

African Politics

Y 338
Section 11281

Fall 2016
Monday and Wednesday 2:30 – 3:45 pm
Auditorium A152

Professor Lauren M. MacLean

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Office hours: Mondays 10:00 am -12:00 pm; and by appointment

Course Description:

Why should we study African politics?

Most of us did not learn much about Africa in high school. If we do hear about Africa, it is often the dramatic news coverage of the continent's crises: the pandemic of HIV/AIDS or the Ebola outbreaks in West Africa, civil war in the DRC, the post-election violence in Kenya, genocide in Rwanda and then Darfur, famine in Somalia, the atrocities committed by child soldiers in Liberia or Boko Haram in Nigeria. Then, Africa indeed seems like the "Dark Continent."

But Africa and African politics is not simply tragedy. While not glossing over the depth and recurrence of crises in Africa, this course seeks to uncover our commonly-held assumptions and go beyond simple stereotypes. During the course, we will try to understand the complexity, variety and fluidity of African politics. Perhaps more than any other continent, politics are not always what they seem on the surface; they vary tremendously from place to place; and they change quickly and radically. Seemingly overnight, a leader can be ousted, the regime changed, and even the country renamed.

So how do we keep up with all of this diversity and change? We'll do this by focusing our investigation of African politics on two main sets of issues:

- 1) the economic development challenges continuing to face Africa; and,
- 2) the prospects for democracy in Africa.

While the course focuses more heavily on the events of the last two decades, approximately one quarter of the course delves into the political history of the pre-colonial, colonial and independence eras. In my view, in order to understand present politics in Africa, it is vital to examine the past.

In addition to putting contemporary African politics into a broader historical context, the course will emphasize the comparative differences between different African countries on the continent as well as between Africa and other regions of the developing and industrialized world. The course is intended as a broad survey of sub-Saharan Africa, but several country cases will be highlighted, particularly: Ghana, Cote d'Ivoire, the Democratic Republic of the Congo, Kenya, Rwanda, and South Africa. The countries of North Africa will be discussed more briefly as they are arguably quite distinct from the rest of sub-Saharan Africa.

In sum, this course is intended as an introduction to the politics of Sub-Saharan Africa. The course has no prerequisites so I welcome students with any or no previous knowledge of both political science and

Africa. Not only will we learn more about Africa, but Africa can teach us about other parts of the developing world and ourselves. By the end of the course, we will see how the challenges and problems confronting African societies concern us all.

Course Objectives:

After taking this course, students should be able to:

Understand the major shifts in political history on the continent.

Think critically about African politics and economic development.

Apply social science theories and concepts to current problems in the news.

Conduct comparative analysis over time and across political systems for African democracy and development outcomes have varied.

Conduct research using a diversity of sources, including primary data.

Write a short paper that makes a compelling argument and supports analytic points with evidence.

Course Requirements:

Students are required to: do all assigned reading, participate in class discussion and small group activities, complete five weekly reading questions, write one political event in Africa research paper, and take one in-class mid-term exam, one final exam and one map quiz.

Attendance and Participation. My experience and analysis of student grades show that students who attend classes earn higher grades and report greater satisfaction with the class overall. We will take attendance.

While you are expected to attend every class, there are legitimate reasons to miss a class. You thus have three “excused absences” to use at your discretion. I do not wish to receive an e-mail about why you may need to miss a class. The exception to this is if you have a health or family emergency that causes you to miss a significant number of classes or be absent for a major class assignment. Please communicate this information as soon as possible IN ADVANCE of the absence(s).

The mid-term and final exam will assess what we have read and discussed in class. You should take notes during class. If you are absent from class, please arrange to get the lecture notes and find out about any announcements from another student in the class. The Powerpoint slides that I will post before class will not have nearly enough detail to be adequate. These slides are meant as a guide to organizing your own notes, not a substitute!

Participation is obviously a critical component of this class. Because there is no separate discussion section for this class, I will include questions and discussion as an integral part of each class. Frequently, we will break into smaller groups for specific activities and discussions, but not every session. It is thus very likely that you may have a nagging question, burning point, or uncertainty that you need to share with our entire class. Whether it’s in small groups or in the class as a whole, your participation is important and valued. Every one of us needs to listen respectfully and tolerate the differences of opinion that will undoubtedly be present in our group. This mutual respect and tolerance does not preclude lively debate, questions, and even challenges, but all of this should be done appropriately.

