



prerequisite, but you will still be expected to understand the arguments and conclusions of the more technical empirical academic articles. A more detailed guide will be provided.

### **Course Requirements**

Attendance/Participation	10%	
Discussion Leader	5%	Rolling
Country Presentation	5%	Rolling
Map Quiz	5%	September 22
Two Reading Responses	10%	Rolling
Group Research Paper/Presentation	20%	December 8
Two Quizzes	20%	October 13 and December 1
Final Exam	25%	Thursday December. 15, 7 – 9 pm

Map Quiz (5%): This quiz will cover the locations and names of countries and major cities in Africa. Here are some websites to practice

- <http://www.lizardpoint.com/fun/geoquiz/afrquiz.html>
- <http://www.sporcle.com/games/g/africa>

Attendance/Participation (10%): Students are expected to have read the assigned materials before the class in which they are to be discussed and participate actively in class. Most (not all) sessions will have one chapter from the textbook and two journal articles per session.

Discussion Leader (5%): Apart from class attendance and participation, students will serve as discussion leaders *once* during the semester. In the week that they are assigned to be discussion leader, students will have to critically review the assigned journal articles prior to class, prepare 4-5 discussion questions per reading and post it to the discussion board on the course website at least 24 hours prior to the class.

Two Reading Responses (10%): Due at the beginning of class in which your selected readings are discussed. Reading responses should critically analyze major issues of the assigned readings for the week other than the Thompson textbook. Note that a reading response is not a simple summary, but a critical, focused analysis of the readings, which includes the general points made by the authors, highlighting the related as well as conflicting arguments, and underlying the respective work's analytical strengths and weaknesses. Each response should not exceed 900 words. You must write one response for Topics 1–5, and another for Topics 6-10. One reading response can come from the same week you are a discussion leader.

Country Presentation (5%): Each student will choose one country at the beginning of the semester and will make a short 10-minute presentation discussing its current political situation in class – properly applying the themes of the week.

Research Paper/Presentation (20%): A group of two (or maximum of three) will write a research paper on one of the following four topics:

***Topic 1: What explains ethnic competition in Africa?***

- Bates, R. H. (1983). Modernization, ethnic competition, and the rationality of politics in contemporary Africa. *State versus ethnic claims: African policy dilemmas*, 152, 171.
- Eifert, B., Miguel, E., & Posner, D. N. (2010). Political competition and ethnic identification in Africa. *American Journal of Political Science*, 54(2), 494-510.
- Posner, D. N. (2007). Regime change and ethnic cleavages in Africa. *Comparative Political Studies*.

**Topic 2: Does ethnic diversity undermine public goods provision?**

- Habyarimana, J., Humphreys, M., Posner, D. N., & Weinstein, J. M. (2007). Why does ethnic diversity undermine public goods provision?. *American Political Science Review*, 101(04), 709-725.
- Miguel, E., & Gugerty, M. K. (2005). Ethnic diversity, social sanctions, and public goods in Kenya. *Journal of public Economics*, 89(11), 2325-2368.
- Franck, R., & Rainer, I. (2012). Does the leader's ethnicity matter? Ethnic favoritism, education, and health in sub-Saharan Africa. *American Political Science Review*, 106(02), 294-325.

**Topic 3: What factors influence electoral outcomes in Africa?**

- Lindberg, S. I., & Morrison, M. K. (2008). Are African voters really ethnic or clientelistic? Survey evidence from Ghana. *Political Science Quarterly*, 123(1), 95-122.
- Weghorst, K. R., & Lindberg, S. I. (2013). What Drives the swing voter in Africa?. *American Journal of Political Science*, 57(3), 717-734.
- Harding, R. (2015). Attribution and accountability: Voting for roads in Ghana. *World Politics*, 67(04), 656-689.

**Topics 4: What explains slow growth in Africa?**

- Easterly, W., & Levine, R. (1997). Africa's growth tragedy: policies and ethnic divisions. *The Quarterly Journal of Economics*, 1203-1250.
- Sachs, J. D., & Warner, A. M. (1997). Sources of slow growth in African economies. *Journal of African economies*, 6(3), 335-376.
- Collier, P. (2008). *The bottom billion: Why the poorest countries are failing and what can be done about it*. Oxford University Press, USA.

