

POLS 227 A: AFRICA IN WORLD POLITICS
ADVENT SEMESTER 2019

BASIC INFORMATION

Professor: Karol Czuba

Classes: Tuesday and Thursday, 9.30-10.45 am, Walsh-Ellett Hall 310

Office hours: Tuesday, 1-5 pm and Thursday, 1-3 pm, Guerry Hall 211

(you can optionally sign up for a specific appointment slot during my office hours here: <https://calendar.google.com/calendar?cid=bWtjenViYUBzZXdhbmVILmVkdQ>)

Contact: Blackboard messages / mkczuba@sewanee.edu / 931-598-1547

OUTLINE

This course explores the connections between politics in Africa and elsewhere in the world. We will focus on important political phenomena that have attracted much popular and scholarly attention, compare their manifestations in Africa and in other parts of the world, and explore the potential relationships between these manifestations. While our focus will be mostly on contemporary politics, we will also examine the historical antecedents and causes of phenomena that we observe today.

The structure of the course and selection of readings is intended to suggest plausible causal relationships between political developments in Africa and elsewhere. Authors of several course readings postulate the existence of many of these relationships; their arguments reflect either the authors' academic research or their political stances. Other relationships are suggested by the juxtaposition of multiple readings.

Our primary objective in the course, which we will realize through class discussions of the readings and other materials as well as the assignments that you will complete, will be to carefully and critically examine the veracity of such claims. In some cases we may establish that political developments in Africa have in fact affected those in other parts of the world, or vice versa. Such impacts may be direct or mediated by multiple other factors. Alternatively, we may find no evidence of causal relationships, but discover that comparison of political phenomena present in Africa and elsewhere sheds illuminates their key, but otherwise easy to miss, facets. In yet other cases the apparent connections may be completely spurious. The course is intended as an open-ended journey of discovery and will rely on your active engagement with course materials and classroom activities.

OBJECTIVES AND LEARNING OUTCOMES

The course has multiple objectives, which correspond to the knowledge and skills that you should attain during the semester. By the end of the course, you should be able to:

1. Define key concepts covered in the course.
2. Compare the ways in which various topical political phenomena—from the reduction of extreme poverty and international income inequality and the simultaneous increase of domestic income inequality to democratization—have affected Africa and other parts of the world.
3. Identify the causes of the recent political trends explored in the course.
4. Explain some of the ways in which scholars establish the existence of causal relationships.

5. Productively contribute to your own and fellow students' learning through careful and critical engagement with the course material, presentations, and active participation in classroom discussions.
6. Conduct your own research, develop and substantiate arguments, and communicate your analysis and findings through both speaking and writing.

The course also meets Learning Objective 4 – Exploring Past and Present: Perspectives on Societies and Cultures of the General Education Requirements.

PEDAGOGICAL APPROACH

This is an introductory course in that I do not assume that you will have any prior knowledge of Africa and African politics and in that we will only address a small fraction of the many political and socioeconomic phenomena relevant to the subject matter, theories intended to explain those phenomena, and rich empirical evidence that scholars and others have collected in different settings. At the same time, this course will challenge you. We will cover concepts, theories, explanations, and empirical evidence that may be difficult to understand. To make sense of the course content, you will need to build on the skills that you have already begun to develop and to think about it carefully, logically, critically, and creatively. In other words, you will need to think like a social scientist.

This is a difficult set of skills to acquire and I am committed to helping you develop it. I fully expect that some of the material I ask you to absorb and the tasks I want you to complete will be challenging and confusing. Indeed, I will expose you to new content and ways of knowing and thinking precisely so that you come up against and grapple with the limits of your own understanding. All this new-ness can be destabilizing and disorienting. This is good because not having the knowledge and skills needed to decipher social reality forces us to learn, to discard erroneous preconceptions, to make sense of existing explanations and develop new ones, to collect new empirical evidence that challenges our assumptions, and to communicate what we have learned to others through careful and clear writing and speaking based on evidence, rather than emotional arguments. I welcome your every question about any aspect of the course and this learning process, but you will also need to work hard to benefit from and do well in the course.

