Course Description

The purpose of this class is to introduce students to some of the major questions in the study of African politics. Throughout the course of the semester, we will try to answer five questions: What are the legacies of colonialism? Why did African governments adopt the development strategies they did, and why haven’t these led to development? Why did so many African governments de-democratize in the 1960s, and why did so many re-democratize in the 1990s? Why have African governments provided so few social services to their citizens? And why have so many African governments experienced civil war and state collapse?

The class will be taught as part lecture/part seminar. You must complete the academic readings for each week prior to the Tuesday class. In addition, many weeks, you will also be asked to read some “primary sources” and policy reports prior to the Thursday class, and we will spend the second half of the week discussing whether the evidence contained in these reports is consistent with the theories reviewed during the readings and lectures for that week.

Evaluation

1. Participation in seminar discussions: 10%
2. Quiz on countries and capitals: 10%

Study guides are provided here:

3. Presentation on research topic: 15%

Research topics will be assigned by the instructor at the end of the first week of class. The student presentations will occur throughout the semester at the beginning of our Tuesday classes. The presentations should be 7-8 minutes, and should focus on describing the facts of the episode as it relates to the theme of the week. In addition to the presentation, the student must prepare a one-page handout for the class summarizing the presentation, and including a full list of sources. This should be sent to the professor BEFORE the beginning of class and will subsequently be posted on e-learning. Powerpoint presentations are optional. If the student will be using powerpoint, it MUST be sent to the professor by 12 noon the day of class.
4. Research report – Biography of African leader (president or prime minister): 25 %

You may choose any leader except Kibaki, Mandela or Mobutu, whose biographies and ideas we will already be reviewing in class. The assignment involves researching the individual’s life, with particular emphasis on their time in power, and then analyzing whether the theories reviewed in class can help to explain their actions and achievements in office. Give space constraints, it is probably advisable to focus on one or two particularly important actions/decisions taken in office by the leader, and then to carefully analyze the reasons for and/or the outcomes of these actions.

The final paper should be no more than 5 double-spaced pages (excluding the bibliography and any figures). Please use APSA style citations in the paper: http://writing.wisc.edu/Handbook/DocAPSA.html

In some instances, on-line sources may be appropriate to use in your research, but be cautious! I think this tutorial is helpful in evaluating the appropriateness of on-line sources: http://www.vtstutorials.ac.uk/detective/

The assignment will be due at the beginning of class on November 13th.

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<thead>
<tr>
<th>GRADING SCHEME (25 POINTS)</th>
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<tr>
<td>Factual detail/ correctness (8 points):</td>
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<td>Quality of bibliography/ references (5 points):</td>
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<td>Analysis/testing theories reviewed in course on case (10 points):</td>
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<td>Grammar and spelling (2 points):</td>
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LATE POLICY: You will receive a full grade deduction for the first day your assignment is late. After that, you will receive a “half grade” deduction per day. So, if you hand in an assignment that would have earned a B+ one day late, you will receive a C+. If you hand in an assignment that would have earned a B+ two days late, you will receive a C, and so on.

5. In-class exams – 20 % x 2

There will be two in-class exams, both non-cumulative and both divided over two class periods. Both exams have the same format – 10 identification questions (out of choice of 15), and one long answer question (out of choice of two). A good answer to
the long answer questions should reference relevant arguments from the class, and be around 700 words. You will have one period (50 minutes) for each part of the exam.

Readings

The majority of class readings are journal articles or book chapters. Most of the journal articles can be accessed by clicking on the links on this syllabus (if you are on campus). The book chapters can be accessed through the library reserves.

We will also be reading a number of primary documents. These can either be accessed through on-line links OR through the library reserves.

Finally, we will be reading a large parts of one book:


I have not ordered copies of this book, because it should be easy to find used copies on-line. The book is a long but fun read – I advise you start reading it at the beginning of the semester.

NOTE: You must complete the readings PRIOR to our class on Tuesday. You must finish reviewing the primary documents PRIOR to our class on Thursday.
Section 1: Introduction

Week 1: Introduction (August 23)

Readings:

Section 2: What are the legacies of colonialism?

Week 2: Colonial Period (August 28, 30)

Readings:

THURSDAY: RESEARCH DAY

Week 3: Colonial Legacies (September 4, 6)

Student Presentations:
Casement Report
The 4 Communes of Senegal
British Cameroons Referendum

Readings:

Primary Documents:
Choose Two African Border Studies to Read:
http://www.law.fsu.edu/library/collection/LimitsinSeas/numericalibs.html

QUESTIONS FOR DISCUSSION:
After reading the border studies, try to answer these questions:
1. Based on the boundary studies you read, how “artificial” do you think boundaries of states in Africa are?
2. Did the studies you read suggest to you any political, economic or social problems that could be caused by the boundary?
Thinking about these specific questions will help you to answer the broader questions listed above:
1. When was the border established? Has it been revised since it was first established?
2. Does the border delimitation document reference local communities/residence patterns/local concerns at all?
3. Are there any instances recorded of opposition to the border? Have there been any disputes over the border?
Week 4a: Map Quiz! (Tuesday, September 11)

Section 3: Why did African governments adopt the development strategies they did? Why haven’t these led to development?

