AFRI 4050 Rural development in Africa: Concepts, theories and experiences

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Office Hours: Wednesdays 9:30-15:30
Course Times: Tuesdays (11:35 – 2:25pm)
Course Location: Loeb A620

Description
Discover the diversity and complexity of development potential, problems and some solutions/strategies in rural Africa. The course introduces you to the general concepts and theories of rural development of relevance to Sub-Saharan Africa. A step back in recent history is taken to examine the major ideas that have governed rural development policies and some reasons for slow growth of the rural economy. Different explanations for continued high levels of rural poverty are explored. Contemporary debates on the direction of rural development strategies are examined showing new challenges for rural development policy makers and practitioners. This course will equip students with the requisite skills and practical orientation vital for contributing to the development debate in rural areas in the Africa. It seeks to provide a wide variety of possibilities for the interpretation of rural development with the main focus on how context matters.

Class format
The course meets once weekly and consists of a 3-hour time slot. Classes will combine lectures and class discussions. Each class will be divided into two halves. The first half will consist of a formal lecture. The second half will consist of short presentations by students debating a question based upon the theme for that week. Students are expected to come to class prepared to discuss the readings/themes in an informed manner.

Prerequisite: Third-year standing in any social science discipline.
Deliverables and Grading

Course grading is based upon the following deliverables: a major paper (25%), a class presentation and short paper (15%), class attendance and participation (20%) a final examination (40%).

As a fourth year course, considerable emphasis is placed on participation in discussions and the major paper. You are invited to write upon any topic related to rural development in Sub-Saharan Africa: political economy, evaluation of policies and programmes, project experiences, poverty, food security, etc. Your work can focus on a range of topics from the macro-level of state actions or international actions (or inaction), to the micro level in a particular country. You will be expected to present a paper proposal (posing the question or specific topic you intend to examine, the relevancy of the topic, and the theoretical framework and approach) in class for comments. In addition, your paper must present a minimum of four current (2006 or more recent) academic (peer-reviewed) articles or books you will use in your work. A late penalty of 2% per day will be applied to late submissions.

Presentation in Class 15%

Each student’s presentation will be based upon the weekly themes and emerging questions. Each person will make a presentation during lectures and thereafter write a 1000 to 1500 word paper. A schedule of presentations will be established in Week 1 and 2. The presentation accounts for 5% and the write-up is worth 10%.

Class attendance and participation (20%)

Class attendance is not just mere physical presence, but also active participation of students in discussions and a short summary of each week’s discussions to be posted on webct. The summary will consist of major arguments made in the readings and key points understood by each student during lectures and subsequent discussions. The webct blog will be an interactive medium for all to share ideas from the lectures and readings.

Major Paper 25%

• Paper due 13th March 2012

The final paper should be 2000 to 3000 words in length.
Final examination 40%

This will be a take-home examination. Two compulsory essay-type questions will be given to students on the 3rd of April 2011. Hard copies of responses are expected to be submitted on 24th of April 2011 via the drop box located outside the Institute of African Studies (228 Paterson Hall). The Institute’s drop box cut off time is 16:00.

A soft copy should also be uploaded onto webct. Each response should not be more than 2000 words in length (total length 4000/+/ 200).

COURSE SCHEDULE AND READINGS

10th January: Week 1. Introduction to course

17th January: Week 2. The concept of rural development and the rural landscape of Africa


24th January: Week 3. Understanding rural poverty

- Robert Chambers 1983. Rural development: Putting the last first. Longman and Scientific Technical. Pages 103-113

31st January: Week 4. Unimodal and bimodal rural development strategies

- B. F. Johnston and P. Kilby 1986. ‘Unimodal’ and ‘Bimodal’ strategies of agrarian change. In John Harriss (ed); Rural development: theories of peasant economy and agrarian change. Pages 50-65

• Altieri, Miguel A 2008. Small Farms as a Planetary Ecological Asset: Five Key Reasons Why We Should Support the Revitalisation of Small Farms in the Global South. Third Word Network, Penang. 5-13