Involvement in class activities is an integral and necessary component of learning in the course. Active learning fosters students' ability to think clearly, logically, and critically and develop essential analytical skills. Because my students are active participants in their learning, I expect you to be prepared for, attend, and productively contribute to our classes.

Equally important to this learning process is the development of your ability to conduct your own research. I have designed the assignments and the final exam in this course so that you will not only have to demonstrate your knowledge of the course material, but also collect additional empirical evidence, critically assess scholarly arguments, develop your own perspective, and—since academic work is a collaborative endeavor—present your analysis and findings in a coherent and articulate manner, in both writing and speaking, to me and to your fellow students.

ASSESSMENT

OVERVIEW

Grading scheme

Class involvement	15%
Quizzes	5%
Map quiz	5%
Case study presentation	5%
Comparison essay	10%
Research proposal	5%
Research essay:	
Initial draft	10%
Final draft	10%
Research essay peer review	5%
Final exam:	
In-class component	10%
Out-of-class component	15%
Debate	5%

Assignment submission deadlines and exam date

Map quiz	September 17
Case study presentation	Variable
Comparison essay	October 9
Research proposal	October 23
Research essay:	
Initial draft	November 13
Final draft	December 9
Debate	December 10
Final exam	December 13, 2-3.15 pm

ASSESSMENT DETAILS

Class involvement

The class involvement grade will reflect the productive contributions that you make to our discussions. You will need to demonstrate that you have read and reflected on the readings, paid attention to the content introduced by me, and carefully listened to your fellow students' contributions as well as ask questions and offer your own answers and analysis on class topics. To help you prepare for classes, I will often place questions for readings on Blackboard. Needless to say, you must show up to be a part of the shared intellectual work of the course. I expect you to attend every scheduled class meeting. See the Policies section of the syllabus for exceptions.

Quizzes

In some classes I will administer quizzes to ask a few questions about the content of readings or material covered in that class. These are low-stakes exercises intended to ensure and measure your engagement with the course content. The quizzes will not be announced in advance and they cannot

be made up if you miss a class, no matter the reason. The quiz in which you did worst during the semester will not count towards your final grade.

Map quiz

You will be asked to identify from memory several African countries by filling in a blank map. This exercise is designed to ensure that you are familiar with the countries that we will discuss in the course.

Case study presentation

The presentation will explore the manifestation of one of the phenomena that we investigate in Part II of the course in an African country of your choice. Feel free to consult me about the choice of your country case; for the presentation on inequality, I strongly recommend South Africa. Several of readings for classes later in the course focus on Malawi and Uganda and our discussions would benefit from expert knowledge on the two countries that some of you could develop through work on the presentation.

To prepare the presentation, you will need to develop a good understanding of your country case; to do so you may use online sources such as Wikipedia, but the best presentations will draw on much more in-depth knowledge of the country, derived, for example, from reading a scholarly overview of its history. You will also need to consult some scholarly sources and media articles on the phenomenon of interest in the country. You should address both the causes and impacts of the phenomenon's prominence in the country.

You need to sign up for a presentation here:

https://docs.google.com/spreadsheets/d/1y8t_1TjjiqH23XTq7CHI3MYtdByuu-WnP5R3H6_7ZsI/edit?usp=sharing/.

Depending on the number of students in the course, you will most likely prepare and deliver the presentation together with one other student. You will have fifteen minutes to deliver the presentation.

Comparison essay

In this essay, you will compare the manifestations of the phenomenon that you have examined in your presentation in the African country on which you focused in the presentation and in a non-African country of your choice. Feel free to consult me about the choice of your second country case. You will need to justify your case selection in the essay. You will also need to demonstrate your understanding of the phenomenon under consideration and compare the causes and effects of its manifestations in the two countries. The paper should follow the usual university essay format: with an introduction—and, crucially, a thesis statement—main body, and conclusion. (I will provide you with a handout explaining how to effectively write argumentative essays.) The paper should be four pages long.

The primary purposes of the essay are to measure your understanding of the phenomenon of interest and help you develop the research skills that you need to engage in comparative political analysis.

