

Winthrop University

AFRICAN POLITICS

PLSC 338/AAMS 338 Sec 001 3 credit hours

Dr. Jennifer Leigh Disney

Fall 2013

Tuesdays, Thursdays 3:30-4:45pm

OWEN 209

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PLSC Office Hours: T/Th 2:00pm-3:15pm and by appointment

ONCA Office Hours: T/Th 9:30am-12:30pm and by appointment

Required Texts

Memmi, Albert. The Colonizer and the Colonized. Boston: Beacon Press, 1965.

Thomson, Alex. An Introduction to African Politics. 3rd Edition New York: Routledge, 2011.

Bauer, Gretchen and Hannah Britton. Women in African Parliaments. Lynne Rienner, 2006.

The required texts listed above have been ordered at the Bookworm. You are expected to **read** each required reading **before** the class period the reading is assigned and be able to intelligently **discuss** the readings **on that day**.

Course Description

This course is designed to introduce you to the continent of Africa and the study of African Politics. Africa is a continent over 3 ½ times the size of the United States, with 54 independent nation-states, and over 800 million people who speak over 800 languages. As such, any study of The Government and Politics of Africa must be designed to cover the diversity of political, economic, social and cultural systems that exist on the continent today. However, it is also essential to examine African culture and political economies across three historical time periods: pre-colonial, colonial, and post-colonial. Therefore, this course is designed to provide you with an historical approach, a conceptual approach and a case-study approach to the study of Africa. We will examine some of the classic arguments in understanding the impact of colonization on Africa, as well as explore several post-colonial country case studies through the lens of key concepts in Comparative Politics. This course participates in the Global Learning Initiative (GLI) by its very nature.

Course Goals

Students enrolled in this course will gain an understanding of the political, economic, social, and cultural systems of the African continent and an appreciation of changes that occurred over time in these areas across pre-colonial, colonial, and post-colonial histories and realities.

Student Learning Outcomes

At the end of this course, students should be able to: (1) identify myths and misconceptions about the continent of Africa; (2) recognize differences between pre-colonial, colonial, and post-colonial Africa; (3) critically analyze the dialectical relationship between development and underdevelopment in both Europe and Africa during the periods of imperialism, colonization, and neo-colonialism; (4) describe the psychological, economic, political, cultural, and military impact and legacy of colonization in Africa; (5) identify the diversity of political, cultural, and economic issues facing several contemporary post-colonial African nation-states; (6) discuss a contemporary country case study that they have pursued individually through an in-depth research paper.

Course Requirements

Discussion is a very important aspect of this course, both for critically comparing and contrasting ideas as well as for interesting, inclusive, and enjoyable dialogue. As such, I am asking that you each come prepared to class having read and thought about the material, with a discussion question or comment to share.

You will be also required to write a **10-12 page research paper** on a topic of relevance to African Politics. I will suggest you approach the paper as a conceptual country case study. The second and third books we will be reading in the course exemplify this approach. If you have another idea of how you would like to approach your paper, you may be able to convince me, but you **MUST** come to see me during my office hours with a proposal to do so.

In order to assist you in completing this final paper, you will have a **two-page country case study fact sheet and a two-paragraph paper proposal due on October 6** and a **10-source annotated bibliography due on October 27**. **If any of these components is not completed, you will receive a zero for the entire 30% Research Paper portion of your grade.**

In addition, the course will consist of **two in-class exams and a cumulative final exam with special emphasis on each of the books we will read**, consisting of predominantly essay questions. The essay questions will ask you to show that you understand and can apply key concepts we have discussed in class.

Your Grade Composition will be as follows:

Exam #1	20%
Exam #2	20%
Exam #3	20%
Research Paper (10-12 pages)	30%
Country Case Study Fact Sheet	
Paper Proposal	
Paper Annotated Bibliography	
Daily Class Attendance and Participation	10%

The **Grade Distribution** in this class will be as follows:

A- 90-92	A 93-96	A+ 97-99	
B- 80-82	B 83-86	B+ 87-89	
C- 70-72	C 73-76	C+ 77-79	
D- 60-62	D 63-66	D+ 67-69	F > 60

Both attendance and class participation are important aspects of your grade, not to mention of learning the material. **YOU MUST KEEP YOURSELF UP TO DATE WITH THE SYLLABUS.** This course is designed to be a discussion course. Therefore, you are required to read and think about all assigned materials before class. Remember, learning is not a spectator sport! I am also very approachable. Please feel free to come to me with any questions, comments, or concerns you may have as the class progresses.

