



2017–2018 Academic Year
Spring 2018



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 371 L01
Government & Politics of Africa

INSTRUCTOR: Chris W. J. Roberts

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OFFICE: SS 702

OFFICE HOURS: Tuesday & Thursday 1500-1600 or by appointment

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COURSE D2L: <https://d2l.ucalgary.ca>

COURSE DAY/TIME: Tuesday & Thursday 0900-1145

COURSE LOCATION: SB 148

COURSE PRE-REQUISITES: None

COURSE DESCRIPTION:

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 African politics 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 or seventy 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 contested scholarly terrain, a terrain we will traverse through multiple themes, perspectives, and theoretical approaches.

COURSE OBJECTIVES & LEARNING OUTCOMES:

Course 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.]

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Class Participation (including TopHat)	15%	Throughout (7% in-class exercises / 8% TopHat)
One Short Essay (4-5 pp)	25%	Various deadlines; hard/paper copy in class
Two In-Class Mid-Terms (1 x 10% & 1 x 20%)	30%	Thursday, May 24th Thursday, June 14th
Take Home Final Exam	30%	Upload to D2L Dropbox: 11:59pm Thursday, June 28th
Total	100%	

CLASS PARTICIPATION INCLUDING TOPHAT (15%)

There will be regular opportunities to earn class participation points through TopHat as well as other in-class exercises designed to deepen your research skills. Your knowledge of your case study country will also be important to your ability to generate class participation marks. Sample activities include participation in TopHat quizzes and surveys, 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 (25%)

One short conceptual review essay of approx 4-5 pages will be required during the course. Different topics/themes will be offered at different times, so you can select the topic/theme that either most interests you or best fits into your schedule. The schedule of essay topics and associated readings plus due dates will be provided in Class 3, along with the grading rubric. The essay will be submitted in hard paper copy, in class, on the assigned due date for that topic.

TWO MID-TERM EXAMINATIONS (first worth 10%, second worth 20% = 30%)

Each mid-term will be written in class (45 minutes each). They will comprise a mix of multiple choice, true-false, map labelling, and some short answer questions.

Mid-Term One (Thursday, May 24th) - This test will be designed to assess student knowledge of basic facts and foundational history as well as political geography (from the colonial era as well as today).

Mid-Term Two (Thursday, June 14th) – This test will be designed to assess student knowledge related to key concepts, thinkers, and theories applicable to the study of African politics and governance (chapters 3-5 plus lectures and other readings to that date).

Note: These will be closed book tests. No notes, laptops, phones, etc., will be allowed.

TAKE HOME FINAL EXAMINATION (30%)

The two part take-home exam will be due at 11:59pm on Thursday, June 28th **on D2L/Dropbox**, and 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 and themes to be addressed will be given in the exam instructions (25%)

Part B: One short answer (with limited choice) (5%)

Note: Students need to take both mid-terms and submit the essay assignment and final exam in order to pass.

Note: 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, citation, 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>.

GRADE SCALE:

The following grading scale will be used:

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:

You are required to submit one formal written assignment (Short Essay) as well as a Take Home Final Exam. Each topic option for the Short Essay will have a specific due date, and late papers will be assessed a five percent (5%) per every day late penalty including weekends. Late Take Home Finals will be assessed a ten percent (10%) per every day late penalty including weekends. Missed mid-terms cannot be re-taken unless specific requirements below are met (see page 7).

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

COURSE SCHEDULE (Subject to change)		
DATE	TOPICS & THEMES	REQUIRED READINGS BEFORE CLASS (Textbook and/or articles/links)
Class 1 May 15th	<p>Course Introduction Syllabus & Assignments D2L & TopHat usage Class knowledge inventory Case study country assigned</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><i>NOTE: E&D refers to the Englebert & Dunn required textbook. Other recommended readings and thematic resources will be posted on D2L.</i></p> <div style="border: 1px solid black; background-color: #e6f2ff; 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>
Class 2 May 17th	<p>Theme: Africa Today – Competing Research Questions, 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 • (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) (pp. 21-33 only) 2) Solomon, "The Many Africas" (a short book review essay), <i>Foreign Affairs</i> (June 2016) (D2L)</p>