In order to encourage participation from a wider group of students, I will frequently call randomly on students. This is not designed to embarrass anyone, but rather to provide more opportunities for a broader group of students to participate than might normally be the case in a large lecture. You can feel free to “pass” on the opportunity and pass the baton to the next person of your choosing or allow me to choose someone. If you opt to pass, your participation grade will not be penalized but it will obviously not be

improved. Even marginal efforts at responding to the discussion question will be recorded more positively than a “pass.” Thus, you have every incentive to come prepared and to try to participate to your best ability.

Another opportunity to earn participation points is during the frequent individual and small group activities in class. You will often be charged with a discrete task and asked to summarize your discussion or write out your response. This will be turned in at the end of class and graded very roughly.

In order for any of this to happen, you must come to class PREPARED to discuss the readings. We will not spend all of our time going over the basic arguments in the readings. You must have digested these already in order to move beyond the basic content and get to the bigger issues and points of dialogue. While there are many, many more articles and books that I think are terrific, I have tried very hard to trim the reading to just a few, good pieces so that we can better focus our time and effort. This means I think these readings are critical, and so they will certainly be discussed and reinforced on exams.

Finally, you are all expected to behave in a professional manner in the classroom and in all communications with the professor. Treat this class as you would a job. Please arrive on time; do not leave early unless it is an absolute emergency and/or you have cleared this in advance with the professor; do not bring food into class; and remember to turn off cell phones and any non-class related web-access during class so we can all focus and concentrate on our discussion. I will ask any student who cannot behave professionally to leave our class. If you would like to use a laptop for note-taking, please use it strictly for class purposes. Any inappropriate use of the laptop is not only distracting to your concentration but to everyone sitting behind you.

Lastly, for all communication, use a proper form of address, and appropriate language, grammar and punctuation. In professional environments, such as our class, it is better to err on the side of formality than informality. Also, please note that I may not be available after normal day time business hours due to the demands of caregiving for my family. Our work and sleep schedules will likely not align perfectly so please plan ahead and send your questions well in advance of any due date. I will try my best to respond within 24 hours but it may be impossible due to meetings and other university commitments so the bottom line is to stay organized and plan ahead.

Reading Questions. Students are required to submit online via Canvas five weekly reading questions (RQs) highlighted on the syllabus. This work must be done completely independently based on the student’s individual understanding of the reading. No group work or sharing of answers is permitted for these assignments.

The Canvas assignment will open approximately 48 hours in advance of the class date and time when that reading is due. The assignment will close for submissions at the date and time of our class session. Once the reading question due date is past, the window of opportunity is closed definitively. No late reading questions will be accepted.

Political Event in Africa Research Paper. 1. By the beginning of the fifth week of the semester (9/19/16), you will be asked to submit in writing a paragraph describing the focus of your research paper. You will provide the preliminary title of the paper; describe in a few sentences the political event that you plan to analyze; and, identify your tentative hypothesis for why this political event took place. Remember: don’t underestimate the power of a good title! A good title grabs the reader by not only describing the topic of the paper, but also previewing the argument.

You are welcome to choose a political event that occurred in history or a very contemporary event; just be warned that your choice will shape the range and accessibility of academic, policy, and newspaper sources available.

The political event in Africa research paper is relatively short but takes considerable time to complete (5-8 pages). This is a serious and challenging assignment to do well. It should be typed using a 12-pt font and one inch margins.

This paper asks that you investigate the cause of this political event from multiple perspectives – these might include, but are not limited to, local journalists, international media, local people, academics, politicians, government policymakers, foreign governments, international donors, transnational advocacy organizations, etc. On, 10/12/16, you will be asked to confirm the choice of the political event and provide an annotated bibliography with ten sources. I have provided a list of useful websites for country data, news, and maps as a starting point for your research.

In the final paper, you must include a bibliography and properly cite all sources from which material is drawn. Direct quotes, paraphrased text, or ideas taken from a source (including websites) must be cited. Plagiarism will result in a grade of zero for the paper.

The objective for this paper is for you to pull the theories and facts together and make an argument about the cause of a particular political event in Africa. Since this is largely a survey course, it's also an opportunity to get to know in more detail one particular country or topic of your choice.

The paper is due on Wednesday, November 16, 2016, as listed on the course class schedule below. The paper is due promptly at the beginning of class (in hard copy). If you submit a late paper, please send an email to confirm where and when you delivered it. I would prefer that you do not send your paper via e-mail, but, if at all possible, place a hard copy in my mailbox in 210 Woodburn Hall or bring it to the next session of class. Always save an electronic copy of your work on an IU network or preferably in cloud storage (IU Box or Dropbox, etc.). Late papers (including those handed in at the end of the class) will be penalized at a rate of 5% per day. Absolutely no late papers will be accepted after 1 week.

Exams. The map quiz will be given at the beginning of class on Wednesday, September 14. The quiz will test your knowledge of names of countries and capital cities in sub-Saharan Africa. The best way to study is with a blank political map of Africa, which will be distributed (along with a filled-in version) in class. In the past, students have also found these two websites to be helpful tools for studying:

http://www.sheppardsoftware.com/African_Geography.htm

<http://www.lizardpoint.com/fun/geoquiz/afrquiz.html>

The mid-term examination will be in-class on Monday, October 24, and will cover the first two sections of the course.

The final examination is scheduled for Monday, December 12 from 2:45 – 4:45 pm. The final will be cumulative; however, the content will be more heavily weighted on the second half of the course material. Exams will be based on material covered in the assigned readings, films, lectures, and discussions. Both exams will include a combination of multiple choice, identifications, and essay questions.

Make-up exams will not be given except in the case of a medical emergency or other extreme circumstances. If you need to miss an exam, please communicate as soon as possible IN ADVANCE to make the necessary arrangements. Make-up exams will not necessarily be the same in format or have the same exact content as the in-class exams.

In my experience, online collaboration tools do not benefit the majority of students in their preparation for an exam. In most cases, they encourage less thinking, reduced creativity, and frequently result in repetitive, canned answers. If you choose to develop or participate in any such collaboration, please copy

me on the invitation and send me the link. If you have any questions about whether such collaboration may violate the rules of academic conduct, please ask before proceeding.

Canvas system/E-mail. In this class, we will be using the IU Canvas system to post the syllabus, any presentation materials from class, and any outside articles/resources as they appear (i.e., newspaper articles). To disseminate any class announcements or information of potential interest to the class, I will use e-mail (and not Canvas mail).

If you use the Canvas system to send a message, please check the box to copy and send to e-mail. I will not be checking the Canvas messages regularly so I do not want to miss your communication.

Required Books and Readings:

The only two books that you are required to purchase for this class are:

- 1) a novel by Chinua Achebe entitled *A Man of the People* (Random House: 1988), and
- 2) a book by journalist Philip Gourevitch entitled *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families* (Pan MacMillan: 2000).

Both books will be available for purchase at the IU Bookstore, but if you have the time and energy, less expensive, used copies can also be found readily online.

All other readings are article and book chapters that will be available on the “Assignment” tab of our class Canvas site. Be careful to use the syllabus as your guide, and don’t rely exclusively on the chronology of assignments. The syllabus should be your primary guide to the class; there is more information and detail there, including a small number of the readings are available through links embedded directly on the syllabus.

If you have trouble downloading a reading, please search for it yourself. Then, ask a friend in the class. If you are still having troubles after demonstrating this initiative and resourcefulness, please contact me WELL IN ADVANCE of the class session.

Grading:

Midterm examination (20%; 10/24/16)

Final examination (25%; 12/12/16)

Map quiz (5%; 9/14/16)

Preliminary Title and Description of Political Event with Tentative Hypothesis (5%; 9/19/16)

Annotated bibliography for political event research paper (5%; 10/12/16)

Political event in Africa research paper (15%; 11/16/16)

Five weekly reading questions (15%)

In-class exercises and overall participation (10%)

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	=	83-86	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. I 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.

Academic Integrity: All Indiana University policies regarding academic honesty will be strictly enforced. Plagiarism, cheating or academic misconduct in any manner will not be tolerated. While most examples of misconduct are blatantly obvious (i.e., you may not pay someone to take your final exam for you!), knowing when and how to acknowledge and appropriately cite sources is something you may have to learn. For example, even if you acknowledge the source, you can not stay too close to the language of the original source when paraphrasing. If you are not sure about anything, please do not hesitate to see me, and we can go over it together. Additionally, you may find the Campus Writing Program's information useful: <http://www.indiana.edu/~wts/wts/plagiarism.html>.

Please note that several commercial services have approached students regarding selling class notes/study guides to their classmates. Please be advised that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, Canvas, or Oncourse violates both IU information technology and IU intellectual property policy. Selling notes/study guides to fellow students in this course is not permitted. Violations of this policy will be considered violations of the *Code of Student Rights, Responsibilities, and Conduct* and will be reported to the Dean of Students as a violation of course rules (academic misconduct).

I have and will continue to uphold IU's Code of Conduct. This is vital for the health of our institution and for the value of your future degree. Any violations can result in a range of disciplinary action, including any combination of the following: a failing grade on the assignment; failing grade for the course; filing an official report for the student's academic record. Depending on the nature of the case, my sanction for the course may also be followed up at higher levels with broader university sanctions which include academic probation and expulsion. This is serious. I would encourage you to read Section 3 of IU's Code of Student Rights, Responsibilities and Conduct, which describes what constitutes academic misconduct and can be found at: <http://dsa.indiana.edu/Code/index1.html>.

Students with Disabilities:

If any student will require assistance or academic accommodations for a disability, please contact me after class, during my office hours, or by individual appointment. You must have established your eligibility for disability support services through the Office of Disability Services for Students in Wells Library W302, 812-855-7578.

Link to Campus Disability Services is as follows:

<http://studentaffairs.iub.edu/dss/faculty/faculty-resources/>

** Please note. I reserve the right to change any readings, dates and requirements listed in this syllabus. If this occurs, every effort will be made to announce the changes well in advance. You are responsible for any changes made and announced in class or via Canvas. **

Course Reading and Class Schedule:**Section I: African Political History****1. August 22 - INTRODUCTION TO AFRICA: MEANS, MAPS, AND MYTHS**

Film excerpt in class from: "Africa: Savanna Homecoming" (National Geographic: 2001)

NO Readings due.

2. August 24 – PRECOLONIAL POLITICS

*Give out maps for quiz in class.

Readings due:

on pre-colonial political organization:

Simiyu, V.G. 1988. "The Democratic Myth in the African Traditional Societies." In Walter Oloyugi and E.S. Atieno Odhimebo, eds., *Democratic Theory and Practice in Africa*. Heinemann.

on implications of colonial view of indigenous African political systems:

Crowder, Michael. short section entitled: "Pre-colonial Africa: The Myth and the Reality" in "Introduction" to *West Africa Under Colonial Rule*. London: Hutchinson, p. 10-17.

3. August 29 THE POLITICS OF THE SLAVE TRADE

Film excerpts from "Wonders of the African World: The Slave Kingdoms" (PBS/Henry Louis Gates)

Readings due:

on the slave trade:

Schraeder, Peter. 2004. short section entitled: "Early Contacts with Europe and the Arab World" in "Political Economic Impacts of Colonialism (1884-1951) in *African Politics and Society*, p. 49-57.

Skim quickly for the big picture argument:

Nunn, Nathan and Leonard Wantchekon. 2009. "The Slave Trade and the Origins of Mistrust in Africa." NBER Working paper.

4. August 31- PRECOLONIAL POLITICS REPRESENTED IN ART

CLASS MEETS IN IU ART MUSEUM

Tour of selected objects in the IU Art Museum's African Art collection by Tavy Aherne, Mellon/Moaravec Senior Academic Officer

Readings due:

Critical view of the representation of Africa in writing; think about how this is relevant for visual representation in the artwork you view at the IU Art museum.

"How to Write about Africa."

<http://www.granta.com/Magazine/92/How-to-Write-about-Africa/Page-1>

September 5 - NO CLASS - IU CLOSED FOR LABOR DAY

5. September 7 - THE NATURE OF COLONIAL RULE IN AFRICA

*Give out political event research paper assignment in class.

Film in class: "Africa: The Magnificent African Cake" written and presented by Basil Davidson

Readings due:

Herbst, Jeffrey. 2000. "The Europeans and the African Problem." In *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press, p. 58-96.

Young, Crawford. 1994. "Constructing Bula Matari." In *The African Colonial State in Comparative Perspective*. New Haven: Yale University Press, p. 124-133.

6. September 12 - LEGACIES OF COLONIALISM IN AFRICA

WEEKLY READING QUESTION #1 ON EKEH READING BELOW DUE ONLINE BY BEGINNING OF CLASS; WE WILL THEN GO OVER THIS WEEKLY RQ TOGETHER IN CLASS FOR PART OF THE GRADE.

Readings due:

Ekeh, Peter P. 1975. "Colonialism and the Two Publics in Africa: A Theoretical Statement." *Comparative Studies in Society and History*, vol. 17: p. 91-112.

7. September 14 NATIONALIST AND INDEPENDENCE POLITICS IN AFRICA: THE CASE OF GHANA

MAP QUIZ TODAY IN CLASS.

Readings:

Nkrumah, Kwame. "Introduction." *Africa Must Unite*.

J. Ade Ajayi, "Expectations of Independence," *Daedalus* 111/2 (Spring 1982), p. 1-9.

"Ghana." *Atlantic Monthly*. May 1964. vol. 213, Issue 5, p. 28 (4 pages)

**8. September 19 POST-COLONIAL AFRICA:
THE CREATION OF THE ONE-PARTY STATE**

ASSIGNMENT DUE:

Preliminary Title and Description of Political Event with Tentative Hypothesis (5%)

Readings:

Zolberg, Aristide. Excerpts from “The Achievement of Unanimity” (Chapter 3) and “The Creation of a New Institutional Order” (Chapter 4) p. 87-92; 93-98; and p. 122-127 in *Creating Political Order: The Party-States of West Africa*. Chicago: RandMcNally, p. 66-127.

**9. September 21 POST COLONIAL AFRICA:
THE POLITICS OF PERSONAL RULE**

Readings:

Jackson, Robert and Carl Rosberg. 1984. “Personal Rule: Theory and Practice in Africa,” *Comparative Politics* 16 (4) July: p. 421-442.

Young, Crawford and Thomas Turner. 1985. “The Patrimonial State and Personal Rule.” In *The Rise and Decline of the Zairian State*. Madison: University of Wisconsin Press, p. 164-184.

11. September 26 THE POLITICS OF COUPS AND MILITARY INTERVENTIONS

Readings:

Achebe, Chinua. *A Man of the People*, p. 1-56.

12. September 28 - FILM IN CLASS: “Mobutu: The King of Zaire”

WEEKLY READING QUESTION #2 DUE ONLINE BY BEGINNING OF CLASS.

Readings:

Achebe, Chinua. *A Man of the People.*, p. 57-150.

Section 2: The Politics of African Economic Development

**13. October 3 THE POLITICS OF ECONOMIC POLICY IN POST-COLONIAL
AFRICA: RATIONAL GOVERNMENTS FAVOR THE URBAN**

Readings:

Review Chinua Achebe’s *A Man of the People*.

Bates, Robert. 1983. “The Nature and Origins of Agricultural Policies in Africa.” In Robert Bates, *Essays on the Political Economy of Rural Africa*. Berkeley: University of California Press, p. 107-133.

13. October 5 -- THE POLITICS OF ECONOMIC POLICY IN POST-COLONIAL AFRICA: CULTURE AND THE UNCAPTURED PEASANT

Readings:

Hyden, Goran. 2006. "The Economy of Affection." In *Africa Politics in Comparative Perspective*. New York: Cambridge University Press, p. 72-93.

14. October 10 - THE DEBT CRISIS AND THE PUSH TO ADOPT NEOLIBERAL ECONOMIC REFORM

WEEKLY READING QUESTION #3 DUE ONLINE BY BEGINNING OF CLASS

Film excerpts from: "Life and Debt" [2001; Director: Stephanie Black]

Readings:

Collier, Paul and Jan Willem Gunning. "Why Has Africa Grown Slowly?" *Journal of Economic Perspectives* 13 (3) (Summer 1999), p. 3-22.

15. October 12 IMPACTS OF ECONOMIC REFORM AND ROLE OF MICROFINANCE IN ALLEVIATING POVERTY

ASSIGNMENT DUE: Annotated bibliography for political event research paper

Slides from Prof. MacLean's fieldwork in Ghana and Cote'd Ivoire shown in class.

Readings:

Von Reppert-Bismarck, Juliane. "How Trade Barriers Keep Africans Adrift: West's Farm Subsidies Drive Ghanaians Out of Rice Market, Fueling Poverty and Migration." *Wall Street Journal*, December 27, 2006, p. A5.

Nicholas D. Kristof. "You, Too, Can Be a Banker to the Poor." *New York Times*, March 27, 2007, p. A19.

16. October 17 -THE POLITICS OF THE ELECTRICITY CRISIS IN AFRICA: CONTESTS OVER GLOBAL CLIMATE CHANGE, DEVELOPMENT, AND DEMOCRACY

Readings:

MacLean, Lauren, Bob-Miliar, George, Elizabeth Baldwin, and Elisa Dickey. (N.d.) "The Construction of Citizenship and the Public Provision of Electricity for the 2014 World Cup in Ghana." (Draft paper co-authored with another professor, a SPEA graduate student, and an IU undergrad student from Y338 in 2013; forthcoming at the *Journal of Modern African Studies*.)

17. October 19 HIV/AIDS, EBOLA, AND THE POLITICS OF HEALTH

Readings:

Seay, Laura and Kim Yi Dionne. 2014. "The Long and Ugly Tradition of Treating Africa as a Dirty and Diseased Place." Monkey Cage blog post, August 25, 2014.

