

POLS 2930 – Politics of Sub-Saharan Africa
Calendar and Syllabus - Spring 2016
Class Hours: Mo-We. 12:30 – 13:45
Office Hours: Mo-We. 14:00 – 15:00
Office: San Ignacio Hall 310
Professor: Drs. Thomas Kruiper
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Course Description

This course is designed to give you a deeper insight into to the most relevant authors and ideas of the comparative politics of Sub-Saharan Africa.

Africa is not a country. It is home to 1.1 billion people, divided over 54 states, each with their own history, culture, climate, and people. The world 's poorest 20 countries are all African. However, GDP/capita in Equatorial Guinea and the Seychelles is at par with countries such as Spain and Russia, respectively. Zimbabwe is considered a stereotypical dictatorial failed state, whereas neighboring South Africa is a thriving democracy with an industrialized economy and advanced service-sector. 71% of Sierra Leoneans are Muslim, while 85% of Liberians, their direct neighbors, are Christians.

Nevertheless, there are several topics in Sub-Saharan Africa that deserve to be studied in a comparative manner, and that help us better understand the commonalities and divergences among African states. For example, Africa springs to mind when discussing topics such as colonialism, democratization, overseas development assistance, civil conflict, and natural resources. Although none of these topics are relevant solely in Africa, they help us explain the wide variety of African realities.

This course is structured around several topics which are relevant in understanding better the history of Africans and African states, as well as the contemporary role of African governments and outsiders concerning democratization, governance, natural resources, and economic development. After a historical overview of Africa from pre-colonisation to the end of the Cold War, the course focuses on issues of Democracy, Governance, Neo-colonialism, and Development.

It is essential that beyond the instruction received in class, you will be able to read, understand, digest and debate around the main thematic blocks into which the course is divided. This will allow you to fully understand and analyse some of the current issues that dominate Sub-Saharan Africa and its people.

Your Grade

Your final grade is made up of four separate parts.

Midterm Exam 24 February 2016 (30%)

Country Presentation + Report (30%) Deadline Group Report 18 March @ 23:59

Final Exam 4 May 2016 (30%)

Attendance & Participation (10%)

Readings / Bibliography

The main reference text for this course is: Alex Thomson: "Introduction to African Politics", 3rd Edition, Routledge (2010)

Make sure to buy this book in the University Book Store or online ([link](#)). The other readings for this course can be found on blackboard. If you have any doubts as to where you can find the correct readings, don't hesitate to contact me at kruipert@slu.edu.

