
COURSE SYLLABUS

Regional Studies: Governance of Natural Resources in Africa

Lecture Times: Mondays and Thursdays, 15:30 – 16:50 in Clearihue Building C115

Office Hours: Tuesdays, 14:00 to 15:00 in DTB B324 or by appointment

COURSE DESCRIPTION

Africa has often been sidelined from reaping the benefits of its own natural resources. From oil to minerals, forests, and land for agriculture, Africa has many of the world's 'resource-richest' countries. However, many countries on the African continent have been described as having a 'resource curse,' where the more natural resources a country is endowed with, the less likely that country is to experience stable democracy and socioeconomic development. In this course, we will unpack this paradox to better appreciate the opportunities and challenges facing people living on the African continent.

Introduction: Unpack your stereotypes and place the continent on a map

At the beginning of this course, we will talk about some of our basic stereotypes of Africa and how these preconceptions might influence our implicit perspective of the continent. 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. In parallel with examining our preconceptions about the continent, you will gain a basic understanding of African geographies from a natural resource perspective and be able to place some of the human and physical geography landmarks on a map.

An in-depth look at natural resources governance in Africa: from science to practice

The course readings will help you engage with scientific literature that theorizes and explains human-environment interactions within and beyond Africa. You will also read and hear from Africans themselves. You will learn that the 'problems' facing Africa do not stem from within the continent alone, but historical and modern-day global processes continue to impact the situation in almost all areas of Africa, rural and urban. We will critically examine and contest dominant discourses about the continent and bring in various worldviews including

COURSE SCHEDULE

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

WEEK	TOPIC COVERED	Readings
1	Introduction to course: Why Africa? Trends in natural resource use and global implications	Sept. 9: This syllabus ☺
2	African geography: Natural resources governance at the intersect between human and physical geography	Sept. 13: Binyavanga Wainaina, How to write about Africa (goo.gl/h33NYD) Sept. 16: Ferguson, James. Chapter 1: Introduction. In <i>Global shadows: Africa in the neoliberal world order</i> . Duke University Press, 2006. : Please familiarize yourself with the countries on the continent by playing a few online map games. For example: https://online.seterra.com/en/vgp/3163
3	History and colonial legacies	Sept. 20: Collier, P. (2006). Africa: geography and growth. Sept. 23: Parker, J. and Rathbone R. Colonialism in Africa. Chapter 5 in <i>African History: A Very Short Introduction</i> . https://doi-org.ezproxy.library.uvic.ca/10.1093/actrade/9780192802484.003.0005
4	Defining governance in the context of Africa: State and non-state actors	Sept. 27: Ferguson, James. Chapter 8: Governing Extraction. In <i>Global shadows: Africa in the neoliberal world order</i> . Duke University Press, 2006. Sept. 30: <i>Truth and Reconciliation, no class</i>
5	Global Value Chains: How are YOU connected to Africa?	Oct. 4: Gibbon, P., & Ponte, S. (2005). Chapter 3: Global Value Chain (GVC) Analysis in <i>Trading down: Africa, value chains, and the global economy</i> . Temple University Press. Oct. 7: Map quiz
6	Food value chains for inclusive development	Oct. 11: <i>Thanksgiving, no class</i> Oct. 14: Feyaerts, H., Van den Broeck, G., & Maertens, M. (2020). Global and local food value chains in Africa: A review . <i>Agricultural Economics</i> , 51(1), 143-157.

7 Corporate perspectives: The
business model behind
sustainable sourcing practices

Oct. 18: Carodenuto, S., & Buluran, M. (2021). The effect of supply chain position on zero-deforestation commitments: evidence from the cocoa industry. *Journal of Environmental Policy & Planning* 53(1), 690-706

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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.

POLICY ON ATTENDANCE

Students are expected to attend all class sessions, either in person or by logging in to ECHO 360 live stream. If you are feeling unwell, please do not come to class. Rather, join us through the live stream. These will be recorded but the recordings are meant to be a supplement only and cannot replace synchronous participation. 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 learning.

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: 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 uvic.ca/learningandteaching/cac/index.php.

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 (

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.*