Course Number: CPO 6938-0W61

Comparative Politics of Africa

Department of Political Science

University of Central Florida

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University Course Catalog Description

This seminar explores African politics in the comparative context, focusing on domestic political institutions, actors, and outcomes.

Course Objectives

Students will…

1. Understand systematic differences between different forms of institutional design and style of rule.
2. Apply broad debates in comparative politics to the African political experience.
3. Evaluate the implications of different political institutions and style of rule for a variety of political outcomes.
4. Develop the ability to understand and utilize advanced research methodology.
5. Improve skills for professional writing.

Course Prerequisites

Graduate Studies or C.I.

Course Credits

3

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 typical three-credit hour class in a 15-week semester thus requires "a minimum" of three hours per week direct faculty instruction and six to nine hours outside of a classroom environment (***or its "equivalent…"***). This translates to "a minimum" of 9 hours a week during a 15-week semester. Given this is an online class, there will be less direct instruction, with video lectures typically being less than one hour per week.

It is consequently very important for students to commit to dedicating the requisite amount of time to succeed in the class. Between lectures, reading assignments, data work, and individual research, students should be fully prepared to dedicate a minimum of nine hours toward the course per week.

Required Texts and Materials

The vast majority of readings are journal articles that are available electronically through the UCF library. Students will, however, read and complete a book review on one of the following books:

- Dionne, Kim Yi. 2018. *Doomed Interventions: The Failure of Global Responses to HIV. Cambridge University Press*.
- Rabinowitz, Beth. 2018. *Coups, Rivals, and the Modern State.* Cambridge University Press.

*Each of these texts are available for free download via the UCF Library. See webcourses for appropriate links.

Students will also 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.

Basis for Final Grade

Assessment	Percent of Final Grade
Syllabus Quiz	5%
Article Critique Presentations (2)	20%
Presentation Discussions	10%
Response Papers (10)	50%
Book Review	15%
Total	100%

Grading Scale

A: 94.00-100	A-: 90.00-93.99		
B+: 87.00-89.99	B: 84.00-86.99	B-:	80.00-83.99
C+: 77.00-79.99	C: 74.00-76.99	C-:	70.00-73.99
D+: 67.00-69.99	D: 64.00-66.99	D-:	60.00-63.99
F: 0-59.99			

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Grade Dissemination

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 and at time may be in error, requiring revision. If you need help accessing myUCF Grades, see the online tutorial: https://myucfgrades.ucf.edu/help/.

Late Work

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.

Given that students have options for some of the assignments, it is very important to ensure that you are keeping up with the required number of submissions throughout the semester.

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.

Technology and Media

Enrolling in this course requires access to a computer with the requisite technology requirements (https://cdl.ucf.edu/support/student/technology-requirements/). Failure to complete class assignments due to technical issues will only be excused when the issue can be documented to have occurred due to a problem on UCF's end. In other words, problems with your own computer or connection are not justification for extension.

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 "CPO 6938" 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, I strongly recommend drafting emails to jonathan.powell@ucf.edu. Anticipate delayed responses if messaging through webcourses.
- Students should first consult the syllabus and other class materials regarding basic requirements (this will usually save you time).

Professionalism Policy:

Students will occasionally interact with each other via the presentations and their associated discussions. Interactions should always be conducted in a respectful, professional manner. Language should remain formal and courteous, even if strongly disagreeing on a specific point. Insults and inappropriate language will not be tolerated. Students will receive one warning from the instructor if they engage inappropriately. The second offense will see a 0 assigned for that specific discussion or presentation assignment. The third offense will see a 0 assigned for the entire discussion or presentation grade for the semester.

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 record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. 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.

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.

COURSE CONTENT

Lectures

Most weeks will include 20-40 minutes of lecture material. Lectures **will not** restate reading material, and the contents will not be covered in other materials in the course. Lecture contents, however, will be extremely important for success on course assignments. It is thus very important that students watch these presentations prior to completing relevant course assignments. Following the lessons of the lectures will be especially important to success on your written assignments.

Lectures will generally emphasize the following:

1. Perspectives on the literature beyond what is assigned.
2. Research design issues
3. Interpreting statistical analyses
4. Accessing and interpreting data
5. Critically evaluating scholarship

Quiz over Syllabus/Expectations (5%)

The first week will have a quiz over the course syllabus and expectations for the class more generally.

Article Critique Presentations (2, 20%)

Each student will read, critically assess, and present on a scholarly article twice. The article will be requested by the student but needs to be approved by the instructor. Students will submit ranked preferences by the end of the third week of class. Presentations should be submitted by end of the day Monday of the week the article is assigned.

