
Term Information

Effective Term Autumn 2014

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4250H
Course Title African Politics
Transcript Abbreviation African Politics
Course Description This course is an introductory survey of Sub-Saharan African politics from the pre-colonial period to the contemporary era. It will examine the common themes, issues, and trends that shape politics and development across forty-nine countries. Students will gain an understanding of how context shapes political behavior and how historical and political forces have influenced African politics.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Honors standing
Exclusions Not open to students with credit for 4597.02 Au 2013 (#26217), 4250, or AFAMAST 4250

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Organizations and Politics; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
- Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
- Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

Content Topic List

- Studying African States and Societies
- Pre-Colonial Politics and Colonial Conquest
- Political Systems
- Informal Politics
- Ethnic Politics
- Civil War
- Economic Development
- Current Issues

Attachments

- Robinson_Honors_African_Politics_Syllabus.pdf: honors syllabus
(Syllabus. Owner: Smith, Charles William)
- Robinson_Honors_African_Politics_Justification.pdf: honors justification
(Statement of Qualitative Difference. Owner: Smith, Charles William)
- concurrence AAAS 4250.docx: AAAS concurrence
(Concurrence. Owner: Smith, Charles William)
- concurrence request History.msg.txt: HIST concurrence
(Concurrence. Owner: Smith, Charles William)
- Robinson_African_Politics_Honors_GEAssessment.pdf: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith, Charles William)

Comments

- Both concurrences are from AAAS. There isn't one from History. A request for GE designation requires a separate attachment: go to the ASC Operations Manual, https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf, and scroll down to pages 44 & 45. Does Rick want all of the regional campuses to have approval to offer this course? *(by Haddad, Deborah Moore on 11/08/2013 01:34 PM)*
- The concurrence letters are for the regular version of 4250, but wanted to include them anyway. *(by Smith, Charles William on 11/07/2013 03:53 PM)*

COURSE REQUEST
4250H - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/20/2013

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	11/07/2013 03:57 PM	Submitted for Approval
Approved	Herrmann, Richard Karl	11/07/2013 05:43 PM	Unit Approval
Revision Requested	Haddad, Deborah Moore	11/08/2013 01:34 PM	College Approval
Submitted	Smith, Charles William	11/13/2013 09:37 AM	Submitted for Approval
Approved	Herrmann, Richard Karl	11/13/2013 11:12 AM	Unit Approval
Approved	Haddad, Deborah Moore	11/13/2013 12:49 PM	College Approval
Pending Approval	Hanlin, Deborah Kay Hogle, Danielle Nicole Jenkins, Mary Ellen Bigler Nolen, Dawn Vankeerbergen, Bernadette Chantal	11/13/2013 12:50 PM	ASCCAO Approval

Honors African Politics

POLITSC 4250H

Professor: Amanda Lea Robinson
Office: Derby Hall 2080
Email: robinson.1012@osu.edu
Office hours: Thurs. 10am-12pm
Or by appointment

COURSE DESCRIPTION

This course provides an introduction to Sub-Saharan African politics from the pre-colonial period to the contemporary era within the context of a discussion-based seminar. We will examine the common themes, issues, and trends that shape politics and development across forty-nine countries. The goals of the course are for you to gain an understanding of how context shapes political behavior, in general, and how historical and political forces have influenced African politics, in particular. You will also learn how social science methodologies are used to understand political processes.

The material for this course is organized around the following broad themes: pre-colonial and colonial legacies, democratization, ethnic politics, violent conflict, and economic development. While the course is not designed as a study of individual countries, in exploring the themes and trends that dominate politics across Africa, you will learn quite a bit about a variety of countries on the continent.

Class meetings will be largely focused on group discussion. For this to be productive, you must actively read and think critically about assigned readings before we meet, as well as speak up and engage with your fellow students during class. The discussion-based class format, in addition to the research paper and presentation, will develop and strengthen critical thinking, confidence in public speaking, respectful and constructive debate skills, and competence in analytical argumentation and writing.

This course fulfills a Social Science General Education (GE) requirement in the study of Organizations and Policies. The expected learning outcomes for this GE are:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

To achieve these expected learning outcomes, students will read original research published in top academic journals and university presses and class time will be devoted to understanding the research process, from theory generation to empirical analyses. By tracing the evolution of political organizations from pre-colonial times to today, we will identify the perennial challenges to political rule in Africa and the ways in which a variety of ways in which those challenges were met by different political organizations and institutions. Finally, the course will put students in the shoes of policy

makers in Africa in order to think through the interests and constraints of both states and non-state actors in addressing, and sometimes perpetuating, problems of order and development.

This course also fulfills the Diversity General Education requirement in Global Studies. The expected learning outcomes for this GE are:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

To achieve these expected outcomes, students will learn over the course of the semester about the history, culture, and politics of many different precolonial polities, colonies, and post-colonial states through case study readings, in-class discussions, and the presentation of case study research by students. Through learning about the role of the international community in the history of African political development, students will reflect on their own role and responsibility as a global citizen in addressing both the problems and the possibilities of politics in Africa.

