

Globalization and Development in Africa

Of all regions of the world, Africa seems to present the greatest challenges to hopes for modernization and economic development. In this course we will examine these challenges and consider the following questions.

- What do we mean by “development,” and what are the origins of the concept?
- Do external efforts to promote social and economic change do more harm than good?
- Have African societies been left behind by globalization, shut out from it, or do they merely reflect an unexpected side of globalization processes?
- What is Africa's place in the neoliberal world order?
- What role does "African culture" play in generating or blocking social change? And,
- How can anthropological methods and knowledge illuminate prospects for progress on what has long been regarded as the "dark continent"?

Core concepts for the course include:

- ❖ *development*
- ❖ *globalization*
- ❖ *neoliberalism*
- ❖ *culture*
- ❖ *ethnography*
- ❖ *teleology*
- ❖ *tradition vs. modernity*
- ❖ *political economy*

Course structure and goals: Students in this course will engage with a series of ethnographic case studies of social change in African societies. The intent is *not* to dispense practical knowledge for solving “development problems” in Africa (although students may gain such knowledge as a byproduct). Rather, the course’s primary objective is to provide students with the analytical tools necessary to provide a critical assessment of the very ideas of globalization and development.

In the course of this semester, students will strive to:

1. Rethink some of their basic conceptions and paradigms about social and economic change;
2. Explore the limits of their existing mental frameworks about these concepts;
3. Develop new, better frameworks using scientific reasoning and evidence; and
4. Hone analytical and inductive reasoning skills which they will be able to use in understanding contemporary political, economic, and cultural developments.

Throughout the semester, the instructor’s goals are to:

1. Stimulate students’ intellect;
2. Change how students think, act, and feel about the core questions and issues;
3. Push students to “unlearn” received (i.e. conventional but inaccurate) wisdom about globalization and development;
4. Highlight the novel, paradoxical, and incongruous aspects of the world;
5. Emphasize the mysteries inherent in human society and culture; and
6. Treat students and all their ideas with respect and consideration.

ASSIGNMENTS and EVALUATION

Students have four main areas of responsibility.

1. Participating (36% of course grade): Students carry most of the responsibility for making class sessions work. The instructor will assess their participation through their attendance, their degree of engagement in discussions, and their contributions to regular on-line discussions hosted on Moodle. Student will also be responsible for leading class discussions in pairs.
2. Reading: Most of our work in this course will focus on book-length ethnographic case studies. Students are expected to complete the reading assignments by the dates specified and be prepared to discuss them, both in class and through web-based class forums. Attending class is no substitute for doing the readings, and vice-versa.
3. Writing short essays (36% of course grade): Students will compose three short (3-4pp) essays in response to assigned readings. You must submit your first draft to our TRAC fellow, Hilary Lewis, and arrange a meeting with her to receive feedback. You will then prepare a revised draft and submit it to the instructor for grading. Details, guidance, and grading criteria will be posted to Moodle.
4. Completing a final research project (28% of course grade): Working individually, students will research, design and create a final research paper and prepare a 10-minute presentation of their research to the class at the end of the semester. Papers should be 15-20pp. As with the short essays, your first draft will be read by the TRAC fellow and you will make revisions based on her feedback. Details, guidance, and grading criteria will be posted to Moodle.

Communication with the Instructor: I invite all students to visit me in my office or, failing that, to get in touch electronically or by phone. If you drop by unannounced you may find that I'm away from my desk, so please e-mail me ahead of time to make an appointment. I try to reply to e-mails within 24 hours, but I can't promise to do so in every case.

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both me *and* the Office of Academic Support Services, University Center room 212 (or call 610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted. For more information, visit <http://www.lehigh.edu/~inacsup/disabilities/faq.shtml#students>.

On Academic Integrity: Plagiarism is copying the work of others, and that includes cutting and pasting from Web sources. For all assignments in this course you must write in your own words or use quotation marks and citations. Cheating is using means other than your own efforts on tests and papers. Both are forbidden by University policy (see your student handbook). Confirmed instances of plagiarism or cheating will result in an F for the assignment at least and possibly for the entire course. So don't risk it. Effective time management and willingness to ask questions when you are not sure about an assignment or the material reduce the temptation to take the easy way out. Visit <http://www.lehigh.edu/academicintegrity> to learn more.

Topics and assignments

(* denotes a reading available on Moodle as a PDF file or web link)

INTRODUCTION: Anthropology, development, & “tradition”

- Tuesday, August 25 Welcome
- Thursday, August 27 Introducing Hilary Lewis, TRAC fellow
Reading: Edelman & Haugerud 2005: 1-53* (52pp)
- Tuesday, September 1 Reading: Hobsbawm & Ranger 1983: 1-14 and 211-262* (65pp)

PART ONE: Globalization & identity

- Thursday, September 3 Geschiere 2009: 3-53
- Tuesday, September 8 Geschiere 2009: 53-168
- Thursday, September 10 Geschiere 2009: 169-224

PART TWO: “Development” & underdevelopment

- Tuesday, September 15 Rodney 1972: 3-29 and 205-281* (100pp)
- Thursday, September 17 Ferguson 1994: xiii-21
- Tuesday, September 22 Ferguson 1994: 25-134
- Thursday, September 24 Ferguson 1994: 135-193
- Tuesday, September 29 Ferguson 1994: 194-288

