

BLO

2014–2015 Academic Year
Spring Session 2015



DEPARTMENT OF POLITICAL SCIENCE

FACULTY OF ARTS

Poli 371 L01

Government & Politics of Africa

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OFFICE HOURS	Tuesday 12:30-14:30 / Thursday 12:30-14:30 or by appointment
LECTURE LOCATION	SS 113
LECTURE TIMES	Tuesday/Thursday 09:00-11:45

**COURSE
DESCRIPTION &
OBJECTIVES**

This course is designed as an intensive introduction to the domestic and international politics of Africa's post-colonial states and political institutions, with a particular focus on Sub-Saharan Africa. Africa's expansiveness and its complexities are often reduced to sweeping generalizations which stand in the way of deeper understanding and explanation of political processes, economic (under)development, and political contestation. While some now focus attention on "Rising Africa" given improved macroeconomic indicators, the student of Africa must try and see past prevailing "Afro-positive" or "Afro-pessimist" narratives in fashion at any particular time.

The "marginalized continent" has suffered extensive extracontinental intervention for five hundred years. Most of the continent has been politically independent as sovereign states for barely sixty years. Thus, pre-colonial, colonial, post-colonial, and international influences and interventions must all be considered in any explanation of the evolution or trajectory of the African state as well as the African regional state system. Awareness of African agency, even within the context of power asymmetries, is a central theme of this course. The paradox of the strong *de jure* African state (that is, international legal recognition of sovereign states and their borders) and often weak *de facto* African states (that is, governance and authority structures which cannot deliver sufficient public goods) will be another core theme of

the course, as this paradox is implicated in authoritarianism, inter- and intra-state conflict, and economic under-performance. How and why post-colonial African states evolved as they did remains highly contested scholarly terrain, a terrain we will traverse through multiple themes, perspectives, and theoretical approaches.

OBJECTIVES:

- To introduce students to the historical, theoretical, conceptual, and institutional foundations of post-colonial African politics
- To cultivate comprehensive knowledge about the complexities of contemporary African political economy in the context of globalization
- To develop analytical and critical skills geared towards the reflective study of African politics

LEARNING OUTCOMES: Students will develop the knowledge and/or skills to ...

- differentiate and identify Africa's major geographic features, political units (i.e., states), and their basic colonial and post-colonial history
- differentiate and identify the regional organizations and international actors (empires, countries, organizations) that historically or currently influence African politics and political economy
- develop an appreciation for the human and societal complexities underpinning Africa's post-colonial political evolution, from language and ethnicity to religion and gender
- develop appropriate research skills to competently find and assess primary information and secondary analysis relevant to African politics
- identify, understand, distinguish, apply, and critique different key concepts, theoretical perspectives, and dominant narratives that attempt to explain and analyze various aspects of African politics, economics, and conflict
- identify and recognize the contributions of significant African leaders (and intellectuals, etc.) as well as noteworthy Africanist scholars
- develop a considerable level of expertise about one country to enable cross-class comparisons around key themes and concepts through discussions, online participation, and written work

GRADE DISTRIBUTION

Class Participation & Assignments	30%
Short Written Assignment	20%
Quizzes (2x10% each)	20%
Final Take-Home Exam	30%
	100%

Class Participation & Assignments (30%) For nearly every class, students will be assigned a task to complete prior to and/or in class that involves some participatory or formative learning activity. Sample activities include participation in TopHat, D2L, in-class responses to films, research oriented activities, contributions that leverage country case study research, etc. Some activities are either complete/incomplete, others are incrementally graded.

One Short Written Assignment (20%) Three times during the course, a short written assignment (five pages or less) will be assigned and due for a specific deadline. These will be announced in class and posted on D2L. You have the choice to do any ONE of the three assignments, but you must do one by the specific deadline. Late penalties will be extreme: 20% (or 4 marks/20) per each day late.

