

**AAS 358 - 09**  
**Environmental Governance & African Development**  
**University of Michigan, Winter 2021**

Instructor: Professor Brian Ikaika Klein

Email: [briklein@umich.edu](mailto:briklein@umich.edu)

Meetings (via Zoom): Monday / Wednesday, 2:30-4:00 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

Environmental sustainability and economic development are two of the most pressing issues of our time. Nowhere is the imperative for both clearer than in Africa. In this course, we will explore the institutional structures that mediate human interactions with the environment in Africa, and consider how different approaches to natural resource extraction and use have shaped economic and ecological outcomes across the continent throughout history. Emphasis will be placed on governance of both nonrenewable resources (e.g. extractive industries, from colonial exploitation to national development programs to multinational corporate operations) and renewable resources (e.g. forests and biodiversity, from community-managed commons to market-based conservation to protected areas managed by foreign NGOs). Moreover, we will examine the varied strategies individuals, communities, states, corporations, and organizations have used in seeking to gain and maintain control over resources for purposes of subsistence, profit, conservation, and/or development. In doing so, we will consult literature in political ecology, environmental history, and development studies, as well as popular media and policy documents.

## Learning Objectives

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

- Describe the range of institutional forms that mediate (and have mediated) human-environment interactions in the African context;
- Detail the varying strategies individuals, communities, states, corporations, and organizations use (and have used) in seeking to gain and/or maintain control over resources and landscapes;

- Critically analyze how historical, political-economic, and socio-ecological dynamics shape (and have shaped) approaches to and contests over natural resource extraction/use, as well as trajectories of (under)development in Africa;
- Write more effectively and analytically; and
- Engage in robust, respectful, critical, and historically-informed dialogue about complex issues related to environment and development in Africa—and across the world more broadly.

## Assignments and Assessments

Students will be evaluated through a series of assignments/assessments, including class attendance/participation, weekly written responses, “contemporary cues,” a mid-term paper, and a final project (consisting of a proposal, presentation, and 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 course. **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.

### Weekly Reading Responses (20% of grade)

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

To help make sure you’re keeping up with assigned readings 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.** If you submit more than 10, your 10 best scores will be counted.

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.

### **“Contemporary Cues” (5% of grade)**

See sign-up sheet for available dates.

Six times over the course of the semester, I'd like each of you to share a short piece of media that serves as a “contemporary cue”—as something that prompts us to draw connections between the theme(s) of the class and current events/popular culture. Your cue could be a news article or TED talk, a music video or poem, a viral post or pending case. Whatever you choose, be prepared to explain it and the reasons you selected it (e.g. how it's relevant, why it caught your attention, etc.), and to pose three questions to inform a subsequent reflection/discussion session.

### **Map Quiz (5% of grade)**

In class on Wednesday, January 27, 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.

### **Mid-Term Paper (20% of grade)**

Due Sunday, March 14, 2021 at 11:59 p.m. Eastern

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

For the mid-term paper, you'll investigate how natural resource extraction/use shaped the development of a particular country/region during the pre-colonial/colonial period(s). You're welcome to focus on a particular resource sector (e.g. mining, forestry, rubber, etc.). Keep in mind that it may be useful for you to include whichever country/sector you focus on for the mid-term paper as part of your analysis in the final paper, as well.

## Final Paper and Presentation (30% of grade)

**Presentation**, April 21 in class (5% of grade)

**Final paper** due April 28, 2021, at 5:00 p.m. Eastern (25% of grade)

Your final paper should be 15-20 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 from our class readings**.

There are two prompts for you to choose from for the final paper:

1. Conduct a **comparative analysis of natural resource management institutions across two different contexts**. Your job will be to examine the institutions in question, explain their similarities/differences in approach, analyze their consequences in terms of development outcomes, and offer an explanation as to what (historical, political-economic, socio-ecological) factors have shaped these similarities/differences. Your comparison can be between historical periods (e.g. colonial mining vs. contemporary mining in South Africa); between countries or regions (e.g. forestry in Guinea vs. Kenya); or between sectors within the same country (e.g. mining vs. forestry in Gabon).

OR

2. Conduct an **in-depth analysis of institutional competition in a particular country/sector**. Your job will be to identify the range of institutions involved, trace the (historical, political-economic, socio-ecological) conditions that produced the institutional diversity/conflict in question, and examine how dynamics of power/authority/access shape stakeholders' claims and local/national development outcomes.

In the final weeks of class, each of you will give a presentation explaining your case(s) and preliminary findings. Your classmates and I will ask questions and offer feedback on your presentation to help inform your writing of the final paper.

## 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, we’re in the midst of a global pandemic. None of us are really OK. If you tell me you’re having trouble, I won’t judge 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](http://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 session]

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

#### **Part 1: Setting the Scene**

### **Monday, January 25, 2021: Introducing the Political Ecology Approach**

Robbins, P. (2011). *Political ecology: A critical introduction*.