<p>Class 3</p> <p>May 22nd</p>	<p>Theme: Precolonial & Colonial Legacies How have precolonial societal/political organizations followed by extracontinental interventions shaped the contemporary socio-political-economic landscape?</p> <ul style="list-style-type: none"> • Review the range of pre-colonial political communities from village and lineage-based societies to city states & empires; forms of European authority 	<p>1) E&D, Chapter 2 “The Evolution of African States” 2) SELF-DIRECTED RESEARCH: Know your case study’s precolonial and colonial background</p> <p><u>Optional:</u> Pella, “International Relations in Africa before the Europeans,” <i>The International History Review</i> (2014) 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</p> <p>May 24th</p>	<p>**TEST 1 – Africa map & basic facts** Break</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>Where and when does African agency hit international constraints, or, conversely leverage international resources?</p>	<p>1) Acemoglu (from Class 2) 2) E&D, pp. 213-227, 231-233 (in Chapter 6)</p>
<p>Class 5</p> <p>May 29th</p>	<p>Theme: African Political Thought What were the driving ideologies and philosophies of nationalist and post-independence leaders? What were the different approaches they took towards political systems and development? How are they similar or different to the ideologies of contemporary leaders?</p>	<p>1) Martin, Intro Chapter to <i>African Political Thought</i> (2012) (Link on D2L) 2) Other selected readings on D2L</p>
<p>Class 6</p> <p>May 31st</p>	<p>No Class (scheduled instructor absence): Notes related to Class 7 themes and readings will be provided including Chapter 3 + Appiah article (below).</p>	<p>This also provides extra time to get started on your essay.</p>
<p>Class 7</p> <p>June 5th</p>	<p>Theme: Political (im)mobilization & identity</p> <p>Does ethnic diversity explain Africa’s politics and economic performance? When and why are different identities salient for politics?</p>	<p>TopHat Review Quiz at beginning of class: history, political thought, race & ethnicity</p> <p>1) E&D, Chapter 3 “People, Identity, Politics” 2) Appiah, “Race in the Modern World,” <i>Foreign Affairs</i> (2015) (Link on D2L)</p>
<p>Class 8</p> <p>June 7th</p>	<p>Theme: The State of the Post-Colonial State</p> <ul style="list-style-type: none"> • Formal & Informal political institutions • Neopatrimonialism 	<p>1) E&D, Chapter 4 “The Practice of Power” 2) Lebas, “Term Limits & Beyond: Africa’s Democratic Hurdles,” <i>Current History</i> (May 2016)</p>

Class 9 June 12th	Theme: Leadership & Governance <ul style="list-style-type: none"> • Executive power • Chiefs & Traditional Authority • Military in politics • Delivering public goods 	TopHat Review Quiz at beginning of class: political identity, neopatrimonialism, practice of power <ol style="list-style-type: none"> 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) 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/iia
Class 10 June 14th	**Mid-Term 2** Chapters 3-5 (levels of analysis, ideology, identity, politics, governance, leadership) <i>Break</i> Theme: The Political Economy of Development Is there something unique to Africa that impedes economic development? Questioning the “Africa dummy” variable... if you’ve done any stats or quantitative analysis, you’ll know what that means.	<ol style="list-style-type: none"> 1) E&D, Chapter 6 “The Economic Dimensions of African Politics”
Class 11 June 19th	Theme: The Political Economy of Land & Resources How does the structure of land tenure regimes influence politics, economic and resource development, and conflict in different countries?	<ol style="list-style-type: none"> 1) Garvelink, “Land Tenure, Property Rights, and Rural Economic Development in Africa,” CSIS.org (2012) (Link on D2L) 2) Other selected, topical readings on D2L.
Class 12 June 21st	Theme: Violence, Security & Contested Politics What accounts for variation in the type and intensity of political violence across the continent, and why is violence increasing since 2011-12 after a decade of decreasing levels of violence?	TopHat Review Quiz at beginning of class: political economy, development, LTRs <ol style="list-style-type: none"> 1) E&D, Chapter 7 “The Shifting Landscape of Conflict and Security” 2) Herbst, “War and the State in Africa,” <i>International Security</i> (Spring 1990), Vol. 14, No. 4: 117-139.
Class 13 June 26th	Theme: Aspiring Africa in the World Incl. class exercise related to African Regional Economic Communities (RECs)	TopHat Review Quiz at beginning of class: political violence, theories of war, security issues <ol style="list-style-type: none"> 1) E&D, Chapter 8 “International Relations Near and Far” 2) China in Africa – The Real Story: http://www.chinaafricarealstory.com
Thurs, June 28th - Take Home FINAL EXAM		Upload to D2L Dropbox by 11:59pm

INSTRUCTOR GUIDELINES

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

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make it to office hours, please request a one-on-one meeting outside of these hours. It is imperative that students regularly check their UofC email accounts and D2L for course related information and announcements. If you have sent the instructor an email but have not received a reply within 24 hours, please resend.

Students may use laptops and other electronic note-taking devices in this course, though there will be times when you'll be asked to turn the technology off. No recording of lectures (audio and/or video) is permitted without prior approval of the instructor, with exceptions of course made in the case of approved accommodations. Please be considerate of others and switch off all phones when you enter the classroom. Sending/receiving texts and browsing social media is extremely disruptive to others, and your own performance will also suffer.

IMPORTANT POLICIES AND 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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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 then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing 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 <http://www.ucalgary.ca/pubs/calendar/current/k-5.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