Quizzes (2x10%=20%) During the fourth and ninth class of the term, there will be a quiz designed to test student knowledge of basic facts, political geography, key concepts, thinkers, and theories applicable to the study of African politics.
(Note: These will be closed book quizzes that will happen in the first part of class. No notes, laptops, cell phones, etc., will be allowed.)

Final Take Home Exam (30%) The two part take-home exam, given out on June 18th and due on June 29th, will include the following two components:
Part A: Country Case Study Essay (related to your country case study selected on the first day of class) – specific guidelines will be given in the exam (15%)
Part B: One short essay (with limited choice); one short answer question (with limited choice) (15%)

GRADE SCALE

The Department of Political Science tries to ensure consistency of final grades across courses and sections. Variations in distribution will always be considered where called for by the performance in each individual class. The student does not have any ‘right’ to a certain grade, but is responsible for earning grades.

A+ = 95+	B+ = 80-84	C+ = 66-69	D+ = 54-57
A = 90-94	B = 75-79	C = 62-65	D = 50-53
A- = 85-89	B- = 70-74	C- = 58-61	F = 0-49

CLASS PREPARATION & DESIRE2LEARN (D2L) Lectures focus on the material presented in the textbook and readings as well as general discussion relating to the topic(s) outlined in the lecture schedule. Students are expected to read the assigned text chapters and readings before class, and be prepared for class discussion. Important information and additional readings are posted on Desire2Learn (D2L). Students should regularly check the Announcements section of Desire2Learn (D2L) for ongoing notices, as well as the Contents page for additional course materials and assignments. It is the responsibility of the student to understand all concepts presented in the textbook and lectures. If you need clarification, please take the initiative to ask the instructor during class.

CONTACTING YOUR INSTRUCTOR Students requiring assistance are encouraged to speak to their instructor during class or their office hours. Should you wish to meet with the instructor outside of office hours, please email the instructor to make an appointment. It is to the student’s advantage to keep such appointments.

PROPER USE OF EMAIL Email is commonly used by students to communicate with their instructor. It is imperative that students regularly check their UofC email accounts for course related information and announcements (or forward that email to a regularly checked account). Email can limit the effectiveness of communication and may not be the best way for instructors to answer student questions. A personal meeting may be requested if necessary.

Class Schedule & Topics:

COURSE SCHEDULE (Subject to minimal changes)		
DATE	TOPICS & THEMES	REQUIRED READINGS BEFORE CLASS (Textbook and/or articles/links)
Class 1 May 14th	<p>Course Introduction (Syllabus & Assignments) D2L & TopHat usage</p> <p>Class knowledge inventory Select country of specialization & research exercise <i>Break</i></p> <p>Theme: Why Study Africa?</p> <ul style="list-style-type: none"> • What does it mean to "study Africa"? • Why should outsiders study African politics? • What steps can be taken to cultivate a reflective, critical, and rigorous approach to the study of African politics? 	<p>NOTE: E&D refers to the Englebert & Dunn required textbook. Other recommended readings and thematic resources will be posted on D2L.</p> <p>1) E&D, Chapter 1, "Why Study African Politics?"</p> <p>2) Wainiana, "How to Write About Africa" (Link on D2L)</p>

