PSCI 3082-001: POLITICAL SYSTEMS OF SUB-SAHARAN AFRICA

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Hellems 247 MTWRF 12:15 –3:00 PM

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COURSE OBJECTIVES: Why is sub-Saharan Africa so poor, and why has democracy been such a rarity on the continent? In this course, students will explore and assess a variety of answers to these questions while surveying many of the main events and people in the region's recent political history. Is it the fault of the West and centuries of exploitation of the continent? Or is it the fault of Africa's disastrous post-independence leadership, as embodied in figures such as Idi Amin, Joseph Mobutu, Kwame Nkrumah, and Julius Nyerere? Alternatively, is it the fault of Africa's geography, with its high disease burden and difficult terrain? While not providing definitive answers to these questions, the course will give students more tools for thinking about them. The course will also consider the events and causes of recent African tragedies, such as the HIV/AIDS epidemic and the Rwandan genocide. Not all of Africa's recent history, however, is so tragic. As such, the course will also focus on some African success stories, with the hope of presenting a balanced portrayal of the continent's politics and of assessing seeds of hope for its future.

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REQUIRED READING: All readings listed on this syllabus are required. Three books are available for purchase at the CU Book Store, and one copy of each is also available on course reserve at Norlin Library. You can also purchase any of these books at Amazon.com. They are as follows:

- (1) King Leopold's Ghost by Adam Hochschild
- (2) The Shackled Continent by Robert Guest
- (3) Playing the Enemy by John Carlin (also published as Invictus)

There are also a few short readings that will be posted to the CULearn site for this course.

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GRADES: Overall, the final grade will be allocated in the following manner:

1)	Quizzes:	25%
2)	Research Paper	25%
3)	Final Examination	35%
4)	Participation	15%

First, 25% is based on four closed-book, in-class, multiple choice *Quizzes*. The dates of these quizzes are already specified on this syllabus and will not change. With one exception, quizzes will be based on the assigned readings for that day. I will drop the lowest of your four quiz grades (including zeroes for non-attendance) and calculate your quiz grade based on your highest three scores.

Second, the Research paper (25%) is a medium-length (1000 words, 4 pages) paper based on course readings and some outside readings and research. More information on this assignment is at the end of this syllabus. Papers handed in after the specified time will have ten percentage points subtracted from their final score each business day they are late. Students must also submit papers to turnitin.com, and the same late penalty applies to these electronic submissions.

Third, 35% of the overall grade is based on a closed book, comprehensive *Final Examination* given on the last day of class.

Finally, the *Participation* (15%) component of the grade is based on student engagement and participation in class discussions. All students are expected to come prepared to each class session.

There are no extra credit projects available in this course. Final grades will be determined using the following percentage scale: A=94-100, A-=90-94, B+=87-90, B=84-87, B-=80-84, C+=77-80, C=74-77, C-=70-74, D+=67-70, D=64-67, D=60-64, F=<60.

As always, academic dishonesty is not tolerated; you will receive an "F" in the class and may be expelled. Academic dishonesty includes, but is not limited to, passing off the work of others (especially current or former students or published work) as your own.

Examinations and quizzes will not be given to anyone at a day or time other than that already specified on this syllabus, unless students have discussed with me IN ADVANCE special arrangements due to disability or time conflict. Students with disabilities must show me authorization from the Office of Services to Disabled Students during the first week of class and must still take the examination with special arrangements at the specified time.

MISCELLANEOUS GUIDELINES:

With but a few exceptions, powerpoint slides are NOT posted or otherwise made available to students outside of class. If you miss class, you should copy the notes from a classmate. Please do not ask the instructor what you missed.

Please turn off your cell phones in the classroom. Also, please do not read newspapers, surf the internet, bring your dog(s), or chat with your neighbor during class.

COURSE SCHEDULE:

UNIT 1: WHO CAUSED AFRICA'S UNDERDEVELOPMENT? US, THEM, OR MOTHER NATURE?

Week 1

May 9

Introduction

Us (The West): Slave Trade

May 10

Us (The West): The Scramble for Africa and Colonialism

- Reading assignment: Dowden chapter 4 and pp. 266 to 283 [posted as .pdf in CULearn]. Start reading Hochschild.
- <u>Discussion:</u> Do slavery and colonialism explain African underdevelopment?

May 11

Us (The West): The Cold War, Trade, and Aid

- Reading assignment: Continue reading Hochschild.
- <u>Discussion:</u> Overall, what has been the impact of the West on Africa?
- QUIZ 1: On the map of Africa

May 12

Mother Nature: African Geography and Development

- Reading assignment: Continue reading Hochschild
- <u>Discussion</u>: Do you find geographical explanations of underdevelopment convincing, outlandish, or something in between?

