

790:314 THE POLITICS OF SUB-SAHARAN AFRICA

Spring 2020: T, Th 7:15-8:35 PM

Hickman Hall 112

Gregory Zucker, Department of Political Science, 602 Hickman Hall
grz9@scarletmail.rutgers.edu

Office Hours (602 Hickman Hall): Tuesdays 3:00-5:00 pm, Other times by appointment

The aim of this course is to introduce students to major methods and theories for understanding politics in sub-Saharan Africa. Because it would be impossible to adequately analyze all forty-six states that currently constitute the region, our focus will be on broad frameworks and analytical approaches. Given the importance of colonialism's legacy in many explanations for Africa's political phenomena, we will begin with some political history. Special attention will be paid to the political ideas of Africa's independence leaders. We will go on to focus on the major themes that have occupied scholars in political science, including the resilience of the African state, democracy and authoritarianism, economic development and foreign aid, civil society, and warfare and ethnic conflict.

The assigned texts for this course are listed below. They are available at Rutgers/Barnes and Noble, but I encourage you to find the best deals wherever you can. All other readings will be on Canvas.

Frederick Cooper, *Africa Since 1940: The Past of the Present*, Second Edition (Cambridge: Cambridge University Press, 2019).

Nic Cheeseman, *Democracy in Africa: Successes, Failures, and the Struggle for Political Reform* (Cambridge: Cambridge University Press, 2015).

Grading:

Three Papers: 20% each

You will have two short (8-10 pages) papers based on readings and one longer (12-15 pages) research paper. You must use double-spaced, Times New Roman font, size 12, and one-inch margins. You must use sources and cite them in accordance with Chicago Style. For more information: http://www.chicomanualofstyle.org/tools_citationguide.html.

- Papers that fail to comply with any of these requirements will receive no grade higher than a D.

For each day the paper is late, your grade will drop one full letter grade.

Papers will be submitted on CANVAS by 11pm on the due date.

Weekly Blog: 10%

Each student will select a country to be our resident expert. The country expert will be required to track news and developments in their country. Our expert will keep a weekly blog, summarizing the major news from their country. You must submit, at least, ten blogs to pass the course. Some useful resources for following current events in your country include:

BBC Focus on Africa: <http://www.bbc.co.uk/programmes/p00gbjvb>

Africa News: <http://www.africanews.com>

CNN Africa: <https://www.cnn.com/africa>

The New York Times: <https://www.nytimes.com/section/world/africa>

Reading Presentations: 10%

Every student will give at least two in class presentations on the assigned readings. The student will summarize the main points of the reading, note what was of particular interest to them, and pose questions to stimulate discussion.

Attendance and participation: 10%

Grading rubric for all written work submitted in this course

| | A | B | C | D/F |
|-------------------------|--|---|--|--|
| Argument/Analysis | Makes clear and compelling argument. Solid reasoning. Offers insightful analysis | Makes clear argument, based on plausible readings. Some effort to sustain argument throughout the analysis. | Attempts to offer a cogent argument and analysis, but argument and analysis are based on faulty reasoning. | Failure to make a cogent argument or to offer sound analysis. |
| Writing/Grammar | Well-written. Appropriate word choices. Free of grammar and spelling mistakes. | Well-written, but may include a handful of grammar, spelling, or word choice mistakes. | Multiple errors, but still clearly intelligible. | Multiple errors that interfere substantially with comprehension. |
| Organization/Structure | Clear, easy to follow organization with intro, body, conclusion. Provides reader with a “road map” of essay. | Clear organization with some road map for reader. | Some effort to structure the paper, but organization is problematic or difficult to follow. | Disorganized and difficult or impossible to follow. |
| Use/mastery of readings | Uses multiple readings and demonstrates mastery of facts and arguments | References multiple readings and demonstrates a good degree of understanding. | Minimal use of readings and/or failure to demonstrate adequate | Failure to use readings |

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| | made in readings. | | mastery of readings. | |
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Course policies and information

