

**UGS 302 • INTERNATIONAL DEVELOPMENT AND
HUMAN RIGHTS IN AFRICAN HISTORY**

Spring 2012 • Meets: MW 12:00-1:30 PM in MAI 220A
Office Hours: Tuesdays: 11:00am-1:00pm and by Appointment
Instructor: Ruramisai Charumbira; r-c@austin.utexas.edu
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COURSE DESCRIPTION AND OBJECTIVES

Africa is often in the news in the United States because something bad is going on somewhere on the continent, it seems, for example: war in the Democratic Republic of Congo, the Sudan; or dictatorship in Zimbabwe; or piracy and famine in Somalia, to name but a few countries. You, perhaps, have wondered “what’s wrong with those people?” or perhaps wondered how you can help. Or, you may be planning to be an intern for some international organization in Africa during your college career or even aspire join the Peace Corp or the State Department after your college career. Or, perhaps, you just want to know more history to the stories you read or see in the media often. In this course, we will explore the history of ideas of human rights and international development in Africa since 1800. Our focus will be on how human rights and development have featured in the imagination of those seeking to “do good” in Africa, from David Livingstone in the mid-1800s, to the United Nations’ efforts in South Sudan today. The course is designed to give historical contexts to seemingly current crises on the continent today, affording you an opportunity to reflect on celebrity culture, as well re-think how your generation can influence US foreign policy toward Africa for the 21st century. You shall leave the course having learned critical thinking; critical reading and research skills in secondary and primary source materials; as well as how to write a paper based on your original research on International Development and Human Rights in African History. So, from the start, keep an alert ear, eye, and mind to a topic of (potential) research interest.

ASSESSMENT

- *20% - Attendance and Participation
- *20% - Two Analytical Essays (3pages @ 10% each)
- *10% - Research Paper Proposal with Bibliography (2pages)
- *10% - Two Personal Reflection Essays (2 pages @ 5% each)
- *10% - Two Map Quizzes (@ 5% each; one colonial, one postcolonial)
- *30% - Final paper.

READINGS & REQUIRED TEXTS:

Dambisa Moyo, *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*
Pumla Gobodo-Madikizela, *A Human Being Died that Night: A South African Story of Forgiveness*
All Other Course Readings will be posted on Blackboard under “Course Documents” each week

COURSE POLICIES

Academic Integrity: I personally take academic integrity seriously, and so do the Department of History, the Department of African and African Diaspora Studies – and, indeed the University of Texas at Austin. Students who violate University rules of scholastic honesty are subject to disciplinary action in this course and at the University – including course failure and/or dismissal from the University. For an overview of University policy regarding scholastic dishonesty, see:

<http://www.utexas.edu/cola/academic-affairs/academic-policies/degree-related.php>; and <http://www.utexas.edu/ugs/current>; <http://www.utexas.edu/cola/academic-affairs/academic-policies/course-related.php> (Undergraduate Academic Policies). The other important website is: www.registrar.utexas.edu/calendars/11-12 for important deadlines. See also: <http://www.utexas.edu/ugs/bdp/programs/gs>; <http://www.utexas.edu/ugs/bdp/programs/hrs>

Religious Holy Day Policy: In this course, we follow the UT Policy for observance of any religious holiday. The Student should inform the Professor as far in advance as possible to make arrangements. See also: www.utexas.edu/ogs/current

Course Grading Policy: The grades come in the +/- and straight range, as in: A+, A, A-, and so on. An A range grade signifies "exceptionally high achievement". The B range denotes "superior achievement." Students who receive a C range grade achieved a "satisfactory" mark. Then there are the lower marks – the D range calls attention to the students who achieved a "passing but unsatisfactory" mark. Likewise, an F range means "failure", and an I is an "incomplete" for the course.

Class Attendance and Participation: This seminar is not a correspondence course, attendance is noted. Your physical and intellectual presence in class each week is expected, and your presence also means your own work grows, and so do those of your classmates who benefit from your insights and take on the readings. Missing four or more class meetings – for whatever reason – means, an automatic 20% deduction from your final grade, and missing six or more classes means an automatic 50% deduction from your final grade.

Disability Statement: Any student who may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on the policies of the Office of the Graduate School for the need for reasonable accommodation based on documentation on file in their offices. Please act early on this as retroactive accommodation is not an option.

Classroom Etiquette: Respect is important both in and outside the classroom, and the subject matter does rouse strong positions. Please remember this is a learning environment and a place to critique ideas and not launch personal attacks. Also, in the 21st century, almost everyone has a laptop, smartphone, e-readers and tablet computers..., so please turn off/silence and store away your gizmos during class. We would like to have a gadget free intellectual engagement except on those days when their use enhances our discussions and research presentations.

Communication: Updates about the class will be mainly through Blackboard and email. Please make sure you have an active email address registered to receive class emails. Ignorance of important class information is inadmissible as an excuse for not doing class work.

