

INTL 4355: African Politics

Spring 2020

Dr. Molly Ariotti

T TH : 12:30-1:45pm

Location: Miller Learning Center (MLC), Room 367

Office Hours: By appointment

Office Location: 303 International Affairs Building

Email: mariotti@uga.edu (please do not use messaging/inbox on eLC)

Course Description:

This is an introductory course that focuses on the political, economic, and social dynamics that shape African countries, their relationships with one another, and their relationships with the rest of the world. We will use documents from the University of Georgia's Special Collections Library Archives and other scholarly works to examine independence leaders and their goals, regime transitions and democratization, protest and social movements, conflict, and international involvement, focusing on how these factors have shaped African politics. While both precolonial and colonial histories are important to understanding the evolution of African politics over time, this course will focus primarily on African countries post-independence. However, the repercussions of precolonial and colonial politics are inherently a part of these dynamics. We will also explore the role of the international community in African political and economic development, particularly with respect to relations between African countries and their former colonizers, and the changing relationships with global powers today.

Course Prerequisites: INTL 3300

Course Objectives:

By the end of this course students will :

1. Have a better developed understanding of contemporary African politics, including the importance of independence movements and political and economic development post-independence.
2. Be able to critically engage with academic scholarship on African politics, particularly in the context of broad debates in comparative political science.
3. Have experience working with archival materials courtesy of several course sessions held in the Russell Special Collections Library, working with documents donated by influential members of the Georgia community (including faculty members, students, national politicians, etc.)

Course Requirements:

You are expected to (1) attend all lectures; (2) complete the required reading before the start of each class; (3) complete all assignments. In the event of an emergency, it is expected you will contact me with appropriate documentation within 24 hours of a missed class or assignment deadline.

Your responsibilities will often force you to make choices about what you need to prioritize. If you have a conflict and cannot attend class, I expect you to communicate with me in a timely fashion, preferably in advance of the absence. I will not take attendance every class, however I will collect group work and other in-class assignments that will make up your participation grade. As a result, in order to score high marks on participation, you will need to be in class. Because I expect you to attend all lectures, **I will not post slides or notes online.** You should try to befriend some classmates early on so that you can make a copy of their notes in the event that you are absent. I will not make photocopies of my notes, nor will I hold a special make up class session during my office hours.

Special Accommodations:

If you have any special accommodations, I expect that you will provide me with all necessary paperwork during the first week of class, and set up a time to meet with me to discuss what I expect from you.

Students who seek religious or cultural accommodations should address potential conflicts with me as soon as possible so that arrangements can be made to accommodate the religious observance. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the coursework required during the period of absence.

It is the obligation of students to provide faculty with reasonable notice of the dates of cultural and religious holidays on which they plan to be absent.

Participation:

I have one rule about participation in my classes: Class has to be made better by your presence than it would have been otherwise. If you improve the quality of class in some way, you will write a sentence or two describing what you contributed and why it mattered on a piece of paper that **YOU MUST TURN IN** to me on your way out of class. You must hand it to me, directly, and I will either accept it, or reject it. To earn full credit for participation in class, you need to have turned these slips in for a majority of class meetings.

Assignments:

I will discuss assignments in class, and after that discussion additional information about the assignment and deadline *may* be posted to eLC. If you are absent, I encourage you to speak with a classmate or come to office hours in order to be clear about the expectations.

Each assignment is due **in class** (paper copy in person in class, unless specifically noted otherwise). Late assignments will be accepted, but penalized commensurate with lateness. I reserve discretion to set a deadline after which I will accept no further late work. It is always best to contact me directly (by whichever means you feel most comfortable) to discuss late work, or other reasons why you may have a problem meeting a deadline. I understand that sometimes things get overwhelming, and I want to work with you to find a solution – but you need to take responsibility by talking to me.

If you know there will be a conflict with a deadline, it is best to talk to me before the assignment is due, rather than the day of or after the fact. I am always happy to accept work before a deadline, if you know that you will be absent on the due date.

