With the expulsion of European colonialism in what came to be known as the “Decade of African Independence,” the 1960s brought unprecedented optimism for many Africans in the areas of democratic governance, economic development and nation building. This hope was short-lived, however, as the continent, for much of the remainder of the century, experienced widespread poverty and famine, corrupt regimes, failing states, brutal dictators, genocidal civil wars and conflicts, and frustrating human and economic development. Significant number of scholars, mostly with Eurocentric perspectives, came to conclude that decades of foreign aid flows, military deployments, humanitarian interventions, five-year programs, or a combination of any of these, failed to diagnose or even exacerbated “the African problem.” In the process of framing the African story, Western narrative perpetually attributed the woes of postcolonial governments to internal African problems ignoring active external political and economic sabotage (including assassinations) to rescind sovereign development paths and choices.

During and after the turn of the 21st century, however, new discourses of optimism in the development of the continent have began to build up. Empirical evidences indicate civil wars are dwindling, more of the continent is democratic than ever, and many countries have sustained modest growth rates for almost a decade. Opinions vary in interpreting these encouraging results, nevertheless. Some believe Africa is in an irreversible growth momentum, whereas others contend these results reflect short-term, project-focused solutions that are prioritized at the expense of long-term stability.

In light of this dilemma, it is imperative to demystify the common misconception that sub-Saharan Africa’s development pattern is uniform. The development challenges, priorities and experiences of different countries in sub-Saharan Africa vary significantly from one another, resulting in, among others, differences in policy formulations. In general, the study of sub-Saharan Africa and its development, economy and politics is a complex affair. The problems of modern sub-Saharan Africa are not isolated occurrences but are results of complex historical and cultural transformations—some organic but mostly forced—that require a comprehensive treatise of context.

The purpose of this course is to address the causes and processes of the African challenge in development and social change, on one hand, and the consequences of the region’s actions to bring about these changes, on the other, in a comprehensive manner. By focusing on key issues in African development during the post-colonial era, the course will introduce you to the theoretical and practical aspects of development and social change in sub-Saharan Africa.

The course is inter-disciplinary in nature, drawing upon research in development economics, African studies and political science. We will discuss how colonialism affected traditional bases of authority and transformed the structure of economic life. In doing so, we will also deliberate on (and question) the lasting impact of nationalism and decolonization on economic and political development. Secondly, we will analyze the politics of the post-independence era including the rise of one-party states, increased political centralization and economic experiments in socialism. Thirdly, we will discuss ethnicity, nationalism and alternative sources of identity rooted in society. The fourth and sizable section focuses on puzzles of African development: Why are so many countries rich in resources but poor in human development index terms? Have external actors
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helped or hurt development? We will discuss experiences of different sub-Saharan African countries with different development paths including those of state-led development and market fundamentalism. Finally, we will examine the mammoth role emerging economies like China and India are playing in the development trajectories of the region.

**COURSE GOALS**

Successful students who take this course will be able to:

- Understand the effects of colonization and decolonization on traditional values and structure of economic life.
- Demonstrate knowledge of key facades of post-independence sub-Saharan Africa like the rise of one-party states, political centralization and the proliferation of command economy.
- Be familiar with critical elements of nation building in sub-Saharan Africa like ethnicity, nationalism and alternative sources of identity.
- Comprehend key issues in sub-Saharan African development like poverty reduction, the role of the state, policy formulation and external influences.

**COURSE METHODOLOGY**

The first eight weeks of the term will look at conceptual and theoretical frameworks in social media, activism and social mobilization. I will give lectures related to these topics based on the readings assigned. During this period, we will also be engaged in collaborative learning where ALL students will be given the opportunity to share their thoughts and opinions in reaction to lectures and readings.

**COURSE MATERIALS**

The books associated with this course are listed below. Other readings will be posted as PDFs or links on the course website.

