# African Politics

Fall 2026

INTL 4355/CRN 60066

Department of International Affairs
University of Georgia

Professor Megan Turnbull
Email: megan.turnbull@uga.edu
Class Time and Location: M/W, 1:15-2:35pm, DLW Center, 110
Office Hours: Candler Hall, Room 311, Wednesdays, 11am-1pm

## COURSE DESCRPTION

This course will examine political, economic, and social developments on the African continent from the 1990s till today, paying close attention to common themes and notable differences across and within countries. More specifically, we will look at the topics of regime transitions, economic development, systems of government and representation, political participation, conflict and post-conflict politics, and democratic backsliding and resilience. Along the way, we will also give attention to current events.[1]

## COURSE OBJECTIVES

By the end of the course, students will:

1) Have a foundational understanding of key topics in African politics from the mid-1990s to today, such as elections and their dynamics, regime transitions, political participation, and economic and social developments;
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.

## READINGS

All readings will be accessible through eLearning Commons (eLC). In the course schedule below, some readings are listed as required and others as recommended. Please read all the required readings assigned for the day before coming to class. As important current events unfold throughout the term, I may post short newspaper articles and other readings on eLC and notify students about them by email or announcements on eLC. Reading these articles is also a requirement. I will post all lecture slides and other course material on eLC.

[1] Official course description in CAPA: Comparative political issues and themes in Africa; colonialism and colonial legacy, political institutions, political systems, and political culture; transition to and consolidation of democracy.

You are also required to stay up to date on current events and research on Africa by subscribing (for free) to the weekly newsletter, This Week in Africa. As discussed below, we will spend the first 10-15 minutes of class most Tuesdays (August 19-November 4) on current events.

This is an upper-level course that entails a lot of reading. If your schedule and other commitments this semester will not allow you to consistently complete the required reading, then please consider taking this course another semester.

This course focuses on the past 25-35 years of African politics. Early in the course, background information and short overviews will be provided on political events and developments leading up to the 1990s. If you are looking for a more in-depth overview of African politics and history before the 1990s, however, I recommend two books:

> French, Howard. 2022. *Born in Blackness: Africa, Africans, and the Making of the Modern World, 1471 to the Second World War*. Liveright.
>
> Meredith, Martin. 2013. *The State of Africa: A History of the Continent Since Independence*. New York: Public Affairs.

## REQUIREMENTS

| Assignment | Description | % of Final Grade | Due Date |
|---|---|---|---|
| Participation | Regular, quality contributions to class discussions | 25 | - |
| Geography quiz | Africa's 54 countries | 15 | September 9 |
| Group presentation outline | An outline that includes, at minimum, the research questions and country that your group will focus on | 5 | October 10 |
| Afrobarometer Essay | 10 pages, 1.5 spacing, size 12 font, normal margins | 25 | October 24 |
| Group presentation | 15-25 minutes, depending on # of groups | 25 | November 9/11/16/18 |
| Course reflection | Personal reflection on the semester | 5 | November 30 |

## ATTENDANCE & PARTICIPATION

Attendance is required and will be taken every class; you are allotted one unexcused absence during the semester but any unexcused absences after that will hurt your participation grade (please see the late policy section below for more on excused absences).

Your participation grade is much more than attendance, however; it includes regular (i.e. every class), high quality contributions to our discussions. High quality comments and questions typically possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment/question demonstrates some reflective thinking.

While your participation grade is determined by the instructor and is somewhat subjective, it is not random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments. Importantly, everyone's regular participation helps to not only make the class fun and enjoyable, but it also contributes to everyone's learning.

Please note that if you are regularly late to class, asleep during class, or disengaged and focused on your laptop or phone, you will lose points from your participation grade. If you have any questions or concerns about your participation, please get in touch with me to discuss.

For the first 10-15 minutes of class most Tuesdays (August 19-November 4), we will discuss current events, using the weekly newsletter from This Week in Africa (TWA). The newsletter is sent out every Friday, and everyone is expected to have, at minimum, read the entire newsletter by class the following Tuesday; everyone is strongly encouraged to read further about different news events using the hyperlinks provided in the newsletter (a good rule of thumb is to aim to read more about three current events every week).

10 points of your participation grade will come from a written reaction to a current event from the TWA newsletter (five points) and a response to a classmate's reaction (five points). Guidelines and rubrics will be provided separately, but generally, your reaction to a current event should provide a brief overview of the event (i.e. who, what, where, when, and how) and why you think it is important and interesting. Your response to your classmate's reaction should engage with the perspectives, issues, and ideas in their post.

Reactions to current events should be posted to the discussion board on eLC by 10am on Monday before class on Tuesday. It is important that they are posted by this time so that your classmates have time to read your reaction and come to class prepared with thoughts and questions for discussion.

Responses to reactions should be posted to the discussion board by 4pm on Monday before class on Tuesday. Again, it is important that they are posted by this time so that everyone has a chance to read both the reaction and the response before class on Tuesday morning. This is a tight turn-around, but reactions and responses should be relatively short (~500 words for reactions and ~250 words for responses). Everyone is welcome, and encouraged, to post their thoughts and reactions to their classmates' posts on the discussion board on eLC.

## GEOGRAPHY QUIZ

On September 4, everyone will take a geography quiz in class with pen/pencil and paper. You will be provided with a blank map of Africa and asked to identify the continent's 54 countries (points will be deducted for spelling errors, so please be sure to memorize the correct spelling for each country). The quiz will be at the beginning of class, and you will have 30 minutes to complete it. Please be sure to arrive on time, as you will not be given additional time if you are late.

## AFROBAROMETER ESSAY

Working with Afrobarometer's online data analysis tool, you will write a 10 page essay (1.5 spacing, normal margins and font, excluding references) that examines public opinion in one or more African countries. We will use class on October 14 and October 16 to work on this assignment. More information will be provided separately. The essay is a great opportunity to learn more about public opinion in African countries on politics, economic trends, and social issues.

## GROUP PRESENTATIONS

Working in groups (~5 people per group), you will together decide on, research, and answer a set of questions about an African country. The group presentation is an opportunity to 1) explore a specific research question(s) in depth of interest to you and your classmates; 2) strengthen your skills when it comes to working with and coordinating with others; and 3) improve your oral communication. More information with guidelines and a rubric will be provided separately. An outline (approximately 1 page; bullet points are fine) is due October 10. We will use class on October 7 and October 28 to work on group presentations.

## COURSE REFLECTION

Toward the end of the semester, you will submit a personal reflection on the course. Guidelines and a rubric will be provided separately, but generally, you will be asked to reflect on what you learned, how, if at all, you think differently about African politics relative to the start of the semester, and how, if at all, your perspectives on politics in general have shifted.

## OFFICE HOURS

As noted at the top of this syllabus, I will generally hold office hours every Thursday, 11am-1pm, in my office, Room 311 in Candler Hall. Please feel free to come by and introduce yourself, discuss your interests and any questions you might have about the course, or discuss assignments and expectations.

To help everyone better manage their time, please sign up for office hours here:
https://docs.google.com/spreadsheets/d/15dorpUzN7orUDCnCxoKyL-GnYLtsTk1HRx9N_pjugyg/edit?usp=sharing

If you are unable to make office hours on Thursdays but would like to meet, please get in touch with me and we will find another time.

## ASSESSMENT AND GRADING

Recent studies show that self-assessment and self-grading enhance student learning and creativity. For each assignment (except for the geography quiz and the participation grade), students will assess and grade themselves using the provided rubric, and either the teaching assistant or the instructor will provide written feedback and a grade as well. In the event of a significant difference between the student's self-grade and the instructor's (5 points or more out of 100), the student and the instructor or teaching assistant will meet with the goal of agreeing on a final grade, using the rubric as a guide. If an agreement cannot be reached, then the final assignment grade will be the average of the student's and the grade from the teaching assistant or the instructor.

