



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 371 L01
GOVERNMENT & POLITICS OF AFRICA
FALL 2020**

INSTRUCTOR: Chris W. J. Roberts

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OFFICE HOURS (via ZOOM): Tuesdays 1200-1400 & Wednesdays 1230-1330 or by appointment (an appointment can also be a scheduled phone call)

COURSE DAY/TIME: Monday, Wednesday, Friday 1500-1550 – synchronous sessions via ZOOM. These will also be recorded and posted on D2L after class.

DELIVERY METHOD: Web-Based

COURSE PRE-REQUISITES: None

TEACHING ASSISTANT: Comfort Kwarteng (Email: comfort.kwarteng@ucalgary.ca)

COURSE DESCRIPTION:

This course is designed as an intensive introduction to the domestic and international politics of Africa's diverse post-colonial states and political institutions, with a particular focus on Sub-Saharan Africa. Africa's expansiveness and its complexities are often reduced to sweeping generalizations which stand in the way of deeper understanding and explanation of political processes, economic (under)development, and political contestation. While some now focus attention on "Rising Africa" given improved macroeconomic indicators, the student of African politics must try and see past prevailing "Afro-positive" or "Afro-pessimist" narratives in fashion at any particular time.

The "marginalized continent" has suffered extensive extracontinental intervention for five hundred years. Most of the continent has been politically independent as sovereign states for barely sixty or seventy years. Thus, pre-colonial, colonial, post-colonial, and international influences and interventions must all be considered in any explanation of the evolution or trajectory of the politics of African states as well as the African regional state system. Awareness of African agency, even within the context of power asymmetries, is a central theme of this course. The paradox of the strong *de jure* African state (that is, international legal recognition of sovereign states and their borders) and often weak *de facto* African states (that is, governance and authority structures which cannot deliver sufficient public goods) will be another core theme of the course, as this paradox is implicated in authoritarianism, inter- and intra-state conflict, and economic under-performance. How and why post-colonial African states evolved as they did remains contested scholarly terrain, a terrain we will traverse through multiple themes, perspectives, and theoretical approaches.

COURSE OBJECTIVES & LEARNING OUTCOMES:

Course Objectives:

- To introduce students to the historical, theoretical, conceptual, and institutional foundations of contemporary post-colonial African politics
- To cultivate comprehensive knowledge about the complexities of contemporary African political economy in the context of globalization and impulses towards continental and regional integration
- To develop research, analytical, and critical thinking skills geared towards a reflective study of African politics

Learning Outcomes: Students will develop the knowledge and/or skills to ...

- differentiate and identify Africa's major geographic features, political units (i.e., states), and their basic colonial and post-colonial history
- differentiate and identify the regional organizations and international actors (empires, countries, organizations) that historically or currently influence African politics and political economy
- develop an appreciation for the human and societal complexities underpinning Africa's post-colonial political evolution, from language and ethnicity to religion and gender
- identify and recognize the contributions of significant African leaders (and intellectuals, movements, etc.) as well as noteworthy Africanist scholars
- develop appropriate research skills to find and assess primary information and secondary analysis relevant to African politics
- identify, understand, distinguish, apply, and critique different key concepts, theoretical perspectives, and dominant narratives that attempt to explain and analyze various aspects of African politics, economics, and conflict
- develop a considerable level of expertise about one country to enable cross-class comparisons around key themes and concepts through discussions, online participation, and written work

REQUIRED TEXTBOOK:

Pierre Englebert & Kevin C. Dunn, *Inside African Politics*, 2nd Edition (Boulder, CO: Lynne Rienner Publishers, 2019).

Hard copy is available from the UCalgary Bookstore. E-book version is available directly from the publisher's website:

https://www.rienner.com/title/Inside_African_Politics_2nd_edition. Note that this is the second edition, just released in 2019.