This paper should be between 8-10 pages and properly cited and researched using scholarly works such as journal articles and books (not simply internet sources). I have included some readings as a starting point, which you can use as a reference for your paper. Each group will make a short presentation of their findings on the last two days of class – which will be graded. This paper is due no later than the last day of your presentation. A more detailed instruction guide will be provided.

Quizzes (20%): We will have two quizzes, one on October 13 and another on December 1 to ensure that students are keeping up with readings and materials. Quizzes are a mixture of short answer and essay questions. They will take place at the beginning of class.

Final Exam (25%): The final exam will be cumulative and a mixture of short answer and essay questions. A review guide will be provided.

**Expectations concerning time on course work outside of classroom**

Students are expected to work approximately 6 hours weekly outside of the classroom to achieve the learning objectives and obtain a satisfactory grade. (an average of 3 hours to complete the required readings, and 3 hours to do other assignments and preparations.)

**Course Schedule**

<i>September 1</i>	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Organizational Meeting</li> </ul> <p><u>Required reading</u></p> <ul style="list-style-type: none"> <li>• Thompson Ch1</li> </ul>
<b><u>PART 1: HISTORICAL LEGACY</u></b>	
<i>September 8</i>	<p><b><u>Topic 1 Pre-colonial Africa and legacies of pre-colonial rule</u></b></p> <p><u>Required reading</u></p> <ul style="list-style-type: none"> <li>• Thompson Ch 2 p. 9-11</li> <li>• * Hjort, J. (2010). Pre-colonial culture, post-colonial economic success? The Tswana and the African economic miracle. <i>The Economic history review</i>, 63(3), 688-709.</li> <li>• * Michalopoulos, S., &amp; Papaioannou, E. (2013). Pre-Colonial Ethnic Institutions and Contemporary African Development. <i>Econometrica</i>, 81(1), 113-152.</li> </ul> <p><u>Further reading</u></p> <ul style="list-style-type: none"> <li>• Herbst, J. (2000). States and Power in Africa: Comparative Lessons in Authority and Control. Chapter 2</li> <li>• Colson, Elizabeth. 1981. "African Society at the Time of the Scramble," in L. H. Gann and P. Duignan (eds.) <i>Colonialism in Africa, 1870-1960</i>, Cambridge: Cambridge University Press.</li> </ul> <p><u>Country case study 1: Kenya</u></p>
<i>September 15</i>	<p><b><u>Topic 2 The slave trade, colonialism and legacies of colonial rule</u></b></p> <p><u>Required reading</u></p> <ul style="list-style-type: none"> <li>• Thompson Ch 2 p. 12-29</li> <li>• * Nunn, N. (2008). The Long-term Effects of Africa's Slave Trades. <i>The Quarterly Journal of Economics</i>, 123(1), 139-176.</li> <li>• * Acemoglu, D, Johnson, S. &amp; Robinson, J. (2001) The Colonial Origins of Comparative Development: An Empirical Investigation. <i>American Economic Review</i>, 91(5), 1369-1401.</li> </ul> <p><u>Further reading</u></p> <ul style="list-style-type: none"> <li>• Herbst, J. (2000). States and Power in Africa: Comparative Lessons in Authority and Control. Chapter 3</li> </ul>

