

## **POLS 329 A: COMPARATIVE POLITICS OF AFRICA**

### **EASTER SEMESTER 2020**

Last updated on March 27, 2020 following the transition to online learning during the coronavirus pandemic

Notes on changes to learning in the course following the transition:

Because several of you do not have access to sufficiently high-speed internet connections and cannot participate in synchronous Zoom classes, with the exception of quizzes all learning in the last few weeks of the semester will be asynchronous. I will send you links to recorded lectures prior to scheduled class time. You will prepare presentations as well as participate in online discussions held on Blackboard at a time of your choosing before the next scheduled class.

During the Blackboard discussions you will need to demonstrate your knowledge of the material covered in the lectures as well as course readings and answer questions posed by myself and your peers.

You will record your presentations, upload them online, and send the links to me; I will share those links with all students in the course. You will then answer questions from me and your peers on Blackboard.

You can listen to my lectures, familiarize yourself with the relevant course material, prepare your presentation, and contribute to Blackboard discussions at any point before the start of the class scheduled to cover a new topic. For example, you should learn about political violence, the focus of the March 31 and April 2 classes, before the start of the class on economic development on April 7.

I will administer quizzes on Blackboard on select Tuesdays and Thursdays in the first few minutes of scheduled class time. Please make sure that you have internet access during that time. I will notify you of quizzes via email. The quizzes may address material covered in any previous class, although they will typically focus on the content of the last few classes. To familiarize yourself with the new quiz interface you can take the test quiz located in the Assessment tab of the course page on Blackboard.

My office hours remain the same. You are welcome to use Google Chat to talk with me at any point during my regularly scheduled office hours or make an appointment to speak with me via either Google Chat or Zoom.

### **BASIC INFORMATION**

**Professor:** Karol Czuba

**Classes:**

In the first half of the semester: Tuesday and Thursday, 8-9.15 am, Walsh-Ellett Hall 208 (unless noted otherwise in the class schedule)

Following the transition to online learning: asynchronously on Zoom except for quizzes administered at 8 am on select Tuesdays and Thursdays

**Office hours:** Tuesday and Thursday, 11 am-12 pm, and by appointment, in Guerry Hall 211 before and on Google Chat or Zoom after the transition to online learning (you can book an appointment with me here: <https://karol-czuba.youcanbook.me>)

**Contact:** Blackboard messages, [mkczuba@sewanee.edu](mailto:mkczuba@sewanee.edu), and (during the first half of the semester only) 931-598-1547

## **OUTLINE**

This course is designed to introduce you to the politics of contemporary Africa and to provide you with an opportunity to think critically about how context affects political behavior and institutions. We will explore the phenomena that help to explain politics in Africa, across some 50 countries and nearly one billion people. I hope that the course will inspire in you a lasting interest in Africa and African politics.

The course addresses some key questions in African politics:

- What are the legacies of the continent's precolonial and colonial political history?
- Why is the capacity of African states generally low?
- What explains the limited accountability of African politicians and states?
- How do African politicians mobilize political support and stay in power?
- Why have some African countries experienced high levels of political violence while others have not?
- What explains Africa's slow economic growth?
- How effectual have been Africans' efforts to challenge the political status quo?

In the first part of the course, we will review Africa's recent political history, focusing on the impacts of colonization and on the types of states that have emerged from the continent's colonial experience and evolved in the subsequent decades. In the second part, we will turn to the challenges that postcolonial governments face as they attempt to manage the interests of diverse societies and reform their economies and political institutions. Throughout the course, we will pay particular attention to the continent's diversity and to the substantial cross-country and sub-national variation that we will observe during our discussions of all of the topics covered by the course.

## **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. Identify the key phenomena that have shaped contemporary African politics.
2. Know some notable scholarly contributions intended to explain important aspects of African politics.
3. Develop your own perspective on these issues.
4. Productively contribute to your own and fellow students' learning through careful and critical engagement with the course material, presentations, and active participation in classroom and online discussions.
5. Conduct your own research, develop and substantiate arguments, and communicate your analysis and findings through both speaking and writing.