Grading:

Class participation: 20%

Homework assignments:

1. Battle of Algiers memo = 5%
2. Map Quiz = 5%
3. Hammarskjold Archives = 10%
4. Foreign Policy Archives = 10%
5. Final paper check in 1 = 5%
6. Final paper check in 2 = 5%
7. Afrobarometer research = 10%

Final presentation: 10%

Final paper: 20%

Scale:

A (93-100)	C+ (77-79.9)
A- (90-92.9)	C (73-76.9)
B+ (87-89.9)	C- (70-72.9)
B (83-86.9)	D (60-69.9)
B- (80-82.9)	FAIL (0-59.9)

Required Course Materials:

Required books for this course are listed below. Occasionally readings or chapters excerpted from books will be placed on eLC for you to access. Otherwise, readings are available through the library website (in order to access these readings you may either need to be on campus or logged into your UGA library access account). If you have trouble locating a particular scholarly article, you can often find a copy posted on the author's professional website (try searching their name and "political science"), or on [Google Scholar](#). You may also use the university subscription to the *Washington Post* in order to access articles from the Monkey Cage blog which may be assigned as reading or discussed in class.

1. Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Beacon Press: Boston, MA.
2. Williams, Susan. 2011. *Who Killed Hammarskjold? The UN, The Cold War, and White Supremacy in Africa*. Hurst & Company: London, UK.

Note: The archival component of this course is key to your grade. It is imperative that you attend class on days designated for archival research and discussion. It may also be necessary for you to return to the archives on your own to follow-up on your own research as the course progresses. If you would like to request additional materials you will need to create an Aeon account in order to search and request archival materials in the course of your own research. Please feel free to ask me or one of the Special Collections Archivists for assistance if this is something you are interested in pursuing.

SCHEDULE OF CLASSES

Readings should be completed *prior to class* on the day they are listed. Assignments are listed on the day I will discuss them in class, and the due date is clearly listed along with the instructions below.

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. While I might adjust the timing for topics if we are unable to cover them as planned, I will **not** move the exam dates.*

Week 1: January 6-10

Introduction

To start the semester, we'll be discussing our own positionality in studying African politics. Tackling implicit bias requires us to be constantly vigilant about the ways that our own perceptions affect how and what we read, and how we create narratives from that information. Because the archives figure prominently in this course, it is important for all of us to think carefully about whose stories get told, and how those stories become "fact" or "history" or "reality." How do our implicit biases creep into our understanding of African countries and their politics? What steps can we take as a class to stay aware of potential misperceptions of African politics throughout the semester?

Note: Please start studying a map of Africa! You have a map quiz on January 23rd (Week 3!)

Tuesday:

Required reading:

1. [Wainaina, Binyavanga. 2005. "How to Write About Africa." Granta 92.](#)
2. [Seay, Laura. 2012. "How Not to Write About Africa." Foreign Policy. 25 April 2012.](#)
3. Miner, Horace. 1956. "Body Ritual among the Nacirema." *The American Anthropologist*. 58:3 pp. 503-507. (posted to eLC)

Further [optional] reading:

1. Briggs, Ryan. 2017. "Explaining Case Selection in African Politics Research." *Journal of Contemporary African Politics*.
2. What if we wrote about American politics the way we write about other countries?
<https://slate.com/tag/if-it-happened-there>
3. Kiruga, Morris. 2019. "[The New York Times shows how not to write an Africa job advert.](#)" *The Africa Report*.
4. [https://www.sfchronicle.com/restaurants/article/Le-Colonial-is-an-Orientalist-specter-14446833.php?utm_campaign=CMS%20Sharing%20Tools%20\(Premium\)&utm_source=t.co&utm_medium=referral](https://www.sfchronicle.com/restaurants/article/Le-Colonial-is-an-Orientalist-specter-14446833.php?utm_campaign=CMS%20Sharing%20Tools%20(Premium)&utm_source=t.co&utm_medium=referral)

Thursday:

Required reading:

1. Fanon, Frantz. 1963. *The Wretched of the Earth*. Grove Press/Présence Africaine. CHAPTER ONE : « On Violence » (posted to eLC)

Further [optional] reading:

1. Fanon, Frantz. 1963. *The Wretched of the Earth*. Grove Press/Présence Africaine. (Full book)

Week 2: January 13-17
Nationalism and Independence

I will be attending a workshop this week, so class will be canceled on both Tuesday and Thursday. Instead of class, you will need to watch the film *Battle of Algiers*. This is widely regarded as one of the most important political films of the 20th century, and you will recognize that many themes addressed in this film remain relevant even now.