COURSE REQUIREMENTS

In order to succeed in the course, you should be prepared to meet the following requirements:

1. **Attend class.**

This course will rely largely on class discussions. Class attendance is thus required in order to do well in the course.

2. **Read the assigned materials.**

The course schedule details course reading assignments day-by-day. Students are expected to have read the assigned material *before* class. *Bring readings with you to class* and be able to succinctly state the author's argument as well as your own critique of their work.

3. **Be attentive and participate in class.**

Students will maximize the course's benefits by actively engaging in in-class discussions and activities. It is the responsibility of the student to raise questions when something is unclear.

4. **Complete required assignments and take scheduled exams on time.**

All exams must be taken when scheduled and assignments must be turned in on time, with exceptions made only for the following excused absences:

- Documented University sanctioned event
- Observation of a religious holiday
- Documented death in the family
- Illness or injury that prevent attendance

If an exam is missed due to an *excused* absence, a make-up exam will be scheduled through the OSU Testing Center's Make-Up Examination Program. Exams missed due to an *unexcused* absence will receive a grade of 0 and cannot be made up. Unexcused late assignments will be penalized a letter grade for each 24-hour period they are turned in after the due date and time.

ASSIGNMENTS AND EVALUATIONS

1. **Participation – 15%**

Regular attendance and active participation in class discussion will constitute 15% of your final grade.

2. **Map Quiz – 10%**

A Map Quiz will be administered in class on Thursday of Week 3. Students will be given a blank map of Africa and will be expected to write in the country name and capital of a random sample of countries. A list of the 49 countries of Sub-Saharan Africa and a current map are provided at the end of this syllabus.

3. **Country Case Studies (Paper and Presentation) – 25%**

During Week 2, students will be randomly assigned to groups of 3-4 and each group will choose an African country. Each member of the group will be responsible for applying a different topic from the course to that country. You will be expected to carry out research on the topic, as it applies to your country, throughout the semester, and to seek assistance from the other members of your group, the professor, and OSU librarians. A 2500-3000 word report will be due in Week 11, and group presentations will be made in Weeks 12 and 13. While group members are expected to work together and coordinate their presentations, students will be evaluated individually on both the written report and the presentation. A comprehensive description of the assignment, with information on criteria and evaluation, will be distributed in Week 2.

4. **Mid-Term Exam – 25%**

The mid-term exam will draw from assigned readings and class discussions through Week 5. The mid-term exam will be a mixture of short answer questions (multiple choice, fill-in-the-blank, or identification questions) and short essays. A make-up exam will only be permissible if associated with an excused absence (see above).

5. **Final Exam – 25%**

The final will focus more heavily on material from Weeks 7-16, given that you will already have been tested on earlier material, but some questions will require you to draw from material in the first half of the course. The final exam will include short answer questions (multiple choice, fill-in-the-blank, or identification questions) and short essays. A make-up exam will only be permissible if associated with an excused absence (see above).

Letter grades correspond to the following percentages:

A: 93-100	B: 83-86	C: 73-76	D: 60-66
A-: 90-92	B-: 80-82	C-: 70-72	E: <60
B+: 87-89	C+: 77-79	D+: 67-69	

COURSE MATERIALS

The following books are available for purchase at the OSU book store and are on reserve in Thompson Library:

Englebert, Pierre and Kevin C. Dunn. 2013. *Inside African Politics*. Boulder, CO: Lynne Rienner.

Dowden, Richard. 2009. *Africa: Altered States, Ordinary Miracles*. New York: PublicAffairs.

Herbst, Jeffrey. 2000. *States and Power in Africa*. Princeton, NJ: Princeton University Press.

All other readings will be available through the Carmen course site:

<https://carmen.osu.edu/d2l/home/11105267>.

COURSE POLICIES

Academic and Personal Integrity:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentaffairs.osu.edu/csc>.

Distractions:

Please arrive on time and do not leave before the end of class. I prefer that you do not use your laptop or cell phones during class time. If you must use your laptop to take notes, please sit on the last 4-5 rows of the classroom and refrain from checking email and browsing the internet.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact me privately to discuss your specific needs. For additional information, visit <http://ods.osu.edu>.

COURSE SCHEDULE

WEEK 1: COURSE INTRODUCTION

Thursday 8/22 Course Introduction

WEEK 2: STUDYING AFRICAN STATES AND SOCIETIES

Tuesday 8/27 Perspectives on Africa

Englebert & Dunn: Chapter 1.

Dowden: Chapter 1.

Osondu, E.C. 2008. Waiting. *Guernica: A Magazine of Art and Politics*, October.

Thursday 8/29 Researching Africa

Herbst: Introduction & Chapter 1

Groups and countries will be assigned for the case study project, group members will discuss topic assignments, and an OSU librarian will present resources for conducting research.

WEEK 3: PRE-COLONIAL POLITICS AND COLONIAL CONQUEST

Tuesday 9/3 Precolonial Africa

Englebert & Dunn: pp. 17-22.

Herbst: Chapter 2.

Bates, Robert. 1983. "The Centralization of African Societies," Chapter 2, pp. 21-85 in *Essays on the Political Economy of Rural Africa*. Berkeley: University of California Press.

Kenyatta, Jomo. 1965. "The Gikuyu System of Government," Chapter 9, pp. 179-221 in *Facing Mt. Kenya*. New York: Random House.

Thursday 9/5 The Scramble

Englebert & Dunn: pp. 22-27.

Herbst: Chapter 3, pp. 58-80.

Pakenham, Thomas. 1991. Introduction, pp. xxi-xxiii, in *The Scramble for Africa: White Man's Conquest of the Dark Continent from 1876 to 1912*. New

York: Perennial.

Map Quiz

WEEK 4: COLONIAL RULE

Tuesday 9/10 Colonial Policies

Englebert & Dunn: pp. 27-32.

Herbst: Chapter 3, pp. 81-96.

Young, Crawford. 1994. "The Colonial State Institutionalized," Chapter 5, pp. 141-181 in *The African Colonial State in Comparative Perspective*. New Haven, CT: Yale University Press.

Thursday 9/12 End of Colonial Rule

Englebert & Dunn: pp. 32-40.

Dowden: Chapter 4.

Young, Crawford. 1994. "Toward African Independence," Chapter 6, pp. 182-217 in *The African Colonial State in Comparative Perspective*. New Haven, CT: Yale University Press.

WEEK 5: POST-COLONIAL CHALLENGES

Tuesday 9/17 Colonial Borders

Herbst: Chapter 4, pp. 99-116 and 133-136.

Asiwaju, A. I. "Introduction," in *Partitioned Africans: Ethnic Relations Across Africa's International Boundaries*. London: C. Hurst.

Englebert, Pierre. 2000. "State Legitimacy and Development Capacity," Chapter 5, pp. 71-122, in *State Legitimacy and Development in Africa*. Boulder, CO: Lynne Rienner.

Jackson, Robert and Carl Rosberg. 1982. "Why Africa's Weak States Persist," *World Politics* 35(1): 1-24.

Thursday 9/19 Geography

Englebert & Dunn: pp. 40-58.

Herbst: Chapter 5.

Herbst: Chapter 9.

WEEK 6: MID-TERM

Tuesday 9/24 Legacies of Colonialism

Meredith, Martin. 2005. "Birth of Nations," Chapter 8, pp. 141-161, in *The Fate of Africa: A History of Fifty Years of Independence*. London: Free Press.

Ekeh, Peter. 1975. "Colonialism and the Two Publics in Africa: A Theoretical Statement," *Comparative Studies in Society and History* January: pp. 91-112.

Thursday 9/26

Mid-Term Exam

WEEK 7: POLITICAL SYSTEMS

Tuesday 10/1 Authoritarianism & "Big Man" Politics

Englebert & Dunn: pp. 129-143.

Dowden: Chapter 3.

Bratton, Michael and Nicholas van de Walle. 1997. "Neopatrimonial Rule in Africa," Chapter 2, pp. 61-82, in *Democratic Experiments in Africa: Regime Transitions in Comparative Perspective*. Cambridge, UK: Cambridge University Press.

Fitzgerald, Mary Anne. September 8, 1997. "Obituary: Mobutu Sese Seko," *The Independent*. London, UK.

Thursday 10/3 Democratic Transitions

Englebert & Dunn: Chapter 5.

Bratton, Michael and Nicholas van de Walle. 1997. "Africa's Divergent Transitions, 1990-1994," Chapter 3, pp. 97-129, in *Democratic Experiments in Africa: Regime Transitions in Comparative Perspective*. Cambridge, UK: Cambridge University Press.

Sandbrook, Richard. 1996. "Transitions without Consolidation: Democratization in Six African Cases," *Third World Quarterly* 17(1): 69-87.

WEEK 8: INFORMAL POLITICS

Tuesday 10/8 Chieftaincy

Herbst: Chapter 6.

Baldwin, Kate. *forthcoming*. "Why Vote with the Chief? Political Connections and Public Goods Provision in Zambia," *American Journal of Political Science*.

Thursday 10/10 Patronage Politics

Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior," *World Politics* 55(3): 399-422.

Arriola, Leonardo. 2009. "Patronage and Political Stability in Africa," *Comparative Political Studies* 42(10): 1339-1362.

WEEK 9: ETHNIC POLITICS

Tuesday 10/15 Origins of Ethnic Identities

Englebert & Dunn: pp. 65-92.

