
Term Information

Effective Term Autumn 2014

General Information

Course Bulletin Listing/Subject Area African American & African Std
Fiscal Unit/Academic Org African-Amer & African Studies - D0502
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4250
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
Exclusions Not open to students with credit for POLITSC 4597.02 Au 2013 (#26217), POLITSC 4250 or 4250H

Cross-Listings

Cross-Listings Cross-listed in POLITSC

Subject/CIP Code

Subject/CIP Code 05.0201
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 polities.
- -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 polities and their importance in social problem solving and policy making

Content Topic List

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

Attachments

- concurrence AAAS 4250.docx: AAAS Concurrence
(Concurrence. Owner: Seagraves, Tanina Ryan)
- concurrence request History msg.txt: Concurrence Request
(Other Supporting Documentation. Owner: Seagraves, Tanina Ryan)
- Robinson_African_Politics_GEAssessment.pdf: GE Assessment
(GEC Course Assessment Plan. Owner: Seagraves, Tanina Ryan)
- Robinson_African_Politics_Syllabus.pdf: Syllabus
(Syllabus. Owner: Seagraves, Tanina Ryan)

Comments

- Received updated syllabus from Charles Smith. Uploaded correct syllabus. *(by Seagraves, Tanina Ryan on 12/09/2013 01:36 PM)*
- URL for Academic Integrity does not seem valid. Please revise. *(by Heysel, Garrett Robert on 12/02/2013 09:17 PM)*

COURSE REQUEST
4250 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/31/2013

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Seagraves, Tanina Ryan	11/15/2013 09:15 AM	Submitted for Approval
Approved	Seagraves, Tanina Ryan	11/15/2013 09:15 AM	Unit Approval
Revision Requested	Heysel, Garrett Robert	12/02/2013 09:17 PM	College Approval
Submitted	Seagraves, Tanina Ryan	12/09/2013 01:36 PM	Submitted for Approval
Approved	Seagraves, Tanina Ryan	12/09/2013 01:36 PM	Unit Approval
Approved	Heysel, Garrett Robert	12/17/2013 10:15 PM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	12/17/2013 10:15 PM	ASCCAO Approval

African Politics
African American and African Studies 4250
Political Science 4250

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 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 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.

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 lectures and 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 material discussed in lecture. Class attendance is expected (and will improve your performance on exams and assignments), but you are adults free to make your own choices about the effort you will devote to this class.

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. We will have irregular in-class quizzes and assignments to ensure that you are keeping up with the reading and to help stimulate class discussion. *Bring readings with you to class* and be able to succinctly state the author's argument as well as your critique of their work.

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

Students will maximize the course's benefits by actively listening to lecture and discussion and contributing to 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
- Documented death in the family
- Observation of a religious holiday
- 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. 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 name 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.

2. In-Class “Pop” Quizzes – 10%

Over the course of the semester, you will be given an undisclosed number of in-class “pop” quizzes. Each quiz will be given at the beginning of class, and will ask a few basic questions about the readings for that day (main argument, key facts, results, conclusions, etc.) that will be easily answered if you have done the reading for class ahead of time. Filling in your name will count as one question so that you get some credit for simply showing up. Your lowest three in-class quiz scores will be dropped, and your overall in-class quiz grade will be an average of the remaining quizzes. Because the three lowest scores are dropped, there will be no make-ups for missed quizzes.

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

During Week 2, students will be randomly assigned to groups of four-five and each group will be randomly assigned 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 1500-2000 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, lectures, 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 a short essay. A make-up exam will only be permissible if associated with an excused absence (see above).

5. **Final Exam – 30%**

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 two 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: \leq 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:

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/d21/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://studentlife.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

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

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

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

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

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

Herbst: Chapter 5.

Herbst: Chapter 9.

WEEK 6: MID-TERM

Tuesday 9/24 Mid-Term Review

We will use class time to review the material covered so far.

Thursday 9/26

Mid-Term Exam

WEEK 7: POLITICAL SYSTEMS

Tuesday 10/1 Authoritarianism & "Big Man" Politics

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

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

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

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

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

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

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	Gabon	Niger
Benin	Gambia	Nigeria
Botswana	Ghana	Rwanda
Burkina Faso	Guinea	São Tomé & Príncipe*
Burundi	Guinea-Bassau	Senegal
Cameroon	Ivory Coast (Côte	Seychelles*
Cape Verde*	d'Ivoire)	Sierra Leone
Central African	Kenya	Somalia
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

*Island countries.

POLITICAL MAP OF AFRICA



Produced by the Cartographic Research Lab
University of Alabama

GE RATIONALE AND ASSESSMENT PLAN

POLITICAL SCIENCE 4250: AFRICAN POLITICS

Amanda Lea Robinson
robinson.1012@osu.edu

COURSE DESCRIPTION AND GENERAL EDUCATION RATIONALE

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, students will learn quite a bit about a variety of countries on the continent.

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 politics.

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 politics 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.

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
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Director of Undergraduate Studies
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Ohio State University
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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>