

Carleton University
Department of Political Science

Fall 2010

PSCI 3100 A
Politics of Development in Africa
Lecture: Tuesdays 14:35am-17:25pm
Please confirm location on Carleton Central

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or by appointment.

Objective: This lecture course aims at introducing participants to the historical background of African development, and the contemporary struggle for democracy and economic development in Africa. It is recognized that development in Africa and the contemporary struggle for democracy and economic development cannot be divorced from the history and dynamics of political and economic development on the continent European contact and before colonial rule. Economic Development in Africa is therefore analyzed in its political, cultural, and historical contexts. The approach draws views from both North and South and attempts as much as possible to balance such views. While some views from the North tend to be Eurocentric, some views from the South also tend to be anti-colonial and anti-imperialist. Those who are not comfortable with anti-colonial and anti-imperialist approaches are advised, at their discretion, to take the other PSCI 3100-B course. However, is emphasized that imperialism has no race or colour for those who perpetrated it or continue to perpetrate it comprise all races and colours and so are its victims.

This particular course is divided into four parts. In the first part, participants are introduced briefly to the history of development in Africa before modern European contact in the fifteen century, the underdevelopment processes that followed modern European contact including the era of slavery and imposition of colonial rule. This is followed by the independence struggle and the post-colonial problems. The second part of the course is concerned with Africa and new wave of democratic governance. It includes Western and African views on democracy and approaches to democratization. Participants are additionally introduced to some views on the rise and fall of liberal democracy as the political means to economic development in Africa. The third part exposes participants to case studies of democracy and development in selected African countries in the past and the attendant cultural incompatibilities. The fourth part is concerned with the structural adjustment debate. It includes comparison of structural adjustment with the current rescue and stimulus packages in the same West that prescribed structural adjustment packages for developing countries including Africa when faced with economic crises.

Required Text:

- Osabu-Kle, D.T., *Compatible Cultural Democracy: The Key to Development in Africa*, Peterborough: Broadview Press, 2000. ISBN 1-55111-289-2
Gilbert, Erik and Jonathan Reynolds, *Africa in World History*, Upper Saddle River: Prentice Hall, 2008. ISBN-13: 978-0-13-615438-9
ISBN-10: 0-13-615438-7
Bond, Partric *Looting Africa*, London: Zed Books, 2006, ISBN 1 84277 811 0

Grading

Attendance and Participation	20%
Essay Summaries	20%
Midterm Take-Home Exam	30% October 12, 2010
Final Exam	30% (during formally scheduled exam period)

The course is organized in both sessions weekly basis to ensure flexibility in allocating time to the class discussions. For the purposes of the assigned readings, participants shall be organized into groups with leaders. Leaders shall assist the instructor in dividing the assigned readings for each session to the members of the group including the leader. Each member shall summarize his or her assigned reading in an essay form of not more than three pages double space on font 12 with due references to relevant pages. Leaders shall present the essay summaries to the instructor at least one week before the particular session. Participants are required to read the assigned readings, and be ready to answer questions in class. Alternatively, the essay summaries with relevant questions shall be compiled together as part of the course material. The choice shall be discussed in class. Answers in class and to examination questions must display a combination of originality of thought and critical analysis of relevant aspects of the main themes of the assigned readings. Marks will be awarded for clarity of expression. Participants are to note that absence from class adversely affects both attendance and participation marks. Moreover the participation coefficient depends upon group as well as performance of the class as a whole. At the discretion of the instructor, the non-scheduled exams may be in-class or take-home.

PART 1

DEVELOPMENT IN AFRICA BEFORE EUROPEAN CONTACT

Session 1 (Tuesday, September 14) Introduction and Organizing of Groups

Session 2 (Tuesday, September 21)

Shinnie, Margaret, “Kush”, “Ghana, Mali Sonhai”, “Karnem-Bornu”, *Ancient African Kingdoms*, London: Edward Arnold, 1965, pp 23-77

Gilbert, Erik and Reynolds, Jonathan *Africa in World History* “North and Northeast Africa in World History”, Upper Saddle River: Prentice Hall, 2008, pp 63-81.

Davidson, Basil. “Thinking About Africa” and ‘Search for Africa’s Past’ *The Search For Africa: History, Culture, Politics*, Toronto: Random House, 1994, pp 3-41.

Khapoya, V.B. “Political Development in Historic Africa”, *The African Experience: An Introduction*, Upper Saddle River: Prentice Hall, 1998, Chapter 3, pp. 68- 110.

