Course Number: INR 6254

International Relations of Africa

Department of Political Science

University of Central Florida

Instructor:	Jonathan M. Powell, Ph.D.	Term:	Summer 2018
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University Course Catalog Description

This seminar investigates international relations in the African context, with an explicit focus on implications for international security.

Course Description

This graduate seminar explores a variety of topics and actors in the study of international relations in the African context. Though topics vary greatly, they are generally centered around the issue of transnational security.

Course Objectives

Students will…

1. Gain an in-depth familiarity with important actors in the African political arena
2. Understand major theoretical efforts to explain international relations in the context of Africa
3. Recognize differences between these efforts, and why they are important.
4. Develop the ability to understand and utilize research methodology appropriate to research questions on the international relations of Africa.
5. Produce an original research design that could lead to a paper of professional quality.

Course Prerequisites

Graduate Studies or C.I.

Course Credits

3

Required Texts and Materials

Books

Reid, Richard. 2012. *A History of Modern Africa: 1800 to the Present*. 2nd edition. Wiley-Blackwell.

Dwyer, Maggie. 2017. *Soldiers in Revolt*. Oxford University Press.

Students will be responsible for numerous readings from academic journals, think tank reports, news periodicals, etc., as specified in the syllabus, the course schedule, or disseminated during the semester. There is no required text book for the class.

***NOTE ON COURSE DEMANDS: This class will be held over 9 weeks, from May 17 to July 12.**

The university policy on credit hours is as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

> *One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or*
>
> *At least an equivalent amount of work as required in paragraph (a) of this definition for academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

A three-credit hour class in a 15-week semester requires "a minimum" of three hours per week direct faculty instruction and six to nine hours outside of a classroom environment (or its "equivalent…over a different amount of time:). This equals a minimum of 135 hours of total work, which translates to 9 hours a week during a 15-week semester, or a minimum ***15 hours per week*** over 9 weeks. Given we have 3 hours per week of lecture, this suggests you should be prepared to dedicate a minimum of 12 hours per week to the class. This does not vary based on your personal work schedule or how many other classes you are taking. Be prepared to put in the required work prior to joining the class.

Basis for Final Grade

Assessment	Percent of Final Grade
Discussion and Quizzes	15%
Article Critiques (3)	15%
News Assessments (2)	10%
Data Presentation	10%
Paper Draft 1	25%
Paper Draft 2	25%
Total	100%

Discussion and Quizzes (15%)

This class is a seminar. Consequently, the success of the class will be largely dependent on the degree to which students are present, have prepared to discuss the material, and are active in class. Students are expected to arrive on time and remain through the duration of the class. At least one 10-minute break will be provided during the session.

Students should arrive to class having finished each of the materials listed on the syllabus for that day. The instructor reserves the right to hold at least one quiz each class session. During the semester, students will also be explicitly quizzed on basic geography and history. During two occasions, students should be prepared to help lead the discussion on class material.

Article Critiques (15%)

Due June 1, June 15, June 22. Each student will read and critically assess scholarly articles on three different occasions during the class. The articles will be independent of those on the syllabus, and will be primarily chosen by the student (the instructor can assign alternatives or additional articles). Though a broad range of options are available, the selection must come from a well-respected peer reviewed political science journal (such as *American Political Science Review*, *American Journal of Political Science*, *Journal of Politics*, *World Politics*, *International Security*, *International Organization*, etc.) or from one of the more influential African studies journals (*African Affairs*, *Journal of Modern African Studies*, *Journal of African History*, *Journal of African Economies*, *African Development Review*, etc.).

The intention of this is to give students an opportunity to assess literature that is explicitly relevant to their eventual research papers. Additional details will be available in a prompt, but the critiques will require the student to identify an original research question and assess both the merits and flaws of the work under consideration, as well as how it specifically contributes to the chosen research question. The first critique will cover one article, the second will consider 2, and the third will consider 4+. Examples will be provided.

Data Presentation (10%)

Various due dates; must be completed by July 5. Each student will provide a 12-minute presentation on a dataset relevant to the study of the international relations of Africa. This assignment will require students to identify a relevant source (and have it approved), briefly describe the scope of the project, and present original tables and/or figures that illustrate utility of the data. This will usually be done by showing descriptive or bivariate statistics for two

variables, but will vary depending on the dataset. The dataset itself does not need to be "IR," it just has to be relevant.

Case/News Assessments (10%)

Due May 28 and June 8. Students will critically analyze two different news events/case studies relevant to the international relations of Africa. The cases do not have to be specific to events happening inside Africa. For example, European responses to the migrant crisis, or foreign relations of world powers like the USA and China toward Africa would be perfectly appropriate topics. My preference is that these be directly relevant to the papers you will turn in at the end of the semester, but they can also be assessed using material from the class (however, you will not be able to re-use cases discussed specifically in class unless offering a different perspective).