Session and Date	Topic	Questions	Readings (Students are expected to read the readings BEFORE the sessions)
Session 1 13 Jan	Course Introduction	What are the objectives of the course? What is expected of the students? When are the classes and the exams? What will the exams look like? What does a good reading response look like?	Read this syllabus / course outline Thomson: Chapter 1: Introduction
Part One: From Colonization to Today			
Session 2 18 Jan	Colonialism 1	What did Africa look like before the arrival of outsiders and how did European colonizers interact with African subjects?	Ehret: "Africa's Development", Ch. 1 and 2 Extra: Thomas Pakenham: "Leopold's Crusade and Three Flags Across Africa", in book "The Scramble for Africa", Abacus, London, 2011 (pp 1-39)
Session 3 20 Jan	Colonialism 2		Thomson Chapter 2: History Hochschild: "King Leopold's Ghost" Ch. 18: Victory? (pp275-291) Extra: Meridith: "Heart of Darkness"
Session 4 25 Jan	Decolonization 1	What did the decolonization of Africa look like and what were its main consequences?	Crawford Young: "The Heritage of Colonialism", in book "Africa in World Politics, Westview Press (2013) (pp 15-35)
Session 5 27 Jan	Decolonization 2		Martin Meridith: "The Coming of Tyrants", in book: "The State of Africa", Simon & Schuster, UK, 3rd Edition, 2013 (pp 218-249) Extra: Richard Kapuscinski: "Amin"; in book: "The Shadow of the Sun: my African Life"; Penguin, 2002 (pp 137-147)
Session 6 1 Feb	State & Society 1	What is the role of the State in African societies? And how does the state interact with different ethnicities and religions?	Jeffrey Herbst: "Introduction - States and Power in Africa" (pp. 1-31)
Session 7 3 Feb	State & Society 2		Thomson Chapter 3: Ideology Thomson Chapter 4: Ethnicity and Religion
Session 8 8 Feb	Post-Cold War Conflict 1	What happened to State in Africa after the end of the Cold War? How can we understand civil conflicts in Africa?	Thomson Chapter 6: Legitimacy Thomson Chapter 10: Authority
Session 9 10 Feb	Post-Cold War Conflict 2		Keen: "Greed and Grievance in Civil War"; International Affairs; 88 (4), 2012 Extra: Kapuscinski: "The Cooling Hell"
Session 10 15 Feb	Natural Resources 1	What is the role of Natural Resources in Africa? Are Natural Resources a blessing or a curse?	Michael Ross: "The Natural Resource Curse: how wealth can make you poor": in book: "Natural Resources and Violent Conflict", pp 1-43 (World Bank, 2003)
Session 11 17 Feb	Natural Resources 2		Documentary Blood in the Mobile
Session 12 22 Feb	Exam preparation		
Session 13 24 Feb	Midterm exam		
Part Two: Democracy, Governance, and Class Presentations			
Session 14 29 Feb	Democracy & Governance 1	What is democracy and how to measure governance? How do countries score in terms of democracy / governance?	Thomson Chapter 11: Democracy Kenneth Good: Democracy and the Control of Elites
Session 15 2 Mar	Democracy & Governance 2		John Harbeson: "Democracy, Autocracy, and the Sub-Saharan State", in book "Africa in World Politics", Westview Press (2013), pp 83-124

Session 16 7 Mar	Democracy and Governance 3: Human Development	GROUP 1: Human Development in Ethiopia GROUP 2: Human Development in Tanzania	Jeffrey Sachs: Chapter 10: The voiceless dying Human Development Report Ethiopia (2015) Human Development Report Tanzania (2015)
Session 17 9 Mar	Democracy and Governance 4: Safety and Rule of Law	GROUP 3: Corruption and Rule of Law in Nigeria GROUP 4: Corruption and Rule of Law in Zimbabwe	Transparency International: Corruption in Africa (2015) Global Witness: Corruption and Rule of Law in Nigeria Global Witness: Corruption and Rule of Law in Zimbabwe
Session 18 14 Mar	Democracy and Governance 5: Participation and Human Rights	GROUP 5: Participation and Human Rights in South Africa GROUP 6: Participation and Human Rights in Congo	Human Rights Watch: Participation and Human Rights Human Rights Watch: Rights in South Africa Participation and Human Rights in Congo
Session 19 16 Mar	Democracy and Governance 6: Sustainable Economic Opportunity	GROUP 7: Economic Outlook Ghana GROUP 8: Economic Outlook Angola	Economic Outlook Africa (2015) Economic Outlook Angola (2015) Economic Outlook Ghana (2015)
21 Mar 23 Mar	No class No class		
Part Three: Neo-Colonialism and Africa's Development			
Session 20 28 Mar	Neo-Colonialism 1: Sovereignty	What has been the role of the West in trying to influence politics and economics in Africa since independence?	Thomson Chapters 8 and 9: Sovereignty
Session 21 30 Mar	Neo-Colonialism 2: The Washington Consensus		Rodrik: "Goodbye Washington Consensus, Hello Washington Confusion?" Journal of Economic Literature; 2006, pp. 973-987
Session 22 4 Apr	Neo-Colonialism 3: China in Africa	What has been the role of China in trying to influence politics and economics in Africa since independence?	Ian Taylor: "The Growth of China in Africa", in book: "Africa in World Politics", pp 285-305
Session 23 6 Apr	Neo-Colonialism 4: Documentary		Documentary China in Africa
Session 24 11 Apr	Neo-Colonialism 5: Land Grabbing	What is the role of land grabbing in Africa? Can the sale of land to outsiders be good for development?	Future Agricultures: "Land Grabbing in Africa and the New Politics of Food"; Policy Brief, June 2011
Session 25 13 Apr	African Development 1: The Bottom Billion	Can overseas development assistance help Africa in overcoming problems of underdevelopment?	Paul Collier: "Aid to the Rescue"?, in book: "The Bottom Billion (pp 99-124)
Session 26 18 Apr	African Development 2: Dead Aid	Why is aid not working and how is there a better way for Africa?	Dembisa Moyo: "The World of Aid", in book "Dead Aid: Why aid is not working and how there is a better way for Africa"; Farrar, Strauss, and Giroux (2009) pp 3-48
Session 27 20 Apr	African Development 3: Farmers	How does value chain development help farmers in Liberia? Theory vs. Practice	Cassava Value Chain Development in Liberia
Session 28 25 Apr	African Development 4: Just give money	Does it work if you just give people in underdeveloped countries money?	Hanlon, Barrientos, and Hulme: "Just give money to the poor": Development revolution from the Global South, Lynne Rienner, 2013 (pp 1-15 and 69-87)
Session 29 27 Apr	Exam Preparation	Ask Questions for Final Exam	
2 May	No class		
5 May	Final exam	On <u>Thursday</u> the 5th of May at 12:00	