**Required**


**Recommended**


**ADDITIONAL RESOURCES**

**International Studies Research Guide**

[http://library.uoregon.edu/guides/intlstudies/general.html](http://library.uoregon.edu/guides/intlstudies/general.html)

The international studies research guide of the University of Oregon Library has an impressive list/collection of resources (books, articles, background notes, country profiles, etc.) for starting research in International Studies.

**African Studies**

[http://library.uoregon.edu/guides/intlstudies/africa.html](http://library.uoregon.edu/guides/intlstudies/africa.html)

The African studies portal of the University of Oregon Library can be useful in getting background information, reference works, articles, books, videos, organizations and web resources related to Africa.

**CURRENT AFFAIRS**

Following current affairs/issues/debates regarding sub-Saharan Africa is not a requirement of the
course but it will help you significantly in practically understanding our discussions in class. Here are some resources for your consideration:

**Podcasts**
BBC Africa Today: [http://www.bbc.co.uk/radio/podcasts/africa/](http://www.bbc.co.uk/radio/podcasts/africa/)

**News**
BBC Africa: [http://news.bbc.co.uk/1/hi/world/africa/default.stm](http://news.bbc.co.uk/1/hi/world/africa/default.stm)
All Africa: [http://allAfrica.com/](http://allAfrica.com/)

**Blogs**
[http://africaunchained.blogspot.com/](http://africaunchained.blogspot.com/)
[http://wrongingrights.blogspot.com/](http://wrongingrights.blogspot.com/)
[http://blog.foreignpolicy.com/node](http://blog.foreignpolicy.com/node)
[http://tukopamoja.wordpress.com/](http://tukopamoja.wordpress.com/)

**Information portals**
[http://www.sas.upenn.edu/African_Studies/AS.html](http://www.sas.upenn.edu/African_Studies/AS.html)
[http://www.afrika.no/](http://www.afrika.no/)
[http://worldviews.igc.org/awpguide/](http://worldviews.igc.org/awpguide/)

**COURSE POLICIES**

**Class participation is very important.** Active, critical and respectful discussions are expected in class. There will be controversial issues and we expect to have disagreements and diverse views. These discussions can enrich our knowledge; but remember, we must engage in these conversations in an open, congenial and comfortable manner. Mutual respect is a must.

**Readings.** Students must have done the required readings for the day and actively engage in class dialogue.

**Plagiarism.** Please familiarize yourselves with the university’s rules on academic dishonesty. Plagiarism and/or cheating are taken extremely serious. Not crediting appropriately work found online or in print materials (books, journal articles or other media) will result in an “F” for the assignment and possibly for the course. Also, copy-pasting on-line text on to assigned homework will automatically result in an F for the class. Any student engaging in this dishonest behavior will be reported to the school’s administrative authorities. See university policies on plagiarism and student conduct here: [http://libweb.uoregon.edu/guides/plagiarism/students/](http://libweb.uoregon.edu/guides/plagiarism/students/)
[http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx](http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx)
Assignments. All submitted work must be the student’s original work. Evidence to the contrary will result in dismissal from the course and a grade of F in the course. Assignment due dates are final. I do not accept late work. If there is an emergency, the student must provide the proper notice and documentation (like a doctor’s note) to the instructor. Assignments should be submitted in print and electronically.

PROJECTS, ASSIGNMENTS & EXAMS

Case Study. Each student will be part of a group that will research, write a report and deliver a presentation about a sub-Saharan Africa country and its unique development priorities, experiences, policies, challenges and prospects. Final presentations will be scheduled between weeks 8 and 10. Guidelines for the project and more refined topics will follow shortly after Week 2 once students are self-enrolled in the groups they are interested in.

Class twitter feed participation: Twitter is a rich platform for conversations and discussions about global development issues. We will hold an ongoing conversation about these issues in the form of a class Twitter feed. You may either use your current Twitter username or create one specifically for this course. Tweets should be personal thoughts/insights/questions, responses to readings or lectures, and/or links to relevant material on the web, and should include the course hashtag (#int1445). You will be required to post at least 20 tweets throughout the semester (a maximum of 10 of these may be links). Tallies will be taken at regular intervals to ensure regular participation.

Midterm exams. There will be two exams during the quarter. The first exam will consist of multiple-choice questions and will be administered during a normal class period. The second will be a take-away exam that will be of an essay type.

Reading reflections. The purpose of these essays is to get you think critically about the principal readings beforehand, to generate a productive discussion during class time, and to enhance your absorption of the material. You should also aim to improve your critical writing capacity over the course of the semester. You will be assigned a total of 4 articles to write your comments on across the 10 weeks of class.

*Note for Graduate Students:
Graduate students are highly recommended to write term papers in lieu of the first mid term exam. Additional readings will be assigned for this purpose. Topics and guidelines will be determined in consultation with Professor Weiss (aweiss@uoregon.edu). Professor Weiss will primarily carry out grading of essays and other assignments for graduate students.

GRADING AND GRADING SCALE

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EXTRA-CREDIT OPPORTUNITIES
All students will be allowed to earn up to three extra points by attending on or off-campus activities, conferences, community events, or by watching films related to the topics of our class. Students should write a reaction paper on the activity selected to earn each extra point. Another way to earn extra credit is to participate on blog discussions. I will post questions that you are expected to answer in a profound way that reflects what you have learned during the course.

COURSE SCHEDULE

WEEK ONE

Monday January 6, 2014: Introduction
Wainaina, B., “How to Write about Africa”
Achebe, C., “An Image of Africa”
Abrahamsen, R., “African Studies and the Postcolonial Challenge”

Wednesday January 8, 2014: Colonization, Rebellion and Resistance
Moss, Chapter 2
Mamdani, M. [Chapter 2] “Decentralized Despotism,” in “Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism”
Mamdani, M. “Historicizing Power and Responses to Power: Indirect Rule and Its Reform”

Additional Readings
Mamdani, M., “Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism”
Brownhill, L.S., & Turner, T.E., “Feminism in the Mau Mau Resurgence”

WEEK TWO

Meredith, Chapters 2 and 6
* Achebe, C. “English and the African Writer”
wa Thiong’o, N., “The Language of African Literature”

Additional Readings
Shepperson, G., “Ethiopianism & African Nationalism”

Wednesday January 15, 2014: Nation Building, Modernization and the Era of State-led Development
Meredith, Chapters 8 and 9
Southall, A., “State Formation in Africa”
Nkrumah, K. “The Mechanisms of Neo-colonialism”
Additional Readings
Nyerere, J., “Freedom and Development”
Englebert, P., “Pre-Colonial Institutions, Post-Colonial States, and Economic Development in Tropical Africa”

WEEK THREE
Monday January 20, 2014: Martin Luther King Jr. Day. Class not in session.

Wednesday January 22, 2014: Authoritarianism, Centralization and Dictatorships
Meredith, Chapters 11 and 13
Moss, Chapter 3
Bratton, M. & Van de Walle, N., “Neopatrimonial Regimes and Political Transitions in Africa”

Additional Readings
Decalo, S., “African Personal Dictatorships.”
Decalo, S., “Military Coups and Military Regimes in Africa.”

WEEK FOUR
Monday January 27, 2014: Identity Politics, Faith and Ethnic Conflicts
Moss, Chapter 4
Meredith, Chapter 26 and 27
M. Mamdani, [Excerpt] “When Victims Become Killers”

Additional readings
Tarimo, A. “Politicization of Ethnic Identities and the Common Good in Kenya”
MacDonald, M., “The Political Economy of Identity Politics”

Wednesday January 29, 2014: Exam 1

WEEK FIVE
Monday February 3, 2014: Perspectives on African Economic Development
Meredith, Chapter 16
Mkandawire, T., “Thinking about Developmental States in Africa”
**Collier, P. & Gunning, W., “Why Has Africa Grown Slowly?”

