COURSE SYLLABUS

Regional Studies: Governance of Natural Resources in Africa

Synchronous Zoom Lecture Times: Thursdays, 11:30 – 12:50
Drop-in Office Hours: Mondays, 11:30 to 12:50
Zoom link for lectures and office hours: https://uvic.zoom.us/j/96771709297

COURSE DESCRIPTION

Managing the relationship between humans and the natural environment is a long-standing theme in the context of Africa, particularly sub-Saharan Africa. In this region, the use of natural resources such as forest, land, and minerals has evolved over time to reflect changing institutions, state structures, demographic trends, markets, and technology. In this course, you will be introduced to the social, cultural, political, economic and environmental geographies of sub-Saharan Africa and how various forms of governance are applied to natural resources in these different settings. You will learn about the 'governance' roles of different institutions, including state and non-state actors such as governments, business, civil society, development organizations, and other stakeholder groups. Through case studies, you will learn to see how the theoretical knowledge gained in this course can be applied by practitioners and policy-makers in real-life settings.

Many of our images of Africa are of famine, corruption, civil war and ethnic hatred, and whilst these issues are crucially important, these images often obscure more than they reveal about contemporary Africa. Africa is also a place of dynamic change and of economic, political and cultural transformations. As such the course focuses on continuities and changes in Africa's relationship with the rest of the world, and in human-environment interactions within Africa. This course integrates multiple opportunities for experiential learning, where you will interact with your peers to discuss historic and contemporary topics related to the sustainable use of natural resources in the diversity of African contexts. The course also seeks to critically examine and contest dominant discourses about the continent, and bring in various worldviews including an Indigenous perspective, creating space for Indigenous geographies.

The course draws on examples and case studies from a wide range of countries, and students are encouraged to develop their knowledge of both continent-wide trends, and specific countries and regions, recognizing the diversity of the continent. Through readings, class lectures, and student-led discussions, you will be encouraged to think and work independently. Due to the online nature of the course, significant time has been dedicated to self-study, allowing you to read a physical book and combat digital fatique. The course will expose you to the challenges facing natural resource managers in Africa, as well as the new forms of governance that are being put forth as possible solutions to these challenges. During class discussions, students will be encouraged to share their thoughts on previous and new forms of governance and the possible trade-offs and synergies between socio-economic development and resource conservation.

A bit about myself: I joined the Department of Geography in 2018 as Assistant Professor responsible for both teaching and research. My research focuses on forest governance, with particular attention to how land use decisions affect forests and the communities that live there, including how global food supply chain sustainability policies can be more effective and equitable. Before joining UVic Faculty, I worked internationally as a consultant in over a dozen countries in Africa and lived in Cameroon for over two

years. I spent significant amounts of time in Ethiopia, Zambia, Côte d'Ivoire, and Ghana. In these places, I supported developing country governments, donors (e.g. World Bank, German Development Agency), civil society, and the private sector to jointly develop viable solutions to climate change and sustainable development that fit the specific context. I look forward to sharing these experiences with you and am happy to discuss career options both inside and outside academia. Please find more information about me and my research at my website: sophiacarodenuto.com. Here you can also find out about opportunities for you to get involved in research.

INTENDED LEARNING OUTCOMES
By the end of this course, you should be able to:
- Identify key natural resources in sub-Saharan Africa and their distinct physical, cultural, social, economic, and political geographies.
- Describe different forms of environmental governance and how these have been adapted to African contexts.
- Apply critical thinking skills in terms of understanding the relationship between natural resource use in Africa and the global economy.
- Understand current environmental challenges facing natural resource managers in Africa and be able to articulate your perspectives and opinions about the policy solutions currently being discussed.
- Develop an awareness of non-Western cartographies and worldviews and the impact of Western geography on post-colonial resource management and Indigenous peoples in the region.

REQUIRED TEXT(S)
Wangari Maathai, *The Challenge for Africa* (New York: Random House, 2009)

The themes discussed in the first part of the course are organized around by this single core text *The Challenge for Africa* by a leading Kenyan politician, activist, and Nobel Peace Prize winner. You are expected to read ALL of this book. This book is cheap to buy (including as an e-book) and is also available in the library and a limited free preview is on google books. It is recommended that you acquire a copy and read it cover to cover. It is not an academic text and it should be quicker and easier to read than many other readings. *As you are reading this book, please keep note of short quotes as you may be asked during the lecture to share your passage with the class and explain why you think this is interesting.*

A list of supplemental reading and texts will be posted on Bright Space.

