

AAS 103 / ENVIRON 152
Reconsidering African Environments
University of Michigan, Fall 2022

Instructor: Professor Brian Ikaika Klein (he/him)

Email: briklein@umich.edu

Meetings: Monday / Wednesday, 1:00-2:30 p.m. – 3556 Dana

Office Hours (on Zoom): Tuesday, 11:00 a.m.-12:00 p.m. (or by appointment)

Please sign up at <https://brianklein.youcanbook.me>, or e-mail for appointment if slots are full or you can't make the normally-scheduled time.

<https://umich.zoom.us/j/98181417260>

Course Description

Natural resources and environmental management in Africa are often depicted through framings of conflict, curse, and tragedy. Landscapes are alternately seen as vacant expanses available for “land-grabbing” by foreign firms to apply capital for profitable development, or as overexploited “tragedies of the commons” where poor citizens are sacrificing their countries’ national patrimony (and destroying the habitats of charismatic animals) in pursuit of subsistence livelihoods. Rather than supporting sustainable development, substantial natural endowments are viewed as fueling conflict and underdevelopment, with African countries—and their oil, “blood diamonds,” “conflict minerals,” and so forth—pointed to as paradigmatic examples of the “resource curse.” Proposed solutions run from the privatization of natural resource sectors, to the expansion of strictly (perhaps *militantly*)-protected conservation areas, to the enrollment of local citizens in community-based natural resource management programs.

This course prompts students to reexamine dynamics of natural resource politics and environmental management in varying contexts across the African continent so as to critically engage with these narratives. In doing so, we aim to uncover substantiations, deviations, and contradictions through an appraisal of popular media, journalistic accounts, and relevant scholarship in the fields of geography, political economy, anthropology, political ecology, and development studies. We will use particular cases—certain sectors, certain countries, certain communities’ experiences with natural resource management, extraction, and use—to rethink prevailing framings of environmental issues in Africa, and to consider alternative discourses that highlight the stakes for different involved actors and impacted populations. Students will leave the course better equipped to interrogate depictions of natural resource management and use in Africa, and to understand the ways in which environmental and development challenges are shaped and landscapes produced by an articulation of local particularities, sedimented histories, and global forces.

Learning Objectives

By the end of the semester, students in this course will be able to:

- Describe a range of environmental and natural-resource-management-related issues/problems faced by African countries and communities;
- Detail the common narratives used to frame those issues/problems—as well as proposed “solutions”—in media, policy, practitioner, and some scholarly venues;
- Critically analyze those narratives and the underlying issues/problems themselves using pertinent concepts from the readings, which will also allow for deciphering how power, inequality, difference, representation, and materiality interact with other historical and political economic dynamics to shape environmental challenges and outcomes;
- Critically reflect on their own identities and experiences in exploring issues of power, privilege, narrative framing, and sustainability;
- Develop their ability to write more effectively and analytically;
- Develop their ability to listen carefully to others and engage in respectful dialogue about complex socio-environmental issues.

Assignments and Assessments

Students will be evaluated through a series of assignments/assessments, including class attendance/participation, weekly written responses, an individual presentation, a mid-term paper, and a final paper. Details for each of these (including due dates) follow below:

Attendance and Participation in Discussion (20% of grade)

Attendance and participation are absolutely critical to the success of this discussion-based seminar. **As such, your presence at all classes is mandatory.** If you must be absent because of an emergency or illness, please make every effort to speak with me about it beforehand, if possible, or after the next class. Please notify me of absences due to religious observance or University sporting events as soon as you can, or by the *third week of the semester*. Keep in mind that more than two unexcused absences will begin to affect your final grade.

Moreover, it’s not enough to simply show up. While listening to others in the class will of course be essential to cultivating a collaborative atmosphere, **you must also verbally contribute to the discussion** to demonstrate that you’re doing the reading and paying attention to what’s being said.

Here, I have a couple of additional requests. First, I’m asking that you **practice the “step up, step back” approach to group discussions.** If you’re someone who tends to not speak a lot, please try to step up into a role of speaking more. If you tend to speak a lot, please step back into a role of listening more, or soliciting thoughts from your classmates. In either case, you’ll be growing your set of skills. Second, in the event that we shift to online instruction, **I’m asking that students please keep their video cameras ON during class.** If there are extenuating circumstances that make this requirement difficult for you to meet, *please write to me as soon as possible to discuss the situation.* My hope is that seeing each other’s faces will bridge some of the awkwardness of online learning, and will help further our efforts to build community.

Map Quiz (5% of grade)

In class on Wednesday, September 14, you'll take a quiz testing you on the basics of African geography. You'll be expected to identify all 54 countries (and Western Sahara) on a blank map, and to know these countries' capitals and colonizers. You'll also be asked to identify a series of major geographical features (e.g. the Sahara Desert, the Sahel, the Congo Basin, etc. I'll provide a list in advance). You can prepare by utilizing resources found online.

Weekly Reading Responses (15% of grade)

Due each Wednesday through Canvas by 10:00 a.m. Eastern.