We will use the following scale to assign grades at the end of the semester:

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

## LATE POLICY AND MAKE-UP PROCEDURES

All assignments should be submitted by their deadline. For each day an assignment is late, 10% will be deducted from the grade; assignments will **not be accepted** after three days past the due date.

**This policy will be strictly enforced**. We are a large class, and it is important for students to submit their work on time so that the instructor can return assignments in a timely fashion.

Exceptions for absences and late assignments will be made in the event of a serious illness, medical or family emergencies, military service, or approved institute activities (such as field trips or athletic events) **and with appropriate, written documentation** (i.e. a doctor's note or a dean's note).[2] If you find yourself in such a situation, please email me to discuss and figure out a reasonable timeframe for you to submit late work. If you need to miss class or submit an assignment late because of an illness and urgent visit to the doctor, that will of course count as an excused absence (with a doctor's note). However, please try to avoid scheduling non-urgent doctor's appointments (or other meetings) during class time as these will generally not be excused. Generally, attending class and participating is a priority, and when possible, other meetings should be scheduled around class time.

If you do need to miss class and have appropriate documentation, please note that an excused absence means that you will have the opportunity to make up for your absence and still receive full points toward your participation grade. I will generally ask students to write a summary and reflection on the assigned reading for the day, but I am happy to discuss other options.

[2] For doctor's appointments, please be sure to send a doctor's note; please do not send a screenshot of an appointment reminder for an upcoming visit as they will not be accepted.

Having a heavy course load, an internship, or multiple deadlines in one week, etc., are not acceptable reasons for submitting an assignment late or missing class. Students are strongly encouraged to note important deadlines on their calendar, and to manage their own time so that they can meet those deadlines.

Finally, it is your responsibility to double check that you have uploaded the correct file/document when submitting your assignments on eLC. Any files uploaded after the deadline will be counted as late and the late policy will be applied accordingly.

## CLASS RECORDINGS

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course or share any other material, including but not limited to readings, assignments, handouts, class activities, and emails. The syllabus is considered a public document, is available on SPIA's website, and may be shared publicly.

There may be instances where the lecture portion of this course is recorded under Section 504 and Title II of the ADA ACT. Students who have a recording accommodation with the UGA Disability Resource Center agree in writing that they:

a) Will use the records only for personal academic use during the specific course;

b) Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way;

c) Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study;

d) Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials;

e) Will erase/delete all recordings at the end of the semester; and

f) Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

If you have questions or concerns about recordings under Section 504 and Title II of the ADA ACT, please contact the Director of the Disability Resource Center at eew@uga.edu.

**Students will lose a full letter grade on their final grade for each instance that they share course material outside of class or violate any of the above terms.**

## UNIVERISTY 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. Specifically, the UGA Student Honor Code reads: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty from others." A Culture of Honesty, the University's policy, and procedures for handling cases of suspected dishonesty, can be found at honesty.uga.edu

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.

## RESPECTFUL COMMUNICATION

I'm eager to hear from you between class sessions if you have any questions or other things you want to communicate to me. In addition to office hours, email is a great way to reach me. I ask that you please give me 24-48 hours to respond during weekdays; I generally do not check my work email on weekends or holidays.

Echoing the university's code of conduct and commitment to a respectful learning environment, I too very much value respect in the classroom and on campus. I will not respond to disrespectful emails (e.g., personal insults directed toward me, the teaching assistant, or other students; threatening language; bullying, etc.). Depending on the severity of the language, I may report such communication to the appropriate offices (e.g., the Office of Student Conduct).

## MENTAL HEALTH AND WELLNESS RESOURCES

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Accessibility & Testing: https://accessibility.uga.edu/

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting https://well-being.uga.edu.

## AI POLICY

To ensure you develop and master the foundational knowledge and skills in this course, the use of generative AI (GAI) tools is strictly prohibited. This includes all stages of your work process, even the preliminary ones. This prohibition extends to AI writing tools like Grammarly and Wordtune, as well as GAI tools like ChatGPT, Copilot, Writesonic, Rytr, and Rtutor, among others. If you are uncertain about using a particular tool to support your work, please consult with me before using it.

## 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 and required for this course; 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 on current events and research.
- An Africanist Perspective (newsletter) from Dr. Ken Opalo
- Ufahamu Africa podcast
- African Tech Roundup podcast
- Into Africa podcast
- BBC World Service Africa Today podcast (daily, Monday thru Friday)
- Democracy in Africa (newsletter)
- Africa is a country (newsletter and political commentary)
- African Arguments (news outlet and political commentary)
- Africa Check (fact-checking website)
- Democracy in Africa Reading list (excellent list of scholarship on different topics; may be of help when working on group presentations)

Finally, there are several 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.

Monday, August 17: Introductions and Course Overview

Wednesday, August 19: A very brief overview of the African colonial state and its legacies

- Reminder: Beginning today, we will spend the first 10-15 minutes of class on Tuesdays discussing current events from the newsletter, This Week in Africa.
- Recommended readings
    - Note: The recommended readings for today are long and detail-rich. Please read (and skim) as much as you can, and we'll be sure to cover the main points in lecture.
    - Chapters 2 and 3 of Mamdani, Mahmood. 1996. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. 1996: Princeton University Press.
    - Young, Crawford. 1994. "Chapter 4: Constructing Bula Matari." In *The African Colonial State in Comparative Perspective*, 77-140. New Haven: Yale University Press.
- Other readings and resources on pre-colonial, colonial, and independence politics (which we likely will not have time to cover in class, but may be of interest)
    - Táíwò, Olúfémi. 2023. "The Idea of 'Precolonial Africa' Is Vacuous and Wrong." *Aeon*, January 13, 2023. Available at: https://aeon.co/essays/the-idea-of-precolonial-africa-is-vacuous-and-wrong.
    - Òni, Oláolúwa. 2023. "In Defense of Precolonial Africa." *African Arguments*, April 6, 2023. Available at https://africasacountry.com/2023/04/in-defense-of-precolonial-africa.
    - Fanon, Frantz. 2004. "On Violence." In *The Wretched of the Earth*. Translated by Richard Philcox, 1-62. New York: Grove Press.
    - The film, *The Battle of Algiers.*

Monday, August 24: A very brief overview of independence movements and their legacies

- Today's lecture will look at independence movements in different African countries. There are no required readings, but if you would like to learn more, the following books are recommended:
    - Mamdani, Mahmood. 1996. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton: Princeton University Press.
    - Meredith, Martin. 2013. *The State of Africa: A History of the Continent Since Independence*. New York: Public Affairs.

Wednesday, August 26: A very brief overview of economic trends and developments, 1960-2010

- Today's lecture will give an overview of key economic trends and developments from the 1960s to about 2010. There are no required readings, but if you would like to learn more about this topic, some useful resources are:
    - Radelet, Steven. 2010. *Emerging Africa: How 17 Countries are Leading the Way*. Center for Global Development.
    - Van de Walle, Nicolas. 2001. *African Economies and the Politics of Permanent Crisis, 1979-1999*. Cambridge University Press.

Monday, August 31: A very brief overview of the wave of democratization in the 1990s

- Today's lecture will provide a brief background on democratization in the 1990s. There are no required readings, but if you would like to learn more about this period, some useful resources are:
    - Ake, Claude. 2001. *Democracy and Development in Africa*. Washington DC: Brookings Institution Press.
    - Bratton, Michael and Nicolas van de Walle. 1997. *Democratic Experiments in Africa: Regime Transitions in Comparative Perspective*. Cambridge: Cambridge University Press.

