

INTL 4355: African Politics

Spring 2022

Dr. Molly Ariotti

T TH : 12:45 -- 2pm

Location: 0115 Gilbert Hall

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.

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.** 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.

In the event that you are required to miss a prolonged period of class times please contact me so we can come up with a plan for how you will proceed. You do not need to feel obligated to tell me the details of your personal circumstances in order to exercise this option.

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:

Given the probability that nearly all of us will miss classes this semester, I am trying out a new way of assessing participation. To earn participation points, you are responsible for choosing **FIVE** cool books (fiction or nonfiction), films (documentaries preferred) or podcasts that are somehow related to African Politics.¹ For each, you will fill in the survey on eLC that asks two questions:

1. What's one thing you learned from the documentary/book?
2. What's one question you have?

The list below *only represents suggestions to get you started*. It is my hope that you use this as an opportunity to be creative and find works that appeal to you.

Documentaries/Films:

1. An African Election: <https://uga.kanopy.com/video/african-election>
2. Africa I Will Fleece You (Afrique je te plumerai): <https://uga.kanopy.com/video/afrique-je-te-plumerai-africa-i-will-fleece-you>
3. Ghosts of Rwanda: <https://uga.kanopy.com/video/frontline-ghosts-rwanda>
4. God Loves Uganda: <https://uga.kanopy.com/video/god-loves-uganda>
5. Frantz Fanon: Black Skin, White Mask: <https://uga.kanopy.com/video/frantz-fanon>
6. Winnie
7. Mugabe and the White African
8. The State Against Mandela and the Others

Books (a sample of the ones I have read recently):

1. [Wangari Maathai](#)
2. [Amilcar Cabral: A Nationalist and Pan-Africanist Revolutionary](#)
3. [Do Not Disturb: The Story of a Political Murder and an African Regime Gone Bad](#)
4. [White Malice: The CIA and the Covert Recolonization of Africa](#)
5. [King Leopold's Ghost](#)
6. [God's Bits of Wood](#)
7. [These Bones Will Rise Again](#)
8. Every year there is an African politics summer reading list on *The Monkey Cage*:
 - a. [2021](#)
 - b. [2020](#)
 - c. [2019](#)
 - d. [2018](#)

You can purchase books and documentaries if you would like, but I also recommend that you check with the UGA library holdings (including Kanopy) – many will be available for free!

Podcasts:

1. Archives d'Afrique: <https://www.rfi.fr/fr/podcasts/archives-afrique/> (FRENCH ONLY)
2. Ufahamu Africa: <https://ufahamuafrica.com/>

¹ If you are uncertain that something will count, **please check with me first**. I am open to other forms of media/print conditional on them being cleared with me before you begin the assignment.

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 **by the start of class** – you should upload it to the appropriate dropbox on eLC. If you will not be in class or have any problems with eLC, please email your assignment no later than the start of class on the due date for full credit.

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:

1. Five books/films/podcasts @ 5% each = 25%

Homework assignments:

1. Battle of Algiers memo = 5%
2. Map Quiz = 5%
3. Hammarskjold Archives memo = 10%
4. Foreign Policy Archives memo = 10%
5. Afrobarometer research = 10%

Final project:

1. Final paper check in = 5%
2. Final presentation: 10%
3. 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.

If you absolutely cannot attend class on an archives day (i.e. you are in self-isolation due to Covid), please contact me by email to discuss make-up options.

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 10-14

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 27th (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](#))
4. Moore, Jina. 2020. ["Coronavirus Outbreak out of Control in US."](#) *The Elephant*. April 3.

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. Naftali, Tim. 2019. ["Ronald Reagan's Long-Hidden Racist Conversation with Richard Nixon."](#) *The Atlantic*.
5. [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)
2. Colville, Alex. 2019. ["Fear and loathing in Jamaica: Caribbean slaves turn the whip on their masters."](#) [Book Review] *The Spectator*. January 11, 2020

Week 2: January 17-21

Nationalism and Independence

We will be watching the *Battle of Algiers*. You are welcome to watch the film at home ([on Kanopy](#)) and skip attending class this week. We will discuss the film and your response memos next week.

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?

