

**UGS 302 • INTERNATIONAL DEVELOPMENT AND  
HUMAN RIGHTS IN AFRICAN HISTORY**  
Spring 2013 • Meets: MW 12:00-1:30 PM in MAI 220B  
Office Hours: Wednesdays: 1:30am-3:30pm  
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### **COURSE DESCRIPTION AND OBJECTIVES**

Africa is often in the news in the United States because some terrible is going on somewhere on the continent and/or the continuous stream of “Give a Dollar to Save Africa” ads! You, perhaps, have wondered “what’s wrong with those Africans, anyway?” or “how can I help?” or you may be planning to be an intern for the State Department or some international organization in Africa during or after your college career. On the other hand, you may just want to know the historical background to some of the stories on Africa you read about or see in the news and social media. Whatever the case, you have come to the right place. In this course, we will explore the history of ideas on human rights and international development in and on 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, since the nineteenth century. The twentieth century’s Universal Declaration of Human Rights when much of Africa was still under colonial, to today’s world awash with celebrities “doing good” for and in Africa. The course is designed to give historical contexts to seemingly current crises and events on the continent today, affording students an opportunity to reflect on myths about Africa, the billion dollar development industry, and the use of Africa to gin up celebrity status. All this, and more, is designed to facilitate a re-thinking of how a new generation of young Americans can influence US foreign policy on human rights and international development in Africa for the 21<sup>st</sup> century. Students will leave the course having learned critical thinking; critical reading; and research skills in secondary and primary source materials. Most importantly, they will learn how to articulate their ideas based on your original research through writing.

### **ASSESSMENT**

- \*10% - Two Map Quizzes (5% each; one colonial, one postcolonial)**
- \*10% - Research Paper Proposal with Bibliography (2-3 pages)**
- \*15% - Attendance and Participation**
- \*20% - Two Analytical Essays (3 pages @ 10% each)**
- \*20% - Two Personal Reflection Essays (3 pages @ 10% each)**
- \*25% - Final paper.**

### **READINGS & REQUIRED TEXTS:**

Dambisa Moyo, *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*  
Peter Uvin, *Aiding Violence: The Development Enterprise in Rwanda*

**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: <http://www.registrar.utexas.edu/calendars/12-13> 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](http://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. 14 – Conceptual maps, Christopher Ehret, *The Civilizations of Africa*, Chapter 1

Wednesday, Jan. 16 – 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.

**PART I – Defining Terms and a Brief History of Ideas on Human Rights and Development**

**Week 02 – Imperialism and Human Rights Ideas**

Monday, Jan. 21 *MLK Holiday NO CLASS meeting* but read Bonny Ibhawoh, *Imperialism and Human Rights*, Chapter 1.

Wednesday, Jan. 23 – Padgen, “Human Rights, Natural Rights, and Europe’s Imperial Legacy,” *Political Theory*, 31, 2 (Apr., 2003), 171-199.

**Week 03 – Imperialism and International Development Ideas**

Monday, Jan. 28 – Theories of Development; Rist, *History of Development* (selected chapter)

Wednesday, Jan. 30 – Walter Rodney – *How Europe Underdeveloped Africa* (selected chapter)

**Week 04 – Globalization, Cultural Rights, and Development**

Monday, Feb. 04 – Oloka-Onyango, “Who's Watching "Big Brother"? Globalization and the Protection of Cultural Rights” *Human Rights Quarterly*, 27, 4 (Nov., 2005), 1245-1273.

Wednesday 06 – Goodhart, “Origins and Universality in the Human Rights Debates: Cultural Essentialism and the Challenge of Globalization” *Human Rights Quarterly*, 25 (2003), 935-964.

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

Monday, Feb. 11 – 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.

Wednesday, Feb. 13 –

**Week 06 – Christianity, Ethnicity, and the Civilizing Mission**

Monday, Feb. 18 – 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. 20 –

**Week 07 – Women, Human Rights, and Development**

Monday, Feb. 25 – 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.

Wednesday, Feb. 27 – J. Repo & R. Yrjölä, “The Gender Politics of Celebrity Humanitarianism in Africa” *International Feminist Journal of Politics*, 13, 1 (March 2011), 44-62.

**Week 08 – The Image of Africa: Western Celebrity Culture on Africa, the 19<sup>th</sup> Century**

Monday, Mar. 04 – 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>

Wednesday, Mar. 06 – **CLASS MEETS IN THE PCL LIBRARY** to research a colonial celebrity figure as per Monday’s workshop <http://www.lib.utexas.edu/about/librarymap/pcl.html>

**Week 09 – SPRING BREAK, NO CLASS**

**Monday, Mar. 11 – Friday, Mar. 15, 2012**

## **PART I – Case Studies on the Practice of Human Rights and International Development**

### **Week 10 – America: Spreading Modernity the Abroad**

Monday, Mar. 18 – 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.

<http://www.peacecorps.gov/index.cfm?shell=learn.wherepc.africa>

Wednesday, Mar. 20 –

### **Week 11 – The Universal Declaration of Human Rights and the Rise of Apartheid, 1948**

Monday, Mar. 25 – R. Ross, “Apartheid,” in R. Ross, *A Concise History of South Africa*, Chap. 5; *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>

Wednesday, Mar. 27 – Primary Source: <http://www.un.org/en/documents/udhr/index.shtml>

### **Week 12 – Post-Apartheid and the Politics of AID**

Monday Apr. 01 – 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. 03 – *Research on African Driven Success Stories; start here:*

<http://www.moibrahimfoundation.org/en/section/about-mo-ibrahim-foundation>

### **Week 13 – The Crisis of Human Rights through International Development**

Monday, Apr. 08 – Peter Uvin, *Aiding Violence...* – read Parts I through Part III

Wednesday, Apr. 10 – Peter Uvin, *Aiding Violence* – read Part V

### **Week 14 – The Turn toward African Self-Determination**

Monday, Apr. 15 – Dambisa Moyo, *Dead Aid: Why Aid is not Working ...*

Wednesday, Apr. 17 – *Research two celebrities (one female, one male) doing work in Africa.*

### **Week 15 – Research Week on Final Paper**

Monday, Apr. 22 – **CLASS MEETS IN THE PCL LIBRARY**

Wednesday, Apr. 24 – Group Discussions on Final Paper, bring your first two pages to class.

### **Week 16 – Final Writing Workshop**

Monday, Apr. 29 – Reflections on what we learned...

Wednesday, May 01 – **Final Essays Due in Class, 12:00pm. NO EXCEPTIONS**