

# AFRICAN POLITICS AND REGIONAL AFFAIRS

INTA 689

Spring 2023

Mondays, 6:30 – 9:10

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## OVERVIEW

This course will provide a forum to think, learn, and argue about Africa. We will emphasize the word “argue” as it relates to crafting, talking, and writing about current issues across African countries, events, and themes. The course will provide an informed framework for a constructive understanding of Africa-related issues. We will explore the foundations of African issues alongside our investigation of current issues. Much of what occurs in African states today is related to experiences before, during, and after the colonial period on the continent. We will examine how these periods relate to current events within each class discussion rather than holding these discussions as separate preliminary sessions.

In addition to learning the substantive content, this course will seek to provide useful approaches to writing and talking about African issues. These skills should be transferable to other academic topics and government and private-sector work. We will wrestle with the arguments that we forge in a way that tangibly grows each student and that offers skills they can apply as practitioners, professionals, and students.

This course will be applicable, challenging, engaging, fulfilling, and useful. We will focus on how and why current and past events happened, including the actions of stakeholders and what that might look like to practitioners dealing with these events. Each class discussion will feature an aggressive examination of key stakeholders in the events covered in the readings. We will examine what is happening, why and how it is happening, the impact of these events, and the implications of these events for the stakeholders moving forward. We will wrestle with and argue about Africa. Some classes will feature guest discussants with direct experience related to the course.

Finally, this course will embody The Bush School and Texas A&M's commitment to diversity, equity, and inclusion.

## **The Bush School and Texas A&M University are working to achieve diversity, equity, and inclusion through**



*A strong, demonstrable presence of diversity in our faculty, staff, students, administrators, and supporters*



*An environment where the opportunity to fully participate does not inappropriately or unintentionally depend on elements of an individual's identity*



*An equitable environment where success depends on work effort and contributions that advance the mission of the University*

### **REQUIRED TEXTS**

In addition to the below books, each class meeting will list one or two additional required readings/podcast episodes/videos

1. Meredith, M. (2005). *The fate of Africa: from the hopes of freedom to the heart of despair: a history of fifty years of independence*. New York: Public Affairs.
2. Dunn, K. C., & Englebert, P. (2019). *Inside African politics*. Lynne Rienner Publishers, Inc.

Other readings may be assigned throughout the course and will be available to the students in the form of handouts or emails.

## COURSE REQUIREMENTS

Participation, attendance, presentation. **Class participation is worth 15% of the course grade.** All students are expected to attend each class and to participate actively in classroom discussions. Students will give one class presentation on their research topic; the presentation will be graded on effort over the content. The goal will be to learn presentation skills and gather feedback to incorporate into a final research paper.

Midterm examination. **The mid-term is worth 20% of the course grade.** The mid-term will be a one-hour examination on the lectures, podcast, videos, classroom discussions, and readings up to the mid-point in the course. The examination will take place in the classroom and via Zoom, and it will be open book. You will answer three 20-minute essay questions from a choice of five topics. All students will email their answers to me immediately after the exam.

Final examination. **The final exam is worth 30% of the course grade.** The final will be a two-hour exam on the lectures, podcasts, videos, classroom discussions, and readings from the second half of the course, but students will be allowed to draw upon coursework and lectures from the first half. (A minimum grade of 60 on the final examination is required to pass the course). The examination will take place in the classroom and via Zoom, and it will be open book. You will answer four 30-minute essay questions from a choice of six topics. All students will email their answers to me immediately after the exam.

Research Paper. **The research paper is worth 35% of the course grade.** The paper should rely on original research on a topic to be chosen by the student in consultation with me. The paper should be directly related to one or more of the course topics and should focus on a current issue. The paper should be 10-12 pages, but it cannot exceed 12 pages (anything over 12 pages will not be graded . . . this is not arbitrary, it is an exercise in concision). It should be double-spaced and printed on one side only. It should be in Times New Roman 12-point font with margins set at 1" on top and bottom and 1.25" on left and right. The goal of this paper is to learn both the research topic and how to build and write an argument. In order to best position you for a successful experience, the paper requirements will include:

- Topic Selection: You will select a topic in consultation with me. You will provide a one-paragraph summary due by the start of class on week 4. Your research proposal should include the topic and initial thesis. Your thesis can change as your research findings unveil key insights; the goal is to at least have a good concept before your start.
- Class presentation: The class presentation will be 3-5 minutes with 5-7 minutes for discussion and feedback (10 minutes total). You will not be graded on the content of the presentation, but the class will provide feedback and tips to help you hone your content and presentation skills, particularly your ability to orally

convey an argument. Further, you will receive feedback and tips on the substance of your argument that will be critical to you fine-tuning your final research paper. You will sign up for a date that will occur sometime in weeks 5-6, 9-10.

- First Draft: Your first draft should be as close as possible to what you intend to submit as the final paper. The closer you are to that draft, the closer you will be to a good final grade. The goal of turning in the draft is to get feedback and to learn. I will review the drafts and provide substantive, structural, and editorial feedback within one week. My feedback is always up for discussion; if you wish to “argue” about a better way forward, that’s a positive for you and the paper. Although your draft will not get a grade, failure to provide a draft paper will count a full letter grade against your final paper grade.
- Final Draft: Your final draft should represent the best of your ability in research, writing, and argumentation. You will have ample guidance from multiple class sessions to help you get there.

### **GRADING**

Participation (Attendance, classroom discussion, presentation)  
15%

Mid-Term Exam  
20%

Final Exam  
30%

Research paper  
35%

The following scale will be used for calculating final grades for this course:  
90-100 A; 80-89 B; 70-79 C; 60-69 D; and 0-59 F

### **GRADING POLICY**

<http://student-rules.tamu.edu/rule10>

### **KEY DATES**

Research proposal due:

**Week 4**

Class Presentation:

**Dates TBD based on sign-up, Weeks 5-6, 9-10**

Draft papers due:	<u>Week 7</u>
Midterm exam:	<u>Week 8</u>
Final papers due:	<u>Week 12</u>
Final exam:	<u>Week 14</u>

## LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

- 1) Carefully think, learn, and argue about Africa-related topics
- 2) Identify what is occurring across African states, regions, and themes; the stakeholders affected; why and how the events are happening; the impact of the events; and the future implications for the stakeholders
- 3) Prepare written and oral arguments that clearly articulate what is happening, why or how it is happening, the impact of the event, and the future implications for key stakeholders

## COURSE OUTLINE

(Syllabus topics are subject to change at the instructor's discretion.)

**Class 1 – January 23** Framing how to think, learn, and argue about Africa

### Reading:

- Dunn & Englebert, Ch. 1, pp. 1-14.
- Meredith, Maps and Introduction, pp. viii-16.
- Seay, L. (2012). How not to write about Africa. *Foreign Policy*.  
<https://foreignpolicy.com/2012/04/25/how-not-to-write-about-africa/>

### Listening:

- (Start at minute 18) Devermont, J (Sept. 2021). *Confronting the History of U.S.-Africa Policy*. Into Africa Podcast, CSIS. <https://www.csis.org/node/57822>

### Videos/visuals:

- Okonjo-Iweala, N. (2007). Want to help Africa? Do business here. *TED2007*. [https://www.ted.com/talks/ngozi\\_okonjo\\_oweala\\_want\\_to\\_help\\_africa\\_do\\_business\\_here](https://www.ted.com/talks/ngozi_okonjo_oweala_want_to_help_africa_do_business_here)
- True size of Africa. <https://www.visualcapitalist.com/map-true-size-of-africa/>

## **Class 2 – January 30**

North Africa

### **Reading:**

- Meredith, Ch. 2-3, pp. 30-57.
- Anderson, L. (2011). *Demystifying the Arab Spring: Parsing the Differences Between Tunisia, Egypt, and Libya*. *Foreign Affairs*, 90 (3), 2–7. <http://www.jstor.org/stable/23039401>
- **Choose two:**
  - o International Crisis Group. (2022). *Steering Libya Past Another Perilous Crossroads*. International Crisis Group. <http://www.jstor.org/stable/resrep40154>
  - o Caruso, F. (2021). *Morocco: A Decade of Popular Struggles and Monarchy Resistance*. Istituto Affari Internazionali (IAI). <http://www.jstor.org/stable/resrep37761>
  - o Colombo, S. (2021). *Tunisia’s Quest for Democracy: Unfinished Domestic Revolution and Regional Geopolitical Entanglements*. Istituto Affari Internazionali (IAI). <http://www.jstor.org/stable/resrep37759>
  - o Ianni, A. (2021). *Hirak’s Trajectory and the “New Algeria.”* Istituto Affari Internazionali (IAI). <http://www.jstor.org/stable/resrep37756>

