

Be sure to read this syllabus carefully. Modifications will be made in it as needed. You will be notified via UB Learns and in class. Be sure to keep up with all requirements.

PSC 521, African Politics, fall 2012

Thursdays 9-11:50, 502 Park

Professor Claude E. Welch
417 Park

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Office hours Wednesday 1:30-3:30 and by appointment.

Course philosophy and objectives

This seminar introduces politics in the continent of Africa as a whole. Cultural, economic and historic contexts will be examined, to determine their impact on political attitudes and change. After World War II, and especially in the 1960s, dramatic transformations occurred in Africa, especially sub-Saharan. Another wave of changes rippled through the continent, with the 'second independence,' the Arab spring (which started in North Africa) and related shifts.

The point is to share a common learning experience, enriching each other's' understandings in discussion and in research. To facilitate your learning, a textbook is available at the University Bookstore: Schraeder, *African Politics and Society* (2nd edition). The bulk of the readings can be found on reserve, or through Google searches. Specific assignments appear below.

For next time, if I teach this again, insert learning outcomes and means of assessment

Course requirements

The most important 'output' for this seminar will be your seminar **paper**. Effective participation in class discussions is also significant, however. Please note these expectations for the paper:

- Length: 20-25 pages ideal (double-spaced, 12-point type, 1' margins)
- Documentation: no less than 30 sources, a majority of them 'academic' [i.e., not websites]; endnotes and sources consulted don't count in overall page limit
- Subject matter: selected by participants, but discussed with/approved by me
- Steps in preparation: follow this timetable:
 - Choose topic, discuss with me – **by October 1**
 - Prepare preliminary bibliography and submit it for comment – **by October 15**. Post in on the Discussion Board following initial presentation in class.
 - Complete abstract for listserv – **by November 1**. In combination with the preliminary bibliography, this will count **5%** of your grade.
 - Present research findings to entire class – **last seminar session**. This will count **20%** of your grade.
 - Submit final version – **by December 14**. This will count **50%** of your grade.
- **Participation** in seminar discussions will count **25%** of your grade. Part of this will come through questions each member of the seminar must submit **24 hours prior** to each class. You will find folders for each week in UBLeans. Provide **two** questions that you believe merit discussion in

the seminar as a whole based on the readings, and **two** questions based on recent events in Africa. (See more details below.)

- **Current events in Africa:** Each week, every member of the seminar must locate two potential significant news items dealing with an African state or general issue of concern to them. You must link your selection, if at all possible, to one of the course’s themes. A two-paragraph summary must be written (maximum of 250 words) and posted on the course Discussion Board by **8 p.m. two days prior to the seminar**. Prepare your summary, then *copy and paste it* into the folder provided – don’t do so as an attachment. Be sure to provide the URL

General considerations

In preparing papers or any other material for the course, you are expected to be familiar with and abide by the University’s academic integrity policies, available in the Graduate School Policies and Procedures Manual <<http://www.grad.buffalo.edu/policies/index.php>>. Turn-it-in software will be used to detect potential plagiarism and aid in determining the originality of student work. Persons who are not native speakers of English must have their papers read by at least two native speakers prior to submitting them – frankly, my time is better spent focusing on the substance of your papers rather than correcting potential errors in how they are written.

Out of courtesy to others, please **turn off** cell phones and pagers **prior to** class, and take care of personal food and hygiene needs in advance. Any student with a diagnosed physical, learning or psychological disability which impedes your carrying out required course work, or which requires accommodations such as readers or extended time on examinations and/or assignments, should register with the Office of Disability Services and advise me *during the first two weeks of the course* so we can review possible arrangements for reasonable accommodations. Persons dealing with stress-related problems (e.g., break-ups, family difficulties) should visit the Counseling Center, 120 Richmond Quad, or the Office of Accessibility Services, 25 Capen.

Our sessions will focus on the following – subject to change. If alterations are necessary, you will be informed electronically. Readings can be obtained through the reserve system. *If one is not available, please notify the instructor as soon as possible.*

Date	Research questions	Readings – complete in advance and submit discussion questions
8/30	Introduction	<i>No reading assigned; general discussion of areas of interest</i>
9/06	Africa and comparative politics	Alpers and Robert, ‘What is African Studies’; Sklar, ‘African Frontier in Political Science’; Welch, ‘African Political Systems’
9/13	Pre-colonial political systems	*Cohen, ‘The Success that Failed’; *Fortes and Evans-Pritchard, <i>African Political Systems</i> , 1-23; *Middleton and Tait, <i>Tribes without Rulers</i> , 1-31, Schraeder, 23-48. Professor Phil Stevens will lead discussion.
9/20	Creation of states and African nationalism	Herbst, <i>States and Power in Africa</i> , pp. 35-57 [on reserve] and pp. 58-96 [on course website]; Coleman, ‘Nationalism in Tropical Africa’; Schraeder, 50-99
9/27	Ethnicity and class	Ekeh, ‘Social Anthropology and Two Contrasting Uses of Tribalism in Africa’; Moore, ‘Changing Perspectives’; Schraeder, 101-129
10/04	Ethnic conflict [or not?], women and political change	Diduk, ‘The Civility of Incivility’; Ikelegbe, ‘Engendering Civil Society’; MacLean, ‘Mediating Ethnic Conflict at the Grassroots: Côte d’Ivoire and Ghana’; and Meagher, ‘Hijacking Civil Society’.

10/11	Current food and health issues	Baro and Deubel, 'Persistent Hunger'; DeWaal and Whiteside, 'New variant famine: AIDS and food crisis'; Hunter-Gault, 'Letter from South Africa: Violated Hopes'; <i>initial discussion of paper topics in last part of class.</i>
10/18	English-speaking states: political comparisons	Jockers and Nugent, 'The successful Ghana election of 2008'; Cheeseman, 'Power-sharing in comparative perspective'; Lindberg, 'What accountability pressures do MPs in Africa face'; Adebani and Obadare, 'When corruption fights back' [Nigeria]; Welch, 'Civil-military Agonies in Nigeria'.
10/25	Democratization, 1	Posner and Young, 'The Institutionalization of Political Power in Africa'; Santiso and Loada, 'Explaining the unexpected' [Burkina Faso]; Schraeder, 177-221; Young, 'Africa: An Interim Balance Sheet'.
11/01	Democratization, 2	Harris, 'Liberia 2005: An unusual African post-conflict election'; Kelsall, 'Shop Windows and Smoke-Filled Rooms' [Tanzania]; Lindberg and Morrison, 'Exploring Voter Alignments in Africa' [Ghana]; Makulilo, "Watching the Watcher" [Tanzania]; Schraeder, 223-243
11/08	Human rights in Africa	Banda, 'Women, Law and Human Rights in Southern Africa'; Bratton, 'Transitional Justice in Zimbabwe'; Howard-Hassmann, 'Mugabe's Zimbabwe, 2000-2009'; Mutua, 'Human Rights in Africa'; Welch, 'Civil Society and Human Rights NGOs'
11/15	Crises in the Great Lakes area	Des Forges, 'The Ideology of Genocide'; Lemarchand, 'Genocide in the Great Lakes'; Young, 'The Heart of the African Conflict Zone.' More may be added or items changed. Professor Shaun Irlam will lead discussion.
11/22		Thanksgiving – no class
11/29	War, peace and international relations in Africa	Bratton, 'Violence, partisanship and transitional justice in Zimbabwe'; Debos, 'Living by the gun in Chad'; Goldsmith, 'Mixed regimes and political violence in Africa'; *Humphreys, 'Who Fights?' [Sierra Leone]
12/06	Presentation of research findings/part free choice	

And, finally, there are several opportunities to help our global community and become engaging citizens of the world. Below is a list of suggested organizations, some at no cost to you and others with minimal monetary donations, which are available online. Keep in mind, local Western NY charities, foundations and organizations are also eager for young, brilliant members of our community to be involved. **These suggestions are entirely up to one's own discretion and don't influence the grade.**

http://hrw.org (Human Rights Watch) http://amnesty.org (Amnesty International) www.doctorswithoutborders.org (Doctors without Borders.com) www.redcross.org (International Red Cross)	www.oxfam.org.uk (Oxfam) www.thehungersite.com www.freerice.org <i>Your ideas and suggestions?</i>
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