

Prof. Dr. Lena Partzsch

## BA "Africa Uprising: Power, Protest and Movements" (in English)

Students can contact Ms. Lazo via email for the Moodle access code (angelika.lazo\_marchena@uni-erfurt.de).

WebEx live stream sessions - <https://uni-erfurt.webex.com/meet/lena.partzsch>

- Monday, 4 May, 10:15-11:45h
- Fri, 12 June, 12:15-13:45h (extra session in German with Knud Vöcking, Urgewald)
- Mon, 15 June, 14:15-15:45h (Daniel May, GIZ)

### Course assignments

1. 1<sup>st</sup> brief on case selection due on Friday, Friday, 15 May (100-200 words)
2. Moodle chat on Doherty and Doyle (2018), question on Monday, 18 May, at least two comments until Friday, 22 May
3. 2<sup>nd</sup> brief on narratives due on Monday, 25 May (100-200 words)
4. 3<sup>rd</sup> brief on (un-) fair trade and ethical consumption due on Monday, 8 June (100-200 words)
5. Moodle chat on Jansen (2004)/three questions for Daniel May, upload before 12 June
6. 4<sup>th</sup> brief on definition of Sub-Saharan civil society due on Monday, 22 June (100-200 words)
7. Moodle chat on Bush (2010), question due on Monday, Friday, 22 May, at least two comments Friday, 3 July
8. 5<sup>th</sup> brief on postcolonial protest and theory due on Monday, 13 July (100-200 words)

### Description:

Africa has been, and still is, often ignored within mainstream debates over power, protests and movements. This silence derives in part from long-standing Western narratives on Africa as too rural, too traditional, and too bound by ethnicity for modern political protest to arise. Although the continent's long absence from the debate is not surprising, it is entirely unjustified. In this course, in a first block, we study how global civil society is constituted and how international non-governmental organizations (NGOs), such as Friends of the Earth International (FoEI), have started reorienting themselves more towards the global South. We deal with charity and fair trade initiatives on behalf of Africa, and reflect these efforts against existing narratives on the continent in the global North. In a second block, we look at protests, movements and NGOs in a range of African countries (Ethiopia, South Africa). Finally, we bring global movements and African protest back together again by studying recent postcolonial movements in Germany. We will do a city tour with 'Decolonize Erfurt' and discuss the need and adequacy for German Political Science to deal with Africa.

Participation in this seminar requires the willingness to actively contribute, for example, in small online group work and discussions. All texts provided for the course need to be read. Each student is asked to prepare a case study of a movement or NGO either dealing with, or being based in, Africa (Pruefungsleistung) in parallel to the course (see more details below).