### **Listening:**

- Daoud, A. (2021). *Unable to govern, North African governments are using repression as their only tool in their toolbox*. *The North Africa Journal*. <https://north-africa.com/2021/01/how-governments-in-northern-africa-are-left-with-only-repression-as-they-are-unable-to-govern/>

## **Class 3 – February 6**

Southern Africa

### **Reading:**

- Meredith, Ch. 7, 24, 34 pp. 116-140, 412-442, 647-675

### **Listening: (Choose 2)**

- Devermont, J. Wilet, N. (July 2021). *South Africa with Ambassador Michelle Gavin*. 49 Podcast, CSIS. <https://www.csis.org/node/61569>
- Devermont, J. Wilet, N. (July 2021). *Botswana with Ambassador Michelle Gavin*. 49 Podcast, CSIS. <https://www.csis.org/node/61576>
- Devermont, J. Wilet, N. (July 2021). *Angola with Zenaida Machado*. 49 Podcast, CSIS. <https://www.csis.org/node/61577>

- Devermont, J. Wilet, N. (July 2021). *Zambia with O'Brien Kaaba*. 49 Podcast, CSIS. <https://www.csis.org/node/61568>
- Devermont, J. Wilet, N. (July 2021). *Lesotho with Silence Charumbira*. 49 Podcast, CSIS. <https://www.csis.org/node/61574>
- Devermont, J. Wilet, N. (July 2021). *eSwatini with Cebelihle Mbuyisa*. 49 Podcast, CSIS. <https://www.csis.org/node/61575>
- Devermont, J. Wilet, N. (July 2021). *Zambia with O'Brien Kaaba*. 49 Podcast, CSIS. <https://www.csis.org/node/61568>
- Devermont, J. Wilet, N. (July 2021). *Namibia with Shinovene Immanuel*. 49 Podcast, CSIS. <https://www.csis.org/node/61570>
- Devermont, J. Wilet, N. (July 2021). *Mozambique with Zenaida Machado*. 49 Podcast, CSIS. <https://www.csis.org/node/61572>
- Devermont, J. Wilet, N. (July 2021). *Malawi with Johnnie Carson*. 49 Podcast, CSIS. <https://www.csis.org/node/61573>

#### **Class 4 – February 13**

Central Africa, **(RESEARCH PROPOSALS DUE)**

##### **Reading:**

- Meredith, Ch. 6, 17, 27, 28 pp. 93-115, 293-308, 485-544

##### **Listening:**

- Seay, L. (May 2020). *GREAT WAR IN THE GREAT LAKES REGION OF AFRICA*. War Room|US Army War College. <https://warroom.armywarcollege.edu/podcasts/great-war-great-lakes/>

#### **February 20**

No Class – President's Day

#### **Class 5 – February 27**

West Africa (Guest discussant TBD) **(Class Presentations)**

##### **Reading:**

- Meredith, Ch. 1, 4, 11, 29-30 pp. 17-29, 58-75, 193-206, 545-588

##### **Listening: (Choose 2)**

- Devermont, J. Wilet, N. (August 2021). *Côte d'Ivoire with Ambassador Phil Carter*. 49 Podcast, CSIS. <https://www.csis.org/node/62073>
- Devermont, J. Wilet, N. (August 2021). *Burkina Faso with Kamissa Camara*. 49 Podcast, CSIS. <https://www.csis.org/node/62074>
- Devermont, J. Wilet, N. (August 2021). *Mali with Kamissa Camara*. 49 Podcast, CSIS. <https://www.csis.org/node/62068>
- Devermont, J. Wilet, N. (August 2021). *Liberia with Gyude Moore*. 49 Podcast, CSIS. <https://www.csis.org/node/62069>
- Devermont, J. Wilet, N. (August 2021). *Guinea-Bissau with Paulo Gomes*. 49 Podcast, CSIS. <https://www.csis.org/node/62070>