	<ul style="list-style-type: none"> <li>• Young, C. (1994). <i>The African colonial state in comparative perspective</i>. Yale University Press.</li> </ul> <p><u>Country case study 2: Senegal</u></p>
<b><u>PART 2: ISSUES IN CONTEMPORARY AFRICAN POLITICS</u></b>	
<i>September 22</i>	<p><b><u>Topic 3 Ideology: nationalism, socialism, populism and state capitalism</u></b></p> <p><b><u>Map-Quiz</u></b></p> <p><u>Required reading</u></p> <ul style="list-style-type: none"> <li>• Thompson Ch 3</li> <li>• * Miguel, E. (2004). Tribe or nation? Nation building and public goods in Kenya versus Tanzania. <i>World Politics</i>, 56(03), 328-362.</li> </ul> <p><u>Country case study 3: Tanzania</u></p>
<i>September 29</i>	<p><b><u>Topic 4 Ethnicity and religion ‘Tribes’, gods and political identity</u></b></p> <p><u>Required reading</u></p> <ul style="list-style-type: none"> <li>• Thompson Ch 4</li> <li>• * Miles, W. F., &amp; Rochefort, D. A. (1991). Nationalism versus ethnic identity in sub-Saharan Africa. <i>American Political Science Review</i>, 85(02), 393-403.</li> <li>• * Posner, D. N. (2004). The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi. <i>American Political Science Review</i>, 98(04), 529-545.</li> </ul> <p><u>Recommended reading:</u></p> <ul style="list-style-type: none"> <li>• Patrick, C., &amp; Daloz, J. P. (1999). Africa works: disorder as political instrument. Chapters 4 &amp; 5.</li> <li>• Laitin, D. D. (1986). <i>Hegemony and culture: Politics and change among the Yoruba</i>. University of Chicago Press.</li> <li>• Posner, D. N. (2005). <i>Institutions and ethnic politics in Africa</i>. Cambridge University Press. Chapters 1 &amp; 5.</li> </ul> <p><u>Country study 4: Nigeria</u> <u>Country study 5: Zambia</u></p>
<i>October 6</i>	<p><b><u>Topic 5 Social class: The search for class politics in Africa</u></b></p> <p><u>Required reading</u></p> <ul style="list-style-type: none"> <li>• Thompson Ch 5</li> <li>• * Boone, C. (1990). The making of a rentier class: Wealth accumulation and political control in Senegal. <i>The Journal of Development Studies</i>, 26(3), 425-449.</li> </ul>

	<ul style="list-style-type: none"> <li>* Joseph, R. A. (1983). Class, state, and prebendal politics in Nigeria. <i>Journal of Commonwealth &amp; Comparative Politics</i>, 21(3), 21-38.</li> </ul> <p><u>Country study 6: Botswana</u></p>
<b>October 13</b>	<p><b><u>Quiz 1 and Film</u></b></p> <ul style="list-style-type: none"> <li>Quiz 1: Topics 1-5</li> <li>Film “An African Election”</li> </ul>
<b>October 20</b>	<p><b><u>Topic 6 Legitimacy: neo-patrimonialism, personal rule and the centralisation of the African state</u></b></p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> <li>Thompson Ch 6</li> <li>* Arriola, L. R. (2009). Patronage and political stability in Africa. <i>Comparative Political Studies</i>.</li> <li>* Wantchekon, L. (2003). Clientelism and voting behavior: Evidence from a field experiment in Benin. <i>World politics</i>, 55(03), 399-422.</li> </ul> <p><u>Recommended reading</u></p> <ul style="list-style-type: none"> <li>* Van de Walle, N. (2003). Presidentialism and clientelism in Africa's emerging party systems. <i>The Journal of Modern African Studies</i>, 41(2), 297-321.</li> </ul> <p><u>Country study 7: Côte d'ivoire</u></p>
<b>October 27</b>	<p><b><u>Topic 7 Coercion: military intervention in African politics</u></b></p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> <li>Thompson Ch 7</li> <li>* Howard, M. M., &amp; Roessler, P. G. (2006). Liberalizing electoral outcomes in competitive authoritarian regimes. <i>American Journal of Political Science</i>, 50(2), 365-381.</li> <li>* Harkness, Kristen A. "The Ethnic Army and the State Explaining Coup Traps and the Difficulties of Democratization in Africa." <i>Journal of Conflict Resolution</i> (2014)</li> </ul> <p><u>Country study 8: Uganda</u></p>
<b>November 3</b>	<p><b><u>Topic 8 Democracy, elections and accountability</u></b></p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> <li>* Harding, R., &amp; Stasavage, D. (2014). What democracy does (and doesn't do) for basic services: School fees, school inputs, and African elections. <i>The Journal of Politics</i>, 76(01), 229-245.</li> <li>* Harding, R. (2015). Attribution and accountability: Voting for roads in Ghana. <i>World Politics</i>, 67(04), 656-689.</li> </ul>

	<ul style="list-style-type: none"> <li>* Lindberg, S. I. (2010). What accountability pressures do MPs in Africa face and how do they respond? Evidence from Ghana. <i>The Journal of Modern African Studies</i>, 48(01), 117-142.</li> </ul> <p><u>Recommended reading</u></p> <ul style="list-style-type: none"> <li>* Kudamatsu, M. (2012). Has Democratization Reduced Infant Mortality in Sub-Saharan Africa? Evidence from Micro Data. <i>Journal of the European Economic Association</i>, 10(6), 1294 -1317.</li> </ul> <p><u>Country study 9: Ghana</u></p>
<b>November 10</b>	<p><b><u>Topic 9 Sovereignty</u></b></p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> <li>Thompson Ch 8: External influences on African politics</li> <li>Thompson Ch 9: Neo-colonialism, structural adjustment and Africa's political economy</li> <li>* Stone, R. W. (2004). The political economy of IMF lending in Africa. <i>American Political Science Review</i>, 98(04), 577-591.</li> </ul> <p><u>Country study 10: Somalia</u></p>
<b>November 17</b>	<p><b><u>Topic 10 Authority: the crises of accumulation, governance and state collapse</u></b></p> <p><u>Required reading:</u></p> <ul style="list-style-type: none"> <li>Thompson Ch 10</li> <li>* Bates, R. H. (2015). <i>When things fell apart</i>. Cambridge University Press.</li> </ul> <p><u>Recommended reading:</u></p> <ul style="list-style-type: none"> <li>Fearon, J. D., &amp; Laitin, D. D. (2003). Ethnicity, insurgency, and civil war. <i>American political science review</i>, 97(01), 75-90.</li> <li>Elbadawi, E., &amp; Sambanis, N. (2000). Why are there so many civil wars in Africa? Understanding and preventing violent conflict. <i>Journal of African Economies</i>, 9(3), 244-269.</li> <li>Buhaug, H., &amp; Rød, J. K. (2006). Local determinants of African civil wars, 1970–2001. <i>Political Geography</i>, 25(3), 315-335.</li> <li>Roessler, P. (2011). The enemy within: Personal rule, coups, and civil war in Africa. <i>World Politics</i>, 63(02), 300-346.</li> </ul> <p><u>Country study 11: Democratic Republic of the Congo (DRC)</u>  <u>Country study 12: Sierra Leone</u></p>
<b>November 24</b>	<p><b><u>Thanksgiving Break, No class</u></b></p>
<p><b><u>PART 3: CLASS PRESENTATION AND DISCUSSION</u></b></p>	

<i>December 1</i>	<b><u>Quiz 2 and Challenges of democratic consolidation in Africa</u></b> <ul style="list-style-type: none"> <li>• Quiz 2: Topics 6-10</li> </ul> <u>Required reading:</u> <ul style="list-style-type: none"> <li>• Thompson Ch 11</li> </ul>
<i>December 8</i>	<b><u>Research presentations</u></b>
<i>December 15</i>	<b><u>Final Exam (7 - 9 pm)</u></b>

## Course Policies

### 1. Classroom Behavior and Attendance:

You are all adults and will be treated as such. In return, you are expected to behave as adults and to conduct yourself in a professional manner. This includes treating fellow students and the professor with respect. Examples of unprofessional behavior include but are not limited to: leaving your phone on during class, texting during class, leaving class once it has started (unless it is an absolute emergency), arriving late to class, and being disruptive during class time (talking to others, loud snoring, etc...). While class participation is graded, your absence with prior notice and a legitimate reason (medical reasons, etc.) will not be penalized up to two class sessions per semester provided that you send me a short (maximum of 1 page) reading response for the week. This is to help you not fall behind the readings. An absence without prior notice will result in a zero for the participation grade for the class missed.

