



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 371 L01
Governments & Politics of Africa
Summer 2021**

INSTRUCTOR: Chris W. J. Roberts

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COURSE D2L: <https://d2l.ucalgary.ca>

OFFICE HOURS (via ZOOM): Wednesday, 1100-1300 & Thursday, 1300-1400, or by appointment.

COURSE DAY/TIME: Tuesday & Thursday, 0900-1145 – synchronous sessions via ZOOM. These will also be recorded and posted on D2L after class.

DELIVERY METHOD: Web-Based

COURSE PRE-REQUISITES: None

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. The first takeaway from this introductory course is that Africa is not a country, it is a continent of over 50 diverse countries.

The so-called "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, their governments, 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 do not 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 and government
- 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 contributions of significant African leaders (and intellectuals, movements, etc.) as well as noteworthy Africanist scholars and artists
- 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, 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 class.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
TopHat Quizzes & Surveys	20%	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.
Two Short (60 minute) Mid-Terms	15% x 2 =30%	Taken on D2L Quizzes within 24-hour window ending at: 1) Tuesday, July 20th, 10am 2) Thursday, July 29th, 10am
Country case study paper	30%	Each student will get one randomly assigned African country case study. Besides in-class and TopHat survey responses, a formal country case study paper (with specific parameters provided) will be due at the end of term: Sunday, Aug 15th, by 5pm on D2L Dropbox.
Registrar Scheduled Final Exam (2 hour exam with 60 minutes additional time for D2L Quizzes/technical issues)	20%	Scheduled by Registrar during the exam period (on D2L Quizzes) between Aug 13-17.
Total	100%	

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

TOPHAT QUIZZES & SURVEYS (20%)

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 95% or greater, you will receive 20/20 weighted points. This takes into account technical glitches and the occasional missed question. Once TopHat questions are closed after a deadline or put into “review” mode, they cannot be reopened.

COUNTRY CASE STUDY PAPER (30%)

By the second 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 answer TopHat survey questions about their country and provide examples during class discussions. At the end of term, a country case study paper (following specific

parameters provided), will be written and submitted on D2L Dropbox by Sunday, Aug. 15th, at 5pm.

TWO MID-TERM EXAMS (15% each; total 30%)

Two 60-minute exams will be taken within a 24-hour window that ends at 10:00am on Tuesday, July 20th and Thursday, July 29th. They will comprise a mix of multiple choice, true-false, and matching or identification questions. Classes will resume at 10:30am.

REGISTRAR SCHEDULED FINAL EXAM (20%)

Scheduled by Registrar during exam period (Aug. 13-17)

Two-hour exam plus 60 minutes additional technology time

This open-book final exam will be set up on D2L Quizzes and be a range of multiple choice, true/false, matching, and short answer questions cumulative for the whole course though weighted towards the political economy and international relations themes 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 3.0 hours in total, with extended time for those with approved accommodations (but everyone has 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 take both mid-terms, submit 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 ten percent (10%) will be applied after the deadline for the Country Case Study paper 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
Class 1 Tuesday, June 29th Thursday, July 1 st (CANADA DAY/ NO CLASS)	Course Introduction Syllabus & Assignments D2L, ZOOM, & TopHat usage Class knowledge inventory Themes: 1) Africa is not a country. 2) 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) Kinyondo and Pelizzo, “How Covid-19 has affected Africa’s Development,” <i>World Affairs</i> (Spring 2021). 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.
Class 2 Tuesday, July 6th	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; different pathways to independence • <i>Case study country assigned on D2L on Monday, July 5th.</i> 	1) E&D, Chapter 2 “The Evolution of African States” → This is a long chapter, and you have a full week to get through it before this class. 2) Cheeseman and Fisher, “How colonial rule predisposed Africa to fragile authoritarianism,” <i>The Conversation</i> (31 October 2019). 3) SELF-DIRECTED RESEARCH: Get to know your case study’s pre-colonial and colonial background through to its independence era
Class 3 Thursday, July 8th	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) Hendrickson & Zaki, “Modern African Ideologies,” in <i>The Oxford Handbook of Political Ideologies</i> (2013). 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?
Class 4 Tuesday, July 13th	Theme: Africa Today: Competing Research Questions, Narratives, & Trends <ul style="list-style-type: none"> • Continental similarities & variations • Is Africa Rising? How do we know? 	1) Ake, “Rethinking African Democracy,” <i>Journal of Democracy</i> , Vol. 2 No. 1 (1991) 2) Acemoglu and Robinson, “Why is Africa Poor?” <i>Economic History of Developing Regions</i> (2010): pp. 21-33 only.