Research proposal

The purpose of the research proposal is to assist you in selecting your essay question, locating sources, and organizing your ideas as well as to provide you with feedback about your work that you can use as you prepare your research essay. The proposal should be 1 page long. It should: a) identify your selected question; b) state your thesis; c) outline the key arguments that you intend to advance in support of that thesis; and d) explain what scholarly and nonacademic sources you will draw on in your research essay. You should attach a one-page proposed bibliography to your proposal. You do not need to have read all the sources prior to proposal submission, but you will need to justify your choices.

Following submission, you will sign up for a ten-minute appointment with me during my office hours on October 29. During the meeting you will read the proposal to me and explain your current assessment of the quality of your work. I will provide you with feedback at the meeting and assign the grade for the proposal.

Research essay

In the research essay you will answer one of the questions that I will provide to you. You will build on the work you did while preparing the research proposal and develop a cogent argument that demonstrates your knowledge of the existing scholarship on the topic and ability to use empirical evidence found in secondary sources to develop your own explanation. The research essay must be on the same topic as the research proposal. The essay should be 7-9 pages long and follow the standard structure of a university essay. It should draw upon at least 10-12 *academic* sources; you may also use nonacademic sources.

Assessment of the essay will be in two parts.

First, you will prepare an initial draft of the research essay, which you will submit to me and to two fellow students, who will read the essay. During an in-class workshop on November 21 your peers will provide you with feedback about the strengths and weaknesses of the essay. I will also read the essay, provide you with additional feedback, and assign the first grade for the essay.

Second, you will revise the essay based on received feedback. You will submit the final draft of the essay along with the initial draft that you will have received from me. The second grade for the essay will assess the improvement that you have made to the assignment as well as the quality of your research and presentation and the cogency of your argument.

Research essay peer review

You will read and provide feedback on the initial drafts of two of your fellow students' research essays. In preparing your comments, which you will share with your peers at a workshop on November 21, think about the strengths of the existing drafts and the ways in which they can be improved. Your grade will reflect the quality, insightfulness, and helpfulness of the feedback that you provide. In addition to providing your fellow students with additional feedback—and receiving their feedback in return—you will gain the important experience of speaking about your work in public.

Debate

In the last class, on December 10, we will hold a debate to discuss the following motion, which addresses the question on which much of the course is focused:

Is the recent rise of xenophobia, populism, and authoritarianism in both Sub-Saharan Africa and elsewhere in the world a spontaneous expression of popular disaffection, or a product of divide-and-rule tactics that those in power use to weaken popular demands for justice?

The purpose of the debate is to both measure your critical engagement with course content and provide you an opportunity to practice respectful public exchange of arguments.

Final exam

You will write a two-part exam. The first, out-of-class component will consist of an essay. I will post the essay questions twenty-four hours before the exam. You will submit the essay at the start of the exam. The second part of the exam will comprise short answer questions, which you will answer in the classroom.

ADDITIONAL INFORMATION

Assignment formatting

All assignments should be double-spaced with one-inch margins in Times New Roman 12-point font. All citations should follow the Chicago author-date style. The lists of sources, which you must submit with every written assignment, do not count towards the specified assignment length. If you choose to include a cover page, it also does not count towards the assignment length.

Assignment submission

You will submit both electronic and paper copies of all of your assignments. The electronic copy of every assignment should be submitted on Blackboard by 11.59 pm on the day that assignment is due. You can leave the paper copy in the box on the door of Guerry 211 on the same day or bring it to the next class. I will not grade any assignment until you have submitted both copies. Later submission of either copy will attract penalties specified below.

The electronic and paper copies must be identical.

All written work must include the pledge.

I strongly advise you to keep rough and draft work *and* final copies of all of your assignments. You should keep all assignments until the marked assignments have been returned to you and the grades have been posted. You must also retain the initial draft of your research essay until you can resubmit them along with the final draft.

Late submission

I will not accept late submission of three assignments: the case study presentation, because it assesses the manifestation of a phenomenon covered in a specific class; the initial draft of the research essay, because your discussants need time to read the draft before the peer review workshop; and the take-home component of the final exam.