## Schedule (preliminary)

Date/Room	Time	Content
<b>Mon, 4 May</b> <b>WebEx online meeting!</b>	<b>10:15-11:45</b>	<p><b>Introduction, Case Studies &amp; Organizational Issues</b></p> <p><b>Please join the first session to understand the rationale of the course!</b></p> <p><b>There will a recording available on Moodle.</b></p> <p><i>Optional:</i></p> <p>Flyvbjerg, Bent. 2006. „Five misunderstandings about case-study research.“ <i>Qualitative Inquiry</i> 12 (2): 219–45.  <a href="https://ssrn.com/abstract=2230464">https://ssrn.com/abstract=2230464</a></p>
<b>Mon, 11 May</b>		<p><b>Power, Politics and Global Civil Society</b></p> <p><b>Please read and work with at least one of the following texts:</b></p> <p>Chandhoke, Neera. 2005. „How global is global civil society?“. <i>Journal of World-Systems Research</i> 11 (2): 355–71. doi:10.5195/JWSR.2005.388</p> <p>Gereke, Marika und Tanja Brühl. 2019. „Unpacking the unequal representation of Northern and Southern NGOs in international climate change politics.“ <i>Third World Quarterly</i> 40 (5): 870–89. doi:10.1080/01436597.2019.1596023</p> <p><b>Guiding questions for both groups:</b></p> <ul style="list-style-type: none"> <li>• How is global civil society defined in each article? (Which typologies are introduced?)</li> <li>• Why do North-South asymmetries exist and matter?</li> </ul> <p><b>(1) Please select one movement or NGO (or particular campaign or project) in Africa, or working on Africa, for several exercises in class and your written assignment (‘your case’). Take notes and prepare a small brief answering the ‘wh questions’ (who, what, why, when etc.) with 100-200 words! Upload it to Moodle before Friday, 15 May (“Case studies and written assignments”)!</b></p>
<b>Mon, 18 May</b> <b>Chat in Moodle</b>	<b>10:15-11:45</b>	<p><b>International Non-Governmental Organizations (NGOs) and Africa</b></p> <p><b>Please read and prepare a question to the following text (answer should be provided by the text but can be controversial):</b></p> <p>Doherty, Brian und Timothy Doyle. 2018. „Friends of the Earth International: Agonistic politics, modus vivendi and political change.“ <i>Environmental Politics</i> 27 (6): 1057–78. doi:10.1080/09644016.2018.1462577</p> <p><b>(2) Assignment for 18 May (only d) until 22 May):</b></p> <p><b>a) Write down your question in the chat section in Moodle (“Case studies and written assignments”)!</b></p> <p><b>b) Formulate the answer provided by the text (ca. 2 sentences)!</b></p> <p><b>c) Tell us if you agree or disagree, and why you do so (ca. 2 sentences)!</b></p> <p><b>d) React to at least two other questions and comments until Friday, 22 May.</b></p> <p><b>Please make sure that you indicate your name after your entries in the Moodle chat!</b></p>
<b>Mon, 25 May</b>		<p><b>Dangerous Tales: Dominant Narratives on Africa</b></p> <p><b>Please read and prepare:</b></p> <p>Autesserre, Séverine. 2012. „Dangerous Tales: Dominant Narratives on the Congo and their Unintended Consequences.“ <i>African Affairs</i> 11 (Spring 2012): 202–22</p>

Date/Room	Time	Content
		<p><i>Optional:</i> Gilfoy, K. 2015. „Land grabbing and NGO advocacy in Liberia: A deconstruction of the 'homogeneous community'." <i>African Affairs</i> 114 (455): 185–205. doi:10.1093/afraf/adu078</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What are narratives, and why do they matter?</li> <li>• Which narratives are reproduced in the context of the DRC (and Liberia), and why are they problematic?</li> </ul> <p><b>(3) Please research which narratives are reproduced in your case study! Take notes and prepare a small brief with 100-200 words! Revise your first assignment (find comments on Moodle) and upload both the first and this second brief in <u>one</u> file to Moodle until Monday, 25 June!</b></p>
Mon, 1st June	No Course	Public Holiday (Pentecost)
Mon, 8 June	10:15-11:45	<p><b>Africa and Fair Trade Movements</b></p> <p><b>Please read and prepare:</b> Barratt Brown 2007, M.B., 2007. 'Fair Trade' with Africa, <i>Trading Africa's Future</i>. <i>Review of African Political Economy</i> 34 (112), 267–277.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What is “fair trade” (definition)?</li> <li>• What is the problematic relation between developed and developing countries in global trade? And does fair trade provide a solution?</li> </ul> <p><b>(4) Please research if there is a (un-) fair trade and ethical consumption component in your case study! Take notes and prepare a third small brief with 100-200 words! Revise your previous assignments (find comments on Moodle) and upload altogether in <u>one</u> file to Moodle until Monday, 8 June!</b></p>
(Extra session in German) Fr., 12.06. <b>Online-Sitzung mit WebEx</b>	<b>(Friday)</b> 12:15-13:45	<p><b>[Extra session in German]</b></p> <p><b>NGOs als Agenda-Setters</b></p> <p><b>GAST: Knud Vöcking, Urgewald e.V.</b></p> <p><b>Please check out the NGO’s homepage for preparation:</b> <a href="http://www.urgewald.org">www.urgewald.org</a></p> <p><i>Optional:</i> Howlett, Michael und M. Ramesh. 2002. <i>Studying public policy: Policy cycles and policy subsystems</i>. Ontario [u.a.]: Oxford Univ. Press (Chapter 6: policy formulation – policy communities and policy networks)</p>
Mon, 15 June <b>WebEx online meeting!</b>	14:15-15:45	<p><b>Action Alliance for Sustainable Bananas (ABNB)</b></p> <p><b>GUEST: Daniel May, GIZ</b></p> <p><b>Please check out the ABNB website:</b> <a href="https://www.bananenbuendnis.org/en/">https://www.bananenbuendnis.org/en/</a></p> <p><b>(5) Please prepare three questions based on the following text(s) for the discussion with Daniel May. Write down your questions in the Moodle chat, before 12 June (so that we have time to sort and categorize the questions before the online meeting):</b></p> <p>Jansen, Kees. 2004. „Greening bananas and institutionalizing environmentalism: Self-regulation by fruit corporations.“ In <i>Agribusiness and society: Corporate responses to environmentalism, market opportunities and public regulation</i>, hg. v. Kees Jansen und Sietze Vellema, 145–75. New York: Zed Books</p>

