

African Politics and Policymaking
Y657; AFRI 731
GRADUATE SEMINAR

Fall 2013
Thursday 2:00 – 4:00 p.m.
Woodburn Hall 218

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Office hours: Tuesday 2:30-4:00 pm; Thursday 12:30-1:30 p.m.; and by appointment

Course Description:

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 sometimes quickly and radically.

The course is organized around four main sets of issues:

- 1) the legacies of the past for African politics today;
- 2) the economic challenges continuing to face Africa;
- 3) the prospects for democracy in Africa; and,
- 4) Africa's relationship with other countries, donors, and NGOs.

This course is intended as a graduate-level introduction to the politics of Sub-Saharan Africa and does not require that students have prior experience or background in the area. The course will be enriched by the participation of Africanist political scientists, Africanists outside of political science, as well as those non-Africanist students with relevant theoretical interests in comparative politics, public policy, IR, and political theory.

Not only will we learn more about Africa, but Africa can test our theories about democracy, state-building, political economy, participation, citizenship, etc., and teach us about other parts of the world and ourselves. By the end of the course, we will see how the challenges and problems confronting African societies concern us all.

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.

The course is intended as a broad survey of sub-Saharan Africa, but several country cases will be highlighted, including: Ghana, Cote d'Ivoire, Democratic Republic of the Congo, Senegal, Rwanda, Sudan, and South Africa.

Course Requirements:

Students are required to: attend all classes; do all assigned reading; write 5 one-page article brief/analytic memos (that should be useful as notes for your field exams or future writing/projects); participate energetically in class discussion; serve twice as discussion facilitators; and write and present one seminar paper (the nature of the paper is flexible in order to be of the most value to students who are at various stages of their graduate programs).

The readings will be relatively diverse including “classics” of several decades ago as well as “cutting-edge” research from the past several years by political scientists focused on Africa. The readings will also include one novel by an African writer, a few journalistic pieces as well as scholarship from other disciplines (in particular, from history and anthropology). Lastly, the course will include excerpts from several films during our class period. Most of these films are available through the Kent Cooper Room in the basement of the Wells Library, and some are online.

Class Attendance and Participation. Attendance and participation is obviously a critical component of this class. No matter what your background or area of expertise, 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 for any of this to happen, you must come to class PREPARED to discuss the readings. While there are many, many more articles and books that I think are terrific, I have tried very hard to trim the reading to several good pieces so that we can better focus our time and effort. Some of the fantastic articles/books that are not required are listed on the syllabus as “additional resources”. They are not “optional” but only included as a future reference for you.

5 One-Page Article Brief/Analytic Memos. At the end of class each week, I will give you a “sneak preview” of what to expect and look for in the next week’s readings. Generally, as you read, think about the following: 1) what is the question being asked?; 2) what is the argument put forth by the author? 3) what types of methods/data does the author use to support their argument; 4) is it convincing and why? does it fit with what you thought or know about international development? 5) how does this compare to what we have read or seen earlier in the course? 6) how does this compare to what you might know about other time periods or places?; and, 7) what are the policy implications emerging from the analysis/argument presented?

Please use the article brief/memo guidelines at the end of the syllabus to guide you in writing your memos. You will highlight three articles or chapters from the reading in your memo. In the interest of the environment, you are encouraged to post an electronic copy of your memo on Oncourse at least 12 hours prior to class (basically by midnight the night before). If you can’t make that deadline, please bring enough hard copies of your memo to distribute to everyone in class. We will peruse these very quickly in the very beginning of class as we get settled and ready to start our discussion. Sharing your memos is not meant to be intimidating but rather give you practice in reading each other’s work, working collaboratively (one key to graduate school success!), and giving/receiving constructive feedback in a public forum. These memos will hopefully inspire a few additional questions for the discussion facilitators to kick off our discussion.

My advice in general would be to take some kind of notes as you read, either in a bibliographic database such as EndNote or Zotero (which is offered FREE at IU!), or literally scrawled at the top/bottom of the article itself. The idea is to create a record of your reading that will be useful later on when you are studying for your exams, writing your proposal/dissertation, and, most especially, if you are writing, teaching, or advising students long after grad school and your classes are a distant memory!

Please remember that these memos should be short and sweet (1-2 pages, double-spaced max.). They are not designed to be overly burdensome but to give you a way to organize your thoughts ahead of class and for later in life.

Discussion Facilitator Role. The discussion facilitator(s) will distribute their memo via e-mail to the entire class at least 24 hours in advance of our meeting, i.e., by Wednesday at 2 p.m. at the latest. As detailed below in the guidelines, in addition to briefing at least three of the articles/chapters, the discussion facilitators will pose at least three questions about the readings to the class, and then answer one of these questions briefly in their own memo. The rest of the class can either respond to one of the questions posed by the discussion facilitators or a question of their own choosing. Having the discussion facilitators' memos in advance is aimed at stimulating your memo writing as well as giving us some time to think about a few key questions in advance.

Seminar Papers. At several points during the semester, you will be asked to complete assignments that build on each other and help you get started early on your seminar paper. It is not possible to write a superior seminar paper in two weeks or less. Please come see me in my office hours or by appointment to discuss the chosen format for your seminar paper. You may choose to write any of the following: a literature review piece that would compare and contrast arguments in one or more literatures that might be useful as you develop a proposal; a dissertation proposal (or possibly a grant proposal); or, a data-based paper that might be useful as a second year paper, publishable as an article or later be a chapter of your dissertation or section of your master's thesis. I am open to other formats as well if they seem better suited for your particular goals and objectives.

We will not have any reading due the last two weeks of class in order to facilitate your research, analysis and writing. During those two weeks, we will meet in class for short oral presentations (10 minute presentation by student; 5 minute response by a classmate assigned to read the student's draft paper; 10 minute discussion by the larger group).

The seminar papers are due in hard copy in my mailbox in WH210 on Monday, December 16, by 4:00 p.m. The deadline is listed on the course class schedule below. Please do not send your paper via e-mail. Late papers will be penalized at a rate of one-half grade per day. There are always legitimate exceptions to this rule but I would like you to know from the beginning that I strongly discourage incompletes.

OnCourse system/E-mail/Communication. In this class, we will be using the IU OnCourse 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 Oncourse mail). If you need to communicate, please use e-mail and not Oncourse. Also please know that I try to check e-mail at least once daily but due to travel and family obligations, I am often unable to check it that frequently on the weekends.

To get started with OnCourse, you must obtain an IUB username and password; log on to the IUB domain; open a browser such as Mozilla Firefox or Internet Explorer; enter the OnCourse URL (<http://oncourse.iu.edu>); select the IUB campus; enter Y657 in the appropriate box; and, then follow the directions, using online help if necessary. Please let me know if you are having any trouble using and accessing this system.

Required Books and Readings:

The books that you are suggested to purchase for this class are:

- 1) Arriola, Leo. 2012. *Multi-Ethnic Coalitions in Africa: Business Financing of Opposition Election Campaigns*. New York: Cambridge University Press.
- 2) Zuern, Elke. 2011. *The Politics of Necessity: Community Organizing and Democracy in South Africa*. Madison: University of Wisconsin Press.
- 3) MacLean, Lauren. 2010. *Informal Institutions and Citizenship in Rural Africa: Risk and Reciprocity in Ghana and Cote d'Ivoire*.
- 4) Fuji, Lee Ann. 2009. *Killing Neighbors: Webs of Violence in Rwanda*. Ithaca: Cornell University Press.
- 5) Brautigam, Deborah. 2009. *The Dragon's Gift: The Real Story of China in Africa*. New York: Oxford University Press.
- 6) Piot, Charles. 2010. *Nostalgia for the Future: West Africa after the Cold War*. Chicago: University of Chicago Press.

The above 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 pretty readily. A wonderful website that I use to compare and find the least expensive price for books is AddAll [<http://www.addall.com/>]. When possible, I will also place a copy on reserve at the Wells library.

All other readings are article and book chapters that will be available on e-reserve.

You can access e-reserve in two ways:

1) Through the IU library website: Click on graduate student, teaching resources, e- reserves, and then type in MacLean or Y657, click on the instructor or course. In the index provided, click on the course number followed by electronic reserves. Then give the password: future

2) Alternatively, through the direct URL: Type in <http://www.ereserves.indiana.edu/eres/coursepass.aspx?cid=3712>

The password is the same: future

You can then click on any of the readings listed and read them on-line or print a hard copy.

Grading:

Seminar Paper (40%)

Oral Presentation of Paper (10%)

5 Article Brief/ Analytic Memos (25%)

Overall Class Participation (15%)

Two Roles as Class Discussion Facilitator (10%)

** 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 e-mail. **

Course Reading and Class Schedule:

Section I: African Political History

1. August 29 INTRODUCTION TO AFRICAN POLITICS

In-Class Methods Discussion:

Political Science as a discipline vs. Area Studies; Introduction to the Comparative Method; How to Read an Article/Book;

Readings:

Hyden, Goran. 2006. "The Study of Politics and Africa." In *African Politics in Comparative Perspective*. New York: Cambridge University Press. P. 1-24.

Bates, Robert. "Area Studies and the Discipline: A Useful Controversy?" *PS: Political Science and Politics*, vol. 30, no. 2 (June 1997), p. 166-169.

Mafeje, Archie. 2000. "Africanity: A Combative Ontology" *CODESRIA Bulletin*, (1): 66-71.

Additional Resources:

Mamdani, Mahmood. 2006. "The Reform Process: The First Phase." *Scholars in the Marketplace: The Dilemmas of Neoliberal Reform at Makerere University, 1989-2005*. Dakar: CODESRIA, p. 1-50.

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

2. September 5 PRECOLONIAL POLITICS TO TODAY

Film in class:

"Red Hat, Where Are You Going?" [E. and M. and van Rouveroy van Nieuwaal: 47 minutes]

In-Class Methods Discussion:

What's the Difference Between a Topic and a Research Question?

Readings:

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.

Robert Bates. 1983. "The Preservation of Order in Stateless Societies." In *Essays on the Political Economy of Rural Africa*. Cambridge: Cambridge University Press, p. 7-21.

Simiyu, V.G. 1988. "The Democratic Myth in the African Traditional Societies", in Wlater OI Oyugi, E.S. Atieno Odhiambo, Michael Chege and Afrifa K. Gitonga, eds., *Democratic Theory and Practice in Africa*, p. 49-70. Portsmouth, NH: Heinemann.

Williams, Michael. 2004. "Leading from Behind: Democratic Consolidation and the Chieftancy in South Africa." *Journal of Modern African Studies* 42 (1): p. 113-136.

Additional Resources:

Williams, J. Michael. 2010. *Chieftancy, the State and Democracy: Political Legitimacy in Post-Apartheid South Africa*. Bloomington: Indiana University Press.

Geschiere, Peter. 1993. "Chiefs and Colonial Rule in Cameroon: Inventing Chieftaincy, French and British Style." *Africa: Journal of the International African Institute*, Vol. 63, No. 2 (1993), pp. 151-175.

3. September 12 **THE NATURE AND LEGACIES OF COLONIAL RULE IN AFRICA**

Film in class: “Africa: The Magnificent African Cake” written and presented by Basil Davidson
[57 minutes]

Readings:

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. 77-140.

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.

Mamdani, Mahmood. 1996. “Decentralized Despotism.” In *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton University Press. P. 37-61.

Additional Resources:

Crawford Young, “The End of the Post-Colonial State in Africa? Reflections on Changing African Political Dynamics.” *African Affairs*, vol. 103 (2004), p. 23-49.

4. September 19 **INDEPENDENCE POLITICS AND TYPES OF POST-COLONIAL AUTHORITARIAN RULE**

Assignment due: Topic and Research Question for Seminar Paper

Film in class: “Mobutu: The King of Zaire” (Part 1: 1 hour)

Readings:

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

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

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

McGowan, Patrick. J. 2003. “African Military Coups D’etat, 1956-2001: Frequency, Trends and Distribution. *Journal of Modern African Studies*. 41 (3) p. 339-372.

Additional Resources:

*Achebe, Chinua. *A Man of the People*. (short easy-to-read novel; important to think about the pedagogical value of literature/fiction in teaching political science)

Section 2: African Political Economy

5. September 26 THE DEBT CRISIS AND THE POLITICS OF ECONOMIC REFORM

In-Class Methods Discussion: How to Get the Most Bang for your Buck from Reviewing the Literature; Dependent and Independent Variables; Hypotheses and Rival Explanations

Film excerpts in class/Suggested Film for Additional Background:

“Our Friends at the Bank” [Director: Peter Chappell; 1997; 85 minutes]

See also: “Life+Debt” on Jamaica (Director: Stephanie Black; 2001). Also available online.

Readings:

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

*Arriola, Leo. 2012. *Multi-Ethnic Coalitions in Africa: Business Financing of Opposition Election Campaigns*. New York: Cambridge University Press.

Additional resources:

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.

Van de Walle, Nicolas. 2001. *African Economies and the Politics of Permanent Crisis, 1979-1999*. New York: Cambridge University Press.

Tripp, Aili Mari. 1997. *Changing the Rules: The Politics of Liberalization and the Urban Informal Economy in Tanzania*. Berkeley: UC Press.

6. October 3

THE POLITICS OF PUBLIC SERVICE PROVISION IN HEALTH AND EDUCATION AND THE CONSEQUENCES FOR CITIZENSHIP

Readings:

Lieberman, Evan S. 2009. *Boundaries of Contagion: How Ethnic Politics Have Shaped Government Responses to AIDS*. Princeton: Princeton University Press. Chapters 1 and 2, p. 1-60.

Bleck, Jamie. Education, Citizenship and Democracy in Mali. Draft chapters from book manuscript? Chapter 1 “Education and Citizenship in Mali” and Chapter 4 “Can Education Empower Citizens?”

Additional resources:

Habyarimana, James, Macartan Humphreys, Daniel Posner and Jeremy Weinstein. 2007. “Why Does Ethnic Diversity Undermine Public Goods Provision?” *APSR* vol. 101, no. 4, November: p. 709-725.

Boone, Catherine and Jake Batsell. 2001. “Politics and AIDs in Africa: Research Agendas in Political Science and International Relations.” *Africa Today* 48 (2), p. 2-33 (read introduction to article at very least).

De Waal, Alex. 2003. “How Will HIV/AIDS Transform African Governance?” *African Affairs* 102, p. 1-23.

Section 3: The Prospects for African Democracy

7. October 10 DEMOCRATIC TRANSITIONS AND CONSOLIDATION?

Written Assignment due: Annotated bibliography from preliminary literature review (10 article/book minimum); One sentence description of your hypothesis; and list of rival hypotheses and where possible what source in the literature

In-Class Discussion:

The Importance of Conceptualization; Operationalization and Measurement of concepts.

Readings:

Widner, Jennifer. 1994. "Political Reform in Anglophone and Francophone African Countries." In Jennifer Widner, ed, *Economic Change and Political Liberalization in Africa*. Baltimore: Johns Hopkins University Press, p. 49-79.

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

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

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.

James Ferguson. "Transnational Topographies of Power: Beyond "the State" and "Civil Society" in the Study of African Politics. In his book *Global Shadows*.

8. October 17 WHAT DEMOCRACY MEANS ON THE GROUND – IN ORDINARY LANGUAGE... AND AT THE BALLOT BOX...

Readings:

Schaffer, Frederic. 1998. *Democracy in Translation: Understanding Politics in an Unfamiliar Culture*. Ithaca: Cornell University Press, preface and Chapter 1, p. X-X.

Moehler, Devra and Staffan I. Lindberg. 2009. "Narrowing the Legitimacy Gap: The Role of Turnovers in Africa's Emerging Democracies." *Journal of Politics* 71 (4): 1448-1466.

*Zuern, Elke. 2011. *The Politics of Necessity: Community Organizing and Democracy in South Africa*. Madison: University of Wisconsin Press.

9. October 24 - STATE BUILDING IN AFRICA

In-Class Methods discussion:

Research design vs. Methods; Reviewing your options and designing a project that will support your argument

Readings:

*MacLean, Lauren. 2010. *Informal Institutions and Citizenship in Rural Africa: Risk and Reciprocity in Ghana and Cote d'Ivoire*.

