

HON 4200 Sec 504: AFRICAN DEMOCRACY PROJECT

BOTSWANA

Winter 2011

Mondays 1:00pm – 4:00pm

SUITE 2022 5057 Woodward Ave. Maccabees Building

Conference Room

Instructors: Reid, Dr., Herron, Dr., Barton, Dr., Livermon Dr.

Academic Coordinator: Professor Xavier Livermon

Office Hours: Mon 4:00-6:00pm and by appointment

eb9979@wayne.edu

Office Location: Maccabees Bldg 11th Floor

5057 Woodward Avenue

Room: 11002.1

Phone: 313-577-0096

Course Description:

This course reviews the social and political ideas of democracy in the modern Botswana and the contemporary United States through a critical examination of issues related to HIV/AIDS and sustainable development. This course will be divided into three parts. Part One is an intensive academic course designed to prepare students for the trip to Botswana. Part Two consists of the trip to Botswana. Part Three consists of the service learning component where students will be expected to apply their learning, both in class and outside of class, to a service learning project here in the Detroit Metropolitan area.

Course Objectives:

In this class we will:

Gain a greater understanding and appreciation of the rich history, culture, and politics of Botswana.

Develop the tools to critically analyze contemporary issues of health policy, sustainability and development from both the U.S. and African perspective.

Expand our knowledge of the world through a critical examination of Botswana.

Explore the problem of HIV/AIDS and sustainability from a global perspective.

Use knowledge gained in the course to contribute to community engagement in the form of service learning.

Class Policies:

Communication: E-mail is the primary means of communication for this course. All e-mail concerning the academic components of the course should be directed to Professor Livermon (eb9979@wayne.edu). I will address only e-mail messages sent via your Wayne State e-mail accounts. It will be a requirement that students use their Wayne State e-mail account for official correspondence in the course. I will respond to all e-mails within 24 hours that are sent Monday to Friday. Otherwise, I will respond to e-mails the next available business day.

E-mail etiquette: To assist students in developing their professional e-mail behavior, I have set the following e-mail protocol for my course to avoid the instant messaging culture that is inundated with shorthand and word codes that permeate our society.

Example of proper e-mail protocol:

Subject line: HON 4220

Salutation: Dr. Livermon, Professor Livermon, or Professor

Body: State in full sentences what is the nature/text/content of your e-mail. Please be clear and succinct about your query.

Closing: Student's Name (Please sign your name as listed on the Wayne State University Registrar)

Attendance: Everyone is expected to attend every class. Sickness, car trouble, and family emergencies do happen but they should not happen regularly. Because this class is discussion based and we have only six meetings prior to the trip, prompt and regular attendance is all the more important. If a student misses the course more than one time, then the student will be considered in violation of the attendance policy and will be dropped from the course. Arriving significantly late or leaving early will count as an absence.

Laptops: You are welcome to use your laptops in class to take notes or type out any in class assignments. However, if I discover that you are using your computer for non-class related work (i.e. checking e-mail, web surfing, playing games, etc) you will lose your laptop privileges for the remainder of the semester.

Cellphones/PDA's/Mp3 players: These devices should be turned off at all times during class. Bluetooth devices should be removed and out of site as well. The first time your cell phone rings you will be given a warning. For each subsequent time, if your cell phone rings during class you will be asked to leave class for that day and marked as absent.

Code of Conduct: Students are expected to conduct themselves as respectful adults. Everyone is interested in what you have to say so please speak one at a time. When you have private conversations with others, it disturbs everyone and prevents the entire class from hearing and participating in discussion. People talking while I, another student, another instructor, or a guest speaker has the floor will not be tolerated. Respect for diversity of opinions is expected. WSU has a Code of Conduct that I expect everyone to be aware of and follow. You can find the code here:
<http://www.doso.wayne.edu/codeofconduct.pdf>.

Active Learning Environment: This is a discussion -based course. While I, the graduate students, and the guest speakers will do some lecturing, it is my expectation that students will come to class having completed the reading and ready to discuss the articles assigned and engage with the guest speakers. It is my teaching philosophy that students will learn as much from each other as they will from me. Discussion based courses allow students to be active participants in their learning, giving the student the opportunity to place the reading in the context of his or her lived experience. This does not mean that the student should ignore the scholarly evidence presented or make arguments solely based on their opinion. Rather, it allows students to enrich the scholarly environment in relation to their life experiences. My job as the instructor is to facilitate and guide the discussion, create a safe participatory environment and make sure that we stay on topic. You will be given credit for your contribution to discussion. **Merely being present does not count as active engagement.** If the student discovers pertinent readings for the course that are not included in the syllabus, the student should make the instructor(s) aware of such readings. If the instructor(s) agree that the readings are relevant, appropriate changes can then be made to the readings in order to accommodate student interests.

