

**University of Alberta**  
**DEPARTMENT OF POLITICAL SCIENCE**

**POL S 374 Lec A1 –POLITICS & SOCIETY OF POST-COLONIAL AFRICA**  
**(Fall 2014)**

**Instructor: Chris W. J. Roberts**

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**Mondays 12:00-14:50**

Lecture Room: Tory 1-90

Office Hours: Mon 11:00-12:00/3:00-4:00  
or by appointment

**COURSE PREREQUISITES: POL S 240 or MEAS major/minor or consent of Department.**

Students without the course prerequisites should speak with the instructor before registering. At the request of an instructor, the Department may cancel your registration if you do not have the required course prerequisites. *Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar.*

**NOTE:** This course does not require any course-based ethics approvals, does not have a community service learning component, and does not have any additional mandatory instructional fees. As a new course by this instructor there are no evaluative course materials available, but templates and rubrics will be provided for written assignments.

**COURSE DESCRIPTION:**

This course is designed as an intensive introduction to the domestic and international politics of Africa's post-colonial states, 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 must all be considered in any explanation of the evolution or trajectory of the African state as well as the African regional state system. 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 a 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.

## **COURSE GOALS:**

- 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
- 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, presentations, and written work
- devise research questions and develop well-supported thesis statements related to a contemporary African political challenge

## **CLASS FORMAT:**

This 300-level undergraduate class will be conducted as a highly interactive lecture and discussion. **This means that all students will be expected to read the weekly assigned materials in advance and come to Monday's class prepared** to discuss key concepts, themes, topics, events, etc. Students will also make short class presentations related to their country-of-focus and their major research paper.

## **COURSE TEXTS:**

**Two required** textbooks can be purchased at the University Bookstore:

- 1) Pierre Englebert & Kevin Dunn, *Inside African Politics* (Boulder: Lynne Rienner, 2013)
- 2) Takiwaa Manuh & Esi Sutherland-Addy, eds. *Africa in Contemporary Perspective* (Accra: Sub-Saharan Publishers, 2013)

Additional mandatory and optional supplemental reading materials will be posted on eClass. In addition, a list of online media sources and relevant journals will be posted on eClass.

## GRADE DISTRIBUTION & EVALUATION:

The course requirements are outlined below. Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar. Tests and assignments will be assigned a numerical percentage and converted into a letter grade. The instructor will not ‘curve’ or adjust final grades according to any preset formula. Evaluation of the following course requirements will determine students’ grades:

<b>CLASS PARTICIPATION</b>	<b>15%</b>
<b>QUIZZES (1 x 6%; 1 x 9%)</b>	<b>15%</b>
<b>TWO PRESENTATIONS (2 x 5%)</b>	<b>10%</b>
<b>COUNTRY CASE STUDY</b>	<b>15%</b>
<b>RESEARCH PAPER</b>	<b>25%</b>
<b>TAKE HOME FINAL</b>	<b>20%</b>

- ***Attendance & Participation: 15%***  
While this is not a seminar, it will be a relatively small class and regular in-class and eClass interaction is expected. Attendance will be taken and reflected in the participation grade (one missed class during the term will not negatively impact this component). As noted above, all readings for the week must be done prior to each Monday class. Students can display their familiarity with the readings as well as ask questions re: clarification, etc., by engaging in class discussions and answering questions posed by the instructor. Quality of engagement—not quantity—which displays proof of ongoing reading, research, and critical thought, will be reflected in the participation grade.
- ***Foundational knowledge quizzes: 15%*** (1 x 6%; 1 x 9% each)  
Quizzes will assess cumulative student knowledge about the “who, what, where, when, and how” aspects of the historical, institutional, contextual, and conceptual foundations of the study of African politics. The first quiz (worth 6%) will be in **Week 3 (September 22<sup>nd</sup>)** and focus on political and general geography and demographic facts covering the African continent. The second quiz (worth 9%) in **Week 7 (October 27<sup>th</sup>)** will focus on colonial and post-colonial historical influences and events, central theoretical concepts, and other topics as per the readings and class themes cumulative to that date.
- ***Two short presentations: 10%*** (2 x 5%)  
Each student will prepare two short multimedia presentations during the term. The first will be related to their country of specialization selected at the beginning of the course. The second will be related to their major research paper. More detailed instructions will be provided in class.
- ***Country Case Study: 15%***  
Each student will prepare a descriptive and analytical case study of their selected country (approx. 6-7 pages). A template will be provided in class, but ultimately the student will assess the current political and economic status of the country against its precolonial and colonial heritage, post-colonial domestic politics and international influences, etc. What configuration of causes, theories, concepts, and/or influences best explains the country’s current political and economic status, and what are the major political and economic trends, (and their possible implications) in the short-to-medium term? This case study will be due in

class on **Week 8, November 3<sup>rd</sup>** (hard copy only). Late penalties will accrue at the rate of 5% ever 24 hours.