<p>Class 2 May 19th</p>	<p>Theme: Africa Today – Competing Narratives</p> <ul style="list-style-type: none"> • Is Africa Rising? How do we know? • Is Africa breaking down (conflict, authoritarian drift, etc.)? <p><i>Break</i></p> <ul style="list-style-type: none"> • (Why) Is Africa poor? 	<ol style="list-style-type: none"> 1) <i>Globe and Mail</i> “Africa Next” series (2012) (Links on D2L) 2) Dunham, “East Africa’s Authoritarian Drift” (2015) (Link on D2L) 3) Acemoglu et al, “Why is Africa Poor?” (2010) (Link to PDF on D2L)
<p>Class 3 May 21st</p>	<p>Theme: Precolonial & Colonial Legacies How have precolonial societal/political organization followed by extracontinental interventions shaped the contemporary socio-political-economic landscape?</p>	<ol style="list-style-type: none"> 1) E&D, Chapter 2 “The Evolution of African States” 2) SELF-DIRECTED RESEARCH: Know your case study’s precolonial and colonial background
<p>Class 4 May 26th</p>	<p>QUIZ ONE – Africa map & basic facts <i>Break</i></p> <p>Frameworks for analysis:</p> <ul style="list-style-type: none"> • Structural (inc. IPE, geography, slavery/colonialism, primordialism) • Institutional (state, society, neopatrimonialism, path dependence, etc.) • Individual (inc. decision-making/policies, RCT, leadership) <p>Where and when does agency hit constraint? Where and when does African agency hit international constraints?</p>	<ol style="list-style-type: none"> 1) Acemoglu (from Class 2) 2) Sangmpam, S.N. (2007) “Politics Rules: The False Primacy of Institutions in Developing Countries,” <i>Political Studies</i> 55:201-24. (Link on D2L)
<p>Class 5 May 28th</p>	<ul style="list-style-type: none"> • Theme: Social Science, Politics, & African Political Thought • Another framework for analysis or critique: Postcolonialism/post-positivism? 	<ol style="list-style-type: none"> 1) Martin, Intro Chapter to <i>African Political Thought</i> (2012) (Link on D2L) 2) Nkrumah, “The African Genius” speech, at the official opening of the University of Ghana Institute of African Studies (1963) (Link on D2L) 3) Arowosegbe, “Decolonising the social sciences in the global South: Claude Ake and the praxis of knowledge production in Africa” (2008) (Link on D2L) 4) Orientalism and African development studies: the ‘reductive repetition’ motif in theories of African underdevelopment’, <i>Third World Quarterly</i> Vol.26, No.6 (2005), pp. 971-986 (Link on D2L)
<p>Class 6 June 2nd</p>	<p>Theme: Political (im)mobilization & identity</p>	<ol style="list-style-type: none"> 1) E&D, Chapter 3 “People, Identity, Politics” 2) Appiah, “Race in the Modern World,” <i>Foreign Affairs</i> (2015) (Link on D2L)

<p>Class 7 June 4th</p>	<p>Theme: The State of the Post-Colonial State</p>	<p>1) E&D, Chapter 4 "The Practice of Power"</p>
<p>Class 8 June 9th</p>	<p>Theme: Leadership & Governance</p>	<p>1) E&D, Chapter 5 "An Increasing Range of Regimes"</p> <p>2) Ray et al, eds., Chapter 1, "Introduction," <i>Reinventing African Chieftaincy in the Age of AIDS, Gender, Governance, and Development</i> (2011)</p> <p>3) Souaré, "The African Union as a norm entrepreneur on military coups d'état in Africa (1952-2012): an empirical assessment," <i>Journal of Modern African Studies</i> (2014), Vol. 52, No. 1: 69-94</p>
<p>Class 9 June 11th</p>	<p>QUIZ TWO Break Theme: The Political Economy of Development</p>	<p>1) E&D, Chapter 6 "The Economic Dimensions of African Politics"</p>
<p>Class 10 June 16th</p>	<p>Theme: Land, Resources, & Politics</p>	<p>1) Garvelink, "Land Tenure, Property Rights, and Rural Economic Development in Africa," CSIS.org (2012) (Link on D2L)</p> <p>2) Roberts, "The Other Resource Curse: Extractives as Development Panacea" <i>Cambridge Review of International Affairs</i> (June 2015)</p> <p>3) Weins et al, "The Political Resource Curse: An Empirical Re-evaluation" <i>Political Research Quarterly</i>, Vol. 67, 4 (2014): 783-794.</p> <p>4) Tim Hanstad, "Not Your Land: How the Development Community Evicted the Poor," <i>Foreign Affairs</i> (May 2015) (Link on D2L)</p>
<p>Class 11 June 18th</p>	<p>Theme: Violence, Security & Contested Politics</p> <p>TAKE HOME EXAM DISTRIBUTED</p>	<p>1) E&D, Chapter 7 "The Shifting Landscape of Conflict and Security"</p> <p>2) Herbst, "War and the State in Africa," <i>International Security</i> (Spring 1990), Vol. 14, No. 4: 117-139</p> <p>3) Brown, Hammill & McLeman, "Climate Change as the 'New' Security Threat: Implications for Africa," <i>International Affairs</i>, 83, 6 (2007): 1141-1154</p> <p>4) Spears, "The false promise of peacebuilding," <i>International Journal</i> (Spring 2012): 295-311</p>
<p>Class 12</p>	<p>Theme: Aspiring Africa in the World (and what does/did Canada matter to Africa?)</p>	<p>1) E&D, Chapter 8 "International Relations Near and Far"</p>

