ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE November 9, 2009

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED: AFS 340 The Making of Modern Africa 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Amanda Smith
   Phone: 5-9862
   Mail Code: 4902
   E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE: A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry—L □
   Mathematical Studies—MA □ CS □
   Humanities, Fine Arts and Design—HU □
   Social and Behavioral Sciences—SB □
   Natural Sciences—SQ □ SC □

   Awareness Areas
   Global Awareness—G □
   Historical Awareness—H □
   Cultural Diversity in the United States—C □

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: Yes; Please identify courses: _______________________
   Is this an multisection course?: No □ Yes □
   Is it governed by a common syllabus? _______________________

Stanlie James
Chair/Director (Print or Type)

Stanlie M. James
Chair/Director (Signature)

Rev. 1/94, 4/95, 7/08, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
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<td>Syllabus: Course description and examples of text.</td>
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1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. Course must be **one or more** of following types (check all which may apply):

   a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied **must be non-U.S.** and the study must contribute to an understanding of the contemporary world.

   b. Contemporary non-English language courses that have a significant cultural component.

   c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

   d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.
Global Awareness [G]

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<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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<tr>
<td>AFS</td>
<td>340</td>
<td>The Making of Modern Africa</td>
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</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tbody>
<tr>
<td>Studies must be composed of subject matter that addresses or leads to an understanding of the</td>
<td>This course is designed to probe the nexus between development and democracy in Africa, while making comparisons to other parts of the world in the Global South and Global North. This criteria is also demonstrated in the text &quot;King Leopold's Ghost&quot;.</td>
<td>Syllabus: Course Description and examples of text provided.</td>
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<td>contemporary world outside the U.S.</td>
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<tr>
<td>In-depth area studies which are concerned with an examination of culture-specific elements of a</td>
<td>Examples of this criteria can be found in various readings and topics assigned throughout the semester. Specifically, text by Isbister and Ake. Specific readings and course topics on: March 24, April 9, and April 16.</td>
<td>Syllabus: Required text and Reading/Topic Schedule. Examples of readings provided.</td>
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<td>region, country or culture group. The area or culture studied must be non-U.S. and the study must</td>
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<td>contribute to an understanding of the contemporary world.</td>
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</table>
COURSE: African and African American Studies (AFS) 340
CLASSROOM: Physical Education Building East 219
TIME: 9:00am-10:15am TTh
PROFESSOR: Dr. Lisa Aubrey
OFFICE LOCATIONS: 266 Wilson Hall; 6714 Coor Hall
OFFICE HOURS: 10:15am-12:00noon; 1:15pm-2:00pm TTh and by appointment. Appointments preferred. (T in Wilson and Th in Coor)
EMAIL: lisa_aubrey@asu.edu

THE MAKING OF MODERN AFRICA (AFS 340)
Spring Semester 2009

SUBTITE: THE POLITICS OF DEVELOPMENT AND DEMOCRACY IN AFRICA

COURSE DESCRIPTION AND OBJECTIVES: This course is designed to probe the nexus between development and democracy in Africa, while making comparisons to other parts of the world in the Global South as well as the Global North. In our investigation of the relationship between development and democracy, we will dwell on the "politics" of both processes—that is, the "who gets what, when, how," how much, under what circumstances, and at what costs in this era of globalization. One of the major objectives of this course is to isolate the major stakeholders in international development and unravel their role(s) in the development policy process, especially their advocacy of liberal democracy, free market capitalism, and neoliberalsim. To do this, we will probe variegated organizations in the development process, from international to local and from governmental (GO) to non-governmental (NGO).

COURSE FORMAT: This course will be a mixture of lecture, discussion, individual and group exercises and presentations, and films. This is a reading intensive course and you must read in order to make informed contributions. You can not participate if you are not present.

ASSIGNMENTS: You are required to write seven 4-page double-spaced, 12-point font, 10-inch standard margins thinkpieces (TPs) to be turned in on specified dates. There will be no in-class exams. Your TPs must be critiques, not summaries or research papers. For each day that your assignment is late, your grade will drop one letter. If you turn in your paper late on the date on which it is due, you will have already earned one letter grade deduction. All TPs are to be turned in to the course digital dropbox set up via blackboard. Please complete the submission process on blackboard in its entirety. You are also required to do two map and data collection/analyses. The same rules for submission apply, except turn them in in-class, not via the digital dropbox.

GRADE: Your course grade will be determined by your performance on your seven TPs, two map and data collection/analyses, and class participation. Each one of your 7 TPs is worth 10%
of your final grade (70% in total), likewise for your Map and Data Collection/Analyses (totaling 20%), and your class participation accounts for 10%. All together they compute to 100%. You cannot participate if you are not present.