I will apply a late submission penalty of 1% of the assignment grade per weekday (Monday to Friday) to all other assignments submitted after the submission deadline. As per University policies, the last day for submitting written work is the last day of classes: December 11.

Assignment return

I will grade and return all assignments submitted on time no later than two weeks after submission.

Grade appeals

If you wish to appeal your grade for any assignment, you should approach me no earlier than 72 hours and no later than two weeks after that assignment was returned to you. To appeal the grade, please submit a 150-200 word written explanation of why you wish to have the grade reviewed to me. I will decide whether or not to review the grade based on the strength of your argument. If I decide to review the grade, I may keep the grade that you originally received, reduce it, or increase it.

Grading scale

A+ = 97-100, A = 96-93, 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 less

POLICIES

Contact

I strongly encourage you to raise questions not answered by the syllabus during classes and office hours.

You are very welcome to stop by my office during office hours and discuss with me any aspect of the course or other academic concerns that you may have.

During busy weeks, especially ahead of assignment submission, you may want to sign up for a ten-minute appointment (or, within reason, more than one such appointment) during my office hours.

You may also call my office during office hours, although I will prioritize speaking to students who brave the elements to see me in person. I will generally not have time to return phone calls and I will not discuss the course on the phone outside office hours.

I am also happy to answer short questions via Blackboard messages or email. Questions that require more than one short response should be addressed during office hours. I will respond to emails and messages within one full working day. I have every confidence that you know better than to email or message your professors to ask questions answered in the syllabus.

Attendance

I expect you to attend every scheduled class meeting and I will take attendance.

You may have up to three emergency absences before your grade is negatively affected. These absences may be used for any reason (illness, doctor's appointments, other responsibilities, school-sanctioned sports events, or class field trips). These emergency absences cannot include University no-cut mandatory attendance dates. The three emergency absence dates are "no questions asked"; that is, you do not need to communicate with me the reasons for your absence.

Except for documented medical emergencies, each additional absence will result in a reduction of your overall class involvement grade by 25%. I will also reduce your class involvement grade if you habitually arrive late or leave early.

It is your responsibility to get notes on the material covered in classes that you miss from fellow students.

Accommodations

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University. Any student with a documented disability needing academic adjustments is requested to speak with Student Accessibility Services and the instructor, as early in the semester as possible. If you have already requested accommodations, it is your responsibility to present your instructor with a copy of your academic accommodations letter from Student Accessibility Services which is located in the Dean of Students Office (931.598.1229). Accommodations will not be provided without this documentation, and accommodations cannot be applied retroactively. Additional information about accommodations can be found at <https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>. If you have questions about physical accessibility, please inform your instructor so that we can ensure an accessible, safe, and effective environment.

Academic integrity

All forms of academic dishonesty, including plagiarism, are violations of the Honor Code and will be treated as such.

Plagiarism is assuming credit for the work of someone else. This means that every time you use someone else's words or refer to an idea of theirs, you must cite their work.

Additionally, all work should be a product of individual and original work (unless group work is assigned by the professor). Students at the University of the South are required to be familiar with and adhere to the Student Handbook and the Honor Code System. Refer to <http://www2.sewanee.edu/academics/catalog/>. If you ever have a question about an assignment or need additional help, please ask for assistance rather than jeopardize your academic career.

Electronics

You may use a laptop or another electronic device with a keyboard to make notes and/or consult content relevant to the course. You may not use your device for any other purpose. Phones may not be used in the classroom unless explicitly permitted by me.

Title IX matters

Sexual misconduct is a violation of federal Title IX law and University policy. Disclosure of sexual misconduct to University faculty, staff, or student leaders (i.e. proctors) is not confidential and these individuals are required to make reports, including names and circumstances, to the University's Title IX Coordinator. To report incidents of sexual misconduct, please file a report at ReportSexualMisconduct.sewanee.edu or contact the Title IX Coordinator (Dr. Sylvia Gray, titleix@sewanee.edu). For more information on mandatory reporting please see the Mandatory Reporter Policy. For resources on support or confidential disclosure, please refer to the Sexual Misconduct Policy.

