

Special Topics in Comparative Politics: Sub-Saharan Africa

POL7122 A

Professor Stephen Brown

Fall 2010

COURSE OUTLINE

Class schedule:	Mondays, 2:30 - 5:20 p.m. Desmarais Bldg., Room 9161
Professor's office hours:	Thursdays, 10:00 - 11:30 a.m. Desmarais Bldg., Room 9152
Email:	brown@uottawa.ca (please include "POL7122" in subject line)

Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

COURSE OBJECTIVES

This student will introduce graduate students to the main themes of comparative politics with respect to sub-Saharan Africa, notably concepts and issues related to the state, regimes, democratization, neopatrimonialism, political economy perspectives on land, conflict and corruption, as well as various components of identity. The seminar format and emphasis on research and critical analysis will help students not only improve their knowledge of African politics and comparative politics more broadly, but also refine their own skills in research and analysis.

ASSESSMENT METHODS

Participation

This course is a seminar, organized around the collective analysis of readings rather than lectures. It is therefore essential that students do all the readings and participate actively. To launch the in-class discussions, a student designated in advance will briefly "introduce" (but not summarize) each reading. This will involve make a few analytical comments or raising questions about the reading designed to elicit discussion. Students' participation is assessed every week according to the following scale: absent = 0; present but did not

participate = 1; minimal participation = 1½; active participation, depending on the *quality* of comments = 2, 2½ or 3 points. Students whose attendance is insufficient will receive “EIN” as their final mark, which is failing grade.

Reaction papers

Over the course of the semester students must hand in five short reaction papers (of about one single-spaced page each). The goal is to *analyze* one or more of that week’s readings. The papers will consist of a personal analytical commentary on the strengths and weaknesses of the reading’s argument and content, their logical implications, or their relationship with theory or other readings. It is crucial to remember that reaction papers must not be summaries or personal appreciations of the readings.

Reaction papers must be submitted by 8:00 a.m. on the day of the seminar, preferably by email. Under no circumstances will late reaction papers be accepted. Students must ensure that they hand in five reaction papers over the course of the semester. It will not be permitted to hand in a reaction paper on a reading that has already been discussed in class, nor more than one reaction paper on a given week’s readings, nor more than five reaction papers. Students who submit fewer than five reaction papers will receive “EIN” as their final mark (failure/incomplete).

Term papers

Term papers are due by December 13 at 4:30 p.m. Their length should be about 18-20 pages for M.A. students and 24-26 for Ph.D. students (typed, double-spaced, not counting notes or the bibliography). Topics should fall within the theme of the course, i.e., the comparative politics of Sub-Saharan Africa, and must be approved by the professor by October 4. Possible topics include case studies of a specific country or a comparative politics issue applied to one or more countries of the region (e.g., conflict, democratization, state institutions, civil society or social movements).

A research proposal is due on November 1. It should consist of a one-page (single-spaced) summary of the paper, including research question, tentative hypothesis and analytical framework, as well as an annotated preliminary bibliography of at least ten non-internet academic sources, of which a minimum of five must be academic articles. For the term papers, please consult the Faculty’s style guide, available at http://www.socialsciences.uottawa.ca/eng/writing_style_guide.asp. Term papers should cite at least 20 non-internet academic sources, including at least six journal articles. Please note that this course’s compulsory readings may be used, but they do not count towards the total number of sources and that sources not cited should not appear in the bibliography.

Oral presentations

Students should make an oral presentation of about five minutes on their term paper, to be followed by 10-15 minutes of class questions and comments, during one of the last two classes of the semester (December 6 and 8). They should circulate at least 24 hours in advance a handout that clearly states the research question, the tentative argument, the

analytical framework and any other information that will be useful for eliciting feedback. (Modalities may be adjusted at a later date, depending on course enrollment.)

Components of Final Mark

Evaluation format	Weight	Date
Research proposal	10%	November 1
Oral presentation	5%	December 6 or 8
Term paper	40%	December 13
Reaction papers (5)	25%	Throughout the semester
Participation	20%	Throughout the semester

Late assignments

Any assignment that is not handed in directly to the professor should be left for him at the Political Studies office (DMS 9101). If the office is closed, assignments may be left in the mail slot of room DMS 9103. Assignments will be stamped with the date that the office reopens, which will count as the submission date. Papers handed in after 4:30 p.m. will count as having been handed in on the following workday. Unless the professor has made an exception in advance, assignments may not be submitted by email (except for reaction papers) or slipped under the professor's door.

Policy on language quality and late submissions

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes. You will be penalized between 5% to 15%, to the professor's discretion.

Late submissions are not tolerated, unless cleared at least *one week in advance* by the professor. Exceptions are made only for illness or other serious situations deemed as such by the professor. Each day of late submission results in a penalty of 5% (weekends not excluded). Assignments will not be accepted if more than seven days late, in which case the student will receive a failing grade (EIN).

University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. In the event of an illness or related complications, only the counselling service and the campus clinic (located at 100 Marie-Curie) may issue valid certificates to justify a delay or absence. The Faculty reserves the right to accept or reject the reason put forth if it is not medical. Reasons such as travel, work and errors made while reading the syllabus or exam schedule are not usually accepted.

We advise you to notify your professor as soon as possible if a religious holiday or event forces your absence during an evaluation.

SCHEDULE

There are no textbooks for this course. A packet containing all the assigned readings is available for purchase at Rytec, 404 Dalhousie St., tel. (613) 241-2679, www.rytec.ca.

September 13 - Introduction

- Goran Hyden, *African Politics in Comparative Perspective* (Cambridge and New York: Cambridge University Press, 2005), pp. 1-49.

Part I: States, regimes, democratization

September 20 - The state

- Crawford Young, *The African Colonial State in Comparative Perspective* (New Haven: Yale University Press, 1994), pp. 1-42 and 282-92.
- Robert H. Jackson and Carl G. Rosberg, "Why Africa's Weak States Persist: The Empirical and Juridical in Statehood", *World Politics*, vol. 35, no. 1 (October 1982), pp. 1-24.
- Brennan M. Kraxberger, "Failed states: temporary obstacles to democratic diffusion or fundamental holes in the world political map?", *Third World Quarterly*, vol. 28, no. 6 (September 2007), pp. 1055-71.

Recommended:

- Patrick Chabal and Jean-Pascal Daloz, *Africa Works: Disorder as Political Instrument* (Bloomington: Indiana University Press, 1999).
- Martin Doornbos, "The African State in Academic Debate: Retrospect and Prospect", *Journal of Modern African Studies*, vol. 28, no. 2 (June 1990), pp. 179-198.
- Catherine Boone, *Political Topographies of the African State* (Cambridge: Cambridge University Press, 2003), pp. 1-42.
- Jean-François Bayart, Stephen Ellis and Béatrice Hibou, *The Criminalization of the State in Africa* (Oxford, Bloomington and Indianapolis: International African Institute, James Currey and Indiana University Press, 1999).

September 27 - Corruption and neopatrimonialism

- J.P. Olivier de Sardan, "A Moral Economy of Corruption in Africa", *Journal of Modern African Studies*, vol. 37, no. 1 (March 1999), pp. 25-52.
- Oscar Gakuo Mwangi, "Political corruption, party financing and democracy in Kenya", *Journal of Modern African Studies*, vol. 46, no. 2 (June 2008), pp. 267-85.
- Michael Bratton and Nicolas van de Walle, "Neopatrimonial Regimes and Political Transitions in Africa", *World Politics*, vol. 46, no. 4 (July 1994), pp. 453-89.

Recommended:

- Jean-François Médard, "The Underdeveloped State in Tropical Africa: Political Clientelism or Neo-Patrimonialism?", in Christopher Clapham (ed.), *Private Patronage and Public Power: Political Clientelism in the Modern State* (New York: St. Martin's Press, 1982), pp. 162-192.

October 4 - Democratization (topic clearance deadline)

- Jennifer A. Widner, "Political Reform in Anglophone and Francophone African Countries". in Jennifer A. Widner (ed.), *Economic Change and Political Liberalization in Sub-Saharan Africa* (Baltimore: Johns Hopkins University Press, 1994), pp. 49-57.
- Daniel N. Posner and Daniel J. Young, "The Institutionalization of Political Power in Africa", *Journal of Democracy*, vol. 18, no. 3 (July 2007), pp. 126-40.
- Nic Cheeseman and Blessing-Miles Tendi, "Power-sharing in comparative perspective: the dynamics of 'unity government' in Kenya and Zimbabwe", *Journal of Modern African Studies*, vol. 48, no. 2 (2010), pp. 203-29.
- Elke Zuern. "Democratization as liberation: competing African perspectives on democracy", *Democratization*, vol. 16, no. 3 (June 2009), pp. 585-603.

Recommended:

- Stephen Brown and Paul Kaiser, "Democratisations in Africa: Attempts, Hindrances and Prospects", *Third World Quarterly*, vol. 28, no. 6 (Sept. 2007), pp. 1131-49.

Part II: Political Economy

October 18 - Political economy of development

- J. Barry Riddell, "Things Fall Apart Again: Structural Adjustment Programmes in Sub-Saharan Africa", *Journal of Modern African Studies*, vol. 30, no. 1 (March 1992), pp. 53-68.
- Nicolas van de Walle. "Approaches to Africa's Permanent Crisis", *African Economies and the Politics of Permanent Crisis, 1979-1999* (Cambridge: Cambridge University Press, 2001), pp. 20-63.
- Kevin R. Cox and Rohit Negi, "The state and the question of development in sub-Saharan Africa", *Review of African Political Economy*, vol. 37, no. 123 (March 2010), pp. 71-85.

November 1 - Natural resources, corruption and violence (research proposal due)

- Hazel M. McFerson, "Governance and Hyper-corruption in Resource-rich African Countries", *Third World Quarterly*, vol. 30, no. 8 (December 2009), pp. 1529-47.
- Jeffrey Herbst, "Economic Incentives, Natural Resources and Conflict in Africa", *Journal of African Economies*, vol. 9, no. 3 (October 2000), pp. 270-94.
- Will Reno, "Clandestine Economies, Violence and States in Africa", *Journal of International Affairs*, vol. 53, no. 2 (Spring 2000), pp. 433-59.
- Deborah Fahy Bryceson, Jesper Bosse Jønsson and Richard Sherrington, "Miners' magic: artisanal mining, the albino fetish and murder in Tanzania", *Journal of Modern African Studies*, vol. 48, no. 3 (September 2010), pp 353-82.

Recommended:

- Karen Ballentine and Jake Sherman (eds.), *The Political Economy of Armed Conflict: Beyond Greed and Grievance* (Boulder: Lynne Rienner, 2003), pp. 256-83.
- Stephanie Matti, "Resources and Rent Seeking in the Democratic Republic of the Congo", *Third World Quarterly*, vol. 31, no. 3 (April 2010), pp. 401-13.

November 8 - Land and development in the 21st century

- Ambreena Manji, *The Politics of Land Reform in Africa: From Communal Tenure to Free Markets* (London and New York: Zed Books, 2006), pp. 31-50.
- Ward Anseeuw and Chris Alden, "Introduction: The struggle over land in Africa: Conflicts, politics and change" in Ward Anseeuw and Chris Alden (eds.), *The Struggle over Land in Africa: Conflicts, Politics & Change* (Cape Town, South Africa : HSRC Press, 2010), pp. 1-15.
- Annelies Zoomers, "Globalisation and the foreignisation of space: seven processes driving the current global land grab", *Journal of Peasant Studies*, vol. 37, no. 2 (April 2010), pp. 429-47.
- Barry Sautman and Hairong Yan, "Friends and Interests: China's Distinctive Links with Africa", *African Studies Review*, vol. 50, no. 3 (December 2007), pp. 75-114.