Each week, there will be a series of assigned readings/videos/etc. meant to inform our discussions. Often (though not always), they will involve a pairing between (1) materials conveying a mainstream perspective, powerful narrative, or widely-accepted concept or framing, and (2) materials containing critiques, alternative interpretations, and/or subversive approaches that challenge those more mainstream/powerful/prevaling discourses.

To help make sure you're keeping up with the materials and absorbing related arguments and critiques, and to provide fodder for our conversations, I'd like you to complete a weekly reading response that **addresses the materials for both Monday and Wednesday in a given week**. There will be 13 opportunities to complete reading responses. **You're required to submit 10. Responses will be graded on a √-, √, √+ basis (recorded as a 6, 8, or 10 through Canvas).**

Each reading response should be about two paragraphs long. The first paragraph should summarize some of the main ideas/arguments from several of the readings you'd like to put in conversation with one another. The second should be your own original analysis, agreeing/disagreeing, posing additional questions, etc.

For additional guidance on reading responses, see "Assignments" on bCourses.

Class Presentation and Discussion Lead (10% of grade)

See sign-up sheet for dates.

Twice over the course of the semester, each of you will make a short (~10 minute) presentation to the class and take the lead in framing our discussion. You should spend most of the ten minutes summarizing the issues discussed by the authors, identifying their key arguments, and explaining any key concepts. You're welcome to do this as a series of slides, or as a one-page Word or PDF document (both of which will be shared with your classmates after the fact). In the event that we're meeting online, you'll either share your screen while presenting, or can send the presentation/document to me ahead of time, and I'll share it with the class.

At the end of your presentation, you'll share a short article, video, or other piece of media that connects with the theme(s) of the class as a way of prompting further reflection and discussion. Drawing on the day's readings and the media piece you've selected, you'll then pose three questions to frame our subsequent conversation. I encourage you to talk with me in advance of your presentation (in office hours or by appointment) so that I have a chance to provide feedback on your plan and to review the materials/questions you intend to share.

Mid-Term Paper (20% of grade)

Due Friday, October 21, 2022, at 5:00 p.m. Eastern

Your mid-term paper should be 5-7 pages, double-spaced, with 1-inch margins and 12-point font.

I will provide three possible prompts for you to choose from. Each of these prompts will include some framing discussion along with a media article or policy document discussing an environment or natural resources-related issue or problem in Africa. Your job will be to apply concepts and approaches we've discussed in class to analyze and critique those articles/documents and the narratives on which they're based.

I'll provide the prompts and additional guidance in late September or early October.

Final Paper (30% of grade)

Proposal due Sunday, November 13, 2022, at 11:59 p.m. Eastern (5% of grade)

Outline or draft due Wednesday, November 30, 2022 at 11:59 p.m. Eastern (5% of grade)

Final draft due Tuesday, December 13, 2022, at 11:59 p.m. Eastern (20% of grade)

Your final paper should be 8-10 pages, double-spaced, with 1-inch margins and 12-point font. You should properly cite at least 10 sources, including **at least three scholarly sources**.

For the final paper, you'll select a particular environmental/resource-related issue/problem in a particular African country (or region). Your job will be to explain the issue/problem and relevant context (which should include some historical context, as well); identify the common narrative about that issue/problem through media articles and policy documents; and then provide your own analysis/critique that *reconsiders* that issue/problem using critical concepts and approaches we've discussed in class.

I'll provide additional guidance and devote class time to discussing relevant methods for research and analysis in early November. By Sunday, November 13, you'll need to submit a one-paragraph summary of the environmental issue/country upon which you plan to focus (which you're encouraged to discuss with me beforehand!). I might ask you to choose an alternative if several students have selected the same issue/country, or if it hews too closely to a case we've already spent considerable time on in class.

By Wednesday, November 30 (or earlier!), you'll need to submit either a detailed outline or a draft of the paper. Whether you choose the draft or the outline, the document should cover all of the various components (issue summary/prevaling narrative/critical analysis) as outlined above, and should identify most of the sources you'll be using. I'll return it to you with suggestions for improvements.

Grading Scale

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	E	< 60

Note that the University has discontinued the “No Record COVID (NRC)” option.

Deadlines, Extension Requests, and Grade Appeals

Deadlines are important. They provide structure, and motivation, and are meant to allow me to give you thorough feedback on your work so that you’re able to improve before the next assignment is due. That being said—we’re all humans living through extraordinary times. As such, if the deadlines for any assignments (especially the mid-term or final papers) becomes difficult for you to meet, please use the template below to let me know what’s up, and to propose an alternative submission date:

Dear Professor Klein,

I’m writing to ask for an extension on [ASSIGNMENT], normally due on [FORMAL DUE DATE]. I would like to propose that I submit my completed assignment on [NEW DATE THAT WORKS FOR YOU] by [PRECISE TIME e.g. 5 p.m. EST]. The reason I am requesting this extension is because of [YOUR REASON, whatever you are comfortable sharing].

