

## PSCI 3082: Political Systems of Sub-Saharan Africa

Spring 2016

Tuesday/Thursday 9:30-10:45 HUMN 1B80

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Office Hours: Tuesday 11:00-12:00, Thursday 12:30-1:30

### Course Description

This course will trace political development in Sub-Saharan Africa from colonialism, through independence, the Cold War era, and up to the present day. Major themes include democratization, civil conflict, and the links between political and economic development. We will go in-depth with a number of country case studies and will also follow current events in African politics and discuss how they relate to the themes of the course.

This class will be following the “flipped” model in which classroom time is not for students to sit passively and absorb information from lectures, but rather to use the information from assigned readings to create projects/presentations, stage debates, etc. Therefore, it is essential that you come to class prepared, as we will not be repeating the assigned material, but rather working with it.

### Required Texts (available for purchase at the bookstore or online)

Alex Thomson, *An Introduction to African Politics*, 3<sup>rd</sup> ed., Routledge, 2010

Michael Bratton, ed. *Voting and Democratic Citizenship in Africa*. Lynne Rienner Publ, 2013.

John Harbeson and Donald Rothchild, eds. *Africa in World Politics*, 5<sup>th</sup> ed., Westview Press, 2013

**Additional readings** are indicated below. If you don't find them on the D2L site for this course, they can be found online.

### Learning Goals

This course is intended to introduce students to the origins and consequences of socio-political transformations in Africa, and their likely future trajectories. At the end of the course, students should be able to:

- Explain the historical background and recent trends in African politics, identifying broad patterns as well as specific country examples
- Apply their knowledge of African politics to understand current events
- Assess the relationship between economic and political development in Africa
- Make a research-based argument, supporting their conclusions clearly in oral and written form

## Course Requirements and Grading

### Assessment

#### **Map Quiz (5%)** [January 21]

Africa is a large continent with a complex history. To ensure we are all on the same page, we'll finish the second week with a quiz on the locations and colonial histories of sub-Saharan states. A study guide will be posted to D2L.

#### **Country Report (20%)** [February 4]

Unfortunately, one semester is far too little time to cover all of the countries in Sub-Saharan Africa and their unique stories. Thus, each student will become a country expert on one country. A sign-up sheet will be handed out during week 2. Each student will turn in a 4-5 page profile on their country. From this country profile, students will have the knowledge necessary to engage in class discussion by offering case evidence on their country. Further information on the assignment will be provided early in the semester.

#### **In class midterm (20%)** [March 3]

An essay style midterm to be based on the assigned readings. Books and notes will be permitted.

#### **Group Presentations (10%)** [Throughout the Semester]

Throughout the semester we will be working on a number of group projects. Generally, groups will meet on Tuesdays to put together their projects, and then on Thursday groups will be randomly chosen to present.

#### **Participation (10%)** [Throughout the Semester]

Your participation grade will come from the following: posting a question regarding the readings prior to class on Tuesday, participation in group work on Tuesdays, attention to your classmate's presentation on Thursdays, including discussion participation and overall feedback.

#### **Sub-Saharan African Current Events Presentation (10%)** [Throughout the Semester]

One goal of this class is for students to be informed about current political, economic, and social realities in Sub-Saharan Africa. Another goal is that this knowledge of current events is connected to what we are learning in class. Starting the second week of class, we will end each class period with a student-led presentation and discussion of a current event in African politics. Each student will sign up for one presentation.

#### **Final Paper (25%)** [due May 2, 7:00 pm]

Students will write a 5-7 page final paper. More details on this assignment will be provided later in the semester.

### Grading Scale

Final grades will be calculated with the following 100-point scale: A = 100-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D+ = 69-67; D = 66-63; D- = 62-60; F = 59 or below. I do not round grades or give extra credit assignments.

### Other Information

Late assignments will be penalized 10 percent per day.

You are expected to keep up with major current events that impact contemporary African politics. You should make it a habit to review major U.S. and foreign publications for features on Africa, such as *The Economist* or *The New York Times*. For timely Africa-specific news and information, I highly recommend the following:

- 1) News links by region and country: <http://www.allafrica.com>
- 2) The BBC has comprehensive Africa coverage and an easily navigated website: [BBC.co.uk/news/world/africa](http://BBC.co.uk/news/world/africa)
- 3) For current data on elections and elected officials: <http://www.politicalresources.net/africa.htm>
- 4) African magazines and nearly every national newspaper can be found at one of these sites: <http://www.newsdirectory.com/news.php?c=af> or <http://www.world-newspapers.com/africa.html>
- 5) USA-Africa Dialogue Series (listserve) <http://groups.google.com/group/USAAfricaDialogue>
- 6) The World Bank: <http://www.worldbank.org/af>
- 7) The African Union: <http://www.africa-union.org/>

Acknowledgement: I would like to thank Dr. Scott Taylor (Georgetown University) for sharing materials related to this course. This syllabus borrows strongly from the resources he provided.