- Devermont, J. Wilet, N. (August 2021). *Guinea with Ambassador Phil Carter*. 49 Podcast, CSIS. <https://www.csis.org/node/62071>
- Devermont, J. Wilet, N. (August 2021). *Ghana with Kwasi Prempeh*. 49 Podcast, CSIS. <https://www.csis.org/node/62072>
- Devermont, J. Wilet, N. (August 2021). *Mauritania with Intissar Fakir*. 49 Podcast, CSIS. <https://www.csis.org/node/62067>
- Devermont, J. Wilet, N. (August 2021). *Togo with Désiré Assogbavi*. 49 Podcast, CSIS. <https://www.csis.org/node/62064>
- Devermont, J. Wilet, N. (August 2021). *Nigeria with Uzodinma Iweala*. 49 Podcast, CSIS. <https://www.csis.org/node/62065>
- Devermont, J. Wilet, N. (August 2021). *Niger with Ambassador Bisa Williams*. 49 Podcast, CSIS. <https://www.csis.org/node/62066>
- Devermont, J. Wilet, N. (August 2021). *Togo with Désiré Assogbavi*. 49 Podcast, CSIS. <https://www.csis.org/node/62064>

### **Class 6 – March 6**

East Africa, (**Class Presentations**) (Guest discussant TBD)

#### **Reading:**

- Meredith, Ch. 12, 14, 19, 26 pp. 206-218, 249-259, 331-343, 464-484

#### **Listening:**

- Boswell, A. (December 2021). *Special Episode: Putting the Horn of Africa Back Together*. The Horn Podcast | International Crisis Group.  
<https://podcasts.apple.com/us/podcast/special-episode-putting-the-horn-of-africa-back-together/id1481350176?i=1000545912180>

### **March 13**

No Class – Spring Break

### **Class 7 – March 20**

Regional Security, Conflict, and Cooperation (Guest discussant TBD) (**DRAFT PAPERS DUE**)

#### **Reading:**

- Dunn & Englebert, Ch. 7-8, pp. 289-406.

#### **Choose 2 of 3 below:**

- Khadiagala, G. M. (2018). *REGIONAL COOPERATION ON DEMOCRATIZATION AND CONFLICT MANAGEMENT IN AFRICA*. Carnegie Endowment for International Peace.  
[https://carnegieendowment.org/files/CP\\_327\\_Khadiagala\\_Africa\\_Interior\\_Final.pdf](https://carnegieendowment.org/files/CP_327_Khadiagala_Africa_Interior_Final.pdf)
- **Only sections on Ethiopia, Sudan, Nigeria Sahel ACLED.** (2022, August 22). 10 conflicts to worry about in 2022. <https://acleddata.com/10-conflicts-to-worry-about-in-2022/>



- ALVI, H. (2019). Terrorism in Africa: The Rise of Islamist Extremism and Jihadism. *Insight Turkey, A New Scramble for Africa?*, 21(1), 111–132. <https://www.insightturkey.com/articles/terrorism-in-africa-the-rise-of-islamist-extremism-and-jihadism>

**Visual:**

- ACSS. (January 2022) Surge in Militant Islamist Violence in the Sahel Dominates Africa’s Fight against Extremists. <https://africacenter.org/spotlight/mig2022-01-surge-militant-islamist-violence-sahel-dominates-africa-fight-extremists/>

**Class 8 – March 27**

Power Politics, (MIDTERM – 1 hour)

**Reading:**

- Dunn & Englebert, Ch. 3-5, pp. 141-230.
- Meredith, Ch. 9, 13 pp. 162-178, 218-248

**Class 9 – April 3**

Governance, (Guest discussant TBD) (Class Presentations)