The idea of the critique is to 1) evaluate the article in a critical way, and 2) to demonstrate that you can articulate shortcomings in the paper and potential solutions. The review does not have to be perfect, and I do not expect you to be as detailed as I am in examples and in lectures. However, your critique needs to reflect a clear understanding of how the article's methodology and should provide a clear description of how the paper could be improved. This will likely require doing things like reading supplementary materials, either for the paper itself or for its data sources.

Presentation Discussion (10%)

Students will be assigned to discuss 4 presentations during the semester. This will require the student to ask two well-thought questions of the presenter (different from any that have already been asked), and to engage in follow up discussion. This will require mastery of the course materials.

Response Papers (10, 50%)

Ten times during the semester you will submit a short paper. These papers will provide a brief literature review, utilize lessons from the week's lecture, and will answer a specific question.

Though brief, this is a substantial assignment that requires you to demonstrate a strong mastery of the assigned readings. You will need to understand various aspects of the readings and should be able to successfully apply them to the question that is asked. Each source should be discussed in a meaningful way, even if only briefly. The paper (minus works cited) should range between 1,000 and 1,200 words (excluding citations).

Book Review (15%)

Students will complete a single book review (1000-1200 words) on either Yi Dionne ***OR*** Rabinowitz. This will require students to leverage lessons learned during the semester, particularly regarding research design and hypothesis testing.

Summary of Topics and Assignments

Date	Week Topic	Assignment
August 30	Course Introduction	Quiz
September 6	Precolonial Africa	None
September 13	Colonial Legacies	Paper
September 20	Patronage Politics	Paper
September 27	Military Disobedience	Paper
October 4	Civil Disorder	Paper
October 11	Democracy	Paper
		1st Presentation
October 18	Human Rights/Repression	Paper
October 25	Gender	Paper
November 1	Resource Curse	Paper
November 8	Health	Paper
November 15	Environment	Paper
November 22		2nd Presentation
November 29	Book	None
December 7	Book	Book Review

Presentations: You must complete two. The first presentation must be completed by October 11. The second must be completed by November 22. You have flexibility in which specific days you will present.

Papers: You are assigned 10. I will drop the lowest paper grade at the end of the semester.

Reading Schedule

1. August 26-August 30 – Introduction to the Course	**Readings** ▪ Wainaina, Binyavanga. "How not to write about Africa." https://granta.com/how-to-write-about-africa/ ▪ "There is no Africa in African Studies." https://africasacountry.com/2019/08/there-is-no-africa-in-african-studies ▪ Cheeseman, Nic, Carl Death, and Lindsay Whitfield. 2017. "Notes on Researching Africa." *African Affairs*. ▪ Duffiel, Mark. 2014. "From Immersion to Simulation: Remote Methodologies and the Decline of Area Studies." *Review of African Political Economy* 31(sup1):S75-S84.
2. September 2-September 6 – Precolonial Africa	**Readings** ▪ Monroe, J. Cameron. 2013. "Power and Agency in Precolonial African Societies." *Annual Review of Anthropology* 42:17-35. ▪ Acemoglu, Daron, and James Robinson. 2010. "Why is Africa Poor?" *Economic History of Developing Regions* 25(1):21-50. ▪ Heywood, Linda. 2009. "Slavery and its Transformation in the Kingdom of Kongo, 1491-1800." *Journal of African History* 50:1-22. ▪ Thornton, John. 1991. "Legitimacy and Political Power: Queen Njinga, 1624-1663." *Journal of African History* 32(1):25-40. ▪ Paine, Jack. 2019. "Ethnic Violence in Africa: Destructive Legacies of Pre-Colonial States." *International Organization*. ▪ https://www.theguardian.com/world/2019/aug/13/us-slavery-400-years-virginia-point-comfort
3. September 9-September 13 – Colonial Legacies	**Readings** ▪ First, Ruth. 1970. "The Colonial Sediment." In *Power in Africa*, pages 25-58. ▪ Robinson, Amanda Lea. 2019. "Colonial Rule and its Political Legacies in Africa." *Oxford Research Encyclopedia*. ▪ Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. "The Colonial Origins of Comparative Development." *American Economic Review* 91(5):1369-1401. ▪ Englebert, Pierre. 2000. "Pre-Colonial Institutions, Post-Colonial States, and Economic Development in Africa." *Political Research Quarterly* 53(1):7-36. ▪ Young, Crawford. 2004. "The End of the Post-Colonial State in Africa? Reflections on Changing African Political Dynamics." *African Affairs* 103(410):23-49.

