

**AAS 103 / ENVIRON 155**  
**Reconsidering African Environments**  
**University of Michigan, Winter 2021**

Instructor: Professor Brian Ikaika Klein

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Meetings (via Zoom): Monday / Wednesday, 1:00-2:30 p.m.

Office Hours: Tuesday, 2:30-4:00 p.m. (or by appointment)

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

## 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 log on. 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 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. Second, 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.

## Map Quiz (5% of grade)

In class on Wednesday, February 3, 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 12:00 p.m. (noon) 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  $\sqrt{-}$ ,  $\sqrt{}$ ,  $\sqrt{+}$  basis (recorded as a 1, 2, or 3 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 PowerPoint slides, or as a one-page Word or PDF document (both of which will be shared with your classmates after the fact). 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, March 12, 2021, 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 February.

## **Final Paper (30% of grade)**

**Proposal** due April 1, 2021, at 11:59 p.m. Eastern (5% of grade)

**Outline or draft** due April 18, 2021 at 11:59 p.m. Eastern (5% of grade)

**Final draft** due April 28, 2021, 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 March. By April 1, 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 April 18 (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	B-	80-82
A-	90-92	C+	77-79
B+	87-89	C	73-79
B	83-86	C-	70-72

Anything below a C- will be reported as “No Record COVID (NRC).” Students receiving an NRC will be able to convert it to a letter grade if desired.

## 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

This class is meeting fully online in order to minimize the risk of transmitting COVID-19 within the university community. The university is maintaining ongoing guidelines for individual and community safety, which as of the start of the semester, can be [accessed here](#). The [US Centers](#)

[for Disease Control also provides information and guidelines](#) about COVID-19. Students are strongly encouraged to educate themselves about the COVID-19 pandemic and take responsibility for personal and public health measures that are within their control, including: social distancing, wearing masks, washing hands, avoiding large gatherings, etc. Nonetheless, students will not be held individually responsible should they become ill during the semester.

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 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 (virtual) 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.

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 office hours on Tuesdays from 2:30-4:00 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

This is a tricky topic given the context of online instruction, but the general message I'd like to convey is that you're expected to be mentally *present* in section, and focused on listening to your peers and engaging in discussion. Please turn off/silence your cell phone, close all messaging windows (e.g. FB Messenger, WhatsApp, Slack, etc.), and refrain from browsing or working on other class materials on your computer while we're together.

## 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 work space 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](https://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](https://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](https://sapac.umich.edu).

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

## **Course Schedule and Readings**

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

### **Wednesday, January 20, 2021: Introductions and Syllabus Review**

#### **Theme 1: Conceptualizing Narratives and Identifying Myths**

#### **Monday, January 25, 2021: Narratives and Power**

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

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

### **Wednesday, January 27, 2021: The Image of Africa**

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

### **Monday, February 1, 2021: Received Wisdoms on African Environments**

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)

### **Wednesday, February 3, 2021: Global Discourses and the African Context [& MAP QUIZ]**

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.

Ramutsindela, M. (2018). "Environment." In *Critical terms for the study of Africa*. Desai, G., & Masquelier, A. (Eds.). University of Chicago Press. (102-114)

### **Monday, February 8, 2021: Degradation Narratives and the Conservation "Imperative"**

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)

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)
- Chapter 3: Serengeti Shall Not Die? (37-58)

### **Wednesday, February 10, 2021: Narratives of Deforestation and Desertification**

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

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

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

### **Monday, February 15, 2021: The Environmental Security Discourse**

Kaplan, R. D. (1994). The coming anarchy. *Atlantic monthly*, 273(2), 44-76.

Bantekas, I. (2010). *Environmental Security in Africa. Protecting Human Security in Africa*. Oxford University Press, Oxford, 43-63.

### **Wednesday, February 17, 2021: Critiquing the Environmental Security Discourse**

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.

### **Monday, February 22, 2021: Narratives of Climate Change and Conflict**

Faris, S. (2007). The real roots of Darfur. *Atlantic Monthly*, 299(3), 67.

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.

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.

### **Wednesday, February 24, 2021: NO CLASS**

### **Monday, March 1, 2021: The New Environmental Determinism**

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)

### **Wednesday, March 3, 2021: Challenging Environmental Determinism**

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)

Sluyter, A. (2003). Intellectual Damage Control, and Nature/Society Science. *Antipode*, 35(4), 813-817.

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.

Robbins, P. (2003). Networks and knowledge systems: An alternative to “race or place.” *Antipode*, 35(4), 818-822.

### **Theme 3: Resource Extraction, Curses, and Conflicts**

#### **Monday, March 8, 2021: The Resource Curse and Resource-based Conflict**

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

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

#### **Wednesday, March 10, 2021: Reconsidering the “Resource Curse” Hypothesis**

Required: 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: Wengraf, L. (2018). *Extracting Profit: Imperialism, Neoliberalism and the New Scramble for Africa*. Haymarket Books.

- Chapter 6: Resource Curse or Resource Wars? (167-192)

#### **Monday, March 15, 2021: Blood Diamonds**

Required: WATCH: Blood Diamond (2006) (or read Wikipedia summary)

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)

#### **Wednesday, March 17, 2021: Rethinking “Conflict Minerals”**

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

- Chapter 4: Diamonds (85-123)

Optional: 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, March 22, 2021: 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.

### Wednesday, March 24, 2021: African Natures as Global Commons

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

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.

### Monday, March 29, 2021: Resisting Enclosure and the Case of Poaching

Required: Scott, J. C. (1989). Everyday forms of resistance. *The Copenhagen journal of Asian studies*.

- Read pp. 33-39, 49-59.

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/>

Optional: 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, March 31, 2021: 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.

## **Monday, April 5, 2021: 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, April 7, 2021: 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, Land Grabs, and China-in-Africa**

### **Monday, April 12, 2021: State-Corporate Power and the “New” Scramble for Africa**

Required: 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)

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.

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)

### **Wednesday, April 14, 2021: Agriculture as Development Strategy**

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.

### **Monday, April 19, 2021: The “Grabbing” of African Lands**

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

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/>

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

### **Wednesday, April 21, 2021: Narratives and Realities of China-in-Africa**

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

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

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