University of Central Florida
School of Politics, Security, and International Affairs
INR 3253 International Politics of Africa
Spring 2021 Semester

Instructor: Michael Yekple, PhD Candidate
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Correspondence:
The best way to correspond with me is through Webcourses@UCF, instead of my UCF email account. Please use Inbox, a communication function in Canvas. I normally respond within 24 hours. If you send a message to my UCF email address, I will reply only to emails sent from your UCF knights email account (No Gmail, Hotmail, Yahoo mail, etc.).

Academic Activity:
All instructors/faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the academic activity exercise by the end of the first week (Friday, January 15, 2021) or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. Through Webcourse, please complete the students' activity exercise.

Course Description:
Course Description: This class provides an overview of key topics on international politics of Africa. The core questions that motivate the course are: (i) Why are state structures weaker in Africa than elsewhere? (ii) What is the nature of institutions, structures and processes guiding political interactions in Africa? (iii) How does African states interact with themselves and with key actors in the international systems in responding to development issues facing the continent? (iv) What is the nature of Africa's role in global politics? During the class, we will see that there is great variation within Africa in the strength of states, process and institutions of political engagement, and role and participation in global in politics; we will aim to explain that variation. To do so we will study many individual cases, but we will also stand back and try to apply the tools of political science to find some general answers to these questions. The expectation is that, by the end of the course, you will have a better understanding of common trends in this part of the world which should help you in evaluating political behavior more generally.

Course Materials and Resources

There are is no textbook requirement for the class. Course materials cover the following resources:

- Newspaper articles and blogposts

- Journal articles

- Podcasts

- Videos

Student Learning Outcomes

1) Students will learn the fundamental perspectives and analytical tools needed to understand international politics of Africa. 2). Students will further learn the history of development of political structures and institutions in Africa. 2) Students will also learn and engage with debates on institutions, structures and processes of political engagement within African and with the rest of the world; some important aspects of Africa's relationship with global powers like the United States, Europe, and China will be emphasized. Specific student outcomes are:

A) Students lean relevant concepts for understanding political institutions, processes and structures in Africa through completing weekly quizzes on such concepts;

B) Students develop the capacity to meaningfully engage with ideas, debates and arguments on topics on political institutions, processes and structures in Africa through participation in useful discussion with other students in the discussion board and producing thoughtful essays reflecting analysis, application and evaluation of such debates.

- Students will learn the fundamental perspectives and analytical tools needed to understand international politics of Africa.
- Students will further learn the history of development of political structures and institutions in Africa.
- Students will also learn and engage with debates on low levels of economic growth in Africa as well as the occurrence and/or variation in frequency of occurrence of conflict in Africa.

Course Activities

Discussions posts: There will be weekly discussion post assignment designed around assigned course materials for each week. Students are required to produce one original post and at least two reply post to other students' original posts. Original posts are due Friday 11:50 PM ET and reply post due Sunday 11:50 PM ET each week. Discussion posts assignment constitute 30% of final grade.

Quizzes: There will be 10 multiple choice quiz each week set around the weekly assigned readings. Each week the quick opens on Monday 11:50 PM ET and closes Thursday 11:59 PM ET. Quizzes constitute 20% of total grade.

Map Quiz: In week 4, there will not be "concepts" quiz but "facts" quiz in the form of a map quiz. These basic facts will be easy enough to learn but will provide a useful knowledge base and will help you in your listening to the news and your reading of texts.

Essay: There is an essay assignment due March 19, 2021 11:50 PM ET. The essay topic is: In 600 words, describe a moment during this class when you learned something that changed the way you

think about the world. Include in your essay when you had the transformational moment (date) and what course material precipitated the moment (e.g., reading citation; lecture topic; discussion post). Describe how you thought about the issue before and how your thinking changed.

Each essay will be graded on a 100-point scale:

Content
20 points: Describes transformational learning moment
10 points: Details context of moment (when)
10 points: Details context of moment (what course material)
10 points: Describes how thinking changed (pre-)
10 points: Describes how thinking changed (post-)

Execution
20 points: Used correct grammar, spelling, punctuation
15 points: Respected the 600 word limit (590-610 words acceptable)
5 points: Followed formatting guidelines (only one page, prepared proper header)

Exams: There will be a final exams on Wednesday April 28, 2012.

Participation

You will be expected to have completed the required readings for the week to contribute meaningfully in the discussion board exercise. You must do the readings carefully and reflectively. Regarding the readings, ask yourself: are the claims in the text or material surprising? Is the reading answering the questions you hoped it would answer? If not, is it answering exciting questions than you had thought of? Next, ask yourself: what types of evidence or arguments would you need to see to be convinced of the results? When you come across issues that you disagree with or are not persuaded by, write them down to inform your opinion in the discussion board exercise. Also note when you are pleasantly surprised, when the author produced a convincing argument that you had not thought of. Your ability to comment on the readings in the discussion board, show a demonstration that you have done the readings, raise thoughtful issues in your discussion, and respond thoughtfully to other students' posts will positively impact your class participation grade. Participation counts 30% towards your final grade.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

The table shows the weight distribution for each assignment.

Assignment	Percentage of Grade
Discussion Board	30%
Quizzes	20%
Essay	30%
Final Exams	20%
Total	100%

The table shows the range for each letter grade and uses a plus/minus system.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

The table shows the range for each letter grade and uses an A,B,C,D,F grading system.

Letter Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Class Schedule

Week 1 (Jan 11 -17) 60 years of African Independence - Some African Stories

- A continent remade: Reflections on 1960, the Year of Africa. *New York Times*.
- It was the year of Africa by Adom Getachew
- Rough passages by Imbolo Mbue
- Love letter to the future by Omar Victor Diop

- Full circle by Bozoma Saint John
- Monrovia was the place by Wayétu Moore
- The family of sport by Didier Drogba
- Nations building by David Adjaye
- Beyond the falls by Dinaw Mengestu
- Africa, the motherland by Luvvie Ajayi

Week 2 (Jan 18-24 Jan) State Capacity in Africa

- Adichie, Chimamanda. 2016. Nigeria's Failed Promises. *New York Times.*
- Radelet, Steven. 2010. Success Stories from 'Emerging Africa.' *Journal of Democracy.*

  Recommended:
- Mkandawire, Thandika. 2001. Thinking about Developmental States in Africa. Cambridge Journal of Economics.
- Young, Crawford. *The African Colonial State in Comparative Perspective*. New Haven, CT: Yale University Press. Chapter 2.

Week 3 (Jan 25-31) Colonial Power

- Boahen, A. Adu. 1987. The Eve of the Colonial Conquest and Occupation, Ch 1 in African Perspectives on Colonialism.
- wa Thiong'o, Ngũgĩ. 2018. Wrestling with the Devil: A Prison Memoir. Chs 2 & 3.

  Recommended:
- [video] PBS. 2017. Africa's Great Civilizations (especially Season 1, Part 4). Available on Amazon Prime.

Week 4 (Feb 1-7) Colonial Legacies

- Ekeh, Peter. 1975. Colonialism and the Two Publics in Africa: A Theoretical Statement. *Comparative Studies in Society and History.*
- Nunn, Nathan and Leonard Wantchekon. 2011. The slave trade and the origins of mistrust in Africa. *American Economic Review.*

  Recommended:
- Rodney, Walter. 1973. *How Europe Underdeveloped Africa*. Ch 4.

Week 5 (Feb 8-14) Democracies and Dictatorships

- Jensen, Nathan and Leonard Wantchekon. 2004. Resource Wealth and Political Regimes in Africa. *Comparative Political Studies.*
- Posner, Daniel and Daniel Young. 2018. Term Limits and Transfer of Power. *Politics in Africa: The Importance of Institutions*, ed. Nic Cheeseman. Cambridge University Press.

  Recommended:
- Riedl, Rachel Beatty. 2014. *Authoritarian Origins of Democratic Party Systems in Africa*. Cambridge University Press. Chapter 5.

- Sigman, Rachel, and Staffan I. Lindberg. 2020. Neopatrimonialism and democracy. *Routledge Handbook of Democratization in Africa*, eds. Gabrielle Lynch and Peter VonDoepp. Routledge.

Week 6 (Jan 15-21) Is there an African Democracy

- Ake, Claude. 1991. Rethinking African Democracy. *Journal of Democracy*.
- Bulawayo, NoViolet. 2014. Happy Birthday Africa President. *Munyori Literary Journal*.
- Prempeh, H. Kwasi. 2008. Presidents Untamed. *Journal of Democracy*.

Recommended:

- [film] An African Election (2011).