Schedule of Class Topics and Assignments: *(The need may arise to make changes to this schedule depending upon the development of the class. Any and all changes will be communicated to the class. It is the responsibility of each student to be aware of such changes.)*

August 23	WHAT IS AFRICA: AN INTRODUCTION Discussion of Course Description and Requirements
August 25	OVERVIEW OF AFRICA AND AFRICAN POLITICS
August 30	I. Africa: A Geographic/Historical Overview Alex Thomson, <u>An Introduction to African Politics</u> Chapter 1, Introduction: State, Civil Society, and External Interests , pp. 1-6; Chapter 12, Conclusions: State and Civil Society in Post-Colonial Africa, pp. 242-254
September 1	II. The Colonial Development and Underdevelopment of Europe and Africa: Defining the Terms of the Colonial Relationship Preface and Introduction, pp. vii-xxix Afterward, pp. 155-169 <u>The Colonizer and the Colonized</u> , Albert Memmi
September 6	Part I: Portrait of the Colonizer <u>The Colonizer and the Colonized</u> , Albert Memmi, pp.3-19
September 8	Part I: Portrait of the Colonizer <u>The Colonizer and the Colonized</u> , Albert Memmi, pp.19-44
September 13	Part II: Portrait of the Colonized, from <u>The Colonizer and the Colonized</u> , Albert Memmi, pp.45-118

- September 15 Part III: Conclusion, from The Colonizer and the Colonized, Albert Memmi, pp. 119-153
- September 20 In-Class Exam #1: Memmi, Albert. The Colonizer and the Colonized**
- September 22 **III. African Politics: A Conceptual/Case Study Approach**
- Alex Thomson, An Introduction to African Politics, Chapter 2, **History**: Africa's Pre-colonial and Colonial Inheritance, **Kenya**, pp. 7-29
- September 27 Alex Thomson, An Introduction to African Politics Chapter 3, **Ideology**: Nationalism, Socialism, Populism, and Capitalism, **Tanzania**, pp. 30-56
- September 29 Kwame Nkrumah, "Neo-Colonialism: The Last Stage of Imperialism" Introduction, Chapter 18, Conclusion
<http://www.marxists.org/subject/africa/nkrumah/neocolonialism/index.htm>
- October 4 Alex Thomson, An Introduction to African Politics Chapter 4, **Ethnicity**: Ethnic Groups, 'Tribes', Political Identity **Nigeria**, pp. 57-73
- October 6 **RESEARCH PROJECT PART I: COUNTRY CASE STUDY FACT SHEET AND RESEARCH PAPER TOPIC PROPOSAL DUE**
- Alex Thomson, An Introduction to African Politics Chapter 5, **Social Class**: The Search for Class Politics in Africa **Botswana**, pp. 74-98
- October 11 Alex Thomson, An Introduction to African Politics Chapter 6, **Legitimacy**: Neo-Patrimonialism, Personal Rule and the Centralisation of the African State , **Ivory Coast**, pp. 99-120
- October 13 Alex Thomson, An Introduction to African Politics Chapter 7, **Coercion**: Military Intervention in African Politics **Uganda**, pp. 121-140
- October 17-18 FALL BREAK**
- October 20 Alex Thomson, An Introduction to African Politics Chapter 8, **Sovereignty**: External Influences on African Politics **Somalia**, pp. 141-165
- October 25 Alex Thomson, An Introduction to African Politics Chapter 9, **Sovereignty**: Neo-Colonialism, Structural Adjustment, Africa's Political Economy, **Ghana**, pp. 165-188