Week 01 – Introductions

Monday, Jan. 16 – NO CLASS, MLK Day

Wednesday, Jan. 18 – Roadmaps to Studying Africa, Ehret, “Introducing Africa and Its History”

PART I – Defining Terms, History of Ideas of Human Rights and Development

Week 02 – Human Rights Ideas for Africa

Monday, Jan. 23 – Austen & Smith, “Images of Africa and the British Slave-Trade Abolition: The Transition to an Imperialist Ideology,” *African Historical Studies*, 2, 1 (1969), 69-83; Christopher Ehret, *The Civilizations of Africa*, Chapter 1; Bonny Ibhawoh, *Imperialism and Human Rights*, Chapter 1;

Wednesday, Jan. 25 – Jack Donnelly, “Human Rights as an Issue in World Politics,” Padgen, “Human Rights, Natural Rights, and Europe’s Imperial Legacy,” *Political Theory*, 31, 2 (Apr., 2003), 171-199.

Week 03 – Development Ideas for Africa

Monday, Jan. 30 – Theories of Development; Rist, *History of Development* (selected chapters)

Wednesday, Feb. 01 – Walter Rodney – *How Europe Underdeveloped Africa* (selected chapters)

Week 04 – Cultural Rights and Development

Monday, Feb. 06 – Frederick Cooper, “Modernizing Bureaucrats, Backward Africans, and the Development Concept,” in F. Cooper and R. Packard, eds., *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*, 64-92.

Wednesday 08 – van Dyke, “The Cultural Rights of Peoples” *Universal Human Rights*, Vol. 2, No. 2 (Apr. - Jun., 1980), pp. 1-21; (*optional reading*) → Oloka-Onyango, “Who’s Watching “Big Brother”? Globalization and the Protection of Cultural Rights” *Human Rights Quarterly*, 27, 4 (Nov., 2005), 1245-1273.

Week 05 – Two for One: Human Rights as Development, Development as Human Rights

Monday, Feb. 13 – Jack Donnelly, “Human Rights, Democracy, and Development,” *Human Rights Quarterly*, Vol. 21, No. 3 (Aug., 1999), pp. 608-632.

Wednesday, Feb. 15 – Peter Uvin, “From the Right to Development to the Rights-Based Approach: How ‘Human Rights’ entered Development,” *Development in Practice*, 17, 4/5 (Aug., 2007), 597-606.

Week 06 – Christianity, Ethnicity, and the Civilizing Mission

Monday, Feb. 20 – Harris, “Racial Identity and the Civilizing Mission: Double-Consciousness at the 1895 Congress on Africa” *Religion and American Culture: A Journal of Interpretation*, Vol. 18, No. 2 (Summer 2008), 145-176.

Wednesday, Feb. 22 – Sylvia Jacobs, “Give a Thought to Africa: Black Women Missionaries in Southern Africa” in *Western Women and Imperialism*, 207-228.

Week 07 – African Women, Human Rights, and Development

Monday, Feb. 27 – Akosua Adomako Ampofo & Signe Arnfred, eds., *African Feminist Politics of Knowledge* (selected chapters).

Wednesday, Feb. 29 – J. Oloka-Onyango and Sylvia Tamale, “The Personal Is Political, or Why Women’s Rights Are Indeed Human Rights: An African Perspective on International Feminism” *Human Rights Quarterly*, 17, 4 (Nov., 1995), 691-731.

Week 08 – Celebrity Culture, Reportage on Africa in the mid-19th and Early 20th Centuries

Monday, Mar. 05 – *The London Times*, *The New York Times* since the mid-1800s –

CLASS MEETS IN THE PCL LIBRARY: <http://www.lib.utexas.edu/about/librarymap/pcl.html>

Wednesday, Mar. 07 – NO CLASS MEETING – ASSIGNMENT WRITING (Proposal & Bibliography)

Week 09 – SPRING BREAK, NO CLASS

Monday, Mar. 12 – Friday, Mar. 17, 2012 – PART II CASE STUDIES

Week 10 – Race and Human Rights in The Belgian Congo

Monday, Mar. 19 – Chinua Achebe, "An Image of Africa: Racism in Conrad's 'Heart of Darkness'" *Massachusetts Review*. 18. 1977, <http://kirbyk.net/hod/image.of.africa.html>; Adam Hochschild, *King Leopold's Ghost* (selected chapters)

Wednesday, Mar. 21 – *Research on current news stories on Human Rights & Development in the DRC*

Week 11 – America: Modernizing Human Rights and Development

Monday, Mar. 26 – Michael Latham, "Modernizing for Peace: The Peace Corps, Community Development..." in Michael Latham, *Modernizing as Ideology: American Social Science and "Nation Building" in the Kennedy Era*, 109-149; "What about Racial Preferences in the Peace Corps?," *The Journal of Blacks in Higher Education*, No. 38 (Winter, 2002-2003), pp. 26-27.

