

PSCI 3082-001: POLITICAL SYSTEMS OF SUB-SAHARAN AFRICA

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Ketchum 234
MWF 10:00AM – 10:50AM

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COURSE OBJECTIVES: Why is sub-Saharan Africa so poor, and why has democracy been such a rarity on the continent? In this course, students will explore and assess a variety of answers to these questions while surveying many of the main events and people in the region’s recent political history. Is it the fault of the West and centuries of exploitation of the continent? Or is it the fault of Africa’s disastrous post-independence leadership, as embodied in figures such as Idi Amin, Joseph Mobutu, Kwame Nkrumah, and Julius Nyerere? While not providing definitive answers to these questions, the course will certainly give students more tools for thinking about them. The course will also consider the events and causes of recent African tragedies, namely the HIV/AIDS epidemic, the Rwandan genocide, and Africa’s world war. Not all of Africa’s recent history, however, is so tragic. As such, the course will also focus on some African success stories with the hope of presenting a balanced portrayal of the continent’s politics and of assessing seeds of hope for its future.



REQUIRED READING: All readings listed on this syllabus are required. Four books are available for purchase at the CU Book Store, and one copy of each is also available on course reserve at Norlin Library. You can also purchase any of these books at Amazon.com. They are as follows:

- (1) *Africa: Altered States, Ordinary Miracles* by Richard Dowden
- (2) *King Leopold’s Ghost* by Adam Hochschild
- (3) *We Wish to Inform you that Tomorrow We Will Be Killed with our Families* by Philip Gourevitch
- (4) *Playing the Enemy* by John Carlin (also published as *Invictus*)

A number of other required readings will be made available electronically through the CULearn site for this course.

You must also have an iClicker device for this course.



GRADES: Overall, the final grade will be allocated in the following manner:

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| 1) <u>Examinations</u> | <u>45%</u> |
| o Quizzes: | 10% |
| o Midterm: | 15% |
| o Final: | 20% |
| 2) <u>Papers</u> | <u>33%</u> |
| o Debate paper: | 8% |
| o Research paper: | 25% |
| 3) <u>Attendance</u> | <u>10%</u> |
| 4) <u>Participation</u> | <u>10%</u> |
| 5) <u>Clickers:</u> | <u>2%</u> |

First, 45% of the overall grade is based on two closed-book, in-class tests—a *Midterm* (15%) and a *Final* (20%)—and five closed-book, in-class *Quizzes* (10%). The *Quizzes* will work as follows: There will be seven quizzes (administered via Clickers) that will occur on different Fridays throughout the semester. The dates of these quizzes are already specified on this syllabus and will not change. Quiz questions will almost always be based on the assigned readings for that week (unless specified otherwise). The two lowest quiz scores (including zeroes for non-attendance) will be dropped—that is, the *Quizzes* grade is calculated from the student’s five best quiz performances. *There are no make-up quizzes!* The *Midterm* will cover Unit 1 material and the *Final* will cover ALL course material. *Examinations will not be given to anyone at a day or time other than that already specified on this syllabus, unless students have discussed with me IN ADVANCE special arrangements due to disability or final exam conflict.* Students with disabilities must show me authorization from the Office of Services to Disabled Students and must take the examination at the specified time.

Second, 33% of the final grade is based on two papers. The *Debate paper* (8%) is a short (500-word, 2-page) paper that will be written in preparation for an in-class debate. The *Research paper* (25%) is a medium-length (1500-word, 5-6 pages) paper based on outside readings and research. More information on both of these assignments will be forthcoming. Papers handed in after the specified time will have ten percentage points subtracted from their final score each business day they are late. Students must also submit papers to turnitin.com, and the same late penalty applies to these electronic submissions.

Third, students will be graded for their *Attendance* (10%) in class. The instructor will keep track of *Attendance* via Clickers. Students will be allowed four “freebie” absences. Beyond four absences, the attendance grade will be lowered from 100 by ten percentage points *per absence*. *Attendance will be taken at the beginning of class, so students who are late will be counted absent! Because all students receive an ample allotment of freebies, please do not discuss, request excuses for, or argue about absences with the instructor!* Note that religious holidays, sickness, clicker trouble, and other reasons for absence that are “legitimate” DO COUNT against your freebie absences. You are strongly advised to use your freebies for these purposes. *Students with 12 or more absences will either have to drop the class or receive an “F”.*

Fourth, the *Participation* (10%) component of the grade is based on student engagement and participation in class discussions. Most Fridays during the semester will be organized as discussion sections rather than lecture sessions, so student participation on these days is crucial.

