

WINTER2013

Two required books are available for purchase at Paragraph Bookstore on Ave. McGill College (listed below and denoted in the syllabus with an asterisk*). All other readings are available for download on WebCT, or online. Students should complete all assigned readings for a given week before the Tuesday

that African development would be facilitated precisely by limiting engagement with the West. How can we account for these different positions?

Students do not need to treat every assigned reading in their questions and comments, but should make an effort to identify general themes and make connections, rather than focusing all questions on a single text.

- 3 **Class Participation** Students are expected to come to class having done the assigned readings and prepared to offer specific insights or ask specific questions. Students should be attentive in class and participate actively in class discussions. At the beginning of class each student is expected to speak briefly about their general reaction to the week's readings, and give one topic or question they would most like to discuss in the class.
- 4 **Web CT Participation** Students are also encouraged to participate in the class through the Web CT discussion board. Students can use the discussion board to share links to interesting articles or other resources with their classmates, as well as to comment on one another's posts and discussion questions. Students are expected to make at least one post, or one response to another student's post, per week.

On March 21 and 22, the Institute for the Study of International Development is organizing a conference on The Challenge of Developing Countries from the Bottom Up. There will be one session taking place on Thursday March 21st (1600-1800) and four sessions on Friday March 22nd (9:00-10:45, 11:15-13:00, 14:00-15:45, and 16:00-17:45). Attendance to any session of the conference will earn students extra credit (25%) that will count toward their participation grade. Please note that participation is never to exceed the 20% established for the course. At the conference there will be a sign up sheet at each session. Students should put their name, student ID, and signature. Needless to say, students leaving early from a session will not receive the extra credit.

In groups of three, students will present a specific issue or event in African current affairs that is not covered in the course syllabus. Presentations should provide background and explanation of the issue, and then undertake a detailed analysis of at least two different sources describing the issue. These sources should provide diverse viewpoints and opinions about the issue. At least one source must be from Africa, and presentations should compare the viewpoints of different Africans involved in the story as well as an international or outsider perspective. Students may pursue more "typical" stories relating to conflict, crisis, underdevelopment, etc., or explore issues that are not usually discussed in the mainstream Western press, such as cultural and sporting events, local politics, etc. Presentations should be 15-20 minutes maximum in length, with another 10 minutes allotted for class questions, feedback and discussion.

Students are encouraged to use visual aids such as multimedia clips and PowerPoint presentations to enhance their work. A group mark will be allotted based on the thoroughness and innovativeness of the presentation and discussion of the chosen topic; the insightfulness of the critique of media representations of the topic; the quality of visual aids and other supporting materials, and poise in answering classmates' questions.

Students will submit a final, 12-15 page paper. Because of the wide range of topics covered, the various types of sources used, and the general interdisciplinary nature of the course, the scope of possible research questions is nearly unlimited. The only stipulation is that the paper topic must relate to the theme of the course by focusing on the political dimensions or the overt or implicit power relations present in a given situation. Papers should also focus on contemporary phenomena that have developed in the post-colonial period or more recently.

A 2-3 page paper proposal must be submitted by email to the instructor by the beginning of class on

The proposal should discuss the key question or problem to be addressed, the aims and objectives of the student's research, and the strategy and methods that will be used. The proposal should also include a preliminary bibliography of at least eight academic sources.

The final paper and paper proposal must conform to the formatting and citation guidelines (in-text, author-date style) specified in the [writing guide](#). (Available as a book through the McGill library website).

Final papers must be submitted by email to the instructor by

Late papers and paper proposals will be docked one third of a letter grade per day or portion of a day late.

**Thandla Mankwile 2010 "From maladjusted states to democratic developmental states in Africa" in Omar El Ghayour ed
Potentials and Challenges Cape Town HRCPress pp 59- 81.**

Ben Okri 1999 Stars of the New Gufew (selected short stories)

Suprising Europe Documentary Television Series Al Jazeera English Selected clips
<http://www.aljazeera.com/programmes/suprisingeurope/>

Janes Ferguson 2006 Chapter 4
Transnational Topographies of Power: Beyond “the State” and “Civil Society” in the Study of African Politics pp 89-112

Azaya Victor: 2004 “Globalization and International Tourism in Developing Countries: Marginality as a Commercial Commodity” Current Sociology: 52(6)(Nov. 2004): 949-967

Recommended

John M. Maku and Suresh Savena, eds 2004
Introduction

: . 2001. Abbas Kiarostami, dir. (Iran, 85 min)

Jorge D 2008 ‘Beyond “Dagun in the Bush”: The Study of China-Africa Relations, African Affairs 107(43): 45-61.

Charles Adjasi 2012 “China in Africa – Are we really losing out?” How we made it in Africa
<http://www.howwemadeitinafrica.com/china-in-africa-%E2%80%9B-are-we-really-losing-out/17124/>

Dorothy Hodgson (1999) “Images and Interventions: The Problems of Pastoralist Development.” in Anderson, D. M. and Boch-Du, V. eds, “The Porcænotus”: Poverty and Pastoralism in East Africa. Bloomington: Indiana University Press, London: James Currey, pps 221-239

Recommended to watch

Hernando de Soto, Danbisa Moyo, Stephen Lewis, and Paul Collier: 2010 “Be it Resolved: Foreign Aid Does More Harm than Good” (video). Murk Debates
<http://www.murkdebates.com/The-Debates/Foreign-Aid>

*** Mariana Ba 1989 Solonga letter: Hirenann 89pgs (entire novel)**

Giffiths, Claire 2011. Globalizing the Postcolony: Contesting Discourses of Gender and

