

## Political Science 354 The Politics of Development in Southern Africa

**Instructor:** Lamont A. Slater, Slaterl@augsborg.edu

**Credits:** 4 semester hours of credit

### **Purpose of the Course**

Issues of development are key to newly independent nations of Southern Africa, particularly in today's context of economic, political, and cultural globalization. Therefore, this course will complement the POL 353 course "Political and Social Change in Southern Africa," which is taught simultaneously because it will build on knowledge from the other course to help students develop insights regarding the complex politics of development in the region.

Development is an interdisciplinary topic drawing heavily upon the fields of political science, economics, sociology and anthropology. This course explores the politics of development in southern Africa, particularly related to Namibia's and South Africa's status as relatively new nations emerging from colonialism and apartheid and struggling to develop their own national identities under the pressures of globalization. We will also discuss how race and identity intersect with development.

The course seeks to introduce you to the complex politics of development, including traditional discourses and contemporary debates about development. For example, what is development? How is it defined? By whom, and for whom? What are the key critiques of traditional approaches to development? How do issues of race, class, religion, and nationality intersect in ways that promote and/or hinder particular forms of development and how do these identifiers impact the relative power people have to change their circumstances? What role does power play in development?

You will learn directly from the diverse perspectives of members of civil society, governments, and international organizations that are actively participating in the development process, those actively critiquing development and development activities, and the intended development beneficiaries. Special emphasis will be placed on globalization as you define development, examine theories, and explore the special development challenges facing Namibia and South Africa since their independence in the early 1990s.

Through a combination of readings, experiential activities, videos, field trips, and lectures, you will learn about key development issues in the region. Guest speakers will include sociologists and other academics from the University of Namibia (UNAM), government officials, local and international development workers, aid officials, educators, community leaders, and members of political parties, as well as non-governmental organizations.

### **Required Readings**

Ferguson, James. "Globalizing Africa? Observations from an Inconvenient Planet" from *Global Shadows: Africa in the Neoliberal World Order*. Durham, NC: Duke University Press. 2006.

Fisher, Max. "How We'd Cover Ferguson if it Happened in another Country." Vox. 25 November 2014.

Jauch, Herbert. *Chinese Investments in Africa: New Opportunities of just another Form of Domination?* New Labor Forum, 2011.

Peavey, Fran. *Heart Politics*. Chapter 15: Removing Obstacles from Change." Black Rose Books Ltd., 1986.

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Peavey, Fran. *Strategic Questioning: An Approach to Creating Personal and Social Change*. From "Creating A Future We Can Live With." Context Institute, 1995.

Vandeyar, Saloshna. "Immigrant Students' Shifting Identifications in South African Schools." *International Journal of Educational Development*. 32: 232-240. 2012.

White, Sarah C. "The 'gender lens': a racial blinder?" *SAGE Journals: Progress in Development Studies*, 6(1), 55-67. 2006.

### **Course Description**

The course examines basic theories of development as well as the political economy of development. It provides the opportunity to reflect critically on issues of development, including global justice, equality, and sustainability.

### **Overarching Goals and/or Learning Outcomes**

1. Discuss different definitions and critiques of development.
2. Engage in informed debates about the political economy of development within the context of economic, political and cultural globalization.
3. Examine the benefits and challenges of the development process in Namibia and South Africa.
4. Consider the interrelated aspects of civil society that affect development and are impacted by different forms of development.
5. Critically assess the major development theories with regard to the Namibian / southern African context.
6. Examine the role of race and identity has played in development activities historically and articulate ways in which development can impact people differently based on their identity.
7. Explain how globalization affects the interests of poor nations and poor people, and articulate strategies for incorporating the needs of the poor in design and implementation of the ongoing and accelerating process of global integration.
8. Describe and discuss your role in the process of development and social change.

### **Course Design**

#### **Unit 1: What is Development? Introduction to Strategic Listening**

*Description:* This session begins by exploring the question, what is development? Where did the concept originate? What perceived issues has "development" been created to address? The unit will also provide an overview of early development paradigms and history with special attention to modernization theory, the oldest and still most dominant paradigm among development practitioners. The unit will also begin to introduce major critiques of development and modernization theory with the goal of encouraging students to question the foundation of development theory as a whole. What constitutes development? What are the pros and cons? Who should make these decisions? Who is responsible for "developing" whom?

#### **Unit 2: China and Development**

*Description:* This unit will focus on the history, relationship and effects that China has had on the Namibian political economy

#### **Unit 3: Social Action, consciousness and development**

*Description:* Undeniably, Africa faces huge challenges on the path to equitable, sustainable and pro-poor growth and development. It would be easy, even perhaps understandable, to say that a continent mired in incomprehensible conflicts and burdened with arguably the worst public health crisis in recorded history is hopeless.

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But there is hope in Africa. This final unit will look at the signs of hope for positive change in Southern Africa as well as how you can be actively involved in creating change.

**Unit 4: Development and the effects of Colonialism**

*Description:* This unit will focus on the footprint that has been left in southern African countries as a result of colonialism, and its implications of past and future development in the region.

**Unit 5: Globalization and Racial Equality**

*Description:* This unit will focus on defining globalization and discussing its pro and cons. With the rapid and accelerating integration of the world's economies, no nation (or even isolated rural communities) can escape the effects of globalization. Globalization promises great advances, yet the price is often high and falls disproportionately on the poor. Rising inequality can result in an increase in racial bias for scapegoating or advancing xenophobic and isolationist tendencies. When discussing globalization, it is difficult not to discuss power, privilege and inequality. Is the spread of free markets, capitalism and democracy stabilizing the world or creating more instability and racial hatred? We will trace the roots of neo-liberalism while comparing and contrasting globalization with issues of colonization and civil rights. This unit will also introduce the concept of stakeholder power analysis for looking at the various forms and levels of power various stakeholders have in relation to a proposed change.