May 13

No Class: Watch Parts 1 and 3 of Guns, Germs, and Steel

http://video.google.com/videoplay?docid=-4008293090480628280# http://video.google.com/videoplay?docid=-4008293090480628280#docid=-3449100874735282191

Reading assignment: Finish reading Hochschild.

Week 2

May 16

Them (Africa's "Big Men"): Nationalism and Independence

- Reading assignment: Start reading Guest.
- <u>Discussion</u>: Why did nationalist dreams fall so short?
- QUIZ 2: On Hochschild

May 17

Them (Africa's "Big Men"): Military Rule and Economic Failure

- Reading assignment: Continue reading Guest
- Discussion: Why haven't Africa's various economic strategies worked? Or have they?

UNIT 2: AFRICA'S TRAGEDIES

May 18

Africa's Tragedies: Rwandan Genocide

 Reading assignment: Continue reading Guest and read Dowden chapter 9 [posted as .pdf in CULearn]

Discussion: Is the West responsible for the Rwandan genocide? May 19 Africa's Tragedies: Africa's World War · Reading assignment: Finish Reading Guest Discussion: Is Africa's burgeon peace sustainable? May 20 Africa's Tragedies: HIV/AIDS in Africa Discussion: How did the HIV/AIDS epidemic get to be so bad? What is the most effective way to address it? QUIZ 3: On Guest 00 Week 3 UNIT 3: AFRICA'S TRIUMPHS? SOUTH AFRICA AND BEYOND May 23 African success stories: Ghana and Botswana Reading assignment: Start reading Carlin Discussion: Do you believe in an African renaissance? RESEARCH PAPERS DUE AT BEGINNING OF CLASS! May 24 South Africa: History and apartheid Reading assignment: Continue reading Carlin Discussion: What are the historical roots of South Africa's racial strife? May 25 South Africa: Transition Reading assignment: Continue reading Carlin Discussion: Why did apartheid occur in South Africa? How could a minority impose its will for so long? May 26 South Africa: Rainbow Nation? Reading assignment: Finish reading Carlin Discussion: Do you consider South Africa a success story? QUIZ 4: On Carlin

RESEARCH PAPER ASSIGNMENT:

May 27

Africa is the most economically underdeveloped region of the world, and it also remains a laggard in how democratic its political systems are. Why does Africa continue to struggle with these challenges? Why have economic affluence and democracy been so rare in the continent? In short, who causes Africa's economic underdevelopment and lack of democracy, us (the West), them (Africa's leaders), or Mother Nature (geography)?

FINAL EXAMINATION

You will write a short paper that makes a definitive argument that answers this last question. The paper should be about 1000 words (about four double-spaced, 12 pt. font pages and certainly no longer than five). You must support the argument with relevant facts and details from one African country on which you do outside research. You must consult and cite sources other than those assigned in class and include formal citations and a bibliography.

The paper should be polished and free of spelling errors and typos. You MUST submit an electronic copy of the entire paper to turnitin.com *and* a hard copy by 12:15 on May 23. Papers handed in after this time will have 10% subtracted from their final score each school day they are late. As always, THERE ARE NO EXCEPTIONS TO THIS RULE. The paper should be typed, polished and free of spelling errors and typos.

UNIVERSITY OF COLORADO POLICIES:

Students with Disabilities

According to the Americans with Disabilities Act, students with disabilities should ask for "reasonable and timely" accommodations. You are welcomed to do so in the first two weeks of the semester either during my office hours or after class. These accommodations can be extended if you are a student with a disability and are registered with the Office of Services to Disabled Students. Please refer to the web link www.colorado.edu/disabilityservices or contact 303-492-8671, Willard 322 for information. University regulations on this issue will be strictly observed. If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities.

Cheating and Plagiarism

Cheating or plagiarizing will be treated according to the University regulations which will be strictly observed. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Students are strongly advised to familiarize themselves with the University of Colorado's Code for Academic Honesty at www.colorado.edu/academics/honorcode/.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Students in this situation can ask for "reasonable and timely" accommodations. Please review the syllabus closely and try to find out whether you have time conflicts with any of the assignments. I encourage you to do so in the first two weeks of the semester and inform me about your concerns either during my office hours or after class. Full details can be found at http://www.colorado.edu/policies/fac_relig.html.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See polices at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student code.

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh.