

GEORGIA INSTITUTE OF TECHNOLOGY
Sam Nunn School of International Affairs

Government and Politics in Africa INTA 3240 & 8803
Spring 2024

Dr. Yakub Yahaya

Class Meetings: M, W 8.00 pm – 9.15 pm,

Office hours: By Email

E-mail: yyahaya3@gatech.edu

Graduate Teaching Assistant:

Email:

Office Hours:

This is a Core IMPACTS course that is part of the Social Sciences Area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion.
- Collaboration

Course Description

Africa is by many measures the most diverse continent in the world. There are more ethnic, linguistic and cultural groups in Africa than in any region of the world. Africa

has more countries than any other continent on earth, most of which emerged from colonization as modern, independent nation-states during the second half of the twentieth century. Studying African politics thus combines longstanding indigenous traditions and cultures with young political institutions, making Africa among the most politically vibrant and turbulent regions of the world.

This course examines the countries of Africa from a comparative perspective. Instead of merely focusing on the various problems facing the continent, this course looks at examples of both the successes and failures of African states in addressing the challenges they face. Through a combination of case studies, academic scholarship and journalism, the course analyzes the independent and colonial histories of African nations; explores the development of modern African states, societies and economies; and examines the impacts of current international influences on African states.

Learning Outcomes

Students:

1. Conduct scholarly research on thematic concerns and make substantive presentation that demonstrate sound knowledge of the literature on African politics.
2. Display a broad understanding of the key concepts, thematic issues and debates within the discourse on African politics.
3. Possess a broad understanding of the roles that enslavement, colonialism and the Cold War played in the development of modern governance structures, politics and socio-economic development policies in Africa.
4. Engage in informed dialogues about the historical development of African states, their governance structures and contemporary challenges to democratic governance and sustainable development.
5. Discuss the impact of the internet and social media on contemporary politics and democratization processes in Africa; and
6. Can identify African countries and their geographic location

Required Textbook

The Africans: A Triple Heritage by Ali A. Mazrui

How Europe Underdeveloped Africa by Walter Rodney

Textbook is needed – please procure it in advance.

Other readings will be available on Canvas.

Attendance and Participation

Students are expected to attend **all class meetings in person. Students are additionally expected to complete all required reading for each week before class and come**

prepared to discuss the material in class. Beyond generally reading the course material, students will be assigned to research a particular country to research during the semester, culminating in a final paper focused on that country. Students should read news and other sources about their assigned country and be able to relate each week's material to that country. 2 Absences from class meetings or failure to actively participate in class discussions can negatively impact your class participation grade. If you anticipate missing a class meeting due to an acceptable reason (such as illness or bereavement, religious holiday or observance, or approved university-sponsored activity or event), please inform instructor in advance and, when applicable, complete a written assignment to be given in lieu of attendance for that meeting. If you are absent for an unexpected reason, please contact your professor as soon as you can after the meeting to discuss the missed material and possible make-up assignment. A note on class discussions and inclusion: Nothing in the course is intended to shock or offend, but we will be reading and discussing ideas, policies and practices that may contain shocking or offensive content. There will presumably be disagreements and divergent viewpoints within the class, which are key parts of academic discourse. I ask that you approach readings and discussions with an open mind and heart, and that you show yourselves and your classmates respect and grace as you engage with one another. Please reach out to me (or if you are uncomfortable doing so, speak with a resident advisor) if at any point you become uncomfortable or distressed by class material or discussion.

Readings

Readings are drawn from academic journals, scholarly books and news sources and can be accessed through the course website. Some readings may change to reflect current events – changes will be announced and posted to the course website. Readings present a variety of perspectives, some of which may qualify, contradict or oppose perspectives from other readings. Documents on this list have been chosen for a variety of reasons. The inclusion of a reading on this syllabus should not be considered an endorsement of the content or viewpoints expressed in that reading. All readings should be approached critically. A note on “how” to read for this class: There are several assigned readings for this course. Most of them are required, and you are expected to have completed these before each meeting. When reading, generally read first and foremost for main ideas, points and motivations of each article. What are the authors trying to say, and why are they trying to make these points? Additionally, the texts are rich in details and examples that you can think about and even explore based on what you are reading. Don't get bogged down trying to read footnotes (though they are there if you want to explore a particular point from the reading in greater depth), and don't worry if some of the articles contain technical details (quantitative analysis, game theory, etc.) that might be unfamiliar. If you

understand these analytical tools, great! If not, try to focus on the main substantive points the author is trying to make.

Course Requirements and Evaluation:

1. Class Participation – 20% of course grade
Students are **required** to attend lectures and complete all assigned readings **before** the lecture. **Doing the assigned reading prior to each class is essential since class time will regularly feature discussions. Students are expected to participate in classroom discussions on the subjects addressed in the readings and lectures. Lectures during the course may not cover all the readings.** You are responsible for the information contained in the reading, whether it is covered or not in lectures, as well as for the information in the lectures.

Participation grade is based on active and constructive contribution to class discussions and group work (15%), as well as attendance (15%).

Guidelines for Participation

- a. **Participation in class discussion MUST be rooted in class readings and OBJECTIVE.**
 - b. **All students MUST RESPECT other students' views and engage ACADEMICALLY.**
 - c. **Engaging ACTIVELY in class has a positive impact on your grade.**
2. Midterm and Final Exam/Final Research paper – 70% of course grade.
 - a. **Grade Format (default)**
 - Final group Paper and Presentation 50%
 - Midterm group Presentation 20%
 - Attendance 10%
 - Participation 20%

There is no set list of questions for the research paper assignment. Students should formulate their own question based on their interests and **mandatory** consultation with the instructor or TA during their office hours. In general, the research papers should examine an issue relating to Africa and include empirical evidence in their analysis. By the last third of the semester, you should have enough research to draw up a four-page outline (double-spaced with 1" margin from each side and 12-size font with APA format) that sketches the paper's topic, preliminary argument, and annotated bibliography of at least 10 academically reputable sources beyond the course material, including books and academic journal articles. The outline is due on **March 9th**. The final research paper should be 10 - 12 double-spaced page-long (with 1" margin from each side and 12-size font) and should have a bibliography of at least 10 academically reputable sources beyond the course material, including books and academic journal articles.

Papers will be graded based on their originality and logic of argument, quantity and quality of supporting research, and readability and elegance of writing style.
More information or updates to follow.

Grading and Assessment

A = 89.5-100; B = 79.5-89.4; C = 69.5-79.4; D = 59.5-69.5; F = below 59.5

- A: Outstanding and original work; well-argued, well-organized, without significant error or omission.
- B: Very fine work, reasonably argued, clearly organized, with only slight error or omission; clearly well above the average.
- C: Solid work of a quite satisfactory nature; clear evidence of engagement and comprehension, but with some organizational, factual, or interpretive errors/omissions.
- D: Passing, but only marginally acceptable work with clear deficiencies of length, fact, organization, or interpretation; incomplete work.
- F: Unacceptable work submitted with such significant deficiencies that no credit can be awarded.

Late Paper Policy

Late papers will receive 5 points deduction for each calendar day (this includes weekends) they are late.

Questions, Various Issues, and Concerns

ALL questions or concerns will be addressed to your TA. Only when the issue does not get resolved, email Dr.Yahaya.

Other Class Policies

- Class discussions may lead, from time to time, to contentious issues. I expect all students to be respectful of one another, even if they disagree about certain issues. High levels of civility should characterize our class debates.
- Laptop computers can be used in class **ONLY** when the instructor allows.
Abusing computer privileges will result in loss of participation points. Moreover, students may be prohibited from using their computer for the rest of the semester (no email, Facebook, twitter, etc)
- Cell phones should be put on silent. Disruptions from such devices will adversely affect your participation grade.

- For assignments that will be submitted through Canvas, students need to ensure that assignments can be opened and are readable. To ensure this, students should attach all written assignments in either .doc or .pdf formats.

THERE WILL BE NO EXTRA GRADE ASSIGNMENT OR POINT IN THIS COURSE!

Additional Information and Services

1. The Office of Disability Services – – <https://disabilityservices.gatech.edu/> (404-894-5429)

2. Academic Honor Code

The Georgia Tech Academic Honor Code states: “Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is to prevent any Students from gaining an unfair advantage over other Students through academic misconduct. Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records.” Such acts include, for instance, plagiarism.

Plagiarism means using an author’s exact or paraphrased words without citation or acknowledging the source of information. Whether intentional or not, plagiarism is considered cheating and will not be tolerated. If you are unsure whether something should be cited, please ask. All written assignments will be checked by “Turnitin” – please ensure that the format you have submitted in Canvas is readable. A “0%” “Turnitin” result indicates a format that is not appropriate, and you will be asked to resubmit your work. Failure to do so will result in a grade of zero for your assignment.