Additional Readings
Austin, G., “Resources, Techniques and Strategies South of the Sahara: Revising the Factor Endowments Perspective on African Economic Development, 1500-2000”
Ferguson, J., “Seeing Like an Oil Company: Space, Security, and Global Capital in Neoliberal Africa”
Collier, P., “[Chapters 2-5], “The Bottom Billion: Why the Poorest Countries are Falling and What can be Done about It”
Reading reflection #2 due

Wednesday February 5, 2014: Reforms, Structural Adjustments and the Dictatorship of Markets
Meredith, Chapter 22
Moss, Chapter 7
Mallaby, S., “Saving the World Bank”
Easterly, W., [Chapter 6] “The Loans that Were, the Growth that Wasn’t” in “The Elusive Quest for Growth”
Easterly, W., [Chapter 7] “Forgive Us Our Debts” in “The Elusive Quest for Growth”
Additional Readings
Easterly, W., “How Did Heavily Indebted Poor Countries Become Heavily Indebted? Reviewing Two Decades of Debt Relief.”
Lewis, P. “Growth without Prosperity in Africa”
Riddell, J. B., “Things Fall Apart Again: Structural Adjustment Programmes in Sub-Saharan Africa”

WEEK SIX
Monday February 10, 2014: The Cold War, Conditioned Allegiances and the African Predicament
Dunning, T., “Conditioning the Effects of Aid: Cold War Politics, Donor Credibility, and Democracy in Africa”
Borstelmann, T., “Apartheid and the Cold War-Confirming the Ties, 1951-1952” in “Apartheid’s Reluctant Uncle: The United States and Southern Africa in the Early Cold War”
Schwab, P., “Cold War on the Horn of Africa”

Additional Readings
Schraeder, P., “Cold War to Cold Peace: Explaining U.S.-French Competition in Francophone Africa”

Wednesday February 12, 2014: The Politics of Aid in sub-Saharan Africa
Moss, Chapter 8
**Easterly, W. “The Legend of the Big Push” in “The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good”

Additional Readings
Mkandawire, T., “Aid, Accountability, and Democracy in Africa”
Easterly, W., “Can Foreign Aid Save Africa?”

Reading reflection #3 due

WEEK SEVEN
Monday February 17, 2014: Causes and Consequences of Patrimonialism, Neopatrimonialism and Corruption
Bach, D., “Patrimonialism and Neopatrimonialism: Comparative Trajectories and Readings”
Szeftel, M., “Misunderstanding African Politics: Corruption & the Governance Agenda”

Additional Readings
Matti, S. “The Democratic Republic of the Congo? Corruption, Patronage, and Competitive Authoritarianism in the DRC”
Wednesday February 19, 2014: Neoliberal Trade, WTO and the Antiretroviral Calamity
Moss, Chapter 10
**Shiva, V., “Biopiracy” in “Protect or Plunder?: Understanding Intellectual Property Rights”

Additional Readings

Reading reflection #4 due

WEEK EIGHT

Monday February 24, 2014: The Rise of the BRICS and the Chinese Alternative:
Opportunities and Challenges
Alden, C., Introduction at “China in Africa”
Gill, B. & Huang, Y., “Sources and Limits of Chinese ‘Soft Power’”

Additional Readings
Dennis M. Tull, “China’s Engagement in Africa: Scope, Significance and Consequences.”

Wednesday February 26, 2014: Toward Democratization, Good Governance and Sustainable Development
Moss, Chapter 5, 11
Bruce, B., “Can Democracy in Africa be Sustained?”

Additional readings:
Haynes, J., “Ghana: From Personalist to Democratic Rule”

Exam 2 due

WEEK NINE


Monday March 5, 2014: Group Presentations

WEEK TEN

Monday March 10: Group Presentations

Wednesday March 12: Group Presentations