Paper Draft 1 (25%)

Due Jun 29. Though not a *complete* draft of a research paper, this submission should not be considered as a "rough" draft. It should represent the student's best effort and will be graded as such. This draft will include an introduction that clearly articulates a specific research question, reviews relevant academic literature, and presents a clear theoretical argument or justification for a descriptive or normative paper. These should be fully cited using APSA's in-text citation format (plus page numbers), and should include an explicit description of the methodology (research design, data sources, coding decisions, etc.). In short, the paper should represent all elements of a major research paper short of the data and analysis section. The paper should be around 4,000 to 5,000 words at this stage. **I will emphasize that the focus should be on justifying the research question and covering relevant literature**.

Paper Draft 2 (25%)

Due July 13. This draft will see necessary revision made to the first draft and will introduce the method by which the research question will be examined. You do not have to complete an analysis (depending on the exact project, this could vary). This will require an explicit description of the data and methods that could be used to execute the research question.

Students wishing to complete an analysis with their papers are encouraged to do so. However, doing so presumes the analysis is done competently. Flaws in the analysis can lead to pronounced deductions, so anyone wanting to do this should discuss their intentions with me early in the semester.

*NOTE: The instructor will provide examples of each type of written assignment at least one week prior to their due date.

SCHEDULE

May 17 – Introduction to the Class

Readings for Discussion

- Wainana, Binyavanga. 2006. "How to Write about Africa." *Granta 92: The View from Africa*. Online: https://granta.com/how-to-write-about-africa/
- Kendall-Taylor, Andrea, and Erica Frantz. 2014. "How Autocracies Fall." *Washington Quarterly* 32(1):35-47.

- Briggs, Ryan, and Scott Weathers. 2016. "Gender and Location in African Politics Scholarship." *African Affairs* 114(460):466-489.

May 24 – Warfare

Readings for Discussion

- Lemke, Douglas. 2003. "African Lessons for International Relations Research." *World Politics* 56(1):114-138.
- Herbst, Jeffrey. 1990. "War and the State in Africa." *International Security* 14(4):117-139.
- Henderson, Errol. 2008. "Disturbing the Peace: African Warfare, Political Inversion, and the Universality of the Democratic Peace Thesis." *British Journal of Political Science* 39(1):25-58.

Background Readings (we will not deliberately discuss this; you should be prepared for a quiz on basic themes):

- Reid Chapter 9 (139-149): "Whatever Happens…" – Towards the Scramble
- Reid Chapter 10 (150-182): Africans Adapting – Conquest and Partition
- Reid Chapter 11 (183-217): Pax Colonia? Empires of Soil and Service

May 31 – The OAU/AU

Readings for Discussion

- Nyerere, Julius. 1963. "A United States of Africa." *Journal of Modern African Studies* 1(1):1-6.
- Tieku, Thomas Kwasi. 2004. "Explaining the Clash and Accommodation of Interests of Major Actors in the Creation of the African Union." *African Affairs* 103(411):249-267.
- Williams, Paul. 2007. "From Non-Intervention to Non-Indifference: The Origins and Development of the African Security Culture." *African Affairs* 106(423):253-279.
- Souaré, Issaka. 2014. "The African Union as a Norm Entrepreneur on Military Coups d'état in Africa (1952-2012): An Empirical Assessment." *Journal of Modern African Studies* 52(1):69-94.
- Omorogbe, Eki Yemisi. 2011. "A Club of Incumbents? The African Union and Coups d'état." *Vanderbilt Journal of Transnational Law* 44:123-154.

Background Readings:

- Reid Chapter 12 (218-235): Hard Times: Protest, Identity, and Depression
- Reid Chapter 13 (236-244): Battles Home and Away – Africa in Global War
- Reid Chapter 14 (245-258): The Beached Whale – Colonial Strategies in the Postwar World
- Reid Chapter 15 (259-275): Conceiving and Producing Nations

June 7 – External Sources of Power

Readings for Discussion:

- David, Steven. 1991. "Explaining Third World Alignment." *World Politics* 43(2):233-256.
- Tamm, Henning. 2016. "The Origins of Transnational Alliances: Rulers, Rebels, and Political Survival in the Congo Wars." *International Security* 41(1):147-181.
- Howe, Herbert. 1998. "Private Security Forces and African Stability: The Case of Executive Outcomes." *Journal of Modern African Studies* 36(2):307-331.