Thank you for your consideration, and please let me know if this is acceptable.

Best,

[YOUR NAME]

If you would like to appeal a grade, please wait a minimum of 48 hours, review your work and my comments, and then provide to me in writing via e-mail an *academic* justification for a grade revision along with the original paper for me to reference. We will arrange a time to meet to discuss your situation. Please note that your grade may be *raised, lowered, or not changed* after my reevaluation. **Requests to review grades will not be honored later than one week after grades are given.**

Other Course Policies and Resources

College in the Time of COVID-19

The University has mandated vaccination in order to minimize the risk of transmitting COVID-19 within our community. Indoor masking recommendations are now to be “aligned with the CDC’s COVID-19 community level for Washtenaw County.” As of right now, the CDC

COVID-19 community level for Washtenaw County is fluctuating between “Medium” and “High,” the latter of which means masks should be worn in all indoor public spaces (including our classroom). Given the ongoing prevalence of COVID-19 in our community, **I’ll be wearing a mask in class, and encourage all students to do the same.** Despite the present emphasis on “individual” risk assessments, we are each responsible for protecting the collective health of all members of this campus by being mindful and compassionate.

As a matter of policy, students must adhere to the guidelines laid out in our [Wolverine Culture of Care](#) and the [University’s Face Covering Policy for COVID-19](#). This means **not coming to class when ill or in quarantine**, and masking if University guidelines say so. It is important to also be thoughtful about group gatherings as well as about classroom activities and exercises that require collaboration. Individuals seeking to request an accommodation related to any face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#).

Any student who is not able and willing to comply with campus safety measures for this in-person course should contact me (the instructor) or their academic advisor to discuss alternate participation or course options. Students who do not adhere to University-mandated safety measures while in a face-to-face class setting (and do not have an approved exception or accommodation) will be asked to disenroll from the class.

For additional information refer to the [LSA Student Commitment to the Wolverine Culture of Care](#) and the OSCR Addendum to the Statement of Student Rights and Responsibilities on the [OSCR website](#).

Given everything going on around us, **communication is going to be key to our success.** Please notify me as soon as possible if you have concerns about your health affecting your progress and success in this class, whether pertaining to COVID-19 or any other circumstance. I also recognize that a dependent, cohabitant, or family member (genetic or chosen) becoming ill can negatively affect your performance in this class, and that the pervasiveness of such stress/grief during this public health crisis calls for more compassion and flexibility, not less. Wherever possible and warranted, I am committed to working with you to support your success in this class through modifications ranging from minor extensions to a grade of Incomplete in the course, with a plan to complete core requirements of the course after recovery.

In short, there’s *still* a global pandemic going on. None of us are really OK. If you tell me you’re having trouble, I’m not going to judge you or think less of you. I hope you’ll extend me the same grace.

Inclusivity and Universal Learning

I am committed to our classroom being an inclusive space, and to upholding the principle of universal learning. This means that we must demonstrate mutual respect, civility, and the ability to listen and observe others carefully through our practices and interactions. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible. I will give you midterm feedback on your participation upon request.

If you have a particular need, please arrange a meeting with me so I can best help you learn in this course. I will treat as private and confidential any information that you share. I also suggest

you contact Services for Students with Disabilities (SSD) at the start of the semester. Please ask SSD to forward any necessary information to me.

Here is the contact information for Services for Students with Disabilities:

- Location: G-664 Haven Hall
- Phone: (734) 763-3000
- Website: <http://ssd.umich.edu/>

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

Office Hours

As indicated above, I'll have regularly-scheduled **virtual** office hours on Tuesdays from 11:00 a.m.-12:00 p.m. If you're not able to make that time, please feel free to shoot me an e-mail, and we'll find another mutually-convenient time to chat over Zoom.

I can't stress this enough: **office hours are a great opportunity for you to connect with professors and GSIs on campus**—not just to get extra help or talk through any specific course-related questions you might have, but also to discuss all sorts of things that might be on your mind. You're welcome to come to office hours with questions/concerns about our class, or other classes, or other things going on in the world, or plans for your major/minor, or studying abroad, or your career ideas, or anything I've mentioned that you found interesting and would like to know more about... Really anything at all!

Technology Use

Generally speaking, please refrain from using laptops, phones, or tablets during our meetings. Research shows that taking notes by hand enhances recall and learning, and since this is a small class setting, I want to ensure that we're all as mentally present as possible. (For the curious, check out: <https://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>)

That being said—you *will* need to be able to access articles/videos/other links shared by me or your classmates, so please bring a device that will allow you to do so. I'll let you know when it's time to get them out.

Course Recordings

Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Additional information regarding course recordings and privacy concerns can be found on the [UM ITS Recording and Privacy Concerns webpage](#).

Sites @ Home loaner laptop program

Many students rely on campus computing sites to access specialized software, use a Windows PC for a course assignment when they may have a Mac at home, or access faster computers with higher processing speeds. We recognize that some students may not be able to come to a physical computing site location or feel comfortable using a shared workspace due to the pandemic—so we have developed a new program to bring computing sites to them.