UNIVERSITY RESOURCES

Writing support

The Writing Center, located on the main floor of duPont Library, provides objective peer support to Sewanee students who seek assistance with their writing projects. The student tutors can help at any stage in the writing process, including topic development, rough drafts, final drafts, and revisions. Students should bring a copy of the professor's written instructions to the meeting. The Writing Center will not accept papers that are dropped off.

Research support

The Research Help Center in duPont Library is available for all of your research paper, project, and presentation needs. Our librarians can help with each stage of the research process, including topic selection and narrowing, outlining, finding resources, interpreting academic resources, avoiding plagiarism, and integrating research into your paper or presentation. Walk-ins are welcome, but appointments with a research expert are strongly encouraged. You can find more details and sign up for appointments at library.sewanee.edu/researchhelp/librarians/.

The Center for Speaking and Listening

The Center for Speaking and Listening, located on the main floor of duPont Library, provides peer support to Sewanee students who seek assistance with their presentations.

Politics study groups

The Department of Politics at Sewanee provides a study groups program, in which students study with advanced Politics majors who are preparing to take their comprehensive exams. Through partnerships, study group leaders will engage with interested students in helping students to read, study, and take notes more effectively; revise and reorganize written assignments; clarify concepts and provide examples, and create short- and long-term study goals. Please reference <http://www.sewanee.edu/academics/politics/politics-study-groups/> for more information about study groups, including schedules for study group leaders and instructions for joining a group.

Wellness

As a student, you may experience a range of challenges that can interfere with learning, such as stress, strained relationships, increased anxiety, substance misuse, mood changes, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Free counseling, psychological, and psychiatric services are available at the University Wellness Center, and treatment does work. You can learn more about confidential mental health services available on campus at <http://www.sewanee.edu/student-life/university-wellness-center/counseling-and-psychological-service-caps/>.

SCHEDULE AND READINGS

All readings are available online through Blackboard. You can find them under the Readings tab on the course website on Blackboard. There is no textbook assigned in this course. Please pay attention to specified page numbers; in most cases only a section of a particular reading is required.

All readings listed in the syllabus are required.

I am likely to amend the schedule and readings to align them better with the learning needs of students in the course.

PART I. INTRODUCTION

September 3: Introduction: Africa and the world

Adichie, Chimamanda Ngozi. 2009. "The Danger of a Single Story." Video:

<https://www.youtube.com/watch?v=D9Ihs241zeg/>.

Wainaina, Binyavanga. 2005. "How to Write About Africa." *Granta* 92. <https://granta.com/how-to-write-about-africa/>.

Seay, Laura. 2012. "How Not to Write About Africa." *Foreign Policy*, April 25.

<https://foreignpolicy.com/2012/04/25/how-not-to-write-about-africa/>.

Cooper, Frederick. 2015. Chapter 1 ("Introduction"). In *Africa in the World: Capitalism, Empire, Nation-state*. Cambridge, MA: Harvard University Press, pp. 1-10.

September 5 & 10: Africa's global history

With a presentation on literature search and plagiarism by Heidi Syler, Director of ILIT, Jessie Ball duPont Library, on September 10

Young, Crawford. 1994. Chapters 1 ("Bula Matari and the Contemporary African Crisis," Section 1: "Bula Matari: The Origins") and 2 ("Constructing Bula Matari") in *The African Colonial State in Comparative Perspective*, New Haven: Yale University Press, pp. 1-2, 77-80, 95-113, and 138-140.

- Wengraf, Lee. 2017. "How Europe Underdeveloped Africa: The Legacy of Walter Rodney." *Review of African Political Economy Blog*, June 16. <http://roape.net/2017/06/16/europe-underdeveloped-africa-legacy-walter-rodney/>.
- Nunn, Nathan, and Leonard Wantchekon. 2011. "The Slave Trade and the Origins of Mistrust in Africa." *American Economic Review* 101 (7): 3221-3226 and 3249-3250 (also familiarize yourself with the maps on p. 3330).