Course Outline and Reading Assignments

Note: The schedule is subject to revisions. I will provide ample notice for any change.

Date	Topics and Readings
1. 8	Course Introduction
1. 10	A Celebration of Decay? Pg 11 <i>Extra Readings for Graduate Students</i> <ul style="list-style-type: none">➤ Felter, Claire. “Ethiopia: East Africa’s Emerging Giant.” Council on Foreign Relations. November 4, 2020.➤ Herbst, Jeffrey. States and power in Africa. Princeton University

	Press, 2014. Chapter 1: 11-31.
1.17, 22	<p>Where is Africa? Pg 23</p> <p>Historical African Politics</p> <ul style="list-style-type: none"> ➤ Prempeh, H. Kwasi. "Presidential Power in Comparative Perspective: The Puzzling Persistence of Imperial Presidency in Post-Authoritarian Africa." <i>Hastings Const. LQ</i> 35 (2007): Read Sections I and II. (pages 761-784) only (we will read more of this article later in the semester). ➤ Vansina, Jan. "A comparison of African kingdoms." <i>Africa</i> 32.04 (1962): Read Section II. (pages 331-334) only. <p><i>Extra Reading for Graduate Students</i></p> <ul style="list-style-type: none"> ➤ Bates, Robert H. "The centralization of African societies." Robert H. Bates, <i>Essays on the Political Economy of Rural Africa</i> (Cambridge: Cambridge University Press, 1983) (1983): 91-113.
1.22, 24	<p>Anatomy of a Continent Pg. 41</p> <p>Colonialism and the Independence Struggle</p> <ul style="list-style-type: none"> ➤ Babou, Cheikh Anta. "Decolonization or national liberation: Debating the end of British colonial rule in Africa." <i>The ANNALS of the American Academy of Political and Social Science</i> 632.1 (2010): 41-54 ➤ Crowder, Michael. "Indirect Rule—French and British Style." <i>Africa</i> 34.03 (1964): 197-205. ➤ Mayersen, Deborah, and Stephen McLoughlin. "Risk and resilience to mass atrocities in Africa: a comparison of Rwanda and Botswana." <i>Journal of Genocide Research</i> 13.3 (2011): <p><i>Extra Reading for Graduate Students</i></p> <ul style="list-style-type: none"> ➤ Miller, Joseph C. "The politics of decolonization in Portuguese Africa." <i>African Affairs</i> (1975): 135-147. ➤ Nunn, Nathan. "The long-term effects of Africa's slave trades." <i>The Quarterly Journal of Economics</i> 123, no. 1 (2008): 139-176
1.29	Africa's Identity: The Indigenous Personality Pg 63
1.31, 2.5	<p>Africa's Identity: The Semitic Impact Pg 81</p> <p>Africa's Identity: The Western Aftermath Pg 99</p> <p>Midterm groupwork presentation preparation (more information to come)</p>
2.7	<p>The African State</p> <ul style="list-style-type: none"> ➤ Herbst, Jeffrey. <i>States and power in Africa</i>. Princeton University Press, 2014. Chapter 4 :97-136. ➤ Bratton, Michael. "Formal versus informal institutions in Africa." <i>Journal of Democracy</i> 18.3 (2007): 96-110.