"Sites @ Home" loaner laptop program, which is available to U-M Ann Arbor graduate and undergraduate students to support their academic needs for up to two semesters. This program is designed to supplement the loaner programs that are already in place within schools and colleges, so that we can work together to ensure that our students have access to the technology they need to succeed.

As part of the program, students may check out a Windows PC laptop with access to many popular software titles in the Campus Computing Sites library. Students are only eligible for one loaner check-out at a time, and laptops can be checked out for one or two semesters. The program is open to U-M Ann Arbor students who will be physically in the United States for the length of the loan. Supply is limited, so requests will be filled on a first-come, first-served basis with priority given to students who have a financial need.

Please find additional information about the [Sites @ Home program](#) on the ITS website.

Academic Misconduct and Plagiarism

The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the LSA Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see lsa.umich.edu/lsa/academics/academic-integrity.html

One form of misconduct that deserves special attention is plagiarism, defined by the LSA Office of Academic Affairs as “representing someone else’s ideas, words, statements or other work as one’s own without proper acknowledgment or citation” (see <https://lsa.umich.edu/lsa/academics/academic-integrity/academic-misconduct.html>). New writing challenges can tax your writing fluency, and entering new academic discourses can test your abilities to synthesize and take ownership over source texts and concepts. My job as instructor in this course is to help you through these obstacles so that you can find your footing as a writer in new domains. Your job as a student is to keep the faith, so to speak, and work through these new domains until you regain confidence. This work requires patience, planning, and focus.

Much plagiarism occurs as a result of a lack of care in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a

source in your work, you may clarify it with me. In general, though, I recommend always the citing sources you have consulted as well as those you borrow from directly. *If you are having difficulty with an essay, please contact me right away!* That's what my email address and office hours are for.

Sweetland Center for Writing

The Sweetland Center for Writing—located at 1310 North Quad—is an amazing, free resource! If you would like additional feedback or assistance as you're planning, drafting, or revising your writing assignments, you can schedule an individual appointment with a Sweetland faculty member, drop in for a peer-tutoring session, correspond online with a peer tutor, or submit your work online to receive feedback within 72 hours

Sweetland faculty members and peer tutors will not edit or proofread your work, but they can assist you with understanding assignments, generating ideas, developing and organizing arguments, using evidence and sources, and clarifying your writing.

For more information, please visit: <http://www.lsa.umich.edu/sweetland/undergraduate>.

Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at 734.764.8312 and caps.umich.edu during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at 734.764.8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see <https://www.uhs.umich.edu/aodresources>.

For a listing of other mental health resources available on and off campus, visit <http://umich.edu/~mhealth/>

Sexual Misconduct Policy

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct—including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and [at sapac.umich.edu](http://sapac.umich.edu).

Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu

Course Schedule and Readings

[Readings will be posted in “Files” on Canvas in a folder with the appropriate date]

Monday, August 29, 2022: Introductions and Syllabus Review

Theme 1: Conceptualizing Narratives and Identifying Myths

Wednesday, August 31, 2022: Narratives and Power

Required: Cronon, W. (1992). A place for stories: Nature, history, and narrative. *The Journal of American History*, 78(4), 1347-1376.

Optional: Ewick, P., & Silbey, S. S. (1995). Subversive stories and hegemonic tales: Toward a sociology of narrative. *Law and Society Review*, 197-226.

Newell, S. (2018). “Narrative.” In *Critical terms for the study of Africa*. Desai, G., & Masquelier, A. (Eds.). University of Chicago Press. (245-259).

Monday, September 5, 2022: NO CLASS (Labor Day)

Wednesday, September 7, 2022: The Image of Africa

Required: Achebe, C. (1978). An image of Africa. *Research in African literatures*, 9, 1-15.

Fair, J. E. (1993). War, famine, and poverty: Race in the construction of Africa's media image. *Journal of Communication Inquiry*, 17(2), 5-22.

Wainaina, B. (2005). How to write about Africa. (92-95)

Optional: Ofori-Amoah, B. (2020). *Africa's Geography: Dynamics of Place, Cultures, and Economies*. John Wiley & Sons.

- Chapter 1: This is Africa: Images, Perceptions, Myths, and Realities (1-16)

Monday, September 12, 2022: Myths of ‘Wild Eden’ and Colonial Conservation

Required: Adams, J. S., & McShane, T. O. (1996). *The myth of wild Africa: conservation without illusion*. Univ of California Press.