REQUIRED TECHNOLOGY:

You will require a computer device with a stable internet connection to complete this course, with regular usage of D2L and ZOOM. As per the Fall 2020 university requirements, it is expected that students have both a video camera and microphone for class participation (e.g., asking questions, participating in discussions in class, etc.) and for ZOOM office hours, but you can also use the ZOOM chat function to participate in class. You will also need to ensure you have reliable access to TopHat via your smart phone and/or computer, an online app used for asynchronous homework questions as

well as in-class, real-time surveys. The TopHat registration process (including course code) and usage will be explained in the first week of class.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
TopHat Quizzes & Surveys	15%	Regularly throughout the course, mostly as homework between classes related to readings, and sometimes as surveys during class. Note: once TopHat questions are closed, they cannot be reopened.
Country case study	10% 15%	Each student will get one randomly assigned African country case study (with 2-3 students assigned to the same country). That will involve (1) populating a D2L Discussion (forum) with specific topics by specified dates, and (2) a short country case study analysis (with specific parameters provided), due at the end of term: Saturday, Dec. 5th, 11:59pm on D2L Dropbox.
Mid-Term	15%	D2L Quizzes: Monday, Oct 26th (24 hour window, 50 minute exam, total technology time limit 75 minutes)
One short paper	20%	Variable topics & due dates before Reading Week
Registrar Scheduled Final Exam (2 hour exam plus 1 hour technical time added = 3 hours)	25%	Scheduled by Registrar during the exam period (on D2L Quizzes)
Total	100%	

If a student misses a required course component, please get in touch with the instructor as soon as possible.

TOPHAT QUIZZES & SURVEYS (15%)

TopHat is an online response application available for free for all University of Calgary students. Using a lap-top, tablet, or smart phone, students answer questions in real-time in class or as homework outside of class. Some questions generate participation points only (e.g., surveys), while most questions also generate points for correct answers. Questions will generally be available between classes as homework, related to recently completed or upcoming assigned reading/topics. If by the end of the term your TopHat average is 90% or greater, you will receive 15/15 weighted points. This takes into account technical glitches and the occasional missed question.

COUNTRY CASE STUDY (10% + 15%)

In the second week of class, all students will be assigned a random African country case study about which they will be expected to become the class expert. During the term, students will populate a D2L Discussion (forum) with specific topics by specified dates related to their country. That will be graded periodically and worth 10% in total. Near the

end of the term, a short country case study analysis (worth 15%, with specific parameters provided), will be written and submitted on D2L Dropbox on Saturday, Dec. 5th, 11:59pm.

MID-TERM (15%)

A 50 minute exam (with technical time added, so 75 minutes total time) will be open on D2L Quizzes **24 hours prior to the end of class on Monday, Oct 26th**. It will comprise a mix of multiple choice, true-false, and matching or identification questions. Students can start the exam at any time during the 24 hour window, but have to be finished before 3:50pm on Monday, Oct. 26th.

SHORT CONCEPTUAL PAPER (20%)

Each student will submit one short conceptual paper based on topics/due dates provided early in the course. Topics will be active for three weeks with a limited number of slots per topic available. The schedule of essay topics and associated readings plus due dates will be provided in the third week, along with the grading rubric. The essay will be submitted via D2L Dropbox by the specific date, with a five page hard cap (double-spaced, excluding title and reference pages).

REGISTRAR SCHEDULED FINAL EXAM (25%)

Scheduled by Registrar during exam period (Dec. 12-23, 2020)

Two hour exam plus one hour extra technology time

This exam will be set up on D2L Quizzes and be a range of multiple choice, true/false, and matching questions cumulative for the whole course though weighted towards the second half of the course. The exam will be available for 24 hours but close at the end of the Registrar scheduled time slot. Once the exam is started, there will be a time limit of three hours in total, with extended time for those with approved accommodations (but you have to start with enough time to finish before the end of the official time slot).

Note: To be eligible to pass the course, students need to submit the short essay, the country case study paper, and take the final exam.

Writing Statement:

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

GRADE SCALE:

The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES:

Late penalties of five percent (5%) will be applied to deadlines for the Short Paper and Country Case Study (the written submission due near the end of term) for each 24 hours past the respective deadline, including weekends.

COURSE SCHEDULE, TOPICS, & READING LIST: The schedule is tentative and may change as the need arises.