Recommended:

- Raphael Kaplinsky, "What Does the Rise of China Do for Industrialisation in Sub-Saharan Africa?", *Review of African Political Economy*, vol. 35, no. 115 (March 2008), pp. 7-22.

Part III: Identities

November 15 - Social construction of identity

- Leroy Vail, "Introduction: Ethnicity in Southern African History" in Leroy Vail (ed.), *The Creation of Tribalism in Southern Africa* (Berkeley and Los Angeles: University of California Press, 1991), pp. 1-19.
- James D. Fearon and David D. Laitin, "Violence and the Social Construction of Ethnic Identity", *International Organization*, vol. 54, no. 4 (November 2000), pp. 845-77.
- Anthony W. Marx, "Race-Making and the Nation-State", *World Politics*, vol. 48, no. 2 (January 1996), pp. 180-208.
- Alex De Waal, "Who are the Darfurians? Arab and African Identities, Violence and External Engagement", *African Affairs*, vol. 104, no. 415 (April 2005), pp. 181-205.

November 22 - Identities in/and conflict

- René Lemarchand, "Ethnicity as Myth", *The Dynamics of Violence in Central Africa* (Philadelphia: University of Pennsylvania Press, 2009), pp. 49-68.
- Ruth Marshall-Fratani, "The War of 'Who Is Who': Autochthony, Nationalism, and Citizenship in the Ivoirian Crisis", *African Studies Review*, vol. 49, no. 2 (September 2006), pp. 9-43.
- Sabelo J. Ndlovu-Gatsheni, "Do 'Africans' exist? Genealogies and paradoxes of African identities and the discourses of nativism and xenophobia", *African Identities*, vol. 8, no. 3 (August 2010), pp. 281-95.

November 29 - Race, class and gender

- Richard Sklar, “The Nature of Class Domination in Africa”, *Journal of Modern African Studies*, vol. 17, no. 4 (December 1979), pp. 531-52.
- Nelson Kasfir, “Class, Political Domination, and the African State” in Zaki Ergas (ed.), *The African State in Transition* (New York: St. Martin’s Press, 1987), pp. 45-60.
- John S. Saul, “Race, class, gender and voice: four terrains of liberation”, *Review of African Political Economy*, vol. 37, no. 123 (March 2010), pp. 61-69.
- Jamie Frueh, “Studying Continuity and Change in South African Political Identity” in Patricia Goff and Kevin Dunn (eds), *Identity and Global Politics: Empirical and Theoretical Elaborations* (New York: Palgrave Macmillan, 2004), pp. 63-81.

Recommended:

- Stephen Ellis and Gerrie ter Haar, “Religion and Politics in Sub-Saharan Africa”, *Journal of Modern African Studies*, vol. 36, no. 2 (June 1988), pp. 175-201.

Part IV: Presentations on Research Projects

December 6: Student Presentations

- Handouts to be distributed ahead of time by presenters.

December 8: Student Presentations

- Handouts to be distributed ahead of time by presenters.

Beware of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult *Tools for Writing Papers and Assignments*, available on the university's website at the following address: www.socialsciences.uottawa.ca/eng/writing_tools.asp.

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of « F » for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

Last session, most of the students found guilty of fraud were given an « F » for the course and had between three and twelve credits added to their program requirement.

For more information, refer to: www.uottawa.ca/academic/info/newsletter/fraud_e.html.

Resources for you

Mentoring Centre - <http://www.sciencessociales.uottawa.ca/mentor>

The goal of the Mentoring Centre is to help students with their academic and social well being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

A student may choose to visit the mentoring centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing

Career Services - <http://www.sass.uottawa.ca/careers>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

Counselling Service- <http://www.sass.uottawa.ca/personal>

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

Access Service - <http://www.sass.uottawa.ca/access>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

Student Resources Centres - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of students needs.

Annex - Map of Africa