You can access it on your own using this link to Kanopy (you will need your UGA credentials to login): <http://proxy-remote.galib.uga.edu/login?url=https://uga.kanopy.com/video/battle-algiers-0>

Note: Kanopy also has an app that you may download to your phone/tablet (although it is not necessary). The link above provides instructions for setting up an account that you would then use to login after downloading the app to your device.

Please do the required background reading before watching the film – you will find the film difficult to fully appreciate if you do not have some background on the Algerian War of Independence. In completing the reading and while watching the film, think about the political science themes that you see represented (gender, protest, violence, elections, power, the state, etc.). How might these themes reverberate not just through the colonial and independence period, but into the post-independence period as well?

ASSIGNMENT 1: Briefly describe the themes you identify in the film *Battle of Algiers*, providing examples from the film itself as illustrations. How do you imagine these themes continue and evolve in the post-independence time period? How might the things you have observed in this film influence your perceptions of other topics we will be discussing? Feel free to raise questions you have here. We will discuss your responses in class next week, so please print them and bring them to class on Tuesday (January 21). You must include a list of references with your paper, and clearly document where you found information using in-text citations.

Due: January 21, 2020.

Tuesday:

Required reading:

1. Hitchens, Christopher. 2006. [“A Chronology of the Algerian War of Independence.”](#) *The Atlantic*.
2. Brody, Richard. [“Camus and France’s Algerian Wars.”](#) *The New Yorker*.
3. Zeilig, Leo. 2016. [“The militant philosopher of Third World liberation.”](#) *Africa is a Country*.

Further [optional] reading:

1. Shringarpure, Bhakti. 2019. [“The radical afterlives of Frantz Fanon.”](#) *Africa is a Country*.
2. Césaire, Aimé. 2000 [1955]. *Discourses on Colonialism*. Monthly Review Press.

Thursday:

Required reading:

1. Lawrence, Adria. 2013. *Imperial Rule and the Politics of Nationalism: Anti-Colonial Protest in the French Empire*. Cambridge University Press. CHAPTER ONE (posted to eLC)
2. Trouillot, Michel-Rolph. 1995. *Silencing the Past: Power and the Production of History*. Beacon Press: Boston. CHAPTER THREE

Week 3: January 20-24
Leaders and “Big Men”

The Battle of Algiers showed the importance of ordinary people rising up against the oppression and exploitation of colonization (bottom-up transitions). This week we examine the emerging African elite, and the political, social and intellectual leadership of Africa’s early independence leaders (top-down?). We also discuss the long tradition of understanding African leaders as “big men,” and what that means for how we understand political dynamics in Africa.

Tuesday:

Required reading:

1. Ekeh, Peter P. 1975. “Colonialism and the Two Publics in Africa: A Theoretical Statement.” *Society for Comparative Studies in Society and History*. 17(1): 91-112.
2. Getachew, Adom. Summer 2019. [“Kwame Nkrumah and the Quest for Independence.”](#) *Dissent Magazine*.
3. Peterson, Derek R. and Edgar C. Taylor. 2013. “Rethinking the state in Idi Amin’s Uganda: the politics of exhortation.” *Journal of Eastern African Studies* 7(1): 58-82.

Further [optional] reading:

1. Van de Walle, Nicolas. 2003. “Presidentialism and Clientelism in Africa’s Emerging Party Systems.” *The Journal of Modern African Studies*. 41(2): 297-321.
3. Julia Gaffield, [“Haiti and the Atlantic World”](#) resources
4. Marlene Daut and Denise Groce, [“La Gazette Royale d’Hayti”](#)

Thursday:

Required reading:

1. Mkandawire, Thandika. 2015. “Neopatrimonialism and the Political Economy of Economic Performance in Africa.” *World Politics*. 67(3): 563-612.