Wednesday, September 2: 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.
- Recommended readings
    - "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.
    - 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.

Monday, September 7: Labor Day, no class

Wednesday, September 9: Critical reflections on the neo-patrimonial framework + Geography quiz

- You will have 30 minutes at the beginning of class to complete the geography quiz.
- 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.
    - Apata, Gabriel O. 2019. "Corruption and the Postcolonial State: How the West Invented African Corruption." *Journal of Contemporary African Studies*, 37(1): 43-56.

Monday, September 15: Legislative politics

- Required readings

- Opalo, Kennedy. 2014. "The Long Road to Institutionalization: The Kenyan Parliament and the 2013 Elections." *Journal of Eastern African Studies* 8 (1): 63-77.
- 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.

Wednesday, September 16: Political clientelism

- Required readings
  - Klaus, Kathleen, Jeffrey W. Paller, and Martha Wilfahrt. 2023. "Demanding Recognition: A New Framework for the Study of Political Clientelism." *African Affairs* 122 (487): 185-203.
- Recommended readings
  - Kramon, Eric. 2018. *Money for Votes: The Causes and Consequences of Electoral Clientelism in Africa*. Cambridge: Cambridge University Press.
  - Mueller, Lisa. 2018. "Personal Politics without Clientelism? Interpreting Citizen-Politician Contact in Africa." *African Studies Review* 61 (2): 28-54.
  - Omobowale, Ayokunle Olumuyiwa and Akinpelu Olanrewaju Olutayo. 2007. "Chief Lamidi Adedibu and Patronage Politics in Nigeria." *Journal of Modern African Studies* 45 (3): 425-446.

Monday, September 21: Identity politics and democracy

- Required 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/
- Recommend readings
  - Sishuwa, Sishuwa. 2021. "Roots of Contemporary Political Strategies: Ethno-Populism in Zambia during the Late Colonial Era and Early 2000s." *Journal of Southern African Studies* 47 (6): 1061-1081.

Wednesday, September 23: Political parties

- Required readings
  - 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.
- Recommend readings
  - Dendere, Chipo. 2021. "Financing Political Parties in Africa: The Case of Zimbabwe." *The Journal of Modern African Studies* 59 (3): 295-317.

Monday, September 28: Elections

- Required readings
  - Opalo, Ken Ochieng'. 2012. "African elections: Two divergent trends.*" Journal of Democracy,* 23(3): 80-93.

    - 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.
- Recommended readings
    - Ofosu, George Kwaku. 2019. "Do Fairer Elections Increase the Responsiveness of Politicians?" *American Political Science Review* 113 (4): 963-979.

Wednesday, September 30: Election violence

- Required readings
    - Kanyinga, Karuti. 2011. "Stopping a Conflagration: The Response of Kenyan Civil Society to the Post-2007 Election Violence." *Politikon* 38(1): 85-109.
- Recommended readings
    - Söderberg Kovacs, Mimmi and Jesper Bjarnesen, eds. 2018. *Violence in African Elections: Between Democracy and Big Man Politics*. Nordiska Afrikainstitutet.
    - Wahman, Michael. 2024. "How Strategic Violence Distorts African Elections." *Journal of Democracy*, 35, 2: 108-121.

Monday, October 5: Class time to work on student presentations

- After discussing current events, we will use the remainder of class time to work in groups on student presentations.

Wednesday, October 7: Military coups

- We will spend the last 20 minutes of class today familiarizing ourselves with Afrobarometer's online analysis tool to prepare for next week.
- Required reading and listening:
    - Opalo, Ken Ochieng'. 2024. "The Truth About Africa's Coups." *Journal of Democracy*, 35, 2: 93-107.
    - Listen to Episode 200: Military Coups in Africa on the Ufahamu Africa Podcast, available at: https://www.ufahamuafrica.com/2024/06/01/ep-200-military-coups-in-africa-with-the-global-stage-podcast/

Monday, October 12: Afrobarometer Essay Day 1

- Before coming to class, pick out one or more countries and survey round(s) (year(s)) and browse through the questionnaire. Make a note of questions you find interesting. You can find the questionnaires here: https://www.afrobarometer.org/surveys-and-methods/questionnaire/
- In class activity: analyzing Afrobarometer data
    - Go to the Analyze Online page for Afrobarometer: https://www.afrobarometer.org/online-data-analysis/
    - Follow the steps below; you are encouraged to use class time to explore the data. Keep notes of what you find interesting and what you are learning with the online analyses.