Bates, Robert. 1983. "Modernization, Ethnic Competition and the Rationality of Politics," Chapter 9, pp. 152-171, in Donald Rothchild and Victor A. Olorunsola, eds., *State versus Ethnic Claims: African Policy Dilemmas*. Boulder, CO: Westview Press.

Posner, Daniel. 2003. "The Colonial Origins of Ethnic Cleavages: The Case of Linguistic Divisions in Zambia." *Comparative Politics* 35(2): 127-146.

Thursday 10/17 Implications of Ethnic Differences

Dowden: Chapter 9

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

WEEK 10: CIVIL WAR

Englebert & Dunn: pp. 267-291.

Tuesday 10/22 Economic Origins of Conflict

Collier, Paul. 2007. "The Conflict Trap," Chapter 2, pp. 17-37, in *The Bottom Billion*. New York: Oxford University Press.

Berkeley, Bill. 2001. "The Rebel," Chapter 1, pp. 21-61, in *The Graves Are Not Yet Full: Race, Tribe, and Power in the Heart of Africa*. New York: Basic Books.

Thursday 10/24 Political Origins of Conflict

Englebert & Dunn: pp. 291-312.

James Fearon and David Laitin. 2003. "Ethnicity, Insurgency and Civil Wars." *American Political Science Review* 97(1): 75-90.

Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. "Horizontal Inequalities and Ethnonationalist Civil War." *American Political Science Review* 105(3): 478-495.

WEEK 11: ECONOMIC DEVELOPMENT

Tuesday 10/29 Africa's Growth Tragedy

Dowden: Chapter 10

Collier, Paul and Jan Willem Gunning. 1999. "Why Has Africa Grown Slowly?" *Journal of Economic Perspectives* 13: 3-22.

Thursday 10/31 Causes of Underdevelopment

Englebert & Dunn: Chapter 6.

Bloom, John and Jeffery Sachs. 1998. "Geography, Demography, and Economic Growth in Africa." *Brookings Papers in Economic Activity* 2: 207-295.

Englebert, Pierre. 2000. "Accounting for Africa's Development Crisis," Chapter 6, pp. 125-149, in *State Legitimacy and Development in Africa*. Boulder, CO: Lynne Rienner.

Country case study reports are due no later than
Friday, November 1 at 5pm.

WEEK 12: GROUP PRESENTATIONS I

Tuesday 11/5 Uganda & Kenya

Dowden: Chapter 2

Dowden: Chapter 15

Student presentations on Uganda and Kenya.

Thursday 11/7 Nigeria & Angola

Dowden: Chapter 16

Dowden: Chapter 8

Student presentations on Nigeria and Angola.

WEEK 13: GROUP PRESENTATIONS II

Tuesday 11/12 Somalia & South Sudan

Dowden: Chapter 5

Dowden: Chapter 7

Student presentations on Somalia and South Sudan.

Thursday 11/14 DR Congo & South Africa

Dowden: Chapter 13

Dowden: Chapter 14

Student presentations on Democratic Republic of Congo and South Africa.

WEEK 14: CURRENT ISSUES I

Tuesday 11/19 Foreign Aid

Easterly, William. 2008. "Can the West Save Africa?" *Journal of Economic Literature* 47(2): 373-391.

Sachs, Jeffrey. 2005. "The Development Challenge." *Foreign Affairs* 84(2): 78-90.

Moyo, Dambisa. 2009. Forward, pp. ix-xii, & "The Myth of Aid," Chapter 1, pp. 3-9, in *Dead Aid*. New York: FSG Press.

Thursday 11/21 China in Africa

Dowden: Chapter 17

Brautigam, Deborah. 2010. "Africa's Eastern Promise: What the West Can Learn from Chinese Investment in Africa." *Foreign Affairs* 89(1):

WEEK 15: CURRENT ISSUES II

Tuesday 11/26 AIDS Crisis

Dowden: Chapter 12

de Waal, Alex. 2003. "How will HIV/ AIDS transform African Governance?" *Africa Affairs* 102: 1-23.

WEEK 16: LOOKING FORWARD

Tuesday 12/3 The Future of Africa

Dowden: Chapter 18 & Epilogue

Miguel, Edward. 2008. "Is it Africa's Turn?" *Boston Review* May/June: 7-12.

FINALS WEEK

Final exam is scheduled for
Monday, December 9, 8:00-9:45am.

COUNTRIES OF SUB-SAHARAN AFRICA

Angola	Gambia	Nigeria
Benin	Ghana	Rwanda
Botswana	Guinea	São Tomé & Príncipe*
Burkina Faso	Guinea-Bassau	Senegal
Burundi	Ivory Coast (Côte	Seychelles*
Cameroon	d'Ivoire)	Sierra Leone
Cape Verde*	Kenya	Somalia
Central African Republic	Lesotho	South Africa
Chad	Liberia	South Sudan
Comoros*	Madagascar*	Sudan
Democratic Republic of	Malawi	Swaziland
the Congo	Mali	Tanzania
Djibouti	Mauritania	Togo
Equatorial Guinea	Mauritius*	Uganda
Eritrea	Mozambique	Zambia
Ethiopia	Namibia	Zimbabwe
Gabon	Niger	

*Island countries.