Further [optional] “reading”:

1. Interview with former ministers in Idi Amin’s cabinet (based on an exhibit at the Ugandan Broadcasting Corporation): <https://www.youtube.com/watch?v=5tNPJtcW-Q>

ASSIGNMENT 2: IN-CLASS MAP QUIZ

Week 4: January 27-31
The Cold War and the “Third World”

This week begins our deep dive into the global context of African independence, particularly with regards to the Cold War’s effects on political and economic development in newly independent African nations. Williams’ book traces the events surrounding the plane crash that killed then-United Nations Secretary General Dag Hammarskjold, and the many reasons that various international actors did not mourn his passing. In reading the Hammarskjold book, pay attention to how Williams collects evidence and pieces together competing explanations for what may have transpired. How does the marginalization of certain actors affect how we understand events? How does she approach her research? What questions do you have about the archives and other data she collects to explain these events?

Thursday we will spend the class discussing the Hammarskjold book, so make sure that you have completed the ENTIRE book by class on Thursday!

Tuesday:

Required reading:

1. Get started on *Who Killed Hammarskjold?* (Discussing full book in class Thursday!)

Further [optional] reading:

1. Skinner, Kate. 2019. “West Africa’s First Coup” Neo-Colonial and Pan-African Projects in Togo’s “Shadow Archives.”” *African Studies Review*. P.1-24.
2. Hammer, Joshua. 2016. *The Bad-ass Librarians of Timbuktu, And Their Race to Save the World’s Most Precious Manuscripts*. Simon & Schuster.
3. Farge, Arlette. 2013. *The Allure of the Archives*. Yale University Press.

Thursday:

Required reading:

1. Williams, Susan. *Who Killed Hammarskjold?* Columbia University Press: New York. (including Prologue and Epilogue – this is a BOOK; plan accordingly)

Week 5: February 3-7
Archival Research

We will be meeting in the Special Collections Library both days this week!

Please meet at the normal class time in Special Collections Library (SCL) [Room 329](#). Please do your absolute best to arrive on time so we can maximize our time with the Special Collections Archivists.

Tuesday: Meet in Archives!

Required reading:

1. Trouillot, Michel-Rolph. 1995. *Silencing the Past: Power and the Production of History*. Beacon Press: Boston. CHAPTER ONE

Thursday: Meet in Archives!

Required Reading:

1. Trouillot, Michel-Rolph. 1995. *Silencing the Past: Power and the Production of History*. Beacon Press: Boston. CHAPTER TWO

ASSIGNMENT 3: Reflect on your experience in the archives. What was challenging? What parts did you enjoy the most? What didn't you expect? What did the documents you looked at contribute to our overall understanding of the Congo and the Katanga secession? Think about the points Trouillot makes regarding power and "the production of history." Do you have new questions about the Williams' book? You must include a list of references with your paper, and clearly document where you found information using in-text citations.

Due: February 11, 2020 -- PRINT AND BRING TO CLASS!

Week 6: February 10-14
“Foreign Policy” and Interventionism

There is a long history of countries intervening in one another’s politics – countries in Africa are no exception. This week we will examine the intersection of African politics and the international community, engaging both with contemporary discussions as well as historical discussions through an archives activity. [We will be meeting in the Special Collections Library on Thursday this week!](#)

Please meet at the normal class time in Special Collections Library (SCL) [Room 329](#). Please do your absolute best to arrive on time so we can maximize our time with the Special Collections Archivists.

Tuesday:

Required reading:

1. Aluko, Olajide. 1981. “African Response to External Intervention in Africa since Angola.” *African Affairs*. 80(319): 159-179.