- Attendance and participation is **mandatory**. **Any student who misses more than two classes will not pass the course.**
- **Completion of all assignments is required to pass the course.**
- Please note the University's policy on disability accommodations. I will gladly make accommodations for any student who needs them, though students must work with the Office of Disability Services (dsoffice@echo.rutgers.edu). Their website is at <http://disabilityservices.rutgers.edu/>
- Please note the University's policy on academic integrity and plagiarism: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>
I especially recommend the resources under "For Students" in the upper right corner of the page. I encourage you to discuss the course readings and the issues that they raise with your classmates. But all work turned in with your name on it must be entirely your own. You are responsible for familiarizing yourself with, and abiding by, the University's academic integrity policy. (See also <http://academicintegrity.rutgers.edu/academic-integrity-tutorial/>.) Violations of academic integrity will be handled personally by the professor and prosecuted through the Office of Student Conduct. **Plagiarism of any assignment will lead to a failing grade in this course.**
- Please note the University's religious observance policy (<https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>)
You should consider yourself excused when class falls on a religious holiday that you observe. You should inform your instructor in advance, and you must make up any class notes or assignments that you miss.
- Please note the University's policy on gender-based and sex-based harassment
Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University

Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu

- Laptops in the classroom. **Permission to use laptops during class is a privilege, not a right, and it can be taken away.** Laptops are wonderful things. I use mine every day. Unfortunately, many students (and, sadly, faculty) use them to engage in activities that detract from their own educational experience or that of other students. **If you wish to use a laptop to take notes during lecture I ask that you not browse the Internet or engage in other non-class-related online activities during class time. Permission to use laptops in class is a privilege, not a right, and it can be taken away.**
- Announcements and course information will be posted to the course Canvas site and at times sent via email, through Canvas, to the class email list. The system automatically sends email to your official Rutgers address. If you don't know this email address, please find out and be sure to check it regularly.

Schedule of readings, lectures, and assignments

*NB: Instructor reserves the right to make changes
and will give the students adequate notice*

Readings must be completed before class!

| Date | Reading |
|---------|---|
| T 1/21 | Introduction to course: What are some of the challenges that confront us in the study of Africa? |
| Th 1/23 | Goran Hyden, "The Study of Politics in Africa" (Canvas); John Parker and Richard Rathbone, "Colonialism in Africa" (Canvas) |

The Long-Term Political Impact of Colonialism

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| T 1/28 | Walter Rodney, <i>How Europe Underdeveloped Africa</i> , Chapter 1 (Canvas); A. Adu Boahen, "The Legacies of Colonialism and Nation-Building" (Canvas); Mahmood Mamdani, "Indirect Rule: The Politics of Decentralized Despotism" (Canvas) |
| Th 1/30 | Frederick Cooper, <i>Africa Since 1940</i> , "Chapter 2: Workers, peasants, and the challenge to colonial rule" and "Chapter 3: Citizenship, self-government, and development: the possibilities of the post-war moment" |

Independence and its Immediate Aftermath

(All Readings in the section are from *The Political Thought of African Independence*)

- This week will consist of student presentations on primary source materials

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| T 2/4 | Smulewicz-Zucker, "Part Two: Introduction," (PTAI, 29-31); Patrice Lumumba, "Speech at the Proclamation of the Congo's Independence," (PTAI, 82-87); The United Nations General Assembly, "Declaration on Granting Independence to Colonial Countries and Peoples," (PTAI, 87-89); Smulewicz-Zucker, "Part Three: Introduction," (PTAI, 169-170); Ndabanangi Sithole, "White Supremacy and African Nationalism," (PTAI, 127-129). |
| Th 2/6 | Read the Introduction to Part Four of PTAI and the following documents: 37, 38, 40, 41, 43, 44, 45, 46, 47, 49, 52, and 53. |

