

# **African Political Systems**

Spring 2019

INTL 4355

Department of International Affairs  
University of Georgia

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Class: T/Th, 3:30-4:45, MLC 207  
Office Hours: T/Th, 5-6pm or by appt.  
Candler Hall, Rm. 312

## **COURSE DESCRIPTION**

In 2000, *The Economist* labeled Africa the “hopeless continent.” Eleven years later, the same magazine hailed Africa’s emerging markets and democratic transitions with an article titled, “The Sun Shines Bright.” This course will examine the economic, political, and social changes that have generated intense discussion and debate among policymakers, scholars, politicians, and ordinary citizens in recent years, paying attention to common themes and important variation on the continent. We will also unpack the different narratives, frames, and assumptions that have been used when discussing African politics.

This course serves as an introduction to African politics, from the early 20<sup>th</sup> century to today. As we move chronologically through the continent’s recent history, we will examine several questions. What did the colonial state look like and what were its imperatives? What are the legacies of colonial rule? What were the drivers of independence movements in different countries? What explains the impressive economic growth of the 1960s, followed by economic crises in the 1980s? What has been the impact of foreign aid? Why did some African countries undergo violent internal conflict in the 1990s and what explains the wave of democratization in the late 1990s and 2000s? What do citizens think of their politicians and what are their demands? How are they mobilizing to pursue those demands? What is China’s interest in the region and how are African governments managing their relationship with the world’s second largest economy? Why are some of the continent’s strongest democracies under danger of backsliding today? We will explore these questions and more throughout the semester.

## **COURSE OBJECTIVES**

By the end of the course, students will:

- 1) Have a solid understanding of Africa’s recent political history as well as common trends and notable differences among countries;
- 2) Understand and be able to critically engage with political science research that is focused on African countries but speaks to questions about broad political phenomena elsewhere in the world

- 3) Strengthen their skills that will serve them in other college classes and beyond, specifically
  - a. Critical reading and analytical skills through reading memos and serving as discussion leaders
  - b. Oral communication skills through class discussion and presentations
  - c. Writing skills through critical reading memos and a final paper

### **READINGS**

All readings will be accessible through eLearning Commons, with the exception of one book (below) from which we will read several chapters. As important current events unfold throughout the term, I will post short newspaper articles and other links on eLearning Commons and notify students about them by email. Reading these articles is also a requirement of this course. I will post all lecture slides on eLearning Commons immediately after class.

Some of the readings are dense and involve advanced statistics and formal modeling. You are not expected to fully grasp the mathematics and statistical models in the readings; indeed, we will spend little time on them in class. Rather, you should focus on absorbing the logic and internal coherence of the argument and the evidence used to support it. You are strongly encouraged to bring any questions about jargon, concepts, argumentation, or anything else either to class or my office hours.

Required text: Dionne, Kim Yi. 2018. *Doomed Interventions: The Failure of Global Responses to AIDS in Africa*. New York: Cambridge University Press.  
(available on Amazon for ~\$20)

If you are looking for a broad and introductory overview of African politics from colonial rule to the beginning of the 21<sup>st</sup> century, I recommend:

Meredith, Martin. 2011. *The Fate of Africa: A History of the Continent Since Independence*. New York: Public Affairs.  
(available on Amazon for ~\$20)

You are also strongly encouraged to stay up to date on current events and research on Africa by signing up for the weekly newsletter from [This Week in Africa](#).

## REQUIREMENTS

| <b>Assignment</b>          | <b>Description</b>   | <b>% of Final Grade</b> | <b>Due Date</b>       |
|----------------------------|--|-------------------------|-----------------------|
| Active participation       | See note below on participation                              | 10                      | -                     |
| Country expert assignments | Five assignments, each worth 5%                              | 25                      | -                     |
| Critical reading memo      | Sign up with a partner to be a discussion leader for a class | 5                       | -                     |
| Geography quiz             | The African continent  | 10                      | January 29            |
| Midterm project            | State of democracy in assigned country                       | 15                      | February 28 & March 5 |
| Final paper presentation   | ~10 minutes  | 10                      | April 25 & 30         |
| Final paper                | 10 pages, double spaced                                      | 25                      | April 26              |

## ACTIVE PARTICIPATION

In order to earn a strong participation grade, you should do the following:

### **1. Attend class.**

Both lecture, class discussions, and class activities will be an important part of this course. Class attendance is thus required in order to do well in the course. Attendance will be recorded for each class, and will constitute a portion of your participation grade. You can miss two classes, no questions asked, with no penalty. In the absence of exceptional circumstances, all subsequent missed classes will be reflected in your participation score. Regular tardiness and excessive bathroom breaks will reduce your participation grade.

### **2. Read the assigned materials.**

The course schedule below details reading assignments day-by-day. Students are expected to have read the assigned material before class and bring the readings to class. Preparing answers to the “guiding questions” in the course schedule, below, will help you navigate the readings, ensure that you are prepared for class discussion, and assist you in class activities.

### **3. Actively participate in class.**

Students will maximize the course’s benefits by actively engaging in class discussions and activities. It is the responsibility of the student to raise questions when something is unclear. Regular and active participation will be recorded during each class meeting, and will constitute a

portion of your participation grade. Your participation should reflect that you have carefully done the readings for the day. To give you a sense of the breakdown of the participation grade:

A range: Attend and participate in every class; participation reflects that you have done the readings

B range: Attend and participate in most classes; participation reflects that you have done the readings

C range: Attend most classes and participate about 50 percent of the time or less

D range: Attend about 50 percent of the classes; rarely participate

F: Absent more often than present; rarely participate

Finally, it will be difficult to actively participate in class if you are distracted by your phone. If you have any questions or concerns about participation, you are encouraged to bring them to me early in the semester.

### **COUNTRY EXPERT ASSIGNMENTS**

Given that a key objective of this course is to introduce you to African politics, the readings will focus on broad trends and developments across the continent, rather than delve into the specifics of Africa's 54 countries. In order to provide you with more detailed information about individual countries as well as highlight important differences among them, you will each serve as a country expert for the semester. There are five assignments, detailed in the course schedule, below, which will provide you with the opportunity to learn more about your country (to be assigned by the instructor at the beginning of the semester). Generally, these assignments will require you to read a combination of magazine articles, policy notes, and newspaper articles. Be sure to submit your sources (a minimum of five) for each assignment.

Being the class' country expert also means that we will turn to you when major political, economic, and social developments happen in your country. You are thus expected to stay up to date on what is happening in your country. The instructor will email in advance about any developments to be discussed in upcoming classes.

### **CRITICAL READING MEMOS**

You will sign up to be a discussion leader with a partner for one class this semester. To prepare you for this, you will put together a critical reading memo to be circulated to the entire class no later than noon the day before. Briefly, your memo should (1) summarize the main argument and evidence for the day's reading(s) and (2) develop at least five critical discussion questions. A handout with more information and grading rubric will be circulated at the start of the semester.

## **MIDTERM PROJECT**

For the midterm project, you will give a ~10 minute presentation on the state of democracy in your assigned country. More information and a grading rubric will be circulated early in the semester.

## **FINAL PAPER AND PRESENTATION**

The final paper is an opportunity to 1) explore a specific research question in depth of interest to you and 2) sharpen your writing skills. You will also have an opportunity to present your findings to the class in a brief presentation. A final paper proposal is due on March 29; proposals will be returned on April 2. More information with guidelines and a rubric for the proposal, paper, and presentation will be circulated later in the semester.

## **ASSESSMENT AND GRADING**

Throughout this semester, you will have the opportunity to strengthen your reading and writing skills (critical reading memos and final paper), oral communication skills (class discussions and presentations), as well as your content knowledge of African politics (country expert assignments, midterm project, and final paper). I will provide more detailed rubrics for each assignment, but generally, grades are assigned on the following basis:

A: 93-100    A-: 90-92    B+: 87-89    B: 83-86    B-: 80-82    C+: 77-79  
C: 73-76    C-: 70-72    D+: 67-69    D: 60-66    F: <60

## **MISSED OR LATE ASSIGNMENTS**

Assignments must be submitted on time with the exception of a bona fide medical or other emergency as validated by appropriate documentation (e.g., a doctor's note). Late country expert assignments and critical reading memos will not be accepted. For each day that the final paper is late, 10% will be deducted.

## **USE OF LAPTOPS AND TABLETS IN CLASS**

While some students find that personal laptops and tablets enhance their classroom experience, others find them to be a significant distraction. In an effort to accommodate all students, the classroom will be divided into "laptop" and "non-laptop" sections. You are welcome to sit in whichever section you feel best suits your learning needs for the day.

## **UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY**

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

## **RESOURCES ON AFRICA**

If you want to learn more about African politics, it is essential that you stay up to date on political developments on the continent. We will discuss major events in class as they unfold, such as elections, regime transitions, protests, and violent conflicts, among others. A list of resources is below to help get you started and keep you up to date:

- [This Week in Africa](#)
  - Highly recommended; this newsletter is delivered to your inbox every Friday afternoon. It summarizes the week's news as well as recent social science research in African countries. It's an excellent resource for staying up to date.
- [Ufahamu Africa](#) podcast (~weekly)
- [On Africa](#) podcast (~ monthly)
- [African Tech Roundup](#) podcast
- [Into Africa](#) podcast
- [BBC World Service Africa Today](#) podcast (daily, Monday thru Friday)
- [2minuteafricanpolitics](#) (Laura Seay on Instagram)
- [Democracy in Africa](#) (newsletter)
- [All Africa](#) (a collection of newspapers across Africa)
- [Africa is a country](#) (website)
- [African Arguments](#) (website)
- [Africa Check](#) (fact-checking website)

Finally, there are a number of resources on campus that I strongly encourage you to follow:

- [African Perspective](#) with Dr. Akinloye Ojo, Sunday afternoons at 4pm
- [African Studies Institute](#)
- APERO Lectures with the African Studies Institute

## COURSE SCHEDULE

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Thursday, January 10: Introduction

- Read the entire syllabus thoroughly

Tuesday, January 15: Critical reading skills

- Readings
  - Reading tips handout and “How to Read Political Science in Four Steps”
  - Englebert, Pierre. 2000. "Pre-Colonial Institutions, Post-Colonial States, and Economic Development in Tropical Africa." *Political Research Quarterly* 53 (1): 7-36.
- Homework (counts toward active participation grade)
  - Use the reading guide to navigate and take notes on the above political science research article. Bring a copy of the article to class (electronic or hard copy) with your mark-ups, notes, questions, and comments.
  - Reflect on your reading habits. Bring a ~1 page reflection to class that answers the following:
    - How far in advance do you read for class? 6 hours? 12? 24? Two days? Do you think you should be reading further in advance? If so, what changes will you make in your schedule to do so?
    - Do you like to skim first and then go back and read? Take breaks? Read straight through?
    - Do you schedule time in your day/week for reading and homework? Do you look up in advance how many pages you'll need to read before class?
    - Do you take notes as you read? Or do you take notes at the very end?
    - What reading habits do you feel work for you? What habits aren't working and how will you change them?
    - After reading and taking notes, are you able to explain to a friend what the main question was, what the main argument and key take-away are, and what evidence was used to support the argument? Importantly, are you able to articulate your questions and critiques?

Thursday, January 17: What's going on in African countries today?

- Readings
  - Allison, Simon. "Africa for Pessimists and Optimists: 2018 in Review." *Mail & Guardian.*, December 20, 2018, <http://atavist.mg.co.za/africa-for-pessimists-and-optimists-2018-in-review>.
  - This Week in Africa's Top Stories of 2018: <https://mailchi.mp/columbia/top-africa-stories-of-the-year-2018>
  - What to Watch in Sub-Saharan Africa in 2019, Center for Strategic and International Studies: <https://www.csis.org/analysis/what-watch-sub-saharan-africa-2019>
- Recommended

- Africa Briefing, available at: <https://africabriefing.org/africa-briefing-magazine/mobile/index.html#p=2>
- Dahir, Abdi Latif, Yomi Kazeem, and Lynsey Chutel. 2019. "These are the Key African Elections to Watch in 2019." Quartz Africa, January 4,. <https://qz.com/africa/1514114/the-key-african-elections-to-watch-in-2019/>.
- Wainaina, Binyavanga. "How to Write about Africa." Granta Magazine, January 19, 2006, <https://granta.com/how-to-write-about-africa/>.
- Cheeseman, Nic. "Africa is Urbanising Fast- and its Leaders are Struggling to Adapt." The Mail & Guardian, September 20, 2018, <https://mg.co.za/article/2018-09-20-africa-is-urbanising-fast-and-its-leaders-are-struggling-to-adapt/>.
- Farago, Jason. 2019. "Artwork Taken from Africa, Returning to a Home Transformed." *The New York Times*, January 3. <https://www.nytimes.com/2019/01/03/arts/design/african-art-france-museums-restitution.html>.
- Guiding questions
  - What are the recent developments on the continent highlighted in the readings?
  - Did the readings change and/or confirm your previous perceptions about Africa?
- Country Expert Assignment #1
  - Put together a brief (5 minutes) powerpoint presentation about a recent (within the past 6 months) development in your country. Pick a topic you find interesting: elections, technology, protest, women's rights, environmental politics, economic changes, foreign aid, etc. Whatever you chose, be sure that your presentation answers:
    - Who are the main actors? What are their main interests? Whose voices are absent or missing from the story that you think should be there?
    - What is going on?
    - When?
    - Where?
    - Why is this happening?
    - Why does it matter?
  - You should have at least five different news sources that are to be submitted with the presentation.

## Tuesday, January 22: The colonial state

- Readings
  - Young, Crawford. 1994. "Chapter 4: Constructing Bula Matari." In *The African Colonial State in Comparative Perspective*, 77-140. New Haven: Yale University Press.
- Guiding questions
  - What is "Bula Matari"?
  - What did the African colonial state look like? How did it come into being?
  - What were the overarching imperatives of the colonial state? Their consequences?
  - Thinking ahead to independence, what do you think the legacies of the colonial state might be for economic growth? Democracy? National identity? Other outcomes?

Thursday, January 24: Colonial rule

- Readings
  - Chapters 2 and 3 of Mamdani, Mahmood. 1996. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. 1996: Princeton University Press.
- Guiding questions
  - What did colonial rule look like in Africa?
  - What is “indirect rule”?
  - What does Mamdani mean by “decentralized despotism?” Its consequences?

Tuesday, January 29: The end of colonial rule

- Readings
  - Young, Crawford. 1994. "Chapter 6: Toward African Independence." In *The African Colonial State in Comparative Perspective*, 182-217. New Haven: Yale University Press.
- Guiding questions
  - What “challenges” did the colonial state face at the end of World War II?
  - How did these challenges facilitate a path to independence for many colonies?
- Homework
  - Study and memorize all 54 countries in Africa for an in-class geography quiz.

Thursday, January 31: Revolutionary theory

- Readings
  - Fanon, Frantz. 2004. "On Violence." In *The Wretched of the Earth*. Translated by Richard Philcox, 1-62. New York: Grove Press.

Tuesday, February 5: Independence

- Readings
  - “The Birth of Nations” and “The First Dance of Freedom,” in Meredith, Martin. 2011. *The Fate of Africa: A History of the Continent Since Independence*. New York: Public Affairs.
- Guiding questions
  - What were the different economic development policies implemented by different African leaders? What were their theories, ideologies?
  - What did economic growth look like in different African countries in the 1960s?
  - What were some challenges or obstacles to economic growth after independence?
- Country Expert Assignment #2
  - Research the end of colonial rule in your country. In a 5 minute presentation, answer the following:
    - Who were the key actors? Their interests?
    - What were the key debates and political coalitions at the time?
    - How was independence achieved? What year?
    - Was there a peaceful transition of power? A violent conflict?
    - What might be the legacies of how power was turned over?

Thursday, February 7: Personal rule and neo-patrimonialism

- Readings
  - Ekeh, Peter. 1975. "Colonialism and the Two Publics in Africa: A Theoretical Statement." *Comparative Studies in Society and History* 17 (1): 91-112.
  - "W(h)ither the State?" and "Recycled Elites," in Chabal, Patrick and Jean-Pascal Daloz. 1999. *Africa Works: Disorder as Political Instrument*. Oxford: James Currey.
  - Gallo, Andrea. "In Louisiana, More than a Third of Ex-Lawmakers Continue to Try to Influence their Old Colleagues." ProPublica., last modified December 19, <https://www.propublica.org/article/in-louisiana-more-than-a-third-of-ex-lawmakers-continue-to-try-to-influence-old-colleagues>.
- Recommended reading
  - Achebe, Chinua. 1994. *No Longer at Ease*. First Anchor Books Edition ed. United States: Anchor Books. (Originally published in 1960).
- Guiding questions
  - What are the two publics described by Ekeh? Importantly, what is the relationship between them? What are the consequences of this relationship?
  - How do Chabal and Daloz describe the state in different African countries? Why are elites routinely returned to power? How do they maintain power?
  - What is clientelism?
  - Do you see elements of the kind of politics described by Ekeh and Chabal and Daloz in the article on Louisiana? Differences?

Tuesday, February 12: Guest lecture, [Dr. Dainess Mashiku Maganda](#), Dept. of Comparative Literature and African Studies Institute, University of Georgia

Thursday, February 14: The post-WWII foreign aid regime

- Readings
  - Van de Walle, Nicolas. 2001. "The Crisis and Foreign Aid." In *African Politics and the Politics of Permanent Crisis, 1979-1999*. New York: Cambridge University Press.
- Guiding questions
  - What were the defining features of the foreign aid regime described by Van de Walle?
  - What were the consequences of this regime?
  - What do you think a better foreign aid regime would look like? Or should other countries not provide foreign aid at all?

Tuesday, February 19: Economic decline in the 1980s

- Readings
  - "The Lost Decade," in Meredith, Martin. 2011. *The Fate of Africa: A History of the Continent Since Independence*. New York: Public Affairs.
- Country Expert Assignment #3
  - Economic stagnation, decline, and growing debt were problems for many African countries in the 1980s. Research the economy of your country and put together a 5 minute presentation which answers the following:

- What were the mainstays of that country's economy? The largest and most profitable sectors?
- How much growth did the country enjoy in previous years?
- What were the domestic factors that led to economic decline? (Or if there wasn't decline, how did your country maintain growth or avoid decline?)
- What were the international factors that led to economic decline? (Or if there wasn't decline, what role, if any, did foreign actors play in maintaining growth or avoiding decline?)
- How did the government respond to economic decline?

Thursday, February 21: Civil war and genocide in the 1990s

- Readings
  - Fujii, Lee Ann. 2008. "The Power of Local Ties: Popular Participation in the Rwandan Genocide." *Security Studies* 17 (3): 568-597.
  - Reno, William. 1999. "Chapter 4: Sierra Leone's Transition to Warlord Politics." In *Warlord Politics and African States*, 113-145. Boulder: Lynne Rienner Publishers.
- Recommended
  - Power, Samantha. 2001. "Bystanders to Genocide." *The Atlantic*, September.
- Guiding questions
  - According to Fujii, how and why did ordinary Rwandans participate in the 1994 genocide? How, if at all, did this article change or shift your understanding of the drivers and dynamics of genocidal violence?
  - What is warlord politics? How does Reno explain the rise of warlord politics in the 1990s? Who are the main actors in the chapter on Sierra Leone?
  - What do you think puts some societies at risk for genocidal violence? For warlord politics?

Tuesday, February 26: Recovering from civil war

- Readings
  - Karim, Sabrina. 2017. "Restoring Confidence in Post-Conflict Security Sectors: Survey Evidence from Liberia on Female Ratio Balancing Reforms." *British Journal of Political Science*.

Thursday, February 28: State of Democracy Student Presentations

Tuesday, March 5: State of Democracy Student Presentations

Thursday, March 7: Can democracy undermine clientelism?

- Reading
  - Thomas Fujiwara and Leonard Wantchekon. 2013. "Can Informed Public Deliberation Overcome Clientelism? Experimental Evidence from Benin." *American Economic Journal: Applied Economics* 5 (4): 241-255.
  - Lindberg, Staffan I. 2010. "What Accountability Pressures do MPs in Africa Face and How Do They Respond? Evidence from Ghana." *Journal of Modern African Studies* 48 (1): 117-142.

- Recommended reading
  - Gatt, Leah and Oliver Owen. 2018. "Direct Taxation and State–Society Relations in Lagos, Nigeria." *Development and Change* 49 (5): 1195-1222.
  - Mueller, Lisa. 2018. "Personal Politics without Clientelism? Interpreting Citizen-Politician Contact in Africa." *African Studies Review* 61 (2): 28-54.
- Guiding questions
  - According to the readings, what mechanisms might undermine patron-clientelism? What evidence do they use to support their argument?

### -Spring Break-

Tuesday, March 19: An African Election

- No readings; we will watch the documentary, An African Election.

Thursday, March 21: Challenges to democracy

- Reading
  - Gyimah-Boadi, Emmanuel. 2015. "Africa's Waning Democratic Commitment." *Journal of Democracy* 26(1): 101-13.
  - Opalo, Kennedy Ochieng'. 2012. "African Elections: Two Divergent Trends." *Journal of Democracy* 23 (3): 80-93.
  - Cheeseman, Nic. 2015. The State of Democracy in Africa | *Democracy in Africa*. <http://democracyinafrica.org/the-state-of-democracy-in-africa/>
- Recommended
  - Madowo, Larry. "Opinion: Why it's a Perilous Time to be a Journalist in Kenya." CNN., last modified February 9, accessed Jan 6, 2019, <https://www.cnn.com/2018/02/09/africa/kenya-press-freedom-madowo/index.html>.
  - Cheeseman, Nic. "Zambia's Slide to Authoritarianism." The Mail & Guardian Online., last modified November 16, accessed Jan 8, 2019, <https://mg.co.za/article/2018-11-16-00-zambias-slide-to-authoritarianism/>.
  - Stearns, Jason. 2019. The Congo Elections: Where Things Stand. Congo Research Group | Groupe D'Etude Sur Le Congo. <http://congoresearchgroup.org/the-congo-elections-where-things-stand/>.
- Guiding questions
  - What are the challenges to democracy identified in the readings? How are these similar, different to other countries you've read about in the news and other political science classes?
  - Do you see these challenges in your assigned country? Other challenges? Do you not see democratic backsliding in your country? What do you think makes a country vulnerable to democratic erosion?

## Tuesday, March 26: Protest in Africa

- Reading
  - “Heart of Darkness” and “The Great Plunderer” in Meredith, Martin. 2011. *The Fate of Africa: A History of the Continent Since Independence*. New York: Public Affairs. (This will be background reading for the documentary will watch in class, Back to Kinshasa)
- Recommended
  - York, Geoffrey. 2017. "Stella Nyanzi: The Woman Who used Facebook to Take on Uganda's President." *The Globe and Mail*, May 30,. <https://www.theglobeandmail.com/news/world/ugandan-scholar-stella-nyanzi-the-woman-who-tickled-the-leopard/article35159152/>.
  - "Uganda's Bobi Wine is 2018 Africanews Personality of the Year." Africanews., last modified -01-01CET00:03:00+01:00, accessed Jan 5, 2019, <http://www.africanews.com/2019/01/01/uganda-s-bobi-wine-is-2018-africanews-personality-of-the-year/>.
  - [Winnie](#) (documentary of Winnie Madikizela Mandela, available on Netflix).
  - Elamin, Nisrin and Zachariah Mampilly. 2018. "Recent Protests in Sudan are Much More than Bread Riots." *Washington Post*, December 28,. <https://www.washingtonpost.com/news/monkey-cage/wp/2018/12/28/recent-protests-in-sudan-are-much-more-than-bread-riots/>.
- Country Expert Assignment #4
  - Write a ~1-2 page summary which answers the following questions about the most recent protest in your country:
    - What is being protested?
    - Who is protesting?
    - How are they protesting? What strategies are they using?
    - How long have they been protesting?
    - What is the response of the government? Other countries?

## Thursday, March 28: Social media

- Readings
  - Selections from Nyabola, Nanjala. 2018. *Digital Democracy, Analogue Politics: How the Internet Era is Transforming Kenya*. London: Zed Books.
  - Nyabola, Nanjala. 2018. "In Kenya, Election Manipulation is a Matter of Life and Death." *The Nation*, March 28,. <https://www.thenation.com/article/in-kenya-election-manipulation-is-a-matter-of-life-and-death/>.
- Recommended
  - Laterza, Vito. 2018. Cambridge Analytica, African Elections and Western Double Standards. Medium. <https://medium.com/@vitolaterza/cambridge-analytica-african-elections-and-western-double-standards-57c36553e5a3>.
  - Wasserman, Herman and Madrid-Morales, Dani. "Fake News in Africa- how big is the problem?" *Democracy in Africa.*, last modified November 22, <http://democracyinfrica.org/fake-news-africa-big-problem/>