**Reading:**

- Dunn & Englebert, Ch. 2-3, pp. 17-140.
- *Eight priorities for the African Union in 2022*. Crisis Group. (2022, February 2). Retrieved February 21, 2022, from <https://www.crisisgroup.org/africa/african-union-regional-bodies/b-177-eight-priorities-african-union-2022>
- Suleiman, M. Onapajo H. (2022, February 15). *Why West Africa has had so many coups and how to prevent more*. The Conversation. <https://theconversation.com/why-west-africa-has-had-so-many-coups-and-how-to-prevent-more-176577>

**Class 10 – April 10**

Regional Economic Development, (Class Presentations)

**Reading:**

- Dunn & Englebert, Ch. 6, pp. 231-288.
- Bandiera, O., Elsayed, A., Smurra, A., & Zipfel, C. (2022). Young Adults and Labor Markets in Africa. *The Journal of Economic Perspectives*, 36(1), 81–100. <https://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.36.1.81>
- Asafu-Adjaye, J., & Brown, E. K. (2021). *REAPING AFRICA’S DEMOGRAPHIC DIVIDEND: Two scenarios for Africa’s youth*. European Union Institute for Security Studies (EUISS). [https://www.iss.europa.eu/sites/default/files/EUISSFiles/Brief\\_25\\_2021\\_0.pdf](https://www.iss.europa.eu/sites/default/files/EUISSFiles/Brief_25_2021_0.pdf)
- Ojajorotu, V., Kamidza, R., & Eesuola, O. S. (2018). Oil Wealth Paradox and Its Implication for Sustainable Development in Angola and Nigeria. *Journal of African Foreign Affairs*, 5(1), 85–106. <https://www.jstor.org/stable/26664053>

- CHIVUNGA, M., & TEMPEST, A. (2021). *Digital Disruption in Africa: Mapping Innovations for the AfCFTA in Post-COVID Times*. South African Institute of International Affairs. <http://www.jstor.org/stable/resrep28288>

### **Class 11 – April 17**

Great Power Competition (Guest discussant TBD)

#### **Reading:**

- Zimmerman, K. (2020). No Competition Without Presence: Should the US Leave Africa?'. *PRISM*, 9(1), 68–87. <https://www.jstor.org/stable/26940160>
- BATTY, F. (2019). No Questions Asked? Development and the Paradox of China's Africa Policy. *Insight Turkey*, 21(1), 151–166. <https://www.jstor.org/stable/26776052>
- Benabdallah, L. (2021) China's Soft-Power Advantage in Africa: Beijing Isn't Just Building Roads—It's Making Friends. *Foreign Affairs*.
- Ramani, S. (2022). Russia Has Big Plans for Africa—America must push back against Russia's big plans for Africa—without getting dragged in. *Foreign Affairs*.

#### **Listening:**

- Devermont, J. (August 2021). *China, the US, and African Security Chiefs*. Into Africa Podcast, CSIS. <https://www.csis.org/node/61790>

### **Class 12 – April 24**

Africa's Global Future (Guest discussant TBD) (FINAL PAPERS DUE)

#### **Reading:**

- Temin, J. (2021). Africa Is Changing—and US Strategy Is Not Keeping Up Washington Needs to Rethink Its Approach to the Continent. *Foreign Affairs*
- Signé, L. (2018) How Africa Is Bucking the Isolationist Trend—The world is turning isolationist. Africa is a striking exception. *Foreign Affairs*.
- Devermont, J. (2020). *A New US Policy Framework for the African Century*. Center for Strategic and International Studies (CSIS). <http://www.jstor.org/stable/resrep25660>

#### **Listening:**

- Africa expert Judd Devermont talks with Michael Morell on “Intelligence Matters” <https://www.cbsnews.com/news/transcript-africa-expert-judd-devermont-talks-with-michael-morell-on-intelligence-matters/>

#### **Visual:**

- ACSS. (December 2021). African Migration Trends to Watch in 2022.  
<https://africacenter.org/spotlight/african-migration-trends-to-watch-in-2022/>

**Class 13 – May 1** Africa Today (Guest Discussant TBD)

**All required readings assigned a few weeks prior to class date to ensure the latest material for discussion on current events in Africa**

**Class 14 – May 8** FINAL EXAM

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