- Chapter 1: A Myth is Born (3-24)

Anderson, D., & Grove, R. H. (Eds.). (1989). *Conservation in Africa: peoples, policies and practice*. Cambridge University Press. Introduction

- The scramble for Eden: past, present, and future in African conservation (1-12)

- Optional: Adams, J. S., & McShane, T. O. (1996). *The myth of wild Africa: conservation without illusion*. Univ of California Press.
- Chapter 3: Serengeti Shall Not Die? (37-58)

Wednesday, September 14, 2022: Received Wisdoms on African Environments [& MAP QUIZ]

- Required: Leach, M., & Mearns, R. (1996). *The lie of the land: challenging received wisdom on the African environment*.
- Chapter 1: Environmental Change and Policy – Challenging Received Wisdom in Africa (1-34)

- Optional: McCann, J. (1999). *Green land, brown land, black land: an environmental history of Africa, 1800-1990*. James Currey Publishers.
- Chapter 1: Introduction (1-6)
 - Chapter 2: Africa's Physical World (9-20)

Keeley, J., & Scoones, I. (2014). *Understanding environmental policy processes: Cases from Africa*. Routledge.

Monday, September 19, 2022: Rethinking (False) Histories of Deforestation

- Required: Fairhead, J., & Leach, M. (1995). False forest history, complicit social analysis: rethinking some West African environmental narratives. *World development*, 23(6), 1023-1035.

- Optional: McConnell, W. J., & Kull, C. A. (2014). Deforestation in Madagascar: Debates over the island's forest cover and challenges of measuring forest change. In *Conservation and environmental management in Madagascar* (pp. 91-128). Routledge.

Fairhead, J., & Leach, M. (2003). *Reframing deforestation: global analyses and local realities: studies in West Africa*. Routledge.

Munro, P. G. (2009). Deforestation: constructing problems and solutions on Sierra Leone's Freetown Peninsula. *Journal of Political Ecology*, 16(1), 104-122.

Wednesday, September 21, 2022: Questioning the "Crisis" of Desertification

- Required: Swift, J. (1996). Desertification: narratives, winners & losers. *The lie of the land: Challenging received wisdom on the African environment*, 73-90.

- Optional: Adger, W. N., Benjaminsen, T. A., Brown, K., & Svarstad, H. (2001). Advancing a political ecology of global environmental discourses. *Development and change*, 32(4), 681-715.

Behnke, R. H., & Mortimore, M. (Eds.). (2016). *The End of Desertification?: Disputing Environmental Change in the Drylands* (1st ed. 2016 edition). Springer.

Theme 2: Climate Change, Environmental (In)Security, and Deterministic Discourse

Monday, September 26, 2022: The New Environmental Determinism

- Required: Jared, D. (1997). *Guns, germs, and steel: the fates of human societies*. NY: WW Norton & Company.
- Chapter 19: How Africa Became Black (pp. 376-401)
- Optional: “How Geography DOOMED Africa.” (2018). *Atlas Pro*. Available at: https://www.youtube.com/watch?v=_AQZTWlua3g&t=277s

Wednesday, September 28, 2022: Challenging Environmental Determinism

- Required: Correia, D. (2013) “F**k Jared Diamond.” *Capitalism Nature Socialism*, 24:4, 1-6, DOI: [10.1080/10455752.2013.846490](https://doi.org/10.1080/10455752.2013.846490)
- Jarosz, L. (2003). A human geographer's response to *Guns, Germs, and Steel*: The case of agrarian development and change in Madagascar. *Antipode*, 35(4), 823-828.
- Sluyter, A. (2003). Intellectual Damage Control, and Nature/Society Science. *Antipode*, 35(4), 813-817.
- Robbins, P. (2003). Networks and knowledge systems: An alternative to “race or place.” *Antipode*, 35(4), 818-822.
- Optional: “Jared Diamond on Africa: Myths and Misconceptions of *Guns, Germs, and Steel*.” Twitter thread by Isaac Samuel: https://twitter.com/rhaplord/status/1558143330319482880?utm_source=substack&utm_medium=email
- Blaut, J. M. (1999). Environmentalism and Eurocentrism. *Geographical Review*, 89(3), 391-408.

Monday, October 3, 2022: The Environmental Security Discourse

- Required: Kaplan, R. D. (1994). The coming anarchy. *Atlantic monthly*, 273(2), 44-76.
- Optional: Bantekas, I. (2010). *Environmental Security in Africa. Protecting Human Security in Africa*. Oxford University Press, Oxford, 43-63.

Wednesday, October 5, 2022: Critiquing the Environmental Security Discourse

- Required: Dalby, S. (1996). The environment as geopolitical threat: reading Robert Kaplan's 'Coming anarchy'. *Ecumene*, 3(4), 472-496.
- Obi, C. (2000). Globalised images of environmental security in Africa. *Review of African Political Economy*, 27(83), 47-62.