## Tuesday, April 2: Africa Rising

- Reading
  - Chapter 1 from Radelet, Steven. 2010. *Emerging Africa: How 17 Countries are Leading the Way*. Washington D.C.: Center for Global Development.
  - Frankema, Ewout and Marlous van Waijenburg. 2018. "Africa Rising? A Historical Perspective." *African Affairs* 117 (469): 543-568.
  - Bond, Patrick. 2017. "'Africa Rising' in Retreat: New Signs of Resistance." *Monthly Review*, September 1.
- Recommended
  - Finnegan, William. 2018. "Can Cyril Ramaphosa Revive the South African Dream?" *The New Yorker*, January 5,. <https://www.newyorker.com/news/daily-comment/can-cyril-ramaphosa-revive-the-south-african-dream>.
  - Calland, Richard and Jon Temin. 2018. *Can South Africa Return to the Global Stage?*. Center for Strategic and International Studies. Available at: <https://www.csis.org/analysis/can-south-africa-return-global-stage>
  - Radelet, Steven. 2010. *Emerging Africa: How 17 Countries are Leading the Way*. Washington D.C.: Center for Global Development.
- Guiding questions
  - What are the different sides to the “Africa Rising” debate? What evidence does each side use to make their argument?
  - What are the different development trajectories described by Frankema and van Waijenburg?
- Country Expert Assignment #5
  - Write a 1-2 page summary which answers the following questions about your country:
    - Do you see any of the dynamics and factors described in the readings in your country?
    - Has your country recently experienced economic growth? If so, how much? In what sectors? For how long? What sparked this growth? Is it sustainable? What might be some future challenges?
    - Has your country not experienced recent economic growth? If not, what are some of the obstacles to growth? Does the government have a plan to address these obstacles?

## Thursday, April 4: No class; Midwest Political Science Association Annual Meeting

## Tuesday, April 9: Politics of health

- Reading
  - Chapters 2-4 and Conclusion in Dionne, Kim Yi. 2018. *Doomed Interventions: The Failure of Global Responses to AIDS in Africa*. New York: Cambridge University Press.

## Thursday, April 11: China and Africa

- Readings
  - Listen to the On Africa podcast, episode, “Unpacking China – Africa Relations,” December 5, 2018, with Travis Adkins (host) and Dr. Anita Plummer (guest,

Department of African Studies, Howard University) (32 minutes, available in itunes)

- Aidoo, Richard. 2018. "African Countries have Started to Push Back Against Chinese Development Aid. Here's Why." *The Washington Post*, October 16. [https://www.washingtonpost.com/news/monkey-cage/wp/2018/10/16/african-countries-have-started-to-push-back-against-chinese-development-aid-heres-why/?utm\\_term=.45a5e0149427](https://www.washingtonpost.com/news/monkey-cage/wp/2018/10/16/african-countries-have-started-to-push-back-against-chinese-development-aid-heres-why/?utm_term=.45a5e0149427).
- Guiding questions
  - How does Dr. Plummer “unpack” Sino-African relations in the podcasts? Who are the different actors? Their interests?
  - What are the differences between western aid and Chinese aid? Similarities? What are the different types of aid provided by China?
  - Why are citizens and politicians in different African countries critical of Chinese aid?

Tuesday, April 16: Africa and the US

- Reading
  - Young, Finlay. 2018. "Unprotected." ProPublica, October 11. Available at <https://features.propublica.org/liberia/unprotected-more-than-me-katie-meyler-liberia-sexual-exploitation/>
  - Cole, Teju. 2012. "The White-Savior Industrial Complex." *The Atlantic*, March 21,. <https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>.
  - Director of the Africa Program, Center for Strategic and International Studies, Judd Devermont’s testimony to the Senate Armed Services Committee, Subcommittee on Emerging Threats and Capabilities, “Implications of China’s Presence and Investment in Africa,” December 12, 2018, available at: [https://www.armed-services.senate.gov/imo/media/doc/Devermont\\_12-12-18.pdf](https://www.armed-services.senate.gov/imo/media/doc/Devermont_12-12-18.pdf)
- Recommended
  - Turse, Nick. 2018. U.S. Military Says it has a Light Footprint in Africa. These Documents show a Vast Network of Bases. *The Intercept*. <https://theintercept.com/2018/12/01/u-s-military-says-it-has-a-light-footprint-in-africa-these-documents-show-a-vast-network-of-bases/>.
  - Piombo, Jessica, ed. 2015. *The US Military in Africa: Enhancing Security and Development?*. Boulder, Colorado: Lynne Rienner Publishers.
- Guiding questions
  - How and why was “More Than Me” allowed to operate in Liberia, and with what consequences? Who are the key actors and what were their interests?
  - What is the “white-savior industrial complex?” Why is Cole critical of it?
  - What are the drivers of current US foreign policy interests in Africa?

Thursday, April 18: Guest lecture, [Dr. Molly Ariotti](#), Assistant Professor of Political Science, Department of International Affairs, University of Georgia

Tuesday, April 23: Guest lecture, [Austin Doctor](#), Ph.D candidate, Department of International Affairs, University of Georgia

Thursday, April 25: Final paper presentations

Tuesday, April 30: Final paper presentations and wrap up