PS 6543, African Politics
Tuesday-Thursday: 9:30 to 10:45AM
Location: Bowen 160
Credit: 3
FOR GRADUATE STUDENTS

Instructor:
Dr. Carolyn Holmes
Email: ceh679@msstate.edu; response time is 9:00AM to 5:00PM
Office: Bowen Hall, Rm. 195

Office Hours: Tuesday and Thursday, 1:00 PM to 3:00PM

Course Description: Three hours lecture. Survey of contemporary politics in Sub-Saharan Africa.

Class Schedule and Due Dates:

First Week How We Talk/Write About and Relate to Africa:
August 16 – Introduction and Expectations

- Uzodinma Iweala "Stop Trying to 'Save' Africa" *The Washington Post* 15 July 2007. http://www.washingtonpost.com/wp-dyn/content/article/2007/07/13/AR2007071301714.html

- Binyavanga Wainaina "How to Write about Africa" Granta, vol. 92 (2006). http://granta.com/how-to-write-about-africa/

August 18
Readings– Pre-Colonial African Authority and the Genesis of Colonialism:

- Osafo-Kwaako, Philip and James A. Robinson. 2013. "Political Centralization in Pre-Colonial Africa" *Journal of Comparative Economics* 41(1): 6-21.
- Englebert, Pierre. "Pre-Colonial Institutions, Post-Colonial States, and Economic Development in Tropical Africa." *Political Research Quarterly*53, no. 1 (2000): 7-36.

Second Week – Pre-Colonial African Authority, Colonialism and the Slave Trade:
August 23
Readings:

- Peter Geschiere 1993. "Chiefs and Colonial Rule in Cameroon: Inventing Chieftaincy, French and British Style." *Africa* 63 (2), 1993
- Young, Crawford. 1994. "Constructing Bula Matari." In *The African Colonial State in Comparative Perspective*. New Haven: Yale University Press, p. 124-133.

August 25
Readings:

- Lovejoy, Paul E. "The Impact of the Atlantic Slave Trade on Africa: A Review of the Literature." *The Journal of African History* 30, no. 3 (1989): 365-94.

- Nunn, Nathan and Leonard Wantchekon. 2009. "The Slave Trade and the Origins of Mistrust in Africa." NBER Working paper. https://www.princeton.edu/~lwantche/The_Slave_Trade_and_the_Origins_of_Mistrust_in_Africa_Use_This_One

Third Week – Long Term Effects of Colonialism and the Slave Trade:

August 30 – Class Cancelled for Departmental Event

September 1 – Guest Lecture: Dr. Shoup
Reading:

- Mamdani, Mahmood. "Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism." *Comparative Studies in Society and History* 43, no. 4 (2001): 651-64. http://www.jstor.org/stable/2696665.
- Ekeh, Peter P. "Colonialism and the Two Publics in Africa: A Theoretical Statement." *Comparative Studies in Society and History* 17, no. 1 (1975): 91-112. http://www.jstor.org/stable/178372

Fourth Week – Nationalism and Independence:
September 6
Readings:

- Textbook
  - Chapter 1 (Nationalism, One-Party States and Military Rule)
- Larmer, Miles. "Unrealistic Expectations? Zambia's Mineworkers from Independence to the One-Party State, 1964-1972." *Journal of Historical Sociology* 18, n. 4 (2005): 318-352.

September 8
Readings:

- Textbook
  - Chapter 18 (Electoral Authoritarianism),
- Tripp, Aili Mari. "The Changing Face of Authoritarianism in Africa: The Case of Uganda." *Africa Today* 50, no. 3 (2004): 3-26.

Fifth Week - Democracy:
September 13
Readings:

- Van De Walle, Nicolas. "Presidentialism and Clientelism in Africa's Emerging Party Systems." *The Journal of Modern African Studies* 41, no. 2 (2003): 297-321.
- Text Book:
  - Chapter 5 (Neopatrimonialism)
  - Chapter 6 (Informal Practices of Civil Servants)

September 15
Readings:
Readings:

- Textbook
    - Chapter 20 (Legislatures)
    - Chapter 22 (Public Op. and Democratization)
- Barkan, Joel D. 2008. "Legislatures on the Rise?" *Journal of Democracy* 19(2): 124-137.
- (For Grad Students Only) Young, Crawford. "The End of the Post-Colonial State in Africa? Reflections on Changing African Political Dynamics." *African Affairs* 103, no. 410 (2004): 23-49.