**Unit 6: Politics of Identity**

*Description:* How people are identified in Southern Africa presents a very complicated issue of race, class and justice. Identity has always played a role in Southern Africa, and has continued to play a role in future and past development. We will examine how this has happened, and talk about charting a course for the future.

**Unit 7: Politics of Migration**

*Description:* Migration impacts all people whether they migrate or not. The receiving country is impacted by the presence of migrants (bringing skills, or possibly needs), while the sending country is impacted by a possible brain drain, receipt of remittances or gaining skills and ideas that an immigrant might pick up in another country. However, the causes and impacts are varied and complex. Likewise, the identity of migrants as they adjust to a new culture may change. We will discuss the complex debates around migration and its impacts.

**Unit 8: Course Wrap-Up**

*Description:* This final unit will look at the signs of hope for positive change in Southern Africa as well as how you can be actively involved in creating change. We will continue to complete the oral reports, and reflect on the semester.

**Course Requirements: (100% = 200 points)**

- **Course Participation (10%)** Class time is critical to the educational process of this course. If you are not actively engaged in classroom discussions and activities, then you are not actively engaged in the learning process. Therefore, participation is a key component to your grade and you are expected to actively participate in all aspects of the course. This includes class attendance, questioning, active listening, engaging with resource people, reading and incorporating the experiential aspects of the program (homestays, interviews, visits, learning community, etc.) into your own learning process.

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- **Reading Responses (10%)** Throughout the semester there are 30 available points (5 points each) for the reading responses. Students can get a maximum of 20 of these points. The aim is to help you to read and begin to process the reading material assigned. The required readings are a great source of additional information that may not be covered in full during class. Understanding the different perspectives expressed in the documents will give you a greater understanding of the topic at hand. Beginning to think critically about the material will create depth and enrich discussion during class time.
- **Listening Project, Part 1: Short Answer Reflection (10%)** The Listening Project assignment is described on page 4 of this syllabus. After you have completed your interviews, you will reflect on the method of strategic questioning as well as your role in the process. The aim of the reflection is to help you think about your work and find ways to improve your skills for future listening projects. Be sure to reflect on the experience in a short answer assignment.
- **Listening Project, Part 2: Essay Assignment (10%)** At this point, you should have conducted at least three strategic questioning interviews, two during urban homestay and one during rural homestay. For this assignment, you will write an in-class essay reflecting on your listening projects as a means of development and an impetus for change. Your reflection should be honest and critical.
- **Research Paper - Globalization: Stability or Volatility? (15%)** Through course material and your experiences, understanding has been gained on how globalization is influencing development in Namibia and the world. The aim of this paper is to discuss the implications of globalization on the stability of Namibia and the world. The topic question is: *Are the effects of globalization creating positive growth or adding volatility to political, economic and social dynamics in Namibia and the world?* In order to answer this question, focus your discussion on a specific issue relevant to development in order to provide depth and a critical analysis. For this assignment, depth is more important than breadth. Examples of possible issues on which to focus are: racism, economic disparity, identity, health, education, labour conditions, reconciliation, religion, etc. Please research thoroughly. The paper should include internet and/or literature based research, specific examples as well as theories and perspectives to make connections and provide solid evidence.
- **Oral presentation of your Research Paper (15%)**
- **Integrative Project (25%)** Projects count for the Politics of Development, Religion, Political Science, Environmental Science and History courses: This project can be done individually or in groups of up to three students.

There are two parts to the project

- **Part 1: Integrative Project Progress Report** is an outline of the project.
  - **Part 2: Project Presentations** should be 1) be rooted in critical analysis of issues important to Namibia, 2) draw upon your own experiences, and 3) be a synthesis of your learning that can be used to educate others back home on key issues facing Namibia. Presentations should include clear and relevant references to sources (either texts, outside readings, meetings or group research and/or interviews.) A finalized outline of the presentation, with a list of sources, must be turned in at the presentation.
- **Integrative Blog and Photo-Essay Assignment (5%)**

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### Grading Scale

Grade	Grade Points	Description
A	4.00	Excellent
A-	3.67	
B+	3.33	
B	3.00	Undergraduate: Good
B-	2.67	
C+	2.33	
C	2.00	Satisfactory
C-	1.67	
D+	1.33	
D	1.00	Poor
D-	0.67	
F	0.00	Failure
P	0.00	Pass*
N	0.00	No pass

### Late Assignments

You must submit assignments on time. If you need an extension, you must talk to me **in advance** to negotiate a new deadline. If you have not been given an extension in advance and you turn in a late assignment, you will be docked half a grade (from a 4.0 to a 3.5 or 3.5 to a 3.0, 3.0 to a 2.5, 2.5 to a 2.0, etc.) If you are more than one week late, you will be docked a full grade. No assignments will be accepted more than two weeks after the original deadline; a "0" will be given after that. Assignments due near the end of the semester will not be accepted after the last day of the semester.

### Augsburg Honesty Policy

You are expected to follow the Augsburg Honesty Policy, which you will find in the Appendices of this manual. Except when the assignment expressly encourages group work, it is assumed that all course work will be your own. You are not to copy the work of others. Your name on assignments will be taken as your "pledge" that you have read the honesty policy, understand it, and are following it. The first occurrence of plagiarism will result in the failure of the assignment. A student who commits plagiarism a second time will fail the course.

### Students' Rights and Responsibilities

If you have a formally diagnosed learning or physical difference, you have a legal right to course modifications. If you qualify, please identify yourself to the instructors so that we may assist you with your course progress.