Week 4b: Independence and Development Strategies (Thursday, September 13)

Student Presentations (Note: on Thursday this week)
UDI of Rhodesia
Nkrumah and Houphouët-Boigny’s Wager
Lagos Plan of Action

Readings:
Hyden, Chapter 6 – The Policy Deficit [LIBRARY RESERVE]
Robert Bates, Markets and States in Tropical Africa (Berkeley: University of California Press), 96-105. [LIBRARY RESERVE]

Primary Documents:

QUESTIONS FOR DISCUSSION:
1. What do you think Hyden would say was the main problem with African development policy? Is this adequately addressed in the `Berg Report’?
2. What do you think is the main point of the section of the Bates’ book that you read? Do you think Bates would agree with the policy prescriptions in the `Berg Report’? Do you think he would think they are likely to be implemented?
3. What recommendations of the `Berg Report’ do you think would be least palatable to African political leaders? Which ones would be least contentious?
4. The `Berg Report’ is a contentious document. If you were a consultant to Elliot Berg (and with the advantage of hindsight), what changes would you recommend he make to the document before publishing it?

Section 4: Why did African governments de-democratize in the 1960s? Why did so many countries democratize in the 1990s?

Week 5: Regime Type (September 18, 20)

Student Presentations:
Mobutism
Senegal’s Three-Party System, 1976

Readings:

Thursday: Film -- Mobutu, King of Zaire - VCA 9912

Week 6: Democratization (September 25, 27)

Students Presentations:
1990 National Conference in Benin
South Africa’s GNU
Oranges vs. Bananas in Kenya

Readings:

Primary Documents:
CHOOSE A COUNTRY IN AFRICA AND THEN DO SOME PRELIMINARY RESEARCH ON THE CONDUCT AND QUALITY OF A SEQUENCE OF TWO ELECTIONS IN THAT COUNTRY.

Possible sources of information on the elections:
http://aceproject.org/ero-en/search_materials_results/Reports%20and%20Assessments

QUESTIONS FOR DISCUSSION:
1. Were there any irregularities in the conduct of the elections? What were the main problems?
2. Were any major political actors prevented from participating in the election? Did any major political actors choose to boycott the election?
3. Based on your initial research, would you say the quality of elections is increasing over time in this country? Decreasing over time? Staying the same?
4. In cases where the quality of elections has changed over time, did you find any evidence that the first election resulted in changes that either improved or decreased the quality of the second election? (Review the Lindberg article on this)

Week 7: Mid-term review and exam (October 2, 4)

Tuesday: Mid-term Review

Thursday: Mid-term
Section 5. Why have African governments provided so few social services to their citizens?

Week 8: Political Accountability (October 9, 11)

Student Presentations:
The Ibrahim Prize
Gender Quotas in Rwandan Parliament

Readings:

Primary Documents:
CHOOSE A COUNTRY IN AFRICA AND DO A LITTLE BIT OF RESEARCH ON THE POLITICAL PARTIES IN THAT COUNTRY. (IT MIGHT BE A GOOD IDEA TO CHOOSE THE SAME COUNTRY ON WHICH YOU ARE DOING YOUR FINAL PAPER).

POSSIBLE SOURCES OF DATA ON POLITICAL PARTIES IN AFRICA:
Southern Africa:  
http://www.eisa.org.za/WEP/comparties1.htm
West Africa  
East Africa:  
Google, Wikipedia, etc.

QUESTIONS FOR DISCUSSION:
1. What are the main political parties in this country? How old are each of these political parties?
2. What distinguishes the political parties you read about from one another? Policies? Ethnic support bases? Something else?
3. Would you say these parties are “policy-oriented” or “clientelistic”? What types of campaign promises have they made during election campaigns? What have been their campaign slogans?

Week 9: Ethnicity and Corruption (October 16, 18)

Student Presentations:
de-Indianization in Uganda
The Goldenberg Affair
Muluzi Trial

Readings:

Primary Documents:
QUESTIONS FOR DISCUSSION:
1. What was the process by which senior members of the Kibaki government allegedly stole government money? Describe the nuts and bolts of how they did it.
2. What are the main ethnic divisions in Kenya? What role (if any) do you think ethnic divisions played in encouraging/facilitating corruption in Kenya?
3. What role did international donors play in the “Kenyan Watergate” described in the book?
4. When John Githongo decided to go public, what options did he have? What domestic or international reforms would you suggest that might make the testimony of whistleblowers, such as Githongo, more effective?

Week 10: Natural Resources and International Aid (October 23)

Student Presentations:
Chad-Cameroon Pipeline
Ken Saro-Wiwa

Readings:

October 25: Class Cancelled/Watch Clips from “Oil Gotten Gains”
Part I
Part II

Week 11: International Aid (October 30, November 1)

Student Presentations:
Jubilee 2000
The Millennium Villages


Thursday: Clips from Our Friends at the Bank – VIDEO 4112

Week 12: Research Paper Week (November 6, 8)
Section 6. Why have so many African governments experienced civil war and state collapse?

Week 13: Civil War (November 13, 15)

Tuesday: Final Paper Due

Students Presentations:
Gukurahundi
Biafra
Radio Television Libre des Milles Collines (RTLM)

Readings:

Primary Documents:
(1) Read Section I (Background) and Section V (Second Civil War Onset in 1983) of the following document: http://www.stanford.edu/group/ethnic/Random%20Narratives/SudanRN1.2.pdf
(2) Review the following two-page summary of the Comprehensive Peace Agreement, which ended 23 years of conflict: http://www.c-r.org/sites/www.c-r.org/files/Accord18_10AsummaryoftheComprehensivepeaceagreement_2006_ENG.pdf

QUESTIONS FOR DISCUSSION:
1. Based on the contents of the peace agreement, what would you say were the biggest sticking points between the two sides?
2. Do you think either the greed or grievance framing can help explain the Sudanese conflict?

Week 14: Building New Institutions (November 20)

Readings:

Section 7. Conclusion

Week 15: Final Exam (November 27, 29)

Tuesday: Exam Review

Thursday: Final Exam

Week 16: Conclusion (December 4)

Tuesday: Wrap-Up