PLAGIARISM (verbatim and paraphrased without references) is not an acceptable form of academic behavior and carries the most severe of penalties.

CELL PHONES AND EMAIL: Please turn off cell phones in class. Please also refrain from texting while in class. If you are using a computer in class, please also refrain from personal email. Regarding emails to me, I do not repeat lectures and/or class discussions on email. You are responsible for getting notes from a classmate if you are absent. Additionally, please allow adequate time for email responses from me, which can exceed a 24 hour period as I am not constantly on email. Only emails from your ASU account and of relevance will get responses.

REQUIRED TEXTS: All can be purchased ONLY from Student Book Center located at 704 S. College Avenue.


You have a choice of the following:


OR

William Easterly, The White Man’s Burden: Why the West Efforts to Aid the Rest Have Done So Much Ill and So Little Good (New York: Penguin 2006).

Copies of required books of which the library has copies will be on course reserves at the circulation desk of Hayden Library.

OTHER REQUIRED READINGS: All other readings not in the required texts will be on blackboard, or on the internet as stipulated.
READING, THINKPIECE, MAP AND DATA COLLECTION/ANALYSIS SCHEDULE

January 20- *Film, Bamako*

January 22- *Film, Bamako continued*

January 27- Introduction to Course with Conceptual and Theoretical Background of Politics of Development; Adam Hochschild, *King Leopold’s Ghost* Chapters 1-3 assigned. Drawing Assignment.

January 29- Drawing Assignment to be presented and discussed. Introduction to Course with Conceptual and Theoretical Background of Politics of Development; Adam Hochschild, *King Leopold’s Ghost* Chapters 4-11 assigned.

February 3- Discussion of Adam Hochschild, *King Leopold’s Ghost* Chapters 4-11.

February 5- MAP DATA COLLECTION DAY on Democratic Republic of the Congo using 5 (at minimum) development indicators of your choice. WE WILL NOT MEET IN CLASS. Indicators may include (or may deviate from) GNP, GDP, HDI, PCI, types of government, colonial rule and type of rule, natural resources, natural resource exploitation, type of legislature, population, amount of technological infrastructure, number of elections, size of middle classes, number of women in government, type or level or number of internal conflicts, amount of external debt, etc. Please place this information/data in chart form. Include in this assignment a map of Africa in which you write in countries, capitals, bodies of water, and other information you deem necessary. Highlight the Democratic Republic on the Congo on the map. (It is the Congo in which Kinshasa is the capital). Include a reference page. Additionally, draft a double-spaced 12 point font two-page maximum interpretation of the data. Ask yourself, “What does the data say to me?” “What are its implications for development and democracy?” *This is due in class on February 10.*

Adam Hochschild, *King Leopold’s Ghost* Chapters 12-19 and afterword assigned.


**February 17-FIRST THINKPIECE DUE IN DIGITAL DROPBOX BY 8AM; Film, "Banking on Life and Debt" and MAP AND DATA COLLECTION ASSIGNMENT. WE WILL MEET IN CLASS.** For your assignment, you are to choose 3 African countries (with the exclusion of DRCongo) and one other Global South country and collect data for all 4 countries using 5 development indicators of your choice. They may be the same development indicators that you used for the Congo assignment, or they may be different indicators. You are to provide maps for each of the countries as well in which you write in country, capital, regions, bodies of water and other information you deem necessary. Include a reference page. Additionally, draft a double-spaced 12 point font 3-page maximum interpretation of the data. That is, only interpretive essay in total covering all 4 countries. Ask yourself, “What does the data say to me?” “What are its implications for development and democracy?” This is due in class on February 24.

**February 19-Film, "Banking on Life and Debt" continued.** One-page reaction to film due in class.

**February 24- John Isbister, Promises Not Kept: Poverty and the Betrayal of Third World Development (CT; Kumarian Press, 2003). Introduction through Chapter 4.**

**February 26- John Isbister, Promises Not Kept: Poverty and the Betrayal of Third World Development (CT; Kumarian Press, 2003). Chapter 5 through Chapter 8.**

**SECOND THINKPIECE DUE IN DIGITAL DROPBOX SATURDAY, FEBRUARY 28 BY NOON**

**March 3- Film-Girl in the Café or Banking on Life and Debt (Maryknoll); Claude Ake, Democracy and Development in Africa (Washington, D.C.: Brookings Institute, 1996): Chapters, 1-2.**

**March 5- Claude Ake, Democracy and Development in Africa (Washington, D.C.: Brookings Institute, 1996): Chapters, 3-5.**

**March 8-15 SPRING BREAK**


*Recommended but not required for the paper* are chapters on Botswana, South Africa, India, China, South Korea, Chile, the South Pacific. See me if you are interested in these chapters.
March 19—WE WILL NOT MEET IN CLASS. Your assignment is to draft a TP (normal required length) in which you identify what indicators of democracy that you choose facilitate or inhibit development and provide explanations why. Please provide case study(ies) of African countries to support your argument.