Date/Room	Time	Content
Mon, 22 June	10:15-11:45	<p><b>Civil Society in Sub-Saharan Africa</b></p> <p><b>Please read and prepare at least one of the following texts:</b></p> <p>Obadare, Ebenezer. 2011. „Civil society in Sub-Saharan Africa.“ In <i>The Oxford handbook of civil society</i>, hg. v. Michael Edwards, 183-194. Oxford: Oxford University Press. Chapter 15 (<b>Sub-Saharan Africa</b>)</p> <p>Bond, Patrick und Shauna Mottiar. 2013. „Movements, protests and a massacre in South Africa.“ <i>Journal of Contemporary African Studies</i> 31 (2): 283–302. doi:10.1080/02589001.2013.789727 (<b>South Africa</b>)</p> <p>Dupuy, Kendra E., James Ron und Aseem Prakash. 2014. „Who survived? Ethiopia's regulatory crackdown on foreign-funded NGOs.“ <i>Review of International Political Economy</i> 22 (2): 419–56. doi:10.1080/09692290.2014.903854 (<b>Ethiopia</b>)</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do the authors define ‘civil society’?</li> <li>• How and why is civil society special in Sub-Saharan Africa?</li> </ul> <p><b>(6) Does this apply to your case study too? Take notes and prepare a small brief with 100-200 words! Revise your previous assignments (find comments on Moodle) and upload altogether in <u>one file to Moodle until Monday, 22 June!</u></b></p>
Mon, 29 June	10:15-11:45	<p><b>What Feeds Protest Participation in Sub-Saharan Africa?</b></p> <p><b>Please read and prepare three questions to the following text (answers should be provided by the text but can be controversial):</b></p> <p>Bush, Ray. 2010. „Food riots: Poverty, power and protest.“ <i>Journal of Agrarian Change</i> 10 (1): 119–29. doi:10.1111/j.1471-0366.2009.00253.x</p> <p><i>Optional:</i></p> <p>Sanchez, Alfonso und Chandreyee Namhata. 2019. „What feeds protest participation in Sub-Saharan Africa? An empirical analysis.“ <i>Global Food Security</i> 23:74–84. doi:10.1016/j.gfs.2019.04.008</p> <p><b>(7) Assignment for 29 May (only task d) until 22 May):</b></p> <p><b>a) Write down your question in the chat section in Moodle (“Case studies and written assignments”)!</b></p> <p><b>b) Formulate the answer provided by the text (ca. 2 sentences)!</b></p> <p><b>c) Tell us if you agree or disagree, and why you do so (ca. 2 sentences)!</b></p> <p><b>d) React to at least two other questions and comments until Friday, 3 July.</b></p>
Mon, 6 July <b>City walk (on your own)!</b>		<p><b>Africa-related Protest in Germany</b></p> <p><b>Please check out the website of “Decolonize Erfurt!” and take the physical city walk alone, or if allowed at the time being, with another student:</b></p> <p><a href="https://decolonizeerfurt.wordpress.com">https://decolonizeerfurt.wordpress.com</a>  <a href="https://decolonizeerfurt.wordpress.com/physischer-stadtrundgang/">https://decolonizeerfurt.wordpress.com/physischer-stadtrundgang/</a></p> <p><b>Please read and prepare:</b></p> <p>Förster, Susanne, Sybille Frank, Georg Krajewsky und Jona Schwerer. 2016. „Negotiating German colonial heritage in Berlin’s Afrikanisches Viertel.“ <i>International Journal of Heritage Studies</i> 22 (7): 515–29. doi:10.1080/13527258.2016.1182050</p> <p><b>While walking through the city, reflect upon the course topics and think about what should change in African-German relations and research!</b></p>