- October 27 **PAPER ANNOTATED BIBLIOGRAPHY DUE (10 sources)**
- Alex Thomson, An Introduction to African Politics
Chapter 10, **Authority**: The Crises of Accumulation, Governance,
State Collapse, **Zaire**, pp. 189-214
- November 1 Alex Thomson, An Introduction to African Politics
Chapter 11, **Democracy**: Re-Legitimizing the African State?
Algeria, pp. 215-241
- November 3 In-Class Exam #2: Thomson, Alex. Introduction to African Politics**
- November 8 Bauer, Gretchen and Hannah Britton, eds. Women in African Parliaments
Chapters 1 and 8, **Women in African Parliaments: A Continental Shift? &**
The Virtuous Circle of Representation: Women in African Parliaments
- November 10 Bauer, Gretchen and Hannah Britton, eds. Women in African Parliaments
Disney, Chapter 2, **Mozambique: Empowering Women Through Family**
Law
- November 15 Bauer, Gretchen and Hannah Britton, eds. Women in African Parliaments
Britton, Chapter 3, **South Africa: Mainstreaming Gender in a New**
Democracy
- November 17 Bauer, Gretchen and Hannah Britton, eds. Women in African Parliaments
Bauer, Chapter 4, **Namibia: Losing Ground Without Mandatory Quotas**
- November 22 Bauer, Gretchen and Hannah Britton, eds. Women in African Parliaments
Tripp, Chapter 5, **Uganda: Agents of Change for Women's Advancement?**
- ALL PAPERS DUE UNDER MY DOOR BY 5:00PM**
- November 24 THANKSGIVING – NO CLASS**
- November 29 Bauer, Gretchen and Hannah Britton, eds. Women in African Parliaments
Longman, Chapter 6, **Rwanda: Achieving Equality or Serving an**
Authoritarian State?
- December 1 Bauer, Gretchen and Hannah Britton, eds. Women in African Parliaments
Creevey, Chapter 7, **Senegal: Contending with Religious Constraints**
- December 7 WEDNESDAY, 11:30am-2:00pm: FINAL EXAM**

I. Country Case Study Fact Sheet and Research Paper Proposal: Due October 6

You MUST use the MOST RECENT UNDP Human Development Report, published annually and available online. Type into the Google Search Engine: HUMAN DEVELOPMENT REPORT. Then, look for and Click on the link for HUMAN DEVELOPMENT INDICATORS or GET DATA or GET STATISTICS. You should be able to SEARCH BY COUNTRY.

Information to include on page one clearly labeled in sentence/paragraph form:

Country Name

Type of Government

Year(s) of Constitution(s)

Key Moments in Political History

Indigenous, Colonial, Independence Periods if applicable

Economy: Basic imports and exports, agricultural, industrial, service sector labor

Culture: Language/Ethnicity/Religion

Information to include on page two (printed on back if possible) clearly labeled in list/table form:

Population:

Life Expectancy:

By Gender:

Adult Literacy:

By Gender:

Real GDP per Capita (\$PPP):

By Gender:

Share of Earned Income of Poorest 20%:

Richest 20%:

Estimated Earned Income of Females:

Males:

Human Development Index:

Human Development Rank:

Gender-Related Development Index:

Gender-Related Development Rank:

Gender Empowerment Measure:

Gender Empowerment Rank:

% Seats Held by Women in Parliament:

Other measures you deem interesting and telling about your country

Once you have chosen your country case study, you will decide on a topic on which to write a research/concept paper. **Your paper must be 10-12 full pages.** You should look through the topics raised throughout the semester to determine what country and what concept you may be interested in exploring more closely. To learn more about selecting your topic, read the detailed section on the paper below.

II. Paper Annotated Bibliography: Due October 27

An annotated bibliography is a listing of sources that you have read for your research paper which briefly summarizes the relevant content from those sources for the purposes of the research being done. If your reading has caused you to change your paper topic, the topic and research question should be clearly articulated at this point in the assignment. You must use at least 10 different scholarly sources of research, including books, scholarly articles, and other international or country reports. Details on the types of sources you need to include are below.

III. Country Case Study Research/Concept Paper: Due November 22

What is a research/concept paper? A research/concept paper asks you to select one of the theoretical concepts we will be discussing in the course (i.e., colonization, modernization, political, economic, and/or cultural development, political economy, ideology, ethnicity, social class, legitimacy, coercion, sovereignty, authority, democracy,) and apply it to your country of choice across one or more of the historical time periods we will be examining: pre-colonial, colonial, post-colonial. First, you should show me that you *understand* the concept's meaning and the various ways it has been used within the study of African Politics.