	▪ Paine, Jack. 2019. "Democratic Contradictions in European Settler Colonies." *World Politics*.
4. September 16-September 20 – Patronage Politics	**Readings** ▪ Mkandawire, Thandika. 2015. "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." *World Politics* 67(3):563-612. ▪ Arriola, Leonardo. 2009. "Patronage and Political Stability in Africa." *Comparative Political Studies* 42(10):1339-1362. ▪ Day, Christopher, and William Reno. 2014. "In Harm's Way: African Counter-Insurgency and Patronage Politics." *Civil Wars* 16(2):105-126. ▪ Tripp, Ali Mari. 2001. "Women's Movements and Challenges to Neopatrimonial Rule: Preliminary Observations from Africa." *Development and Change* 32(1):33-54. ▪ Reno, William. 2017. "Fictional States & Atomized Public Spheres: A Non-Western Approach to Fragility." *Daedalus* 146(4):139-151,
5. September 23-September 27 – Military Disobedience	**Readings** ▪ Powell, Jonathan, and Clayton Thyne. 2011. "Global Instances of Coups." *Journal of Peace Research*. ▪ Geddes, Barbara, Erica Frantz, and Joseph Wright. 2014. "Military Rule." *Annual Review of Political Science* 17:147-162. ▪ Dywer, Maggie. 2015. "Peacekeeping abroad, troublemaking at home: Mutinies in West Africa." *African Affairs* 114(455):206-225. ▪ Bell, Curtis. "Coup d'état and Democracy." *Comparative Political Studies*. ▪ Souare. Issaka. 2014. "The African Union as a Norm Entrepreneur on Military Coups." *Journal of Modern African Studies* 52(1):69-94. ▪ Baudais, Virginie, and Gregory Gauzal. 2011. "The 2010 Coup d'état in Niger: A Praetorian Regulation of Politics?" *African Affairs* 110(439):295-304.
6. September 30-October 4 – Civil Disorder	**Readings** ▪ Demarest, Leila, and Arnim Langer. 2018. "The Study of Violence and Social Unrest in Africa: A Comparative Analysis of Three Conflict Event Datasets." *African Affairs* 117(467):310-325. ▪ Roessler, Philip. 2011. "The Enemy Within: Personal Rule, Coups, and Civil War in Africa." *World Politics* 63(2): 300-346. ▪ Branch, Adam, and Zacariah Mampilly. 2015. *Africa Uprising: Popular Protest and Political Change.* Zed Books.

	▪ Berridge, W.J. 2019. "The Uprising in Sudan." *African Affairs*. ▪ Frere, Marie-Soleil, and Pierre Englebert. 2015. "Burkina Faso – The Fall of Blaise Compaoré." *African Affairs* 114(455):295-307.
7. October 7-October 11 – Democracy	**Readings** ▪ Miller, Michael. 2012. "Economic Development, Violent Leader Removal, and Democratization." *American Journal of Political Science* 56(4):1002-1020. ▪ Posner, Daniel. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98(4):529-545. ▪ Cheeseman, Nic and Michaela Collard. 2018. "War and Democracy: The Legacy of Conflict in East Africa." *Journal of Modern African Studies* 56(1):31-61. ▪ Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55(3):399-402. ▪ Harkness, Kristen. 2014. "The Ethnic Army and the State: Explaining Coup Traps and the Difficulties of Democratization in Africa." *Journal of Conflict Resolution*. **Assignments Due** ▪ First presentation must be completed by this date.
8. October14-October 18 – Human Rights, Security, and Repression	▪ Van de Waal, Alex. 2018. *Mass Starvation: The History and Future of Famine.* Selection. ▪ Hassan, Mai and Thomas O'Mealia. 2018. "Uneven Accountability in the Wake of Political Violence: Evidence from Kenya's Ashes and Archives." *Journal of Peace Research*. ▪ Pion-Berlin, David, Diego Esparza, and Kevin Grisham. 2014. "Staying Quartered: Civilian Uprisings and Military Disobedience in the Twenty-First Century." *Comparative Political Studies* 47(2):230-259. ▪ Nassif, Hicham Bou. 2015. "Generals and Autocrats: How Coup-Proofing Predetermined the Military Elite's Behavior in the Arab Spring." *Political Science Quarterly* 130(2):245-275.
9. October 21-October 25 – Gender	**Readings** ▪ Burnet, Jennie. 2008. "Gender Balance and the Meanings of Women in Governance in Post-Genocide Rwanda." *African Affairs* 107:361-386. ▪ Hughes, Melanie, and Ali Marie Tripp. 2015. "Civil War and Trajectories of Change in Women's Political Representation in Africa, 1985-2010." *Social Forces* 93(4):1513-1540. ▪ Barnes, Tiffany, and Stephanie Burchard. 2013. "Engendering Politics: The Impact of Descriptive Representation on Women's