September 12: The world's African history

- Unattributed. 2003. "How Slavery Helped Build a World Economy." *National Geographic*, January 3. <https://www.nationalgeographic.com/news/2003/1/how-slavery-helped-build-a-world-economy/>.
- Timmons, Greg. 2018. "How Slavery Became the Economic Engine of the South." *History.com*, August 31. <https://www.history.com/news/slavery-profitable-southern-economy/>.
- Drayton, Richard. 2005. "The Wealth of the West Was Built on Africa's Exploitation." *Guardian*, August 20. <https://www.theguardian.com/politics/2005/aug/20/past.hearafrica05/>.
- Acemoglu, Daron, and James Robinson. 2017. "The economic impact of colonialism." *Vox (EU)*, January 30. <https://voxeu.org/article/economic-impact-colonialism/>.

PART II. AFRICA AND WORLD POLITICS IN 2019

September 17 & 19: Poverty, development, and globalization

- Roser, Max and Esteban Ortiz-Ospina. 2019. "Global Extreme Poverty." Oxford: Our World in Data. Parts 1-4. <https://ourworldindata.org/extreme-poverty/>.
- Ortiz-Espina, Esteban, Diana Beltekian, and Max Roser. 2018. "Trade and Globalization." Oxford: Our World in Data. <https://ourworldindata.org/trade-and-globalization/>.
- Collier, Paul, and Willem Jan Gunning. 1999. "Why Has Africa Grown Slowly?" *Journal of Economic Perspectives* 13 (31): 3-22.
- Robert Bates, 1981. Introduction and Chapters 2 ("The Food Sector"), 5 ("The Market as Political Arena and the Limits of Voluntarism"), 6 ("Rental Havens and Protective Shelters"), 7 ("The Origins of Political Marginalism"), and 8 ("Commonalities and Variations") in *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press, pp. 1-6, 43-44, 81-82, 96-97, 103-113, 120-121 (skim pp. 82-90).

September 24 & 26: Inequality and exclusion

- Roser, Max. 2019. "Global Economic Inequality." Oxford: Our World in Data. <https://ourworldindata.org/global-economic-inequality/>.
- Matthews, Dylan. 2018. "The Global Top 1 Percent Earned Twice as Much as the Bottom 50 Percent in Recent Years." *Vox*, February 2. <https://www.vox.com/policy-and-politics/2018/2/2/16868838/elephant-graph-chart-global-inequality-economic-growth/>.
- Bevins, Vincent. 2016. "To Understand 2016's Politics, Look at the Winners and Losers of Globalization." *The New Republic*, December 20. <https://newrepublic.com/article/139432/understand-2016s-politics-look-winners-losers-globalization/>.

October 1: Authoritarianism and the authoritarian resurgence

- Gyimah-Boadi, Emmanuel. 2015. "Africa's Waning Democratic Commitment." *Journal of Democracy*. Vol. 26 (1): 101-113.

Kendall-Taylor, Andrea, and Erica Frantz. 2016. "How Democracies Fall Apart." *Foreign Policy*, December 5. <https://www.foreignaffairs.com/articles/2016-12-05/how-democracies-fall-apart/>.

PART III. DIVIDE AND RULE

October 3: Extraversion

Bayart, Jean-François. 2000. "Africa in the World: A History of Extraversion." *African Affairs* 99 (395): 217-237 and 254-67.

October 8 & 10: Politics of pork

Bratton, Michael, and Nicholas Van de Walle. 1997. Chapter 2 ("Neopatrimonial Rule") in *Democratic Experiments in Africa*, pp. 61-68.

Fukuyama, Francis. 2014. "America in Decay." *Foreign Affairs*, September/October.

October 15: Populism

Müller, Jan-Werner. 2017. "Introduction: Is Everyone a Populist?" In *What is Populism?* London: Penguin.

Mbete, Sithembile. 2015. "The Economic Freedom Fighters: South Africa's Turn Towards Populism?" *Journal of African Elections*, no. 9: 35–59.

October 22 & 24: Politics of identity

Miguel, Edward. 2004. "Tribe or Nation? Nation-Building and Public Goods in Kenya versus Tanzania," *World Politics* 56(3): 327-328, 335-339, and 360-362 (skim other pages).