	<ul style="list-style-type: none"> ➤ Englebert, Pierre. "Pre-colonial institutions, post-colonial states, and economic development in tropical Africa." <i>Political Research Quarterly</i> 53.1 (2000): 7-36. <p><i>Extra Reading for Graduate Students</i></p> <ul style="list-style-type: none"> ➤ Leeson, Peter T. "Better off stateless: Somalia before and after government collapse." <i>Journal of Comparative Economics</i> 35.4 (2007): 689-710
2.12, 14	<p>Insearch of Stability Pg 179 Politics and Democracy</p> <ul style="list-style-type: none"> ➤ Bratton, Michael, and Nicolas Van de Walle. "Neopatrimonial regimes and political transitions in Africa." <i>World Politics</i> 46.04 (1994): 453-489. ➤ Prempeh, H. Kwasi. "Presidential Power in Comparative Perspective: The Puzzling Persistence of Imperial Presidency in Post-Authoritarian Africa." <i>Hastings Const. LQ</i> 35 (2007): 761-834. ➤ Riedl, Rachel Beatty. "Institutional legacies: understanding multiparty politics in historical perspective." In <i>Institutions and Democracy in Africa: How the rules of the game shape political developments</i>, pp. 41-60. Cambridge University Press, 2018. <p><i>Extra Reading for Graduate Students</i></p> <ul style="list-style-type: none"> ➤ Morrison, Minion KC. "Political Parties in Ghana Through Four Republics: A Path to Democratic Consolidation." <i>Comparative Politics</i> (2004): 421-442.
2.19	<p>Mid-Term Group Presentation Tools of Exploitation: A Triple Heritage of Technology Pg 159</p>
2.21, 26	<p>Between Society and States Pg 261 Between War and Peace Pg 275</p>
2.28	<p>Fall Break</p>
3.4	<p>Identity Politics</p> <ul style="list-style-type: none"> ➤ Habyarimana, James, et al. "Why does ethnic diversity undermine public goods provision?." <i>American Political Science Review</i> 101.04 (2007): 709-725. ➤ Posner, Daniel N. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." <i>American Political Science Review</i> 98.4 (2004): 529-545. ➤ Gibson, James L. "The Truth about Truth and Reconciliation in South Africa." <i>International Political Science Review</i> 26.4 (2005): 341-361. <p><i>Extra Reading for Graduate Students</i></p> <ul style="list-style-type: none"> ➤ Baaz, Maria Eriksson, and Maria Stern. "Making sense of violence: voices of soldiers in the Congo (DRC)." <i>The Journal of Modern African Studies</i> 46.01 (2008): 57-86.

	<ul style="list-style-type: none"> ➤ Shaw, William H. "They Stole Our Land': Debating the Expropriation of White Farms in Zimbabwe." <i>The Journal of Modern African Studies</i> 41.01 (2003): 75-89.
3.6	<p>Religion and Civil Society</p> <ul style="list-style-type: none"> ➤ Kendhammer, Brandon. "The Sharia Controversy in Northern Nigeria and the Politics of Islamic Law in New and Uncertain Democracies." <i>Comparative Politics</i> 45.3 (2013): 291-311. ➤ Gyimah-Boadi, Emmanuel. "Civil society in Africa." <i>Journal of democracy</i> 7, no. 2 (1996): 118-132. ➤ Sabar-Friedman, Galia. "Church and State in Kenya, 1986–1992: The Churches' Involvement in the 'Game of Change.'" <i>African Affairs</i> 96.382 (1997): 25-52. Rhodes, Christopher. "(Un)locking the Church Doors: Regime Legitimacy and Political (De)Mobilisation of Churches in Ethiopia." <i>Religion, State and Society</i> 2020. <p><i>Extra Reading for Graduate Students</i></p> <ul style="list-style-type: none"> ➤ Hearn, Julie. "Foreign aid, democratisation and civil society in Africa: a study of South Africa, Ghana and Uganda." (2010). ➤ Habib, Adam. "State-civil society relations in post-apartheid South Africa." <i>Social research</i> (2005): 671-692
3.11, 13, 25	<p>Africa at Prayer: New Gods Pg 135</p> <p>Towards Cultural Synthesis Pg 239</p> <p>In Search of Self-Reliance: Capitalism without Winter Pg 213</p>
3.27	<p>Economic Development and Underdevelopment</p> <ul style="list-style-type: none"> ➤ Acemoglu, Daron, and James A. Robinson. "Why is Africa Poor?." <i>Economic History of Developing Regions</i> 25.1 (2010): 21-50. ➤ Sachs, Jeffrey D. and Andrew M. Warner (1997) "Sources of Slow Growth in African Economies," <i>Journal of African Economies</i>, 6(3), 335-76. ➤ Sachs, Jeffrey D., and Andrew M. Warner. "The Curse of Natural Resources." <i>European Economic Review</i> 45.4 (2001): 827-838. ➤ Yates, Douglas. "The Scramble for African Oil." <i>South African Journal of International Affairs</i> 13.2 (2006): 11-31. ➤ Shaxson, Nicholas. "New Approaches to Volatility: Dealing with the 'Resource Curse' in Sub-Saharan Africa." <i>International Affairs</i> 81.2 (2005): 311-324. <p><i>Extra Reading for Graduate Students</i></p> <ul style="list-style-type: none"> ➤ Bates, Robert H. <i>Markets and States in Tropical Africa: The Political Basis of Agricultural Policies</i>. Vol. 1. Univ of

