

# **African Politics**

Fall 2019

INTL 4355

Department of International Affairs  
University of Georgia

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Class: T/Th, 2:00-3:15, MLC 267  
Office Hours: T/Th, 3:30-4:30pm, Candler 309

## **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 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? 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. 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.

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 homework	Five assignments, each worth 5%	25	-
Critical reading memo	Sign up with 2-3 classmates to be a discussion leader for two classes, each worth 5%	10	-
Geography quiz	The African continent	10	September 3
Midterm project	State of democracy in assigned country	20	October 15 & 17
Final paper	15 pages, double spaced	25	December 6

## **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 HOMEWORK 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 two classes 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 ~15 minute group presentation on the political regime of an African country. More information and a grading rubric will be circulated early in the semester.

### **FINAL PAPER**

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. 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)
- Afrobarometer (this is a good place to [start](#))

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, August 15: Introduction

- Read the entire syllabus thoroughly

Tuesday, August 20: 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>.
  - Dahir, Abdi Latif, Yomi Kazeem, and Lynsey Chutel. "These are the Key African Elections to Watch in 2019." *Quartz Africa*, January 4, 2019. <https://qz.com/africa/1514114/the-key-african-elections-to-watch-in-2019/>.
  - 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/>.
  - This Week in Africa's Top Stories of 2018: <https://mailchi.mp/columbia/top-africa-stories-of-the-year-2018>
- Guiding questions
  - What, if anything, did you find surprising or unexpected in these news stories? Unsurprising?
  - What stories did you find particularly interesting? What would you like to know more about?

Thursday, August 22: Power, representation, and knowledge production on Africa

- Required readings
  - Pailey, Robtel Neajai. "Where is the 'African' in African Studies?" *African Arguments*, June 7, 2018: <https://africanarguments.org/2016/06/07/where-is-the-african-in-african-studies/>
  - Kothor, Marius. "Race and the Politics of Knowledge Production in African Studies." *Black Perspectives*, April 8, 2019: <https://www.aaihs.org/race-and-the-politics-of-knowledge-production-in-african->

studies/?utm\_source=rss&utm\_medium=rss&utm\_campaign=race-and-the-politics-of-knowledge-production-in-african-studies

- Wainaina, Binyavanga. 2005. "How to Write About Africa." *Granta* 92.
- Seay, Laura. "How Not to Write About Africa." *Foreign Policy*, April 25, 2012.
- Giorgis, Hannah. "The Western Erasure of African Tragedy." *The Atlantic*, March 11, 2019. <https://www.theatlantic.com/ideas/archive/2019/03/ethiopian-airlines-302/584533/>
- Miner, Horace. 1956. "Body Ritual among the Nacirema." *The American Anthropologist*. 58:3 pp. 503-507.
- Recommended readings:
  - Mama, A. 2007. "Is It Ethical to Study Africa? Preliminary Thoughts on Scholarship and Freedom." *African Studies Review*. 50(1): 1-26.
  - Decolonizing the University: The African Politics Reading List: <http://democracyinafrica.org/decolonising-the-university-the-african-politics-reading-list/>
  - Briggs, Ryan. 2017. "Explaining Case Selection in African Politics Research." *Journal of Contemporary African Politics* 35(4): 565-572.
  - Darkest Austria (video): <https://archive.org/details/KayongaKagameShowsUsTheWorld.EpisodeDarkestAustria>
  - 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>.
  - Warah, Rasna. 2019. "Visas, Africanists and White Privilege." *The Elephant Review*, January 5,. <https://www.theeastafricanreview.info/oped/2019/01/05/visas-africanists-and-white-privilege/>.
  - Check out the website, Africa is a Country, and its critical commentary

#### Tuesday, August 27: **Homework 1: Politics before colonialism**

- Research political institutions and societies before colonial rule in your assigned country. Write up a 2-page report which succinctly answers the following:
  - How many different societies or communities existed within the country's current borders?
  - How big were these communities in terms of territory and population?
  - What did political institutions and governance look like? How was power distributed and who had access to it?
  - How was political authority challenged? What rights and obligations did people have in these societies?
  - What did the local economy look like?
  - How easy was it to find the answers to these questions?

#### Thursday, August 29: No class, Annual Meeting of the American Political Science Association

- Study for next class' geography quiz

Tuesday, September 3: The colonial state and everyday violence + **Geography quiz**

- Reading
  - 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?
  - What do you think the legacies of the colonial state might be for economic growth? Democracy? National identity?

