

## Course Information

Course Number: INTA 689  
Course Title: Conflict and Development in Africa  
Section: 65X  
Time: Monday, 6:30-9:10 pm  
Location: 1620 L St, NW, Suite 700 Washington DC in-person and electronic-to-group in College Station  
Credit Hours: 3.0

## Instructor Details

Instructor: Jerry Laurienti  
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Office Hours: *Hours, TBD*

## Course Description

This course assumes a basic knowledge of modern African history/politics. INTA 689—African Politics and Regional Affairs—is a course prerequisite. Students without this prerequisite can seek permission of the instructor to enroll based on previous proven Africa experience other than INTA 689.

This course will provide a deep dive into three issues that are among the most prominent in shaping interactions across Africa today: conflict, demographics, and development. Exercises around practitioner experiences will be at the core of classroom interactions. The course will be divided into thirds, with each section dedicated to one of the three issue areas, but the course will include some overlap between the areas, particularly demographics, which is a key driver of the other two course themes. The focus on conflict will include key drivers and responses. In that respect, the course readings and discussions will also explore peace as a direct contrast to conflict. Class exercises will dive into the experience of national security practitioners and how they navigate conflict on the continent and from third countries and international organizations. We will debate whether the continent is stuck in a cycle of conflict or moving away from it and toward a more peaceful future.

The demographics focus will include an accounting of African demographic growth and a focus on estimates that project Africa to account for the majority of the globe's population growth this century and that the continent by 2100 will account for 40 percent of the world's population. We will grapple with the population forecasts of countries such as Nigeria, projected to double from just over 200 million today to 400 million by 2050, surpassing the United States as the third most populous country in the world. The demographic section will serve as the connective tissue between conflict and development. We will wrestle with what demographic trends mean for conflict and development, and whether African states will reap a demographic dividend or suffer plight of population overload. We will examine how the demographic trends affect international security, including the possibility of the world's largest ever migration trends.

African development is a perennial theme that has evolved and is pitted with debate and contrasting theory. Our focus will move beyond the theoretical and pull from our lessons of conflict and demographics to examine practitioner experience today and possibilities in the future. Like our focus on conflict, our exercises will dive into the experience of national security practitioners and how they navigate development openings and obstacles. We will debate whether the continent is stuck in a cycle of development inertia or moving toward development boons.

This course is offered as both a face-to-face course to students in College Station and through electronic to group delivery to students at the Bush School's Washington, D.C. teaching site synchronously via Zoom. Students participating online may utilize the chat box only with the express approval of the professor, and verbal participation during class sessions is required. The course requirements for students in both locations are the same.

### Course Prerequisites

Graduate classification.

### Course Learning Outcomes

Upon completion of this course, the student will be able to:

1. Understand and discern the intricacies of African conflict, demographics, and development
2. Identify and explain the cyclical nature of African conflict and development and their key drivers
3. Construct sophisticated arguments around how and why African demographics are at the center of the continent's future trajectory of conflict and development and how these combined dynamics can affect global relations

### Textbook and/or Resource Materials

In addition to the below books, each class meeting will include current, additional required readings/podcast episodes/videos that help bring real-world practitioner experiences to the fore.

1. Williams, P. D. (2017). *War & Conflict in Africa* (Second Edition). Polity.
2. Moss, T. J., & Resnick, D. (2018). *African Development: Making Sense of the Issues and Actors* (Third Edition). Lynne Rienner.
3. Groth, H., & May, J. F. (Eds.). (2018). *Africa's Population: In Search of a Demographic Dividend*. Springer International.

Other readings may be assigned throughout the course and will be available to the students in the form of handouts or emails.

## Grading Policy

Participation. **Class participation is worth 10% of the course grade.** All students are expected to attend each class and to participate actively in classroom discussions. The class will feature ample exercises geared toward empowering multiple participation styles and strengths.

Presentation. **Class presentation is worth 5% of the course grade.** Students will give one class presentation on their research topic; the presentation will be graded on effort over the content. The goal will be to learn presentation skills and gather feedback to incorporate into a final research paper.

Midterm examination. **The mid-term is worth 20% of the course grade.** The mid-term will be a 90 minute examination on the lectures, podcasts, videos, classroom discussions, and readings up to the mid-point in the course. The examination will take place in the classroom and via Zoom, and it will be open book. You will answer three essay questions from a choice of five topics. All students will email their answers to me immediately after the exam.

Final examination. **The final exam is worth 30% of the course grade.** The final will be a two-hour exam on the lectures, podcasts, videos, classroom discussions, and readings from the second half of the course, but students will be allowed to draw upon coursework and lectures from the first half. (A minimum grade of 60 on the final examination is required to pass the course). The examination will take place in the classroom and via Zoom, and it will be open book. You will answer four essay questions from a choice of six topics. All students will email their answers to me immediately after the exam.