COURSE SCHEDULE (Subject to change)		
“E&D” refers to Englebert & Dunn (2019) textbook / Other readings will be available via D2L		
DATE	TOPICS & THEMES	REQUIRED READINGS BEFORE CLASS
Week 1 Sept 8-11 <i>First class:</i> Wednesday, Sept 9th	Course Introduction Syllabus & Assignments D2L, ZOOM, & TopHat usage Class knowledge inventory Theme: Why Study Africa? <ul style="list-style-type: none"> • What does it mean to “study Africa”? • Why should outsiders study African politics? • What steps can be taken to cultivate a reflective, critical, and rigorous approach to the study of African politics? 	1) E&D, Chapter 1, “Why African Politics Matter” 2) Wainiana, “How to Write About Africa,” Granta.com (2005) 3) Gavin, “In 2019 Africa’s Relevance Should No Longer Be a Surprise,” CFR.org (15 March 2019) You should start using the Africa Map learning tool at http://lizardpoint.com/geography/africa-quiz.php to learn the basic political geography of the continent.
Week 2 Sept 14-18	Theme: Africa Today & Yesterday – Competing Research Questions, Narratives, & Trends <ul style="list-style-type: none"> • Continental similarities & variation • Is Africa Rising? How do we know? • Is Africa breaking down (conflict, authoritarian drift, etc.)? • (Why) Is Africa poor? Different assumptions produce different answers to this question • <i>Case study country assigned</i> 	1) Acemoglu and Robinson, “Why is Africa Poor?” <i>Economic History of Developing Regions</i> (2010): pp. 21-33 only. 2) Ake, “Rethinking African Democracy,” <i>Journal of Democracy</i> , Vol. 2 No. 1 (1991) 3) Coleman, “This region will be worth \$5.6 trillion within 5 years – but only if it accelerates its policy reforms,” <i>World Economic Forum</i> (11 February 2020).
Week 3 Sept 21-25	Theme: Pre-colonial & Colonial Legacies How have pre-colonial societal/political organizations followed by extracontinental interventions shaped the contemporary socio-political-economic landscape? <ul style="list-style-type: none"> • Review the range of pre-colonial political communities from village and lineage-based societies to city states & empires; forms of European conquest & authority; pathways to independence 	1) E&D, Chapter 2 “The Evolution of African States” 2) Cheeseman and Fisher, “How colonial rule predisposed Africa to fragile authoritarianism,” <i>The Conversation</i> (31 October 2019). 3) SELF-DIRECTED RESEARCH: Know your case study’s pre-colonial and colonial background

Week 4 Sept 28 - Oct 2	Theme: Independence & African Political Thought What were the driving ideologies and philosophies of nationalist and post-independence leaders? What were the different approaches they took towards political systems and development? How are they similar or different to the ideologies of contemporary leaders?	1) Martin, Intro Chapter to <i>African Political Thought</i> (2012) 2) Asiedu, "Africa has forgotten the women leaders of its independence struggle," <i>QuartzAfrica</i> (16 March 2019) 3) SELF-DIRECTED RESEARCH: What kinds of ideas and ideologies have dominated or competed in your case study since independence?
Week 5 Oct 5-9	Theme: Political (im)mobilization & identity Does ethnic diversity explain Africa's politics and economic performance? When and why are different identities salient for politics? Do ethnically inclusive executives/cabinets solve the "ethnic conflict" problem?	1) E&D, Chapter 3 "People, Identity, Politics" 2) Appiah, "Race in the Modern World," <i>Foreign Affairs</i> (2015) 3) Raleigh and Wigmore-Shepherd, "Inclusive cabinets don't improve governance or reduce conflict," <i>Mail & Guardian</i> (7 July 2020) 4) SELF-DIRECTED RESEARCH: How diverse is your country? How has that diversity been accommodated, exacerbated, or ignored by political and economic institutions since independence?
Week 6 Oct 13-16 No Class on Monday, Oct 12 Thanksgiving	Theme: The State of the Post-Colonial State <ul style="list-style-type: none"> Formal & Informal political institutions Neopatrimonialism & its critics 	1) E&D, Chapter 4 "The Practice of Power" 2) Felter, "Africa's 'Leaders for Life'," CFR.org (29 April 2019) 3) Lebas, "Term Limits & Beyond: Africa's Democratic Hurdles," <i>Current History</i> (May 2016)
Week 7 Oct 19-23	Theme: Leadership & Governance <ul style="list-style-type: none"> Executive power & legislatures, judiciary Chiefs & Traditional Authority Military in politics Delivering public goods <p>Will include a review of some leading political-economic-governance indicators, including: Ibrahim Index of African Governance: http://mo.ibrahim.foundation/iiag</p>	1) E&D, Chapter 5 "Regime Types Across the Spectrum" 2) Cheeseman, "State of democracy in Africa: changing leaders doesn't change politics," <i>Democracy in Africa</i> (17 August 2020). 3) Baldwin, "Chiefs, Democracy, and Development in Contemporary Africa," <i>Current History</i> (May 2020). 4) Souaré, "The African Union as a norm entrepreneur on military coups d'état in Africa (1952-2012): an empirical assessment," <i>Journal of Modern African Studies</i> (2014) Vol. 52, No. 1: 69-94. 5) Abebe, "Popular Protests Pose a Conundrum for the AU's Opposition to Coups," <i>The Conversation</i> (5 May 2019)
Week 8 Oct 26-30	Mid-Term: 24 hour window, to be completed by end of class on Monday, Oct. 26th on D2L Quizzes (75 minutes including technical time of 25 minutes) Theme: The Political Economy of Development Is there something unique to Africa that impedes economic development?	1) E&D, Chapter 6 "The Economic Dimensions of African Politics" 2) Other selected, topical sources on D2L including

