



COURSE SYLLABUS

Regional Studies: Governance of Natural Resources in Africa

Lecture times: Tuesdays, Wednesdays and Fridays 10:30 – 11:20 am

Lecture location: David Strong Building C108

Office Hours: Wednesdays, 1:30 to 2:30 PM or by appointment

Office Location: DTB B324

Contact: carodenuto@uvic.ca

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 is based around active participation, which means that you will need to become comfortable with discussing 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.

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. Through readings, class lectures, and student-led discussions, you will be encouraged to think and work independently. 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 recently joined the Department of Geography as Assistant Professor responsible for both teaching and research. My research interests include practical implementation of climate policy, especially in the Global South, where the adverse impacts of climate change are often felt the most. 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. In this previous role, 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 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.

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.
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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.

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

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geog.uvic.ca>
- Undergraduate Advisor: Dr. Phil Wakefield – geogadvisor@uvic.ca

TENTATIVE CLASS SCHEDULE

(Note: this schedule may be subject to change based on guest speaker schedules).

WEEK	TOPIC COVERED	Required reading and activities
1	Introduction to course: Why Africa? Trends in natural resource use and global implications	January 8: No reading January 9: Ferguson, James. Chapter 1: Introduction. In <i>Global shadows: Africa in the neoliberal world order</i> . Duke University Press, 2006. January 11: The Challenge for Africa, Chapter 1*
2	History and colonial legacies	January 15: <u>Critical Thinking Workshop</u> (guest speaker Nancy Ami) <u>Binyavanga Wainaina</u> , How to write about Africa (Essay: goo.gl/h33NYD) January 16: Parker, J. and Rathbone, R. (2007) <i>African History: A Very Short Introduction</i> (Oxford; OUP), chapter 5: Colonialism in Africa. January 18: The Challenge for Africa, Chapter 2
3	Defining governance in the context of Africa: Beyond the role of the state and non-state actors	January 22: Grant, J., Compaoré, W., & Mitchell, M. (Eds.). (2015). <u>Chapter 1</u> : “New Approaches to the Governance of Africa’s Natural Resources”. In <i>New Approaches to the Governance of Natural Resources: Insights from Africa</i> . Springer, pp. 3-24. January 23: Ferguson, James. Chapter 8: Governing Extraction. In <i>Global shadows: Africa in the neoliberal world order</i> . Duke University Press, 2006. January 25: The Challenge for Africa, Chapter 3
4	Poverty, aid, and development	January 29: Whitfield, L. (2017) ‘An introduction to the political economy of development’, in Cheeseman, N., Whitfield, L. and Death, C. (eds) <i>The African Affairs Reader: Key texts in Politics, development and international relations</i> (Oxford; OUP). Map quiz January 30: <u>Problem-based learning workshop: A case study from Zambia</u> (guest speaker Vic Neufeld) February 1: <u>Problem-based learning workshop: A case study from Zambia</u> (guest speaker Vic Neufeld)
5	Decentralization, local rights, and rural development	February 5: Ribot, J.C., 2009. Forestry and democratic decentralization in Sub-Saharan Africa: a rough review. In <i>Governing Africa’s forests in a globalized world</i> (pp. 53-79). Routledge. February 6: The Challenge for Africa, Chapter 4 February 8: The Challenge for Africa, Chapter 5

6	Land governance and the New Scramble in Africa	<p>February 12: Hausermann, H. and Ferring, D., 2018. Unpacking Land Grabs: Subjects, Performances and the State in Ghana's 'Small-scale' Gold Mining Sector. <i>Development and Change</i>.</p> <p>February 13: The Challenge for Africa, Chapter 6</p> <p>February 15: The Challenge for Africa, Chapter 7</p>
7	Reading Break	
8	<p>Case study: Indigenous Peoples Rights to Resources</p> <p>Free, Prior and Informed Consent (FPIC) in the Congo Basin</p>	<p>February 26: Freeman, L. et al. 2009. Free, prior and informed consent: implications for sustainable forest management in the Congo Basin. In <i>Governing Africa's Forests in a Globalized World</i> (pp.319-331). Routledge.</p> <p>February 27: The Challenge for Africa, Chapter 8</p> <p>March 1: The Challenge for Africa, Chapter 9</p>
9	<p>Case study: Cocoa in West Africa</p> <p>The role of business and deforestation-free cocoa production, Public-Private Partnerships</p>	<p>March 5: Guest lecture by Prof. Paul Schure (UVic Professor of Economics and Board Member of Artisanal Gold Council (artisanalgold.org) and involved in small-scale mining operations in Burkina Faso</p> <p>March 6: Carodenuto, S. Governance of zero deforestation cocoa in West Africa: New forms of public-private interaction. <i>Environmental Policy and Governance</i>. In Press.</p> <p>March 8: The Challenge for Africa, Chapter 10</p>
10	Course conclusions	<p>March 12: The Challenge for Africa, Chapter 11 and 12</p> <p>March 13: The Challenge for Africa, Chapter 13</p> <p>March 15: The Challenge for Africa, Chapter 14</p>

*Note: for 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.

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:

Participation (10%)

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. **All classes are compulsory, and students are expected to come prepared and to engage fully with the activities.** If students have particular learning requirements, difficulties, or prior commitments that cause problems for attendance then please come and speak to me or email me as soon as possible. PowerPoint slides and other learning materials will be available on CourseSpaces, but these are no substitute for attendance – the slides are only part of the material that will be discussed.

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.

Class facilitation (15%)

In addition to attendance and active engagement in class discussion, you will be responsible for (jointly) leading one class discussion. Towards the end of the semester, a group of students will facilitate our opening discussion. This will involve preparing discussion questions for the required readings, in advance and in collaboration with me, and leading our discussion. At least 48 hours before the start of class, you will submit your discussion questions and facilitation plan to me, and I will review and make suggestions. All students in class will have read the assigned readings, so your discussion should be based mainly on these. However, you can also bring in other materials from your independent research on the given topic (e.g., images, statistical data, film clips, short texts to read in class) to introduce topical evidence and salient points beyond what our readings provide. Your participation grade will be based on your discussion leadership and your overall preparedness for discussions and engagement with the questions and comments of your peers and instructor. I will provide a more detailed rubric for how this component of your grade will be evaluated.

Assignments (30%)

Assignment 1: Country report (15%) **DUE: February 5 by 10:30 am**

Assignment 2: Film essay: Africa in the movies (15%) **DUE: March 5 by 10:30 am**

Examinations (45%)

1. **Map quiz (10%) Tuesday, January 29 during class**
2. **Final exam (take-home essay) (35%) Assigned March 13, due March 18th at 8 am**

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade value	point	Grade scale	Description
A+	9		90-100%	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.
A	8		85-89%	
A-	7		80-84%	
B+	6		77-79%	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.
B	5		73-76%	
B-	4		70-72%	
C+	3		65-69%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2		60-64%	
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.

COURSESPACES

CourseSpaces 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>