Thursday: [Meet in Archives!](#)

Required reading:

1. [BBC. “Four more ways the CIA has meddled in Africa.”](#) 17 May 2016.
2. Parkinson, Joe and Bariyo, Nicholas and Chin, Josh. “Huawei Technicians Helped African Governments Spy on Political Opponents.” *The Wall Street Journal (Online)*. 15 August 2019. [\(Posted to eLC\)](#)
3. <https://www.theatlantic.com/ideas/archive/2019/07/ronald-reagans-racist-conversation-richard-nixon/595102/>

Further [optional] reading:

1. Grossman, Shelby. [“Russia wants more influence in Africa. It’s using disinformation to get there.”](#) *The Monkey Cage Blog, The Washington Post*. 3 December 2019.

ASSIGNMENT 4: Consider Aluko’s 1981 article, and its Cold War context. Reflect on the materials and discussion from the Archives this week, as well as the readings from Thursday which focus on contemporary matters of foreign policy and interventionism. What has changed? What has remained the same? How does the type of interventionism (military, economic, etc.) seem to change, or doesn’t it? What does this suggest for what you know about sovereignty and the state? You must include a list of references with your paper, and clearly document where you found information using in-text citations.

Due: February 20, 2020 -- PRINT AND BRING TO CLASS!

Week 7: February 17-21
Regime Change and Protest

This week we'll be discussing regime changes: from coups and military dictatorships to protest and popular revolution, countries around the world have experienced many types of political regime. How we understand changes from one regime to another helps us to understand how particular political and economic patterns become responses to past experiences.

Tuesday:

Required reading:

1. Wilkins, Michael. 1989. "The Death of Thomas Sankara and the Rectification of the People's Revolution in Burkina Faso." *African Affairs*. 88(352): 375-388.
2. White, Bob W. 2005. "The Political Undead: Is it Possible to Mourn for Mobutu's Zaire?" *African Studies Review*. 48(2): 65-85.

Further [optional] reading:

1. Khan, Atiyah. 2019. "Music is the weapon." *Africa is a Country*.
2. Chigumadzi, Panashe. 2019. *These Bones Will Rise Again*. The Indigo Press.

Thursday:

Required reading:

1. Mueller, Lisa. 2018. *Political Protest in Contemporary Africa*. New York: Cambridge University Press. CHAPTER ONE. (Posted to eLC)

Further [optional] reading:

1. Bratton, Michael and Nicolas van de Walle. 1992. "Popular Protest and Political Reform in Africa." *Comparative Politics*. 24(4): 419-442.

* Start thinking about the topic you would like to study for your final presentation/paper *

Week 8: February 24-28
Following the Money

This week we will be focusing on money and its role in politics. Some of the readings focus on international political economy and the effects of programs like structural adjustment on politics in Africa, while other readings examine the role of corruption. Remember, one country's lobbying is another country's corruption – think carefully about these articles in the context of what you know about money and politics elsewhere. What seems different? What isn't as different as you expected? [We will be meeting in the Special Collections Library on Thursday this week!](#)

Please meet at the normal class time in Special Collections Library (SCL) [Room 329](#). Please do your absolute best to arrive on time so we can maximize our time with the Special Collections Archivists.

Tuesday:

Required reading:

1. Olukoshi, Adebayo O. 2003. "The Elusive Prince of Denmark: Structural Adjustment and the Crisis of Governance in Africa." In *African Voices on Structural Adjustment*. Eds. Thandika Mkandawire and Charles C. Soludo. (Posted to eLC – CHAPTER 7)
2. Herbst, Jeffrey. 1990. "The Structural Adjustment of Politics in Africa." *World Development*. 18(7): 949-958.

Further [optional] reading:

1. Weissman, Stephen R. 1990. "Structural Adjustment in Africa: Insights from the Experiences of Ghana and Senegal." *World Development*. 18(12): 1621-1634.
2. Wilson, Ernest J. III. 1993. "French Support for Structural Adjustment Programs in Africa." *World Development*. 21(3): 331-347.
3. Boafo-Arthur, Kwame. 2014. "Ghana: Structural Adjustment, Democratization, and the Politics of Continuity." *African Studies Review*. 42(2): 41-72.