PART THREE: Assessing neoliberal economics & foreign assistance

- Thursday, October 1 Geschiere et al. 2008: 27-33*; Collier 2007: 175-195*;
Sachs 2005: 56-65*; Easterly 2007: 1-5*
- Tuesday, October 6 (NO CLASS - PACING BREAK)
- Thursday, October 8 Glennie 2008: 1-143

PART FOUR: Learning to be modern

- Tuesday, October 13 Geschiere et al. 2008: 1-7 and 17-20*
Ferguson 2002: 551-69*; Ferguson 2006: 176-93*;
FILM: Jean Rouch, “Les Maitres Fous” (in class)
- Thursday, October 15 Vavrus 2003: 1-44
- Tuesday, October 20 Vavrus 2003: 45-151

PART FIVE: Aid & violence

- Thursday, October 22 Uvin 1998: 1-50
 Tuesday, October 27 Uvin 1998: 53-179
 Thursday, October 29 Uvin 1998: 180-238

PART SIX: Underdevelopment as witchcraft

- Tuesday, November 3 Smith 2008: vii-91
 Thursday, November 5 Smith 2008: 93-146
 Tuesday, November 10 Smith 2008: 147-247

PART SEVEN: Globalization & youth culture

- Thursday, November 12 Weiss 2009: 1-63; film in class: "Nollywood Lady" (52 min.)
 Tuesday, November 17 Weiss 2009: 65-167
 Thursday, November 19 film in class: "Hip Hop Colony" (93 min.)
 Tuesday, November 24 Weiss 2009: 169-221
 Thursday, November 26 (THANKSGIVING)

CONCLUSION: African articulations with the world

- Tuesday, December 1 Marshall-Fratani 1998: 278-311*; Otayek & Soares 2007: 1-24*
 Thursday, December 3 [ONLINE DISCUSSION ONLY; NO CLASS MEETING]
 Bayart 2000: 217-267*; online video: "Congo: Oil-Gotten Gains,"
 Parts 1 & 2 (23 min.)

REQUIRED BOOKS:

- James Ferguson, *The Anti-Politics Machine*, U. of MN Press, 1994
 Peter Geschiere, *The Perils of Belonging*, U. of Chicago Press, 2009
 Jonathan Glennie, *The Trouble with Aid*, Zed Books, 2008
 James H. Smith, *Bewitching Development*, U. of Chicago Press, 2008
 Peter Uvin, *Aiding Violence*, Kumarian Press, 1998
 Frances Vavrus, *Desire and Decline*, Peter Berg Publishers, 2003

Other readings (in chronological order):

- Edelman, Marc and Angelique Haugerud. 2005. "Introduction: The Anthropology of Development and Globalization." In Edelman and Haugerud, *The Anthropology of Development and Globalization*, pp. 1-53.
- Ranger, Terrence. 1983. "The Invention of Tradition in Colonial Africa." In Hobsbawm and Ranger, *The Invention of Tradition*, pp. 211-262.
- Rodney, Walter. 1972. "The Supposed Benefits of Colonialism to Africa." In *How Europe Underdeveloped Africa*, pp. 205-281.
- Geschiere, Peter et al. 2008. "The World Bank's Changing Discourse on Development." In Geschiere et al., *Readings in Modernity in Africa*, pp. 27-33.
- Collier, Peter. 2007. "The Struggle for the Bottom Billion." In *The Bottom Billion*, pp. 175-195.
- Sachs, Jeffrey. 2005. "Can Extreme Poverty Be Eliminated?" *Scientific American*, September, pp. 56-65.
- Easterly, William. 2007. "The Ideology of Development." *Foreign Policy*, July/August, 5pp.
- Geschiere, Peter et al. 2008. "Introduction." In Geschiere et al., *Readings in Modernity in Africa*, pp. 1-7.
- Eisenstadt, S.N. 1966. Excerpts from *Modernization: Protest & Change*. In Geschiere et al., *Readings in Modernity in Africa*, pp. 17-20.
- Ferguson, James. 2002. "Of Mimicry and Membership." *Cultural Anthropology* 17(4): 551-569.
- Ferguson, James. 2006. "Decomposing Modernity: History and Hierarchy After Development." In *Global Shadows*, pp. 176-193.
- Marshall-Fratani, Ruth. 1998. "Mediating the Local and the Global in Nigerian Pentecostalism." *Journal of Religion in Africa* 28(3): 278-311.
- Otayek, René and Benjamin Soares. 2007. "Introduction: Islam and Muslim Politics in Africa." In *Islam and Muslim Politics in Africa*, pp. 1-24.
- Bayart, Jean-François. 2000. "Africa in the World: A History of Extraversion." *African Affairs* 99: 217-267.

Films and videos

- Jean Rouch, "Les Maitres Fous" (Ghana, 1955)
- Dorothee Wenner, "Nollywood Lady" (Nigeria, 2008)
- Michael Wanguhu, "Hip Hop Colony" (Kenya, 2005)
- Al Jazeera, "Congo: Oil-Gotten Gains" (Congo, 2009)