	California Press, 1981. (Selected passages).
4.1	How Africa Developed before the coming of the Europeans – Up to the Fifteenth century Pg 31
4.3	Africa's Contribution to European Capitalist Development – The Pre-Colonial Development – The Pre-Colonial Period Pg 73
4.8	Europe and the Roots of African Underdevelopment – To 1885 Pg 93
4.10	Colonialism as a System for Underdeveloping Africa Pg 203
4.15, 17	<p>Trade and Aid</p> <ul style="list-style-type: none"> ➤ Ahiakpor, James CW. "The Success and Failure of Dependency Theory: The Experience of Ghana." <i>International Organization</i> 39.03 (1985): 535-552. ➤ Gries, Thomas, Manfred Kraft, and Daniel Meierrieks. "Linkages between Financial Deepening, Trade Openness, and Economic Development: Causality Evidence from Sub-Saharan Africa." <i>World Development</i> 37.12 (2009): 1849-1860. ➤ Easterly, William, and Yaw Nyarko. "Is the Brain Drain Good for Africa?." <i>Brookings Global Economy and Development Working Paper</i> 19 (2008). ➤ Moyo, Dambisa. <i>Dead Aid: Why Aid is not Working and How There is a Better Way for Africa</i>. Macmillan, 2009. (Selected passages) ➤ Sachs, Jeffrey. "The case for aid." <i>Foreign Affairs</i>. January 21, 2014. ➤ Manji, Firoze, and Carl O'Coill. "The Missionary Position: NGOs and Development in Africa." <i>International Affairs</i> 78.3 (2002): 567-583. <p style="text-align: center;"><i>Extra Reading for Graduate Students</i></p> <ul style="list-style-type: none"> ➤ Bratton, Michael. "The Politics of Government-NGO Relations in Africa." <i>World Development</i> 17.4 (1989): 569-587. ➤ Hearn, Julie. "The 'Invisible' NGO: US Evangelical Missions in Kenya." <i>Journal of Religion in Africa</i> 32.1 (2002): 32-60.
4.22	<p>International Influences</p> <ul style="list-style-type: none"> ➤ Schraeder, Peter J. "Cold war to cold peace: Explaining US-French competition in francophone Africa." <i>Political science quarterly</i> 115, no. 3 (2000): 395-419. ➤ Lawson, Letitia. <i>US Africa policy since the Cold War</i>. Naval Postgraduate School Monterey CA Center for Contemporary Conflict, 2007. Rye Olsen, Gorm. "The ambiguity of US foreign policy towards Africa." <i>Third World Quarterly</i> 38, no. 9 (2017): 2097-2112. ➤ Rutazibwa, Olivia U. "The problematics of the EU's ethical (self) image in Africa: the EU as an 'ethical intervener' and the 2007 joint Africa-EU strategy." <i>Journal of Contemporary European Studies</i> 18, no. 2 (2010): 209-228.

	<p><i>Extra Reading for Graduate Students</i></p> <ul style="list-style-type: none"> ➤ Michel, Serge. "When China met Africa." <i>Foreign Policy</i> (2008): 38-46. ➤ Okeowo, Alexis. "China in Africa: The New Imperialists?." <i>The New Yorker</i> 12 (2013). ➤ Mohan, Giles, and Ben Lampert. "Negotiating China: Reinserting African Agency into China–Africa Relations." <i>African Affairs</i> 112.446 (2013): 92-110
4. 24	<p>Intra-Africa Relations</p> <ul style="list-style-type: none"> ➤ Lumumba-Kasongo, Tukumbi. "Can a 'realist pan-Africanism' be a relevant tool toward the transformation of African and African diaspora politics? Imagining a pan-African state." <i>African Journal of International Affairs</i> 6, no. 1-2 (2003). Qobo, Mzukisi. "The challenges of regional integration in Africa: In the context of globalisation and the prospects for a United States of Africa." <i>Institute for Security Studies Papers</i> 2007, no. 145 (2007): 16. ➤ Williams, Paul D. "The Peace and Security Council of the African Union: Evaluating an Embryonic International Institution." <i>The Journal of Modern African Studies</i> 47.04 (2009): 603-626. <p><i>Extra Reading for Graduate Students</i></p> <ul style="list-style-type: none"> ➤ Bassett, Thomas F., and Scott Straus. "Defending Democracy in Cote d'Ivoire: Africa Takes a Stand." <i>Foreign Aff.</i> 90 (2011): 130. ➤ Cleaver, Gerry, and Roy May. "African perspectives: regional peacekeeping." In <i>Peacekeeping in Africa</i>, pp. 29-48. Routledge, 2021.
4.29	Final Paper Presentation Group 1 and 2
5.1	Group 3 and 4
5.3 @ 2.40	Submission of Final Paper