Date/Room	Time	Content
		<p><b>Take some notes! If you like, you can share your though on this website: <a href="https://www.facebook.com/decolonizeef/">https://www.facebook.com/decolonizeef/</a></b></p>
<b>Mon, 13 July</b>		<p><b>Social Movements and/in the Postcolonial &amp; Final Reflection</b></p> <p><b>Please read the following text and compare it to your notes from last week:</b></p> <p>Motta, Sara C. und Alf Gunvald Nilsen. 2011. „Social movements and/in the postcolonial: Dispossession, development and resistance in the Global South.“ In <i>Social movements in the global south: Dispossession, development and resistance</i>, hg. v. Sara C. Motta und Alf G. Nilsen, 1–31. Rethinking international development series. Basingstoke: Palgrave MacMillan</p> <p><i>Optional:</i></p> <p>Ziai, Aram. 2014. „Post-Development-Ansätze: Konsequenzen für die Entwicklungstheorie.“ In <i>Entwicklungstheorien: Weltgesellschaftliche Transformationen, entwicklungspolitische Herausforderungen, theoretische Innovationen</i>, hg. v. Cord Jakobeit, Franziska Müller, Elena Sondermann, Ingrid Wehr und Aram Ziai. 1. Auflage, 410–39. Politische Vierteljahresschrift. Sonderheft 48. Baden-Baden: Nomos</p> <p><b>(8) Please reflect upon your case study from a postcolonial protest and theory perspective! Revise your previous assignments (find comments on Moodle) and upload altogether in <u>one</u> file to Moodle until Monday, 13 July!</b></p>

### **Exam and grading (case study as written assignment/homework)**

Please select one movement or NGO (or particular campaign or project) in Africa, or working on Africa, for several exercises in class and for your written assignment/homework. There are eight assignments during the course. For 3 pt., you need to only upload these assignments to Moodle (you pass with 50%; no grade). For 6 pt., please research additional literature and write an assignment/homework of 2,500-3,000 words (ca. 12 pages, including references). This written assignment/homework should build upon and include the briefs prepared in parallel to the course. Please elaborate on the themes discussed in the course, i.e. constitution of global civil society, inclusion of Southern perspectives by international NGOs, reproduction of narratives on Africa, (un-) fair trade and ethical consumption, specificities of civil society and origins of protest in Sub-Saharan Africa, and postcolonial protest and theory. Use the texts provided for the course as well as additional secondary literature (research articles etc.) and primary sources (homepages, interview transcripts etc.) and provide references! You can find a scientific reference style here: <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291748-5991/homepage/ForAuthors.html> (under “References”).

**Please upload the written assignment/homework and send it to [lena.partzsch@uni-erfurt.de](mailto:lena.partzsch@uni-erfurt.de), until 10 August 2020 (preferably as word document, or as pdf file otherwise)!**

### References

Autesserre, S., 2012. Dangerous Tales: Dominant Narratives on the Congo and their Unintended Consequences. *African Affairs*, 11 (Spring 2012), 202–222.

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- Chandhoke, N., 2005. How global is global civil society? *Journal of World-Systems Research*, 11 (2), 355–371.
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- Levi, M., and Linton, A., 2003. Fair trade. A cup at a time? *Politics & Society*, 31 (3), 407–432.
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- Obadare, E., 2011. Civil society in Sub-Saharan Africa. In: M. Edwards, ed. *The Oxford handbook of civil society*. Oxford: Oxford University Press, 183–194.
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