CLASS ORGANIZATION
Weekly Lectures: Synchronous zoom lectures will be held each week on Thursdays from 11:30 to 12:50. You must attend these lectures unless you have a legitimate excuse. Please email me immediately if you are unable to attend these lectures. **During these weekly lecture periods, students are expected to come prepared and to engage fully, asking questions and joining the discussion**.

Note that all zoom lectures will be recorded and if necessary, they will be posted to Bright Space, but these are no substitute for attendance. Classes are designed to help you understand the complex materials, cases and literature we will cover, and they are an important part of your learning experience. They will also contain important guidance on the assignments.

For the lectures, you will need to log in using your netlink ID and password. Please make sure that you have activated and signed in to your UVic Zoom account **before** entering the session below. Here are instructions for preparing for the zoom lectures:
1. **Go to uvic.zoom.us and sign in to activate your account.**
2. Try a test call to work out any technical difficulties well before class time

3. Complete the [Zoom Student Orientation Guide](#) to get started with using Zoom.

Weekly Blogs will be due on Mondays at 12:50 as shown in the class schedule below. You are expected to engage with your peers in a virtually setting through these blogs, so you will not only be evaluated on the weekly blogs that you upload to Bright Space, but also on the reactions and comments that you post about other students' blogs.

COURSE SCHEDULE
Additional required readings are posted on Bright Space. Please keep up to date with the readings and come to class prepared with your notes from the readings.

WEEK	TOPIC COVERED	Textbook chapters and activities
1	Introduction to course: Why Africa? Trends in natural resource use and global implications	**Sept. 10:** *The Challenge for Africa*, Chapter 1
2	History and colonial legacies	**Sept. 14:** Bright Space blog activity 1 *The Challenge for Africa*, Chapter 2 **Sept. 17:** *See readings in Bright Space*
3	Defining governance in the context of Africa	**Sept. 21:** Bright Space blog activity 2 *The Challenge for Africa*, Chapter 3 **Sept. 24:** *See readings in Bright Space*
4	Poverty, aid, and development	**Sept. 28:** Bright Space blog activity 3 *The Challenge for Africa*, Chapters 4 and 5 **Oct. 1**: **Map quiz at 11:30 am** *The Challenge for Africa*, Chapters 6 and 7 Introduce problem-based learning workshop: A case study from Zambia
5	Poverty, aid, and development	**Oct. 5:** *Use class time to work in groups* **Oct. 8:** Execute problem-based learning workshop: A case study from Zambia
6	Gender equality and a feminist perspective	**Oct. 12:** Thanksgiving, no activity, but please read *The Challenge for Africa*, Chapters 8 and 9 **Oct. 15: Guest speaker Emily Bove is** Executive Director of the [Batonga Foundation](#), and Founder & Curator of [The Feminist Leadership Project](#).
7	Land governance and the New Scramble in Africa	**Oct. 19:** Bright Space blog activity 4 *The Challenge for Africa*, Chapters 10 and 11 **Oct. 22:** *See readings in Bright Space*

8	Indigenous Worldviews	**Oct. 26**: Bright Space blog activity 5 *The Challenge for Africa*, Chapters 12 and 13 **Oct. 29**: **Guest speaker Chris "Kikila" Perrin** Kikila is a PhD candidate at UVic Interdisciplinary studies.
9	Community forestry: The silver bullet for natural resource benefits sharing?	**Nov. 2:** Bright Space blog activity 6 *The Challenge for Africa*, Chapter 14 **Nov. 5**: *See readings in Bright Space* Introduce final group research project
10	Case study: Indigenous Peoples Rights to Resources, Free, Prior and Informed Consent (FPIC) in the Congo Basin	**Nov. 9:** Reading Break, use time to work on group research projects **Nov. 12:** Feedback sessions on group projects and introduce stakeholder negotiation
11	From theory to action: Forest governance and cocoa farming in West Africa	**Nov. 16:** Bright Space blog activity 7 *See readings in Bright Space* **Nov. 19:** *See readings in Bright Space*
12	Governance in practice: Stakeholder negotiation	**Nov. 23:** *Use class time to work on final projects and prepare for stakeholder negotiation* **Nov. 26:** Simulation of real-world stakeholder negotiation
13	Course conclusions	**Nov. 30:** Bright Space blog activity 8 Reflection on course experiential learning **Dec. 3:** Group project presentations

(Note: this schedule may be subject to change with prior notice).