## **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, (when possible) 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	10%
Quizzes	5%
Map quiz	5%
Presentation 1	5%
Presentation 2	5%
Research project 1 proposal	5%
Research project 1 essay:	
Initial draft	10%
Final draft	10%
Research project 2 proposal	5%
Research project 2 essay:	
Initial draft	10%
Final draft	10%
Final exam:	
In-class component	10%
Out-of-class component	10%

Extra credit 5%

**Assignment submission deadlines and exam date**

Quizzes and presentations	Variable
Map quiz	January 28
Research project 1 proposal	February 17
Research project 1 essay:	
Initial draft	February 26
Final draft	March 9
Research project 2 proposal	April 3
Research project 2 essay:	
Initial draft	April 17
Final draft	April 29
Final exam	May 3, 7-8 pm

ASSESSMENT DETAILS

**Class involvement**

The class involvement grade will reflect the productive contributions that you make to our discussions. These discussions will take place in the classroom during the first half of the semester and on Blackboard following the transition to online learning. During both classroom and online 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 or read 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 discussion questions 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 during the first half of the semester and to actively contribute to the Blackboard discussions in the second half of the semester. 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. Following the transition to online learning all quizzes will be posted on Blackboard at the start of the scheduled class time. You will have ninety seconds to complete every question. For example, a quiz comprised of four questions will be available for six minutes. The quizzes will not be announced in advance and they cannot be made up if you miss a class or are not online at the start of the scheduled class time, 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 and their former colonial powers 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.

**Presentations**

You will give two presentations on a topic discussed in the course. In the first presentation you will discuss the manifestations of a phenomenon examined in the first half of the course in one African

country of your choice. The second presentation will compare the manifestations of a phenomenon covered in the second half of the course in two different African countries, one of which should be the country discussed in your first presentation.

Feel free to consult me about the choice of your country cases. We will discuss Benin, Côte d'Ivoire, Ethiopia, Kenya, Malawi, Rwanda, Sudan, Tanzania, Togo, Zambia, and Zimbabwe in considerable detail in the course. Our discussions would benefit from expert knowledge on these countries that some of you could develop through work on the presentations.

To prepare the presentations, you will need to develop a good understanding of the chosen country's history and politics; 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 may, but do not have to, use slides, videos, and other multimedia content in the presentations.

The primary purposes of the presentations are to provide you with an opportunity to gain in-depth knowledge of countries that you may otherwise know little about, share this knowledge with your peers, and thus enrich our discussions by providing an illustration of the ways in which the phenomena and processes covered in the course have manifested in specific countries. The two presentations will also measure your understanding of the course material and your ability to collect information.

You need to sign up for presentations here:

<https://docs.google.com/spreadsheets/d/1rvItEmxJLgRn2vA3bNAbVhw7dQE-bcD6PnxIr6ttKCw/edit?usp=sharing>.

Depending on the number of students in the course, you will most likely prepare and deliver the presentations together with one other student. Because of your shared knowledge of a specific country acquired in the course of preparing the first presentation, you should work together on both presentations. You will have fifteen minutes to deliver the presentation. During the first half of the semester you will do it in the class following the class in which we finish discussing the topic of the presentation. Following the transition to online learning you will prepare the presentation after I have posted the recording of the lecture on the topic, upload the recording of the presentation online, send the link—which I will share with all students in the course—to me, and answer my and your peers' questions about the presentation on Blackboard.

## **Research projects**

The two research projects are the main assignments in the course. Their primary purpose is to help you to develop your research skills, gain hands-on experience of conducting your own research, and, in the process, consolidate your knowledge and understanding of African politics. The projects have three components: a research proposal and two drafts—initial and final—of the research essay. For the second research project, you have the option to only submit the final draft of the research essay. If you choose this option, the final draft will be worth 25% of your course grade and you will not receive the feedback that I will provide on the proposal and initial draft to other students in the course.

## **Research proposals**

The purpose of the research proposals is to assist you in selecting an essay question from a list that I will provide, 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. Each 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 of the first research proposal, you will sign up for a ten-minute appointment with me during the proposal workshops. 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. Because of the transition to online learning, the second research proposal workshop originally scheduled in the course is not feasible. I will provide you with written feedback on the second research proposal unless you prefer to receive spoken feedback, in which case we will schedule a Zoom meeting.

### **Research essays**

In the research essays you will answer one of the questions provided by me. You will build on the work you did while preparing the research proposals 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.

Each research essay must be on the same topic as the corresponding research proposal. The essay should be 7-10 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 essays will be in two parts.

*First*, you will prepare and submit to me an initial draft of your research essay. I will read the draft, assign the first grade for the essay, and provide you with feedback.

*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.

### **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 during the scheduled exam time.

### **Extra credit**

I encourage you to attend campus events relevant to the content of the course. I will announce such events in class and welcome suggestions of events of which I may not be aware. You can submit to me up to five short (approximately one-page-long) reflection papers detailing the content of events that I have announced in class and your response to the information and perspectives offered by speakers. I will increase your course grade by 1% for every reflection paper you submit. The announced events are open to all students. Only students who attend the events can receive extra credit.