Once marked and returned to students, students will be given the option to revise the case study and submit it again in PDF format to be posted on eClass. Some bonus marks will be available (i.e., you can improve your grade on the assignment by revising and turning in a PDF to be posted on eClass).

- **Analytical, research essay on an approved topic: 25%** of course grade  
With approval of the instructor, 1) select a topic related to a contemporary African political challenge or issue and develop a research question, 2) undertake primary and secondary research on your topic and prepare a short 6 minute multi-media presentation outlining your “why” or “how” research question, key argument, concepts, theoretical perspective(s), and primary and secondary sources used, and, ultimately, 3) prepare and submit a formal 8-10 page essay. More detailed instructions will be provided in class.

Your **topic** has to be approved by the instructor by **Monday, October 6th**. Your presentation will be scheduled to coordinate with a class that covers related issue areas or themes. Everyone’s final paper is due in class on **Monday, November 24<sup>th</sup>** (hard copy only). Late penalties will accrue at the rate of 5% ever 24 hours.

- **Final, take-home exam: 20%** of course grade  
The take-home final exam, comprising one short essay and 2-3 short answer questions, will be **distributed** in the last class on **Monday, December 1st** and is **due via posting to eClass on Tuesday, December 9<sup>th</sup> (before 23:59)**. Late penalties will accrue at the rate of 10% per every 12 hours.

**GRADING SCHEME:**

<i>Descriptor</i>	<i>Letter Grade</i>	<i>Grade Point</i>
Excellent	A+ 95%+	4.0
	A 90-94%	4.0
	A- 85-89%	3.7
Good	B+ 80-84%	3.3
	B 75-79%	3.0
	B- 70-74%	2.7
Satisfactory	C+ 66-69%	2.3
	C 62-65%	2.0
	C- 58-61%	1.7
Poor	D+ 54-57%	1.3
Minimal Pass	D 50-53%	1.0
Failure	F 0-49%	0

**LATE PENALTIES, PLAGIARISM & ACADEMIC HONESTY:**

**Late assignments:** It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late (in person, by email and, in an emergency, by cell phone). If you do not communicate in advance, and your reason for being late does not explain this lack of communication, then you should be prepared to be penalized as per the penalties outlined above. If you have not received a response from the instructor within 12 hours of your email, text, or voicemail, assume the message has not been received and resend.

**Academic Integrity:** “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> ) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

**Academic Honesty:** All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#)

**Audio or video recording** of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor

**Attendance, Absences, and Missed Grade Components:** Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [23.3\(1\)](#) and [23.5.6](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

## **LEARNING AND WORKING ENVIRONMENT:**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/> ). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110> .

## SPECIALIZED SUPPORT & DISABILITY SERVICES:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately ( 2-800 SUB; Email [ssdsrec@ualberta.ca](mailto:ssdsrec@ualberta.ca); Email; phone 780-492-3381; WEB [www.ssds.ualberta.ca](http://www.ssds.ualberta.ca) ).

## FEELING OVERWHELMED? (In need of student, social, financial, or security services?)

The Student Distress Centre is there to listen, offer support, supply information and provide services:

- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: [www.su.ualberta.ca/sdc](http://www.su.ualberta.ca/sdc)
- Chat: <http://www.campuscrisischat.com/>

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## COURSE SCHEDULE:

This is an intensive reading, research, and writing course so good organizational planning and time management will be critical to your success. It is expected you will come to every class prepared.