Wednesday, October 14: Afrobarometer Essay Day 2

- We will use class time to work on the Afrobarometer assignment

Monday, October 19: Political protest

- Required readings
  - Nyabola, Nanjala. 2024. "The World is Scrambling to Understand Kenya's Historic Protests – This is What Too Many Are Missing." *The Guardian*, July 1, 2024, available at: https://www.theguardian.com/commentisfree/article/2024/jul/01/kenya-protests-finance-bill-government-debt
- Recommended readings
  - Muller, Lisa. 2018. *Political Protest in Contemporary Africa*. New York: Cambridge University Press.
  - Branch, Adam and Zachariah Mampilly. 2015. *Africa Uprising: Popular Protest and Political Change*. African Arguments.
  - Dendere, Chipo. 2019. "Tweeting to Democracy: A New Anti-Authoritarian Liberation Struggle in Zimbabwe." *Cadernos de Estudos Africanos* 38: 167-191.

Wednesday, October 21: Popular responses to community challenges

- Required listening/watching
  - Watch the webinar, "Responding to Crises: What to learn from African experiences," (about an hour and a half), available at: https://www.youtube.com/watch?v=65sLGzZKQ_Q

Monday, October 26: Class time to work on student presentations

- After discussing current events, we will use the remainder of class to work in groups on student presentations

Wednesday, October 28: Civil war and post-conflict politics

- Required readings
  - Ebiede, Tarila Marclint and Ukoha Ukiwo. 2012. "Beyond Amnesty: The Challenges of Democracy and Sustainable Peacebuilding in the Niger Delta." *Niger Delta Research Digest* 6 (2): 109-133.

- Recommended readings
    - Davis, Justine. 2024. "Parochial Altruism in Civil Society Leaders: Legacies of Contested Governance." *Journal of Politics* 86 (3): 819-834.
    - Reno, William. 2012. *Warfare in Independent Africa*. Cambridge University Press.

Monday, November 2: Democratic backsliding and resilience

- Reminder: last day of current events discussion
- Required readings
    - Dionne, Kim Yi. 2024. "Why Malawi's Democracy Endures." *Journal of Democracy*, 35, 2: 122-135.
    - Arriola, Leonardo R., Lise Rakner, and Nicolas van de Walle. 2023. "Democratic Backsliding in Africa? Autocratization, Resilience, and Contention." In *Democratic Backsliding in Africa? Autocratization, Resilience, and Contention*, eds. Leonardo R. Arriola, Lise Rakner, and Nicolas van de Walle. Oxford University Press, pp. 1-36.
- Recommending readings
    - Yarwood, Janette. 2016. "The Struggle Over Term Limits in Africa: The Power of Protest." *Journal of Democracy*, 27, 3: 51-60.

Wednesday, November 4: Political leadership

- Required readings
    - Dulani, Boniface and John Tengatenga. 2020. "Big Man Rule in Africa: Are Africans Getting the Leadership They Want?" *The African Review* 46 (2): 275-291.
- Recommended readings
    - Posner, Daniel and Daniel Young. 2007. "The Institutionalization of Political Power in Africa," *Journal of Democracy* 18 (3): 126-140.

Monday, November 9: Student presentations

Wednesday, November 11: Student presentations

Monday, November 16: Student presentations

Wednesday, November 18: Student presentations

Monday, November 30: Final class + course reflection