Thursday, September 5: Colonialism and decentralized despotism

- 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?" What are its consequences?

Tuesday, September 10: Overthrowing colonial rule

- Reading
  - Fanon, Frantz. 2004. "On Violence." In *The Wretched of the Earth*. Translated by Richard Philcox, 1-62. New York: Grove Press.
- Guiding questions
  - According to Fanon, what are the psychological consequences of colonial rule?
  - What does Fanon mean when he writes that violence is productive of freedom? How so? Do you agree?
  - What is Fanon's argument for reparations? Do you agree?

Thursday, September 12: Resistance

- A break from reading! We will watch *Winnie*, a documentary of Winnie Madikizela Mandela's life and activism

Tuesday, September 17: **Homework 2: Colonial rule, apartheid, and resistance**

- We will finish watching *Winnie*, followed by a class discussion that ties together our previous classes on colonialism, apartheid, revolutionary theory, and resistance.
- Bring to class a 2-page report which answers the following questions:
  - How, if at all, does Mamdani's framework of "decentralized despotism" shed light on apartheid in South Africa? What, if anything, is the connection between the two?
  - What are the different strategies of resistance discussed in the Fanon reading? *Winnie*?



- What were the internal debates within the anti-apartheid movement?

Thursday, September 19: Personal rule, big man politics, and neo-patrimonialism

- Required 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.
- Recommended readings
  - Achebe, Chinua. 1994. *No Longer at Ease*. First Anchor Books Edition ed. United States: Anchor Books. (Originally published in 1960).
  - Wrong, Michela. 2010. *It's Our Turn to Eat: The Story of a Kenyan Whistle-Blower*. Harper Perennial.

Tuesday, September 24: Challenges to the neo-patrimonial framework

- Required readings
  - Pitcher, Anne, Mary H. Moran and Michael Johnston. 2009. "Rethinking Patrimonialism and Neopatrimonialism in Africa." *African Studies Review* 52(1): 125-156.
  - Gallo, Andrea. "In Louisiana, More than a Third of Ex-Lawmakers Continue to Try to Influence their Old Colleagues." *ProPublica*, December 19, 2018. <https://www.propublica.org/article/in-louisiana-more-than-a-third-of-ex-lawmakers-continue-to-try-to-influence-old-colleagues>.
- Recommended readings
  - Mkandawire, Thandika. 2015. "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." *World Politics* 67 (3): 563-612.

Thursday, September 26: **Homework 3: Democracy in Africa**

- Readings
  - Gyimah-Boadi, Emmanuel. 2015. "Africa's Waning Democratic Commitment." *Journal of Democracy* 26(1): 101-113.
  - Opalo, Kennedy Ochieng'. 2012. "African Elections: Two Divergent Trends." *Journal of Democracy* 23 (3): 80-93.
- Homework: Read the 2018 Freedom House Country Report for your assigned country. Write a 2-page report that answers the following questions:
  - Who holds power in the country and how is power acquired? Multi-party elections? Military rule? In a nutshell, what type of political regime is it?
  - What rights and liberties do citizens enjoy?
  - How does Freedom House rank the country? What is their justification for this ranking? Do you agree?

Tuesday, October 1: Clientelism and democracy

- Required readings
  - 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 readings
  - Mueller, Lisa. 2018. "Personal Politics without Clientelism? Interpreting Citizen-Politician Contact in Africa." *African Studies Review* 61 (2): 28-54.

Thursday, October 3: Identity politics and democracy

- Readings
  - Ake, Claude. 1993. "What is the Problem of Ethnicity in Africa?" *Transformation: Critical Perspectives on Southern Africa* 22:1-14.
  - Muiga, Kamau. "Colonialists didn't fail to root out Africa's tribal politics. They created it." *African Arguments*, August 6, 2019.  
<https://africanarguments.org/2019/08/06/colonialism-tribal-ethnic-politics-africa/>

Tuesday October 8: **Homework 4: Political parties**

- Reading
  - Chapter 4: Political Parties and Electoral Competition, in Bleck, Jaimie and Nicolas Van de Walle. 2019. *Electoral Politics in Africa Since 1990: Continuity in Change*. New York: Cambridge University Press.
- Homework: Research the political parties in your assigned country. Write up a 2-page report which answers the following:
  - What are the main parties and when were they formed? Who are the key elites in these parties?
  - What are the different party platforms? What is their stance on key issues such as the economy, security, foreign policy, etc.?
  - Who are the main supporters of these parties?
  - Which parties have been in power and for how long? Has there been an alternation in power?