## **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**

During the first half of the semester, you will submit both electronic and paper copies of all of your assignments. Paper copy submission is not feasible following the transition to online learning; after March 14 all assignment submission will be electronic.

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 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 the out-of-class 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. If the electronic and paper copies are submitted on different days, I will use the date of first submission to calculate any penalties.

As per University policies, the last day for submitting written work is the last day of classes: April 29. I will not accept work submitted after that date.

### **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.

In the first half of the semester, 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. Following the transition to online learning, feel free to use Google Chat to talk with me at any point during my regularly scheduled office hours.

You can also sign up for a ten-minute appointment (or, within reason, more than one such appointment) during my office hours on my [youcanbook.me](http://youcanbook.me) page. Additional appointments are available several times a week. Those appointments have to be booked at [youcanbook.me](http://youcanbook.me). When making your booking, please note whether you need to speak ‘face-to-face.’ If so, I will set-up a Zoom meeting and send a link for you to connect at the appointed time. Otherwise, we will talk via Google Chat at the appointed time. I am only available to speak with students during the times specified on the booking page.

During the first half of the semester, 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. Following the transition to online learning, I will record you as absent from a class if you make no contribution to the Blackboard discussion on the topic covered in that class.

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, class field trips, etc.). They 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 obtain from fellow students notes on the material covered in classes that you miss.

### **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 that device for any other purpose. Phones may not be used in the classroom unless explicitly permitted by me. Use of other electronic devices such as headphones and earbuds is not permitted. I will deduct your class involvement grade by 10% every time I notice that you are using an unauthorized electronic device during the scheduled class time.

### **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.

### **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](http://ReportSexualMisconduct.sewanee.edu) or contact the Title IX Coordinator (Dr. Sylvia Gray, [titleix@sewanee.edu](mailto: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/](http://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 or links in the syllabus. There is no textbook assigned in this course.

Please pay attention to specified page numbers; in many 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. For this reason, the schedule is tentative and likely to change as we move through the course material this semester.

### **PART I. HISTORICAL LEGACIES**

#### **January 14: Introduction to African politics**

Hyden, Goran. 2013. Chapter 1 (“The Study of Politics and Africa”) in *African Politics in Comparative Perspective*. New York: Cambridge University Press, pp. 1-21.

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/>.

### **January 16 & 23: Precolonial Africa**

- Evans-Pritchard, E. E., 1940. Chapter 4 (“The Political System”) in *The Nuer. A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford: Oxford University Press, pp. 139-142, 147-150, and 172-184.
- Herbst, Jeffrey. 2000. Chapter 2 (“Power and space in precolonial Africa”) in *States and Power in Africa: Comparative Lessons in Authority and Control*, Princeton: Princeton University Press, pp. 35-57.

### **January 28 & 30: Colonialism in Africa**

- 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.
- Mamdani, Mahmood. 1996. Chapter 2 (“Decentralized Despotism”) in *Citizen and Subject*, Princeton: Princeton University Press, Chapter 2, pp. 37-44 and 49-61.
- Herbst, Jeffrey. 2000. Chapter 3 (“The Europeans and the African Problem”) in *States and Power in Africa: Comparative Lessons in Authority and Control*, Princeton: Princeton University Press, pp. 58-96.

### **February 4 & 6: Decolonization and nation-building**

- Freund, Bill. 1998. Chapter 8 (“The Decolonization of Africa: 1940-60”) in *The Making of Contemporary Africa, 2<sup>nd</sup> ed.* London: Macmillan Press, pp. 167-203 (skim 169-176 and 184-203).
- Herbst, Jeffrey. 2000. Chapter 4 (“The Political Kingdom in Independent Africa”) in *States and Power in Africa: Comparative Lessons in Authority and Control*, Princeton, NJ: Princeton University Press, pp. 97-103.
- Bates, Robert. 1983. Chapter 4 (“The Commercialization of Agriculture and the Rise of Rural Protest”) in *Essays on the Political Economy of Rural Africa*. Berkeley: University of California Press, pp. 92-104.

### **February 17, 6-8.30 pm: African states and Africa’s states-system**

- Herbst, Jeffrey. 2000. Chapters 1 (“The Challenge of State Building in Africa”) and 4 (“The Political Kingdom in Independent Africa”) in *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press, pp. 15-28 (skim pp. 21-28) and pp 103-113.
- Jackson, Robert and Carl Rosberg. 1982. “Why Africa’s Weak States Persist: The Empirical and Juridical in Statehood.” *World Politics* 35(1): 1-24 (skim pp. 2-21).
- Ensminger, Jean. 1996. Chapter 6 (“Collective Action: From Community to State”) in *Making a Market: The Institutional Transformation of an African Society*. New York: Cambridge University Press, pp. 143-165.

