



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 371 L01
Government & Politics of Africa**

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| INSTRUCTOR | Chris W. J. Roberts |
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| OFFICE HOURS | Tuesday 12:30-14:30 / Thursday 12:30-14:30 or by appointment |
| WEBSITE | http://d2l.ucalgary.ca |
| LECTURE LOCATION | SB 146 |
| 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 diverse 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 politics of African states 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

**REQUIRED
TEXTBOOK**

Pierre Englebert & Kevin C. Dunn, *Inside African Politics* (Boulder, CO: Lynne Rienner Publishers, 2013). [Available new or used in the University Bookstore, SU’s Bound & Copied Bookstore, online booksellers, etc.]

**GRADE
DISTRIBUTION**

| COMPONENT | WEIGHTING | DUE DATES |
|---------------------------------------|-------------|--|
| Class Participation & TopHat | 20% | Throughout |
| Short Essay (2-3 pp) | 20% | June 7th |
| Two In-Class Tests (1x10% / 1x20%) | 30% | May 19 th & June 16th |
| Final Take-Home Exam | 30% | 11:59pm, July 3 rd , Dropbox/D2L |
| Total | 100% | |

Class Participation (20%) Throughout the course, 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 readings and films, research oriented activities, contributions that leverage country case study research, group activities, etc. Some activities are either complete/incomplete, others are incrementally graded.

One Short Essay (20%) During the SSHRC Congress break, a short, formal written assignment (approx. 3 pages double spaced) will be assigned and due at the beginning of class, in hard copy only, on June 7th. Late penalties will be extreme: 20% (or 4 marks/20) per each day late. A rubric will be provided when the assignment is distributed on May 24th. *Note: The quality of writing and presentation, including but not limited to grammar, punctuation, sentence structure, clarity, referencing, and organization, will be an integral component in all written assignment grades.*

Two Tests (30%) Tests, during the fourth and ninth classes of the course, will assess student knowledge of basic facts, political geography, key concepts, thinkers, and theories applicable to the study of African politics. Format may include multiple choice, true/false, matching/labelling, and short answers.
Map & facts test: 10%
Map, concepts, & theories test: 20%
(Note: These will be closed book tests 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 23rd and due on July 3rd on D2L/Dropbox, will include the following two components:
Part A: Formal 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 instructions (25%)
Part B: Two short answers (with limited choice) (5%)
Note: The quality of writing and presentation, including but not limited to grammar, punctuation, sentence structure, clarity,

referencing, and organization, will be an integral component in all written assignment grades.

GRADE SCALE:

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| 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 |

LATE PENALTIES: Both written assignments (Short Essay and Take Home Final) will have severe late penalties: 20% per each 24 hours late. Missed tests cannot be re-taken unless the specific requirements below are met (see page 8).

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 and to answer questions on TopHat. Important information and additional readings are posted on Desire2Learn (D2L). Students should regularly check the Announcements section of 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.

COURSE SCHEDULE & TOPICS: The schedule is tentative and may change as the need arises.

| COURSE SCHEDULE (Subject to minimal changes) | | |
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| DATE | TOPICS & THEMES | REQUIRED READINGS BEFORE CLASS (Textbook and/or articles/links) |
| <p>Class 1 May 10th</p> | <p>Course Introduction Syllabus & Assignments D2L & TopHat usage Class knowledge inventory</p> <p>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> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You should start using the Africa Map learning tool at http://lizardpoint.com/geography/africa-quiz.php to learn the basic political geography of the continent.</p> </div> <p>1) E&D, Chapter 1, "Why Study African Politics?" 2) Wainiana, "How to Write About Africa" (Link on D2L)</p> |
| <p>Class 2 May 12th</p> | <p>Theme: Africa Today – Competing Narratives & Trends</p> <ul style="list-style-type: none"> • Is Africa Rising? How do we know? • Is Africa breaking down (conflict, authoritarian drift, etc.)? • Continental similarities & variation <p><i>Break</i></p> <ul style="list-style-type: none"> • (Why) Is Africa poor? | <p>A selection of recent articles and reports (from various sources) will be listed on D2L with instructions for review.</p> <p>1) Acemoglu et al, "Why is Africa Poor?" (2010) (Link to PDF on D2L)</p> |
| <p>Class 3 May 17th</p> | <p>Theme: Precolonial & Colonial Legacies How have precolonial societal/political organization followed by extracontinental interventions shaped the contemporary socio-political-economic landscape?</p> | <p>1) E&D, Chapter 2 "The Evolution of African States" 2) Pella, "International Relations in Africa before the Europeans," <i>The International History Review</i> (2014) 3) SELF-DIRECTED RESEARCH: Know your case study's precolonial and colonial background <u>Optional:</u> Pella, "World society, international society and the colonization of Africa," <i>Cambridge Review of International Studies</i>, Vol. 28, No. 2 (2015)</p> |
| <p>Class 4 May 19th</p> | <p>**TEST 1 – Africa map & basic facts** <i>Break</i></p> <p>Theme: 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>1) Acemoglu (from Class 2) 2) E&D, pp. 213-227, 231-233 (in Chapter 6)</p> |

