About the course:
This course offers a broad overview of the trajectory of politics and economic development in sub-Saharan Africa. It does so by addressing significant themes that relate to the continent as a whole, while drawing on case studies from two countries: Tanzania and Zimbabwe. The course explores the legacy of colonial rule and neo-colonialism, and the role of corporations, international institutions, domestic movements and African governments in shaping political and economic systems, struggles and the development process in the contemporary period.

The course is divided into three parts. The first part provides a brief look at the pre-colonial and colonial period, and examines the legacies of colonialism in shaping the formation and consolidation of particular forms of political rule in the post-colonial period. We will then turn our attention to nation building, state-society relations, and post-colonial economic development strategies. This part focuses on early nation building efforts, the challenges post-colonial governments faced, and the emergence of authoritarian regimes, national conflict and civil war. It also explores the African debt crisis and the subsequent adoption of economic liberalization and political reforms. The third and final section utilizes case studies from two countries to illustrate the political and economic themes and experiences examined in parts one and two of the course.

Course Goals and Learning Objectives:
By the end of the course, students should be able to: (1) identify some of the general characteristics of Africa’s pre-colonial social, economic and political formations; (2) define colonialism, and discuss the legacies of the slave trade and colonialism; (3) discuss some of the general and country-specific processes of nation-building and economic development in the post-colonial period; and (4) identify and discuss some of the contemporary issues and topics in politics and the political economy of development in Africa using examples from the two country cases.

Course Readings:

Additional readings are available from CourseSpaces, the library or from the web.
Course Requirements and Evaluation:

Attendance and Participation 10%
Map Quiz 5%
Readings Responses (45%)
  • Initial Reading Response 10%
  • Second Reading Response 15%
  • Third Reading Response 20%
Final Exam 40%

TOTAL 100%

Attendance & Participation:
Students are expected to have completed all readings prior to attending each class. Although the course is lecture-based, there will be opportunities for large and small group discussions. These discussions will increase your understanding and retention of course material and allow you to share your own perspectives about different topics with other students in the class. Attendance will be taken randomly. You will be graded for your attendance and participation in all discussions and activities. Please note that you will be graded for the quality of your contribution, not simply the quantity (i.e. participation should be respectful of other students and constructive).
Value: 10%

Map Quiz:
It is difficult to learn about or understand African politics without some sense of the map of the continent, different regions, and the location of various countries. Therefore, the first assignment will be a map quiz. This will be held during the second class (on Thursday, January 10th). You will be asked to identify some of the countries noted on the map, and to answer a few basic questions about the geography of the continent. A map of the continent is posted on CourseSpaces. You can also test your knowledge using a website such as: http://youdontknowafrica.com/
Value: 5%

About the Reading Responses:
This course will focus on building students’ writing and critical reading skills. As such, throughout the term you will need to write three (3) reading responses. You may write your responses to any weeks you like from Part One, Two or Three of the course. You must review all the required readings for the week you select. You cannot submit a response for week 1 or week 13; and you cannot write more than 2 reading responses from Part One, or 2 from Part Two.

First two responses: 3-3.5 pages (750-875 words) in length. The reading responses should provide a brief summary and review of the required readings for the week by: (1) identifying and summarizing the core argument(s) made by the authors; and (2) discussing how the authors advanced their core argument(s) (e.g. what evidence do the authors provide to substantiate their points). Avoid providing an in-depth summary of all the various points made by the author. Instead, focus on identifying the core argument(s). Your summary can include – but does not have to – a few sentences outlining what you think are the key strengths or limitations of the reading. The first response is worth 10%, the second response is worth 15%.
Third reading response: 3.5-4 pages (875-1000 words) in length. In addition to reviewing the required readings, you must review one additional journal article of your choice. The additional journal article should either challenge (i.e. provide an opposing viewpoint) or complement (i.e. provide a similar viewpoint / supporting argument) the required readings. Try to select the ‘best’ article possible: assume that you are tasked with finding an additional article for that week for the course. Be sure you outline how the additional article you have selected complements or challenges the required readings. The final (3rd) response is worth 20%. The last day to submit the final reading response is Thursday, March 28th at the beginning of class.

Each review is due at the beginning of either the Monday or Thursday (your choice) class for the week that you have selected to review the readings. Readings submitted into the drop-box after class will be counted as late. Also, each reading response should:

- Have proper citations and a bibliography;
- Note the word count at the end of the reading response (excluding the bibliography);
- In an effort to save paper, please DO NOT include a separate title page. Instead, include your name and V number, the number of the week (e.g. Week 4 Reading Response), and which response number you are submitting (e.g. First Response, Second Response) at the top of the first page. And, please add your bibliography to the end of the reading response; do not start your bibliography on a separate page unless space does not permit you to include it with the body of the reading response.

About the Final Exam:
The final exam will have some short answer and essay style questions. The exam will examine your knowledge of the core concepts, historical issues, theoretical debates and country-specific experiences relating to the themes covered in the course. The final exam will also test your ability to write clear, coherent, and well-argued responses to specific questions. The final exam will be held during the scheduled exam period in April. Do not make any travel plans until the exam schedule has been posted. Detailed information about the structure and focus of the exam will be provided in class.

Value: Final Exam (40%)

Late Policy and Absences:
You are ultimately responsible for your own learning. Therefore, you are still responsible for any material covered in class if you are absent from class on a given day, including: handouts, information from class discussions, information about assignments, guest lectures, etc.

Your assignments are due in class, at the beginning of class. If you must submit your assignment late, you will receive a penalty of 4% per day (weekends included). Late assignments (including those submitted after class on the due date) may be delivered to the drop box in the political science department. Submissions are date stamped at 4:00 PM each day. Late grades will be based on the date stamp on your paper, with 4% per day deducted. I will only accept hard copies of assignments submitted in class or into the drop-box. Under NO circumstances are assignments to be slipped under my door. Emailed assignments will only be accepted under exceptional circumstances and with my prior permission. Deadline extensions will be granted only for
documented illnesses (doctor’s note required) or on compassionate grounds (e.g. death in the family, again with documentation), or other emergencies (with documentation).

**Please note: excluding the map quiz, you must complete all assignments for this course.** According to University policy, failure to complete one or more of the assignments will result in a grade of ‘N’ (incomplete) for the course. An ‘N’ is equivalent to a failing grade.

**CourseSpaces:**
CourseSpaces is an open source online e-learning software platform that we will use for the class. You will be able to access information about the course (e.g. the course outline, information about assignments) on CourseSpaces. Log onto this site to access the course page: http://coursespaces.uvic.ca/

**Academic Integrity, Honesty and Plagiarism:**
The University of Victoria places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offences. Please refer to the University of Victoria Calendar for complete information regarding student Academic Integrity.

Plagiarism includes:
1. Submitting the work of another person in whole or in part as your original work;
2. Giving inadequate attribution to an author or creator whose work is incorporated into your work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual’s work; and,
3. Paraphrasing material from a source without sufficient acknowledgement as described above.

The university reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other work. Examples of other academic offences include: cheating on exams, tests, assignments or reports; impersonating somebody at a test or exam; obtaining an exam, test or other course material through theft, collusion, purchase or other improper manner; submitting course work that is identical or substantially similar to work that has been submitted for another course (‘multiple submission’). Submitting false records, information or data, in writing or orally, is also an academic offence. Students found communicating with one another in any way or having unauthorized books, papers, notes or electronic devices in their possession during a test or examination will be considered to be in violation of the University’s Policy on Academic Integrity. The policy also restricts students’ use of editors.

It is a violation to help others or attempt to help others to engage in any of these or other academic offences as outlined in the University’s Policy on Academic Integrity. Please familiarize yourself with the University guidelines on this subject.

**Penalties for plagiarism and other academic offences range from F (zero) on the assignment, exam or test to a maximum of suspension or expulsion from the University (repeat violations).** It is the student’s responsibility to know the regulations. Please familiarize yourself with the
University’s Policy on Academic Integrity and ensure that you adhere to these ethical guidelines. Please consult the revised Academic Integrity Policy: https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/academic-integrity.html

Course Evaluation Survey (CES):
Undergraduate teaching is important to me, and I aim to create a learning environment that will help you learn, enjoy the course and perform as well as you can. I will use classroom opportunities for feedback during the term and at the end of the course in order to make minor adjustments as the course proceeds, and to revise it for next year. Towards the end of the term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). I realize that late in the term is a busy time of year for you, but I encourage you to complete the on-line survey because it helps me improve the course, and helps the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. You will need to use your UVic Netlink ID to access the survey, which can be done from your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time.

Keeping in Touch:
I hold office hours every week, and encourage you to come see me to discuss course material, assignments and questions about the class. I am also happy to accommodate your schedule. Thus, if you are not available during my office hours, please email me to set up another time to meet. As well as holding office hours, I use email to communicate with students. I generally respond to email messages within 24 hours during the work week, but do not regularly check or respond to email over the weekend. Please use your UVic email address for this course.

While email is a suitable means of communication for certain issues, there are issues I do not discuss via email. The following issues are better discussed in person:

- Lengthy questions about course material or assignments.
- Questions about lectures.
- Concern about a grade – you can send an email to set up an appointment to meet with me in person.

Student Protocol:
The University is committed to providing an environment that fosters the fair treatment of all members of the University community. The basis for interaction among all members of the University is mutual respect, co-operation and understanding. There will be students in the class with different levels of knowledge, and different opinions, views, backgrounds and experiences, so please be respectful and come prepared to learn from each other.

In the spirit of collegiality, please come to class on time and try to not disrupt the class with late arrivals. Please turn off your cell phones during class (no calls, no texting) as you should be paying attention to the lecture, and texting is a distraction to those around you. Laptops are permitted in the classroom, but limited to appropriate usage, i.e. taking notes. It is inappropriate to use Facebook, play games, or surf the internet during class. Extracurricular computing is a
disturbance to the people sitting around you and to the professor. You will have class participation marks deducted for inappropriate use of your laptop or cell phone use during class.