BATTLE OF ALGIERS MEMO: 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 bring them to class on Tuesday (January 25). You must include a list of references with your paper, and clearly document where you found information using in-text citations. **Due: January 25, 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. Hern, Erin A. Forthcoming. “Colonial Education and Women’s Political Behavior in Ghana and Senegal.” *African Studies Review*. P.1-25.
2. Shringarpure, Bhakti. 2019. [“The radical afterlives of Frantz Fanon.”](#) *Africa is a Country*.
3. 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](#))

Further [optional] reading:

2. [Africa: States of Independence \(documentary from Al Jazeera\)](#)
3. Daut, Marlene. 2020. [“All the Devils Are Here.”](#) *Lapham’s Quarterly*.
4. Daut, Marlene. 2020. [“When France extorted Haiti – the greatest heist in history.”](#) *The Conversation*. 30 June 2020.

Week 3: January 24-28 **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*.

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.
4. Julia Gaffield, “[Haiti and the Atlantic World](#)” resources
5. Marlene Daut and Denise Groce, “[La Gazette Royale d’Hayti](#)”
6. 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.

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>

IN-CLASS MAP QUIZ THURSDAY!

**** Note ****

Next week we will discuss the whole book *Who Killed Hammarskjold?* on Thursday – I recommend jump starting the reading early!

Week 4: January 31-February 4

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)

Further [optional] reading:

1. [“Belgium to hand over remains of Congo’s murdered prime minister.”](#) *The Brussels Times*. 10 September 2020.
2. Gras, Romain. [“Death of DRC’s Lumumba: ‘The Belgians weren’t the only bad guys’, says daughter Juliana Lumumba.”](#) *The Africa Report*. 18 September 2020.
3. Gerard, Emmanuel and Bruce Kuklick. 2015. *Death in the Congo: Murdering Patrice Lumumba*. Harvard University Press.

Note: I have posted two chronologies (courtesy of the UGA Special Collections Library) to eLC (content module for Week 4). These may help you to mentally organize the events discussed in the Hammarskjold reading, as well as during our sessions in the archives next week!

Week 5: February 7-11
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 325](#). 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. PREFACE AND CHAPTER ONE
2. Nyabola, Nanjala. 2020. [“Africa Is Not Waiting to Be Saved From the Coronavirus.”](#) *The Nation*.

Thursday: Meet in Archives!

Required Reading:

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

HAMMARSKJOLD ARCHIVES MEMO: 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 15, 2020**

Week 6: February 14-18

"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 325](#). 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.
2. Anyadike, Obi. 2017. [Promoting peace by waging war: African interventionism.](#) "The New Humanitarian.

Further [optional] reading:

1. Woldemariam, Yohannes and Nic Cheeseman. 2021. [Foreign powers are intervening in Ethiopia. They may only make the conflict worse.](#) "The Washington Post.
2. Ripert, Yohann C. 2021. "Decolonizing Diplomacy: Senghor, Kennedy, and the Practice of Ideological Resistance." *African Studies Review*.
3. Bryant, Elizabeth. 2020. [Algeria: 60 years on, French nuclear tests leave bitter fallout.](#) "Deutsche Welle.

Thursday: Meet in Archives!

Required reading:

1. 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](#))
2. Mwaba, Anna Kapambwe. 2019. ['Foreign Intervention in Africa After the Cold War' looks at new players and old actors in Africa's conflicts.](#) "The Washington Post.
3. Satter, Raphael. 2020. [Exclusive-Suspected Chinese hackers stole footage from African Union-memo.](#) "Reuters.

Further [optional] reading:

1. Diop, Boubacar Boris. [Montpellier, La Françafrique à bout de souffle.](#) Seneplus. 3 October 2021.
2. 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.
3. BBC. [Four more ways the CIA has meddled in Africa.](#) 17 May 2016.

FOREIGN POLICY ARCHIVES MEMO: 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 24, 2020**

Week 7: February 21-25

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.

Further [optional] reading:

1. Chigumadzi, Panashe. 2019. *These Bones Will Rise Again*. The Indigo Press.
2. White, Bob W. 2005. "The Political Undead: Is it Possible to Mourn for Mobutu's Zaire?" *African Studies Review*. 48(2): 65-85.
3. Amuke, Isaac Otidi. 2020. "[The performance of mourning Moi.](#)" *African Arguments*.
4. [Nyabola, Nangala](#). 2017. "[Nyayo House: Unravelling the Architecture and Aesthetics of Torture.](#)" *Diseigno Magazine #15*.
5. Levitsky, Steven and Lucan A. Way. 2006. "Linkage vs. Leverage: Rethinking the International Dimension of Regime Change." *Comparative Politics*. 38(4): 379-400.
6. Clarke, Killian. 2017. "Social Forces and Regime Change: Beyond Class Analysis." *World Politics*. 69(3): 569-602.