Note: September 22 is the last day for registration. Last day to change courses or sections for fall term and two-term courses

Session 3 (Tuesday, September 28)

Shinnie, Margaret, “The Forest States”, “The Lands of the Zanj”, “The Stone Citadel of Zimbabwe”, *Ancient African Kingdoms* , London: Edward Arnold, 1965, pp 23-77.

Gilbert, Erik and Reynolds, Jonathan *Africa in World History* “Africa and the Early Christian World”, “North and West Africa and the Spread of Islam”, East Africa and the Spread of Islam” Upper Saddle River: Prentice Hall, 2008, pp 82-135.

Osabu-Kle, D.T. “Typical African Political Systems”, *Compatible Cultural Democracy: The Key to Development in Africa*, Peterborough: Broadview Press, 2000, Chapter 4, pp79-96.

Rodney, Walter. “How Africa Developed Before the Coming of the Europeans - Up to the Fifteenth Century” *How Europe Underdeveloped Africa*, Washington, D.C: Howard University Press, 1981, pp. 32- 71.

Note: September 30 is the last day for withdrawing from fall term or two-term courses. Withdrawals after this date will create no financial change to fall term fees. Courses are no longer cancelled due to no-payment – you must withdraw to cancel your courses and tuition charges.

INVENTION OF RACISM, THE ERAS OF SLAVERY AND COLONIALISM

Session 4 (Tuesday, October 5)

Davidson, Basil op.cit. “Africa and the Invention of Racism” and the “Curse of Columbus” pp 42-64 and pp 335-342.

Gilbert, Erik and Reynolds, Jonathan “Slavery and the Creation of the Atlantic World”, “Colonialism and African Resistance”, *Africa in World History*, Upper Saddle River: Prentice Hall, 2008, pp 141-200, 265-286.

Rodney, Walter. “Europe and the Roots of African Underdevelopment”, “Africa’s Contribution to the Capitalist Development of Europe” *How Europe Underdeveloped Africa*, Washington, D.C: Howard University Press, 1981, pp. 93-146, 147-201.

Khapoya, V.B., op.cit. “Colonialism and the African Experience”, Chapter 4, pp 111-146.

Osabu-Kle, D.T., op.cit. “The Great Transplantation” Chapter 2, pp. 37-52.

Note: October 8 is University Day at Carleton (Undergraduate classes are suspended). December examination schedule available on-line. October 11 is Statutory holiday. University closed.

THE ANTICOLONIAL STRUGGLE, INDEPENDENCE AND POST-INDEPENDENCE PROBLEMS

Session 5 (Tuesday, October 12) Midterm Take-Home Exam

Khapoya, V.B., op.cit. “African Nationalism and the Struggle for Freedom” Chapter 5, pp. 148-176 and “African Independence and After” Chapter 6, pp 177-219.

Gilbert, Erik and Reynolds, Jonathan “Politics in the Era of Decolonization and Independence” *Africa in World History*, Upper Saddle River: Prentice Hall, 2008, pp 363-393.

Osabu-Kle, D.T., op.cit. “The Post-Independence Problem”, Chapter 3, pp. 53-76.

Ake, Claude “The Development Paradigm and its Politics” and “A Confusion of Agendas” *Democracy and Development in Africa*, Washington D.C: Brookings Institution, 1996, Chapters 1-2, pp 1-41.

Rodney, Walter. “Colonialism as a System For Underdeveloping Africa” *How Europe Underdeveloped Africa*, Washington, D.C: Howard University Press, 1981, pp. 204-281.

Bond, Patrick. , “Poor Africa – Two Views”, “Financial Inflows and Outflows”, *Looting Africa*, London: Zed Books, 2006, pp 1-30, 31-54.

DEVELOPMENT IN CONTEMPORARY AFRICA

Session 6 (Tuesday, October 19)

Bond, Partric. "Unequal Exchange Revisited", "Global Apartheid's African Agents"
Looting Africa, London: Zed Books, 2006, pp 55-110.

Gilbert, Erik and Reynolds, Jonathan "Contemporary Africa", *Africa in
World History*, Upper Saddle River: Prentice Hall, 2008, pp 394-420.

Adesina, J.O "Development and the Challenge of Poverty, NEPAD, Post-Washington
Consensus and Beyond" in J.O Adesina and others *Africa & Development in the
New Millenium, The NEPAD Debate*, Londo: Zed Books, 2006, pp 33-62.

Taylor, Ian "NEPAD and the Global Political Economy" and Eddy Maloka " NEPAD
and its Critics" in J.O Adesina and others *Africa & Development in the New
Millenium, The NEPAD Debate*, Londo: Zed Books, 2006, pp 63-103.