Botswana Trip: As a reminder, please note that the study abroad portion of the course is a privilege and not a guarantee of course enrollment. Although we do not anticipate having to exercise this option, poor academic performance and/or lack of classroom participation may disqualify you from traveling with the class to Africa

Assignments and Evaluation:

Weekly Blog Entries: 20%

Journal (Botswana and Service Learning): 20%

Attendance and Participation: 10%

Final Project Presentation: 20%

Final Project Paper: 30 %

Grading Scale

93-100 A	80-82 B-	67-69 D+
90-92 A-	77-79 C+	63-66 D
87-89 B+	73-76 C	60-62 D-

Blog Entries: Each week (beginning in Week 2) students will be expected to complete a blog entry sharing their understanding of the course readings and discussions. These blog entries are expected to constitute a scholarly engagement with the course readings, the guest speakers, and the instructors. Merely summarizing the reading(s) is not sufficient. Students are expected to critically think about some of the issues raised in the readings and discussions.

Journals: Because internet access is not guaranteed on a regular basis while in Botswana, students will be expected to keep a journal of their experiences and impressions during the trip. This journal can be edited upon the student's return. **(Botswana Journal Due Apr 4).** Students will continue journaling upon their return on their experiences and impressions of the service learning project **(Service Learning Journal Due May 2).** A handout explaining the journal assignment will be provided during the course of the semester.

Final Project Presentation: Students will be divided into groups prior to the Botswana trip. Each group will explore the issue(s) of sustainability and HIV/AIDS. Upon return the groups should formulate a group presentation to inform the class of their findings.

Final Project Paper: Each student will be required to complete an **individual** final research paper. Topic is open, but students will be expected to formulate their individual topics based on interests developed through the course readings, the trip to Botswana, and their service learning experience. Guidelines for completion of the final paper will be provided during the course of the semester.

Setswana Lessons: Beginning in Week 3 we will have some basic Setswana Lessons for students as part of class sessions. Internet links will be created so students may practice on their own time. PDF's of lessons and material will be provided to aid students in learning some of the language.

Accommodations: If you feel that you may need an accommodation based on the impact of a disability please contact me privately to discuss your specific needs. Additionally the Office of Educational and Accessibility Services (EAS) coordinates accommodations for students with documented disabilities. The Office is located in the Student Center Building, Room 583, phone 313-577-1851(Voice) 577-3365 (TTY)

Grade Appeals: You have up to one week to appeal grades during the course of the semester. Any requests for grade changes must be made in person, and must be accompanied by a letter explaining why you feel the grade should change. Complaints must be on the merits and must make a case for some type of grading error. Valid complaints include but are not limited to math errors, an argument that I overlooked, or incorrectly attributing something to you that negatively affected your grade. Other factors will not be taken into account. Appeals to final grades must be discussed in person and accompanied by a letter within one semester of the completion of the course.

Academic integrity: I expect every student to complete his or her own work. I take plagiarism very seriously and any evidence of academic dishonesty will be dealt with severely. Consequences include receiving an F on the assignment, an F for the course, and possible suspension from the university. Please consult the Wayne State University Dean of Student Offices website for a thorough explanation of academic integrity, if there are any questions as to what constitutes plagiarism.

<http://www.doso.wayne.edu/judicial/academic-integrity.htm> ,

It is my desire to see everyone do well in my class. To that end, I have included a number of resources available at the University to help students who need assistance.

Academic Success Center: provides tutoring, group study sessions, as well as workshops on time management, study skills, note taking, and reading strategies. They are located in the Undergraduate Library (577-3165)

The Writing Center: offers tutoring sessions and books dealing with all aspects of the writing process. They are located in the Undergraduate Library (577-2544)

Counseling and Psychological Services: allows students to see an individual counselor or join a group therapy or discussion group. They are located in room 522 of the Student Center Building. (577-3398)

The Computer and Information Technology Help Desk can answer questions regarding Blackboard, Pipeline as well as computer and internet issues. You can reach them via e-mail at helpdesk@wayne.edu or via the phone at 577-4778.

Changes: The syllabus is only a guide, and as such it is subject **at any time** to change. Any changes will be announced in class or via e-mail, and it is your responsibility to be aware of such changes. Please keep in mind that this is a flexible project that can and will shift depending on needs as determined by the instructors and the students.

Texts:

Required

Dow, U. and Essex, M. *Saturday is for Funerals* . (Cambridge, MA: Harvard University Press, 2010).

