

Academic Year: 2016/2017		
Course: Geography of Africa II: Population, Cities and Geoeconomy		
Coordinator: Jorge Malheiros		
Teaching Staff: Jorge Malheiros & Edurado Ascensão		
ECTS: 6	Weekly Hours: 4h	Typology: Theoretical/practical classes
Contents		
<ol style="list-style-type: none"> 1. Basic concepts in Human Geography 2. The distribution and evolution of the population and demographic structure in Africa in a global context. 3. Economic trends and inequality of development in African countries: a geographic introduction. 4. African cities and their current dynamics 5. International and internal migration. 6. African contemporary cultures 		
Objectives and skills		
<p>Objectives:</p> <ul style="list-style-type: none"> • Understand the processes of evolution and geographical distribution of the population in Africa in the global context; • Understand the implications of demographic dynamics in progress; • Discuss the dynamics and inequalities in development between countries and regions of Africa. • Understand the role of migration in regional dynamics; • Understand the genesis of various types of African cities and their current dynamics; • Be aware the forms of organization of urban space in Africa; • Be introduced to African contemporary cultures <p>Skills:</p> <ul style="list-style-type: none"> - Understand, analyze and discuss the economic and demographic processes in Africa including its social and political impact. - Collect and treat statistical data at various geographical scales, and represent them in graphs. - Interpret statistical data, identify key demographic and economic trends and reflect on the impact on society and on the policy. - Analyze development reports published, mainly in English, by international organizations (eg UN, World Bank, African Development Bank). - Reflect critically on the recent academic literature on urban form in Africa. 		
References (short list)		
<p>Carmody, P. (2011) <i>The New Scramble for Africa</i>. Polity Press.</p> <p>Carmody, P. (2010) <i>Globalization in Africa: Recolonization or Renaissance?</i> Lynne Rienner Publishers.</p> <p>Castro Henriques, I. e Pais Vieira, M. (2013). 'Cidades em Angola: construções coloniais e reinvenções africanas', in Domingos, N. e Peralta, E. (orgs.) <i>Cidade e Império: dinâmicas coloniais e reconfigurações pós-coloniais</i>, pp. 7-58. Lisboa: Edições 70.</p> <p>Flahaux, ML and de Haas, H. (2014) <i>African Migration: Exploring the role of development and states</i>, IMI Working Paper Series, 105.</p> <p>Jerven, M. (2010) <i>African Growth Recurring: An Economic History Perspective on African Growth Episodes, 1690-2010</i>. <i>Economic History of Developing Regions</i>, 25:2, pp. 127-154, 2010</p> <p>Jerven, M. (2015) <i>Africa: Why Economists Get It Wrong</i> (Zed Books - African Arguments)</p> <p>Engel, U. and Ramos, M.J. (Eds) (2013) <i>African Dynamics in a Multipolar World</i>. Brill</p> <p>Potts, D. 2009. The slowing of sub-Saharan Africa's urbanization: evidence and implications for urban livelihoods, <i>Environment and Urbanization</i>, 21, 1: 253-259</p> <p>Tarver, J.D. (org.) (1994) – <i>Urbanization in Africa – A Handbook</i>, Westport, Connecticut, Greenwood Press.</p> <p>United Nations (2010). <i>The state of African cities 2010</i>. New York, UN-HABITAT.</p>		
Knowledge evaluation methods and their partial grades		

Students in the general evaluation regime

- Two written tests corresponding to 30%+30% of the final grade;
- A written research essay, done in group, with oral presentation (30%);
- Assiduity and participation in the classes (reading summaries of the texts and exercises) (10%).

Students in the special evaluation regime:

- One written test corresponding to 70% of the final grade;
- An individually written research essay based on references given by the teachers (30% of the final grade).