## Course Schedule

### **Week 1**

#### **January 12: Introduction, Expectations, Geography**

#### **January 14: Colonialism and its Legacy**

Thomson, Ch. 2

Harbeson & Rothchild, Chapter 1

Binyavanga Wainaina, "How to Write about Africa," *Granta Magazine* (September 2005)

### **Week 2**

#### **January 19 and 21: Nationalism and Independence**

Thomson, Ch. 3

Thomas Hodgkin (1957), *Nationalism in Colonial Africa*, "Introductory" (pp. 9-25) (available through CU library- search on Chinook, then log in with your identikey and password)

Nyerere, Julius. 1966. "The Dilemma of the Pan-Africanist."

<http://www.blackpast.org/1966-julius-kambarage-nyerere-dilemma-pan-africanist>

#### **January 21:**

**\*\*\*MAP QUIZ IN CLASS\*\*\***

### **Week 3**

#### **January 26 and 28: Neocolonialism**

Thomson, Ch. 8

Harbeson & Rothchild, Chapter 2

### **Week 4**

#### **February 2 and 4: States, Regimes, Legitimacy, State Failure**

Jeffrey Herbst, "Responding to State Failure in Africa" *International Security* 21 (3), Winter 1996-97: 120-144.

Richard Joseph, "Correspondence: Responding to State Failure in Africa" (A response to Jeffrey Herbst), *International Security*, Vol. 22, No. 2. (Autumn, 1997), pp. 175-184.

Harbeson & Rothchild, Ch. 8

Thomson, Ch 10

**\*\*\*February 4: COUNTRY REPORT DUE IN CLASS\*\*\***

### **Week 5**

#### **February 9: The Military**

Thomson, Ch. 7

John F. Clark, "The Decline of the African Military Coup," *Journal of Democracy*, 18 (3), July 2007.

Herbert, Dukhan and Debos, State Fragility in the CAR: What Prompted the 2013 Coup?

[http://www.gsdr.org/docs/open/CAR\\_GSDRC2013.pdf](http://www.gsdr.org/docs/open/CAR_GSDRC2013.pdf)

Frere and Engelbert, "Briefing: Burkina Faso—The Fall of Blaise Compaore," *African Affairs*, 11/455 (March 2015): 295-307.

## **February 11: Big Men, One Party Rule, Neopatrimonialism**

Thomson, Ch. 6

## **Week 6**

### **February 16 and 18: Political Economy, Structural Adjustment**

Thomson, Ch. 9

Harbeson & Rothchild, Chapter 3

Robert Naiman and Neil Watkins (April 1999) "A Survey of the Impacts of IMF Structural Adjustment in Africa: Growth, Social Spending, and Debt Relief."

## **Week 7**

### **February 23 and 25: Democracy/Democratization**

Thomson, Ch. 11

Harbeson & Rothchild, Chapter 5

Thomas Carothers, "The End of the Transition Paradigm," *JOD* 13.1 (2002) 5-21. Locate at:

[http://muse.jhu.edu/journals/journal\\_of\\_democracy/v013/13.1carothers.html](http://muse.jhu.edu/journals/journal_of_democracy/v013/13.1carothers.html)

Nicolas van de Walle, "Africa's Range of Regimes," *Journal of Democracy*, 13, 2 (April 2002)

[http://muse.jhu.edu/journals/journal\\_of\\_democracy/v013/13.2van-de-walle.html](http://muse.jhu.edu/journals/journal_of_democracy/v013/13.2van-de-walle.html)

## **Week 8**

### **March 1: Democracy/Democratization continued**

Bratton, ed., Chapters 2, 10, 11, 13, 14, and 15

### **March 3: \*\*\*MIDTERM\*\*\***

## **Week 9**

### **March 8 and 10: Natural Resources**

Mehlum, Halvor, Karl Moene, and Ragnar Torvik. 2005. "Cursed By Resources or Institutions?" [D2L]

Diamond, Larry, and Jack Mosbacher. 2013. "Petroleum to the People." *Foreign Affairs*. [Online]

Acemoglu, Daron, Simon Johnson, and James. Robinson. 2003. "An African Success Story: Botswana." [D2L]

## **Week 10**

### **March 15 and 17: Ethnicity**

Thomson, Ch. 4

Daniel Posner, 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review*.