Main, M. *Culture Smart! A Quick Guide to Customs and Etiquette: Botswana*. (London: Kuperard, 2007).

Recommended

Kaguri, T.J. *The Price of Stones: Building a School for My Village* (New York: Viking Press, 2010).

The rest of the readings for the course consist of PDF documents and websites that will be posted to blackboard.

Schedule of Classes

Week 1 Jan 10 : Introduction to the class: The “success” of Botswana, the “crisis” of Detroit. Critiquing the notion of exception.

This week’s readings introduce students to the two areas under consideration during the class. Students will gain a greater understanding of the issues and challenges that confront both the city of Detroit and Botswana. Typically, these two spaces have been understood as complete opposites: Detroit in “crisis” Botswana as African success story, both as forms of exception. The readings this week will force an interrogation of these narratives and require from students a more nuanced understanding of these two spaces. More importantly, students will begin to lay the groundwork for understanding how these two spaces confront similar challenges and how solutions in one space may help inform solutions in the other.

Required Readings

Arnold, W. “Rethinking the Measure of Growth.” *New York Times* , July 18, 2010.

Bearak, B. “For Some Bushmen, A Homeland Woth the Fight” *New York Times*, Nov 4, 2010.

Dahl, R. “On Democracy” (New Haven: Yale University Press, 1998)

Freedom House “Freedom in the World - Botswana 2010”

Good, K. “Interpreting the Exceptionality of Botswana.” *Journal of Modern African Studies* Vol 30 (1992), pp 69-95.

Grey, R. “ Selected Definitions of Democracy” adapted from *Democratic Theory and Post-Communist Change* (New Jersey: Prentice Hall, 1997)

Main, M. “A Brief History of Botswana in *Culture Smart! A Quick Guide to Customs and Etiquette: Botswana*. (London: Kuperard, 2007), Pp 17-33.

Parsons, Q.N. “A Brief History of Botswana”: www.thuto.org/ubh/bw/bhpl.htm

Parsons, Q.N. and Robinson J. “State Formation and Governance in Botswana” *Weatherhead Center for International Affairs* [www.wcfia.harvard.edu](http://www.wcfia.harvard.edu/sites/default/files/901_jr_parsonsnews.pdf) [online] www.wcfia.harvard.edu/sites/default/files/901_jr_parsonsnews.pdf (Accessed Dec 15, 2010).

Sugrue, T. Selections from *The Origins of the Urban Crisis*. Second edition. (Princeton: Princeton University Press, 2005) “Introduction” 3-14.

Wainainia, B. “How to Write About Africa” *Granta* 92 (Winter 2005) pp. 92-95.

Wisner B. “Questioning development – growth? Destruction? Sustainability?” *GeoJournal* Vol 35 No. 2 (1995), 99-104.

Recommended Further Readings on issues of Development and Redevelopment, and Botswana

Acemoglu, D., Johnson, S. and Robinson, J. “An African Success Story: Botswana.” 1-43.

Barnekov, T. and Rich, D. “Privatism and the Limits of Local Economic Development Policy,” *Urban Affairs Review* Vol. 25 No. 2 (December 1989), pp. 212 – 238.

Forty Years of Urban Economic Development : A Retrospective
www.atlantada.com/pressRoom/documents/40YearsofUrbanEconomicDevelopment.pdf

Good, K. “The Social Consequences of Diamond Dependency in Botswana”
afrikanstudiecentrum.nl/PDF/kennethgood.pdf.

Wisner B. and Yapa L. “Building a Case Against Economic Development” *GeoJournal* Vol 35 No 2 (1995), pp 105-118.

Owusu, M. “Democracy and Africa – A View From the Village” *Journal of Modern African Studies* Vol 30 No. 3 (Sep 1992) pp 369-396.

DURING AND AFTER CLASS:

CLASS PHOTOGRAPHS FOR OFFICIAL STUDENT “PRESS” PASSES

Week 2 Jan 17: No class MLK Holiday

Special Topics Part I : HIV/AIDS in Botswana and Detroit

Week 3: Jan 24: Background on the Epidemic in Botswana

Dow, U. and Essex, M. *Saturday is for Funerals* . (Cambridge, MA: Harvard University Press, 2010).

UNAIDS Report on Botswana

<http://www.unaids.org/en/CountryResponses/Countries/botswana.asp>

AFTER CLASS

VIDEO TRAINING: UNIVERSITY TELEVISION

Week 4: Jan 31: HIV/AIDS Education, Culture, and Care in Botswana

Chilisa, B. “Educational Research Within Postcolonial Africa: A Critique of HIV/AIDS Research in Botswana.” *International Journal of Qualitative Studies in Education*, Vol. 18 No. 6 (November 2005), pp. 659-684.

