

Carleton University

Institute of African Studies Course Outline

COURSE:	AFRI 3002 Regions in Africa: Cultures, Society, Politics
TERM:	Winter 2017
PREREQUISITE:	Prerequisite(s): third year standing and at least 1.0 credit in AFRI or permission of the Institute of African Studies. Precludes additional credit for AFRI 2001 (no longer offered).
CLASS:	Day & Time: Friday 08.35am-11:25am Room: Southam Hall 413
INSTRUCTOR:	Dr. Christopher von Dyck
CONTACT:	Office: 457 Paterson Hall Office Hrs: Tuesdays and Wednesdays 13:00-15:00 or by appointment Telephone: 613-520-2600 extension 2229 (during office hours only) Email: Christopher.dyck@carleton.ca

I. Course Description:

This undergraduate seminar course is designed to explore a number of cross-cutting themes and debates at the nexus of the African Studies, International Relations and Comparative Development fields. From a broad social sciences perspective, the course considers how domestic and international-level mainspring shape African regional political developments. The main goals of the course are to use theory developed in research on Africa to speak to different regions on the continent (and vice versa); to hone the skills of extracting theoretical claims from the readings, assessing such claims, employing theory to generate hypothetical answers to research questions, and to provide students of African Studies with substantive knowledge about Africa.

The course aims to unpack the continent's political, economic and social diversity and to place individual countries in their specific macro-regional and/or micro-regional context. Africa's many regions are discussed in *inter-state*, *intra-state*, *macro* and *micro* terms. Using linguistic and national borderlines as an entry point, this course explores ways in which geography, politics, and different kinds of political institutions (formal and informal), and forms of state and societies impact and/or shape regional politics



and development. Students will engage in some core debates about the political and developmental challenges affecting a variety of African regions and will address the continent's political diversity by examining regional, sub-regional and case studies. The course is designed to appeal to senior undergraduate students in the African Studies and BGins programmes and those from other social science disciplines and interests including political science, economics, history and anthropology. Although the class assumes no prior knowledge of African Studies, the syllabus is not designed to serve as a thorough overview of this topic.

II. Texts:

There are no textbooks for this course. All required readings will be available either electronically through the library (Ares) or will be held on reserve at the MacOdrum library. If you want to read broadly about some of the broad themes in this course, the following texts are available on reserve:

- Fredrik Söderbaum and Ian Taylor, (eds.), *Afro-Regions: The Dynamics of Cross Border Micro-Regionalism in Africa*, Nordiska Afrikainstitutet, 2008, full text available here: <http://www.diva-portal.org/smash/get/diva2:280482/FULLTEXT01.pdf>
- Africa's International Relations: Sovereignty, Extraversion, and China, *African Affairs*, available here: http://www.oxfordjournals.org/our_journals/afafj/international_relations_vi.html#
- Andrew Grant and Fredrik Söderbaum (eds.), *The New Regionalism in Africa*, Aldershot: Ashgate, 2003

III. Course Calendar, Structure, Teaching/Learning Format, and Expectations

The course is organized around a three-hour, once a week seminar. As this is an upper-level undergraduate seminar, the professor will not be lecturing for the most part. AFRI 3002 will be delivered in a non-traditional teaching format. The course is best viewed as a semester-long workshop in which you are a central facilitator-agent. **Our conversations are the heart and soul of the course.**

Given the centrality of our meetings, students are expected to have read the required material in advance of class, contribute fully in discussions, and be ready to present and critique them in front of their colleagues. The assigned readings will be discussed in order to deepen students' understanding of the subject or theme of the week, and to hone one's reading and communication skills. Preparation before the class is therefore essential for this course.

This instructional style combines instructor-led discussions with collaborate learning methods such as student-led presentations. There will be individualized assignments as well as group assignments; and effective learning technologies including instructional audio-visuals and other online resources may be utilized.

In addition to exposing you to complex, deep, broad and interdisciplinary knowledge in African Studies-related content, this course emphasizes the development of analytical reasoning and communication (writing and presentation) skills that are essential to your undergraduate success. Students will have an opportunity to develop and hone research skills including analytical and critical thinking and various types of writing as well as oral communication through seminar discussions, oral presentation and sustained

engagement with the course materials.

Classroom etiquette: This classroom is a safe, equitable and professional learning environment in which students are encouraged to express their views in a collegial and respectful manner. To maintain a healthy learning environment, there is a zero tolerance on discrimination and harassment. Please familiarize yourself with Carleton's statement on student rights and responsibilities, found here:

Learning Outcomes

By the end of this course, students will be able to:

1a) Demonstrate an ability to understand the concepts, theories, and/or approaches discussed in the course and to articulate their own view of the scope and their limitations;

1b) Demonstrate an ability to distinguish and assess theoretical, analytical, prescriptive and empirical claims discussed in the texts;

1c) Demonstrate a capacity to utilize and work with relevant theories and concepts across the course readings and address how effectively and plausibly they can be deployed in the study of African social and political formations;

1d) Write an undergraduate-level research paper that is informed by good theory and research (evidence);

IV. Evaluation:

Participation	20%
Seminar presentation	20%
Reading Response Papers	20%
Short Paper Proposal	5%
Research Paper—due April 13	35%

NOTE: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Seminar participation – 20%

As this is a seminar course attendance and participation every week is essential. Please email me in advance if you will not be able to attend class. This course recognizes and values the development of well-articulated expression of ideas. Expectations are that students will participate actively and thoughtfully in discussions. Therefore, students should be well-prepared by reading the texts before class and be prepared to give a short account of and/or reaction to the readings. For each session, the syllabus provides a list of a few questions to guide preparation for the class, so students are encouraged to read the assigned readings with special attention to how they speak to major questions/debates. Every week, our seminar will start off with an update on current events on the continent, followed by a 10 minute team discussion and sparring match on the weekly readings, based on the discussion questions.

The participation grade will evaluate the ability of the student to engage with the reading material and contribute to the discussion in class. Students should bring the week's readings to class, as well as written notes and questions related to at least two of the weekly readings for the class discussion. The syllabus provides a list of other recommended readings for students who wish to explore the topics further.

Learning Outcome: 1a, 1b & 1c

Team Lead Presentation – 20%

On the first day of class, you will be assigned to present on a particular week. Each team of 2-3 students will take the lead in kicking-starting one of the weekly discussions in Section 1. Team leads will present their assessment of their assigned text. Please pay particular attention to time, as you are allocated twenty (20) minutes per presenter. The purpose of the presentation is to present a succinct summary of the argument in the readings for that week and identify its strengths and weaknesses. A good lead will engage the major fault lines of the existing debate, and battle with the strengths and weaknesses of the assigned readings. Students are expected to apply the attached guide on reading that will be posted on CU Learn as a framework for their presentation. As the presentation should both inform and stimulate discussion, students should integrate the following elements in the presentation:

- 1) A brief presentation of the author's credentials and background including your interpretation of his/her theoretical orientation;
- 2) A succinct summary of the text, the main argument(s), a discussion on the methodology and findings;
- 3) What you think the most important issue(s) is/are and how it relates to the theme for the week;
- 4) A critique of the texts (what you see as the major flaws or limitations);
- 5) A discussion on how the readings connect with or relate to each other (i.e. putting the texts in conversation with each other);
- 6) What you found particularly difficult or hard to understand about the readings;
- 7) Questions to pose to the class for further discussion (note: please prepare to facilitate some discussion);

*Additionally, please prepare a one to two page (point form) handout that summarizes the texts for distribution to your colleagues. The use of handouts, Powerpoints and/or videos to enhance these oral presentations is highly encouraged. Students will be evaluated on the basis of both the substance and form of their presentation.

Learning Outcome: 1a & 1b

Reading Response Papers – 2 x 10% (20%)

Students are expected to write two 3-5 page analytical response papers in the term—one in the first half, one in the second half. You can choose to write your response on the topics covered in weeks 4, 5 or 6 during the first half of the class. The second paper should address topics covered from week 7, 9, or 10. The responses are due the following week, no later than Wednesday at 12:00 noon. For ex. students that decide to respond to a topic covered on Week 4 (January 27) will be expected to submit their response paper by no later than Wednesday February 1. Students that respond to topics covered in Week 5 (Feb. 3) must submit their response paper no later than Wednesday Feb. 8. The same logic applies for the second response paper.

Students should refer and respond to one of the discussion questions on the syllabus. The short paper should engage the readings on the syllabus for that week by identifying the strengths and limitations of the arguments or perspectives.

Please note: You cannot write your response papers on the same topic as your presentation.

Please see CU Learn for assignment instructions and grading criteria for complete details.

Learning Outcome: 1a & 1b

Short Paper Proposal – 5%

Students will formulate a research question and map out how they will attempt to answer it over the course of the semester. By end of **Week 4 (January 27)**, each student will present in a two paragraph statement of the research question, and a backgrounder on the country and region of choice. The research question should be about a specific African country and how your issue relates in broader regional context. Students will then formulate a preliminarily outline of two theories or approaches from the assigned readings that will be utilized to answer the question, which is **due the Friday after Reading Week**. The purpose of this section of your proposal (3-4 pages) will be to demonstrate how you will employ the theory to generate hypothetical answers to the research question. This proposal is aimed to provide a 'road map' for how you will utilize course materials for your final research paper.

Learning Outcome: 1c & 1d

Final Paper –35%

On the basis of your regional interest, students are expected to produce a research paper in the order of 10-12 double spaced pages (12 size font) excluding notes and bibliography related to one specific question in your country/regional of choice. It is strongly recommended that the choice of the topic be made in the first few weeks of the semester.

Students are expected to utilize at least two of the required readings discussed in the class to help you address the research question. The term paper is intended to test the student's ability to apply the conceptual and theoretical tools discussed in class to address a particular African political or developmental question. The paper should include an introduction to the issue/problem identified, a discussion on the strengths and limits of two approaches for analysis of the question/regional focus. In the last two class meetings (March 31 & April 7), seminar members will present an overview (preview) of the seminar paper to the class in a 15-20 minute talk. The final paper should incorporate the feedback received from class. A hard-copy of the term paper is due on **Monday April 13th by 12:00pm**.

Learning Outcome: 1b, 1c, & 1d

Peer Review Policy:

The final paper will be subject to a peer review process. Every student's paper must be proofread and critiqued by one of his or her classmates before submission. That is, each student will submit two drafts: 1) a signed rough draft showing comments and edits from their classmate (this can be a printed draft or an electronic draft with track changes); and 2) a printed, clean final draft, which has been proofread and which incorporates the comments and suggestions made by the classmate.

If a student fails to submit a rough draft alongside the final paper, their paper will be subject to an automatic 5-point deduction. If the student provides their classmate with a rough draft within one week of the deadline, but the classmate fails to provide comments on that draft within 48 hours of the deadline, if is the classmate's paper that will be subject to an automatic 5-point deduction.

Communication Expectations (General)

All communication for the course must be written from your valid Carleton email address or via the CU Learn system. Email etiquette: Please ensure that there is a clear subject line to which your message pertains. Before sending urgent emails, remember that it may take about two business days for me to reply to emails. Cell phones should be turned off during class and students who “need” to check their e-mail or consult social media on their computer or tablet will be asked to leave the classroom. 24-Hour Rule: Marked assignments will be returned in person in class and/or via CU Learn. Once assignments have been returned, the instructor will not discuss the assignment or its grade, until at least 24 hours later. At the expiration of the 24 hours please feel free to email the instructor: a) a detailed overview of the issues that you would like to discuss regarding the grade; b) a justification why your grade should be improved. We will then discuss an appropriate date and time to meet and discuss the assignment and its grade within the next 24 hours.

For each assignment, students are expected to submit their completed assignments in soft copy (via CU Learn) unless otherwise noted. All written assignments should have a title page indicating name, student and course numbers, the name of the instructor, the department and the university. The response papers and final paper should be double-spaced, Times New-Roman 12 point font, 1 inch margin and should be handed in on the due date in class. Barring any extenuating circumstances, all written assignments must be submitted on time, otherwise a penalty may be applied totaling up to a third of a grade for the assignment (for example, A- to B+, B- to C+, C to D+).

Please refer to and use the Chicago Manual style of citation for all written work (http://www.chicagomanualofstyle.org/tools_citationguide.html). The use of a style guide, such as Kate L. Turabian, *A Manual for Writers*, 6th edition (Chicago: Chicago: University of Chicago Press, 1996) is highly recommended.

cuLearn

This course uses cuLearn, Carleton’s learning management system. To access the course on cuLearn go to <http://carleton.ca/culearn>. For help and support, go to <http://carleton.ca/culearnsupport/students>. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at ccs_service_desk@carleton.ca.

Resources

1. **Listening: Focus on Africa. You will be required to listen to Focus on Africa every day, Monday-Friday (<http://www.bbc.co.uk/programmes/p00gbjvb>).** It’s a 40 minute listen and will keep you up to date with what is going on the continent. While there will be no test or other way of checking whether you will do this, the content will be treated as background knowledge for class discussions.
2. **Regular News:** Keep up to date on day to day events on the continent with these online resources, including:
 - <http://www.bbc.com/news/world/africa>
 - <http://allafrica.com>
 - Africa news (Lexis Nexis) – <http://www.lexisnexis.com.proxy.library.carleton.ca/hottopics/Inacademic/?shr=t&sfi=AC00NBGe nSrch>



Some journals relevant to African Studies

1. Africa
2. Africa Confidential
3. Africa Insight
4. Africa Recovery
5. African Studies Review
6. Africa Today
7. African Affairs
8. African Studies Quarterly
9. African Studies Review
10. The Journal of Modern African Studies
11. Journal of African Economics
12. Review of African Political Economy
13. Journal of Contemporary Africa
14. Canadian Journal of African Studies

10. Schedule and List of Topics

I. Global-Regional Linkages January 6th	Introduction No required readings
January 13th	International Relations Perspectives Required Readings: Carl Death, "Introduction: Africa's International Relations", <i>African Affairs</i> , Online Only Exclusive August 2015, Available at: https://www.oxfordjournals.org/our_journals/afrafj/death_africa_international_relations.pdf Fredrik Söderbaum and Ian Taylor, "Considering Micro-Regionalism in Africa in the Twenty-First Century", in Fredrik Söderbaum and Ian Taylor (eds.), <i>Afro-Regions: The Dynamics of Cross-Border Micro-Regionalism in Africa</i> , Nordiska Afrikainstitutet, 2008, p. 13-34 Case Study: ECOWAS in West Africa Daniel C. Bach, "The Dilemmas of Regionalization", in Adekeye Adebajo & Ismail Rashid (eds.), <i>West Africa's Security Challenges: Building Peace in a Trouble Region</i> , Boulder: Lynne Rienner, 2004, p. 69-92.
January 20th	Geopolitics Required Readings: Margaret C. Lee, 'The 21st Century Scramble for Africa', <i>Journal of Contemporary African Studies</i> , 24:3, 2006, p. 303-330



	<p>Padraig Carmody and Francis Owusu, "Competing Hegemons? Chinese versus American Geo-Economic Strategies in Africa", <i>Political Geography</i>, 2007.</p> <p>Film: Al Jazeera, 2014, "The French African Connection: France's Thirst for Energy", https://www.youtube.com/watch?v=IZKHZVVRITY (47 mins)</p>
January 27 th	<p>The Global Economy and Regional Economic Integration</p> <p>Required Readings: Giovanni Arrighi, "The African Crisis: World Systemic and Regional Aspects", <i>New Left Review</i>, 15, May-June 2002, p. 5-36</p> <p>Rosaleen Duffy, "Gemstone Mining in Madagascar: transnational networks, criminalization and global integration", <i>Journal of Modern African Studies</i>, 45: 2, 2007, 185-206</p> <p>Randall Stone, "The Political Economy of IMF lending in Africa", <i>American Political Science Review</i>, 98:4, 2004, p. 577-591</p> <p>**Research Questions due in class</p>
February 3 rd	<p>Perspectives on Development</p> <p>Required Readings: Samir Amin, "Underdevelopment and Dependence in Black Africa—Origins and Contemporary Forms", <i>The Journal of Modern African States</i>, 10:4, 1972, p. 503-524</p> <p>David E. Bloom, Jeffrey D. Sachs, Paul Collier, Christopher Udry, "Geography, Demography, and Economic Growth in Africa", <i>Brookings Paper on Economic Activity</i>, vol. 1988, no. 2, 207-295</p>
<p>II. Challenges to Regionalism: The State</p> <p>February 10th</p>	<p>Perspectives on The State: Historical and Institutional</p> <p>Required Readings: Mahmood Mamdani, <i>Citizens and Subject: Contemporary Africa and the Legacy of Late Colonialism</i>, Princeton: Princeton University Press, 1994, Chapter 1, p. 3-34</p> <p>Robert Bates, <i>When Things Fell Apart: State Failure in the Late-Century in Africa</i>, Cambridge: Cambridge University Press, 2008, p. 3-32</p> <p>**First reading response due</p>
February 17 th	<p>State Power: Geography and Regional Development</p> <p>Required Readings:</p>



	<p>Jeffrey Herbst (2000), <i>States and Power in Africa: Comparative Lessons in Authority and Control</i> Princeton University Press, p. 11-32 and 251-272.</p> <p>Catherine Boone, Chapter 4, <i>Taxing Rich Peasants: Regime Ideology as Strategy</i>, Part II: "Local Powers Do not Exist": Southern Côte d'Ivoire, and Chapter 5: <i>The Geopolitics of Late Development: Part I: Path Switching in Northern Côte d'Ivoire</i>", in her <i>Political Topographies of the African State: Territorial Authority and Institutional Choice</i>, Cambridge: Cambridge University Press, 2003, p. 177-234 and p. 243-281)</p>
February 24th	*No class – Reading Week
III. The Nature of Politics March 3rd	<p>Political Institutions and Political Competition</p> <p>Required Readings: Patrick Chabal and Jean-Pascal Daloz, <i>Africa Works, Disorder as Political Instrument</i> (Oxford and Bloomington: James Currey, Indiana University Press, 1999), chap 1 and 2: p. 3-16 and 17-30</p> <p>Nicolas van de Walle. "Presidentialism and Clientelism in Africa's Emerging Party Systems", 41: 2, 2003, p. 297-321.</p> <p>J.F. Bayart, <i>The State in Africa: The Politics of the Belly</i>, 2nd ed. Cambridge: Polity Press, Chapter 4, p. 104-115</p>
March 10th	<p>Ethnicity, Culture and the Politics of 'Transnational' Identities</p> <p>Required Readings: Daniel Posner, "The Political Salience of Cultural Difference: Why Chewas and Tumbauks are Allies in Zambia and Adversaries in Malawi", <i>American Political Science Review</i>, 98:4, 2004, p. 529-545</p> <p>Amanda Lee Robinson, "National Versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of Territorial Nationalism", <i>World Politics</i>, 66:4, 2014, p. 709-746</p> <p>**Second reading response paper due</p>
March 17th	<p>War and Regional Conflicts</p> <p>Required Readings: Havard Buhaug and Jan Ketil Rod, "Local Determinants of African Civil Wars, 1970-2001", <i>Political Geography</i>, 25/3, March 2006, p. 315-335</p> <p>William Reno, "Patronage Politics and the Behaviour of Armed Groups", <i>Civil Wars</i>, 9:4, 2007, p. 324-342</p>



March 24th	<p>War and Regional Conflicts II Case Study: DRC</p> <p>Required readings: Severine Autessere, <i>The Trouble with the Congo: Local Violence and the Failure of International Peacebuilding</i>, Cambridge: Cambridge University Press, 2010, Chapter 2 and Chapter 4, p.41-83 and p. 126-176</p>
<p>IV. Local Orders March 31st</p>	<p>Non-state order(s) and Local Governance</p> <p>Required Readings: Sandra Joireman, "In Search of Order" [with Rachel Vanderpoel] and "Drawing Conclusions", in her <i>Where There is No Government: Enforcing Property Rights in Common Law Africa</i> (Ithaca: Cornell University Press, 2011), p. 129-164</p> <p>Mahmood Mamdani, <i>Citizens and Subject: Contemporary Africa and the Legacy of Late Colonialism</i>, Princeton: Princeton University Press, 1994, Chapter 4, Customary Law: The Theory of Decentralized Despotism, p. 109-137</p> <p>Required Readings: Sandra Joireman, "In Search of Order" [with Rachel Vanderpoel] and "Drawing Conclusions", in her <i>Where There is No Government: Enforcing Property Rights in Common Law Africa</i> (Ithaca: Cornell University Press, 2011), p. 129-164</p> <p>Mahmood Mamdani, <i>Citizens and Subject: Contemporary Africa and the Legacy of Late Colonialism</i>, Princeton: Princeton University Press, 1994, Chapter 4, Customary Law: The Theory of Decentralized Despotism, p. 109-137</p>
April 7th	<p>Land & Food Security</p> <p>Required Readings: Die Odgaard, (2005), "The Struggle for Land Rights in the Context of Multiple Normative Orders in Tanzania", in Sandra Evers, Marja Spierenburg and Harry Wels (eds.), <i>Competing Jurisdictions: Settling Land Claims in Africa</i> (Lieden and London: Brill)</p> <p>Jean-Pierre Chauveau, et al., "Changes in Land Access and Land Governance in West Africa: Markets, social mediations and public policies", London: International Institute for Environment and Development (IIED), April 2006.</p>
April 13th	*Final Papers due

11. Detailed List of Topics and Readings

Week 1 (January 6th): Introduction

We will discuss the course and organize students for subsequent class meetings.

No required readings

I. Global-Regional Linkages

Week 2 (January 13th): International Relations Perspectives

Study Questions:

What is a 'macro-region' and a 'micro-region'?

What are some useful frameworks or approaches to distinguish between regional politics and regional development? In what sense can we say that 'Africa' appear to be plagued by a lack of economic integration? Why might this be?

Concepts:

- Intra-state regions (within states)
- inter-state regions (between states)
- macro-regions vs. micro-regions
- State
- Borders
- Sovereignty

Required Readings:

Carl Death, "Introduction: Africa's International Relations", *African Affairs*, Online Only Exclusive August 2015, Available at: https://www.oxfordjournals.org/our_journals/afrafj/death_africa_international_relations.pdf

Fredrik Söderbaum and Ian Taylor, "Considering Micro-Regionalism in Africa in the Twenty-First Century", in Fredrik Söderbaum and Ian Taylor (eds.), *Afro-Regions: The Dynamics of Cross-Border Micro-Regionalism in Africa*, Nordiska Africanstitutet, 2008, p. 13-34

Case Study: ECOWAS in West Africa

Daniel C. Bach, "The Dilemmas of Regionalization", in Adekeye Adebajo & Ismail Rashid (eds.), West Africa's Security Challenges: Building Peace in a Trouble Region, Boulder: Lynne Rienner, 2004, p. 69-92.

Recommended for further reading

Timothy Shaw, "African Foreign Policy in the New Millennium: From Coming Anarchies to Security Communities? From New Regionalisms to New Realisms", in Kevin Dunn and Timothy Shaw (eds.), Africa's Challenge to International Relations Theory, London: Palgrave, 2001, p. 204-219

Andrew Grant and Fredrik Söderbaum (eds.), *The New Regionalism in Africa*, Aldershot: Ashgate, 2003

Week 3 (January 20th): Geopolitics

Study Questions:

Does international and/or regional politics undermine or support regional (economic) integration? How, and in what sense?

Required Readings:

Margaret C. Lee, 'The 21st Century Scramble for Africa', *Journal of Contemporary African Studies*, 24:3, 2006, p. 303-330

Padraig Carmody and Francis Owusu, "Competing Hegemons? Chinese versus American Geo-Economic Strategies in Africa", *Political Geography*, 2007.