Thursday: [Meet in Archives!](#)

Required reading:

1. Signé, Landry. 2019. "[How the France-backed African CFA franc works as an enabler and barrier to development.](#)" *Quartz Africa*.
2. Karas, Tania and Bracken, Amy. "[Meet the Petrochallengers: A new generation wants to bring accountability to Haiti. Can they succeed?](#)" *PRI The World*. 29 April 2019.

Further [optional] reading:

1. Blundo, G. and J-P Sardan. 2006. *Everyday Corruption and the State: Citizens and Public Officials in Africa*. Zed Books.

ASSIGNMENT 5: This is your first check-in for the final presentation and research paper. For this assignment, I would like you to start thinking about the topic you would like to research. The goal of the final project is for you to take a topic from the archives, and examine change and continuity in the treatment of that topic historically and now. You may wish to review the various archive units and think about the topics covered in class with respect to a certain country or subregion. The goal of this assignment is for you to outline a general topic that you plan to study, and to construct a backwards calendar to plan how you will complete the project by the end of class. You must include a list of references with your paper, and clearly document where you found information using in-text citations.

Due: March 2, 2020 -- PRINT AND BRING TO CLASS!

Week 9: March 2-6
Foreign Aid

Following on last week's discussion of money in politics, this week takes a deep dive into foreign aid specifically. One major area of interest for scholars and practitioners has been the uses (and abuses) of foreign aid in the service of democratization and development (both economic and political). This week we will examine some scholarship on the topic of foreign aid, and our discussion will focus on the potential (and consequences) of foreign aid for those on the receiving end.

Tuesday:

Required reading:

1. Dietrich, Simone and Joseph Wright. 2015. "Foreign Aid Allocation Tactics and Democratic Change in Africa." *The Journal of Politics*. 77(1): 216-234.

Further [optional] reading:

1. Findley, Michael G. 2018. "Does Foreign Aid Build Peace?" *Annual Review of Political Science* 21: 359-384.

Thursday:

Required reading:

1. Winters, Matthew S. 2010. "Choosing to Target: What Types of Countries Get Different Types of World Bank Projects." *World Politics*. 62(3): 422-58.
2. Swedlund, Haley J. 2017. "Can foreign aid donors credibly threaten to suspend aid? Evidence from a cross-national survey of donor officials." *Review of International Political Economy*.

Week 10: March 9-13
SPRING BREAK

There is no required reading during break, but I encourage you to take a little bit of this time to check in on your progress towards the final project. This is a chance to get ahead and make life easier as the end of the semester begins to approach.

[Extended Spring Break: March 16-29]

Week 11: March 30-April 3
Economic Development

Now that we are moving online, you will be watching the documentary “[Big Men](#)” on your own through Kanopy: <https://uga.kanopy.com/video/big-men> . Please complete all required readings, and then follow the instructions posted to Week 11 on eLC (4355_email document!) for posting to discussion boards.

OPTIONAL OFFICE HOURS DURING NORMAL CLASS TIME:

The link to the Zoom meeting below will remain the same throughout the duration of the semester – you can use that link to connect you to any of the Tuesday office hour sessions!

Join Zoom Meeting

<https://zoom.us/j/341377308>

Tuesday:

Required reading:

1. Khalil, Yousef. 2017. “[The Legacy of the Algerian Revolution.](#)” *Africa is a Country*.
2. Ross, Michael L. 2015. “What Have We Learned about the Resource Curse?” *Annual Review of Political Science*. 18: p. 239-259.

Thursday: “The White Man’s Burden” – white savior complex

OPTIONAL CLASS DISCUSSION DURING NORMAL CLASS TIME:

This link to Zoom will remain the same for each week’s Thursday discussion – please be sure to connect to either office hours or discussion on the appropriate day!