Week 7 (Feb 22-28) Protest Politics in Africa

- Elamin, Nisrim and Zachariah Mampilly. 2018. Recent protests in Sudan are much more than bread riots. *The Washington Post*.
- Branch, Adam and Zachariah Mampilly. 2015. Africa Uprising. Zed Books. pp. 1-13; 67-85.
- Mueller, Lisa. 2018. *Political Protest in Contemporary Africa*. Cambridge University Press, Ch 1.
- Honwana, Alcinda. 2015. Enough! Will youth protests drive social change in Africa? *African Arguments*.

Week 8 (March 1-7) African pandemics politics: Cholera; COVID-19; AIDS and Ebola

- Chigudu, Simukai. 2020. *The Political Life of an Epidemic: Cholera, Crisis, and Citizenship in Zimbabwe*. Cambridge University Press, Chapter 3 (+ skim Chapter 4).
- Dionne, Kim Yi. 2011. The Role of Executive Time Horizons in State Response to AIDS in Africa. *Comparative Political Studies*.
- Blair, Robert A., Benjamin S. Morse, and Lily L. Tsai. 2017. Public health and public trust: Survey evidence from the Ebola Virus Disease epidemic in Liberia. *Social Science & Medicine*.

Week 9 (March 8-14) The African Union

- Williams, Paul, 2009. 'The Peace and Security Council of the African Union: Evaluating an Embryonic International Institution'*, The Journal of Modern African Studies* 47:4, 603-626.
- Murithi, Tim, 2012. '*Briefing:* The African Union at Ten : An Appraisal,' *African Affairs*, 111: 445, pp. 662-669.

Week 10 (March 15-21) The African union and Peace, Security, and stability, in Africa

- Souaré, Issaka K. 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* 69-94.
- Powell, Jonathan. 2016. 'Combating Coups d'état in Africa, 1950–2014,' *Studies in Comparative International Development*.

Week 11 (March 22-28) The African Union and International Criminal Court

- Ba, Oumar. *States of Justice: The Politics of the International Criminal Court*. Cambridge University Press, 2020. (Chapters 2 &3)

- Vilmer, Jean. 2016. 'The African Union and the International Criminal Court counteracting the crisis' International Affairs 1319 -1342

Week 12 (March 29-April 4) Africa in the world

- Benton, Adia and Kim Yi Dionne. 2015. International Political Economy and the 2014 West African Ebola Outbreak. *African Studies Review*.
- Ba, Oumar. 2020. This tiny African country got the U.N.'s top court to investigate Myanmar for genocide. *The Washington Post*.
- Benabdallah, Lina. 2018. China-Africa military ties have deepened. Here are 4 things to know. *The Washington Post*
    - *Recommended:*

[podcast] Africa, Imagery and the Western Gaze. 2019. *On Africa*.

WEEK 13 (April 5-11) U.S, China, and EU policies in Africa

- Africa's growing strategic relevance, in *CSS Analyses in Security Policy,* Vol. 3 No. 38 July 2008.
- Oluwaseun, Tella, 2016. "AFRICOM: hard or soft power initiative?", in *African Security Review*.
- Gorm, Rye Olsen, 2017. "The ambiguity of US foreign policy towards Africa," in *Third World Quarterly,* 38:9, 2097-2112.
- Tull, Denis. 2006. '*China's engagement in Africa: scope, significance and consequences,'* Journal of Modern African Studies, 44: 3, pp. 459–479.
- Council on Foreign Relations, July 12, 2017. *'China in Africa,'* https://www.cfr.org/backgrounder/china-africa

Week 14 (April 12-18) Spring Break -No classes

Week 15 (April 19-15) African Continental Free Trade Agreement

Pasara, Michael Takudzwa. "An overview of the obstacles to the African economic integration process in view of the African continental free trade area." *Africa Review* 12, no. 1 (2020): 1-17.

Video: United Nations Economic Commission for Africa, African Continental Free Trade AreaPlay media comment.

Video: African Union, African Continental Free Trade Area

Week 16 (The week of April 28) Final Exams

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources
A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.
If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Policy Statements
Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *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.
- *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.
- *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.
- *Falsifying or misrepresenting* the student's own academic work.
- *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.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

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. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
Course Accessibility Statement

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 Statement

Fully online course sections (W, V)

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.

Sections with face-to-face components (M, RA, RV)

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (You CAN Survive an Active Shooter).

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.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.