<http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/08/25/othering-ebola-and-the-history-and-politics-of-pointing-at-immigrants-as-potential-disease-vectors/>

Blattman, Chris. 2015. "Who is Responsible for Ebola? The IMF, the West or unpleasant accounting?" Monkey Cage blog post, January 7, 2015.

<http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/01/07/who-has-responsibility-for-ebola-the-imf-the-west-or-unpleasant-accounting/>

18. October 24 - MID-TERM EXAM IN CLASS***Section 3: The Prospects for African Democracy*****19. October 26 - ISLAM AND DEMOCRACY IN MORROCO**

Guest Lecturer: Dr. Ahmed Khanani, Assistant Professor of Political Science, Earlham College

Readings:

Monjib, Maati. 2011. "The "Democratization" Process in Morocco: Progress, Obstacles, and the Impact of the Islamist-Secularist Divide." Working Paper No. 5, Brookings Institution.

Khanani, Ahmed. 2016. "Rethinking Islam and Democracy." Working Paper.

20. October 31 DEMOCRATIC TRANSITIONS

Readings:

Robinson, Pearl. "The National Conference Phenomenon in Francophone Africa." *Comparative Studies in Society and History* 36 (3): 575-610.

21. November 2 DEMOCRATIC CONSOLIDATION AND ELECTIONS IN AFRICA

WEEKLY READING QUESTION #4 DUE ONLINE BY BEGINNING OF CLASS.

Readings:

Lindberg, Staffan. 2006. "The Surprising Significance of African Elections." *Journal of Democracy* 17 (1): 139-151.

van de Walle, Nicolas. 2002. "African's Range of Regimes: Elections without Democracy." *Journal of Democracy*, vol. 13, no. 2, p. 66-80.

22. November 7 WOMEN'S RIGHTS AND REPRESENTATION AND THE PROSPECTS FOR DEMOCRACY IN AFRICA

Readings:

Barnes, Tiffany and Stephanie M. Burchard. 2013. "'Engendering' Politics: The Impact of Descriptive Representation on Women's Political Engagement in Sub-Saharan Africa." *Comparative Political Studies* 46 (7): 767-790.

23. November 9 THE ROLE OF CIVIL SOCIETY IN AFRICAN DEMOCRATIZATION

Readings:

Tripp, Aili Mari. 2001. "The Politics of Autonomy and Cooptation in Africa: The Case of the Ugandan Women's Movement." *Journal of Modern African Studies*. vol. 39, no. 1, p. 101-128.

24. November 14 THE CONSTRUCTION OF ETHNIC IDENTITY AND DEMOCRACY: THE CASE OF POST-APARTHEID SOUTH AFRICA

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.

25. November 16 THE LESSONS OF KENYA'S ELECTIONS

POLITICAL EVENT RESEARCH PAPER DUE AT BEGINNING OF CLASS.

Guest lecturer: Kirk Harris, Doctoral Student, Department of Political Science

Readings:

Bratton, Michael and Mwangi S. Kimenyi. 2008. "Voting in Kenya: Putting Ethnicity in Perspective." *Journal of East African Studies* 2 (2): 272-289.

Chege, Michael. 2008. "Kenya: Back from the Brink." *Journal of Democracy*, p. 125-139.

NO CLASS ON NOVEMBER 21 or 23 TO CELEBRATE THANKSGIVING BREAK!

**26. November 28 THE GENOCIDE IN RWANDA AND THE INTERNATIONAL
CONSEQUENCES FOR HUMANITARIANISM AND CONFLICT**

WEEKLY READING QUESTION #5 DUE ONLINE BY BEGINNING OF CLASS.

Readings:

Gourevitch, Philip. 1998. *We Wish to Inform You that Tomorrow We Will Be Killed With Our Families: Stories from Rwanda*. New York: Picador, p. 3-31; 47-62; 147-171; 321-341.

Herbst, Jeffrey and Mills. 2009. "There is no Congo: Why the Only Way to Help Congo is to Stop Pretending it Exists." *Foreign Policy*, March 18, 2009.

**27. November 30 STUDENT ACTIVISM AND TRANSNATIONAL ADVOCACY
NETWORKS IN AFRICA**

FILM EXCERPT IN CLASS: "Kony 2012"

Readings:

Williams, Alex. "Into Africa." *New York Times*, Style Section, p. 1, August 13, 2006.