Wednesday, Mar. 28 – *Research on Peace Corps Volunteering in selected African countries – start here:* <http://www.peacecorps.gov/index.cfm?shell=learn.wherepc.africa>

Week 12 – COUNTRY CASE STUDY: SOUTH AFRICA

The Universal Declaration of Human Rights and the Rise of Apartheid, 1948

Monday Apr. 02 – R. Ross, "Apartheid," in R. Ross, *A Concise History of South Africa*, Chap. 5; UDHR Primary Source: <http://www.un.org/en/documents/udhr/index.shtml>

Wednesday, Apr. 04 – *Research a law of your choice in post-1948 South Africa related class topics:* <http://www.sahistory.org.za/politics-and-society/segregationist-legislation-timeline-1856-1979>

Week 13 – Aid, Self-Defined Rights, and Development – Health and Education

Monday, Apr. 09 – Krista Johnson, "Between Self-Help and Dependence: Donor Funding and the Fight Against HIV/AIDS in South Africa" *Africa* 78 (4), 2008, 496-517; Charumbira, "'A School said to Resemble a Luxury Hotel.' Historicizing African Women's Quest for Education before Oprah's School" *History Compass*, 7, 3 (2009), 623-43.

Wednesday, Apr. 11 – *Research on African Driven Success Stories; start here:* <http://www.au.int/en/about/nutshell>; <http://www.africansuccess.org/presentation.php?lang=en>; <http://www.moibrahimfoundation.org/en/section/about-mo-ibrahim-foundation>

Week 14 – Celebrity Culture, Human Rights and Development for Africa, Now

Monday, Apr. 16 – Dambisa Moyo, *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*; (recommended readings) → J. Repo & R. Yrjölä, "The Gender Politics of Celebrity Humanitarianism in Africa" *International Feminist Journal of Politics*, 13, 1 (March 2011), 44-62; → John F. E. Ohiorhenuan, "Don't Cry for Me Africa," *Transition*, 102, (2010), 140-157.

Wednesday, Apr. 18 – *Research two celebrities (one female, one male) doing work in Africa.*

Week 15 – Human Rights and African Oriented Restorative Justice

Monday, Apr. 23 – Pumla Gobodo-Madikizela, *A Human Being Died that Night: A South African Story of Forgiveness*; this reading includes individual viewing of oral testimonies online before class: TAPES (not episode) #68, #90: http://trc.law.yale.edu/video_episodes.htm NB: (full disclosure, Yale is my alma mater).

Wednesday, Apr. 25 – CLASS MEETS IN THE PCL LIBRARY

Week 16 – Final Writing Workshop

Monday, Apr. 30 – Bring the first two (2) pages of your final paper to class.

Wednesday, May 2 – **Final Essays Due in Class, 12:00pm. NO EXCEPTIONS**

ASSIGNMENT SCHEDULE – UGS 302 • INTERN’L DEV’T ...AFRICAN HISTORY
Dr. Charumbira does NOT accept late assignments, so please plan accordingly.

Weeks 1-16 – NB: Missing more than four (4) classes, you will lose 50% of your Attendance and Participation grade. If you miss more than six (6) classes, you will lose 80% of that same grade.

Week 04 –
Monday, Feb. 06 –
Wednesday 08 – **Reflection Essay #1 – Due in Class at 12:00pm.**

Week 06 –
Monday, Feb. 20 – **Analytical Essay # 1 – Due in Class at 12:00pm.**
Wednesday, Feb. 22 –

Week 07 –
Monday, Feb. 27 –
Wednesday, Feb. 29 – **Map Quiz #1, In class – Colonial Map**

Week 08 – CLASS MEETS IN THE PCL LIBRARY
Monday, Mar. 05 –
Friday, Mar. 09 – Proposal and Bibliography, by 5:00pm via email to: r-c@austin.utexas.edu

Week 09 – SPRING BREAK, NO CLASS
Monday, Mar. 12 – Friday, Mar. 17, 2012

Week 11 –
Monday, Mar. 26 –
Wednesday, Mar. 28 – **Analytical Essay # 2 – Due in Class at 12:00pm**

Week 13 –
Monday, Apr. 09 –
Wednesday, Apr. 11 – **Reflection Essay #2 – Due in Class at 12:00pm**

Week 14 –
Monday, Apr. 16 –
Wednesday, Apr. 18 – **Map Quiz #2, In class – Postcolonial Map**

Week 15 –
Monday, Apr. 23 –
Wednesday, Apr. 25 – CLASS MEETS IN THE PCL LIBRARY

Week 16 – Final Writing Workshop
Monday, Apr. 30 – Bring the first two (2) pages of your final paper to class.
Wednesday, May 2 – **Final Essays Due in Class, 12:00pm. NO EXCEPTIONS**