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| | Where and when does agency hit constraint? Where and when does African agency hit international constraints? | |
| Class 5 May 24th | Theme: African Political Thought **Short Essay Assignment Distributed** | 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) |

May 26th – June 3rd – SSHRC CONGRESS 2016 BREAK: www.congress2016.ca

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| Class 6 June 7th | Theme: Political (im)mobilization & identity **Short Essay Due at Beginning of Class** | 1) E&D, Chapter 3 "People, Identity, Politics" 2) Appiah, "Race in the Modern World," <i>Foreign Affairs</i> (2015) (Link on D2L) |
| Class 7 June 9th | Theme: The State of the Post-Colonial State <ul style="list-style-type: none"> • Formal & Informal political institutions/systems • Neopatrimonialism | 1) E&D, Chapter 4 "The Practice of Power" |
| Class 8 June 14th | Theme: Leadership & Governance <ul style="list-style-type: none"> • Chiefs & Traditional Authority • Executive power • Military in politics • Delivering public goods | 1) E&D, Chapter 5 "An Increasing Range of Regimes" 2) Ray et al, eds., Chapter 1, "Introduction," <i>Reinventing African Chieftaincy in the Age of AIDS, Gender, Governance, and Development</i> (2011) & Ray, "Traditional Leadership & Local Rural Governance", in Ray & Reddy, eds, <i>Grassroots Governance</i> (2003) 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 4) Ibrahim Index of African Governance: http://mo.ibrahim.foundation/iag |
| Class 9 June 16th | **TEST 2** Break Theme: The Political Economy of Development | 1) E&D, Chapter 6 "The Economic Dimensions of African Politics" |
| Class 10 June 21st | Theme: The Political Economy of Development (continued) Theme: Land, Resources, & Politics | 1) E&D, Chapter 6 "The Economic Dimensions of African Politics" 1) Garvelink, "Land Tenure, Property Rights, and Rural Economic Development in Africa," CSIS.org (2012) (Link on D2L) |

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| <p>Class 11</p> <p>June 23rd</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) Dowd, “Grievances, governance and Islamist violence in Sub-Saharan Africa,” <i>Journal of Modern African Studies</i> (December 2015), Vol. 53, No. 4: 505-531.</p> |
| <p>Class 12</p> <p>June 28th</p> | <p>Theme: Aspiring Africa in the World</p> | <p>1) E&D, Chapter 8 “International Relations Near and Far”</p> <p>2) Olsen, “Great Power intervention in African armed conflicts,” <i>Cambridge Review of International Affairs</i> (2014)</p> |
| <p>Class 13</p> <p>June 30th</p> | <p>Theme: Canada and China in Africa - Historical and contemporary trends and comparisons</p> <p>• Course evaluations</p> | <p>1) Excerpt from Black, <i>Canada & Africa in the New Millennium</i> (2015)</p> <p>Plus, other selected academic articles and media reports will be posted on D2L.</p> |
| | <p>Sunday, July 3rd – TAKE HOME EXAM DUE ON DROPBOX/D2L BY 11:59pm (PDF or WORD)</p> | |

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) 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, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. 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 rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at www.ucalgary.ca/registrar/deferred_final.

Writing

Written assignments are often required in Political Science courses, including this one, 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>

Appeals

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student can then proceed with an academic appeal. The first in an academic appeal is to set up a meeting with the Department Head.

University Regulations

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

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at www.ucalgary.ca/pubs/calendar/current/k-2.html. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

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. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests will be destroyed after three months; final examinations are destroyed after one year.

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 www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

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.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

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: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: ask@gsa.ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca