



2019–2020 Academic Year
Summer 2019



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 371 L01
Government & Politics of Africa

INSTRUCTOR: Chris W. J. Roberts

TELEPHONE: Cell (403) 870-9241

OFFICE: SS 702

OFFICE HOURS: Tuesday & Wednesday 1300-1400 or by appointment

EMAIL: christopher.roberts@ucalgary.ca

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

COURSE DAY/TIME: Monday & Wednesday 0900-1145

COURSE LOCATION: SA 129

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 research, analytical, and critical thinking skills geared towards a 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 | 20% | Throughout 10% discussions & exercises / 10% TopHat |
| Country case study (approx 8 page) – template provided | 30% | Uploaded to D2L Dropbox Tuesday, Aug 13th, 11:59pm |
| Two In-Class Mid-Terms (2 x 10%) | 20% | Class 4 – Monday, July 15th Class 9 – Wednesday, July 31st |
| Final Exam (2 hours) | 30% | Scheduled by Registrar between Thursday, Aug 15 – Monday, Aug 19 |
| Total | 100% | |

CLASS PARTICIPATION INCLUDING TOPHAT (20%)

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.

COUNTRY CASE STUDY (30%)

The formal written assignment (approx. 8 double-spaced pages plus title page, bibliography and appendices if necessary) will be an analytical Country Case Study related to your country of specialization assigned in the first class. Detailed instructions including a template will be provided in the second week of class. This assignment allows students to apply various theories and concepts learned during the course to a concrete case, and should be a work-in-progress during the entire course. *Due Tuesday, Aug 13th, 11:59pm, uploaded to D2L Dropbox in both PDF and WORD versions.*

TWO MID-TERM EXAMINATIONS (each worth 10% = 20%)

Each mid-term will be written in class (45 minutes each) starting at 9:05am. They will comprise a mix of multiple choice, true-false, map labelling, and possibly some short answer or matching questions.

Mid-Term One (Class 4 – Monday, July 15th) - 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 (Class 9 – Wednesday, July 31st) – 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).

FINAL EXAMINATION (30%)

The two hour final exam will be scheduled by the Registrar during the final exam period (Thursday, August 15th to Monday, August 19th).

Part A: Multiple choice/true-false/matching – computer scored

Part B: Written component (some guidelines to topics will be given in advance)

All exams will be closed book: no notes, laptops, phones, etc., will be allowed.

Note: Students need to write at least one mid-term, submit their country case study, and write the final exam to be eligible to pass the course.

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:

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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:

You are required to submit one formal written assignment (Country Case Study). This should be a work-in-progress throughout the term, and it is due on the last day of classes in the summer term. Late papers will be assessed a ten percent (10%) per day 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 July 3rd | <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>NOTE: E&D refers to the Englebert & Dunn required textbook. Other recommended readings and thematic resources will be posted/linked on D2L.</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> <ol style="list-style-type: none"> 1) E&D, Chapter 1, "Why Study African Politics?" 2) Wainiana, "How to Write About Africa," Granta.com (2005) 3) Gavin, "In 2019 Africa's Relevance Should No Longer Be a Surprise," CFR.org (15 March 2019) |
| Class 2 July 8th | <p>Theme: Africa Today & Yesterday – 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? Different assumptions produce different answers to this question | <ol style="list-style-type: none"> 1) Acemoglu et al, "Why is Africa Poor?" (2010) (Link to PDF on D2L) (pp. 21-33 only) 2) Ake, "Rethinking African Democracy," <i>Journal of Democracy</i>, Vol. 2 No. 1 (1991) 3) A selection of recent articles and reports (from various sources) about political and economic trends across the continent will be listed on D2L. |

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| <p>Class 3 July 10th</p> | <p>Theme: Pre-colonial & Colonial Legacies How have pre-colonial 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 conquest & authority | <ol style="list-style-type: none"> 1) E&D, Chapter 2 “The Evolution of African States” 2) Asiedu, “Africa has forgotten the women leaders of its independence struggle,” QuartzAfrica (16 March 2019) 3) SELF-DIRECTED RESEARCH: Know your case study’s pre-colonial and colonial background <p><i>Optional:</i> Pella, “International Relations in Africa before the Europeans,” <i>The International History Review</i> Vol. 31, No. 1 (2015) 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 July 15th</p> | <p>**Mid-Term 1 – Africa map & basic facts** <i>Break</i> 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> | <ol style="list-style-type: none"> 1) Martin, Intro Chapter to <i>African Political Thought</i> (2012) (Link on D2L) 2) Other selected readings/links on D2L 3) SELF-DIRECTED RESEARCH: What kinds of ideas and ideologies have dominated or competed in your case study since independence. |
| <p>Class 5 July 17th</p> | <p>Start class with a TopHat Survey on ideologies and identities about case study countries</p> <p>Theme: Political (im)mobilization & identity Does ethnic diversity explain Africa’s politics and economic performance? When and why are different identities salient for politics?</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) 3) SELF-DIRECTED RESEARCH: How diverse is your country? How has that diversity been accommodated, exacerbated, or ignored by political and economic institutions since independence? |
| <p>Class 6 July 22nd</p> | <p>Theme: The State of the Post-Colonial State</p> <ul style="list-style-type: none"> • Formal & Informal political institutions • Neopatrimonialism & its critics | <ol style="list-style-type: none"> 1) E&D, Chapter 4 “The Practice of Power” 2) Felter, “Africa’s ‘Leaders for Life,’” CFR.org (29 April 2019) 3) Lebas, “Term Limits & Beyond: Africa’s Democratic Hurdles,” <i>Current History</i> (May 2016) |
| <p>Class 7 July 24th</p> | <p>Theme: Leadership & Governance</p> <ul style="list-style-type: none"> • Executive power & legislatures • Chiefs & Traditional Authority • Military in politics • Delivering public goods <p>Will include a review of some leading political-economic-governance indicators, including: Ibrahim Index of African Governance: http://mo.ibrahim.foundation/iag</p> | <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) Abebe, “Popular Protests Pose a Conundrum for the AU’s Opposition to Coups,” IPI Global Observatory (10 May 2019) |

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| <p>Class 8 July 29th</p> | <p>**Mid-Term 2 Chapters 3-5 (ideology, identity, political institutions, governance, leadership, etc.)** <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.</p> | <p>1) E&D, Chapter 6 “The Economic Dimensions of African Politics” 2) Other selected, topical readings on D2L including economic stats from World Bank, UNECA, etc.</p> |
| <p>Class 9 July 31st</p> | <p>Theme: The Political Economy of Development (continued)</p> | <p>See above, plus: 3) Garvelink, “Land Tenure, Property Rights, and Rural Economic Development in Africa,” CSIS.org (2012) 4) Boone, “Land tenure regimes and state structure in rural Africa: implications for forms of resistance to large-scale acquisitions by outsiders,” <i>Journal of Contemporary African Studies</i>, Vol. 33 No. 2 (2015), esp. pp. 171-178. 5) Coulibaly et al, “Is sub-Saharan Africa facing another systemic sovereign debt crisis?” Brookings (3 April 2019)</p> |
| <p>Class 10 Aug 7th</p> | <p>Theme: International Relations & Internal Insecurity 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?</p> | <p>1) E&D, Chapter 7 “The Shifting Landscape of Conflict and Security” & Chapter 8 “International Relations Near and Far” 2) Herbst, “War and the State in Africa,” <i>International Security</i> (Spring 1990), Vol. 14, No. 4: 117-139. 3) The New Humanitarian, “Briefing: The civilian fallout from the Sahel’s spreading militancy” (30 May 2019)</p> |
| <p>Class 11 Aug 12th</p> | <p>Theme: International Relations & Internal Insecurity (continued) What are the prospects for regional (RECs) and continental integration? What is the role of major powers and middle powers in contemporary African geopolitics and economic development?</p> | <p>1) China in Africa – The Real Story: http://www.chinaafricarealstory.com 2) Nshimbi, “Pan-African Aspirations Drive a New Free Trade Pact,” <i>Current History</i> (May 2019) 3) Other selected, topical readings on D2L</p> |
| <p>COUNTRY CASE STUDY Due: Tuesday, August 13th</p> | | <p>Uploaded to D2L Dropbox by 11:59pm.</p> |
| <p>FINAL EXAM (TBA) – Two hours</p> | | <p>Scheduled by Registrar between Thursday, Aug 15th and Monday, Aug 19th</p> |

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

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioner for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons 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 meant to be returned will be destroyed after six months from the end of term; 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

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>