Then, you need to *apply* the concept to your country case study as Thomson models in his book. You **must use at least 10 different scholarly sources of research, including books, scholarly articles**, and other international or country reports. You must use the United Nations Human Development Report for your Country Case Study Fact Sheet, along with several other country specific internet sources. When you use an internet source you must cite the web address in your bibliography like any other, so that I may go to the source myself and check it out. **BE CAREFUL of using non-scholarly internet sources like Wikipedia or the Dictionary. You can read this for background information but you SHOULD NOT cite this in a scholarly research paper. Also, you CANNOT use ALL internet sources in your paper. You must use at least three scholarly journal articles and three scholarly books among your sources.**

Remember, all papers have a thesis statement. A thesis statement makes an argument. An argument involves logical reasoning, scientific research, and empirical evidence; it is not a mere opinion. Examples from our life experiences are a relevant form of knowledge. It is important, however, that if you use a personal experience as an example you explain how the example connects to the larger issues and theoretical concepts we will be discussing in this course. **ALL PAPERS WILL BE DUE BY THE START OF CLASS. NO EXCEPTIONS.**

Student Obligations

Attendance, Class Participation, and Taking Notes

Regular class attendance is required. Excessive absences will lower your grade in two ways: (1) loss of note-taking from class lecture and discussion; (2) loss of class participation credit. Class participation will raise or lower your grade. If prolonged illness or other problems cause you to be absent for an extended period of time, please let me know. In addition, every student is expected to arrive on time. Arriving late or leaving early disrupts the class and is not acceptable.

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu or www.winthrop.edu/success.

Winthrop University's Office of Nationally Competitive Awards (ONCA) identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222B. Please fill out an online information form at the bottom of the ONCA webpage www.winthrop.edu/onca and email onca@winthrop.edu for more information.

Plagiarism

Using the words or ideas of others as one's own is plagiarism. Quoting or paraphrasing material from books or articles without properly citing the source is also plagiarism. All sources used must be properly cited in your papers. Consult your Writing 101/HMXP Writing Manual for proper citation techniques.

Political Science Department Statement on Plagiarism and Academic Misconduct

The Winthrop University Political Science department abhors all forms of academic misconduct, and faculty members aggressively investigate all incidents of suspected cheating. This includes, but is not limited to, using turnitin.com. Plagiarism, whether intentional or unintentional, is by far the most common form of academic misconduct in the department. Plagiarism includes, but is not limited to:

- Using the words or ideas of others as one's own;
- Reproducing, in whole or in part, principal ideas from a fellow student's work;
- Granting a fellow student permission to copy one's paper, or to reproduce some or all of its principal ideas;
- Quoting or paraphrasing material from sources without any citation;
- Quoting or paraphrasing material without sufficient and/or proper citation;
- Omitting some or all sources used in a paper; and
- Submitting a paper written for one course -- whether in Political Science or another discipline -- to meet a course requirement in a second course, *without the express permission of all instructors involved*. This is the case even though many paper topics may be relevant to several different courses.

All incidents of suspected academic misconduct are investigated with equal vigor. When a faculty member suspects that a student engaged in academic misconduct, the faculty member will follow the appropriate procedures outlined in the *Student Handbook*. The faculty member will apply whatever sanctions s/he deems appropriate. Possible sanctions include, but are not limited to:

- Failing the assignment;
- Requiring a student to repeat an assignment for reduced credit;
- Requiring a student to repeat an assignment for no credit; or
- Failing the course.

Academic misconduct applies equally to required assignments and extra credit assignments.

All incidents of academic misconduct will be reported to the Department Chair, the Dean of Students, the Dean of Arts and Sciences and the student's academic advisor. The University may impose its own sanctions in addition to sanctions imposed by the faculty member or the department. The University may impose sanctions even after a student has graduated, and may include revoking a student's diploma.

In addition, students who engage in more than one incident of academic misconduct may be declared ineligible for departmental awards, ineligible for employment in the department or its affiliated programs, and ineligible to volunteer as a peer advisor.

Adopted August 14, 2007.