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.
2. Khan, Atiyyah. 2019. "Music is the weapon." *Africa is a Country*.

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

Week 8: February 28- March 4

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 325](#). 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.
3. Chelwa, Grieve. 2016. ["Is it too late now to say sorry? IMF Edition."](#) *Africa is a Country*.

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. Freedberg, Sydney and Alecci, Scilla and Fitzgibbon, Will and Dalby, Douglas and Reuter, Delphine. ["How Africa's Richest Woman Exploited Family Ties, Shell Companies and Inside Deals to Build an Empire."](#) *International Consortium of Investigative Journalists*. 19 January 2020.

Further [optional] reading:

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

Week 9: March 7-11
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.

FINAL PAPER CHECK-IN:

This is your 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 paper is for you to take a document you encountered in the archive and use it to motivate an area you would like to research in more depth. Since the archival materials are historical, you may think about change and continuity in the treatment of your topic over time. You may wish to review the various archive units and think about the topics covered in class with respect to a certain country or sub-region.

For this assignment you must 1) outline a general topic that you plan to study, and 2) construct a backwards calendar to plan how you will complete the project by the end of class. The purpose of the assignment is to get you thinking early, so that you are more prepared to dive in as the semester goes on and the deadline looms larger.

You must include 3) a list of references you've already located with your paper, and 4) clearly document where you found information using in-text citations.

Due: March 15, 2020

Week 10: March 14-18

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.
2. World Bank Controversy: *Goldberg Variations* (from The Economist) on WB Chief Economist leaving and Andersen et al. article posted to Week 9 on eLC

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 11: March 21-25 Economic Development

We will be screening the documentary “[Big Men](#)” in class this week, with a discussion to follow on Thursday. Please be sure to have completed the assigned readings prior to class on Thursday when we will discuss the natural resources, the resource curse, and development during the second half of class. This is our chance to tie the previous weeks on money, foreign policy and foreign aid together, so you may wish to review your notes from the past several weeks before discussion on Thursday!

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

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 \(instagram\)](#)

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: March 28-April 1

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:

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:

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.

Week 13: April 4- April 8

Elections

Tuesday:

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:

There is no required reading for today – please get started on Assignment 7 early, as it will contribute to our in-class discussion today.

AFROBAROMETER RESEARCH: 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 14, 2020

Week 14: April 11-15

Beyond the Big Man?

Back in the beginning of the semester we talked about independence leaders, and the notion of “big man politics” that has pervaded our collective understanding of African politics. As Mkandawire’s article argued, what if the idea of the big man has outlived its usefulness as a tool for understanding politics? In what ways might leaders be more constrained than previously acknowledged? Think about ways we might observe and measure data that could help us study the question of executive-legislative relations in Africa.

Tuesday:

Required reading:

1. Opalo, Ken Ochieng’. 2019. “Constrained Presidential Power in Africa? Legislative Independence and Executive Rule Making in Kenya, 1963-2013.” *British Journal of Political Science*. P.1-18.

Further [optional] reading:

1. Ditsie, Beverly Palesa. 1995. [“Beverly Palesa Ditsie is the first out lesbian woman to address the United Nations about LGBT rights.”](#) (Read her speech [here](#).)

Thursday:

Required reading:

1. Chaisty, Paul, Cheeseman, Nic, and Timothy Power. 2013. “Rethinking the ‘presidentialism debate’: conceptualizing coalitional politics in cross-regional perspective.” *Democratization*. 21(1): 72-94.
2. Ariotti, Margaret and Sona Golder. 2018. [“Partisan Portfolio Allocation in African Democracies.”](#) *Comparative Political Studies*.

Week 15: April 18-22 **Africa and the Future**

It is impossible to understand the present and predict the future if we do not know about the past. For reasons that have hopefully become obvious, much of this course oriented you towards important historical moments beginning from independence across much of Africa. In this last week before you present your own project, we'll be talking about the lessons we can take from history to help us understand today and improve the future. There's a great deal of work on Afrofuturism out there, and we'll be touching on these themes [briefly] in pop culture with a brief discussion of Black Panther, as well as your own thoughts.

Please note that this week's discussion will take place on Tuesday, so you will need to complete all reading by class on Tuesday!