Reifenberg, Steve. 2015. "Tomorrow's Generation." *Notre Dame Magazine*. Summer 2015.

http://magazine.nd.edu/news/59041-tomorrow-s-generation/#.VasCT-f5_v0.gmail

28. December 5 CONCLUSIONS: AFRICA'S PROSPECTS FOR THE FUTURE

Readings:

Farzad, Roben. "Can Greed Save Africa?: Fearless Investing is Succeeding Where Aid Often Hasn't." *Business Week*, December 10, 2007.

"Hope and Profit in Africa: MTV Hunts the Last Untapped Market." *Forbes*, June 18, 2007, p.92-102; 117.

Rothmyer, Karen. "Brace Yourself: Good News on Africa." *The Nation*, June 3, 2010.
www.thenation.com/print/article/brace-yourself-good-news-africa

28. December 7 - IN-CLASS REVIEW SESSION FOR THE FINAL EXAM

FINAL EXAMINATION - Monday, December 12, 2016

2:45 – 4:45 pm Auditorium 152 (our usual classroom location)

IMPORTANT WEBSITES FOR COUNTRY DATA:**CIA World Factbook**

Background information by country updated regularly
<http://www.odci.gov/cia/publications/factbook/index.html>

U.S. State Department “Background Notes”

Provides brief summaries of current events and some historical background for most countries in Africa
http://www.state.gov/www/background_notes/index.html

Library of Congress Country Studies

Presents analysis of historical background as well as current social, political, and economic systems in 101 countries throughout the world; apparently a number of African nations are not covered.
<http://lcweb2.loc.gov/frd/cs/cshome.html#toc>

World Bank Country Data

Gives information on economic development issues primarily by country and region.
<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/0,,pa...>

IMF Country Data

Gives similar economic background primarily by country and region.
[Http://www.imf.org](http://www.imf.org)

Encyclopedia Britannica Online

Provides a lot of very useful background information.
<http://search.eb.com>

U.S. State Department Country Reports on Economic and Trade Policy

Provides useful information organized by region and then country.
http://www.state.gov/www/issues/economic/trade_reports/99_toc.html

Amnesty International Human Rights Country Reports

Presents yearly surveys of treatment of human rights by country.
<http://web.amnesty.org/library/engindex>

Transparency International

Global NGO committed to combating corruption. Conducts surveys on perceptions and impacts of corruption.

<http://www.transparency.org/>

International Foundation for Election Systems

Compiles valuable information about recent and upcoming elections around the world.
<http://www.ifes.org/>

Hyperhistory Online

<http://www.hyperhistory.com>
 Facts about African Countries from the Northwestern University website
<http://www.library.northwestern.edu/africana/map>

ADDITIONAL WEBSITES FOR NEWS:

UN IRIN (amazing resource! latest news by country and by theme) <http://www.irinnews.org/>

BBC News World-Africa

<http://news.bbc.co.uk/1/hi/world/africa/default.stm>

All Africa

<http://allafrica.com/>

Africa News

<http://www.africanews.org>

ADDITIONAL WEBSITES FOR MAPS:**National Geographic.com**

Globalis – Interactive World Map (can generate custom maps) <http://globalis.gvu.unu.edu/>

Ethnologue (for language maps) <http://www.sil.org/ethnologue/ethnologue.html>

Fantastic guide to maps online (<http://www-sul.stanford.edu/depts/ssrg/africa/map.html>)

**SUGGESTED AFRICAN FILMS
AVAILABLE AT THE IU WELLS LIBRARY MEDIA SERVICES:
(Captions from IUCAT.)**

“Africa United” (2010).

The extraordinary story of three Rwandan kids who walk 3000 miles to the Soccer World Cup in South Africa.

“The Battle of Algiers” (1966)

“Cry the Beloved Country” (1995)

“Dreams of Dust” (2008)

“Ezra” (2007)

Tells the story of Ezra, a young boy kidnapped and forced to become a soldier with a rebel faction in the Sierra Leone civil war. Ten years later, he is brought before a truth and reconciliation commission and made to revisit and understand his crimes so as to begin the process of psychological healing.

“Finye” (2009)

Finye tackles the generation gap in post-colonial West Africa. Its heroine is the pot-smoking daughter of a provincial military governor who falls in love with a fellow university student, the descendant of one of Mali's chiefs of an earlier age. Both families object to the union and to the lovers' growing involvement in student strikes against the corrupt government.

“Flame” (1996)

Dramatization of the role of women fighters in the Zimbabwean liberation struggle, and of the abuses committed against women and peasants in the military and in Zimbabwe society at large.