Posner, Daniel. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi," *American Political Science Review* 98(4): 529-530 and 543-544 (skim pp. 530-543).

Fukuyama, Francis. 2018. "Against Identity Politics." *Foreign Affairs*, September/October. <https://www.foreignaffairs.com/articles/americas/2018-08-14/against-identity-politics-tribalism-francis-fukuyama/>.

October 29 & 31: Xenophobia

Hickel, Jason. 2014. "'Xenophobia' in South Africa: Order, Chaos, and the Moral Economy of Witchcraft." *Cultural Anthropology* 29(1): 103-127. <http://dx.doi.org/10.14506/ca29.1.07>.

Holmes, Carolyn, 2019. "What's Behind South Africa's Xenophobic Violence Last Week?" *Washington Post*, September 9. <https://www.washingtonpost.com/politics/2019/09/09/whats-behind-south-africas-xenophobic-violence-last-week/>.

Tisdall, Simon. 2018. "Rise of Xenophobia is Fanning Immigration Flames in EU and US." *Guardian*, June 22. <https://www.theguardian.com/world/2018/jun/22/as-immigration-crisis-explodes-xenophobes-gain-ground-in-eu/>.

November 5: Politics of sex

Sadgrove, Joanna, Robert M. Vanderbeck, Johan Andersson, Gill Valentine, and Kevin Ward. 2012. "Morality Plays and Money Matters: Towards a Situated Understanding of the Politics of Homosexuality in Uganda." *The Journal of Modern African Studies* 50 (01): 103–29.

Williams, Roger Ross. 2013. "God Loves Uganda." Video (requires subscription—let me know if you don't have it): https://www.amazon.com/gp/video/detail/B06ZZ8L2KC/ref=atv_dl_rdr/.

November 7: State coercion

Davenport, Christian. 2007. "State Repression and Political Order." *Annual Review of Political Science* 10: 2-3.

Burke, Jason, and Zeinab Mohammed Salih. 2019. "Sudanese Protesters Demand Justice Following Mass Killings." *Guardian*, July 13. <https://www.theguardian.com/world/2019/jul/13/sudanese-protesters-demand-justice-after-mass-killings/>.

Searcey, Dionne. 2019. "Cameroon on Brink of Civil War as English Speakers Recount 'Unbearable' Horrors." *New York Times*, October 6. <https://www.nytimes.com/2018/10/06/world/africa/cameroon-election-biya-ambazonia.html/>.

Lopez, German. 2018. "There are Huge Racial Disparities In How US Police Use Force." *Vox*, November 14. <https://www.vox.com/identities/2016/8/13/17938186/police-shootings-killings-racism-racial-disparities/>.

PART IV. WEAPONS OF THE WEAK

November 12 & 14: Political protest and violence

Dionne, Kim Yi. 2018. "Are Protests in Africa Politically or Economically Motivated? This New Book Has Answers." *Washington Post*, August 24. <https://www.washingtonpost.com/news/monkey-cage/wp/2018/08/24/are-protests-in-africa-politically-or-economically-motivated-this-new-book-has-answers/>.

Williamson, Vanessa. 2018. "New Data Show That Police Violence Predicts Black Lives Matter Protests." *Brookings*, May 17. <https://www.brookings.edu/blog/fixgov/2018/05/17/new-data-show-that-police-violence-predicts-black-lives-matter-protests/>.

Chenoweth, Erica, and Jeremy Pressman. 2017. "This Is What We Learned by Counting the Women's Marches." *Washington Post*, February 7. <https://www.washingtonpost.com/news/monkey-cage/wp/2017/02/07/this-is-what-we-learned-by-counting-the-womens-marches/>.

Walter, Barbara. 2014. "Why Bad Governance Leads to Repeat Civil War." *Journal of Conflict Resolution*. 58(2): 1242-1248 and 1265-1266.

Blattman, Christopher, and Jeannie Annan. 2010. "Consequences of Child Soldiering." *The Review of Economics and Statistics* 92 (4): 882-885 and 895-896.

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November 26 & December 3: Nonviolent resistance and valence issues

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December 10: Debate and review