### Notes on Readings (as posted in the schedule below and on eClass):

- **Manuh & Sutherland-Addy** refers to Takyiwaa Manuh & Esi Sutherland-Addy, eds. *Africa in Contemporary Perspective* (Accra: Sub-Saharan Publishers, 2013)
- **Englebert & Dunn** to Pierre Englebert & Kevin Dunn, *Inside African Politics* (Boulder: Lynne Rienner, 2013)
- Additional required and optional readings, and original source material, will be posted on eClass; scholarly journals are also available via UAlberta Library ejournals and other direct links to online media resources will also be posted on eClass

COURSE SCHEDULE (Subject to minimal changes)		
DATE	TOPICS & THEMES	REQUIRED READINGS (Add'l readings will be posted on eClass)
Week 1 Sept 8th	<ul style="list-style-type: none"><li>• Course Introduction/Syllabus &amp; Assignments</li><li>• Class knowledge inventory</li><li>• Select country of specialization</li><li>• <b>Theme: (Why) Is Africa Poor?</b></li></ul>	<b>eClass:</b> 1A) <i>Globe and Mail</i> "Africa Next" series (2012) 1B) Links to US-Africa Leaders Summit (2014) 2) Acemoglu et al, "Why is Africa Poor?" (2010)
Week 2 Sept 15th	<ul style="list-style-type: none"><li>• <b>Theme: Studying Africa</b></li><li>• What does it mean to "study Africa"?</li><li>• Why should outsiders study African politics?</li><li>• What steps can be taken to cultivate a</li></ul>	1) Manuh & Sutherland-Addy, "Preface" & "Introduction" 2) Englebert & Dunn, Chapter 1, "Why Study African Politics?" 3) Wainiana, "How to Write About Africa"

	<p>reflective, critical, and rigorous approach to the study of African politics?</p> <ul style="list-style-type: none"> <li>• How do I select a topic for my research paper and develop my research question?</li> </ul>	<p>4) Abrahamsen, Rita. (2003) "African Studies and the Postcolonial Challenge," <i>African Affairs</i> 102:189-210</p>
<p><b>Week 3</b> Sept 22nd</p>	<ul style="list-style-type: none"> <li>• <b>QUIZ ONE – Africa map &amp; basic facts</b></li> <li>• <b>Theme: Precolonial &amp; Colonial Legacies</b></li> </ul>	<p>1) Manuh &amp; Sutherland-Addy, Chapter 1 "Geography of Africa" &amp; Chapter 2 "Population of SSA" &amp; Chapter 7 "African Worldviews"</p> <p>2) Englebert &amp; Dunn, Chapter 2 "The Evolution of African States"</p>
<p><b>Week 4</b> Sept 29th</p>	<ul style="list-style-type: none"> <li>• <b>Theme: The State of the Post-Colonial State</b></li> <li>• <b>COUNTRY PRESENTATIONS I</b></li> </ul>	<p>1) Manuh &amp; Sutherland-Addy, Chapter 10 "Development Theory and African Society: An Introduction"</p> <p>2) Englebert &amp; Dunn, Chapter 4 "The Practice of Power"</p> <p>3) Sangmpam, S.N. (2007) "Politics Rules: The False Primacy of Institutions in Developing Countries," <i>Political Studies</i> 55:201-24.</p> <p>4) 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><b>Week 5</b> Oct 6th</p>	<ul style="list-style-type: none"> <li>• <b>RESEARCH PAPER TOPIC SELECTED</b></li> <li>• <b>Theme: Political (im)mobilization &amp; identity</b></li> <li>• <b>COUNTRY PRESENTATIONS II</b></li> </ul>	<p>1) Manuh &amp; Sutherland-Addy, Chapter 3 "Language and Africa" &amp; Chapter 4 "Gender and Society in Africa" &amp; Chapter 8 "Islam and Christianity in Africa"</p> <p>2) Englebert &amp; Dunn, Chapter 3 "People, Identity, and Politics"</p>
<p><b>Oct 13<sup>th</sup>: Thanksgiving (no class)</b></p>		
<p><b>Week 6</b> Oct 20th</p>	<ul style="list-style-type: none"> <li>• <b>Theme: Leadership &amp; Governance</b></li> </ul>	<p>1) Manuh &amp; Sutherland-Addy, Chapter 9 "Traditional and Modern Leadership in Africa"</p> <p>2) Englebert &amp; Dunn, Chapter 5 "An Increasing Range of Regimes"</p> <p>3) Ray et al, "Reinventing African Chieftaincy in the Age of AIDS, Gender, and Development" Report (2005): pages 2, 26-37</p> <p>4) Jones, " 'Good Governance' and 'state failure': genealogies of imperial discourse," <i>Cambridge Review of International Affairs</i> (2013), Vol. 26, No. 1: 49-70.</p> <p>5) Spears, "Africa's Informal Power-Sharing and the Prospects for Peace" <i>Civil Wars</i> (2013), Vol. 15, No.1: 37-53</p>

