Course Number: INR 6254

International Relations of Africa

Department of Political Science

University of Central Florida

Instructor:	Jonathan Powell, PhD	Term:	Fall 2020
Office:	302 HPH	Office Hours:	T10-12, appointment
Phone:	407-828-2082	Email:	jonathan.powell@ucf.edu

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. Appraise the importance of colonial and precolonial legacies for contemporary politics.
5. Develop the ability to understand and utilize research methodology appropriate to research questions on the international relations of Africa.

Course Prerequisites

Graduate Studies or C.I.

Course Credits

3

Required Texts and Materials

Books

Kim Yi Dione. *Doomed Interventions.* Cambridge University Press.

This book is available as an ebook through the UCF library.

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.

***NOTE ON COURSE DEMANDS**

This is an asynchronous online course. We will not have a regular meeting time with live lectures. However, there will be readings and assignments due on a weekly-basis. Though not meeting face-to-face in a lecture, you will have different opportunities to interact with me. Please use them as much as needed.

There will be weekly mini-lectures that will cover some aspects of the material. There will not, however, be three hours of lecture. This would not normally be done in a face-to-face class, as it would instead follow a seminar format. This does not mean that there is a reduction in time to be dedicated to the class.

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. Please use this as general guidance for what the course will require.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make Up Assignments for Authorized University Events

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that

event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

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			

Basis for Final Grade

Assessment	Percent of Final Grade
Quizzes (14, lowest 2 will be dropped)	25%
Papers (8, lowest 1 will be dropped)	25%
Independent Research & Presentation	25%
Final Exam	25%
Total	100%

Quizzes

There will be weekly quizzes that will 1) cover factual information from the readings assigned that week, 2) review material from prior weeks, and 3) assess understanding of material from mini-lectures.

Independent Research & Presentation (10%)

Each student will develop a research project during the semester. The results of this project will eventually be presented to the class via a recorded video presentation. Leading up to the presentation, students will submit a project proposal, ongoing summaries of the project's status, a "first draft" of the presentation (seen only by the instructor), and then a final version of the presentation. Students will then critically reflect on a presentation that is assigned to them by the instructor. Each component will be graded individually and will contribute to the 25% total. Additional details will be provided in an assignment prompt.

Late Work

Requests for extensions, regardless of the justification, will be given fair consideration when the request is made 48 hours prior to the due date. Assignments are designed so that

students (either through planning or through unforeseen circumstances) can miss some assignments without penalty. Students are, however, ultimately responsible for all material since assignments are cumulative.

Students should distinguish between the due date on Webcourses and the data the assignment closes. Assignments not submitted by the due date can be penalized. Once an assignment closes, submissions will not be accepted at all. Again, the assignment close date is not the same as the due date.

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:

Emails should include the course number or another indicator in the subject line that identifies the message as relevant to the class. In accordance with UCF policy, I can only correspond with your official UCF Knights email address. If you message from a different email address, it could be ignored.

Professionalism Policy:

Though this class is online, students may occasionally interact with each other via the discussion sessions. 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. Each subsequent offense will result in a 5% reduction in the end-of-semester grade.

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 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.

You should be aware that Turnitin is simply a similarity score, based on identical wording in different texts. It is not specifically a plagiarism detector, and a low similarity score does not mean the paper is properly attributed. Plagiarism involves far more than identical wording, including the lack of attribution of ideas more generally.

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.

COURSE SCHEDULE

(subject to change)

August 24-28

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.

Reno, William. 2017. "Fictional States & Atomized Public Spheres: A Non-Western Approach to Fragility." *Daedalus* 146(4):139-151.

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.

August 31-September 4

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.

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.

*Question 1 due

September 7-11

Doomed Interventions, pages 1-100.

September 14-18

Doomed Interventions, pages 101-159.

*Question 2 due

September 21-25

Kathman, Jacob, and Molly Melin. 2017. "Who Keeps the Peace?: Understanding State Contributions to UN Peacekeeping Operations." *International Studies Quarterly* 1(1):150-162.

Wilén, Nina, David Ambrosetti, and Gérard Birantamije. "Sending Peacekeepers Abroad, Sharing Power at Home: Burundi in Somali." *Journal of Eastern African Studies* 9(2):307-325.

Olonisakin, 'Funmi. 1997. "African 'Homemade' Peacekeeping Initiatives." *Armed Forces & Society*.

Bara, Corinne, and Lisa Hultman. 2020. "Comparing UN and Non-UN Peacekeeping." *International Peacekeeping* 27(3):341-368.