POLITICAL MAP OF AFRICA



Produced by the Cartographic Research Lab
University of Alabama

GE RATIONALE AND ASSESSMENT PLAN

POLITICAL SCIENCE 4250H: HONORS AFRICAN POLITICS

Amanda Lea Robinson
robinson.1012@osu.edu

COURSE DESCRIPTION AND GENERAL EDUCATION RATIONALE

This course provides an introduction to Sub-Saharan African politics from the pre-colonial period to the contemporary era within the context of a discussion-based seminar. We will examine the common themes, issues, and trends that shape politics and development across forty-nine countries. The goals of the course are for students to gain an understanding of how context shapes political behavior, in general, and how historical and political forces have influenced African politics, in particular. Students will also learn how social science methodologies are used to understand political processes.

The material for this course is organized around the following broad themes: pre-colonial and colonial legacies, democratization, ethnic politics, violent conflict, and economic development. While the course is not designed as a study of individual countries, in exploring the themes and trends that dominate politics across Africa, students will learn quite a bit about a variety of countries on the continent.

Class meetings will be largely focused on group discussion. For this to be productive, students must actively read and think critically about assigned readings before we meet, as well as speak up and engage with their fellow students during class. The discussion-based class format, in addition to the research paper and presentation, will develop and strengthen critical thinking, confidence in public speaking, respectful and constructive debate skills, and competence in analytical argumentation and writing.

This course will fulfill two General Education (GE) course requirements. First, through its focus on the history, culture, and politics of sub-Saharan Africa from the pre-colonial period to the present, the course introduces students to a wide range of institutions and societies represented within Africa over time, and thus satisfies the Diversity (Global Studies) General Education requirement.

Second, while the content will focus on Africa, student learning will reflect a broader understanding of the tools that social scientists use to study politics, and how social science influences social policy. Thus, the course also fulfills the requirements for the Social Science (Organizations and Politics) General Education requirement.

GE IN DIVERSITY - GLOBAL STUDIES

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Achieving Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

While the course is organized around broad themes that are central to shaping African politics in general, many of the course readings and lectures draw on examples and illustrations from particular countries and regions. Thus, over the course of the semester, students will learn about the history, culture, and politics of many different precolonial polities, colonies, and post-colonial states in both readings and in-class lectures and discussions. In order to make this knowledge meaningful, students must learn the geographic location of each country in sub-Saharan Africa, as this is crucial to understanding many key events in African history, from the impact of European contact to the spread of democracy and civil war. In addition, the written case study assignment requires that each study carry out extensive research on a particular country and use their knowledge of that case to evaluate theories covered in class. As every student will present his or her case study research to the entire class, all students will learn details about a large portion of the countries in Africa from their fellow students.

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

A recurring theme in this course's study of African politics is the interaction between African states and the international community, from the precolonial slave trade through to contemporary foreign aid. These interconnections between politics around the globe will be explicitly highlighted in both the readings and lectures. Thus, students will be forced to reflect on their own role and responsibility as a global citizen in addressing both the problems and the possibilities of politics in Africa. The course also highlights the ways in which global citizens can learn from social and political success stories in Africa, which are often less emphasized than the failures.

Assessment of Expected Learning Outcomes

The effectiveness of this course in achieving the expected learning outcomes outlined above will be determined in four ways:

1. A map quiz will be administered in the third week of class to ensure that students understand the basic geographic characteristics of the African continent and the location of its constituent states. As this is a fairly simple task, the goal will be considered met if at least 90% of the students can identify 75% of the countries.
2. Both the midterm and the final exam will include factual knowledge about the political history of specific countries, the implications of key political moments, and the causes of specific political events. This set of factual questions will constitute roughly 20% of the exam questions and 75% accuracy will be deemed a successful.
3. The country case study report and presentation will require student research on a particular topic as it pertains to a particular country. Students will be evaluated on their ability to use the information they learn in independent research to contribute to our theoretical understanding of a topic. An average grade of at least 85% (B) will reflect successful knowledge of their case.

4. Student feedback will be elicited on the last day of class by a teaching consultant from the University Center for Advancement of Teaching, concerning the key learning outcomes. Students will be asked directly about how much they feel they have learned about African politics, history and culture, as well as how their learning has influenced their own assessment of what it means to be a global citizen. The course will be deemed successful by this criteria if more than three quarters of the students feel that the two expected learning outcomes have been met in their case.

Based on these four forms of feedback, and in consultation with my senior colleagues, I will adjust the assigned readings and evaluation methods in order to increase my success in meeting the expected learning outcomes. Student feedback on their learning outcomes, along with university and departmental SEI, will be archived by the Department of Political Science.