Finally, student scores on the daily *Clickers* (2%) questions posed during lecture will be graded. Note that these periodic questions are separate from quizzes. Students also receive four freebie clicker days, to be used for absences or poor clicker performance. In other words, each student’s four worst days are dropped and the Clickers grade is based on the remaining days’ scores.

There are no extra credit projects available in this course. Final grades will be determined using the following percentage scale: A=94-100, A-=90-94, B+=87-90, B=84-87, B-=80-84, C+=77-80, C=74-77, C-=70-74, D+=67-70, D=64-67, D-=60-64, F=<60.

As always, academic dishonesty is not tolerated; you will receive an “F” in the class and may be expelled. Academic dishonesty includes, but is not limited to, passing off the work of others (especially current or former students or published work) as your own. Cheating on Clickers entries is also academic dishonesty.



MISCELLANEOUS GUIDELINES:

With but a few exceptions, powerpoint slides are NOT posted or otherwise made available to students outside of class. If you miss class, you should copy the notes from a classmate. Please do not ask the instructor what you missed.

Please turn off your cell phones in the classroom. Also, please do not read newspapers, surf the internet, bring your dog(s), or chat with your neighbor during class.



DATES TO REMEMBER:

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| Debate Paper Due | February 18 (Thursday) |
| Debate | February 19 |
| Midterm | February 24 |
| Research Paper Due | April 15 (Thursday) |
| Final | May 1, 1:30PM – 4:30 PM (Saturday) |
| No Class | January 18, February 12, February 26, April 23 |



COURSE SCHEDULE:

UNIT 1:

UNDERSTANDING AND EXPLAINING AFRICAN AUTHORITARIANISM AND UNDERDEVELOPMENT—OR “WHO’S TO BLAME?": US, THEM, OR MOTHER NATURE

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| Week 1 | The West: Slavery and the Scramble |
| <i>Reading Assignment:</i> | 1. Dowden chapter 4 and pp. 266 to 283 2. Hochschild pp. 1-100 |
| January 11 | Introduction |
| January 13 | The Slave Trade and Its Legacy |
| January 15 | The Scramble for Africa |



Week 2*Reading Assignment:***The West: Colonialism**1. *Hochschild pp. 101-208*

January 18

No class

January 20

Colonialism and its legacy

January 22

Discussion: Do slavery and colonialism explain African underdevelopment?

QUIZ 1: On the map of Africa

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Week 3*Reading Assignment:***The West: Foreign Policy and Int'l Economics after Independence**1. *Dowden chapter 8*2. *Hochschild pp.209-306*

January 25

The Cold War: Angola

January 27

Trade and Aid

January 29

Discussion: What does *King Leopold's Ghost* demonstrate about the effects of colonialism on modern Africa? Overall, what has been the impact of the West on Africa?QUIZ 2: On Hochschild and Dowden (chapters 4, 8, and pp. 266-283)

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Week 4*Reading Assignment:***Africa's "Big Men": Independence and Nationalism**1. *The Economist Survey (CULearn)*2. *Dowden chapter 6*

February 1

Kwame Nkrumah: Ghana

February 3

Robert Mugabe: Zimbabwe

February 5

Discussion: Why did nationalist dreams fall so short?

QUIZ 3: On *Economist* reading and Dowden chapter 6

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Week 5*Reading Assignment:***Africa's "Big Men": African Socialism**1. *Ayittey chapter 3 (CULearn)*2. *Meredith chapter 14 (CULearn)*

February 8

Julius Nyerere: Tanzania

February 10

Mengistu: Ethiopia

February 12

No Class. Watch *Guns, Germs and Steel* Part 3 of 3 (on Google Videos)<http://video.google.com/videoplay?docid=-4008293090480628280#docid=-3449100874735282191>

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Week 6*Reading Assignment:***Africa's "Big Men": Neopatrimonialism and Military Rule**1. *Dowden chapters 13 and 3*

February 15

Mobutu: Zaire

February 17

Idi Amin: Uganda

February 19

Debate: So in the end, who is to blame? Us, them, or mother nature?

DEBATE PAPER: Due electronically and in hard copy by THURSDAY, FEBRUARY 18, 5PM.