Herbst, Jeffrey. 2000. "The Past and the Future of State Power in Africa." In *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press, p. 251-272.

Additional resources:

Boone, Catherine. 2003. *Political Topographies of the African State: Territorial Authority and Institutional Choice*, p. 1-42.

10. October 31 STATE FAILURE

Film excerpts in class:

"The Peacekeepers" (Director: Cowan; 2004) about U.N. peacekeepers in eastern Zaire

In-Class Discussion:

Forum for questions and open-discussion about research design issues.

Readings:

Englebert, Pierre. *Africa: Unity, Sovereignty and Sorrow*. Lynne Rienner, Chapter 1, The Resilience of the African State, p X-X.

Chabal, Patrick and Daloz. 1999. *Africa Works: Disorder as Political Instrument*. Conclusion, "The Political Instrumentalization of Disorder," Bloomington: IU Press, p. 139-163.

Weinstein, Jeremy and Macartan Humphreys. 2006. "Handling and Manhandling Civilians in Civil War." *American Political Science Review* 100 (3): 429-448.

Jackson and Rosberg. 1982. "Why Africa's Weak States Persist: The Empirical and Juridical in Statehood." *World Politics* 35 (1): 1-24.

Additional resources:

Weinstein, Jeremy. 2006. *Inside Rebellion: The Politics of Insurgent Violence*. New York: Cambridge University Press.

Robert Bates. 2008. *When Things Fell Apart: State Failure in Late-Century Africa*.

William Reno. 1998. "The Distinctive Political Logic of Weak States." And "Sierra Leone's Transition to Warlord Politics." *Warlord Politics and African States*. Boulder: Lynne Rienner, p. 113-145.

11. November 7 ETHNIC POLITICS, ETHNIC CONFLICT AND GENOCIDE

Suggested Popular Film for Additional Background:

“Sometimes in April” (Director: Raoul Peck; 2005). My personal copy is on reserve at the Kent Cooper room in the basement of the Wells Library.

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.

Adida, Claire. 2011. “Too Close for Comfort? Immigrant Exclusion in Africa.” *Comparative Political Studies* 44: 1370-1396.

*Fuji, Lee Ann. 2009. *Killing Neighbors: Webs of Violence in Rwanda*. Ithaca: Cornell University Press.

Additional resources:

Geschiere, Peter. 2009. *Perils of Belonging. Autochtony, Citizenship, and Exclusion in Africa and Europe*. Chicago: University of Chicago Press.

Marx, Anthony W. 1996. “Race-Making and the Nation-State.” *World Politics*, vol. 48, no. 2 (January), p. 180-208.

Informal deadline:

I will not require you to turn this in but... you should be able to now write a very brief research design proposal (2-3 pages double-spaced) pulling together the elements already prepared: topic; research question; significance of project; generation of hypotheses and rival hypotheses from the literature; operationalization of key concepts; research design and proposed methods of data collection and analysis. This would be the core components of a proposal or the introduction to an empirical research paper.

Section 4: Africa in the World

12. November 14 CHINA IN AFRICA

Readings:

*Brautigam, Deborah. 2009. *The Dragon's Gift: The Real Story of China in Africa*. New York: Oxford University Press.

13. November 21 GLOBALIZATION AND AFRICA'S PROSPECTS FOR THE FUTURE

Readings:

*Piot, Charles. 2010. *Nostalgia for the Future: West Africa after the Cold War*. Chicago: University of Chicago Press.

Mamdani, Mahmood. 2009. *Saviors and Survivors: Darfur, Politics and the War on Terror*. New York: Pantheon Books. "The Politics of the Movement to Save Darfur." P. 48-71. And "Conclusion: Responsibility to Protect or Right to Punish." P. 271-300.

Additional resources:

De Waal, Alexander. 1997. *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. Bloomington: Indiana University Press. (Chapter 9, p. 179-203)

Comaroff and Comaroff, *Ethnicity Inc.*

Cooper, Frederick. "What is the Concept of Globalization Good For? An African Historian's Perspective." *African Affairs*, 100 (2001): 189-213.

