Africa in World Politics.

Fall 2015.
GOVT 324. Wesleyan University Syllabus.

TU/TH: 1:10 – 2:30pm, PAC 422

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Office Hours:
Tuesday 11a – 12n
Wednesday 2:00 – 3:00pm
Or by appointment

Course Website: http://africanworldpolitics.site.wesleyan.edu/

Overview

How do Africans—and in particular, African political actors—interact with each other and the rest of the world? What are some of the key global challenges faced by African countries? This course examines Africa’s role in world politics beginning with the continent's first modern contacts with Europeans and subsequent colonization. The dominant focus, however, will be on contemporary patterns of global politics, considering how African political actors relate to each other and to the rest of the world—especially China, Europe, and the United States.

Course Objectives

By the end of this course…

- You will understand and be able to evaluate the impact of the rest of the world on Africa as well as Africa’s impact on the rest of the world
- You will consider Africa’s roles in world politics both from the perspectives of outside actors—such as the United States—and from a variety of African perspectives
- You will be able to think and argue critically about issues in the world politics of Africa and convey your thoughts in written form. The skills we stress in this class—critical thinking, analytical reading, and writing—will be important no matter what you do

Schedule and General Directions

General Directions

- 1. This course will use the following book, available for purchase in the student bookstore:
  - M Wrong, I Didn't Do It For You
- 2. We also will be reading a book manuscript that I am actively writing, West Africa's International Relations. That will be available online via the course website.
- 3. A recommended text (completely optional) is:
- 3. All other texts are available via hyperlink. Please note that many, if not all, are only available to students via login.
- 4. This is a reading-intensive course. All readings should be read in the order presented. That is also their order of priority.
- 5. This schedule is subject to change.
- 6. Please upload all assignments, except blog posts, to Turnitin.com (instructions to follow).
- I recommend you keep up with African news and scholarship. Some great sources include: The Economist, BBC News Online, The Financial Times, Reuters (has a great Africa website)
 Academic: Journal of Modern African Studies
Think Tanks:
- List of African Think Tanks
- South African Institute of International Affairs
- IMANI Center for Policy & Education
- African Economic Research Consortium
- Nigerian Institute of International Affairs
- Institute for Security Studies (South Africa)
- Council for the Development of Social Science Research in Africa
- Institute of Economic Affairs, Kenya
- Center for Global Development
- Chatham House
- ODI
- Institute of Development Studies
- Wilson Center
- Brookings
- Council on Foreign Relations
Blogs:
- http://developmentdrums.org/
- http://chrisblattman.blogspot.com/
- http://africanarguments.org/
- http://www.africanpolitics.com/
- http://texasinafrica.blogspot.com/

Class 1
Introduction to Africa, Locating Africa in World Politics.

- Is Africa different from the rest of the world? What are some of the challenges Africa poses to international relations scholars?
- Course Activities: Introductions
- Readings:
  - Nelson. Preface. West Africa’s International Relations
- Recommended:
  - Gordon. Chapters 1 – 3.

Class 2
Africa’s Pre-Colonial International Relations.

- Were there international relations between African polities prior to the colonial period? With the rest of the world?
- Course Activities: (1) Sign-up for blog responsibilities; (2) Lecture/Discussion
- Readings:
- Methods Reading (Strongly Recommended):
  - User’s Guide to Political Science. “Statistics.” The section on reading regression results may be helpful in interpreting the Gennaioli and Englebert readings.
- Recommended:
Class 3
Africas Colonial Period

• Does Africas colonial heritage shape its international relations today? What was the nature of the colonial period? How did African colonies relate to each other and the rest of the world? How did their relationships with colonial masters affect their foreign policies after independence?

• Course Activities: Lecture/Discussion

• Readings:
  • Nelson. Chapters 1-2. West Africa's International Relations
    o Chapter 1, West Africa's International Relations
    o Chapter 2, Empires and Villages

• Click here to provide feedback on Chapters 1 and 2.

• Recommended:
  o User’s Guide to Political Science. “The Research Question” for the class assignment
  o Begin reading Wrong.