- Optional: Peluso, N. L., Watts, M., & Watts, M. R. (Eds.). (2001). *Violent environments*. Cornell University Press.
- Chapter 1: Violent Environments (pp. 3-38)

Monday, October 10, 2022: Climate Change, Conflict, and African Vulnerability

- Required: Faris, S. (2007). The real roots of Darfur. *Atlantic Monthly*, 299(3), 67.
- Baker, A. (2021). "Climate, Not Conflict. Madagascar's Famine is the First in Modern History to be Solely Caused by Global Warming." *Time*.
<https://time.com/6081919/famine-climate-change-madagascar/>
- Optional: Madeira, J. (2019). "Climate Change, Sub-Saharan Africa, and US National Security." American Security Project. Washington, DC.
- Sengupta, S. (2016, December 15). "Heat, Hunger, and War Force Africans Onto a 'Road on Fire.'" *The New York Times*.
<https://www.nytimes.com/interactive/2016/12/15/world/africa/agadez-climate-change.html>

Wednesday, October 12, 2022: Complexifying Africa's Climate Crisis

- Required: *Hartmann, B. (2010). Rethinking climate refugees and climate conflict: Rhetoric, reality and the politics of policy discourse. *Journal of International Development: The Journal of the Development Studies Association*, 22(2), 233-246.
- *Verhoeven, H. (2014). Gardens of Eden or hearts of darkness? The genealogy of discourses on environmental insecurity and climate wars in Africa. *Geopolitics*, 19(4), 784-805.
- Donner, S. (2020, June 24). "The Ugly History of Climate Determinism Is Still Evident Today." *Scientific American*.
- Rice, S. (2022, January 24). Madagascar's Famine Is More than Climate Change. *Georgetown Journal of International Affairs*.
- *Read (at least) one of these, plus the Donner and Rice pieces.
- Optional: Tempus, A. (2020). Are We Thinking About Climate Migration All Wrong? *Rolling Stone*.
- Adams, C., Ide, T., Barnett, J., & Detges, A. (2018). Sampling bias in climate-conflict research. *Nature Climate Change*, 8(3), 200-203.
- Detges, A. and Ide, T. (2018, February 20). On Streetlights and Stereotypes: Selection Bias in the Climate-Conflict Literature. *New Security Beat*.
<https://www.newsecuritybeat.org/2018/02/streetlights-stereotypes-selection-bias-climate-conflict-literature/>

Theme 3: Resource Extraction, Curses, and Conflicts

Monday, October 17, 2022: NO CLASS (Fall Break)

Wednesday, October 19, 2022: (Re)Examining the “Resource Curse” Hypothesis

Required: Patrick, S. M. (2012). Why natural resources are a curse on developing countries and how to fix it. *The Atlantic*.

Obi, C. (2010). Oil as the ‘curse’ of conflict in Africa: peering through the smoke and mirrors. *Review of African political economy*, 37(126), 483-495.

Optional: Klare, M. (2002). *Resource wars: The new landscape of global conflict*. Macmillan. Chapter 8: Fighting for the Riches of the Earth: Internal Wars over Minerals and Timber

Wengraf, L. (2017, January 24). “The Pillage Continues: Debunking the Resource Curse.” *Review of African Political Economy Blog*.

Wengraf, L. (2018). *Extracting Profit: Imperialism, Neoliberalism and the New Scramble for Africa*. Chapter 6: Resource Curse or Resource Wars?

Monday, October 24, 2022: “Blood Diamonds” and “Conflict Minerals”

Required: WATCH: *Blood Diamond* (2006). To stream, go to “Pages” on Canvas, select “[Films to Watch](#),” and click the appropriate link.

Mafe, D. A. (2011). (Mis) Imagining Africa in the New Millennium: The Constant Gardener and Blood Diamond. *Camera Obscura: Feminism, Culture, and Media Studies*, 25(3 (75)), 69-99.

- Introduction (pp. 69-72) and the section analyzing *Blood Diamond* (pp. 84-95)

Optional: WATCH: Conflict Minerals, Rebels, and Child Soldiers in Congo with Suroosh Alvi (2012). *Vice*. Available at <https://www.youtube.com/watch?v=kYqrflGpTRE>

Kristof, N. (2010, June 26). Opinion | Death by Gadget. *The New York Times*. <https://www.nytimes.com/2010/06/27/opinion/27kristof.html>

Wednesday, October 26, 2022: Reconsidering Artisanal Mining in Africa

Required: Musamba, J. and Vogel, C. (2021, October 22). The Problem with “Conflict Minerals.” *Dissent Magazine*. https://www.dissentmagazine.org/online_articles/the-problem-with-conflict-minerals

SKIM FOR MAIN IDEAS : Le Billon, P. (2012). *Wars of plunder: Conflicts, profits and the politics of resources*. Columbia University Press.

- Chapter 4: Diamonds (85-123)

Optional: Hilson, G., Hilson, A., Maconachie, R., McQuilken, J., & Goumandakoye, H. (2017). Artisanal and small-scale mining (ASM) in sub-Saharan Africa: Re-conceptualizing formalization and 'illegal' activity. *Geoforum*, 83, 80-90.

Katz-Lavigne, S. (2019). Demand for Congo's cobalt is on the rise: So is the scrutiny of mining practices. *The Washington Post's Monkey Cage*.

LISTEN (or read transcript): "Human Rights Violations in the Supply and Trade of Metals and Minerals Used in Our Daily Lives, and Lessons Working to Transform the Natural Resource Sector." Podcast with Logan Cochrane and Joanne Lebert. (2019, May 13).