Sixth Week – Democracy (cont'd):
September 20
Readings:

- Textbook
    - Chapter 19 (elections)
    - Chapter 21 (Political Parties)

September 22
Readings:

- Kenya Case Study
    - Bratton, Michael and Mwangi S. Kimenyi. 2008. "Voting in Kenya: Putting Ethnicity in Perspective." *Journal of East African Studies* 2 (2): 272-289.
    - Githinji, Mwangi wa and Frank Holmquist. 2008. "Kenya's Hopes and Impediments: The Anatomy of a Crisis of Exclusion." *Journal of East African Studies* 2 (2): 344-358.

Seventh Week – Economic Development:
September 27
Readings:

- Collier, Paul and Jan Willem Guinning. "Why Has Africa Grown Slowly?" *Journal of Economic Perspectives*
- Textbook:
    - Chapter 23 (Aid, Trade, Investment Dependency)
    - Chapter 27 (Politics of Development)

September 29
Readings:

- Textbook
    - Chapter 26 (Economy of Affection)
- Mkandawire, Thandika. 2015. "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." *World Politics* 67(3): 563-612.

Book Selections for Review Due – Schedule meeting with Dr. Holmes

Eighth Week – Economic Development:
October 4
Readings:

- Textbook:
    - Chapter 24 (Social Policy)

- Chapter 25 (NGOs)
- Hearn, Julie. 2007. "African NGOs: The New Compradors?" *Development and Change* 38(6): 1095-1110

October 6

MID-TERM EXAMINATION: *Covering until Economic Development*

Ninth Week – Politics and Identity:
October 11 (October 13 FALL BREAK)
Readings:

- Goetz, Anne Marie. "No Shortcuts to Power: Constraints on Women's Political Effectiveness in Uganda." *The Journal of Modern African Studies* 40, no. 4 (2002): 549-75.
- Textbook
    - Chapter 12

Tenth Week – Politics and Identity:
October 18
Readings:

- Textbook:
    - Chapter 10 (Religion)
    - Chapter 11 (Islam)
- Adesoji, Abimbola. 2010. "The Boko Haram Uprising and Islamic Revivalism in Nigeria." *Africa Spectrum* 45(2): 95-108.

October 20
Readings:

- Posner, Dan. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *APSR* 98 (4): 529-545.
- Textbook:
    - Chapter 8 (ethnicity)
    - Chapter 9 (autochthony)

PAPER PROPOSALS DUE

Eleventh Week – Conflict:
October 25
Readings:

- Blanton, Robert, Mason T. David, and Athow Brian. "Colonial Style and Post-Colonial Ethnic Conflict in Africa." *Journal of Peace Research* 38, no. 4 (2001): 473-91.
- Textbook
    - Chapter 13 (Civil War)

October 27

Readings:
Resources and conflict

- Textbook
    - Chapter 14 (Oil)
- Ferguson, James. "Seeing like an Oil Company: Space, Security, and Global Capital in Neoliberal Africa."*American Anthropologist* 107, no. 3 (2005): 377-82.
- Jensen, Nathan and Leonard Wantchekon. 2004. "Resource Wealth and Political Regimes in Africa." *Comparative Political Studies* 37(7): 816-841.

Twelfth Week – Conflict Resolution:
November 1
Readings:

- Textbook
    - Chapter 15 (Power Sharing)
- Mehler, Andreas. "Peace and Power Sharing in Africa: A Not so Obvious Relationship." *African Affairs* 108, no. 432 (2009): 453-73.

November 3
Readings:

- Textbook
    - Chapters 16 (Post-Conflict Peacebuilding)
    - Chapter 17 (Transitional Justice after Atrocity)
- Humphreys, Macartan and Jeremy M. Weinstein. 2007. "Demobilization and Reintegration" *The Journal of Conflict Resolution* 51(4): 531-567.

Thirteenth Week – State Strength, State Weakness:
November 8
Readings:

- Textbook
    - Chapter 4 (Privatization of Security)
- Meagher, Kate. 2012. "The Strength of Weak States? Non-State Security Forces and Hybrid Governance in Africa" *Development and Change* 43(5): 1073-1101.