Bratton, ed., Part 1 (Chapters 3, 4 and 5)

**Week 11****March 29 and 31: Response to Conflict**

Harbeson & Rothchild, Ch. 7, 10, 12 and 14.

**Week 12****April 5 and 7: Civil Society**

Harbeson and Rothchild, Ch. 6

Kew, Darren and Modupe Oshikoya. 2014. "Escape from Tyranny: Civil Society and Democratic Struggles in Africa." In *The Handbook of Civil Society in Africa*.

Wamucii, Priscilla. 2014. "Civil Society and the State in East Africa: From the Colonial to the Modern Era. In *The Handbook of Civil Society in Africa*.

**Week 13****April 12 and 14: Case study- South Africa**

Jonny Steinberg, "Introduction: Twenty Years of Majority Rule in South Africa," *African Affairs* (2014)

Ian Cooper, "Zuma, Malema and the Provinces: Factional conflict within the African National Congress," *Critical Perspectives on Southern Africa*, 87 (2015).

Robert Mattes, "South Africa: Democracy Without the People?" *JOD* 13, 1 (January 2002) Locate at: [http://muse.jhu.edu/journals/journal\\_of\\_democracy/v013/13.1mattes.html](http://muse.jhu.edu/journals/journal_of_democracy/v013/13.1mattes.html)

**Week 14****April 19 and 21: Case study- Mali**

Martin van Vliet, Weak legislatures, "Failing MPs, and the Collapse of Democracy in Mali" *African Affairs*, 113 (450): 45-66 (2014).

Blech and Michelitch, "The 2012 Crisis in Mali: Ongoing Empirical State Failure," *African Affairs*, 2015 (published online: August 8, 2015).

Coulibaly and Bratton (2013) "Crisis in Mali: Popular Attitudes on the Way Forward?" *Stability*. <http://www.stabilityjournal.org/article/view/sta.bn/94>

Susannah Wing, "Mali, "Politics of a Crisis" *African Affairs*, Jul 2013. Briefing (9pp)

Adam Nossiter (8/12/13) "In Mali's Election, Dashes of Optimism and Realism" *New York Times*

**Week 15****April 26 and 28: China in Africa, the future of Sub-Saharan Africa**

Harbeson and Rothchild, Chapter 13 (Taylor) "The Growth of China in Africa"

Aleksandra Gadzala and Marek Hanusch, "African Perspectives on China- Africa: Gauging Popular Perceptions and Their Economic and Political Determinants," Afrobarometer Working Paper No. 117, January 2010.

Bashara, Marwin. 2014. "The New Scramble for Africa." Al Jazeera English [Online]

French, Howard. 2010. "The Next Empire," *The Atlantic*, [Online]

Olander, Eric. 2014. "China and Africa Podcast interview with Howard French." [Audio]

## CU Campus Policies

### Notice for students with disabilities:

If you qualify for accommodations because of a disability, please submit a letter from Disability Services in a timely manner so that your needs may be addressed.

(1) The Boulder Provost's Disability Task Force recommended syllabus statement:

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 be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and [www.Colorado.EDU/disabilityservices](http://www.Colorado.EDU/disabilityservices)

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at [www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices)

(2) It is the responsibility of every instructor to clearly explain his or her procedures about absences due to religious observances in the course syllabus so that all students are fully informed, in writing, near the beginning of each semester's classes. Campus policy regarding religious observances states that faculty must make reasonable accommodation for them and in so doing, be careful not to inhibit or penalize those students who are exercising their rights to religious observance. Faculty should be aware that a given religious holiday may be observed with very different levels of attentiveness by different members of the same religious group and thus may require careful consideration to the particulars of each individual case. See [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

### Observance of Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, **{{insert your procedures here}}** See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

A comprehensive calendar of the religious holidays most commonly observed by CU-Boulder students is at <http://www.interfaithcalendar.org/>

## Online Classroom Behavior Policies

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. 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 policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

## Discrimination and Harassment Policies

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>

## Honor Code Policies

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](mailto:honor@colorado.edu); 303-735-2273).

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). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>