<https://ojs.library.carleton.ca/index.php/nokoko/article/view/2691>

Theme 4: The Commons, Enclosure, and Approaches to Conservation

Monday, October 31, 2022: Conceptualizing the (African) Commons

Required: Ostrom, E. (2008). Tragedy of the commons. *The New Palgrave Dictionary of Economics*.

Okoth-Ogendo, H. W. O. (2002). The Tragic African Commons: A Century of Expropriation, Suppression and Subversion.

Optional: Federici, S. (2011). Women, land struggles, and the reconstruction of the commons. *WorkingUSA*, 14(1), 41-56.

Klein, B.I. (2022). Mineral Commons: Collective Claims to Territory in the Goldfields of Madagascar. *Political Geography*.

Wednesday, November 2, 2022: African Natures as Global Commons

Required: Büscher, B. (2012). Inverted commons: Africa's nature in the global imagination. *RCC Perspectives*, (5), 31-38.

Mulungu, K. (2020, October 19). The grand plan to save forests has failed. Africa Is a Country. <https://africasacountry.com/2020/10/the-grand-plan-to-save-forests-has-failed>

Optional: O'Connor, D. (2008). Governing the global commons: Linking carbon sequestration and biodiversity conservation in tropical forests. *Global Environmental Change*, 18(3), 368-374.

Corson, C., & MacDonald, K. I. (2012). Enclosing the global commons: the convention on biological diversity and green grabbing. *Journal of Peasant Studies*, 39(2), 263-283.

Büscher, Bram. (2009). "Letters of gold: Enabling primitive accumulation through neoliberal conservation." *Human Geography* 2.3: 91-94.

Monday, November 7, 2022: Resisting Enclosure and the Case of Poaching

Required: Fynn, R. and Kolawole, O. (2020, March 3). “Poaching and the problem with conservation in Africa (commentary).” *Mongabay*:
<https://news.mongabay.com/2020/03/poaching-and-the-problem-with-conservation-in-africa-commentary/>

De Jong, M. and Butt, B. (n.d.). “Guns or GPS Units: How should African protected areas combat the ivory poaching crisis?” Available at:
<https://www.learnkala.com/cases/guns-or-gps/>

Optional: “It ain’t over till the crawdads sing.” (2022, September 1). Vox’s *Today Explained* podcast. Available at:
<https://open.spotify.com/episode/7Cd2AxrDGjJnFjj3WuI4z4?si=faf052689b7144d0>

Scott, J. C. (1989). Everyday forms of resistance. *The Copenhagen journal of Asian studies*. [READ pp. 33-39, 49-59.]

Sullivan, S. (2022). ‘Hunting Africa’: Trophy Hunting, Neocolonialism, and Land. *The Land Magazine*. <https://www.thelandmagazine.org.uk/articles/hunting-africa-trophy-hunting-neocolonialism-and-land>

Adams, J. S., & McShane, T. O. (1996). *The myth of wild Africa: conservation without illusion*. Univ of California Press.

- Chapter 4: Save the Elephants! (59-84)

Wednesday, November 9, 2022: COVID-19, Conservation, and Disease Discourse

Required: McKie, R. (2020, August 30). Rampant destruction of forests ‘will unleash more pandemics.’ *The Guardian*.

Twining-Ward, C. and Chapman, C. (2020, May 18). It’s time to implement solutions that make the bushmeat trade unnecessary. *Mongabay*. Available at :
<https://news.mongabay.com/2020/05/its-time-to-implement-solutions-that-make-the-bushmeat-trade-unnecessary-commentary/>

McGovern, M. (2014). Bushmeat and the Politics of Disgust. *Cultural Anthro.*, 7.

Optional: Tollefson, J. (2020). Why deforestation and extinctions make pandemics more likely. *Nature*, 584(7820), 175–176. <https://doi.org/10.1038/d41586-020-02341-1>

Zhu, A., & Zhu, G. (2020). Understanding China’s wildlife markets: Trade and tradition in an age of pandemic. *World Development*, 136, 105108.

Sams, K., Grant, C., Desclaux, A., & Sow, K. (2022). Disease X and Africa: How a Scientific Metaphor Entered Popular Imaginaries of the Online Public During the COVID-19 Pandemic. *Medicine Anthropology Theory*, 9(2), 1-28.

Roe, D., Dickman, A., Kock, R., Milner-Gulland, E. J., & Rihoy, E. (2020). Beyond banning wildlife trade: COVID-19, conservation and development. *World Development*, 136, 105121.

Monday, November 14, 2022: Community-based Natural Resource Management

Required: USAID. (2020). “What is Community-based Natural Resource Management (CBNRM)?”

Dressler, W., Büscher, B., Schoon, M., Brockington, D. A. N., Hayes, T., Kull, C. A., ... & Shrestha, K. (2010). From hope to crisis and back again? A critical history of the global CBNRM narrative. *Environmental conservation*, 5-15.

Optional: Kull, C. A. (2002). Empowering pyromaniacs in Madagascar: ideology and legitimacy in community-based natural resource management. *Development and Change*, 33(1), 57-78.