November 10
Readings:

- Textbook
    - Chapter 3 (Law and the Courts)
- Joireman, Sandra Fullerton. "Inherited Legal Systems and Effective Rule of Law: Africa and the Colonial Legacy." *The Journal of Modern African Studies* 39, no. 4 (2001): 571-596.

Fourteenth Week – State Strength, State Weakness:
November 15
Readings:

- Textbook
    - Chapter 2 (Decentralization)
- Angerbrandt, Henrik. "Political Decentralization and Conflict: The sharia crisis in Kaduna, Nigeria" *Journal of Contemporary African Studies* 29(1): 15-31.
- For Graduate Students:
    - Crook, Richard C. "Decentralization and Poverty Reduction in Africa: the politics of local-central relations" *Public Administration and Development* 23(1): 77-88.

November 17
Readings:
State Failure

- Menkhaus, Ken. 2014. "State Failure, State-Building and Prospects for a "Functional Failed State" in Somalia" *The Annals of the American Academy of Political and Social Science* 656(1): 154-172.
- Herbst, Jeffrey. 2014. "Responding to State Failure in Africa" *International Security* 21(3): 120-144.

BOOK REVIEW DUE

Fifteenth Week – Africa's International Relations:
November 22 (November 24 – Thanksgiving)
Readings:

- Textbook
    - Chapter 28 (Africa and the global economy)
    - Chapter 29 (Pan-Africanism and regional integration)
- Mistry, Percy S. "Africa's Record of Regional Co-operation and Integration." *African Affairs* 99, no. 397 (2000): 553-73.

Sixteenth Week – Africa's International Relations:
November 29

- Textbook
    - Chapter 32 (China and Africa)
- Large, Daniel. "Beyond 'Dragon in the Bush': The Study of China-Africa Relations." *African Affairs* 107, no. 426 (2008): 45-61.

FINAL PAPER DUE

For Graduate Students:

- Fletcher, Henry. 2010. "Development Aid for Infrasturcutre investment in Africa: Malian Relations with China, the European Commission and the World Bank" *South African Institute of International Affairs: China in Africa Project*. Occasional Paper No. 58. http://www.saiia.org.za/occasional-papers/87-development-aid-for-infrastructure-investment-in-africa-malian-relations-with-china-the-european-commission-and-the-world-bank/file

Final Exam

Learning Objectives:
This course aims to give students a broad historical and contemporary grounding in African Politics. Although primarily focused on the politics and events of the last twenty years, the first third of the course deals with the pre-colonial, colonial and independence eras of politics in Africa to ground our discussions.

In addition to giving a broad survey of politics on the continent, this class will focus on the diversity of politics on the continent through the use of case studies. Students will contribute to this by becoming experts on particular cases of relevance and serving as discussants on those cases. Topics we will cover include: Democratization, Economic Development, Identity Politics, State Strength and International Cooperation. By the end of this course, students should be able to critically understand and evaluate developments in African politics, have a broad understanding of the diversity of the continent geographically, politically and culturally, and apply social science theories to current events happening on the continent.

Policy on Argumentation and Viewpoints in the Class
Your grade in this class is NOT dependent on what viewpoints you articulate or promote during the course. Instead, I will evaluate the quality of your arguments, and your integration of texts and ideas into the discussion. I expect that viewpoints will be defended and substantiated by evidence from media, readings and lectures, and that you will write and speak cogently to articulate them. You may disagree with some of the policies that we examine in this class. Those stances are important, and can be addressed in a respectful and thoughtful way. This class is not a forum in which we will give unsubstantiated opinions, rely on sentiment, or engage in disrespectful or hateful speech of any kind. We are here to think critically, and to understand the ways in which gender and sexualities are shaped by politics, and the ways that changes the lives of people.

Hate speech or disrespect will not be tolerated in this classroom, in any form. This classroom will be a safe space for all people, and we will be respectful in discussion of all viewpoints. We, as a classroom community will seek to engage and explore the various viewpoints of authors and classmates in a way that is productive and conducive to learning.

Course Materials:

Routledge Handbook of African Politics, Nic Cheeseman, David M. Anderson and Andrea Scheibler, eds., Routledge, 2013.

Class Assignments

Attend class. There will be some unannounced in-class written exercises that cannot be made up, unless you present me with a signed medical or funeral excuse. Your attendance is a central part of your participation grade.

