



SPRING 2020

PSC/ABD 254: AFRICAN POLITICS

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Lecture Hours: ONLINE

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COURSE DESCRIPTION AND OBJECTIVES

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, especially China, in the aftermath of the 9/11 terrorist attack on the United States. 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 in the past century of systematic scholarship.

LEARNING OUTCOMES FOR PSC/ABD 254

This course fulfills the distributional requirement for Comparative Politics for Political Science majors. In addition, because it is one of the approved courses for the (SCuBI) domain of the Liberal Studies curriculum, this course may also be used to satisfy the SCuBI requirement of the Liberal Studies core curriculum. Consistent with the expectations of the SCuBI domain requirement, therefore, students enrolled in this course “should demonstrate **at least one** learning outcome in each category” at the end of the 10 modules of this course:

Substantive Learning Outcomes

1. Students will use the constructs of power, diversity, and/or culture to describe examples of where, why and how inequities exist in modern society.
2. Students will be able to frame a theory about the relationship between individuals and modern society.
3. Students will be able to analyze central institutions and/or underlying social structures and their impact on the larger society.

Methodological & Critical Thinking Learning Outcomes

1. Students will be able to articulate an argument based on theory and empirical evidence regarding the modern world.
2. Students will be able to analyze critically research and arguments about the modern world.

Personal/Reflective Learning Outcomes

1. Students will be able to reflect, in writing, upon their role in the modern world, including their relationship to their own and/or other communities.
2. Students will be able to analyze social problems and public policies on the basis of ethics and values.

No Course Prerequisites

There are no prerequisite courses for this course. All students are welcome to take PSC/ABD 254. *However*, students who have taken PSC 150: Introduction to Comparative Politics or its equivalent in another discipline, are likely to find such courses to be a good foundation for this course. What *are* needed to succeed in this class are the ability to read critically, the ability to think creatively and reflect on phenomena from multiple dimensions, the ability to write clearly and critically, and the willingness to be receptive to new ideas.

COURSE REQUIREMENTS AND EVALUATION

CLASS DISCUSSIONS (15%): Because this is an online course, class discussions will take place electronically via the Discussions menu of 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 Discussions menu. (See D2L’s “Discussions” for detailed instructions).

Discussion assignments for this course are based on “African Politics in the News.” The purpose of this assignment is to get students to be engaged in matters concerning African Politics in general. Students should check media sources—Africa.com, CNN, New York Times, AllAfrica.com, Fox News, Chicago Tribune, MSNBC, BBC, SABC, Africa Confidential, academic journals or any news digest—and demonstrate how your selected news items relate to the theme of the module (see course D2L). The DISCUSSION POST EXPECTATIONS are as follows:

- Consider the readings and our topic in this module. Search current news outlets online for an item or story that relates to African Politics in the context of this module’s topic.
- Please take care to ensure your story comes from a reputable source.
- Share a direct link to the news item in your discussion post, and write 2-4 sentences relating the item to this module’s topic or theme.
- You may **not** post a link to a story that one of your peers has already posted (this is an incentive to post early in the week).
- Your initial post with the link included is due the Thursday of the module at 11:30pm.
- You must respond to at least two posts by the following Sunday by 11:30pm.
- There are a maximum of 10 points possible for each discussion board, including your initial post and your (minimum) two responses.
- You will be graded on the quality and the timeliness of your postings using the Discussion Board Grading Guidelines. Late postings, if accepted, will be penalized.

QUIZZES (40%) At the end of selects modules (see course outline), students shall be required to take a multiple choice quiz. There is a limited window for taking the quizzes, so it is each student’s 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 40 points, representing 40% of the final grade. Students are required to complete the quizzes in a timely fashion. **The results of the quizzes will be made available to students no later than 24 hours after the deadline.** Students may 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. I reserve the right to reopen any quiz to students during the duration of the quarter.

REFLECTION ESSAY (20%): Students will be required to submit one short reflection essay for module 8. The Reflection Essay should range between **5-6 pages**, double-spaced. The Reflection Essay or reading response essay should **highlight, synthesize and critique** the idea(s) contained in the 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 penalized. The Reflection Essay should be posted in the appropriate folder in D2L’s Submissions menu no later than 11.30 pm on the date it is due. The penalty for late submission is the loss of one grade point for each day past due.

FINAL RESEARCH PAPER (25%): Each student shall be required to produce an independent research (term) paper at the end of the course. To this end, students shall, in consultation with me, select a topic of their choice. The topic must be related to the general theme and focus of the course. I expect all students to have chosen their research topics before the middle of the quarter. The research paper should be anchored on a set of questions and a theoretical

framework that explains the problem or puzzle. The essay should have a clear thesis statement and demonstrate a sophisticated use of evidence to support the thesis. The essay must be mechanically sound and contain a full bibliography that lists all sources used in the research, such as books/monographs, academic journal articles, newspaper articles, web sources, qualitative/quantitative data, etc. For this project, students are required to work with a technician at the University Center for Writing-based Learning (UCWbL). It is the responsibility of students to arrange for meetings with UCWbL technicians. The length of the term paper should range between **8-10 pages double-spaced (12 point font)**. To facilitate a timely completion of the term paper, students should adhere to the following phases of the research project:

- Stage 1: Research Proposal. Submit a **one-page** project proposal by **May 1, 2020**. Completed research proposals should be posted in the designated folder on our D2L SUBMISSIONS menu 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 rest of the proposal 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 **2.5/25** 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 (if possible), 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, kindly request that a copy of the technician's report on your consultation be sent to me via email (cadibe@depaul.edu). A written evidence of your consultation with a technician at UCWbL is worth **2.5/25** points.
- Stage 3: Submit a draft of your term paper to me for my review/suggestions no later than **May 29, 2020**. Your draft term paper need not be a complete essay, but should be more than an "outline" of the essay. To get the best possible feedback from me, please highlight the aspects of your research where you're struggling with the most, e.g. research question, thesis formulation, citation, etc. The draft term paper should be posted in the designated folder in our D2L's SUBMISSIONS menu as a WORD document ONLY, not PDF! Points will be deducted for each date the draft term paper is past due. The draft term paper is worth **2.5/25** points.
- Stage 4: Submit a clean, final version of your term paper, no later than **June 10, 2020**. The final version should be submitted in the designated folder in the SUBMISSIONS menu. The penalty for late submission is the loss of one grade point for each day the final paper is past due. This is worth **17.5/25.0**

Students are advised to follow the rubric for assessing the final research paper. **Students should expect to receive their graded research papers within one week of the deadline or before the final grades for the course is posted on Campusconnect at the end of the quarter.**

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.

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. "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:

Activities	Grade Allocation
Class Discussion Posts	15%
Quizzes (8x5)	40%
Reflection Essay (Due on May 24, 2020)	20%
Final Research Paper (June 10, 2020)	25%
TOTAL	100%

REQUIRED TEXTS

(Available at DePaul-Barnes and Noble Bookstore, Lincoln Park Campus)

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: A Story of Greed, Terror, and Heroism in Colonial Africa*. 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.

SUN, Irene Yuan (2017). *The Next Factory of the World: How Chinese Investment is Reshaping Africa*. Boston, MA: Harvard Business School Review Press.

In addition to the above, students may access reserved materials for this course at the Richardson Library and/or online via “Ares.” Finally, students are strongly encouraged to visit the following websites regularly and to read the following journals:

<http://www.uneca.org>

<http://allafrica.com>

<http://africa.com>

African Affairs

Africa Confidential

African Studies Review

Africa Today

Current History

Issue: Journal of Opinion

Journal of Modern African Studies

Journal of African Economies

Social Research

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.

COURSE OUTLINE

MODULE 1 (March 28-April 5): THE COMPLEXITY OF AFRICA AND THE 'CRISIS LITERATURE' IN THE ACADEMIC STUDY OF AFRICA

Readings

- NBC Nightly News. "President Donald Trump Calls Haiti And African Countries 'Shithole' Nations." <https://www.youtube.com/watch?v=HcMFmoTCdcU>. Jan. 11, 2018.
- "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
- 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): April 3-19

MODULE 2 (April 6-12): 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.

QUIZ #2 (5 points): April 10-12

MODULE 3 (April 13-19): 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 #3 (5points): April17-19

MODULE 4 (April 20-26): 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 Today* 62(1): 3-37.
- Robert Bates, *When Things Fell Apart*, chs. 3 & 4.
- New York Times (2020), "A Continent Remade: Reflections on 1960, the Year of Africa." *The New York Times*, February 6, 2020.
<https://www.nytimes.com/interactive/2020/02/06/world/africa/africa-independence-year.html?referringSource=articleShare>
- 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.

QUIZ #4 (5 points): April 24-26

MODULE 5 (April 27-May 3): 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." *The 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.
- Bukola Adebayo (2020), "Caught between roadblocks, they were sitting ducks for Boko Haram massacre." CNN, February 15, 2020.
<https://www.cnn.com/2020/02/15/africa/nigeria-boko-haram-fire-auno-intl/index.html>
- Iro Aghedo and Oarhe Osumah (2015), "Insurgency in Nigeria: A Comparative Study of Niger Delta and Boko Haram Uprisings," *Journal of Asian and African Studies* 50(2): 208-222.
- 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.

QUIZ #5 (5 points): May 1-3

[Research Proposal due on May 1]

MODULE 6 (May 4-10): 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.

QUIZ #6 (5 points): May 8-10

MODULE 7 (May 11-17): 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 #7 (5 points): May 15-17

MODULE 8 (May 18-24): 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
- Carol B. Thompson. "US Trade with Africa." *Review of African Political Economy* 31(101): 457-474.
- BBC Panorama (2020), "Isabel dos Santos: Africa's richest woman 'ripped off Angola'." BBC, 19 January, 2020. <https://www.bbc.com/news/world-africa-51128950>
- Irene Yuan Sun (2017), *The Next Factory of the World*, chs. 1-4.

- 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 Reading

- 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 (20 points): Due on May 24

MODULE 9 (May 25-31): 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.
- BBC (2020), "How Africa hopes to gain from the 'new scramble'." BBC, February 24, 2020. <https://www.bbc.com/news/world-africa-51092504>
- "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

- Jeremy Youde, "Why Look East? Zimbabwean Foreign Policy and China," *Africa Today* 53(3):3-19.

QUIZ #8 (5 points): May 29-31

Draft Research Paper due on May 29

MODULE 10 (June 1-6): AN AFRICAN RENAISSANCE

Readings

- Trump's Speech to African Leaders.
<https://www.youtube.com/watch?v=EhHJxwTUFm0>. Washington Post, 21 September, 2017.
- 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.
- Irene Yuan Sun (2017), *The Next Factory of the World*, chs. 5-8.
- 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=cyh7qyth74>
- Carol Pineau, "Africa: Open for Business" (DVD).

Supplementary Readings

- Thomas Kwasi Tieku (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.

FINAL RESEARCH PAPER (17.5 points): Due on June 10