- Chapter 1: Political Versus Apolitical Ecologies (11-26)

Mitchell, T. (2002). *Rule of experts: Egypt, techno-politics, modernity*. U of California Press.

- Chapter 1: Can the Mosquito Speak? (19-53)

### **Wednesday, January 27, 2021: Basics of African Geography [and MAP QUIZ]**

Osei, W. Y., & Aryeetey-Attoh, S. (1997). The physical environment. *Geography of sub-Saharan Africa*, 1-34. S[BROWSE]

Maddox, G. (2006). *Sub-Saharan Africa: An Environmental History*. ABC-CLIO.

- Chapter 1: African Environments and the Origins of Humanity (1-21)

## **Part 2: Precolonial Environmental Management and Trade**

### **Monday, February 1, 2021: Resources, Trade, and African Empires**

McCann, J. (1999). *Green land, brown land, black land: an environmental history of Africa, 1800-1990*. James Currey Publishers.

- Chapter 1: Introduction (1-8)
- Chapter 2: Africa's Physical World (9-22)
- Chapter 3: Environment and History in Africa (23-51)

### **Wednesday, February 3, 2021: Precolonial Economies and Ethics of Resource Use**

Maddox, G. H., Giblin, J. L., & Kimambo, I. N. (Eds.). (1996). *Custodians of the Land: Ecology and Culture in the History of Tanzania*. Ohio University Press.

- Part II: Environmental Change and Environmental History
  - Introduction (67-70)
  - Chapter 3: Environmental Control and Hunger (Isaria Kimambo, 71-95)
- Part IV: Environment and Morality
  - Introduction (171-174)
  - Chapter 7: Environment, Community, and History (Michele Wagner, 175-199)

### **Monday, February 8, 2021: Early Contact, Trade, and Exploitation**

Rodney, W. (2018). *How Europe Underdeveloped Africa*. Verso Trade.

- Chapter 3: Africa's Contribution to European Capitalist Development—The Pre-Colonial Period (85-105)

Du Bois, W. E. B. (2007). *The World and Africa: An Inquiry Into the Part Which Africa Has Played in World History*.

- Chapter 3: The Rape of Africa (44-80)

### **Wednesday, February 10, 2021: The European Slave Trade**

Rodney, W. (2018). *How Europe Underdeveloped Africa*. Verso Trade.

- Chapter 4: Europe and the Roots of African Underdevelopment—To 1885 (106-174)

- The European Slave Trade as a Basic Factor in African Underdevelopment (106-116)
- Technical Stagnation and Distortion of the African Economy in the Pre-Colonial Epoch (117-130)
- Continuing Politico-Military Developments in Africa—1500 to 1885 (131-159)
- The Coming of Imperialism and Colonialism (160-174)

### **Part 3: Colonial Enclosure, Extraction, and Rule**

#### **Monday, February 15, 2021: Enclosing for Extraction**

Maddox, G. (2006). *Sub-Saharan Africa: An Environmental History*. ABC-CLIO.

- Chapter 5: African Environments and the Reorganization of Space Under Colonial Rule (103-136)

Reader, J. (1997). *Africa: A Biography of the Continent*.

- Chapter 45: Diamonds and Gold (499-521)

#### **Wednesday, February 17, 2021: The Brutality of Extraction**

Hochschild, A. (1999). *King Leopold's ghost: A story of greed, terror, and heroism in colonial Africa*. Houghton Mifflin Harcourt.

- Introduction and Prologue (1-18)
- Chapter 8: Where There Aren't No Ten Commandments (115-139)
- Chapter 9: Meeting Mr. Kurtz (140-149)
- Chapter 19: The Great Forgetting (292-306)

#### **Monday, February 22, 2021: Logics and Legacies of Colonial Power**

Mamdani, M. (2018). *Citizen and subject: Contemporary Africa and the legacy of late colonialism*. Princeton University Press.

- Chapter 2: Decentralized Despotism (37-61)

Boone, C. (2014). *Property and political order in Africa: Land rights and the structure of politics*. Cambridge University Press.

- Chapter 2: Land Tenure Regimes and Political Order in Rural Africa (19-51)

#### **Wednesday, February 24, 2021**

No class

### **Monday, March 1, 2021: Enclosure and the African Commons**

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

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

### **Wednesday, March 3, 2021: Enclosure and Legacies of Colonial Conservation**

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)

Baker-Médard, M. (2020). Of Whales and Dugongs: Examining the Rise of Colonial Conservation as Development in Madagascar's Marine History. *Environment and History*, 1-30.

## **Part 4: Resources, Globalization, and the Postcolony**

### **Monday, March 8, 2021: Postcolonial Transitions and the Neoliberal Turn**

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

- Chapter 2: Legacies of Colonialism (31-58)
- Chapter 3: Neoliberalism: Crisis, Debt, and Structural Adjustment (59-92)

Optional: Ferguson, J. (2006). *Global Shadows: Africa in the Neoliberal World Order*. Duke University Press.