GE IN SOCIAL SCIENCE: ORGANIZATIONS AND POLITIES

Goals

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Achieving Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.

Students will read primary scholarship from political science and related disciplines that utilize a variety of social science methods to understand the origins, persistence, and implications of different political institutions, organizations, and systems. These methods will be discussed explicitly for every assigned reading that includes original research. The framework will focus on the following key steps in the social scientific process: theory generation, deriving observable implications from theory, stating those observable implications as falsifiable hypotheses, operationalizing concepts, deriving results, drawing conclusions from those results, and determining the scope of those conclusions. By assigning research articles and chapters that use a variety of research methods, including ethnographic, archival, case comparative, experimental, and econometric, students will observe how different methods proceed through the different stages of social science research.

2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

By studying politics in Africa over time, students will learn about both the change and continuity of political organization in Africa. We will ask the same questions about the political organization in each time period, from comparing pre-colonial kingdoms, states, stateless societies, to comparing forms of rule across the different colonial powers, to comparing states with divergent trajectories after independence. This temporal structure to the course will emphasize both the persistence of constraints on political power and the possibility of institutional change.

3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

The course will explore in detail some of the most pressing problems in Africa today: corruption and clientalism, civil war, authoritarianism, economic underdevelopment, and the AIDS epidemic. These topics will be approached in a problem-oriented way, guiding students to consider the interests and constraints of both states and non-state actors in addressing, and sometimes perpetuating, these problems.

Assessment of Expected Learning Outcomes

The effectiveness of this course in achieving the expected learning outcomes outlined above will be determined in three ways:

1. Both the midterm and the final exam will include questions that require a student to summarize an argument presented in one of the readings, identify the key components of the research design, and offer an assessment of the approach's strengths and weaknesses. Success in understanding how social science methodologies are used to address key questions of African political organization will be met if more than three quarters of students are able to successfully answer these questions.
2. Both the midterm and the final exam will include essay questions that require students to comprehend and make sense of why states and their governments adopt certain policies, and what factors they expect to have influenced those decisions. Three quarters success in explaining the organizational incentives and constraints involved in policy provision will be deemed successful.
3. Student feedback will be elicited on the last day of class by a teaching consultant from the University Center for Advancement of Teaching, concerning the key learning outcomes. Students will be asked directly about how much they feel they have learned about how states function in Africa and in general. The course will be deemed successful by this criteria if more than three quarters of the students feel that the three expected learning outcomes have been met in their case.

Based on these four forms of feedback, and in consultation with my senior colleagues, I will adjust the assigned readings and evaluation methods in order to increase my success in meeting the expected learning outcomes. Student feedback on their learning outcomes, along with university and departmental SEI, will be archived by the Department of Political Science.

Honors African Politics

Political Science 4250H

Professor: Amanda Lea Robinson
Office: Derby Hall 2080
Email: robinson.1012@osu.edu

COURSE DESCRIPTION

This course offers an introductory survey of Sub-Saharan African politics from the pre-colonial period to the contemporary era. We will examine the common themes, issues, and trends that shape politics and development across forty-nine countries. The goals of the course are for students to gain an understanding of how context shapes political behavior, in general, and how historical and political forces have influenced African politics, in particular. Students will also learn how social science methodologies are used to understand political processes.

The material for this course is organized around the following broad themes: pre-colonial and colonial legacies, democratization, ethnic politics, violent conflict, and economic development. While the course is not designed as a study of individual countries, in exploring the themes and trends that dominate politics across Africa, you will learn quite a bit about a variety of countries on the continent.

Class meetings will be largely focused on group discussion. For this to be productive, students will be required to actively read and think critically about assigned readings before each class, as well as speak up and engage with each other during class. The discussion-based class format, in addition to the research paper and presentation, will develop and strengthen critical thinking, confidence in public speaking, respectful and constructive debate skills, and competence in analytical argumentation and writing.

JUSTIFICATION FOR HONORS DESIGNATION

HOW GOALS WILL BE ACHIEVED

There are two specific goals of this course. The first goal is that students learn about the main theoretical debates in the study of African politics, and the bodies of scholarship addressing them, as well as specific knowledge about different African states and societies. This goal will be achieved by reading and discussing theoretical articles and book chapters in combination with case studies of particular countries or regions. This combination pushes students to engage on a conceptual level with leading arguments in the field, while never losing sight of the facts on the ground. The case study research assignment requires that students apply this form of scholarship themselves, by evaluating the usefulness of a particular theoretical argument in understanding events in the country they are studying. The case study report will thus focus on engaging and contributing to our theoretical understanding of pre-colonial politics, colonial rule, democratization, ethnic politics, violent conflict, or economic development using specific evidence from a single case. Because each student will present his or her research to the class, the cumulative effect of the presentations will be

to show students how research progresses: theory informs empirical research, which in turn informs theory.