Join Zoom Meeting

<https://zoom.us/j/171615117>

Required reading:

1. Martin, Courtney. 2016. “[The Reductive Seduction of Other People’s Problems.](#)” *BRIGHT Magazine*.
2. Mukpo, Ashoka. 2018. “[The Tyranny of Good Intentions.](#)” *African Arguments*.
3. Young, Finlay. 2018. “[Unprotected.](#)” *ProPublica/Time Magazine*.
4. Ferguson, James. 2009. “[On seeing what isn’t there.](#)”

Further [optional] reading:

1. Aizenman, Nurith and Gharib, Malaka. 2019. “[American With No Medical Training Ran Center For Malnourished Ugandan Kids. 105 Died.](#)” *NPR Goats and Soda Special Report*.
2. Aid parodies:
 - a. [Radi-Aid](#)
 - b. List of parodies from *The Guardian*: <https://www.theguardian.com/global-development-professionals-network/2014/dec/19/11-of-the-best-aid-parodies>
 - c. [Barbie Savior \(instagram\)](#)

(see warning on next page)

PLEASE NOTE: Thursday's reading "Unprotected" involves a number of potential triggers. I believe the importance of discussing the failures of good intentions is an important part of this course, particularly because many of you are likely interested in careers in international development. While I would like you to do your best to read this article (and the others) and think carefully about the messages we can take from it moving forward, I do not want anyone to suffer as a result. If you feel that this article would cause you emotional harm, please do not continue and focus your attention on the other readings instead.

Week 12: April 6-10
Parties

While the past several weeks have focused on the relationships between African countries and the rest of the world, this week focuses in on domestic political institutions. How are political institutions similar throughout Africa and the rest of the world? Are all African countries' institutions the same? How are the way institutions operate both similar to and different from those in other regions of the world with which you are familiar? What is the role of ethnicity in African politics? Is it the same everywhere? Can these articles both be right? Or both wrong? Assess the evidence they present in support of their claims.

Tuesday: Watch lecture videos. After watching and completing the readings, post to discussion board!

OPTIONAL OFFICE HOURS DURING NORMAL CLASS TIME:

Join Zoom Meeting

<https://zoom.us/j/341377308>

Required reading:

1. Posner, Daniel N. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review*. 98:529-545
2. Basedau, Matthias and Stroh, Alexander. 2012. "How ethnic are African parties really? Evidence from four Francophone countries." *International Political Science Review*. 33(1): 5-24.
3. Muiga, Kamau. 2019. "Colonialists didn't fail to root out Africa's tribal politics. They created it."

Thursday:

OPTIONAL CLASS DISCUSSION DURING NORMAL CLASS TIME:

This link to Zoom will remain the same for each week's Thursday discussion – please be sure to connect to either office hours or discussion on the appropriate day!

Join Zoom Meeting

<https://zoom.us/j/171615117>

Required reading:

1. Riedl, Rachel Beatty. 2014. *Authoritarian Origins of Democratic Party Systems*. Cambridge University Press. CHAPTER FOUR (Posted to eLC)

Further [optional] reading:

1. Elischer, Sebastian. 2013. *Political Parties in Africa: Ethnicity and Party Formation*. Cambridge University Press.

**** Note that there is no longer a HW6 (second paper check in). I'm not on track with any of my projects, so if you are still on track with yours, I'm proud-- But I won't hold any of you to something I can't do myself! It's OK if a global, freaking, pandemic, threw a bit of a wrench in your well-laid plans.**

Week 13: April 13-17
Elections

Tuesday: Watch lecture videos. After watching and completing the readings, post to discussion board!

OPTIONAL OFFICE HOURS DURING NORMAL CLASS TIME:

Join Zoom Meeting

<https://zoom.us/j/341377308>

Required reading:

1. Ichino and Schündeln. 2012. “Deterring or Displacing Electoral Irregularities? Spillover Effects of Observers in a Randomized Field Experiment in Ghana.” *Journal of Politics*. 74:1, p. 292-307.
2. [Carter Center Election Reports](#) (Choose at least one [African] country and read the election report. We will discuss your choices in class!)

Further [optional] reading:

1. Hyde and Marinov. 2014. “Information and Self-Enforcing Democracy: The Role of International Election Observation.” *International Organization*. 68, p. 329-359.
2. Donno. 2013. “Elections and Democratization in Authoritarian Regimes.” *American Journal of Political Science*. 57:3, p. 703-716.