<b>Week 7</b> Oct 27th	<ul style="list-style-type: none"> <li>• <b>QUIZ TWO – History, Politics, Theory</b></li> <li>• <b>Theme: The Political Economy of Development</b></li> </ul>	<ol style="list-style-type: none"> <li>1) Manuh &amp; Sutherland-Addy, Chapter 11 “Agricultural Development in Africa” and “Political Economy of Development and Policy Outcomes in Postcolonial Africa”</li> <li>2) Englebert &amp; Dunn, Chapter 6 “The Economic Dimensions of African Politics”</li> <li>3) “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</li> </ol>
<b>Week 8</b> Nov 3rd	<ul style="list-style-type: none"> <li>• <b>COUNTRY CASE STUDY DUE</b></li> <li>• <b>Theme: The Environment, Climate Change, Extractive Industries, and the Resource Curse</b></li> </ul>	<ol style="list-style-type: none"> <li>1) Manuh &amp; Sutherland-Addy, Chapter 15 “Environment and Development in SSA”</li> <li>2) Roberts, “The Other Resource Curse: Extractives as Development Panacea” (2014)</li> <li>3) Brown, Hammill &amp; McLeman, “Climate Change as the ‘New’ Security Threat: Implications for Africa,” <i>International Affairs</i>, 83, 6 (2007): 1141-1154</li> </ol>
<b>Nov 10<sup>th</sup>: Fall Break (no class)</b>		
<b>Week 9</b> Nov 17th	<ul style="list-style-type: none"> <li>• <b>Theme: Violence, Security &amp; Contested Politics</b></li> <li>• <b>RESEARCH PAPER PRESENTATIONS I</b></li> </ul>	<ol style="list-style-type: none"> <li>1) Manuh &amp; Sutherland-Addy, Chapter 12 “Human Security in Africa”</li> <li>2) Englebert &amp; Dunn, Chapter 7 “The Shifting Landscape of Conflict and Security”</li> <li>3) Herbst, “War and the State in Africa,” <i>International Security</i> (Spring 1990), Vol. 14, No. 4: 117-139</li> <li>4) Spears, “The false promise of peacebuilding,” <i>International Journal</i> (Spring 2012): 295-311</li> </ol>
<b>Week 10</b> Nov 24th	<ul style="list-style-type: none"> <li>• <b>RESEARCH PAPERS DUE IN CLASS</b></li> <li>• <b>Theme: Aspiring Africa in the World</b></li> <li>• <b>RESEARCH PAPER PRESENTATIONS II</b></li> </ul>	<ol style="list-style-type: none"> <li>1) Manuh &amp; Sutherland-Addy, Chapter 5 “Africa and its Diasporas”</li> <li>2) Englebert &amp; Dunn, Chapter 8 “International Relations Near and Far”</li> <li>3) Olsen, “Great Power intervention in African armed conflicts,” <i>Cambridge Review of International Affairs</i> (Online 2014): 1-17.</li> <li>4) Black, “Canada, the G8, and Africa: the rise and decline of a hegemonic project (Online 2011)</li> </ol>
<b>Week 11</b> Dec. 1st	<ul style="list-style-type: none"> <li>• <b>RESEARCH PAPER PRESENTATIONS III</b></li> <li>• <b>Theme: Revisiting (why) is Africa poor?</b></li> <li>• <b>Course evaluations</b></li> <li>• <b>TAKE HOME EXAM DISTRIBUTED</b></li> </ul>	<p>A selection of recent African and international media coverage will be posted on eClass for discussion.</p>
<b>TUESDAY, DEC. 9<sup>th</sup> – TAKE HOME EXAM DUE ON ECLASS BY 23:59</b>		



## EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR

(UPDATED EFFECTIVE APRIL, 2008)

### **30.3.2(1) Plagiarism**

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

### **30.3.2(2) Cheating**

**30.3.2(2) a** No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

**30.3.2(2) b** No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6 (4).

**30.3.2(2) c** No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

**30.3.2(2) d** No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

**30.3.2(2) e** No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

### **30.3.6(4) Misrepresentation of Facts**

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

### **30.3.6(5) Participation in an Offence**

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

**The Truth In Education (T\*I\*E) project** is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behavior. There are helpful tips for Instructors and Students.

Please take the time to visit the website at: <http://www.ualberta.ca/tie>

The "Don't Cheatsheet" is available on the University Governance website at: <http://www.governance.ualberta.ca/>  
From the drop down menu click on Student Appeals and navigate to the Don't Cheatsheet.