• Hazell Peter et al. 2007. The Future of Small Farms for Poverty Reduction and Growth. International Food Policy Research Institute. 4-20
  http://www.ifpri.org/sites/default/files/publications/vp42.pdf

7th February: Week 5. The role of the state in rural development: Neo-Fabian and Neoliberal ideologies


  http://www.ifad.org/events/gc/28/panel/e.pdf 23-45

14th February: Week 6. Basic needs and the urban bias thesis

• Streeten, Paul, Shahid Javed Burki, Mahbub ul Haq, Norman Hicks, and Francis Stewart 1981. First Things First: Meeting Basic Needs in the Developing Countries. New York: Oxford University Press. 8-45


Week 7: READING WEEK


- Sachs, Jeffrey D. 2008. The African Green Revolution. The continent is overdue for an agricultural boon like the one that lifted Asia’s prospects. Scientific American Magazine. April 22, 2008 [7].


6th March: Week 9. Farmer First approaches

- Robert Chambers 1998. Challenging the professions: the frontiers for rural development. ITP. London. 60-75


13th March: Week 10. The sustainable livelihoods approach


20th March: Week 11. Rural Food insecurity


• Havnevik K. et al. 2007. African Agriculture and the World Bank: Development or Impoverishment? Nordic Africa Institute, Uppsala.7-64

3rd April: Week 13. Conclusions and course review

Writing Assistance
If you feel you need assistance in improving your writing skills, you are encouraged to get in touch early in the term with the Writing Tutorial Service (Room 229, Patterson Hall, http://www.carleton.ca/wts/).

Deferred Assignments/Grades
Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a final paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrarial Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

Drop/Withdrawal Date
Please refer to the 2008-2009 Undergraduate Calendar for the final day that one is permitted to withdraw from a fall term course.

Grades
In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100  B+ = 77-79  C+ = 67-69  D+ = 56-59
A  = 85-89  B  = 73-76  C  = 63-66  D  = 53-56
A - = 80-84  B - = 70-72  C - = 60-62  D - = 50-52

F = Below 50
WDN = Withdrawn from the course
ABS = Student absent from final exam
DEF = Deferred (See above)

FND (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.

Final grades are subject to the Dean’s approval.

Requests for Academic Accommodations
For Students with Disabilities:

Students with disabilities needing academic accommodations are required to contact a coordinator at the Paul Menton Centre (PMC) to complete the necessary letters of accommodation. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the mid-term exam. This is to ensure sufficient time is available to make the necessary accommodation arrangements.

For Religious Observance:

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Standing and Conduct

Students must familiarize themselves with the regulations concerning academic standing and conduct in the 2008/2009 Carleton University Undergraduate Calendar.

Retain Copies of Work Submitted

Students are strongly advised to retain a hard copy (and electronic backup) of all assignments and term papers in the event of loss for whatever reason.
**Student Life Services**

Student Life Services, located in Room 501 of the Unicentre, offers a wide range of programs and services to assist students in adjusting to academic life, in improving their learning skills, and in making academic and career decisions.

**University Regulations Regarding Cheating and Plagiarism**

University regulations stipulate that any allegation of plagiarism, cheating or violations of examination conduct rules will be thoroughly reviewed. Each case must be reported to the Dean, who investigates each allegation. If there is no resolution following this investigation at the Dean’s level, a tribunal will be appointed by the Senate to review the case and make a final decision.

**Note on Plagiarism:** Webster’s Dictionary defines plagiarism as stealing. Plagiarism is the submission of someone else’s writing/ideas/work as your own. All ideas presented which are not your own must be properly referenced. While forms of plagiarism may vary, each involves verbatim or near verbatim presentation of the writings or ideas of others’ as one’s own without adequately acknowledging the original source. Plagiarism includes (but is not limited to) copying from a book, article or another student, downloading material or ideas from the Internet, or otherwise submitting someone else’s work or ideas as your own.