	<ul style="list-style-type: none"> • Is Africa breaking down (conflict, authoritarian drift, etc.)? • (Why) Is Africa poor? Different assumptions and levels of analysis produce different answers 	3) Onabajo and Hassan, “America’s lessons for African dictators,” <i>Mail & Guardian</i> (South Africa, 7 January 2021).
Class 5 Thursday, July 15th Class 6 Tuesday, July 20th	Theme: Political (im)mobilization & identity <ul style="list-style-type: none"> • Does ethnic diversity explain Africa’s politics and economic performance? • When and why are different identities salient for politics? Mid-term 1 (9-10am) - Online on D2L Quizzes 10:30-11:45 Theme: The State of the Post-Colonial State – Part 1 <ul style="list-style-type: none"> • Formal & Informal political institutions • Neopatrimonialism & its critics • Military in politics 	1) E&D, Chapter 3 “People, Identity, Politics” 2) Appiah, “Race in the Modern World,” <i>Foreign Affairs</i> (2015) 3) SELF-DIRECTED RESEARCH: How diverse is your country? How has that diversity been accommodated, exacerbated, or ignored by political and economic institutions since independence? 1) E&D, Chapter 4 “The Practice of Power” 2) 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. (Selected pages only) 3) SELF-DIRECTED RESEARCH: What does politics look like in your case study country? What is more important to understand: the formal political institutions or the informal ones?
Class 7 Thursday, July 22nd	Theme: The State of the Post-Colonial State – Part 2 <ul style="list-style-type: none"> • Executive power & legislatures • The Judiciary: autonomous, assertive, authoritative? 	1) Siegle and Cook, “Circumvention of Term Limits Weakens Governance in Africa,” Africa Center for Strategic Studies (updated May 2021). 2) Raleigh and Wigmore-Shepherd, “Inclusive cabinets don’t improve governance or reduce conflict,” <i>Mail & Guardian</i> (7 July 2020) 3) Cheeseman, “State of democracy in Africa: changing leaders doesn’t change politics,” <i>Democracy in Africa</i> (17 August 2020).
Class 8 Tuesday, July 27th	Theme: Regime Types, Trends, & Governance <ul style="list-style-type: none"> • Democratization vs Authoritarianism • Chiefs & Traditional Authority • Delivering public goods: Will include a review of leading political-economic-governance indicators, including Ibrahim Index of African Governance: http://mo.ibrahim.foundation/iiag 	1) E&D, Chapter 5 “Regime Types Across the Spectrum” 2) Baldwin, “Chiefs, Democracy, and Development in Contemporary Africa,” <i>Current History</i> (May 2020). 3) Abebe, “Popular Protests Pose a Conundrum for the AU’s Opposition to Coups,” <i>The Conversation</i> (5 May 2019)
Class 9 Thursday, July 29th	Mid-term 2 (9-10am) – Online on D2L Quizzes 10:30-11:45 - Theme: Intro to the Political Economy of African Development	No new readings for this class. See next class.

	Is there something unique to Africa that impedes economic development? Questioning the “Africa dummy” variable... if you’ve done any stats or quantitative analysis, you’ll know what that means.	
Class 10 Tuesday, Aug 3rd	Theme: The Political Economy of African Development (continued)	1) E&D, Chapter 6 “The Economic Dimensions of African Politics” 2) Garvelink, “Land Tenure, Property Rights, and Rural Economic Development in Africa,” CSIS.org (2012) 3) Other selected, topical sources on D2L including economic stats from World Bank, UNECA, etc., to assist in adding relevant information for your case study
Class 11 Thursday, Aug 5th	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” 2) Herbst, “War and the State in Africa,” <i>International Security</i> (Spring 1990), Vol. 14, No. 4: 117-139.
Class 12 Tuesday, Aug 10th (Last class)	Theme: International Relations & Regional Integration 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) E&D, Chapter 8, “The International Relations of African States” 2) AUDA-NEPAD, “Conditions for Success in the Implementation of the AfCFTA,” (2021) 3) China in Africa – The Real Story: http://www.chinaafricarealstory.com 4) Business Council of Canada, “Why Africa?: Building Canada’s economic ties to the world’s fastest-growing continent,” (February 2020): https://thebusinesscouncil.ca/report/why-africa/
		Country Analysis Paper Due Sunday, Aug 15th, 5 pm On D2L Dropbox
	Registrar Scheduled Final Exam (2 hour exam with 60 minutes extra time given for technical issues with D2L Quizzes)	TBA: Between Friday, Aug 13th and Tuesday, Aug. 17th

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 email or call 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 may 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>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/archives/2020/i-2.html> for additional information.

With regard to reappraisal of academic assessments (final grades) [I think we should use the terminology in the calendar here], I suggest the following:

The University Calendar states that for reappraisal of academic assessments (final grades):

“In the reappraisal of a final grade, the only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar) (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/archives/2020/i-3.html>.

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=86e7438013753ac06f3afb2e144b031

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/>.