### **February 18: Research project 1 proposal workshop (8-9.15 am and 11 am-12 pm, Guerry Hall 211)**

## PART II. KEY ISSUES IN CONTEMPORARY AFRICAN POLITICS

### **February 23, 6.30-7.45 pm and February 25: Authoritarianism, neopatrimonialism, and state-society relations**

- Bratton, Michael, and Nicholas Van de Walle. 1997. Chapter 2 (“Neopatrimonial Rule”) in *Democratic Experiments in Africa*, pp. 61-68.
- Wantchekon, Leonard. 2003. “Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin.” *World Politics* 55: 399-403, 406-407, 413-414, and 421-422.
- Arriola, Leonardo. 2009. “Patronage and Political Stability in Africa,” *Comparative Political Studies*, 42(10): 1339-1341, 1341-1349, and 1358-1359 (skim pp. 1349-1358).

### **February 27 & March 3: Politics of identity: ethnicity, nationality, and race**

- 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).
- 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).

### **March 5 & 10: Politics of identity: gender and religion**

- Maxwell, David. 2000. “Catch the Cockerel before Dawn: Pentecostalism and Politics in Post-Colonial Zimbabwe,” *Africa: Journal of the International African Institute* 70(2): 249-251 and 273-274 (skim pp. 251-273, paying close attention to the main claims within subheadings).
- Turkington, Rebecca. 2018. “A Step Forward for Women in African Politics.” *Council on Foreign Relations Blog*, October 25. <https://www.cfr.org/blog/step-forward-women-african-politics>.
- Arriola, Leonardo and Martha Johnson. 2014. “Ethnic Politics and Women’s Empowerment in Africa: Ministerial Appointments to Executive Cabinets.” *American Journal of Political Science*, 58 (2): 495-499 and 507-508 (skim pp. 499-507).

### **March 31 & April 2: Political violence**

- Langer, Arnim. 2005. “Horizontal Inequalities and Violent Group Mobilisation in Côte d’Ivoire,” *Oxford Development Studies* 33(1): 25-29 and 42-44 (skim pp. 29-42).
- Strauss, Scott. 2012. “Wars Do End! Changing Patterns of Political Violence in Sub-Saharan Africa.” *African Affairs*, 111/443 (April): 179-201.

### **April 7 & 9: Economic development**

- Collier, Paul and Willem Jan Gunning. 1999. “Why Has Africa Grown Slowly?” *Journal of Economic Perspectives* 13: 31, pp. 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).

### **April 15 & 17: Democratization**

*With the Rt Rev James Tengatenga, PhD, Distinguished Visiting Professor of Global Anglicanism in the School of Theology and former Anglican Bishop of Southern Malawi*

Gibson, Clark C. 2002. "Of Waves and Ripples: Democracy and Political Change in Africa in the 1990s." *Annual Review of Political Science* 5 (1): 201–21.

Wiseman, John A. 1999. "Assessing the Outcomes of the Democratic Transition in Malawi." Newcastle upon Tyne: Newcastle University.

<https://ecpr.eu/Filestore/PaperProposal/6f8edc09-6370-49c4-8929-47b0891985d7.pdf/>  
(skim).

### ***African democracy in practice***

*(Because the spring break has been extended, we will not have time to cover this important topic this semester. I recommend that you familiarize yourself with the relevant readings, but none of the material addressed in this class will be on the final exam.)*

*Van de Walle, Nicolas. 2003. "Presidentialism and Clientelism in Africa's Emerging Party Systems."*

*Journal of Modern African Studies, 41(2): 297–321.*

*Bleck, Jaimie, and Nicolas van de Walle. 2013. "Valence Issues in African Elections: Navigating Uncertainty and the Weight of the Past." Comparative Political Studies 46 (11): 1394-1403 and 1412- 1414.*

*Mueller, Lisa. 2018. "Introduction: The Puzzle of Africa's Third Wave of Protests" in Political Protest in Contemporary Africa. New York: Cambridge University Press, pp. 1-24.*

### **April 21 & 23: Recent trends in African politics**

Cheeseman, Nic. 2019. "A Divided Continent — BTI 2018 Regional Report." Gütersloh: Bertelsmann.

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

Matfess, Hilary. 2015. "Rwanda and Ethiopia: Developmental Authoritarianism and the New Politics of African Strong Men." *African Studies Review* 58 (2): 181-191.

### **April 28: Revision**