

**UGS 302 (63950) • INTERNATIONAL DEVELOPMENT AND
HUMAN RIGHTS IN AFRICAN HISTORY**

Fall 2014 • Meets: TTH 11:00-12:30 PM in MAI 220B

Office Hours: Wednesdays, 2:45-3:45:00pm and By Appointment; Office: GAR 0.134

Instructor: Ruramisai Charumbira; r-c@austin.utexas.edu



COURSE DESCRIPTION AND OBJECTIVES

Africa is often in the news in the United States because something bad is going on somewhere on the continent: the Democratic Republic of Congo, the Sudan, Zimbabwe, Somalia, to name but a few countries. You, perhaps, have wondered how you can help, and maybe plan to be an intern for some international organization in Africa during your college career or even aspire join the Peace Corps or the State Department after your college career. Or, perhaps, you just want to know the history behind the stories you read about or see in the media often. In this course, we will explore the history of ideas on international development and human rights in Africa since 1800. Our focus will be on how development and human rights have been defined over time, from the 1800s, to the present. The course is designed to give historical contexts to seemingly current crises on the continent, affording you an opportunity to think what your generation can do for your country's international development and human rights efforts in Africa – and elsewhere. We shall read primary sources as well blog about particular current news stories of selected countries in course. The main **objective** of the course is that students learn critical thinking, reading, research, and writing skills showcased by their team projects and personal writing; as well as long-term critical life skills for good local and global citizenship.

ASSESSMENT

***20% - Attendance and Participation (Participation includes in class and online)**

***20% - Two Analytical Essays (3pages @ 10% each)**

***10% - Team Presentation (in consultation with TA)**

***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)**

***20% - Final paper.**

Grading scale: A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-70; D 61-66; F 60 and below

READINGS & REQUIRED TEXTS:

Wangari Maathai, *Unbowed: A Memoir*

Lauretta Ngcobo, *And They Didn't Die*

Dambisa Moyo, *Dead Aid*

Katherine S. Newman and Ariane De Lannoy, *After Freedom: The Rise of the Post-Apartheid Generation in Democratic South Africa*

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>. The other important website is: www.registrar.utexas.edu/calendars/14-15 for important deadlines.

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: http://www.utexas.edu/provost/policies/religious_holidays/

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 (4) or more class meetings means, an automatic 50% deduction from participation 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. For more information see: <http://ddce.utexas.edu/disability/>

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, 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 teaching and learning.

Communication: Updates about the class will be mainly through **Canvas and email**. Ignorance of important class information is inadmissible as an excuse for not doing class work.

Week 01, Aug. 26-29 – Introductions

Thursday – Introductions; Miner, “The Body Rituals of the Nacirema;” Ehret, “Introduction to the Study of Africa.”

PART I – DEFINING TERMS, HUMAN RIGHTS AND DEVELOPMENT

Week 02, Sept. 1-5 – Human Rights Ideas

Tuesday – Bonny Ibhawoh, *Imperialism and Human Rights*, Chapter 1;

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

Recommended readings: 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; Jack Donnelly, “Human Rights as an Issue in World Politics.”

Week 03, Sept. 8-12 – International Development Ideas

Tuesday – Rist, *History of Development* (selected chapters)

Thursday – Walter Rodney – *How Europe Underdeveloped Africa* (selected chapters)

Week 04, Sept. 15-19– Cultural Rights and Development

Tuesday – van Dyke, “The Cultural Rights of Peoples” *Universal Human Rights*, Vol. 2, No. 2 (Apr. - Jun., 1980), pp. 1-21

Thursday – 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

Recommended: Onyango, “Who's Watching “Big Brother”? Globalization and the Protection of Cultural Rights” *Human Rights Quarterly*, 27, 4 (Nov., 2005), 1245-1273.

Week 05, Sept. 22-26 – Human Rights as Development, Development as Human Rights

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

Thursday – 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, Sept. 29-Oct. 3 – The African Diaspora and Development for Africa

Tuesday – 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.

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

Week 07, Oct. 6-10 – America Modernizing Human Rights and Development in the 20th Century

Tuesday – 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.

Thursday – CLASS MEETS IN THE PCL LIBRARY – Researching Primary Sources I

Recommended: “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>

PART II – COUNTRY CASE STUDIES IN SOUTHERN AFRICA AND EAST AFRICA

Week 08, Oct. 13-17 – The Exception among Exceptions, Apartheid South Africa (UDHR & Apartheid, 1948)

Primary Source: <http://www.un.org/en/documents/udhr/index.shtml>

Secondary Source: R. Ross, “Apartheid,” in R. Ross, *A Concise History of South Africa*, Chap. 5

Tuesday – Ngcobo, *And They Didn’t Die*

Thursday – Ngcobo, *And They Didn’t Die*

Week 09, Oct. 20-24 – Environmental Rights and Development

Tuesday – Maathai, *Unbowed: A Memoir*

Thursday – Maathai, *Unbowed: A Memoir*

Recommended: 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.

Week 10, Oct. 27-31 – The Legacy of “Race” and Human Rights in Post-Apartheid South Africa

<http://www.sahistory.org.za/politics-and-society/segregationist-legislation-timeline-1856-1979>

Tuesday – Newman and De Lannoy, *After Freedom*

Thursday – Newman and De Lannoy, *After Freedom*

Recommended: Krista Johnson, “Between Self-Help and Dependence: Donor Funding and the Fight Against HIV/AIDS in South Africa” *Africa* 78 (4), 2008, 496-517.

Week 11, Nov. 3-7 – To “Help” or Not to “Help,” that is the Question?

Tuesday – Dambisa Moyo, *Dead Aid*

Thursday – Dambisa Moyo, *Dead Aid*

Week 12, Nov. 10-14 – Showcasing What We Have Learned, Together

Tuesday – Team Presentations I (three teams)

Thursday – Team Presentations II (three teams)

Week 13, Nov. 17-22 – Showcasing What We Have Learned, Individually

Tuesday – **CLASS MEETS IN THE PCL LIBRARY** – Researching Primary Sources II

Thursday – Writing Workshop I

Week 14, Nov. 24-28 – Research Project Final Touches....

Tuesday – Writing Workshop II

Thursday – **THANKSGIVING, NO CLASS.**

Week 15, Dec. 1-5 – Final Writing Workshop

Tuesday – Writing Workshop III

Thursday – **Final Essays Due in Class at 11:00am.**