The second goal of the course is for students to understand the methodologies used to conduct research in social science. In particular, the course will focus on the following stages: theory generation, deriving observable implications from theory, stating those observable implications as falsifiable hypotheses, operationalizing concepts, deriving results, drawing conclusions from those results, and determining the scope of those conclusions. This goal will be achieved by focusing a significant portion of the class time to working through how each of these stages is accomplished in the scholarly works we read, with a particular emphasis on small group work.

The largest difference between the honors and regular versions of the course is that the former will accomplish these two goals in a more hands-on fashion, with students learning by *doing* rather than observing.

BREADTH AND DEPTH OF MATERIAL

Assigned readings will include theoretical pieces about the functioning of politics in sub-Saharan Africa and beyond, detailed case studies of particular times and places, and readings that combine by theory and empirics. Thus, students will leave the class with both an understanding of theoretical debates and an appreciation for careful empirical analyses. While the case studies will often be incredibly detailed studies of a particular context, the course is designed to cover most of the countries on the continent at least once.

LEARNING ABOUT RESEARCH METHODOLOGY

As discussed above, learning about how research is actually done in political science (and related social sciences) is a key goal of the course. This means that the honors version of this course will rely on more primary research articles/chapters, published in top academic journals and presses, than on secondary source summaries of research conclusions. Thus, students will not just learn what the current consensus is on a particular topic, but will engage with the scholarship, understand the research design, and – importantly – be able to evaluate its strengths and weaknesses.

COURSE ASSIGNMENTS

A key component of this course, and one that contrasts with the non-honors lecture based version of the course, is student engagement in class discussions. Thus, a large percentage of the students' final grades depends on their active participation in class, both orally and in their written work. The map quiz requires that students learn the basic geography of sub-Saharan Africa very early in the course, which will help contextualize the readings, especially as they relate to the critical importance of region and neighboring countries. The two exams will evaluate students on their factual knowledge of Africa politics, through short answer questions, and their ability to consolidate and connect knowledge across topics into a coherent framework in the essay portions of the exams, which make up a larger proportion of the exams than in the non-honors version of the course. The essays will be evaluated in terms of the quality of writing, conveying a clear thesis, and using specific evidence to support that thesis. Finally, the country case study assignment will be evaluated on the student's

ability to use specific case knowledge to evaluate and qualify existing theories of African politics. The case study assignment will evaluate analytic argumentation, writing ability, oral presentation skills, and understanding of the course material. At 2500-3000 words, the written portion of the case study assignment represents a much more significant research undertaking than for students in the non-honors version of the course, with the honors version requiring both primary research and consolidation of existing scholarship.

STUDENT FACULTY CONTACT

The smaller nature of the honors version of this course will allow for much more contact between the professor and each student individually. During class discussions, students will engage with the professor (as well as other students) in back and forth debates about the readings and their application to particular cases. Further, students will receive feedback on all assignments directly from the professor, rather than a graduate teaching assistant who typically grades assignments in the non-honors version of this course.

INTELLECTUAL EXCHANGE BETWEEN STUDENTS

A central component of this course will be to draw on students' diverse backgrounds to make sense of the interdisciplinary approaches to understanding politics in Africa. To capitalize on that diversity, however, it is crucial to create a classroom environment in which students feel comfortable speaking up, challenging each other, and questioning their own assumptions out loud. To do this, I will model for the students how to engage, question, and challenge in a respectful and constructive way. I will also encourage them to question their own beliefs and preconceptions, showing that it is okay (and even encouraged) to change your mind. This will help create a safe and comfortable environment in which students can use their fellow students and the professor as allies in thinking through difficult concepts or making sense of complex historical processes. In addition, through their in-class presentations of a country case study, students will take command of the teaching process by sharing their research with their classmates. This level of inter-student exchange is simply not possible in the larger, non-honors version of this course.

CREATIVE THINKING

The main topics of this course – pre-colonial politics, colonial rule, democratization, ethnic politics, violent conflict, and economic development – will be approached in a problem-based fashion. For example, instead of asking “how did the British and French rule Africa differently” we will ask what challenges each of these colonial powers faced in consolidating the colonial state and broadcasting power, and how they used different strategies to address those challenges. In this way, all of the outcomes we study will be framed as problems to which students must think creatively to suggest solutions.

Historically, the study of Africa has been approached as a study of “the other,” a subject matter almost beyond comprehension. This course will instead approach the study of politics in Africa as a manifestation of politics in general, interacting with a particular historical and social context. This approach normalizes political relations and helps make extraordinary events like the colonial partition of Africa at the 1894-1865 Berlin conference or the 1994 genocide in Rwanda approachable.

A key component of successful normalization is the ability for students to imagine themselves in others shoes, which is itself a form of creative thinking. In particular, to understand how particular decisions were made, students must be able to understand the opportunities and constraints that were presented to the actor.