Uche, Chibuikwe "Can African Institutions Finance African Development? Evidence from
the Ecowas Fund" and Kwasi Anyemedu "Financing Africa's Development: Can
Aid Dependence be Avoided" in J.O Adesina and others *Africa & Development
in the New Millenium, The NEPAD Debate*, Londo: Zed Books, 2006, pp 235-
274.

PART 2

AFRICA AND THE NEW WAVE OF DEMORATIC GOVERNANCE

Session 7 (Tuesday, October 26)

Gitonga, A.K., "The Meaning and Foundation of Democracy" in W.O Oyugi et. Al.
(eds.), *Democratic and Practice in Africa*, Portsmouth: Heinemann, 1988,
Chapter 1, pp. 4-23.

Osabu-Kle, D.T., op.cit. "Introduction: Variants of Democratic Practice" Chapter 1,
pp. 13-35.' and "Towards Modification of the African Political Culture" Chapter
5, pp. 97-114.

Lumumba-Kasongo, Tukumbi (ed.) "Preface", and "The Problematics of Liberal
Democracy and Democratic Process: Lessons for deconstructing and Building
African Democracies" *Liberal Democracy and its Critics in Africa*, London; Zed
Books, 2005, Preface, Chapter 1.

Anglin, Douglas. "International Election Monitoring: The African Experience" *African
Affairs (1998) 97, 471-495.*

Session 8 (Tuesday, November 2)

Tremcani Rachid “Reflections on the Question of Political Transition in Africa: The Police State in Tukumb Lumumba-Kasongo (ed.), op.cit. Chapter 2.

Sandbrook, R. “The Real World of African Democracy”, *Democratization and Development in Africa*, Toronto: Between the Lines, 2000, Chapter 2, pp. 23-47.

Mkandawire, Thandika “Adjustment, Political Conditionality and Democratization in Africa” in Giovanni Andrea Cornia and Gerald K. Hellena edited *From Adjustment to Development in Africa: Conflict, Controversy, Convergence, Consensus?*

Ake, Claude “The Residual Option” *Democracy and Development in Africa*, Washington D.C: Brookings Institution, 1996, pp 124-159.

Osabu-Kle, D.T “Western Democracy: Is it Applicable in Africa” *The Bulletin, African Union Commission, Vol. 1, No.3 April 2008, pp. 2-14.*

Note: Novemer 12 is Last day to submit to the Pau Merton Centre for students with disabilities, Formal Examination Accommodation Forms for December examinations.

PART 3

CASE STUDIES OF POLITICS AND DEVELOPMENT EXPERIENCE IN SELECTED AFRICAN COUNTRIES

Session 9 (Tuesday, November 9)

Osabu-Kle, D. T. op.cit. “Ghana: Tactical Action, Socialism and the Military”, “Nigeria: Oil, Coups, and Ethnic War, and “Kenya: Settler Ideology and the Struggle for Majimbo”, “Tanzania: Ujamaa, Compulsion, and Freedom of Association”, “Somalia: Experiments with Democracy, Military Rule, and Socialism” Chapters 6-10.

Session 10 (Tuesday, November 16)

Osabu-Kle, D.T., op.cit “Senegal: From French Colonialism to the Failure of Partisan Politics”, “Rwanda: From Success Story to Human Disaster”, “Congo (Kinshasa): A Most Lethal Poison...”, and “Conclusion: Establishing an African (Jaku) Democracy.” Osabu-Kle, D.T op.cit., Chapters 12-14, pp. 211-282.

PART 4

STRUCTURAL ADJUSTMENT, RESCUE PACKAGES AND REPARATIONS DEBATES

Session 11 (Tuesday, November 23)

Osabu-Kle, D.T. "The Politics of One-sided Adjustment in Africa" *Journal of Black Studies*, Vol. 30 No. 4, March 2000, pp. 515-533.

Thandika Mkandawire "Widening the Road Ahead" *African Perspectives on Structural Adjustment: Our Continent, Our Future*, Trenton: Africa World Press, 1999, Chapter 4, pp. 87-142.

Degefe, Befekadu. "An African Perspective on Long-term Development in Sub-Saharan Africa" in Andrea Cornia and Gerald Helleiner edited, *From Structural Adjustment to Development in Africa, Conflict, Controversy, Convergence, Consensus?* New York: St. Martin's Press, 1994, pp 49-68

Osabu-Kle, D.T. "The African Reparation Cry: Rationale, Estimate, Prospects and Strategies" *Journal of Black Studies*, January 2000, Vol. 30, Number 3, pp.331-349.

Session 12 (Tuesday, November 30) Revision and Preparation for final term exams.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 15 2010 for December examinations and March 11 2011 for April examinations**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as "presenting, whether intentional 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 Deans of the Faculty conduct 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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

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

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

Course Requirements: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.