<p>June 23rd</p>		<p>2) Olsen, "Great Power intervention in African armed conflicts," <i>Cambridge Review of International Affairs</i> (2014)</p> <p>3) Excerpt from Black, <i>Canada & Africa in the New Millennium</i> (2015)</p>
<p>Class 13</p> <p>June 25th</p>	<p>Theme: Revisiting (why) is Africa poor?</p> <ul style="list-style-type: none"> • Course evaluations 	<p>A selection of recent African and international media coverage will be posted on D2L for discussion.</p>
	<p>Monday, June 29th – TAKE HOME EXAM DUE ON DROPBOX/D2L BY 4:00pm (PDF or WORD)</p>	

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

University Regulations

Students are encouraged to familiarize themselves with the University policies found in the Academic Regulations sections of the Calendar at <http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>.

Writing

Written assignments are often required in Political Science courses and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

Recording Lectures/Classes

Recording of lectures and labs is permitted for individual private study but only at the discretion of the instructor. Any other use of recording constitutes academic misconduct and may result in suspension or expulsion. Please contact the instructor for further information.

Academic Accommodation

Students are responsible for requesting academic accommodations and the first step in this process is to register with the Student Accessibility Services (SAS) at <http://www.ucalgary.ca/access>. Once registered, requests for accommodation should be discussed with the instructor within fourteen (14) days of the beginning of classes.

Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. **Plagiarism**, which involves the failure to properly acknowledge the contribution of others, can take several forms, including the failure to properly cite sources, the extensive use of paraphrasing, the buying of papers, and the submission of a single piece of work in two separate courses. **Cheating** also takes many forms including communicating with others during tests and exams, the use of material not authorized by the instructor during exams, and

allowing others to view your examination paper or attempting to read the examination papers of others. Students are also cautioned that lectures and materials produced by an instructor in a course are the intellectual property of the instructor. Any distribution of these materials – including hard copy and online – without the instructor's written approval, constitutes a breach of copyright law and an act of academic misconduct. All such offences will be taken seriously and Faculty of Arts policy requires that all offences be reported.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. As such, assignments and tests will normally be returned directly to students, either during class or office hours, or electronically through Desire2Learn (D2L). Final exams are not returned to students but can be viewed by making arrangements with the instructor. Any uncollected assignments and tests will be destroyed after three months; final examinations are destroyed after one year.

Absence from a Test

Students who are absent from a scheduled term test for legitimate reasons (e.g. illness with the appropriate confirming documentation or religious conviction) are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, religious conviction, to those with three (3) scheduled final exams within a 24-hour period, and for unforeseen circumstances. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam in the Faculty of Arts rests not with the instructor but with Enrolment Services. Instructors should, however, be notified of any absences due to unforeseen circumstances. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at http://www.ucalgary.ca/registrar/deferred_final.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Faculty of Arts Program Information Centre (PIC) at Social Sciences 110, or call 403-220-3580 or email artsads@ucalgary.ca. You can also visit <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic questions for Faculty of Arts students

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <http://www.ucalgary.ca/emergencyplan/assemblypoints> and note the assembly point nearest to your classroom.

Additional Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Students' Union URL: <http://www.su.ucalgary.ca>

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: <http://www.ucalgary.ca/gsa>

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333