

**University of Rhode Island Sponsored  
Summer Study Abroad Program in Cape Verde  
Three Week Session: Late May to mid-June**

**AAF/PSC 410: African Development: Focus on Cape Verde**

Instructors: John Fobanjong, Ph.D. (Phone: 508-999-9177; [jfobanjong@umassd.edu](mailto:jfobanjong@umassd.edu))

**Required Texts:**

- Lobban, Richard A., Cape Verde: Crioulo Colony to Independent Nation, Colorado: Westview Press Press, 1998.
- Davidson, Basil. The Fortunate Isles – A Study in African Transformation. Africa World Press, Inc. New Jersey, 1989.

**Recommended Websites:**

- <http://www.state.gov/r/pa/ei/bgn/2835.htm>
- <http://www.imf.org/external/country/CPV/index.htm>
- <http://www.mcc.gov/countries/capeverde/index.php>
- <http://www.mca.cv/>
- <https://www.cia.gov/library/publications/the-world-factbook/geos/cv.html>
- <http://www.lonelyplanet.com/worldguide/cape-verde/>
- <http://www.infoplease.com/ipa/A0107395.html>

**COURSE DESCRIPTION:**

An intensive summer study of political and social change, economic development, urbanization, education, rural development, environmental management, labor and business, industrialization, and technology transfer. Open to upper-level undergraduates (juniors and seniors) and to graduate students. Credit hours = 3.

Members of the Cape Verdean community have a presence in the United States that dates back to the early years of the Industrial Revolution. It is a presence that was born out of necessity. Their skills were in demand – in very high demand – in the whaling, shipbuilding and cranberry industries of New England. The contributions they made accelerated the industrialization of the American Northeast. This course is designed to go beyond the study of the contributions Cape Verdeans have made to development in the American Northeast, to the study of the political, economic and social evolution the Islands of Cape Verde – now an independent and self-governing

republic in the middle of the Atlantic. The course will look at the internal and external historical and political dynamics of the Cape Verdean nation, and explore the critical challenges Cape Verde faces as it seeks to build and integrate its economy into the rapidly globalizing international economy.

The course will give students an opportunity to conduct field study on the development challenges that are faced by the Cape Verdean government and its people, and explore the institutional dynamics of governance and organizational building within the Cape Verdean community in the United States and as well as on the Islands.

### **Course Format**

The course is open to both graduate and undergraduate students. Students taking the course for graduate credit are required to obtain prior approval from their home institution. The course will meet five days a week, for a maximum of three hours each day. Meetings will be a mixture of lecture, discussions and field trips. Graduate students will be invited to lead at least one class discussion on a selected topic in the assigned readings. Guest lecturers will be utilized for topics in which they have expertise. Students will be required to complete assigned readings prior to the commencement of each class. A research paper is required of all students within two weeks after returning to the U.S. In the paper, students will be expected to synthesize and link together the theoretical knowledge acquired from the readings and classroom lectures with the information gained from field trips and guest lectures. On the last week of class, and right before we leave to return to the United States, each student will be invited to verbally share with the class the research that s/he has chosen to work on. The final grade is going to be based largely on the research paper.

Students are encouraged to begin the readings well in advance of the scheduled departure to Cape Verde.

### **COURSE OUTLINE**

#### **Readings to be completed prior to departure:**

1. Lobban, Richard A., Cape Verde: Crioulo Colony to Independent Nation, Colorado: Westview Press Press, 1998
2. Davidson, Basil. The Fortunate Isles – A Study in African Transformation. Africa World Press, Inc. New Jersey, 1989.

#### **GRADING:**

A substantial amount of the learning for this course will take place outside the classroom and on the go. Students are therefore encouraged and expected to engage in a variety of activities that engage the textual and lecture materials. For this reason, attendance and active participation will provide 40% of the overall grade. Another 60% will be based upon the completion of one of the following projects, according to whether the student is seeking undergraduate or graduate credit:

1. Undergrads- produce at least a **12 page research paper** on a topic of the student's choosing. To facilitate the selection of a topic and the development of a good research paper, we strongly advise students to keep a daily journal of reflections and/or summary essays of the lectures, class visits, interviews conducted by students, and readings covered in the course of the study. The quality of the writing and demonstration of understanding of the key issues/concepts covered in class readings will determine the value of the grade. Additionally, students are encouraged to produce a research/reflection paper on one specific sector or area of Cape Verde that they may find especially fascinating during their stay. This might be based upon original research and interviews with local policymakers, entrepreneurs, students, etc. to produce an original work, integrating the academic readings assigned in the course.
  
2. Graduate Students or School Teachers seeking graduate credits- produce a significant **research paper of at least 15 pages** on one aspect of Cape Verde's history, culture and political economy that they find intellectually fascinating. This could be based upon an analysis of the available secondary literature, or original policy-based research and interviews with local policymakers, entrepreneurs, students, etc. conducted during our field trips. Such a project should work to integrate the academic readings assigned in the course with other relevant resources obtained from sources in the U.S., Cape Verde or elsewhere. The final paper would be finished in the US and handed in electronically or by mail. Additionally, teachers taking the course continuing education credit are welcomed to develop a lesson plan based upon some aspect covered in the course which they would expect to implement in their classrooms upon return to the US. This would follow a standard format including intended learning outcomes, materials needed, outline of content, assessment instruments, and a written summary.

<b>Participation in Class &amp; Field Activities</b>	<b>40%</b>
<b>Research Paper</b>	<b>60%</b>
<b>Total:</b>	<b>100%</b>