- Aning, Kwesi, Thomas Jaye, and Samuel Atuobi. 2008. "The Role of Private Military Companies in US-Africa Policy." *Review of African Political Economy* 35:613-628.
- Akcinaroglu, Seden, and Elizabeth Radziszewski. 2013. "Private Military Companies, Opportunities, and Termination of Civil Wars in Africa." *Journal of Conflict Resolution* 57(5):795-821.
- (skim): Convention of the OAU for the Elimination of Mercenarism in Africa. OAU Doc. CM/433/Rev. L. Annex 1 (1972). Entered into force April 22, 1985.

Background Readings:
- Reid Chapter 16 (276-296): Compromising Conflict: Routes to Independence
- Reid Chapter 17 (303-327): Unsafe Foundations – Challenges of Independence

June 14 – Unconventional Weapons and Military Effectiveness

Readings for Discussion:
- Brown, Cameron, Christopher Fariss, and R. Blake McMahon. 2016. "Recouping after Coup-Proofing: Compromised Military Effectiveness and Strategic Substitution." *International Interactions*.

Choose one of the Following Cases:
South Africa
- Sagan, Scott. 1996-1997. "Why do States Build Nuclear Weapons? Three Models in Search of a Bomb." *International Security* 21(3):54-86.
- De Villiers, J.W., Roger Jardine, and Mitchell Reiss. 1994. "Why South Africa Gave up the Bomb." *Foreign Affairs* 72(5):98-109.
- Albright, David 1994. "South Africa and the Affordable Bomb." *Bulletin of the Atomic Scientists* 50(4):37-47.

Libya
- Pollock, Kenneth. *Arabs at War: Military Effectiveness, 1948-1991*. University of Nebraska Press.
- Busch, Nathan, and Joseph Pilat. 2013. "Disarming Libya? A Reassessment after the Arab Spring." *International Affairs* 2:451-475.

Background Readings:
- Reid Chapter 18 (328-338): Violence and Militarization of Political Culture
- Reid Chapter 19 (339-362): Rectification, Redemption, and Reality: Issues and Trends in Contemporary Africa

June 21 – Providing to Peacekeeping

- Ouédraogo, Emile. 2014. "Advancing Military Professionalism in Africa." Africa Center for Strategic Studies. Africa Center Research Paper #6. July 31. Washington, D.C.
- Olonisakin, 'Funmi. 1997. "African 'Homemade' Peacekeeping Initiatives." *Armed Forces & Society*.
- Obi, Cyril. 2009. "ECOWAS on the Ground: Comparing Peacekeeping in Liberia, Sierra Leone, Guinea-Bissau, Côte D'Ivoire." *African Security* 2(2-3):119-135.
- Adebajo, Adekeye. 2014. "UN Peacekeeping and the Quest for a Pax Africana." *Current History*.

- Victor, Jonah. 2010. "African Peacekeeping in Africa: Warlord Politics, Defense Economics, and State Legitimacy." *Journal of Peace Research* 47(2):217-229.
- Kathman, Jacob, and Molly Melin. 2017. "Who Keeps the Peace?: Understanding State Contributions to UN Peacekeeping Operations." *International Studies Quarterly* 1(1):150-162.
- Williams, Paul. 2018. "Joining AMISOM: Why Six African States Contributed Troops to the African Union Mission in Somalia." *Journal of Eastern African Studies* 21(1):172-192.

June 28 – The Practice of Peacekeeping

- Reno, William. 2012. "The Regionalization of African Security." *Current History* 111:175-180.
- Bove, Vicenzo, and Andrea Ruggeri. 2016. "Kinds of Blue: Diversity in UN Peacekeeping Missions and Civilian Protection." *British Journal of Political Science* 46(3):681-700.
- Aning, Kwesi. 2007. "Unintended Consequences of Peace Operations for Troop-Contributing Countries from West Africa: The Case of Ghana." In *Unintended Consequences of Peace Operations*., pgs 133-155.
- Coleman, Katharina. 2011. "Innovations in 'African Solution to African Problems': The Evolving Practice of Regional Peacekeeping in Sub-Saharan Africa." *Journal of Modern African Studies* 49(4):517-545.
- De Coning, Cedric. 2017. "Peace Enforcement in Africa: Doctrinal Distinctions between the African Union and United Nations." *Contemporary Security Policy* 38(1):145-160.
- Lundgren, Magnus. 2018. "Backdoor Peacekeeping: Does Participation in UN Peacekeeping Reduce Coups at Home?" *Journal of Peace Research*.