Tuesday:

Required reading:

1. James, Leslie. 2017. "[What lessons on fascism can we learn from Africa's colonial past?"](#) *Africa is a Country*.
2. Newkirk II, Vann R. "[The Provocation and Power of Black Panther.](#)" *The Atlantic*. 14 February 2018.
3. Adichie, Chimamanda Ngozi. 2016. "[Nigeria's Failed Promises.](#)" *The New York Times*. 18 October 2016 Op-Ed. ([Posted to eLC](#))
4. Interactions in the wake of COVID-19: <https://theintercept.com/2020/04/02/coronavirus-europe-travel/>
5. French doctors wanting to test COVID-19 vaccines in Africa:
<https://www.bbc.com/news/world-africa-52192184>
6. "[COVID-19: An open letter from African intellectuals to Africa's Leaders.](#)" *African Arguments*. 16 April 2020.

Further [optional] reading

1. Adkins, Travis L. and Judd Devermont. "[The Legacy of American Racism at Home and Abroad.](#)" *Foreign Policy*. 19 June 2020.
2. Collins, Lauren. 2020. "[Assa Traoré and the Fight for Black Lives in France.](#)" *The Atlantic*. 18 June 2020.
3. Bonhomme, Edna. 2020. "[The Racial Politics of Return.](#)" *The Nation*. 10 April 2020.
4. Chigumadzi, Panashe. "[Why I'm no longer talking to Nigerians about race.](#)" *Africa is a Country*. 7 April 2019.
5. Soyemi, Ewiola Awwoluwapo. "[Are Nigerians 'Black' Enough to Talk about Race?](#)" *The Republic*. 17 May 2019.
6. Obioma, Chigozie. "[There Are No Successful Black Nations.](#)" *Foreign Policy*. 9 August 2016.

Thursday:

Presentations will begin today and continue through next week

Each of you will deliver a short presentation in class. We will discuss this requirement in conjunction with the requirements for your final paper later in the semester.

Week 16: April 25-29

Presentations

Each of you will deliver a short presentation in class. We will discuss this requirement in conjunction with the requirements for your final paper later in the semester.

Note that your final paper and presentation materials will be due (uploaded on eLC) no later than Tuesday, May 3.

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.

Student Resources

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly. Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. UGA's Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.

- **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
- **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours)
After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- **Relationship and Sexual Violence Prevention** – 706-542-SAFE (The advocates at RSVP can provide student confidentiality).

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?](#)
6. [Gullah Geechee food and culture in GA/SC and its ties to West Africa](#)
7. Lina Benabdallah: "[On Tocqueville in Algeria and epistemic violence.](#)"
8. Danielle Paquette: "[A family's 76-year quest for truth -- and justice.](#)" *The Washington Post*.
9. Cheikh Tidiane Diallo: "[Logiques autoritaires et ingénierie constitutionnelle en Afrique : une instabilité cyclique.](#)" *L'Académie de Recherche Stratégique Africaine (ACRESA)*. 2020. [French]
10. <https://www.ft.com/content/cea9cdd9-c500-41bc-a2ae-2e4c01ef2e8>
11. [Afrolit Sans Frontières](#) – African Literary Festival (online in the “Age of Coronavirus” so more accessible!)
- 12.

Books:

1. Achebe, Chinua. *Things Fall Apart*.
2. Hurston, Zora Neale. 2018. *Barracoon: The Story of the Last “Black Cargo.”* Amistad Press.
3. Faye, Gaël. *Petit Pays*. 2017. French and European Publications Inc. [French]

Other resources:

1. [The Continent](#) – A weekly newspaper that showcases journalists from across Africa
2. Kim Yi Dionne’s [Ufahamu Africa Podcast](#)
3. Relatedly, Kim Yi Dionne’s Twitter account: [@dadakim](#)
4. Frantz Fanon in his own words, [La marche du monde episode “La décolonisation selon Frantz Fanon”](#) [French]
5. Julie MacArthur on [« Colonial Justice and Popular Memory in Kenya’s Mau Mau Rebellion »](#) (link to podcast; based on a [scholarly book](#))
6. Ken Opalo’s Twitter account: [@kopalo](#)
7. [Le Journal d’Afrique](#) (France 24)

African Studies Institute at UGA:

Check their website or see if you can get on their email list to be informed about upcoming events on campus! I will try to post any announcements that I receive as well.