### 2. Withdrawals and Incompletes:

Specific withdrawal dates are available by term in the University's Academic Calendar available on the MyDU website. It is the student's responsibility to make sure that an official withdrawal takes place. Voluntarily stopping attendance does not constitute a withdrawal. All withdrawals from a course shall be done in writing and on forms provided by the University. Other withdrawal reporting will follow University procedures. A notation of "I" indicates that a student has not completed all course requirements as a result of circumstances judged by the instructor to be beyond the student's control. A student must complete all course requirements no later than the end of the subsequent semester of the academic term in which the "I" was noted. Failure to complete such requirements will result in an "F" (failing) grade. The professor will never recommend an incomplete to a student and will not award incompletes without a personal request from a student. No incomplete will be given unless half of the work has already been completed at date of request.

### 3. Syllabus:

The syllabus is a tentative schedule for the course. Each course progresses at a unique pace and it is inevitable that changes will be necessary. The instructor will announce any changes in class. In other words, one more reason for regular attendance is to stay up to date on important assignment and test dates.

### 4. Make-up Work and Late Assignments:

Make-up work will be given only with adequate documentation that the absence or failure to complete the work was unavoidable or due to an excused absence. All course work will be deducted

a full letter grade for each day late. Papers may not be turned in electronically unless prior arrangements have been made with the professor.

#### 5. Students with Disabilities:

If you have a specific disability that qualifies you for academic accommodations, please contact Disability Support Services to make your accommodations request. Once your eligibility has been determined, DSS will provide you with an Academic Accommodation Approval to give your professors indicating what accommodations have been approved.

#### 6. Academic Honesty and Plagiarism:

Cheating on exams or assignments will result in a zero for that assignment or exam. This violation will also be reported to the Chair of the department or the Dean of the College for third party documentation, but no action from the third party will be requested. Any repeat violation WILL result in a failure for the course and will be reported to the Chair of the department and the Dean of the college for administrative action. Plagiarism is considered cheating and will be handled as stated above. Plagiarism is the presentation of the writing or thinking of another as the student's own. In written or oral work a student may make fair use of quotations, ideas, images, etc., that appear in others' work only if the student gives appropriate credit to the original authors, thinkers, owners, or creators of that work. This includes material found on the internet and in electronic databases. Cheating entails the use of unauthorized or prohibited aids in accomplishing assigned academic tasks. Obtaining unauthorized help on examinations, using prohibited notes on closed-note examinations, and depending on others for the writing of essays or the creation of other assigned work are all forms of cheating. Academic dishonesty may also include other acts intended to misrepresent the authorship of academic work or to undermine the integrity of the classroom or of grades assigned for academic work. "Cutting and pasting" from the Internet IS plagiarism, changing a single word of someone else's work IS plagiarism, changing the words around in someone else's sentence IS plagiarism. When in doubt, provide a citation. For further details, please consult page 27 of the *Student Handbook*.

#### 7. Course Evaluation:

Near the end of the semester you will be asked to evaluate this course in an anonymous online form on myDU. Participating in the course evaluation is an important aspect of being a member of the Dominican community. We all, students and instructors alike, rely on feedback so that we might grow and improve. Dominican instructors are always looking for ways to improve student learning and we can't do it without your feedback and comments. Since the course evaluation is electronic, it can be completed at your convenience, outside of class. Although it is accessed using your Dominican username and password, all responses are submitted anonymously. Course instructors are not provided access to their course evaluation reports until after final course grades have been submitted to the Registrar's Office, so you should feel confident in providing candid feedback, knowing that your evaluation will not affect your course grade.

### **Resources**

#### 1. Tutoring Resources Available through Literacy and Learning Resources

Students at any level in their academic career can receive free tutoring assistance in the Academic Enrichment Center's Literacy and Learning Resources office. Professional and peer tutors are available to provide coaching and assistance to students in writing, mathematics, and a wide-range of subject matters.

To view tutors' availability and make an appointment, please visit and register for the center's online scheduling system (<https://dom.mywconline.com/>). If you do not see a tutor available for a subject you are seeking support for, please notify Academic Enrichment Center Director Paul Simpson ([pvsimpson@dom.edu](mailto:pvsimpson@dom.edu)) about the relevant course and material. If possible, they will work to provide you with the support you request.