THIRD THINKPIECE DUE SUNDAY, MARCH 22 IN DIGITAL DROPBOX BY NOON


FIFTH THINKPIECE DUE IN DIGITAL DROPBOX SUNDAY, APRIL 19 BY 12:00NOON


SIXTH THINKPIECE DUE IN DIGITAL DROPBOX SUNDAY, MAY 3 BY 12:00NOON

May 5-John Perkins, Confessions of An Economic Hitman (New York: Plume 2004) entire book OR William Easterly, The White Man’s Burden: Why the West Efforts to Aid the Rest Have Done So Much Ill and So Little Good (New York: Penguin 2006). Chapters 1 through 4, Choose one chapter from 5 through 7, Choose one chapter from 8 and 9, and also read Chapters 10 and 11.

Final Exam Meeting, Date TBA-SEVENTH THINKPIECE DUE IN CLASS and Revisit of Hochschild, and Your Image of Development to be discussed.
Pointers for your Thinkpieces

1) Read/watch all of the assigned books/articles/films.

2) For your benefit, summarize and synthesize the information provided, including lectures/discussions. To do this, ask yourself
   a) What is/are the author(s) saying? What are the themes that emanate from the readings etc? Do the authors share the same perspective? Do their arguments differ? If so, in what ways? Do their arguments make sense? How are their arguments linked to the course description and objectives?
   b) Develop your original argument based on knowledge that you have gained from the books/articles/films/discussions. What do you think about the arguments and conclusions that emanate from these, and why? Armed with information, construct an informed argument, which reflects the critical attention you have given to the assignment.
   c) DO NOT TURN IN SUMMARIES OR REVIEWS. We have all read/watched/heard the same information. DO NOT DO EXTENSIVE RESEARCH. FOCUS ON THE SHARED READINGS/WORKS ASSIGNED IN CLASS.
   d) Do not use someone else's words or thoughts (verbatim or paraphrased) without citations as this constitutes plagiarism and carries heavy penalties.

3) Engage the political or political science-related concepts/terms/theories that we have discussed thus far, and that are relevant to the topic. Make relevant linkages.

4) Do not exceed the page limit. Do not turn in a reference sheet unless you must use additional sources.

5) Refrain from using "I" "my" "myself" etc. This is not a personal narrative.
CONFESSIONS of an ECONOMIC HIT MAN

“Here are the real-life details—nasty, manipulative, plain evil—of international corporate skullduggery spun into a tale rivaling the darkest espionage thriller.”

—GREG PALAST, author of The Best Democracy Money Can Buy

JOHN PERKINS
WITH NEW MATERIAL FROM THE AUTHOR
“[A] GRIPPING TELL-ALL BOOK.”
— Rocky Mountain News

“Astonishing.”
— Boston Herald

“Economic hit men,” John Perkins writes, “are highly paid professionals who cheat countries around the globe out of trillions of dollars. Their tools include fraudulent financial reports, rigged elections, payoffs, extortion, sex, and murder. They play a game as old as Empire but one that has taken on terrifying dimensions during this time of globalization.”

John Perkins should know—as an economic hit man for an international consulting firm, he convinced developing countries to accept enormous loans and to funnel that money to U.S. corporations. The American government and international aid agencies then requested their “pound of flesh,” including access to natural resources, military cooperation, and political support.

Confessions of an Economic Hit Man is the story of one man’s experiences inside the intrigue, greed, corruption, and little-known government and corporate activities that America has been involved in since World War II, and which have dire consequences for the future of democracy and the world.

Readers Guide available online at www.penguin.com

A PLUME BOOK
Current Events/Politics
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U.S.A. $15.00
CAN $21.00

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ADAM

HOCHSCHILD

KING LEOPOLD'S GHOST

A STORY OF GREED, TERROR, AND HEROISM IN COLONIAL AFRICA

"An enthralling story, full of fascinating characters, intense drama, high adventure, deceitful manipulations, courageous truth-telling, and splendid moral fervor. — A work of history that reads like a novel." — Merle Rubin, CHRISTIAN SCIENCE MONITOR

WITH A NEW AFTERWORD
At the turn of the century, as the European powers were carving up Africa, King Leopold II of Belgium carried out a brutal plundering of the territory surrounding the Congo River. Ultimately slashing the area's population by ten million, he still managed to shrewdly cultivate his reputation as a great humanitarian. A tale far richer than any novelist could invent, *King Leopold's Ghost* is the horrifying account of a megalomaniac of monstrous proportions. It is also the deeply moving portrait of those who defied Leopold: African rebel leaders who fought against hopeless odds and a brave handful of missionaries, travelers, and young idealists who went to Africa for work or adventure but unexpectedly found themselves witnesses to a holocaust and participants in the twentieth century's first great human rights movement.