Thursday:

**** No discussion today, please use additional time to complete HW7 ****

ASSIGNMENT 7: For this assignment I would like you to use Afrobarometer data to examine how citizens in African countries feel about elections and democracy. [Using their online data analysis tool](#), you will follow the six steps that the website lists (reproduced below):



Please select a question and, if necessary, explain how you think it relates to parties and elections. You may choose a single country or all countries, and be sure to state which round of surveys you used. Discuss why you thought the “crossing variable” would be interesting to examine, and what you learned from the information you examined. You must include a list of references with your paper, and clearly document where you found information using in-text citations.

Due: APRIL 21 BY 5PM, SUBMIT TO eLC DROPBOX (WEEK 14)

Week 14: April 20-24
Finalize Paper (and optional bonus “presentation”)

Tuesday:

OPTIONAL OFFICE HOURS DURING NORMAL CLASS TIME:

Join Zoom Meeting

<https://zoom.us/j/341377308>

BONUS POINTS FOR A “PRESENTATION” OF YOUR FINDINGS:

I had originally required each of you to participate in a research presentation to share your findings with the rest of the class. Given our move to an online format, this is obviously not playing out the way I had hoped.

As a result, I am formally *dropping the requirement that you upload a presentation* – but I am offering you the opportunity to earn **bonus points** towards your grade.

It’s up to you what sort of “presentation” you would like to create. If you would like to upload a slide presentation with a voiceover narration, you may do so. Otherwise, I encourage you to think creatively about what sort of “deliverable” you would like to share with me.

To get you started, here are a few ideas that just popped into my head:

1. You could record your own podcast/talk show
2. You could produce a series of TikToks (preferably with a new viral dance but that’s on you)
3. You could create a [McSweeney’s](#)-esque parody discussing your topic
4. It will surprise exactly none of you to learn that I am partial to extremely dark satire, so you could go the [“A Modest Proposal”](#) route – I’m thinking of things like Haiti paying France reparations for ending occupation/slavery here (oh wait, that actually happened, my bad)

Be creative, and go crazy! I don’t have any particular expectations for this – I want you to have fun, and convey to me some of the interesting information you learned as you worked on your final paper. How you want to present that to me is totally up to you – depending on the format you choose to employ for this “deliverable” you can provide me with instructions on how to access it by email. Otherwise, I’ve made a separate assignment dropbox on eLC Week 15 (marked “Bonus presentation material”) where you can post the file. I don’t know what the file size restrictions are, so if you’re having problems let me know and we will figure it out. Your bonus “presentation” deliverable is due on April 28th by 5pm (same as paper)!

FINAL “PRESENTATION” DELIVERABLE DUE TO eLC DROPBOX BY 5PM APRIL 28th!

FINAL PAPER DUE TO eLC DROPBOX BY 5PM APRIL 28th!

ADDITIONAL INFORMATION

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://ovpi.uga.edu/academic-honesty/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.

Cool resources that I couldn't fit into the syllabus but think you might enjoy:

Websites/non-academic articles:

1. History and culture of West Africa: <https://www.culturesofwestafrica.com/maps/>
2. The Royal Gazette of Haiti digital archive (created by Marlene Daut and Denise Groce): [“La Gazette Royale d’Hayti”](#)
3. Alex Thurston’s [Sahel Blog](#)
4. Jeffrey Paller and Philip Dube: [“This Week in Africa”](#)
5. Kola Tubosun: [Is Nigerian English a Foreign Language?](#)

Books (fiction and nonfiction mixed):

1. Achebe, Chinua. *Things Fall Apart*.
2. Hurston, Zora Neale. 2018. *Barracoon: The Story of the Last “Black Cargo.”* Amistad Press.
3. Chigumadzi, Panashe. 2019. *These Bones Will Rise Again*. The Indigo Press.

Other resources:

1. Kim Yi Dionne’s [Ufahamu Africa Podcast](#)

Films (documentaries and fiction included):

1. [Winnie](#)
2. [God Loves Uganda](#)
3. [An African Election](#)
4. [Mugabe and the White African](#)

Note: You may be able to access some of these films through Kanopy or other UGA Library holdings!