Film: Al Jazeera, 2014, "The French African Connection: France's Thirst for Energy", <https://www.youtube.com/watch?v=IZKHZVVRITY> (47 mins)

Case Study: Sudan, South Sudan and the Politics of Oil

Readings TBD

Recommended for further reading:

Michael Klare and Daniel Volman, 'America, China and the Scramble for Africa's Oil', *Review of African Political Economy*, 33: 108, 297-309

Pierre Abramovivi and Julie Stoker (2004), 'United States: The New Scramble for Africa', *Review of African Political Economy*, 31: 102, 685-90;

Barbara Harlow and Mia Carter (2003), *The Scramble for Africa*, London: Duke University Press

John Ghazvinian (2007), *Untapped: The Scramble for Africa's Oil* (Orlando: Harcourt)

Douglas Yates (2006), 'The Scramble for African Oil', *South African Journal of International Affairs*, 13:2, 11-31

E. Pan (2006), 'China, Africa and Oil', *Council on Foreign Relations*, New York, January 12

Michael Watts (2006), 'Empire of Oil: Capitalist Dispassion and the Scramble for Africa', *Monthly Review*, 58:1, 1-17

L. Hilsun (2005), 'Re-enter the Dragon: China's New Mission in Africa', *Review of African Political Economy*, 32: 104/5, 418-425

African Development Bank and the African Union, Oil and Gas in Africa, Oxford: Oxford University Press, 2009, available <http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/Oil%20and%20Gas%20in%20Africa.pdf> here:

Jacques Lesourne, (ed.), Governance of Oil in Africa, Unfinished Business, La Documentation française, Paris, 2009.

Sören Scholvin (ed.), A New Scramble for Africa? The Rush for Energy Resources in Sub-Saharan Africa, Ashgate, 2015, 178 p.

Week 4 (January 27th): The Global Economy and Regional Economic Integration

These articles look at the relationship between Africa's position in global society and the organization of external economic links. This helps to frame the consideration of the articles that analyze the seemingly tight links between the exploitation of natural resources and the development of a predatory style of politics in the state.

Study Questions:

How do the authors understand Africa's integration in the global political economy and how might the degree of economic integration in global economy explain economic performance? Why does the exploitation of natural resources appear to be linked to political and economic turmoil in some countries and regions in Africa but not others? How might global economy conditions shape the nature of regional economic integration?

Required Readings:

Giovanni Arrighi, "The African Crisis: World Systemic and Regional Aspects", *New Left Review*, 15, May-June 2002, p. 5-36

Rosaleen Duffy, "Gemstone Mining in Madagascar: transnational networks, criminalization and global integration", *Journal of Modern African Studies*, 45: 2, 2007, 185-206

Randall Stone, "The Political Economy of IMF lending in Africa", *American Political Science Review*, 98:4, 2004, p. 577-591

Recommended for further reading:

William Reno, "How Sovereignty Matters: International Markets and the Political Economy of Local Politics in Weak States", in T. Callaghy, R. Kassimir, R. Latham, (eds.), Intervention and Transnationalism in Africa, NY: Cambridge University Press, 2001, p. 197-215

Nathan Jansen and Leonard Wantchekon, "Resource Wealth and Political Regimes in Africa", *Comparative Political Studies*, 37:3, 2004, p. 816-840

James Ferguson, "Governing Extraction: New Spatializations of Order and Disorder in Neoliberal Africa", in his Global Shadows: Africa in the Neoliberal World Order, Duke: Duke University Press, 2006, chapter 8, p. 194-210.

Week 5 (February 3rd): Perspectives on Development

Samir Amin introduces his political economy of development approach to the study of African regions in relation to

the global economy.

Study Questions:

What are the key arguments and ideas advanced by the authors in these texts, and what core assumptions underlie these perspectives? What are the strengths and weaknesses of the various dependency approaches? More generally, what are some policy implications of dependency theory perspectives?

Required Readings:

Samir Amin, "Underdevelopment and Dependence in Black Africa—Origins and Contemporary Forms", *The Journal of Modern African States*, 10:4, 1972, p. 503-524

David E. Bloom, Jeffrey D. Sachs, Paul Collier, Christopher Udry, "Geography, Demography, and Economic Growth in Africa", *Brookings Paper on Economic Activity*, vol. 1988, no. 2, 207-295

II. Challenges to Regionalism: The State

Week 6 (February 10th): Perspectives on The State: Historical and Institutional

Study Questions:

What are Bates' arguments and why, in his view, are they significant? Do Mamdani's arguments nest within Bates' view, or is *Citizen and Subject* an alternative perspective?

What is the problem with African states? How do the authors define the 'state', its nature and structure? What do their conceptions of the state say for regional politics or regional development? Are African states distinctive in ways that are not shaped by states elsewhere?

Required Readings:

Mahmood Mamdani, *Citizens and Subject: Contemporary Africa and the Legacy of Late Colonialism*, Princeton: Princeton University Press, 1994, Chapter 1, p. 3-34, also available here:

<http://isites.harvard.edu/fs/docs/icb.topic1286816.files/Mamdani%20Mahmood%20Citizen%20and%20Subject%20Chapter%201%20and%204.pdf>

Robert Bates, *When Things Fell Apart: State Failure in the Late-Century in Africa*, Cambridge: Cambridge University Press, 2008, p. 3-32, also available here: <http://cui-zy.com/Course/GAD2008i/BatesWhenThingsFellApart.pdf>

Recommended for further reading:

Crawford Young, *The African Colonial State in Comparative Perspective*, Yale: Yale University, 1997, Ch. 1& 2, p. 1-42

Week 7 (February 17th): State Power: Geography and Regional Development

Herbst introduces his perspective on the role of geography and the broadcasting of state power over time. Catherine Boone examines political regionalism in Africa and how it affects forms of government, and prospects for democracy and development. Her book focuses on regions within Senegal, Ghana, and Côte d'Ivoire and ranges from 1930 to the present.

Study Questions:

What are the strengths and limits of the author's theories for understanding the relationship between state-making and development in contemporary African societies? In what sense can one argue that conflict is critical to the development of institutions? How could the absence of international conflict explain the weakness of both political and economic institutions in SSA, and as a result, the emergence of the conditions for extensive domestic conflict?

Required Readings:

Jeffrey Herbst (2000), *States and Power in Africa: Comparative Lessons in Authority and Control* Princeton University Press, p. 11-32 and 251-272.

Catherine Boone, Chapter 4, *Taxing Rich Peasants: Regime Ideology as Strategy*, Part II: "Local Powers Do not Exist": Southern Côte d'Ivoire, and Chapter 5: *The Geopolitics of Late Development: Part I: Path Switching in Northern Côte d'Ivoire*", in her *Political Topographies of the African State: Territorial Authority and Institutional Choice*, Cambridge: Cambridge University Press, 2003, p. 177-234 and p. 243-281).

Recommended for further reading:

James Robinson, "States and Power in Africa by Jeffrey Herbst: A Review Essay", *Journal of Economic Literature*, Vol. XL (June 2002), p. 510-519

Week 8 (February 24th): READING WEEK- NO CLASS

III. The Nature of Politics

Week 9 (March 3rd): Political Institutions and Political Competition

Study Questions:

Which 'institutions' matter the most in Africa and why? How would one characterize the institutions in sub-Saharan Africa? Why are the main institutions that characterize developed economies not emerging in some African countries? Why is patronage politics in Africa seemingly so much more injurious to economic and political stability, compared to similar lives of "corruption" and "crony politics" in East Asia and elsewhere? Do 'fragile' states necessarily equate to under-development? What is neo-patrimonialism and is it bad for development? Why/why not? Does neo-patrimonial rule necessarily lead to poor development outcomes?

Required Readings:

Patrick Chabal and Jean-Pascal Daloz, *Africa Works, Disorder as Political Instrument* (Oxford and Bloomington: James Currey, Indiana University Press, 1999), chap 1 and 2: p. 3-16 and 17-30

Nicolas van de Walle. "Presidentialism and Clientelism in Africa's Emerging Party Systems", 41: 2, 2003, p. 297-321.

J.F. Bayart, *The State in Africa: The Politics of the Belly*, 2nd ed. Cambridge: Polity Press, Chapter 4, p. 104-115

Recommended for further reading:

Thandika Mkandawire, "Thinking about Developmental States in Africa", *Cambridge Journal of Economics*, 25:3, 2001, 289-313

Peter Evans, "States", in his *Embedded Autonomy: States & Industrial Transformation*, Princeton: Princeton University Press, 1995.

Leonardo Arriola, "Patronage and Political Stability in Africa", *Comparative Political Studies*, 42:10, 2009, p. 1339-1162

Diana Cammack (2007), "The Logic of African Neopatrimonialism: What Role for Donors?" *Development Policy Review*, 25:5, p. 599-614

Charles Call (2008), "The Fallacy of the 'Failed State'" *Third World Quarterly*, 29: 8

Thandika Mkandawire (2015), "Neopatrimonialism and the Political Economy of Reform in Africa: Critical Reflections", *World Politics*, 67:3, p. 563-612.

D. Bach (2001), "Patrimonialism and Neopatrimonialism: Comparative Trajectories and Readings," *Commonwealth and Comparative Politics*, 49:3, p. 275-294.

Week 10 (March 10th): Ethnicity, Culture and the Politics of 'Transnational' Identities

In this session we consider how ethnicity has been incorporated as an explanatory variable to the study of diverse kinds of politics and political behavior in regions of Africa.

Study Questions:

What role(s) do(es) ethnic politics play in shaping electoral politics? How might ethnic identities that transcend traditional borderlands impact on regional developments, i.e. political mobilization and/or economic activities?

Required Readings:

Daniel Posner, "The Political Salience of Cultural Difference: Why Chewas and Tumbauks are Allies in Zambia and Adversaries in Malawi", *American Political Science Review*, 98:4, 2004, p. 529-545

Amanda Lee Robinson, "National Versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of Territorial Nationalism", *World Politics*, 66:4, 2014, p. 709-746

Recommended for further reading:

Daniel Posner, *Institutions and Ethnic Politics in Africa*, Cambridge: Cambridge University Press, 2005.

