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## AUTUMN 2014

### PSC/ABD 254: AFRICAN POLITICS

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**Lecture Hours:** ONLINE

**Office Hours:** MW: 12-1.30pm; and by appointment

#### COURSE DESCRIPTION AND OBJECTIVE

The study of Africa must first proceed with the understanding that Africa is a vast continent of heterogeneous nations, and *not* a monolithic nation-state. The failure on the part of scholarship and media commentaries to appreciate this kernel of African politics has been responsible for gross generalizations, simplifications and misconceptions on a grand scale. Therefore, approaching Africa as an “Area Study” within the field of comparative politics requires some measure of modesty, rigor and analytical discipline.

The purpose of this course is to equip first-time students of African politics with the requisite comparative analytical tools to embark upon a measured and systematic study of African politics, international relations and political economy. During the course of this quarter, we shall focus our critical lenses on the continuing influence of colonialism on both the academic study of Africa and the development of ‘state capacity’ in this vast continent as well as the emerging patterns of (re)engagement between Africa and the international community in light of the global war on terror. Finally, we shall end the course with a critical focus on the emerging *African renaissance* that promises to rewrite the overly pessimistic narrative on African political and economic development.

#### COURSE REQUIREMENTS AND EVALUATION

CLASS DISCUSSION (25%): Because this is an online course, class discussion will take place electronically via the Discussion board on the course D2L. Students’ online discussion should demonstrate that they have read and/or viewed assigned course materials. Comments of a general nature are welcome, but these should be posted in the GENERAL COMMENTS thread of the Discussion board. (See D2L’s “Discussions” for

more instructions). Students will be divided into discussion groups and each group will be required to post news items or research materials that are relate to the particular module. Students should use this medium to demonstrate that they are current on the relevant issues of the day as they appertain to their studies. Instruction details on the Discussion group exercises will be posted on our D2L's Discussion menu.

QUIZZES (25%): At the end of every other module students shall be required to take a multiple choice quiz. There is a limited window for taking the quizzes, so it is students' responsibility to ensure that quizzes are taken in a timely fashion. Each quiz is worth 5 points and the combined value of all 5 quizzes is 25 points, or 25% of the final grade. Students are required to complete the quizzes in a timely fashion. Students may only retake a missed quiz if acceptable documentary evidence of their failure to take the quiz, such as a note from a doctor or certified counselor, is presented to me.

REFLECTION ESSAYS (25%): Students will be required to submit a **3-4-page** reflection essay at the end of every other module (see the submission dates under the appropriate modules in the syllabus). The Reflection Essay or reading response essay should **highlight, synthesize and critique** the idea(s) contained in each module. The Reflection Essay should demonstrate the student's grasp of the subject matter for the particular module—the theme(s), authors' theses, evidence as well as a reasoned critique of the readings. The essay should also contain proper citations and bibliographic references. Reflection Essays that lack a thesis and/or do not contain bibliographic references will be **severely** penalized (see the grading rubric for this assignment). All completed Reflection Essays should be posted on D2L's Digital Drop Box no later than 11.30 pm on the Sunday by which they are due (see the designated folders in our D2L's Drop Box menu). Students shall lose one grade point for each day their essay is past due.

FINAL RESEARCH PAPER (25%): Students shall be required to write an original, independent research (term) paper for this course. The length of the term paper should range between **8-10 pages (double-spaced)**, excluding the bibliographic page. For this project, students shall be responsible for choosing the topic of their final term paper, which should reflect the focus and content of this course. To this end, students must submit a **one page project proposal** for my approval no later than **12 October, 2014**. This will be worth **2.5/20 points**. All students shall be required to work with a technician at the University Center for Writing-based Learning (UCWbL) before submitting the final draft of their term paper. It is the responsibility of students to arrange for meetings with UCWbL technicians.

Students should note the following stages for completing the final research paper:

- Stage 1: Submit a **one-page** project description by **12 October, 2014**. Completed research proposals should be posted in our D2L's designated drop box folder as a WORD document ONLY, not PDF! The project proposal document should contain a title, a one paragraph description of the problem, the research questions, a preliminary thesis statement and the kinds of evidence that will be used to support the thesis. The second paragraph should provide a brief annotated

bibliography of the most important academic sources for the project, excluding Wikipedia sources, of course! This stage shall be worth **2.5/20** points.

- Stage 2: Work with a technician at the University Center for Writing-based Learning (UCWbL). To get the best of out of your time at UCWbL, you should contact a technician early and severally, either in person or electronically. Past experiences have shown that students who have a working draft of their term paper are better able to get the best assistance possible from UCWbL technicians. For that reason, start early in the quarter and get a good draft to your technician as early as possible. When you do meet with a technician, have them send a report directly to me. A written evidence of your consultation with a technician at UCWbL is worth **2.5/20** points.
- Stage 3: Submit a rough draft of your term paper to me for my review/suggestions no later than **November 7, 2014**. Your draft term paper should be posted in the designated folder in our D2L's Drop box as a WORD document ONLY, not PDF!
- Stage 4: Submit a clean, final version of your term paper, no later than **21 November, 2014**. The final version should be submitted in the designated folder in the Drop box menu. The penalty for late submission is the loss of one grade point for each day the final paper is past due.

*Working With Writing Technicians at UCWbL.* Writing is a central part of this course, and many others in LAS. Because writers improve by sharing their work with others and individual pieces of writing improve through a process of drafting and revision, each student in this class this quarter should make out time to consult with a technician at UCWbL on your essays, especially the final term paper. Work with UCWbL technicians on making real and substantive revisions to your draft essay. You and your technician will spend time, for example, focusing your topic, strengthening your thesis statement, learning relevant grammatical principles, or providing more or more effective evidence for your claims. The goal of this whole process is to help you make smart, significant revisions to your paper *before* the paper is turned in for a grade. Overall, your UCWbL technician will help you to learn more about the standards for written products in this course, and about the process of writing and revision. However, **you—not your UCWbL technicians—are ultimately responsible and accountable for the quality of research and writing that you produce for this course.**

#### **POLICIES ON LATE SUBMISSION OF ESSAYS AND ENROLLMENT**

Students are required to submit their essays on time. The penalties for late submission of essays are stiff: the loss of one full grade point for each day past due. In addition, I reserve the right not to accept essays that are three days past due. A late essay may be excused in some extenuating circumstances, such as ill health or jury/military duty. In such cases, a written document from the authorized personnel is required. All students must be officially registered for this class in order to attend and earn credit.

## ACADEMIC INTEGRITY

In all essays and assignments, students are **strongly cautioned against any form of plagiarism**, which is an *unethical* conduct that also violates University policy on academic integrity. All essays submitted in this course shall be run through anti-plagiarism software, such as Turnitin, for originality checking. All students enrolled in this course should familiarize themselves with the University's policy on academic integrity, which is located at: <http://studentaffairs.depaul.edu/homehandbook.html>. According to this policy:

**'Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement.'** Plagiarism will result in a failure of the assignment or possibly of the course.

## EMERGENCY EVACUATION POLICY AND PROCEDURES

Students should familiarize themselves with DePaul's emergency evacuation policy and procedures, which may be downloaded from the following web site:

<http://rmehs.depaul.edu/emergency/evacuation.asp>

## GRADING POLICY

An "A" indicates an excellent and exceptional performance. This grade is reserved for students whose work demonstrates an extra-ordinary level of competence and distinction. A perfect attendance record, for instance, would meet the criterion of excellence. A student who regularly or always reads all the assigned materials before class meetings and volunteers accurate comments and responds correctly to direct questions posed to him/her or the class, will meet this standard. "B" is assigned to a satisfactory performance of an assigned task. This grade indicates that no new insight has been added, and that the student's performance is above average. "C" indicates an average performance by a student. This grade usually indicates that a student barely met the requirements of a task and needs to work harder. Very few students get a "D", which indicates a less than satisfactory (i.e. below average) performance of tasks, and even fewer students obtain an "F", which indicates a failure to perform up to the minimum level of expectation. Pluses (+) and minuses (-) are used to indicate better or lesser performance levels between the grades. **Students whose performance falls consistently at or below a "C" average should contact me early on to find ways of addressing possible problems of comprehension, interpretation and writing.** Here is the numerical grade distribution, in percentages: 98-100 (A+, final grades excepted); 94-97 (A); 90-93 (A-); 85-89 (B+); 80-84 (B); 75-79 (B-); 70-74 (C+); 65-69 (C); 60-64 (C-); 55-59 (D+, final grade excepted); 50-54 (D); 0-49 (F). Please note that all assigned letter grades, unless otherwise stated, are converted to the *lowest* end of the numerical scale.

In all, the final evaluation shall be based on the following distribution:

<b>Activities</b>	<b>Grade Allocation</b>
Class Participation	25%
Quizzes (5x5)	25%
Reflection Essays (5x5)	25%
Final Research Paper ( <b>due 11/21/14</b> )	25%
<b>TOTAL</b>	<b>100%</b>

### **REQUIRED TEXTS**

(Available at DePaul-Barnes and Noble Bookstore, LPC; and on Reserve at the Richardson Library)

BRAUTIGAM, Deborah (2011). *The Dragon's Gift: The Real Story of China in Africa*. New York: Oxford University Press.

BATES, Robert (2008). *When Things Fell Apart: State Failure in Late Century Africa*. New York: Cambridge University Press.

CUNLIFFE-JONES, Peter (2010). *My Nigeria: Five Decades of Independence*. New York: Palgrave Macmillan.

HOCHSCHILD, Adam (1999). *King Leopold's Ghost*. New York: Houghton-Mifflin.

MOYO, Dambisa (2009). *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*. New York: Farrar, Straus & Giroux.

MAHAJAN, Vijay (2008). *Africa Rising*. New York: Pearson Prentice Hall.

In addition to the above, students are required to access reserved materials for this course at the Richardson Library.

Finally, students are strongly encouraged to visit the following websites regularly and to read the following journals:

<http://www.uneca.org>

<http://allafrica.com>

*African Affairs*

*Africa Confidential*

*African Studies Review*

*Africa Today*

*Current History*

*Issue: Journal of Opinion*

*Journal of Modern African Studies*

## UNIVERSITY RESOURCES FOR STUDENTS

### 1). *FINANCIAL AID SERVICES*

DePaul's office for financial aid has an apt description of its services and rationale that I could not resist posting in full:

Paying for college is a great investment, but it can also leave you feeling a little breathless. That's why we're here. The Office of Financial Aid is your guide and your resource for helping to make college affordable. Have questions? We'll find answers. Want to apply for financial aid and scholarships? We'll point you in the right direction. Need more funding? We know where to look for additional sources.

(<http://www.depaul.edu/admission/FinancialAid/>)

### 2). *STUDENTS WITH SPECIAL NEEDS*

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at 773-325-1677 or Student Center, #370.

### 3). *UNIVERSITY CENTER FOR WRITING-BASED LEARNING (UCWbL)*

DePaul Writing Center offers a wide range of services to all members of the university community. Located in the Loop (Lewis 1600) and LPC (SAC 212), the Writing Center is prepared to assist students at every stage of the writing process:

Grounded in the belief that language in general, and writing specifically, shapes and sustains democratic processes, the members of the University Center for Writing-based Learning community believe writing is fundamental to an individual's participation in democracy in that writing promotes learning, critical inquiry, self-development, and reflection through continual revision. We are committed to both DePaul's shared vision to enhance "academic rigor" and DePaul's mission to promote personalism through appreciation of the "dignity of each individual." As such, we collaborate with writers from all disciplines, backgrounds, levels of expertise, and roles within the University community. Our goal is to help develop better writers along with better writing. (URL: <http://condor.depaul.edu/writing/what/Writing%20Center/wc.html>).

### 4). *CAREER COUNSELING AND GUIDANCE*

It is not too early to think about a career. If you have not already done so, plan on meeting with your faculty advisor to discuss your career interests and choices. In addition, DePaul's Career Center has various resources to guide you seek and plan for a career, internships, etc. Here is the URL for the career center:

<http://careercenter.depaul.edu/>

#### *5). STUDENT MENTORING*

Mentoring services are available to all DePaul students at any level of study and academic preparation. It is not too early or too late to seek out a mentor. The Alumni Sharing Knowledge (ASK) initiative is a great place to start: “An ASK mentor is a professional who volunteers his or her time to network with DePaul students and provide advice and career insight. Connecting with a mentor gives you the chance to ask questions about a major, field or career path, and learn from other people’s experiences” (<http://ask.depaul.edu/Students/MentoringandAdvice/index.asp>).

#### *6). COUNSELING SERVICES*

The University Counseling Services (UCS) is devoted to students' varied counseling need: "We are committed to a student centered, developmental approach. Our purpose is to assist students in defining and accomplishing personal/academic goals, thus maximizing their potential to benefit from the academic environment and experience." The URL for UCS is: <http://studentaffairs.depaul.edu/ucs/>

#### *7). GENERAL CONCERNS/INFORMATION*

Visit DePaul Central (<http://depaulcentral.depaul.edu/>) for more information on additional resources that are available to you at DePaul University.

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## COURSE OUTLINE

### MODULE 1: THE COMPLEXITY OF AFRICA AND THE 'CRISIS LITERATURE' IN THE ACADEMIC STUDY OF AFRICA

#### Readings

- “Africa: Would You Believe?” [http://odt.org/images/Africa\\_-\\_Would\\_you\\_believe\\_8.5x11.jpg](http://odt.org/images/Africa_-_Would_you_believe_8.5x11.jpg)
- Francis Tapon (2014), “Why Your Image of Africa is Wrong, and How to Change It.” *Huffingtonpost*, 28 May, 2014. [http://www.huffingtonpost.com/francis-tapon/why-are-image-of-africa-i\\_b\\_5345209.html?utm\\_hp\\_ref=email\\_share](http://www.huffingtonpost.com/francis-tapon/why-are-image-of-africa-i_b_5345209.html?utm_hp_ref=email_share)
- Ali Mazrui (1995), “The Blood of Experience: The Failed State and Political Collapse in Africa.” *World Policy Journal* 12(1): 28-34.
- Jeffrey Herbst (1996/97), “Responding to State Failure in Africa.” *International Security* 21(3): 120-144.
- Robert Bates, *When Things Fell Apart*, chs. 1 & 2.
- Jonathan Di John (2010), “The Concept, Causes and Consequences of Failed States: A Critical Review of the Literature and Agenda for Research with Specific Reference to Sub-Saharan Africa.” *European Journal of Development Research* 22(1):10–30.
- Clement Adibe, “Welcome to African Politics” (Video)

#### Supplementary Readings

- Robert L. Rotberg (2002), “Failed States in a World of Terror.” *Foreign Affairs* 81(4): 127-140.
- Stephen Ellis (2005), “How to Rebuild Africa.” *Foreign Affairs* 84(5): 135-148.

#### **Quiz #1 (5pts): September 12-14)**

### MODULE 2: COLONIALISM AND THE DESPOTIC STATE

#### Readings

- Joel Calmattes (2011). *Berlin 1885* (DVD).
- Adam Hochschild, *King Leopold's Ghost*, pp. 1-18.
- Baron Lugard (1930), “Native Policy in East Africa.” *Foreign Affairs* 9(1): 65-78.
- Lord Lugard (1922/1965), *The Dual Mandate in British Tropical Africa*. Hamden, Conn.: Archon Books, chs. 1 & 2.

#### **Reflection Essay #1 (5 points): Due on September 21**

## **MODULE 3: COLONIALISM & THE DIMINUTION OF STATE CAPACITY IN AFRICA**

### Readings

- Adam Hochschild, *King Leopold's Ghost*, Parts I & II.
- Nic Cheeseman (2006), "Introduction: Political Linkage and Political Space in the Era of Decolonization," *Africa Today* 53(2):3-24.
- "King Leopold's Ghost". Jouneyman Pictures, 2006.  
<http://www.youtube.com/watch?v=H5h-oUfHN6I>

### Supplementary Readings

- Barbara Ward Jackson (1957), "Britain's Imperial Legacy," *Foreign Affairs* 35(3): 412-421.

### **Quiz #2 (5points): September 26-28**

## **MODULE 4: THE CHALLENGES OF BUILDING EFFECTIVE STATE INSTITUTIONS IN POST-COLONIAL AFRICA**

### Readings

- Kwame Nkrumah (1958), "African Prospect," *Foreign Affairs* 37(1): 45-53
- Achille Mbembe (1992), "Provisional Notes on the Postcolony." *Africa* 62(1): 3-37.
- Robert Bates, *When Things Fell Apart*, chs. 3 & 4.
- Clement E. Adibe (2010), "Accountability in Africa and the International Community," *Social Research* 77(4): 1241-1280
- Michael Niemann (2007), "War Making and State Making in Central Africa," *Africa Today* 53(3):21-39.

### Supplementary Reading

- Jean Francois Bayart (2000). "Africa in the World: A History of Extraversion." *African Affairs* 99, pp. 217-267.

### **Reflection Essay #2 (5 points): Due October 5**

## **MODULE 5: THE DYNAMICS OF INSTABILITY IN AFRICA**

### Readings

- Robert Bates, *When Things Fell Apart*, ch. 5.
- Peter Cunliffe-Jones, *My Nigeria*, chs. 1-11.
- Helen Hintjens (1999), "Explaining the 1994 Genocide in Rwanda." *Journal of Modern African Studies* 37(2): 241-286.
- George Klay Kieh (2009), "The Roots of the Second Liberian Civil War," *International Journal on World Peace* 26(1): 7-30.

- Paul Carlin, *et al.* (2004), *Ghosts of Rwanda* (DVD)

#### Supplementary Readings

- Riina Yrjölä (2009), “The Invisible Violence of Celebrity Humanitarianism: Soft Images and Hard Words in the Making and Unmaking of Africa,” *World Political Science Review* 5(1):1-23.
- Ruben Eberlein (2006), “On the Road to State’s Perdition? Authority and Sovereignty in the Niger Delta, Nigeria.” *Journal of Modern African Studies* 44(4):573-596.

#### **Quiz #3 (5 points): October 10-12**

### **MODULE 6: THE UNITED STATES AND AFRICA**

#### Readings

- Sulayman Nyang (2005). “US-African Relations Over the Last Century.” *Social Research* 72(4): 913-934.
- Alex Thomson (2008), *U.S. Foreign Policy Towards Apartheid South Africa*, chs. 7 & 9.
- Sean McFate (2008). “U.S. Africa Command: A New Strategic Paradigm?” *Military Review*, January-February, pp. 10-21.
- Clement E. Adibe (2014), “From Benign Neglect to Strategic Engagement: The Shifting Dynamics of America’s Policy Towards Africa,” *United States-Africa Security Relations*. Edited by Kelechi Kalu and George Kieh, Jr. New York: Routledge, pp. 27-61.
- *Have You Heard From Johannesburg?: Apartheid and the Club of the West*. (DVD).

#### Supplementary Readings

- Horace Campbell (2008), “Remilitarisation of African societies: Analysis of the Planning Behind Proposed US Africa Command.” *International Journal of African Renaissance Studies* 3 (1): 6-34.
- Princeton Lyman and J. Stephen Morrison. (2004). “The Terrorist Threat in Africa,” *Foreign Affairs* 83(1):75-86.
- Brennan M. Kraxberger (2005). “The United States and Africa: Shifting Geopolitics in an ‘Age of Terror,’” *Africa Today* 52(1): 47-68.

#### **Reflection Essay #3 (5 points): October 19**

## MODULE 7: THE QUEST FOR HUMAN SECURITY: CREATING ORDER OUT OF INSTABILITY

### Readings

- Robert Bates, *When Things Fell Apart*, ch. 6.
- Peter Cunliffe-Jones, *My Nigeria*, chs. 12-14.
- Vijay Mahajan, *Africa Rising*, Part I.
- Jimmy Kandeh (2003), "Sierra Leone's Post-Conflict Elections of 2002," *Journal of Modern African Studies* 41(2):189-216.
- James Gibson (2004), "Overcoming Apartheid: Can Truth Reconcile a Divided Nation?" *Politikon* 31(2): 129–155.
- *Gaçaça: Living Together Again in Rwanda?* (DVD).

### Supplementary Reading

- Okechukwu Iheduru (2004), "Black Economic Power and Nation-Building in Post-Apartheid South Africa," *Journal of Modern African Studies* 42(1):1-30.

### **QUIZ #4 (5 points): October 24-26**

## MODULE 8: THE PARADOX OF DEVELOPMENT ASSISTANCE IN AFRICA

### Readings

- Carol Lancaster (1999), "Aid Effectiveness in Africa: The Unfinished Agenda." *Journal of African Economies* 8(4): 487-503.
- Dambisa Moyo, *Dead Aid*, chs. 1-10.
- Bill and Melinda Gates (2014). *3 Myths That Block Progress for the Poor*.  
[http://annualletter.gatesfoundation.org/~media/Annual%20Letter%202014/PDFs/2014\\_GatesAnnualLetter\\_ENGLISH\\_1.pdf](http://annualletter.gatesfoundation.org/~media/Annual%20Letter%202014/PDFs/2014_GatesAnnualLetter_ENGLISH_1.pdf)
- Carol B. Thompson. "US Trade with Africa." *Review of African Political Economy* 31(101): 457-474.
- Francis Owusu (2007). "Post-911 US Foreign Aid, the Millennium Challenge Account and Africa." *Africa Today* 54(1): 3-26.
- "Africa With Dambisa Moyo." <http://www.youtube.com/watch?v=eF6yDIZas68>

### Supplementary Readings

- Olufemi Vaughn (1994). "The Politics of Global Marginalization." *Journal of African and Asian Studies* 29(3-4): 186-204.
- Godwell Nhamo (2009), "Climate Change: Double-Edged Sword for African Trade and Development." *International Journal of African Renaissance Studies* 4(2): 117-139.

### **Reflection Essay #4 (5 points): Due on November 2**

## MODULE 9: CHINA AND AFRICA'S EASTWARD TURN

### Readings

- Deborah Brautigam (2011). *The Dragon's Gift: The Real Story of China in Africa*, "Prologue" and chs. 1-11.
- Denis Tull (2006), "China's Engagement in Africa: Scope, Significance and Consequences," *Journal of Modern African Studies* 44(3):459-479.
- Daniel Large (2008), "Beyond 'Dragon in the Bush': The Study of China-Africa Relations," *African Affairs* 107 (426): 45-61.
- "The Dragon's Gift: The Real Story of China in Africa." (Documentary)  
<http://www.youtube.com/watch?v=JNx5DvTibQE>
- "China and Africa | New York Forum Africa 2012." (Documentary)  
<http://www.youtube.com/watch?v=E8S8xu5RGxM>

### Supplementary Readings

- John Ghazvinian (2007), *Untapped: The Scramble for Africa's Oil*. New York: Harcourt Books, ch. 7 (on reserve).
- Jeremy Youde, "Why Look East? Zimbabwean Foreign Policy and China," *Africa Today* 53(3):3-19.

### **QUIZ # 5 (5 points): November 7-9**

## MODULE 10: AN AFRICAN RENAISSANCE

### Readings

- The African Union (2001), The New Partnership for Africa's Development (NEPAD). Abuja, Nigeria. <http://www.uneca.org/nepad/NEPAD.doc>
- Sheila Bunwaree (2007), "African Renaissance: The Need for Gender-Inclusive Developmental States." *International Journal of African Renaissance Studies* 2(1): 73-87.
- Ethan B. Kapstein (2009). "Africa's Capitalist Revolution." *Foreign Affairs* 88(4), July/August, pp. 119-128.
- Vijay Mahajan, *Africa Rising*, Part II.
- Robert Bates (2010). "Democracy in Africa." *Social Research* 77(4): 1133-1148.
- "Africa Rising: New York Forum Africa 2012." (Documentary)  
<http://www.youtube.com/watch?v=cyhf7qyth74>
- Carol Pineau, "Africa: Open for Business" (DVD).

### Supplementary Readings

- Thomas Kwasi Tiekou (2009). "Multilateralization of Democracy Promotion and Defense in Africa", *Africa Today* 56(2):74-91.
- John Loxley (2003), "Imperialism and Economic Reform in Africa," *Review of African Political Economy* 30(95): 119-128.

### **Reflection Essay #5 (5 points): November 16**