Heald, S. “Its Never as Easy as ABC: Understandings of AIDS in Botswana” *African Journal of AIDS Research*, Vol 1 No.1 (May 2002) pp. 1-10.

Heald, S. "Abstain or Die: The Development of HIV/AIDS Policy in Botswana" *Journal of Biosocial Science*, Vol 38 (2006) pp. 29-41.

Klaits, F. "Faith and Intersubjectivity of Care in Botswana" *Africa Today* Vol 56 No. 1 (2009) pp. 3-20.

Livingston, J. *Debility and the Moral Imagination in Botswana* (Bloomington, IN: Indiana University Press, 2005). Selections. "Introduction" "Chapter 5" "Conclusion" pp. 1-25, 196-233, 234-242.

Ntseane, P. "Cultural Dimension of Sexuality: Empowerment Challenge for HIV/AIDS in Botswana" www.unesco.org/education/uie/pdf/Ntseane.pdf

Upton, R. "Women Have No Tribe: Connecting Carework, Gender, and Migration in an Era of HIV/AIDS in Botswana" *Gender and Society*, Vol 17 No. 2 (2003), pp. 314-322.

Recommended Reading

Kaguri, T.J. *The Price of Stones: Building a School for My Village* (New York: Viking Press, 2010).

DURING AND AFTER CLASS: VACCINATIONS

Week 5: Feb 7 :Gender, Sexuality, Youth, and Economic Inequality

Dodge, B. and Sandfort T. "Homosexual and Bisexual Labels: The need for clear conceptualisations, operationalisations, and appropriate methodological designs." In Vasu Reddy, Theo Sandfort and Laetitia Rispel eds. *From Social Silence to Social Science: Same-Sex Sexuality, HIV & AIDS and Gender in South Africa*. (Pretoria: HSRC Press, 2009), pp. 51-57.

Dworkin S. and Ehrhardt, A. "Going Beyond ABC to include GEM: Critical Reflections on Progress in the HIV/AIDS Epidemic" *American Journal of Public Health*, Vol 97. No. 1 (2007) pp. 13-18.

Johnson, C. "What We Know About Same-Sex Practicing People and HIV in Africa." In Vasu Reddy, Theo Sandfort and Laetitia Rispel eds. *From Social Silence to Social Science: Same-Sex Sexuality, HIV & AIDS and Gender in South Africa*. (Pretoria: HSRC Press, 2009), pp. 126-136

Lorway, R. "Dispelling 'Heterosexual African AIDS' in Namibia: Same-sex sexuality in the township of Katutura" *Culture, Health & Sexuality*, Vol 8, No. 5, pp. 435-449.

McIlwane C. and Datta, K. "Endangered Youth? Youth, Gender, and Sexualities in Urban Botswana" *Gender, Place & Culture*, Vol 11, No. 4 (2004), pp. 483-512.

Pattman, R. "Men Make A Difference: The Construction of Gendered Student Identities at the University of Botswana." *Agenda* No. 53 (2002) pp. 33-42.

Thorpe, M. "Masculinity in an HIV intervention." *Agenda* No. 53 (2002) pp. 61-68.

Week 6 Feb 14 : Thinking Race, Gender, Sexuality and HIV/AIDS in the Detroit area

Bailey, M. "Performance as Invention: Ballroom Culture and the Politics of HIV/AIDS in Detroit" *Souls*, Vol 11 No.3 (2009) pp. 253-274.

CDC Statement on the Down Low

www.cdcnpin.org/scripts/display/NewsDisplay.asp?NewsNbr=54078

www.cdc.gov/hiv/topics/aa/resources/qa/downlow.htm

Cohen, C. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics* (Chicago: University of Chicago Press, 1999) pp. 1-32.

Ford, C. et. al. "Black Sexuality, Social Construction, and Research Targeting the Down Low" *Annals of Epidemiology* Vol. 17 No. 3 (Mar 2007), pp. 209-216.

Ojikutu, B. and Harris J. "Moving toward a United Global HIV/AIDS Agenda" in V. Stone et. al. eds, *HIV/AIDS in U.S. Communities of Color*, (New York: Springer, 2009), pp. 283-299.

Rawlings, K. and Hopson D. "The Impact of HIV Policies and Politics on Communities of Color" V. Stone et. al. eds, *HIV/AIDS in U.S. Communities of Color*, (New York: Springer, 2009), pp. 261-282.