• Methods Reading:
  o User’s Guide to Political Science. “Game Theory and Models.” for interpreting the Nunn reading

Class 4
Eritrea and the colonial period; African Independence

• What is the significance of African interdependence for its international relations? For the international community more generally?

• * Journal 1. Compare the impacts of pre-colonial and colonial legacies for your country's politics and foreign relations with those of Eritrea. Remember that you can react as well to the readings relevant to this topic and use other countries’ experiences as a point of comparison.

• Course Activities: Lecture/Discussion

• Readings:
  • Wrong. Read Foreword and Chapters 1 – 12.

  • Recommended:
    • Herbst. Chapter 4, “The Political Kingdom in Independent Africa.”

Class 5
Finishing the path to Eritrean Independence

• Course Activities: Lecture/Discussion.

• Readings:
  • FINISH reading Wrong’s I Didn’t Do It For You.

  • Recommended:

Class 6

• DUE TODAY: Research description

• Click here to provide feedback on Chapters 1 and 2.

Class 7
Neo-patrimonialism & the African State

• Course Activities: Lecture/Discussion.

• Readings:

Recommended:

Class 8
The African State System & African Foreign Policy-Making
• How do African States develop their foreign policies? What are some of the factors that African states take into account in their foreign policy decision-making?
• * Journal 2. Describe the current political institutions and political culture of your country. Is there evidence of neo-patrimonialism? How might the political institutions and political culture affect your country’s foreign policy and international relations? Remember that you can react as well to the readings relevant to this topic and use other countries’ experiences as a point of comparison

Course Activities: Lecture/Discussion
Readings:
• Nelson. Excerpts from West Africa’s International Relations

Read ONE of the following:
• Adibe, Clement A. Chapter 2. “Foreign Policy Decisionmaking in Anglophone West Africa,” in African Foreign Policies: Power and Process
• Schraedter, Peter J. Chapter 3. “New Directions in Francophone West African Foreign Policies,” in African Foreign Policies: Power and Process

Recommended:
• Clark, John F. Chapter 6. “Realism, Neo-Realism and Africa’s International Relations in the Post-Cold War Era,” in Africa’s Challenge to International Relations Theory.

Class 9
African International Relations: The case of South Africa

Course Activities: Lecture/Discussion
Readings:

Recommended:
• van der Westhuizen, Janis. 2009. “Has South Africa lost its soft power?” posted in The Argument, Foreign Policy.

Class 10
The United States and Africa

* Journal 3. Discuss United States relations with your country.
* Course Activities: Lecture/Discussion
* Readings:
  - Recommended:
    - AFRICOM
    - US AID Africa
    - US State Department Bureau of African Affairs
    - Rothchild, Donald. Here

Class 11

• Catch-up Day. Keep reading items from the previous day!

Class 12
Africa in the Global Economy

• Is Africa peripheral to the global economy? What does that mean? Why is most of Africa poor?
* Course Activities: Lecture/Discussion
* Readings:
  - ADB/OECD. “African Economic Outlook” and “Countries”. Follow links and read in the “Outlook” section. Pick one or two countries to focus on in the “Countries” section.
  - Recommended:

Class 13:
Narrative Description Due
Africa in Global Governance

* Course Activities: Lecture/Discussion
* Readings:
  - Recommended:

Class 14
Foreign Aid
• **Journal 4.** Does your country receive foreign aid? From whom? Relate your country’s experiences with economic development to our readings on foreign aid. Remember that you can react as well to the readings relevant to this topic and use other countries’ experiences as a point of comparison.

• Is foreign aid a good thing for Africa?

• **Readings:**
  - Moss, Todd. “Chapter 8. The International Aid System.”

• **Recommended:**
  - Duncan Green on Dambisa Moyo (blog post)
  - Lancaster, Carol. 1999. “Chapter 3. Aid and Development in Africa.” In *Aid to Africa: So Much to Do, So Little Done*.

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Class 15

• More Foreign Aid

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Class 16

• **DUE TODAY:** Group Draft Outline

Resource Politics

• **Course Activities:** Lecture/Discussion

• **Readings:**

• **Recommended:**

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Class 17

Conflicts and Conflict Management (I)

• More changes are coming to this day’s readings.