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| Week 7 | Mother Nature |
| <i>Reading Assignment:</i> | None |
| February 22 | African Geography and Development |
| February 24 | <u>MIDTERM</u> |
| February 26 | No Class |

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**UNIT 2: AFRICA'S LATE 20TH CENTURY TRAGEDIES:
 EPIDEMICS, GENOCIDE, AND WORLD WAR**

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| Week 8 | HIV/AIDS in Africa |
| <i>Reading Assignment:</i> | 1. Dowden chapter 12 2. Gourevitch chapters 1-6 |
| March 1 | Causes and Consequences |
| March 3 | Solutions |
| March 5 | Discussion: How did the HIV/AIDS epidemic get to be so bad? What is the most effective way to address it? |

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| Week 9 | The Rwandan Genocide |
| <i>Reading Assignment:</i> | 1. Dowden chapter 9 2. Gourevitch chapters 7-11 |
| March 8 | The Unthinkable |
| March 10 | The International (non)Response |
| March 12 | Discussion: What are the causes of the Rwandan genocide? Is the West at fault for not intervening? <u>QUIZ 4: On Gourevitch chapters 1-11 and Dowden chapter 12 and 9</u> |

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| Week 10 | Africa's World War |
| <i>Reading Assignment:</i> | 1. Gourevitch chapters 12-16 and 22 |
| March 15 | Africa Had a World War?! The Conflict |
| March 17 | The Conflict (continued) |
| March 19 | Informal debate: Who is to blame for these African tragedies? Should the US shift attention from the war on terrorism to Africa? <u>QUIZ 5: On Gourevitch 12-16 and 22</u> |

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**UNIT 3:
 AFRICAN RENAISSANCE? DEMOCRATIZATION, GROWTH, AND OTHER REASONS FOR HOPE**

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| Week 11 | Democratization and Economic Change |
| <i>Reading Assignment:</i> | 1. "How to Write about Africa," http://www.granta.com/Magazine/92/How-to-Write-about-Africa/Page-1 2. Dowden chapter 18 |
| March 29 | Democratization |
| March 31 | Economic Change |
| April 2 | Discussion: What led to democratization in Africa, and is democracy here to stay? On balance, has economic liberalization been positive? <u>QUIZ 6: On Dowden chapter 18 and "How to Write about Africa"</u> |

Week 12

Reading Assignment:

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Botswana and Ghana

None (work on papers)

April 5

Botswana

April 7

Ghana

April 9

Discussion: Does Ghana have a bright future? Why has Botswana been so successful?

Week 13

Reading Assignment:

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South Africa: Apartheid

1. Dowden chapter 14
2. Carlin (start reading if you have time)

April 12

Roots and Causes

April 14

Apartheid in action

April 16

Discussion: Why did apartheid occur in South Africa? How could a minority impose its will for so long?

RESEARCH PAPER: Due electronically and in hard copy by THURSDAY, APRIL 15, 5PM

Week 14

Reading Assignment:

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South Africa: Transition

1. Carlin pp. 1-200

April 19

Apartheid Crumbles

April 21

Africa's Miracle?

April 23

No Class: Watch Video TBA

Week 15

Reading Assignment:

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South Africa: Rainbow Nation?

1. Carlin pp. 201-263

April 26

Mbeki and Zuma

April 28

What Future for South Africa?

April 30

Discussion and Review
QUIZ 7: On Carlin and Dowden chapter 14

Final

May 1, 1:30PM – 4:30 PM
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UNIVERSITY OF COLORADO POLICIES:

Students with Disabilities

According to the Americans with Disabilities Act, students with disabilities should ask for “reasonable and timely” accommodations. You are welcomed to do so in the first two weeks of the semester either during my office hours or after class. These accommodations can be extended if you are a student with a disability and are registered with the Office of Services to Disabled Students. Please refer to the web link www.colorado.edu/disabilityservices or contact 303-492-8671, Willard 322 for information. University regulations on this issue will be strictly observed. If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities.

Cheating and Plagiarism

Cheating or plagiarizing will be treated according to the University regulations which will be strictly observed. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic

dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Students are strongly advised to familiarize themselves with the University of Colorado's Code for Academic Honesty at www.colorado.edu/academics/honorcode/.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Students in this situation can ask for "reasonable and timely" accommodations. Please review the syllabus closely and try to find out whether you have time conflicts with any of the assignments. I encourage you to do so in the first two weeks of the semester and inform me about your concerns either during my office hours or after class. Full details can be found at http://www.colorado.edu/policies/fac_relig.html.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.