July 5 – Dwyer

- Dwyer, Maggie. 2017. *Soldiers in Revolt*. (full book)

July 12 – US Assistance

- Bah, A. Sarjoh, and Kwesi Aning. 2008. "US Peace Operations Policy in Africa: From ACRI to AFRICOM." International Peacekeeping 15(1):118-132.
- Atkinson, Carol. 2006. "Constructivist Implications of Material Power: Military Engagement and the Socialization of States, 1972-2000." *International Studies Quarterly* 50(3):509-537.
- Harkness, Kristen. 2015. "Security Assistance in Africa: The Case for More." *Parameters* 45(2):13-24.
- Larsdotter, Kersti. 2015. "Security Assistance in Africa: The Case for Less." *Parameters* 45(2):25-34.
- Savage, Jesse Dillon, and Jonathan Caverley. 2017. "When Human Capital threatens the Capitol: Foreign Aid in the Form of Military Training and Coups." *Journal of Peace Research* 54(4):542-557.
- Holslag, Jonathan. 2011. "China and the Coups: Coping with Political Instability in Africa." *African Affairs* 110(440):367-386.
- Reno, William. 2018. "The Politics of Security Assistance in the Horn of Africa." *Defence Studies*.

- Powell, Nathaniel. 2018. “The Destabilizing Dangers of US Counterterrorism in the Sahel.” *War on the Rocks*. https://warontherocks.com/2018/02/the-destabilizing-dangers-of-american-counterterrorism-in-the-sahel/

Grading Scale

This grading scale assumes students will be good classroom citizens. The instructor reserves the right to penalize students that cause classroom disruptions. In short, a disruption can be thought of as any behavior that is not appropriate to a classroom setting and distracts either the instructor or other students.

Grading Scale (%)	
94-100	A
90-93.99	A-
87-89.99	B+
84-86.99	B
80-83.99	B-
77-79.99	C+
74-76.99	C
70-73.99	C-
67-69.99	D+
64-66.99	D
60-63.99	D-
0 – 59.99	F

Grade Dissemination

Graded tests and materials in this course will be returned individually only by request. Assume each component of the grade will be graded one week after submission. You can access your scores at any time using "myUCF Grades" in the portal. If the grade is not available online, assume your assignment has not been graded. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: https://myucfgrades.ucf.edu/help/.

Course Policies

Late Work Policy:

As a rule, late work will not be accepted and assignments not submitted on time will receive a grade of 0. Requests for extensions, regardless of the justification, will be given fair consideration when the request is made 48 hours prior to the due date. “Last minute” requests will not be viewed favorably unless a reasonable excuse can be documented.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Rewrite Policy:

No rewrites are available in this class.

Course Policies: Technology and Media

Email:

The instructor will make a strong effort to respond to all emails by 5:00 p.m. the day the message is received.

- All emails should include "INR 6254" or another indicator in the subject line that identifies the message as relevant to the class. I will prioritize emails coming from students enrolled in the class.
- Emails should include a salutation.
- Students, per university policy, are required to correspond with their official Knights email address.
- Due to prior issues with Canvas/Webcourses losing messages or attachments, I strongly recommend using Outlook to draft direct emails to jonathan.powell@ucf.edu.
- Students should first consult the syllabus and other class materials regarding basic requirements (this will usually save you time).

Laptop and Electronic Usage:

As a rule, all electronics should be turned off and be out of sight for the duration of the class unless the student provides a compelling reason in advance of the class or is instructed by the professor. Note taking is not sufficient, and growing evidence suggests students recording notes via an electronic device are far less likely to retain information than those who take notes by hand (e.g., Mueller and Oppenheimer 2014). In practice, the policy will only be enforced if the device provides a distraction to either the instructor or other students. Keep in mind, the degree to which other students might be distracted by your computer, ipad, etc., is completely out of your control.

Course Policies

Disability Access:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Attendance Policy:

Attendance will be taken during each session but presence alone is not sufficient to earn points for the "Attendance *and* Discussion" part of the grade. Participation in class discussions will be regularly monitored. Students will be informed of their current participation grade at mid-term.

Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade of up to 2% for each offense.

Academic Conduct Policy:

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied.

Violations of these rules will result in a minimum of a record of the infraction being placed in your file and receiving a zero on the work in question. At the instructor's discretion, you may also receive a failing grade for the course. Episodes of plagiarism will result in an automatic failure of the class and I will forward the case to Office of Student Conduct with a recommendation for expulsion.

Students wishing to use materials (whether full or in part) they have developed or are concurrently developing in another class, are required to follow the requirements of the Golden Rule. Specifically, the student is required to obtain written permission from all instructors. Students wishing to gain permission from me should submit a draft of the prior assignment and should articulate a clear plan for revisions to be made during the semester.

Turinitin.com:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com. Essays are due at turnitin.com the same day as in class.

University Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the

Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.