Wilton, L. "Men Who Have Sex with Men of Color in the Age of AIDS: Sociocultural Contexts of Stigma, Marginalization, and Structural inequalities" in V. Stone et. al. eds, *HIV/AIDS in U.S. Communities of Color*, (New York: Springer, 2009), pp. 179-211.

Wingwood, G. et. al. "HIV Prevention in Heterosexual African American Women" in V. Stone et. al. eds, *HIV/AIDS in U.S. Communities of Color*, (New York: Springer, 2009), pp 213 -225.

Recommended Reading:

Collins, P. "Black Sexual Politics and the Challenge of HIV/AIDS" in *Black Sexual Politics: African Americans, Gender and the New Racism* (New York: Routledge, 2005), pp. 279-301.

Roberts, F. and White M. *If We Have to Take Tomorrow*. (Los Angeles: APLA, 2006)

www.apla.org/publications/tomorrow/Tomorrow_Final.pdf

National HIV/AIDS Strategy for the United States (July 2010) aids.gov/federal-resources/policies/national-hiv-aids-strategy/nhas.pdf.

PART II: Alternative Energies in Botswana and Michigan

Week 7 Feb 21: Thinking Alternative Energy in the Detroit Metro

Hawken, P. et. al. *Natural Capitalism: Creating the Next Industrial Revolution* (Boston: Back Bay Books, 2008) 1-21.

Simon, C. *Alternative Energy: Political, Economic, and Social Feasibility* (Lanham, MD: Rowan & Littlefield, 2006). Selections TBD.

Scheer, H. *Energy Autonomy: The Economic, Social and Technological Case for Renewable Energy* (Sterling, VA: Earthscan Publications, 2007), pp. 1 – 28

Week 8 Feb 28: Thinking Alternative Energy and Sustainability in Botswana

Ditlhale, N. and Wright, M. “The importance of gender in energy decision making: the case of rural Botswana” *Journal of Energy in Southern Africa* Vol. 14, No. 2 (May 2003), pp. 63-70.

Jain et. al. “Role of Solar Energy in Development in Botswana” *Renewable Energy* ,Vol 4 No. 2 (March 1994) pp. 179-188.

Karekezi, S. “Renewables in Africa - meeting the energy needs of the poor” *Energy Policy* ,Vol 30 Nos 11-12, pp. 1059-1069.

Ketlogetswe, C. “Lessons and Challenges Encountered in Implementation of Solar Energy: The Case for Botswana” *The Open Renewable Energy Journal*, Vol 2 (2009) pp. 79-83.

Mathangwane et. al. “Botswana biomass energy projects: The challenge of mainstreaming biomass energy plans to facilitate sustainable development.” In N. Wamukonya ed. *Proceedings of the African High-Level Regional Meeting on Energy and Sustainable Development*, (Denmark: Danka Services International/UNEP, 2001) pp. 115-122.

Mbaiwa, JE. “Enclave Tourism and its Socio-Economic Impacts in the Okavango Delta, Botswana” *Tourism Management* 26 (2005) 157-172.

Topolewski, V. “Overcoming Challenges of Sustainable Development in Africa: Using Business Methods to Create Change.”

Twyman, C. “Participatory Conservation? Community Based Natural Resource Management in Botswana.” *The Geographical Journal* V 166 N 4 (December 2000) pp. 323-335

Recommended Reading

Anonymous, “Gender and Energy: How is Gender Relevant to Sustainable Energy Policies?” UNDP document 1-21.

Jain et. al. "Renewable Energy Education in Botswana: Needs, Status and Proposed Training Programs" *Renewable Energy*, Vol. 15 No. 1 (January 2002) pp. 115-129.

Maduka et. al. "Gender and Renewable Energy in Africa"
doc.utwente.nl/49802/1/Maduka04gender.pdf.

Twyman, C. "Rethinking Community Resource Management: Managing Resources or Managing People in Western Botswana?" *Third World Quarterly* V 19 N 4. *Rethinking Geographies : North-South Development* (1998) pp 745-770.

Trip Mar 6-19

Week 9 Mar 6: Plane Reading

Main M. *Botswana Culture Smart: A Quick Guide to Customs and Etiquette* (London: Kuperard, 2007).

Week 10 Mar 14 : Trip

Week 11 Mar 21 : Return from trip and readjustment

Week 12 Mar 28: de-briefing

Week 13 Apr 4 : service learning project preparation

Week 14 Apr 11: Final Project

Week 15 Apr 18 : Final Project

Week 16 Apr 25 : FINAL CLASS PRESENTATIONS

Week 17 May 2: FINAL PAPER DUE