Thursday, October 10: Elections

- Reading
  - Chapter 5: Candidates and Electoral Campaigns in Bleck, Jaimie and Nicolas Van de Walle. 2019. *Electoral Politics in Africa Since 1990: Continuity in Change*. New York: Cambridge University Press.

Tuesday, October 15: Student midterm presentations

Thursday, October 17: Student midterm presentations

Tuesday, October 22: An African Election, Part I

- No readings! We will watch the first part of a documentary of Ghana's 2008 election, *An African Election*.

Thursday, October 24: An African Election, Part II

- No readings! We will finish watching *An African Election*, followed by a debriefing and class discussion to tie together the past several classes we spent on democracy in Africa.

Tuesday, October 29: Social media

- Required reading
  - Chapters 8, 9, and conclusion from Nyabola, Nanjala. 2018. *Digital Democracy, Analogue Politics: How the Internet Era is Transforming Kenya*. London: Zed Books.
- Recommended readings
  - Hassan, Idayat and Jamie Hitchen, "The 'propaganda secretaries' behind Nigeria's 2019 election," *Mail & Guardian*, April 18, 2019. <https://mg.co.za/article/2019-04-18-00-nigerias-propaganda-secretaries>
  - Nyabola, Nanjala. "In Kenya, Election Manipulation is a Matter of Life and Death." *The Nation*, March 28, 2018. <https://www.thenation.com/article/in-kenya-election-manipulation-is-a-matter-of-life-and-death/>.
  - Sieh, Rodney. 2018. *Journalism on Trial: Fighting Corruption, Media Muzzling and a 5,000-Year Prison Sentence in Liberia*. Ancaster, Canada: Manor House Publishing Inc.
  - 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>.

Thursday, October 31: **Homework 5: Economic development**

- Required readings
  - Mkandawire, Thandika. 2010. "How the New Poverty Agenda Neglected Social and Employment Policies in Africa." *Journal of Human Development and Capabilities: A Multi-Disciplinary Journal for People-Centered Development* 11 (1): 37-55.
  - Bond, Patrick. "'Africa Rising' in Retreat: New Signs of Resistance." *Monthly Review*, September 1, 2017.
  - Khisa, Moses. 2019. "Whose Africa is Rising?" *Review of African Political Economy*.
- Recommended 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.
  - Frankema, Ewout and Marlous van Waijenburg. 2018. "Africa Rising? A Historical Perspective." *African Affairs* 117 (469): 543-568.
  - Rodney, Walter. 2012. *How Europe Underdeveloped Africa*. London: Pambazuka Press.

- Homework: Research the economy of your assigned country. Write up a 2-page report that answers the following questions:
  - 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?

#### Tuesday, November 5: Humanitarianism

- Readings
  - Mustafa Abushara, Rogaia, "Humanitarianism," in *Critical Terms for the Study of Africa*, edited by Gaurav Desai and Adeline Masquelier, 2018, University of Chicago Press.
  - Aizenman, Nurith and Malaka Gharib. "American With No Medical Training Ran Center For Malnourished Ugandan Kids. 105 Died." *National Public Radio*, August 9, 2019.  
<https://www.npr.org/sections/goatsandsoda/2019/08/09/749005287/american-with-no-medical-training-ran-center-for-malnourished-ugandan-kids-105-d>
  - Young, Finlay. "Unprotected." *ProPublica*, October 11, 2018. 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, 2012.. <https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>.

#### Thursday, November 7: China and African countries

- 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).
  - Dahir, Abdi Latif. 2019. "Kenya Will Start Teaching Chinese to Elementary School Students from 2020." *Quartz Africa*, January 8,.  
<https://qz.com/africa/1517681/kenya-to-teach-mandarin-chinese-in-primary-classrooms/>.
  - Benabdallah, Lina. 2019. "Spite Won't Beat China in Africa." *Foreign Policy*, January 23,. <https://foreignpolicy.com/2019/01/23/spite-wont-beat-china-in-africa/>.

- 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, November 12: The African Union

- Readings
  - Selections TBD from Adejumo, Said and Adebayo Olukoshi (eds.). 2008. *The African Union and New Strategies for Development in Africa*. New York: Cambria Press.

Thursday, November 14: guest lecture

Tuesday, November 19: guest lecture

Thursday, November 21: No class, Annual Meeting of the African Studies Association

- Meet with your writing group to workshop your final paper

Tuesday, November 26: No class

- Meet with your writing group to workshop your final paper

Tuesday, December 3: Wrap up of the semester