“Ghosts of Rwanda” (2004)

“Have you heard from Johannesburg? [Part 1] Road to Resistance (2010)

This first story in a seven part series covers almost twenty years of history. It is a story of escalating violence and repression, one nation on a collision course with the rest of the world.

When the United Nations adopts the Universal Declaration of Human Rights in 1948, South Africa marches in the opposite direction and begins to implement a series of laws segregating its people by race in every aspect of life, prompting the non-white majority led by the ANC to protest. The non-violent movement picks up supporters all over the world, starting first with a network of Gandhites in Britain, Sweden, and the United States. But Apartheid hardens in the face of this resistance. By the fateful year of 1964, Nelson Mandela is jailed for life, and the entire leadership is forced underground, imprisoned or killed. The movement is effectively shut down in South Africa as hundreds escape into exile.

“The Hero” (2005)

Luanda, capital of Angola, is a huge city trying to cope with and overcome the profound legacy of a civil war that lasted for nearly 30 years. A military soldier Vitorio has just been discharged after almost 20 years of fighting in the war. During his last military assignment he stepped on a land mine and lost a leg. After recuperating, he finds himself alone, unemployed and homeless.

“Iron Ladies of Liberia” (2007)

Explores whether the first female Liberian president, backed by other powerful women, can bring sustainable democracy and peace to post-war Liberia.

“Lumumba: The Death of a Prophet” (1992)

Reexamines the independence struggle in the Belgian Congo and its leader, Patrice Lumumba. This multi-award winning film recounts Lumumba's tragic 200 day rule culminating with his assassination. Combines archival documentary footage of Lumumba with the memories of journalists who reported from the Congo.

“Mugabe and the White African” (2009)

“Otelo Burning” (2011)

“Winnie Mandela” (2011)

“Xala” (2005)

In a fictional African country, a rich, self-made businessman and member of the post-colonial ruling elite takes on a third wife to show the world his wealth, only to be stricken by a curse resulting in impotency. His efforts at getting cured lead to disasterous yet comical results.

SUGGESTED AFRICAN NOVELS:

Achebe, Chinua. *Anthills of the Savannah*.

_____. *Arrow of God*.

_____. 1959. *Things Fall Apart*.

Adichie, Chimamanda Ngozi. 2013. *Americanah*. New York: Anchor Books.

[young Nigerian female author weaves a story of love, race, identity through migration and return to home]

_____. 2006. *Half of a Yellow Sun*. New York: Anchor Books.

[the story of the Biafran War in southeastern Nigeria in the 1960s from a range of different perspectives]

_____. 2003. *Purple Hibiscus*. New York: Anchor Books.

Ba, Mariama. 1981. *So Long a Letter*.

Darko, Amma. 1998. *The Housemaid*.

[Ghanaian woman writer; story of a dead baby abandoned in a rural village in Ghana and who is involved]

Gyasi, Yaa. 2016. *Homegoing*. New York: Alfred A. Knopf.

[young Ghanaian-American female writer; novel that traces 300 years of history of two half-sisters through slave trade, colonization, the American Civil War, 20th C. Harlem, to the present day]

Head, Bessie. 1986. *When Rain Clouds Gather*.

[South African writer tells of a rural village in Botswana that offers haven to various exiles; shows conflicts between "tradition" and "modernity" in agriculture, politics, etc.]

Labou Tansi, Sony. 1995. *The Seven Solitudes of Lorsa Lopez*.

[Zairian writer; about corruption, chaos and cries for justice under an oppressive and incompetent regime]

Marechera, Dambudzo. 1978. *The House of Hunger*.

[born in 1955 in Rhodesia who was expelled and lived in exile in the U.K. for a long time returning to Zimbabwe in 1982; a died of AIDs in 1987; a collection of short stories]

Ngugi, Wa Thiong'o. 1967. *A Grain of Wheat*.

[about Kenya on the verge of independence; written from his one-year term in prison in Kenya; written and published originally in his native language of Gikuyu then translated]

_____. 1977. *Petals of Blood*.

_____. *I Will Marry When I Want*. (play)

Ousmane, Sembene. 1960. *God's Bits of Wood*.

[story about the 1947-48 strike by workers on the Dakar-Niger railway; depicts colonial rule, roots of national resistance, notions of women's role in politics and society]

_____. *The Money Order*.

_____. 1973. *Xala*.

Oyono, Ferdinand. 1956. *Boy!*

[story of a young boy who leaves home to work as a houseboy for a French missionary and then later French colonial administrator; his experiences make him question whether or not he really wants to assimilate culturally and politically and become "French"]