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link: http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

Information regarding the collection of student work for assessment

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your work for this course, including any exams, oral presentations, assignments, submitted papers and/or portfolios may be kept on file for institutional research, assessment and accreditation purposes. If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX

deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858 ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 91-700-1979) To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:<http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Accommodation statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 230, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

JANUARY

Sunday	10	Spring 2016 New Student Arrival and University Housing Move-In Date
Monday	11	Math Placement Test (4pm-7pm)
Monday-Tuesday	11-12	Spring 2016 New Student Welcome Sessions
Wednesday	13	Spring 2016 First Day of Classes
Friday	22	Application Deadline for Spring Semester Degree Candidates
Tuesday	26	Last Day to Drop a Class Without a Grade of W and /or Add a Class Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options
Friday	29	No Classes

FEBRUARY

Wednesday	10	Ash Wednesday
Wednesday	17	Registration for Summer 2016 Sessions begins
Friday	19	Exams for Math
Thursday-Friday	25-26	No Classes (Winter Break)

MARCH

Tuesday	1	Professors' Deadline to Submit Midterm Grades
Friday	11	Last Day to Drop a Class and Receive a Grade of W
Tuesday	15	Last Day to Submit Transfer application for Fall Semester
Saturday	19	Pre- <i>Semana Santa</i> University Housing Move-Out Date
Monday-Wednesday	21-23	<i>Semana Santa</i> (University Closed)
Thursday	24	<i>Jueves Santo</i> Holiday (University Closed)
Friday	25	<i>Viernes Santo</i> Holiday (University Closed)
Sunday	27	Easter Post- <i>Semana Santa</i> University Move-In Date
Monday	28	Easter Monday - Classes resume

APRIL

Friday	1	Exams for Math
Wednesday	6	Registration for Fall 2016 Semester begins

MAY

Monday	2	<i>Día de la Comunidad</i> Holiday (University Closed)
Tuesday	3	Spring 2016 Final Day of Classes
Wednesday-Friday	4-6	Spring 2016 Final Exams
Monday-Tuesday	9-10	Spring 2016 Final Exams
Wednesday	11	University Housing Move-Out Date
Friday	13	Commencement Professors' Deadline to Submit Spring 2016 Final Grades

	4 May (Wd)	5 May (Th)	6 May (Fr)	9 May (Mn)	10 May (Tu)
08:30 - 11:30	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30	Tu classes that meet at 8:00	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00
12:00 - 15:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00 & 12:30	Tu classes that meet at 12:30	Tu classes that meet at 11:00	Mn classes that meet at 13:00
15:30 - 18:30	Mn classes that meet at 16:00	Tu classes that meet at 16:00	Mn classes that meet at 17:30	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30
19:00 - 22:00	---	---	Mn classes that meet at 18:30 & 19:00	Tu classes that meet at 19:00	---

FINAL EXAMS

SPRING 2016