Research Paper. **The research paper is worth 35% of the course grade.** The paper should rely on original research on a topic to be chosen by the student in consultation with me. The paper should be directly related to one or more of the course topics and should focus on a current issue. The paper should be 10-12 pages, but it cannot exceed 12 pages (anything over 12 pages will not be graded . . . this is not arbitrary, it is an exercise in concision). It should be double-spaced and printed on one side only. It should be in Times New Roman 12-point font with margins set at 1" on top and bottom and 1.25" on left and right. The goal of this paper is to learn both the research topic and how to build and write an argument. In order to best position you for a successful experience, the paper requirements will include:

- Topic Selection: You will select a topic in consultation with me. You will provide a one-paragraph summary due by the start of class on week 4. Your research proposal should include the topic and initial thesis. Your thesis can change as your research findings unveil key insights; the goal is to at least have a good concept before your start.
- Class presentation: The class presentation will be 3-5 minutes with 5-7 minutes for discussion and feedback (10 minutes total). You will not be graded on the content of the presentation, but the class will provide feedback and tips to help you hone your content and presentation skills, particularly your ability to orally convey an argument. Further, you will receive feedback and tips on the substance of your argument that will be critical to you fine-tuning your final research paper. You will sign up for a date that will occur sometime in weeks 5-6, 9-10.
- First Draft: Your first draft should be as close as possible to what you intend to submit as the final paper. The closer you are to that draft, the closer you will be to a good final grade. The goal of turning in the draft is to get feedback and to learn. I will review the drafts and provide substantive, structural, and editorial feedback. My feedback is always up for discussion; if you

wish to discuss a better way forward, that's a positive for you and the paper. Although your draft will not get a grade, failure to provide a draft paper will count a full letter grade against your final paper grade.

- Final Draft: Your final draft should represent the best of your ability in research, writing, and argumentation. I will offer ample guidance from class sessions and office hours to help you get there.

### KEY DATES

Research proposal due:	Week 4
Class Presentation:	Dates TBD based on sign-up, Weeks 5-6, 9-10
Draft papers due:	Week 7
Midterm exam:	Week 8
Final papers due:	Week 12
Final exam:	Week 15

### GRADING

Participation (Attendance, classroom exercises and discussions)  
10%

Presentation  
5%

Mid-Term Exam  
20%

Final Exam  
30%

Research paper  
35%

The following scale will be used for calculating final grades for this course:  
90-100 A; 80-89 B; 70-79 C; 60-69 D; and 0-59 F

### GRADING POLICY

<http://student-rules.tamu.edu/rule10>

## Late Work Policy

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy. Late work policies must clearly link to [Student Rule 7](#).

## Course Schedule

**Class 1** Framing How to Think, Learn, and Write About African Conflict, Demographics, and Development

**Reading:**

- Moss & Resnick, Ch. 1, pp. 1-22.
- Groth & May, *Conflicts and the Demographic Transition: Economic Opportunity or Disaster?* Siri Aas Rustad, Gudrun Østby, Henrik Urdal, pp. 483-496.
- Seay, L. (2012). How not to write about Africa. *Foreign Policy*.  
<https://foreignpolicy.com/2012/04/25/how-not-to-write-about-africa/>

## **SECTION 1 – CONFLICT**

**Class 2** The Context of Conflict

**Reading:**

- Williams, *Part 1. Contexts*, pp 13-64.
- Williams, P. D. (2017). *Continuity and Change in War and Conflict in Africa*. PRISM, 6(4), 32–45.  
<http://www.jstor.org/stable/26470480>

**Class 3** The Causes of Conflict (Class Discussant TBD)

**Reading:**

- Williams, *Part 2, Ingredients*, pp. 65-186.

**Class 4** The Responses to Conflict (**RESEARCH PROPOSALS DUE**)

**Reading:**

- Williams, *Part 3, Responses*, pp. 187-278.

**SECTION 2 - DEMOGRAPHICS****Class 5** Demographic Country Case Studies (**Class Presentations**)**Reading:**

- Groth & May,
  - o *Africa's Population: History, Current Status, and Projections*, Jean-Pierre Guengant, pp. 11-31.
  - o *Reaping a Demographic Dividend in Africa's Largest Country: Nigeria*, Emmanuel Jimenez, Muhammad Ali Pate, pp. 33-51
  - o *The Second Biggest African Country Undergoing Rapid Change: Ethiopia*, Assefa Hailemariam, pp. 53-69.
  - o *The Third Biggest African Country: The Democratic Republic of the Congo*, David Shapiro, Basile O. Tambashe, Anatole Romaniuk, pp. 71-86
  - o *A Case of An Almost Complete Demographic Transition: South Africa*, Tom A. Moultrie, pp. 87-99.