• **Course Activities:** Lecture/Discussion

• “**Journal 5.**” Discuss and analyze any violent conflicts involving your country (civil or interstate). Consider also the roles played by regional and international actors. Remember that you can react as well to the readings relevant to this topic and use other countries’ experiences as a point of comparison.

• **Readings:**

• **Highly Recommended:**
  - Reuters AlertNet. “*Congo (DR) conflict*”

• **Recommended:**
- GlobalSecurity.org “Congo War”

Class 18
Conflicts and Conflict Management (II)
- More changes are coming to this day’s readings.
- **Readings:**

Class 19
- **DUE TODAY: Individual Rough Draft.** Use turnitin.com
- **Course Activities:** Lecture/Discussion
- **Readings:**
  - Taylor, Ian. Chapters 2 and 3.
- **Recommended:**
  - European Commission External Relations. “The EU’s relations with Africa.” Europafrika.net

Class 20
China, the Global South, and Africa
- **Journal 6.** Which foreign countries matter most to your country? How and why? Compare your country’s foreign relations with at least three countries, including China. Remember that you can react as well to the readings relevant to this topic and use other countries’ experiences as a point of comparison.
- **Readings:**
- **Recommended**

**Class 21**

**Due Today:** Group Rough Draft, email to professor

**More:** The World and Africa; Peer Editing

- **Readings:**

- **Recommended:**
  - “*User’s Guide to Political Science: Writing*”

**Class 22**

**Africa and the Global Politics of Health**

- **Course Activities:** Lecture/Discussion

- **Recommended (ebola):**
  - Peruse the website, *Ebola Deeply*

- **Recommended (general):**

**Class 23**

**Class Research Presentations**

- **Instructions for Panel Presentations.** Presentations should last 25 minutes. There will then be 15 minutes of time for Q&A. Presentations should stress the overarching themes you all find in your work. The point is to view this as a workshop and an opportunity to get feedback from your colleagues. You should then be able to incorporate some of that feedback into the final drafts.

- **Course Activities:** Presentations

**Class 24**

**Class Research Presentations**

- **Course Activities:** Presentations

**Class 25**

**The Environment: Water**

- **Course Activities:** Lecture/Discussion

- **Readings:**
  - Hensengerth. “*Chinese hydropower companies and environmental norms in countries of the global South*...”
• UNEP. 2005. *Hydropolitical Vulnerability and Resilience along International Waters: Africa*. Nairobi: United Nations Environment Programme. Focus on Chapter 2; skim the rest if you have the time

• **Recommended:**

**Class 26**

**LAST DAY OF CLASS → Future Directions for Africa**

* Journal 7. Based on what you have discovered this term, how would you advise your country’s leaders in their engagement with the world?

• **Part 1:** Finish presentations, if necessary.
  • **Part 2:** What have we learned? What are some of the likely future scenarios for political relationships within Africa and between Africa and the rest of the world?

• **Readings:**

• **Recommended:**
  - Gordon. Chapter 13, “Trends and Prospects”

end of classes

no final exam

final research projects due Saturday, December 19 @ 2 pm
email entire group project to professor as a single file

individual assessment of group project due December 19 @ 5pm
email to professor.

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**Course Assignments & Grading Plan**

**Overview**

• There are no exams.

• Coursework will be weighted as follows:
  Total: 100 pts.

• **The Grading Scale**
  I will be using the following grading scale in this course:
  
<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<td>B-</td>
<td>80-83</td>
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<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<tr>
<td>69/below D</td>
<td>70-73</td>
</tr>
<tr>
<td>59/below F</td>
<td>63-68</td>
</tr>
</tbody>
</table>

• **Note on Late Assignments:**
  Late assignments will be graded down 5 percent for each day late, to a maximum of 50% off the credit for the assignment. No matter how late an assignment is, it will always be worth submitting (you can always get up to 50% credit).

1. **Classroom Engagement: Participation and Attendance (15%)**
  • Purpose: To make the course a more enjoyable and enriching experience for everyone; To be certain that you are engaging course material
• This course requires not only attendance but also active participation. This entails doing the readings before class, thinking critically about them and the topics we are discussing. Active participation can significantly help your grade in the course, non-participation can significantly lower your grade, and non-attendance WILL significantly lower your grade.

**Attendance and active participation**
1. You must attend class. Think of it as if you are a pilot learning to fly. You have to put in a number of hours in the cockpit to qualify.
2. You must be active in class. This can take a variety of forms, including: speaking in class, asking questions, emailing me questions, and extra participation on the course blog.
3. You can miss two classes without any serious consequence. If you miss more than 5 classes you will receive no participation credit.
4. You must meet me at my office hours at least once.

2. **Online Journal: Country Journals, News and Reading Posts (25%)**
• Purpose: a substitute for exams; a means for students to engage and critically reflect on course material; an incentive for students to stay on track with course readings and material; a means of informing the professor of what students find interesting (or not) within the course material; a means for students to communicate with each other about the course material.
1. Sign-in using your name so that I can recognize who is posting
2. The prompts for the country posts are provided on the schedule page.
3. “Tag” your posts using the appropriate categories
4. Your posts are due the MIDNIGHT PRIOR to class.

A. **Country Posts (7)**
• You will develop a country expertise. At the beginning of the course you will be assigned a country in Africa. For that country, you will be asked to keep an online journal in which you will react to the topic and readings we are covering in a given week as it relates to your country. You will also be asked to write about current events in your country. So, for instance, if we are covering the impact of colonialism on Sub-Saharan Africa, you will be asked to write an analysis of how colonialism has affected your country. The specific topics for you to address will be under each section in the syllabus. Likewise, you will be called upon in class to provide input on these topics as it relates to your country. You will become the class expert for your country. You will post these journal items in a course blog that we all share.
1. There will be 7 country posts.
2. Add the category “Countries” to the post
3. It is better to provide specific examples than to cover many subjects in broad terms.
4. The topics are provided on the schedule course page, listed on the day they are due.
5. **LENGTH OF EACH POST:** 500 words.

B. **Reading Posts (1)**
• You must comment on readings for ONE day of class. It can be any day of the term. It may overlap with other students. Your comments should be original reflections on and/or critiques of the readings, not summaries.
1. There will be 1 reading post.
2. Add the category “Readings” to the post
3. **LENGTH OF EACH POST:** 500 words.

C. **News Posts (1)**
• You must write ONE post which includes links to news items that are relevant to the course.
1. There will be 1 news post.
2. Add the category “News” to the post
3. **LENGTH OF EACH POST:** could be 1 line, could be 300 lines.

D. **Assessment**
• The **country journal and reading posts** will be assessed as a whole at the end of the semester. However, at mid-semester I will provide a provisional grade on the body of your journal posts up to that point in time. The **news post** will simply be assessed on the basis of whether or not it was completed.
• General Criteria for the Country Journal and Reading Posts:
  • A: Excellent in all or nearly all aspects. Posts are marked by creativity and originality. The interest of the reader is engaged by the ideas and presentation. Reading posts do not summarize. Country posts demonstrate some level of research that goes beyond the material provided in class. (Note: I do not expect extensive research, but I do expect a moderate degree of research that goes beyond Wikipedia.) All posts consistently meet this criteria.
  • B: A “B-range” grade may indicate that not all posts consistently met the criteria for an “A”. Or, that the posts were consistently below the “A” level. Such posts may be technically competent with occasional lapses. You are either significantly over OR under the word limit on a regular basis.
  • C: A “C-range” grade indicates that many or all posts did not meet the criteria for an “A”. These may be competent posts, but are obvious. The reading post may largely summarize, rather than evaluate, reflect, or critique the readings. The country posts may never use outside sources. Writing may be sloppy.
• etc.

3. **Research Project (60%)**
• Purpose: to encourage critical thinking about a focused research question; to encourage practice at social science research; to further develop writing skills; to encourage practice at working with groups; an opportunity for students to express themselves creatively; to allow students to do deeper research on an aspect of international relations they find interesting; an opportunity for students to improve on public speaking skills.

• See THIS PAGE.

4. Chronological List of All Assignments

• Class #. Date. Assignment.
  4. September 17. Blog Post
  6. September 24: Individual research description due
  8. October 1. Blog Post
  10. October 8. Blog Post
  13. October 20: narrative description of project with bibliography
  16. November 3: group draft outline
  19. November 12: individual rough draft
  21. November 19: group rough draft

Finals. December 19. final draft and response.

Project Guidelines

Research Project (60% of total grade).

• As a class you will be divided into several groups I will group you according to general subjects, based on your individual research projects. Examples of grouping may include: “China in Africa”, or “the International Dimensions of Development in Africa”. Each group will undertake a different large-scale research project. You will be graded both for your individual effort and for the group’s effort. The final result of each project should resemble a book with at least 2 general parts:
  • Your individual research papers. This will be the bulk of the printed manuscript
  • One or two chapters written collectively that summarize and react to your individual research papers. This could take a variety of forms including one or both of the following:
    o An Introduction to the book
    o A Conclusion to the book

• Optional: You could additionally include a brief Executive Summary for the project.

Part One: Individual Requirements for the Research Paper (40%)

Individual Due Dates

• Length: 25 pages, double-spaced, 12-point font, 1-inch margins.
  Research Description Due: September 24
  Narrative Description of Project, with partial bibliography: October 20
  Rough Draft Due: November 12
  Final Draft is Due as Part of Entire Group Project: December 19 @ 2 pm
  Individual Assessment of Group Project: December 19 @ 5 pm

You have 2 options

• See the User’s Guide to Political Science: “Writing a Class Research Paper”, “The Research Question”, and “Policy Paper”.

• Option 1: Research Paper.
  You choose a question related to the course and seek to answer it. For instance, you might want to answer the following question: “Why did the United States fail to intervene during the Rwandan genocide?”
  A research paper, then, is focused on explanation.

• Option 2: Policy Paper.
  You choose a question about the appropriate foreign policy for a country. For instance, you might want to answer the following question: “Should the United States send troops to stop the violence in Darfur?”
  A policy paper, then, is focused on prescription.

Research Description Directions

• See User’s Guide to Political Science, “Research Proposal or Prospectus”

• You will prepare a one-page description of your proposed research question. The question should be substantively interesting and relevant. Moreover, it should be a question that can be answered using evidence, given the time and resource constraints of the course. You should be prepared to discuss your question during the class session.
• 1. 1 to 1½ pages.
  2. Include the following information:
  • State the main research or policy question you plan to answer. This must be either the title or the first sentence.
  • Briefly explain why it is important.
  • Briefly summarize possible alternative answers to the question.
  • List 2 sources you might use
  • 3. Email document to professor.

  4. Due September 24, PRIOR to class.

Narrative Description
• You will prepare a 3 – 5 page narrative description of the evidence you have gathered. This should include a clear specification of the dependent variable you wish to explain. It should highlight what is puzzling about the evidence you observe and what data supports your claim. A strong narrative description will conclude with some thoughts about the factors that might explain the patterns you have found.
• 3 – 5 pages, not including bibliography
• Define dependent variable/outcome/phenomenon of interest.
• Discuss evidence and possible explanations.
• Bibliography should include at least 7 sources.
• Please email one copy to the professor.
• Bring 1 copy to class
• Due October 20 PRIOR to class

Rough Draft Directions
• See User's Guide to Political Science, “Outline and Structure”
• 1. Email the professor one copy.
  2. Bring 1 copy to class for peer editing.
  3. Due November 12 PRIOR to class.

Final Individual Paper
• Due as Part Of Group Project, December 19 @ 2 pm.

Assessment of Group Effort Directions (part of group project grade)
• 1. 1 – 2 pages
  2. Assess own contribution to the group effort
  3. Assess the contributions of other group members
  4. React to your group’s overall project and presentation.
  5. Please email to the professor.
• 6. Due December 19 @ 5 pm

General Paper Guidelines
• The paper should address a question about Africa in world politics.
• In writing the paper, you must do the following things:
  • Clearly articulate a central question. Your research question must be either the title or the first sentence.
  • Clearly articulate your answer to the question. These are argumentative papers.
  • Explain the significance of the question.
  • Support your answer.
  • Evaluate alternative answers.
  • Use at least 8 outside sources (see note on sources below)
  • Use at least 1 source from class readings.
  • Use concepts from the course. For example: patrimonialism, norms, liberal peace theory
  • Include a reference section (Does not count as part of your page count.)