September 28-October 2

Dwyer, Maggie. 2015. "Peacekeeping Abroad, Trouble Making at Home: Mutinies in West Africa." *African Affairs*.

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.

Schiel, Rebecca, Jonathan Powell, and Ursula Daxecker. 2020. "Peacekeeping Deployments and Mutinies in African Sending States." *Foreign Policy Analysis.*

Ouédraogo, Emile. 2014. "Advancing Military Professionalism in Africa." Africa Center for Strategic Studies. Africa Center Research Paper #6. July 31. Washington, D.C.

*Question 3 due

October 5-October 9

Savage, Jesse, 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.

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.

October 12-16

Miller, Michael. 2012. "Economic Development, Violent Leader Removal, and Democratization." *American Journal of Political Science.*

Holslag, Jonathan. 2011. "China and the Coups: Coping with Political Instability in Africa." *African Affairs* 110(440):367-386.

Grewal, Sharan, and Yasser Kureshi. 2019. "How to Sell a Coup: Elections as Coup Legitimation." *Journal of Conflict Resolution* 63(4):1001-1031.

Arieff, Alexis, Marian Lawson, and Susan Chesser. 2019. "Coup-Related Restrictions in US Foreign Aid Appropriations." *Congressional Research Service*.

*Question 4 due

October 19-October 23

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.

October 26-October 30

Mamdani, Mahmood. 2010. "Responsibility to Protect or Right to Punish?" *Journal of Intervention and Statebuilding* 4(1):53-67.

Hughes, Melanie, and Aili Mari Tripp. 2015. "Civil War and Trajectories of Change in Women's Political Representation in Africa, 1985-2010." *Social Forces* 93(4):1513-1540.

Lasley, Trace, and Clayton Thyne. "Secession, Legitimacy and the use of Child Soldiers." *Conflict Management and Peace Science*.

*Question 5 due

November 2-November 6

Monroe, J. Cameron. 2013. "Power and Agency in Precolonial African States." *Annual Review of Anthropology* 52:17-35.

Thornton, John. 1991. "Legitimacy and Political Power: Queen Njinga, 1624-1663." *Journal of African History* 32(1):25-40.

Thornton, John. 2006. "Elite Women in the Kingdom of Kongo: Historical Perspectives on Women's Political Power." *Journal of African History* 47:437-460.

Heywood, Linda. 2009. "Slavery and its Transformation in the Kingdom of Kongo, 1491-1800." *Journal of African History* 50:1-22.

November 9-November 13

Paine, Jack. 2019. "Ethnic Violence in Africa: Destructive Legacies of Pre-Colonial States." *International Organization*.

Robinson, Amanda Lea. 2019. "Colonial Rule and Its Political Legacies in Africa." *Oxford Research Encyclopedia*.

Grier, Robin. 1998. "Colonial Legacies and Economic Growth." *Public Choice* 317-335.

Acemoglu, Daron, and James Robinson. 2010. "Why is Africa Poor?" *Economic History of Developing Areas* 25(1):21-50.

*Question 6 due

November 16-November 20

Lovejoy, Paul. 1989. "The Impact of the Atlantic Slave Trade on Africa: A Review of the Literature." *Journal of African History* 30:365-394.

Nunn, Nathan, and Leonard Wantchekon. 2011. "The Slave Trade and the Origins of Mistrust in Africa." *American Economic Review* 101:3221-3252.

Bezemer, Dirk, Jutta Bolt, and Robert Lensink. 2013. "Slavery, Statehood, and Economic Development in Sub-Saharan Africa." *World Development* 57:148-163.

Soares, Rodrigo, Juliano Assuncao, and Tomás Goulart. 2012. "A Note on Slavery and the Roots of Inequality." *Journal of Comparative Economics* 40:565-580.

November 23-November 27

Wainana, Binyavanga. 2006. "How to Write about Africa." Granta 92: The View from Africa. Online: https://granta.com/how-to-write-about-africa/

Cheeseman, Nic, Carl Death, and Lindsay Whitfield. 2017. "Notes on Researching Africa." *African* Affairs.

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.

Piccolino, Giulia, and Sabine Franklin. 2019. "How Risk Adversity at European Universities is Affecting African Studies." *Africa Spectrum* 54(3):268-281.

Briggs, Ryan and Scott Weathers. 2016. "Gender and Location in African Politics Scholarship." *African Affairs* 115(460):466-489.

*Question 7 due