**Class 6** Demographic Regional Case Studies (**Class Presentations**)**Reading:**

- Groth & May,
  - o *Fertility Transitions and Schooling Dividends in Sub-Saharan Africa: The Experience of Vanguard Countries*, Parfait M. Eloundou-Enyegue, Noah Hirschl, pp.101-111.
  - o *Countries with Fertility Transitions in Progress*, Jean-François Kobiané, Moussa Bougma, pp. 113-129.
  - o *Countries with Slow and Irregular Fertility Transitions*, Gervais Beninguisse, Liliane Manitchoko, pp. Pages 131-145.
  - o *Countries with Very Slow or Incipient Fertility Transition*, Hamidou Issaka Maga, Jean-Pierre Guengant, pp. 147-164.
  - o *Demographic Challenges of the Sahel Countries*, John F. May, Jean-Pierre Guengant, Vincent Barras, pp. 165-177.

**Class 7** Demographic Dividends Part 1 (Class Discussant TBD)**(DRAFT PAPERS DUE)****Reading:**

- Groth & May,
  - o *The Demographic Dividend: A Potential Surplus Generated by a Demographic Transition*, Vincent Turbat, pp. 181-195.
  - o *African Fertility Changes*, Bruno Schoumaker, pp. 197-211.
  - o *Access to Family Planning and Women's Health*, Ndola Prata, pp. 213-224.
  - o *Manpower, Education, Skills and Jobs in Sub-Saharan Africa: Past Trends and Future Outlook*, Nicholas Eberstadt, pp. 225-250.

- *Marriage Patterns and the Demographic Dividend*, Dominique Meekers, Anastasia J. Gage, pp. 251-265.

**Class 8** Demographic Dividends Part 2 (**MIDTERM – 1.5 hours**)**Reading:**

- Groth & May,
  - *Mortality, Health, and Aging in Sub-Saharan Africa*, Bruno Masquelier, Almamy Malick Kanté, pp. 267-281.
  - *Acute and Chronic Health Challenges in Sub-Saharan Africa: An Unfinished Agenda*, Thomas Zeltner, Farhad Riahi, Jonas Huber, pp. 283-297.
  - *New and Re-Emerging Infectious Diseases in Sub-Saharan Africa*, Alan Whiteside, Nick Zebryk, pp. 299-313.
  - *Internal Migration, Urbanization and Slums in Sub-Saharan Africa*, Blessing Mberu, Donatien Béguay, Alex C. Ezeh, pp. 315-332.
  - *Internal and International Migration*, Nikola Sander, Elin Charles-Edwards, pp. 333-349.

**Class 9** Demographics, Outside Actors, and Conflict (**Class Presentations**)**Reading:**

- Groth & May,
  - *Is Rapid Fertility Decline Possible? Lessons from Asia and Emerging Countries*, Feng Wang, pp. 435-451.
  - *Demographic Dividend Models*, Scott Moreland, Elizabeth Leahy Madsen, pp. 453-467.
  - *The Roles of Governments, the Private Sector, and the International Community*, Jotham Musinguzi, pp. 469-482.
  - *Conflicts and the Demographic Transition: Economic Opportunity or Disaster?*, Siri Aas Rustad, Gudrun Østby, Henrik Urdal, pp. 483-496.
  - *Conclusions*, Hans Groth, John F. May, pp. 497-501.

**Class 10** Demographics and Development (**Class Presentations**)**Reading:**

- Groth & May,
  - *Economic Growth and Public and Private Investments*, Vincent Turbat, pp. 353-365.
  - *Governance, Transparency, and the Rule of Law*, Anna Zuber, Christian Blickenstorfer, Hans Growth, pp. 367-384.
  - *The Role of Natural Resources*, Daniel J. Mabrey, pp. 385-401.
  - *Population, Food Security, and Climate Change: Africa's Challenges*, Jason Bremner, pp. 403-414.
  - *The Development of Organized Commodity Exchanges in Africa: An Economic Analysis*, Heinz Zimmermann, Marco Haase, pp. 415-431.

**SECTION 3 - DEVELOPMENT****Class 11**      Development Context**Reading:**

- Moss & Resnick, *Part 1, Historical and Political Context*, pp. 23-96.

**Class 12**      Core Development Questions (**FINAL PAPERS DUE**)**Reading:**

- Moss & Resnick, *Part 2, Core Development Questions*, pp. 97-224.

**Class 13**      Development Regionalism and Globalization (Guest Discussant TBD)**Reading:**

- Moss & Resnick, *Part 3, Regionalism and Globalization*, pp. 225-286.

**Class 14**      Semester Review – Conflict, Demographics, and Development: A Combined Context**Class 15**      **FINAL EXAM**

## University Policies

### Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

### Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.



Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

### Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

### Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu).

### Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

*Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).*

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

## Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## College and Department Policies

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see <http://diversity.tamu.edu/>). Accordingly, all of us in this class are expected to respect the different experiences, beliefs, and values expressed by others, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints.

Intellectual argument and disagreement are a fundamental element of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that disagreement is expressed can be disrespectful. Unprofessional, insensitive, or disrespectful behaviors (such as using dehumanizing, derogatory, or coarse language; dismissing ideas based on the characteristics of the speaker/writer; or expressing threat or intent to harm, even if framed "as a joke") are inconsistent with the Bush School's commitment to diversity, and will not be tolerated by faculty or

students participating in this class. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.