Wednesday, November 16, 2022: Narratives of Overfishing and Coastal Conservation

Required: Jacobson, A. (2019, May 3). “Fishermen fight to survive on the world’s second largest lake.” *National Geographic*.

Finkbeiner, E. M., Bennett, N. J., Frawley, T. H., Mason, J. G., Briscoe, D. K., Brooks, C. M., ... & Urteaga, J. (2017). Reconstructing overfishing: moving beyond Malthus for effective and equitable solutions. *Fish and Fisheries*, 18(6), 1180-1191.

Theme 5: Agriculture, Development, and (Counter)Narratives of Land(Grabbing) and Resource Scrambling

Monday, November 21, 2022: Agriculture, Development, and the Climate Crisis

[note that we will each independently watch *Thank You for the Rain* instead of meeting together for class on this day]

Required: World Bank (2008). *World Development Report 2008: Agriculture for Development*.

- SKIM: Overview (pp. 1-25)

McMichael, P. (2009). Banking on agriculture: a review of the World Development Report 2008. *Journal of Agrarian Change*, 9(2), 235-246.

IN CLASS: *Thank You for the Rain* (2017). To stream, go to “Pages” on Canvas, select “[Films to Watch](#),” and click the appropriate link.

Wednesday, November 23, 2022: NO CLASS (Thanksgiving)

Monday, November 28, 2022: Land Grabbing and the “New” Scramble for Africa

Required: WATCH: “The New Scramble for Africa.” *Empire, Al Jazeera English*. Available at: https://www.youtube.com/watch?v=_KM06hTeRSY [47:32]

GRAIN. (2008). Seized! The 2008 land grab for food and financial security. *Grain Briefing*.

French, H.W. (2010). “The Next Empire.” *The Atlantic Monthly*.

Optional: Klare, M. T. (2009). Rising powers, shrinking planet: the new geopolitics of energy. Macmillan.

- Chapter 6: “The Global Assault on Africa’s Vital Resources” (146-176)

Ferguson, J. (2006). Global shadows: Africa in the neoliberal world order. Duke University Press.

- Chapter 8: Governing Extraction: New Spatializations of Order and Disorder in Neoliberal Africa (194-210)

Wednesday, November 30, 2022: Demystifying Grabs and Scrambles in Africa

Required: Wily, L.A. (2012). The Global Land Grab: The New Enclosures. In *The Wealth of the Commons: A World Beyond Market & State*.

Bruckner, T. (2015, October 20). The Myth of the African Land Grab. *Foreign Policy*. Available at: <https://foreignpolicy.com/2015/10/20/the-myth-of-the-african-land-grab/>

Brautigam, D. (2012). “China in Africa: Seven Myths.”

Optional: Ayers, A. J. (2013). Beyond myths, lies and stereotypes: The political economy of a ‘new scramble for Africa’. *New Political Economy*, 18(2), 227-257.

Côte, M., & Korf, B. (2018). Making concessions: Extractive enclaves, entangled capitalism and regulative pluralism at the gold mining frontier in Burkina Faso. *World Development*, 101, 466-476.

Brautigam, D., & Ekman, S. M. S. (2012). Briefing: Rumours and realities of Chinese agricultural engagement in Mozambique. *African Affairs*, 111(444), 483-492.

Monday, December 5, 2022: Wakanda as Counter-Narrative?

Required: WATCH: Marvel’s *Black Panther* (2018). To stream, go to “Pages” on Canvas, select “[Films to Watch](#),” and click the appropriate link.

Cobb, J. (2018). *Black Panther* and the Invention of “Africa.” *The New Yorker*. Available at: <https://www.newyorker.com/news/daily-comment/black-panther-and-the-invention-of-africa>

Lu, J. (2018, March 2). Why Big Thinkers Can’t Stop Talking about *Black Panther*. *NPR*. Available at: <https://www.npr.org/sections/goatsandsoda/2018/03/02/590216283/why-big-thinkers-cant-stop-talking-about-black-panther>

Optional: Rickford, R. (2018). I have a problem with *Black Panther*. *Africa Is a Country*. Available at: <https://africasacountry.com/2018/02/i-have-a-problem-with-black-panther/>

Sow, M. and Sy, A. (2018, February 23). Lessons from Marvel’s *Black Panther*: Natural resource management and openness in Africa. *Brookings*. Available at: <https://www.brookings.edu/blog/africa-in-focus/2018/02/23/lessons-from-marvels-black-panther-natural-resource-management-and-regional-collaboration-in-africa/>

Irwin, W. (2022). *Black Panther and Philosophy: What Can Wakanda Offer the World?*. John Wiley & Sons.

Fickling, D. (2018, February 21). Black Panther’s Lesson for Cobalt. *Bloomberg*. Available at: <https://www.bloomberg.com/opinion/articles/2018-02-21/black-panther-has-a-lesson-for-the-curse-of-cobalt>

Wednesday, December 7, 2022: Semester Wrap-up!