INTERDISCIPLINARY ORIENTATION

Like all regions of the world, no discipline holds a monopoly on the understanding of contemporary African politics. As a result, it is crucial to approach the complex historical contexts shaping African states and societies through multiple disciplinary lenses. While the readings from the course will draw more heavily from political science than any other single discipline, around half the content will reflect contributions from other disciplines, including economics, history, anthropology, journalism, and sociology.

PEDAGOGY

The pedagogical approach in this course will be student-centered and focused on active learning rather than instructor-centered teaching. This means that every class meeting will incorporate activities that facilitate exchange between the students and the professor, between the students and their peers, and between different ideas and topics from throughout the semester. These interactions will provide constant feedback and facilitate greater student engagement, as well as providing a model for how to approach the questions we will be tackling. In trying to understand why African heads of state, colonial administrators, activists, politicians, traders, civil servants, and many other actors make the decisions that they do, students will be encouraged to view the situation from the perspective of the actor. For example, in trying to understand how natural resources influence the likelihood of civil war, students need to ask themselves “If I were Chalres Taylor in 1989, how would I fund an insurgency? What are my options?” This type of role play turns questions into problems, engaging students in active, problem-focused learning.

Hello Eric,

After reviewing the syllabi you sent, and consulting with my colleagues in African American and African Studies, I write to strongly endorse the new courses Political Science 4250 African Politics and 4250H Honors African Politics. We believe both of these courses are well thought out and constructed. In addition, they cover an area that certainly needs more attention in both of our curricula.

As you know we have a strong interest in this area and we currently have one course on the schedule AAAS 4530 African Political Economy we would very much like to cross-list Political Science 4250 African Politics. If that is acceptable to Political Science we would propose to incorporate the cross-listing as part of the approval process for 4250. We do not want to cross-list the Honors version. Please let me know if this is acceptable and we can start the process from our side.

Take care,
Ken Goings, AAAS Undergraduate Curriculum Committee Chair

From: MacGilvray, Eric
Sent: Monday, November 04, 2013 5:50 PM
To: Smith, Charles
Subject: Fwd: concurrence request

...and here's the concurrence in Amanda's courses from History. Please let me know if you need anything else from me or Amanda to get the approval process underway.

Begin forwarded message:

From: "Baker, Paula" <baker.973@osu.edu>
Subject: RE: concurrence request
Date: October 21, 2013 at 3:38:13 PM EDT
To: "MacGilvray, Eric" <macgilvray.2@polisci.osu.edu>

Dear Eric,

Sorry to be slow in getting back to you. The history UTC considered the concurrence request for both courses and offers concurrence in both cases,

Paula

From: MacGilvray, Eric
Sent: Monday, October 21, 2013 1:05 PM
To: Baker, Paula
Subject: Re: concurrence request

Dear Paula,

I'm writing to follow up on my concurrence request for our new course in African Politics. I've attached the original syllabus, along with an honors version of the syllabus that the instructor is also submitting for approval. It would be convenient if you could give us a response regarding both courses in a single message.

Many thanks!

Eric

ERIC MacGILVRAY
Associate Professor
Director of Undergraduate Studies
Department of Political Science
Ohio State University
2140 Derby Hall
154 North Oval Mall
Columbus, OH 43210

tel (614) 292-3710
fax (614) 292-1146
email macgilvray.2@osu.edu

On Sep 27, 2013, at 3:44 PM, Eric MacGilvray <macgilvray.2@polisci.osu.edu> wrote:

Sure, here it is:

Thanks!

EM

On Sep 27, 2013, at 3:42 PM, "Baker, Paula" <baker.973@osu.edu>
wrote:

Dear Eric,
I'm glad to work on it, but the attachment did not come through. Can you send it again? Thanks,
Paula

From: Roth, Randy
Sent: Friday, September 27, 2013 1:54 PM
To: MacGilvray, Eric
Cc: Baker, Paula
Subject: RE: concurrence request
Dear Eric,

Thanks for your note. I'm forwarding this to Paula Baker, who is now our Director of Undergraduate Studies. Good luck with the course.

Best, Randy

From: MacGilvray, Eric
Sent: Thursday, September 26, 2013 3:51 PM
To: Roth, Randy
Subject: concurrence request

Dear Professor Roth,

I'm writing to request concurrence by History for a new course being proposed by the Department of Political Science on African Politics. The course will be taught by Professor Amanda Robinson, who was newly hired into our department this year and who is currently offering it as a "topics" course. We believe that this course will be a valuable addition to our curriculum, since it will complement a number of similar courses dealing with other regions of the world – e.g. Latin America, East and South Asia, Southern Europe, etc. In fact I'm a little embarrassed to admit that we don't have an African politics course on the books already!

I've attached a copy of the syllabus which includes more detailed information about the course topics and requirements. If you're able to offer concurrence then a reply to this email will suffice. However, please let me know if you have any questions or concerns.

Many thanks,

Eric

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<African Politics syllabus.pdf>