Participate in class discussion. You will be asked to engage with the readings and films that we utilize in class. These activities will help the class as a whole, and you as an individual to understand the materials and prepare for examinations.
Complete all the readings. Reading assignments are listed below under the date of the class. Please complete the readings required for the class before our class session.
Give a presentation on the history and current politics of a country of your choosing. At the beginning of the term, we will sign up for days and countries on which to give presentations. These presentations should last about 10 minutes.
Write a 12-page research paper. The paper should be on a topic that is of interest to you, and relevant to the course materials.
Complete the Midterm and Final Exams. This exam is required, and counts for 20% of your final grade.
Lead Discussion on the Day/Topic of your Choice. You will be required to inform the instructor by 25 August which session you would like to lead the discussion. This will consist of preparing discussion questions, making a presentation on the content and facilitating conversation.
Book Review. This assignment will require you to read three books on the topic of your choosing, related to the course content. The books will be approved by the instructor after consultation.

Grading
The final class grade will be calculated without curves or weights. Your final grade for the course will be comprised of the following assignments/tasks:

- 5 weekly quizzes, 30 points each – 150 Points
- Current Events Presentation – 50 Points
- Final Paper – 100 Points
    - Paper Proposal – 50 Points
- Book Review – 100 Points
- Discussion Leadership – 50 Points
- Midterm Exam – 50 Points
- Class Participation and Attendance – 50 Points
- Final Exam – 100 Points

Total Points Possible: 700

A+	=	97-100	Truly exceeds expectations in numerous ways; innovative, insightful, etc.
A	=	93-96	Very exceptional or outstanding work.
A-	=	90-92	Excellent work of an unusually strong quality.
B+	=	87-89	Very good work.
B	=	83-36	Good work that goes beyond simply meeting the basic requirements.
B-	=	80-82	Good work but may miss an occasional key point/concept or application.
C+	=	77-79	Slightly better than average work. Commendable.
C	=	73-76	Average work. Meets only the very basic requirements.
C-	=	70-72	Worse than average. Significant shortcomings or mistakes.
D+	=	67-69	Poor work; shows little effort but is passing.
D	=	63-66	Very poor work; shows almost no effort.
D-		60-62	Very close to failing.
F	=	59 or below	Failing

There is no grading curve in this class. If you have any questions about the evaluations or how your grades were determined, it is your responsibility to approach the instructor. We will be as clear and transparent as possible about the expectations throughout the class through open discussions, review sessions and explicit grading rubrics for assignments. You will be graded on your individual performance in meeting the criteria; not in terms of your performance relative to each other.

General Class Information

1. **Discussions**
   You shall be graded on your ability to respond to my questions during class, especially on the reading material. Be-aware that I am judging you regarding your knowledge of the assigned readings for that particular class, how well you connect it with prior readings, and your ability to construct new insights.

2. **Attendance**
   You must endeavor to attend all classes. I do not take attendance, although I reserve the right to do so. **However, if you miss class on a day that a surprise quiz or in-class writing assignment is given, you will receive a zero for that assignment. These quizzes account for 30% of your final grade.**

   Sickness and family emergencies must be reported prior to a class or within 24 hours of the missed class; proof of cause will be required.

3. **Classroom Conduct**
   Ask yourself, "is my behavior acceptable in a business meeting?" If it is unacceptable there, then it is unacceptable in our class. Unacceptable behavior includes: sleeping in a class or putting one's head down on the desk, reading newspapers or magazines, doing homework for other classes, using telephones, being on social media, and conducting conversations that interfere with class activities.

4. **Assignments**
   You must do your assigned readings for the classes.
   You must appear for the Midterm and Final Exam.

STUDENT HONOR CODE

Mississippi State has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Student will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not

exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information, please visit: http://honorcode.msstate.edu/policy.

TITLE IX

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. As a responsible employee, Dr. Holmes is required to notify the university's Title IX Coordinator if she learns of sexual misconduct against any member of the university community. If the reporting person prefers to keep the information confidential, the university has resources such as the Student Counseling Center and Longest Health Center that can provide confidential assistance.

Additional resources are available at http://www.msstate.edu/web/security/title9-12.pdf, or at http://students.msstate.edu/sexualmisconduct/ .

SUPPORT SERVICES

Students who need academic accommodations based on a disability should visit the Office of Student Support Services, 01 Montgomery Hall, call 662-325-3335, or visit the website at www.sss.msstate.edu.