	Political Engagement in Sub-Saharan Africa." *Comparative Political Studies* 46(7):767-790. ▪ Burnet, Jennie. 2011. "Women have found Respect: Gender Quotas, Symbolic Representation, and Female Empowerment in Rwanda." *Politics & Gender* 7:303-334. ▪ Debusscher, Petra and An Ansoms. 2013. "Gender Equality Policies in Rwanda: Public Relations or Real Transformations?" *Development and Change* 44(5):1111-1134. ▪ Bauer, Gretchen, and Jennie Burnet. 2013. "Gender Quotas, Democracy, and Women's Representation in Africa: Some Insights from Democratic Botswana and Autocratic Rwanda." *Women's Studies International Forum* 41(2):103-112.
10. October 27-November 1 – Resource Curse	**Readings** ▪ Snyder, Richard. 2006. "Does Lootable Wealth Breed Disorder? A Political Economy of Extraction Framework?" *Comparative Political Studies* 39(8):943-968. ▪ Robinson, James, and Q. Neil Parsons. "State Formation and Governance in Botswana." *Journal of African Economies* ▪ Le Billon, Philippe. 2010. "Oil and Armed Conflict in Africa." *African Geographical Review* 29(1):63-90. ▪ Obi, Cyril. 2010. "Oil as the 'Curse' of Conflict in Africa: Peering through the Smoke and Mirrors." *Review of African Political Economy* 37(126):483-495. ▪ Reno, William. 1997. "African Weak States and Commercial Alliances." *African Affairs* ▪ Ross, Michael. *The Oil Curse*. "Petroleum Perpetuates Patriarchy."
11. November4-November 8 - Health	**Readings** ▪ Anderson, Emma-Louise, and Alexander Beresford. 2016. "Infectious Injustice: The Political Foundations of the Ebola Crisis in Sierra Leone." *Third World Quarterly* 37(3):468-486. ▪ Wallace et al. 2016. "Did Neoliberalizing West African Forests Produce a New Niche for Ebola?" *International Journal of Health Services* 46(1):149-165. ▪ Elston et al. 2017. "The Health Impact of the 2014-2015 Ebola Outbreak." *Public Health* 143:60-70. ▪ Anand et al. 2009. "Knowledge of HIV Status, Sexual Risk Behaviors, and Contraceptive need among People Living with HIV in Kenya and Malawi." *AIDS* 23:1565-1573. ▪ De Waal, Alex, and Alan Whiteside. 2003. "New Variant Famine: AIDS and Food Crisis in Southern Africa." *The Lancet* 362(9391):1234-1237. ▪ Kustra, Tyler. 2017. "HIV/AIDS, Life Expectancy, and the Opportunity Cost Model of Civil War." *Journal of Conflict Resolution* 61(10):2130-2157.

12. **November 11-November 15** – Environment	**Readings** ▪ Raleigh, Clionadh, Hyun Jin Choi, and Dominic Kniveton. 2015. "The Devil is in the Details: An Investigation of the Relationships between Conflict, Food Price, and Climate Across Africa." *Global Environmental Change* 32:187-199. ▪ Wig, Tore, and Andrew Foro Tollefsen. 2016. "Local Institutional Quality and Conflict Violence in Africa." *Political Geography* 53:30-42. ▪ Ribot, J.C., J.F. Lund, and T. True. 2010. "Democratic Decentralization in Sub-Saharan Africa: Its Contribution to Forest Management, Livelihoods, and Enfranchisement." *Environmental Conservation* 37(1):35-44. ▪ Fjelde, Hanne, and Nina von Uexkull. 2012. "Climate Triggers: Rainfall Anomalies, Vulnerability, and Communal Conflict in Sub-Saharan Africa." *Political Geography* 31:444-453. ▪ Baalen, Sebastian van, and Malin Mobjork. 2018. "Climate Change and Violent Conflict in East Africa: Integrating Qualitative and Quantitative Research to Prove the Mechanisms." *International Studies Review* 20:547-575.
13. **November 18-November 22**	**Assignments Due** ▪ Final Presentations
14. **November 25-November 29**	**Book**
15. December 4	**Book review Due**