	Questioning the “Africa dummy” variable... if you’ve done any stats or quantitative analysis, you’ll know what that means.	economic stats from World Bank, UNECA, etc., to assist in adding relevant information for your case study
Week 9 Nov 2-6	Theme: The Political Economy of Development (continued)	See above, plus: 3) Garvelink, “Land Tenure, Property Rights, and Rural Economic Development in Africa,” CSIS.org (2012) 4) Boone, “Land tenure regimes and state structure in rural Africa: implications for forms of resistance to large-scale acquisitions by outsiders,” <i>Journal of Contemporary African Studies</i> , Vol. 33 No. 2 (2015), esp. pp. 171-178. 5) Coulibaly et al, “Is sub-Saharan Africa facing another systemic sovereign debt crisis?” Brookings (3 April 2019) 6) Misheck Mutize, “African countries aren’t borrowing too much—they’re paying too much for debt,” <i>Quartz Africa</i> (22 February 2020) (Link on D2L)
Week 10 Nov 9-13	Reading Break – No Classes	
Week 11 Nov 16-20	Theme: International Relations & Internal Insecurity What accounts for variation in the type and intensity of political violence across the continent, and why is violence increasing since 2011-12 after a decade of decreasing levels of violence?	1) E&D, Chapter 7 “War, Conflict, and Security” & Chapter 8 “The International Relations of African States” 2) Herbst, “War and the State in Africa,” <i>International Security</i> (Spring 1990), Vol. 14, No. 4: 117-139. 3) The New Humanitarian, “Briefing: The civilian fallout from the Sahel’s spreading militancy” (30 May 2019) 4) De Wall, “Africa’s ‘Civil Wars’ Are Regional Nightmares,” <i>Foreign Policy</i> online (22 Oct 2019). 5) Amnesty International, “Africa: Armed conflicts and state repression fuel cocktail of human rights violations” (7 April 2020).
Week 12 Nov 23-27	Theme: International Relations & Internal Insecurity (continued) What are the prospects for regional (RECs) and continental integration and conflict resolution? What is the role of major powers and middle powers in contemporary African geopolitics and economic development?	1) China in Africa – The Real Story: http://www.chinaafricarealstory.com 2) Nshimbi, “Pan-African Aspirations Drive a New Free Trade Pact,” <i>Current History</i> (May 2019) 3) Government of Canada, “Canada and Sub-Saharan Africa” (Last updated 10 January 2020).
Week 13 Nov 30 - Dec 4	Africa in the 2020s: Covid19, Economic Development, Regional Security, & Democracy	Country Analysis Paper Due Saturday, Dec. 5th, 11:59pm On D2L Dropbox

Week 14 Dec 7-9	Course review	
	Registrar Scheduled Final Exam (2 hour exam / 3 hour time limit given additional hour for technical issues)	TBA: Between December 12-23

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet via Zoom outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually (via ZOOM or by phone).

Email is a common form of communication but it is not always the most effective way of answering student questions. **Always include the course name (Poli 371) in the subject header of your email. Emails without a course name in the subject header will not receive a reply.** It is imperative that students regularly check their UofC email accounts and D2L for course related information and announcements. If you have sent the instructor an email but have not received a reply within 24 hours, please resend.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.