EVALUATION
Students must complete all evaluation components to obtain credit. Failure to complete an any evaluation component without permission from the instructor, will result in an 'N' grade, which equals a Grade Point Value of 0. Your final grade will be based on the following calculation:

Lecture participation (10%)
All classes are compulsory, and students are expected to come prepared and to engage fully with the activities. Effective participation requires various forms of preparation. The reading must be completed prior to class attendance. If this is not done you may be asked to leave and read the material, and you will be marked as absent. If you have problems which prevent you from doing the reading please notify me in advance. With all your readings please keep clear and accurate notes, and be prepared to specify the author and title of the texts if you refer to them in class (as you would in written references). These notes will be invaluable in preparing for your final essay exam which will be expected to make use of the set

readings. If you do not complete the readings and engage with the material, then you will not achieve the learning outcomes.

The course is held together through a single core text: Wangari Maathai, *The Challenge for Africa*. *In advance of the days that you are assigned to read a chapter of *The Challenge for Africa,* you are to **identify one quote from the chapters with a 2-3 sentence passage explaining why you think this is interesting**. These will form the basis for discussion in the class, alongside some more familiar lecture-style learning.

Weekly blogs (20%)

Instead of the lectures that would normally be happening on Mondays from 11:30 to 12:50, you will be completing a series of self-guided learning sessions that will be documented in weekly blogs in our Bright Space site. Each week you will have a different topic, discussion question, or other activity, often reflecting the textbook themes. This allows you to complete this part of the course asynchronously with each blog post due on Monday at 12:50- the end of the normally scheduled class time. Through these blog activities, I encourage you to integrate your reading of current events, share literature from African writers, and bring in other materials from your independent research on the given topic (e.g., images, statistical data, film clips, short texts to share). These will be evaluated based on a clear rubric found on Bright Space and you will also receive marks (5%) for responding to others' blogs.

Assignments (35%)

More detailed information about these assignments is on Bright Space.
Assignment 1: Film essay: Africa in the movies (15%) **DUE: Oct. 25 at 9 PM**
Assignment 2: Group project: Research a Community Forest (20%) **DUE: Dec. 2 at 9 PM**, *with presentations during the class time on the next day.*

Examinations (25%)
1. **Map quiz (10%)**
2. **Final exam** (Oral exam with option for take-home essay) **(30%)**

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	**Exceptional**, **outstanding** and **excellent** performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	**Very good**, **good** and **solid** performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	**Satisfactory**, or **minimally satisfactory**. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	**Marginal** Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	**Unsatisfactory** performance. Wrote final examination and completed course requirements; no supplemental.

N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

Bright Space

Bright Space will serve as the main avenue of communication in this course. Please monitor the page on a regular basis for course announcements, readings assignments and lecture handouts. If you are having difficulty logging in or password problems, contact the Computer Help Desk Email: helpdesk@uvic.ca, Tel: 250-721-7687

POLICY ON LATE ASSIGNMENTS

To ensure fairness towards those of you who have made the effort to hand in assignments on time, I will deduct 15% per day (including weekends and holidays) for assignments that are handed in late. In-class contributions and presentations that are not prepared on time will be given zero and substitutions to later dates are not an option. Exceptions will only be granted for documented medical reasons.

POLICY ON ATTENDANCE

Students are expected to attend all class sessions. Due to the important nature of student participation in this class, you are expected to have assigned readings done before the scheduled class period so that you can gain the most out of class discussions and lectures. Frequent absences will make it difficult to stay on top of the material and negatively affect your course engagement grade.

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat. I reserve the right to use plagiarism detection software or other platforms to assess the integrity of student work. Plagiarism is the submission of work that is not your own. To present the work of others as your own is dishonest. All sources must be attributed, or there will be strict penalties. Please familiarize yourself with the following:

Policy on Academic Integrity: http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, talk to me, your course instructor. For more information, see http://www.uvic.ca/learningandteaching/students/resources/expectations/.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL as soon as possible https://www.uvic.ca/services/cal/). The RCSD staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. To ensure that all class members feel welcomed and equally able to contribute to class discussions, we will all endeavor to be respectful in our language, our examples, and the manner in which we conduct our discussions and group work. If you have any concerns about the climate of the class, please contact me.

COURSE EXPERIENCE SURVEY (CES)
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Sexualized Violence Prevention and Response at UVic
UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:
>Where: Sexualized violence resource office in EQHR; Sedgewick C119
>Phone: 250.721.8021
>Email: svpcoordinator@uvic.ca
>Web: www.uvic.ca/svp

NOTE:
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* https://www.uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* http://www.uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* https://www.uvic.ca/services/cal/. *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.*
https://www.uvic.ca/services/indigenous/students/programming/elders/index.php