It is the students’ responsibility to add, drop, or withdraw from the course adhering to the University deadlines. If arrangements need to be made regarding the accommodation of a disability, see Dr. Clarke as soon as possible.

**Resources to Assist You:**
The Centre for Academic Communication (CAC). The CAC is used by everyone -- undergraduate students, graduate students and professors. I encourage you to visit it to get assistance with writing issues/questions/challenges in current or past assignments. Assistance from the CAC can make a huge difference in your confidence and writing skills, and can ultimately improve your grades! Visit their website: [http://www.uvic.ca/learningandteaching/home/home/centre/](http://www.uvic.ca/learningandteaching/home/home/centre/)

*Time Management.* At one time or another, most of us have problems managing our time. Learning how to manage your time and workload is an important skill. UVic Counselling Services offers excellent courses on time management and provides one-on-one assistance. Visit them or their website at: [http://coun.uvic.ca/learning](http://coun.uvic.ca/learning)

*Personal Challenges.* You may also want to contact a counsellor if delays in your coursework completion are due to personal challenges you face: [https://www.uvic.ca/services/counselling/](https://www.uvic.ca/services/counselling/)

*Learning Disabilities.* I strongly urge you to contact the Centre for Accessible Learning if you have a learning disability or any health issue that might interfere with you achieving your learning goals. It is important that the learning environment for this course is equitable and inclusive. Please talk to me early in the term about academic accommodations you might require, and visit Centre. [https://www.uvic.ca/services/cal/](https://www.uvic.ca/services/cal/)

**Grading Scale:**
The following is the official University grading system for undergraduate classes:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100</td>
<td>Exceptional work</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85-89</td>
<td>Outstanding work</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80-84</td>
<td>Excellent work</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77-79</td>
<td>Very good work</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73-76</td>
<td>Good work</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70-72</td>
<td>Solid performance</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65-69</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60-64</td>
<td>Minimally satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50-59</td>
<td>Marginal performance</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-49</td>
<td>Failing grade. Unsatisfactory performance.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0-49</td>
<td>Did not write exam or complete course requirements by the end of the term; no supplemental.</td>
</tr>
</tbody>
</table>
CLASS SCHEDULE AND READINGS

INTRODUCTION

Week 1 (Jan. 7 & 10): Introduction to African Politics - Representations & Misrepresentations
- Jan 7th: Introduction to the course; overview of assignments and expectations
- Jan 10th: Map Quiz. Lecture: “Introduction to Africa and to African Politics”; Representation and Misrepresentations

Readings:

PART ONE: PRE-COLONIAL AND COLONIAL LEGACIES

Week 2 (Jan. 14 & 17): Politics in pre-colonial Africa
Readings:
- Herbst, Chapter 2 “Power and Space in Precolonial Africa” pp. 35-57.

Week 3 (Jan. 21 & 24): Trade and slavery; colonial rule
Readings:

Week 4 (Jan. 28 & 31): Legacy of Colonial rule; decolonization
Readings:
- Herbst, Chapter 5 “National Design and the Broadcasting of Power” pp. 139-172.
PART TWO: NATION BUILDING AND POST-COLONIAL ECONOMIC DEVELOPMENT

Week 5 (Feb. 4 & 7): State building/collapse, corruption and civil war
Children of war. DVD (75 min).
Readings:
- Moss, Chapter 3 “Big Men, Personal Rule, and Patronage Politics” pp. 41-63.
- Moss, Chapter 5 “Conflict, War and State Fragility”, pp. 77-93

Week 6 (Feb. 11 & 14): Peace & reconciliation; the new wave of democracy?
Thursday, Feb. 14: Guest Lecture, Janice Dowson, PhD Candidate, Political Science
Readings:
- Moss, Chapter 4 “Party Systems and Democratic Trajectories” pp. 63-75

Week 7 (Feb. 18 & 21): Reading Week – no classes, no office hours

Week 8 (Feb. 25 & 28): Post-colonial economic development and crisis
Readings:
- Moss, Chapter 6 “Growth and Transformation” pp. 97-112.
- Moss, Chapter 7 “Political Economy of Policy Reform” pp. 113-129.

Week 9 (March 4 & 7): Economic crisis and the politics of reform
Readings:
- Moss, Chapter 8 “The International Aid System” pp. 131-167.
- Moss, Chapter 9 “Debt ... and Déjà vu” pp 169-184.

Week 10 (March 11 & 14): China in Africa – Friend, Foe or New Form of Dependence?
When China met Africa (74 minutes)
Readings:
PART THREE: THEMATIC COUNTRY CASE STUDIES

Week 11 (March 18 & 21): Tanzania and Socialism

Readings:

Week 12 (March 25 & 28): Zimbabwe: Electoral Authoritarianism?

Readings:

MARCH 28TH: LAST DAY TO SUBMIT THE LAST READING RESPONSE.

Week 13 (April 1 & 4): Review and course conclusion

Mugabe and the White African (90 minutes)

Readings:
- Moss, Chapter 15 “Uncertainty and Optimism” pp. 283-286.

NOTE: the instructor reserves the right to correct or modify the syllabus as the course progresses.