Lars-Erik Cederman, Andreas Wimmer and Brian Min, "Why do ethnic groups rebel? New Data and Analysis", *World Politics*, 62:1, 2010, p. 87-119

William Easterly and Ross Levine, "Africa's Growth Tragedy: Policies and Ethnic Divisions". *Quarterly Journal of Economics*, 112, p. 1203-1250

William Miles and David Rochefort, "Nationalism versus Ethnicity Identity in sub-Saharan Africa", *American Political Science Review*, 85:2, 1991, p. 393-404

William Miles, Hausaland Divided: Colonialism and Independence in Nigeria and Niger, Ithaca: Cornell University Press, 1994

Crawford Young, "Deciphering Disorder in Africa: Is Identity the Key?", *World Politics*, 54:4, 2002, p. 532-557

Robin Harding, "Urban-rural Differences in Support for Incumbents Across Africa", Afrobarometer Working Paper no. 120, June 2010

Week 11 (March 17th): War and Regional Conflicts I

Study Questions:

What sorts of societies are most likely to be war-prone? What kind of regions are likely to be sites of war? Under what circumstances are wars most likely to break out? What are the motivations and incentives of fighters in 'regionalized' wars? How would you apply Herbt's approach to the D.R.C?

Required Readings:

Harvard Buhaug and Jan Ketil Rod, "Local Determinants of African Civil Wars, 1970-2001", *Political Geography*, 25/3, March 2006, p. 315-335

William Reno, "Patronage Politics and the Behaviour of Armed Groups", *Civil Wars*, 9:4, 2007, p. 324-342

Recommended for further reading:

William Reno, *Warfare in Independent Africa*, Cambridge: Cambridge University Press, 2011

Floribert Ngaruko and Janvier D. Nkurunziza, "An Economic Interpretation of Conflict in Burundi", *Journal of African Economies*, 9:3, 2000, p. 370-409.

J.P. Chauveau and Paul Richards, "West African Insurgencies in Agrarian Perspective: Côte d'Ivoire and Sierra Leone Compared", *Journal of Agrarian Change*, 8:4, 2008, p. 515-552

Week 12 (March 24th): War and Regional Conflicts II

Case Study: DRC

Required readings:

Severine Autessere, *The Trouble with the Congo: Local Violence and the Failure of International Peacebuilding*, Cambridge: Cambridge University Press, 2010, Chapter 2 and Chapter 4, p.41-83 and p. 126-176

Recommended for further reading:

International Crisis Group, (2000), *Scramble for the Congo: Anatomy of an Ugly War*, ICG Report, December, Brussels

IV. Local Order(s)

Week 13 (March 31st): Non-state order(s) and Local Governance

This session explores non-state and informal modes of order in rural or borderlands areas

Study Questions:

Does Joireman's perspective compliment or contradict Mamdani's perspective above? Justify your answer.

Required Readings:

Sandra Joireman, "In Search of Order" [with Rachel Vanderpoel] and "Drawing Conclusions", in her *Where There is No Government: Enforcing Property Rights in Common Law Africa* (Ithaca: Cornell University Press, 2011), p. 129-164

Mahmood Mamdani, *Citizens and Subject: Contemporary Africa and the Legacy of Late Colonialism*, Princeton: Princeton University Press, 1994, Chapter 4, Customary Law: The Theory of Decentralized Despotism, p. 109-137

Recommended for further reading:

Catherine Boone (2104), *Property and Political Order in Africa: Land Rights and the Structure of Politics*, (New York and Cambridge: Cambridge University Press), chapters 6 & 7

Week 14 (April 7th): Land & Food Security

Study Questions:

How would Mamdani (from last week's readings) respond to the arguments advanced in the below texts? What are the strengths and limitations of the author's perspectives?

Required Readings:

Die Odgaard, (2005), "The Struggle for Land Rights in the Context of Multiple Normative Orders in Tanzania", in Sandra Evers, Marja Spierenburg and Harry Wels (eds.), *Competing Jurisdictions: Settling Land Claims in Africa* (Lieden and London: Brill)

Jean-Pierre Chauveau, et al., "Changes in Land Access and Land Governance in West Africa: Markets, social mediations and public policies", London: International Institute for Environment and Development (IIED), April 2006.

Recommended for further reading:

Migot-Adholla, Shem, Peter Hazell, Benoît Blarel and Frank Place (1991), "Indigenous Land Rights Systems in Sub-Saharan Africa: A Constraint on Productivity?" *World Bank Economic Review*, 5:1. 155-175.

April 13th: FINAL PAPERS DUE

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Winter term courses is **January 31, 2017**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented

disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **March 10, 2017** for the Winter term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (613-520-2600, phone ext.)

- Institute of African Studies (x2220) 439 Paterson Hall (PA)
- Registrar's Office (x3500) 300 Tory
- Student Academic Success Centre (x7850) 302 Tory
- Paul Menton Centre (x6608) 500 Unicentre
- Learning Support Services – Study Skills, Writing Tutorial Service (x1125) 4th flr. Library

Application for Graduation Deadlines

- Spring Graduation (June): March 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1