Ferguson, James. 2006. "Globalizing Africa?: Observations from an Inconvenient Continent." In Ferguson's *Global Shadows: Africa in the Neoliberal World Order*. P. 1-25.

November 28 – NO CLASS FOR THANKSGIVING BREAK -

14. December 5 CLASS PRESENTATIONS OF RESEARCH

15. December 12 CLASS PRESENTATIONS OF RESEARCH

Monday, December 16 by 4:00 p.m. SEMINAR PAPER DUE IN MY WH 210 MAILBOX

OTHER SUGGESTED AFRICAN NOVELS:

Achebe, Chinua. *Anthills of the Savannah*.

_____. *Arrow of God*.

_____. 1959. *Things Fall Apart*.

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]

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”]

GUIDELINES FOR ARTICLE BRIEF/ANALYTIC MEMOS FOR AFRICAN POLITICS AND POLICYMAKING

1. Complete this assignment for 5 out of the 12 weeks of readings. The choice of weeks is up to you.
2. For each of those 5 weeks, choose 3 articles or chapters that you will highlight in your memo. At the top of your memo, brief each of these three articles answering briefly in bullet point style each of the four questions on the following page.
3. Then, in narrative style in one or two short paragraphs, answer one of the questions posed by the discussion facilitator(s) or a question which you would like to pose to the class. Please highlight the question you are answering in bold.

Below are some generic questions to get you started:

Which author seems to answer the main questions most convincingly?

Which research question do you find most intriguing and/or important?

Are there any questions that are left unanswered by these authors?

Are there any critical questions that were simply never posed by any of the authors?

How do the approaches of the different authors differ, and what are the strengths and weaknesses of these different approaches?

Is there any credible defense for an author or approach that has been heavily criticized?

How does this author/literature compare to what you have read or seen earlier in the course or elsewhere?

Thinking comparatively, how does this author/literature compare to what you might know about other time periods or places?

What are the policy implications emerging from the analysis/argument presented? How might policymakers reconcile the different points of view presented?

4. If you are discussion facilitator for that week, please also include at least three other questions that you will pose during our discussion and thus would like everyone to consider before class. Please submit your memo to the class via Oncourse (with email notification) at least 24 hours in advance of our meeting time by 2 p.m. on Wednesday.
5. If you are a discussion participant, please post an electronic copy of your memo via Oncourse at least 12 hours prior to class or bring hard copies for everyone to class.

HOW TO GET THE MOST OUT OF YOUR READING

In reading an article or book, it is helpful to ask and answer 4 questions about what you've read:

1. What is the *question* being asked in the article? What is the problem or “puzzle” that the author addresses? Remember that the topic is not the same as the research question.

example:

“Why has Africa grown so slowly when other developing regions have grown more rapidly?”

2. What is the author's *argument* or *thesis*? (How does s/he answer the question in #1?)

example:

“Africa has grown slowly because of the poor domestic policies pursued by African leaders and governments that created disincentives to invest in manufacturing.”

3. What *evidence* does the author present to support his/her thesis? What does this evidence tell us? Why is it important for the argument?

example:

“The authors use aggregate statistical data to demonstrate the comparatively slow growth in most of Africa. They then draw on secondary source material and basic micro and macroeconomic theory to support their explanation. For example, they argue that African governments have frequently weakened or compromised their judicial systems in the creation of highly personalized, single-party or military regimes. Manufacturing businesses have been reluctant to invest where contracts could be broken so readily with no compensation.”

[This is just one piece of evidence. In this brief, you may not have the space to provide similar synopses of all major pieces of evidence (as you might in a more in-depth review essay for example). For our purposes, try to highlight what you think is the most compelling evidence offered by the author.]

4. What is your *evaluation* of the article? Are you convinced? What questions or criticisms does the author's argument or use of evidence raise in your mind?

example:

“I found the author's argument to be overly narrow. By focusing so exclusively on the domestic policy impacts, they obscured the powerful effects of the external policy environment, in particular, the political inequalities of the African countries negotiating agreements at the WTO or with donors. It seems important to note that the authors are both economists employed by major multilateral lending institutions such as the World Bank.”