"A vivid, novelistic narrative that makes the reader acutely aware of the magnitude of the horror perpetrated by King Leopold and his minions."
—Michiko Kakutani, *New York Times*

Adam Hochschild is the author of many acclaimed books, including *Half the Way Home: A Memoir of Father and Son*, *The Unquiet Ghost: Russians Remember Stalin*, and *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves*. His shorter pieces are collected in *Finding the Trapdoor: Essays, Portraits, Travels*. He teaches writing at the Graduate School of Journalism at the University of California at Berkeley.
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“A riveting and original book that challenges key tenets of American political faith.” — The Baltimore Sun

WORLD ON FIRE

How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability
Current Affairs

"Fascinating and disturbing... with an authority born of rigorous research."
—BusinessWeek

There is no question that the combination of free markets and democracy will transform the third world and sweep away the ethnic hatred and religious zealotry associated with underdevelopment. In this investigation of the true impact of globalization, Yale Law School professor Amy Chua explains why many developing countries are in fact consumed by ethnic violence after adopting free market democracy.

Chua shows how free markets have often concentrated starkly disproportionate wealth in the hands of a resented ethnic minority. These "market-dominant minorities"—Chinese in Southeast Asia, Croats in the former Yugoslavia, whites in Latin America and South Africa, Indians in East Africa, Lebanese in West Africa, Jews in post-communist Russia—become objects of violent hatred. At the same time, democracy empowers the impoverished majority, unleashing ethnic demagoguery, confiscation, and sometimes genocidal revenge. She also shows how this dynamic helps explain the rising tide of anti-Americanism around the world. Chua is a friend of globalization, but she urges us to find ways to spread its benefits and curb its most destructive aspects.

"World on Fire deserves to be widely read. It is a welcome antidote to the recycled mantras of the market-cheering right and the tired rhetoric of the anti-globalization left." —The American Prospect

"Superb.... Encourages us to confront the world as it is, and our actual place in it, with a humane and intellectually formidable imagination."
—The New York Observer

"Provocative, evocative, nuanced, and highly readable. . . . Amy Chua deserves our gratitude." —The Washington Post

U.S. $14.95 CAN. $21.00


Cover design by Claudine and Company
Author photograph © Jerry Bauer
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Praise for previous editions of Promises Not Kept:

"...what writing this is! This book continues to be one of the best short books on the subject of social change in the third world."

—Counterpoise

"A superb overview of third world development... challenges people in developed nations to accept their share of responsibility for third world stagnation... Highly recommended for general as well as academic readers."

—CHOICE Magazine

"A balanced, penetrating, and exciting account of why most people on the planet are poor, who has betrayed the promise (for social change), and what we can do about it."

—Peter Mann, WHY.Magazine

The seventh edition of this widely-used introductory text on poverty in the developing world continues the discussion of the “new American hegemony” and the “war on terror" that began with the previous edition. In particular, Isbister addresses changes in international politics and the impact on the global order of the US-led military operations in Afghanistan and Iraq. The author also focuses on major initiatives, such as the UN’s Millennium Development Goals, to confront the issue of world poverty. As with all editions of this vibrant text, Isbister writes with clarity and passion, not only about failed promises, but about hope, human potential, and the belief that a just and equitable world system is attainable.
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Democracy and Development in Africa

Claude Ake
Despite three decades of preoccupation with development in Africa, the economies of most African nations are still stagnating or regressing. For most Africans, incomes are lower than they were two decades ago; health prospects are poorer; malnutrition is widespread; and infrastructures and social institutions are breaking down.

An array of factors has been suggested to explain the apparent failure of development in Africa, including colonial legacy, social pluralism, corruption, poor planning and incompetent management, limited inflow of foreign capital, and low levels of saving and investment. Alone or in combination, these factors are serious impediments to development, but Claude Ake contends that the problem is not that development has failed, but that it was never really on the agenda. He maintains that political conditions in Africa are the greatest impediment to development.

In this book, Ake traces the evolution and failure of development policies, including the IMF stabilization programs that have concluded international lending. He believes that the political institutions of the African states inherited from colonial rule created a political environment that is hostile to development. Ake sketches the alternatives that are struggling to emerge from this disastrous failure: economic development based on traditional agriculture, political development based on decentralization of power, and reliance on indigenous communities that have been providing some measure of stability to the modern polity. It is Ake's argument that new forms of political order may become a new paradigm for development in Africa.

About the Author

Claude Ake is director of the Centre for Advanced Social Science Studies, University of Port Harcourt, Nigeria.
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