The African State

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| T 2/11 | Crawford Young, "The Afterlife of the African Colonial State" (Canvas); Frederick Cooper, "Chapter 7: The Recurrent Crises of the Gatekeeper State" |
| Th 2/13 | Jeffrey Herbst, <i>States and Power in Africa</i> , Chapter 1: The Challenge of State-Building (Canvas) |

T 2/18 Jean-François Bayart, Stephen Ellis, and Béatrice Hibou, “From Kleptocracy to the Felonious State?” (Canvas); William Reno, “Political Logic of Weak States” (Canvas)

Th 2/20 Robert Bates, “Introduction” and “From Fable to Fact” (Canvas)

Democracy and Authoritarianism in Africa

T 2/25 Nic Cheeseman, “Introduction: Democratization Against the Odds” and “Chapter 1: Fragments of Democracy”

Th 2/27 Jaimie Bleck and Nicolas van de Walle, “The Evolution of Electoral Competition, 1990-2015” (Canvas); Cheeseman, “Chapter 6: The Democratic Dividend”

T 3/3 Kate Baldwin, “Traditional Leaders and Democracy” (Canvas); Rachel Beatty Riedl, “Strong Parties, Weak Parties: Divergent Pathways to Democracy in Sub-Saharan Africa” (Canvas)

Th 3/5 Danielle Resnick, “Populism in Africa” (Canvas)

FIRST PAPER DUE by 11pm

Development, Aid, and Resources

T 3/10 Cooper, “Chapter 5: Development and Disappointment: Economic and Social Change in an Unequal World, 1945-2018”

Th 3/12 Cheeseman, “Chapter 3: The Second Liberation,” and “Chapter 4: Exporting Elections”

SPRING BREAK 3/14-3/22

T 3/24 Alex de Waal, “Retreat from Accountability II: The Humanitarian International” (Canvas); Dambisa Moyo, “Aid is Not Working” (Canvas)

Th 3/26 Dambisa Moyo, “The Silent Killer of Growth” (Canvas); Morten Jerven, “Misunderstanding Economic Growth in Africa” (Canvas)

Civil Society and Social Movements

T 3/31 Cheeseman, “Chapter 2: Cultures of Resistance”; Daniel Posner, “Introduction: Institutions and Ethnic Politics” (Canvas)

Th 4/2 Adam Branch and Zachariah Mampilly, *Africa Uprisings*, “Protests and Possibilities” and “Africa in a World of Protests” (Canvas) Alicia

T 4/7 Aili Mari Tripp, Isabel Casimiro, Joy Kwesiga, Alice Mungwa, “The Rise of the New Women’s Movements” and “The Challenge of the New Women’s Movements” (Canvas); PTAI, Reading #15

Th 4/9 Alicia C. Decker and Andrea L. Arrington, “Health and Healing” (Canvas); Bonny Ibhawoh, “Old Struggles and New Causes” (Canvas)

SECOND PAPER DUE by 11pm

War and Conflict

T 4/14 Cheeseman, “Chapter 5: Subverting Democracy,” pp. 143-170; Elizabeth Schmidt, “From the Cold War to the War on Terror, 1991-2010” (Canvas)

Th 4/16 William Reno, “Evolving Warfare” and “Conclusion: The Past and Future of Warfare in Africa” (Canvas)

Contemporary Concerns: China, Terrorism, and the Future of Democracy

T 4/21 Robert Rotberg, “China’s Quest for Resources, Opportunities, and Influence in Africa” and Deborah, Brautigam, “China’s Foreign Aid in Africa: What Do We Know?” (Canvas)

Th 4/23 “Debate on the Status of Western Education and Working for the Nigerian Government” (Canvas); Muhammad Yusuf, “History of the Muslims” (Canvas); Abubakar Shekau, “Western Civilization is Atheism and Anti-Islam” (Canvas)

T 4/28 Tim Murithi, “The African Union at Ten: An Appraisal” (Canvas)
Cheeseman, “Conclusion: Designing Democracy to Manage Diversity and Distrust”

Th 4/30 Film: *Black Girl* by Ousmane Sembene

FINAL PAPER DUE: TBD