Sources:
• As appropriate, strive to include at least one of each of the following sources:
  • Books
  • Academic Journals (articles from political science or public policy journals are likely to be most relevant)
  • Newspapers (it is suggested that you stick to major national papers such as the New York Times, Washington Post, and Wall Street Journal) or Magazines (again, use major magazines, such as Newsweek or The Economist)
  • Primary sources: Government documents, for instance.
  • DO NOT use these sources:
    • Wikipedia
    • Web content which is not from one of the suggested published sources listed above
• If you have a question about a source, just ask!

• **How to cite your sources:**
  You must use in-text parenthetical citations according to the author-date system described by the Chicago Manual of Style. Directions on citations can be found here: 
  [http://library.williams.edu/citing/styles/chicago2.php](http://library.williams.edu/citing/styles/chicago2.php)

**Part Two: Group Project (20%)**

**Group Due Dates**

- **Group Draft Outline:** November 3
- **Group Rough Draft:** November 19
- **Group Presentation:** Date varies; during last weeks of class.
- **Group Final Draft:** December 19 @ 2 pm

**Written Work: Introduction OR Conclusion (10%)**

1. 10 pages minimum
2. Grade includes completion of a draft outline AND rough draft.
3. Should include the following information, at a minimum:
   - Statement of why the overall project/issue is important
   - Very brief (paragraph or less) summaries of the individual chapters
   - Discussion of how the individual chapters relate to each other that may include:
     - Statements of key overall findings
     - Analysis of similarities and differences among the chapters
     - Suggestion for possible future directions for research.

**Group Presentation (10%)**

1. Will last no more than 40 MINUTES.
2. Purposes:
   - Practice at public speaking
   - Chance to get feedback from classmates before finalizing final draft of the project
   - Chance for us to learn from each other

**Part Three: Other General Information**

- **Grading**
  - The Criteria I Use In Grading Papers
- **Note on Late Assignments:**
  - Late papers will be graded down 5 points for each day late, to a maximum of 50% credit for the assignment. No matter how late a paper is, it will always be worth submitting (you will always have an opportunity to get at least 50% credit).

**Part Four: Advice**

- For advice on research and writing, please confer with our new “User's Guide to Political Science”

**The Rules of the Game**

1. I reserve the right to make new rules and changes to the course.
2. Class will start on time. If you are more than 10 minutes late you will be marked as absent.
3. No talking during class, no reading material during class, and no inappropriate use of electronic equipment (cell phones, laptops, etc.) during class.
4. Use of laptops in class is a privilege. I reserve the right to ban them at any time.
5. **Diversity in discussion.** Throughout the course of the semester, we will be addressing a variety of issues on which people will have strong and diverse opinions. It is critical that we respect one another’s thoughts, and address our comments at the ideas, not the person. Our class is not a forum for demeaning or threatening language
6. **Academic Integrity.**
   - I assume all assignments and activities in the class are governed by the university’s honor code which I regard to be unnecessary to state (come on, this is common sense!), but which I will for legal reasons.
   - Plagiarism and Cheating. Plagiarism and cheating will not be tolerated. I feel especially strong about this when it comes to student writing. Please note that the consequences for any kind of cheating or plagiarism can result in an “F” for the class and possibly other actions by the university.
   - Wesleyan’s policies can be found online at: [http://www.wesleyan.edu/studentaffairs/studenthandbook/standardsregulations/studentconduct.html](http://www.wesleyan.edu/studentaffairs/studenthandbook/standardsregulations/studentconduct.html)
   - If you have any questions about the appropriate way to use or cite a source, please do not hesitate to ask me before you hand in your paper.

**Disability-Related Accommodations**
• It is the policy of Wesleyan University to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, in addition to making requests know to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible, so that appropriate arrangements can be made. The procedures for registering with Disabilities Services can be found at www.wesleyan.edu/deans/disability-students.html