- Chapter 3: De-moralizing Economies: African Socialism, Scientific Capitalism, and the Moral Politics of Structural Adjustment (69-88)

### **Wednesday, March 10, 2021: Resource Governance and Remaking the African State**

Required: Ramutsindela, M. and Büscher, B., 2019. "Environmental Governance and the (Re-)Making of the African State." In N. Cheeseman ed., *Oxford Research Encyclopedia of Politics*. (1-12)

Carr, C. J. (2017). *River Basin Development and Human Rights in Eastern Africa—A Policy Crossroads*. Springer Nature.

- A Nexus of Public Policy Institutions for River Basin Development: Collaboration with Complicity (pp. 36-40)

Optional: Rest of Chapter 2: The Persistent Paradigm for "Modernizing" River Basins: Institutions and Policies in Ethiopia (pp. 23-41)

### **Monday, March 15, 2021: Decolonization, State Power, and Development Alternatives**

Required: Gray, R. (2016). Decolonization. *The Encyclopedia of Postcolonial Studies*, 1-6.

Scott, J. C. (1998). *Seeing like a state: How certain schemes to improve the human condition have failed*. Yale University Press.

- Chapter 7: Compulsory Villagization in Tanzania: Aesthetics and Miniaturization (223-261)

Optional: Moyo, S. (2011). Three decades of agrarian reform in Zimbabwe. *Journal of Peasant Studies*, 38(3), 493-531.

### **Wednesday, March 17, 2021: Corruption as Resource Management Institution**

Required: Reno, W. (2000). Clandestine economies, violence and states in Africa. *Journal of international affairs*, 433-459.

Robbins, P. (2000). The rotten institution: corruption in natural resource management. *Political Geography*, 19(4), 423-443.

Optional: Anonymous. (2018). Rosewood democracy in the political forests of Madagascar. *Political Geography*, 62(January), 170-83.

### **Monday, March 22, 2021: Violent Conflict and the Resource Curse**

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

- Chapter 4: Diamonds (85-123)

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

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)

### **Wednesday, March 24, 2021: Governing Extraction in the Neoliberal Era**

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)

Optional: Campbell, B. (2010). Revisiting the reform process of African mining regimes. *Canadian Journal of Development Studies/Revue canadienne d'études du développement*, 30(1-2), 197-217.

### **Monday, March 29, 2021: Property, Authority, and Access to Natural Resources**

Required: Sikor, T., & Lund, C. (Eds.). (2010). *The politics of possession: Property, authority, and access to natural resources*. John Wiley & Sons.

- Chapter 1: Access and Property: A Question of Power and Authority (1-22)

Skim: Peters, P. E. (2004). Inequality and social conflict over land in Africa. *Journal of agrarian change*, 4(3), 269-314.

### **Wednesday, March 31, 2021: Local Politics and Competing Claims**

Required: Lund, C. (2008). *Local politics and the dynamics of property in Africa*. Cambridge University Press.

- Chapter 3: Who Owns Bolgatanga? The Revival of the Earthpriest and Emerging Tensions over Property (47-67)

Berry, S. (2010). "Chapter 2: Property, Authority, and Citizenship: Land Claims, Politics, and the Dynamics of Social Division in West Africa." In Sikor, T., & Lund, C. (Eds.) *The politics of possession: Property, authority, and access to natural resources*. John Wiley & Sons. (23-45)

### **Monday, April 5, 2021: Decentralization and Legal Pluralism**

Required: Ribot, J. C., & Oyono, R. (2005). The politics of decentralization. In *Toward a new map of Africa*, 205-228.

Benjamin, C. E. (2008). Legal pluralism and decentralization: Natural resource management in Mali. *World Development*, 36(11), 2255-2276.

### **Wednesday, April 7, 2021: Community-Based Natural Resource Management (CBNRM)**

Required: 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.

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

### **Monday, April 12, 2021: Local Extractive Entanglements and Artisanal Mining**

Required: 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.

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.

Optional: Luning, S., & Pijpers, R. J. (2017). Governing access to gold in Ghana: in-depth geopolitics on mining concessions. *Africa*, 87(4), 758-779.

### **Wednesday, April 14, 2021: Enclosing Africa via Neoliberal Conservation**

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

Corson, C. (2011). Territorialization, enclosure and neoliberalism: non-state influence in struggles over Madagascar's forests. *Journal of Peasant Studies*, 38(4), 703-726.

Optional: 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, April 19, 2021: Local Environments and Community Development Strategies**

Required: Gardner, B. (2016). *Selling the Serengeti: The cultural politics of safari tourism*. University of Georgia Press.

- Chapter 6: Joint Ventures: Investors and Villagers as Allies against the State (126-150)
- Chapter 7: Conclusions: Neoliberal Land Rights? (151-166)

### **Wednesday, April 21, 2021: Student Presentations and Wrap Up**