

POL 240
Politics of Africa

Syllabus
Spring Semester 2003

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Chambers 211
T-Th 10:00-11:15



Welcome to “Politics of Africa.” You are enrolled in a course on African politics at a time of great changes and challenges on the continent, including some dramatic, positive political transformations (for instance, in post-apartheid South Africa) as well as some of the most devastating political and humanitarian crises in the world (Rwanda, Congo, Somalia). Our course will be structured around the most significant of these challenges. It is intended to examine both the causes of these crises and the manner in which African communities are coping with, adapting to, and overcoming these challenges.

Course requirements:

participation	10%
review #1	25%
final exam	25%
country trend analysis	30%
book review	10%

Review #1 will be both an in-class and take-home exam. The final exam will be administered as a self-scheduled exam during exam week. A short study guide will be provided prior to each review.

For the book review, you will compare and contrast the works of two recent journalistic books on Africa. Details on this assignment are provided in an appendix to the syllabus.

Each of you will be assigned an African country, on which you must produce a political and economic trend analysis of about 10-14 pages. Details on this assignment are provided in an appendix to the syllabus.

In all written work, you are responsible for understanding and avoiding plagiarism. Be sure to make proper and complete citations of all sources on which you rely for non-general information, ideas, and wording. **When in doubt, consult me.** *Do not jeopardize your academic career through careless or intentionally inadequate footnoting.*

Quizzes may be administered unannounced during the semester. Attendance is mandatory; frequent, unexcused absences will be penalized in the participation component of the grade. Active participation is also required; students are expected to arrive in class having read and carefully considered required reading. Several films on Africa will be shown throughout the semester. Some of these may be shown in the evenings. If you work in the evenings or cannot for other reasons attend the viewings, we can make alternative arrangements.

You will also be required to stay abreast of current events on Africa. We will use the following core news sources. You are responsible for monitoring them prior to each class and being conversant in the main news from the continent.

- *BBC website.* The British Broadcasting Corporation is arguably the most high-quality source of news in the world, and it does an especially good job of covering Africa. Follow news from Africa at www.bbc.co.uk and click “Africa” on the left-side menu.
- *All-Africa News Group* <http://allafrica.com/> This is the largest source of news on Africa on the web, posting over 700 stories per day from a wide range of media sources. An excellent resource.
- *The New York Times* (discount subscriptions for the semester available at the bookstore, or available on-line at www.nytimes.com. On the left-side menu, click

“international,” then click “Africa.” The Times does not cover Africa as intensively as these other sources, but often runs important feature stories and covers US policy in Africa.

- *Africa Daily* <http://www.africadaily.com/> A website which monitors and posts major news stories on Africa from a variety of sources.

There are many other excellent sources of news on Africa; some are listed in an appendix to this syllabus.

Required Reading:

The following books are available for purchase at the bookstore:

Hochschild, Adam. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Houghton-Mifflin, 1998.

Achebe, Chinua. *A Man of the People*. New York: Anchor, 1967, 1989.

Maier, Karl. *Into the House of Ancestors: Inside the New Africa*. New York: John Wiley and Sons, 1998.

Peterson, Scott. *Me Against My Brother: At War in Somalia, Sudan, and Rwanda*. New York: Routledge, 2000.

Most of the required reading will consist of articles, chapters, and reports available on electronic reserve via the library website.

Office Hours:

Monday: 11-12:00

Tuesday: 2:30-3:30

Wednesday: 10:00-11:00

Thursday: 2:30-3:30

Friday: 11:00-12:00

I have a large teaching and advising load this semester so I suggest that you schedule meetings with me in advance – drop-ins during office hours are welcome but may face a queue. I will place an appointment schedule on my office door if you wish to secure a fixed appointment. Brief queries can also be handled via email.

Course Schedule

Part I. Historical Overview

Tuesday, Jan. 14: Introduction to the Course

In class film: Ali Mazrui, "The Africans," part 1.

Note: Pay close attention to the images of Africa in the film, compare with conventional images of Africa from films and news footage. What surprises you about the Africa you see in the film? Why? We'll discuss on Thursday.

Note: you have an entire (excellent, very readable) book to read by January 23 – please get started now while there's ample time.

Thursday, Jan. 16: African Stereotypes, African Realities: Geography, Demography, and Culture

Read: Bohanan and Curtin, *Africa and Africans*, ch. 1-3 (electronic reserve)

Film, Thursday evening (Jan 16) 7:00-8:00pm, Chambers 211

Film, Monday evening (Jan 20) 7:00-8:00pm, Chambers 211

Tuesday, Jan. 21: Key Historical Themes and Debates, from the Origins of Ancient Egypt to the Nineteenth Century

Read: Shillington, *History of Africa* pp. 78-106, 170-180, 251-57 (electronic reserve).

Thursday, Jan. 23: The Impact of Colonialism

Read: Hochschild, *King Leopold's Ghost*, all.

Tuesday, Jan. 28: Decolonization and Nationalism

Read: Basil Davidson, *Modern Africa*, pp. 62-111 (electronic reserve).

Thursday, Jan. 30: Early Independence: Patterns of Politics and Patronage

Read: Chinua Achebe, *A Man of the People*, all.

Tuesday, Feb. 4: The Crises of the 1970s and 1980s: Instability, Authoritarianism, Debt, and Hunger

Read: lecture only

Part II: Contemporary Crises and Issues: Case Studies

Thursday, Feb. 6: The Impact of the End of the Cold War: Democratization and Marginalization

Read: lecture only

Tuesday, Feb. 11: Crises of Land, Hunger, and Famine: The Cases of the Horn of Africa and Southern Africa

Read: Menkhaus and Prendergast, "Conflict and Crisis in the Greater Horn of Africa" *Current History* (1999) (electronic reserve); and BBC news stories on "Famine in Africa:

Country by Country” – read all stories on Ethiopia and Southern Africa, at <http://news.bbc.co.uk/2/hi/africa/2027079.stm> and http://news.bbc.co.uk/2/hi/in_depth/africa/2002/famine_in_africa/default.stm. (Or, go to the Main BBC home page (<http://news.bbc.co.uk/>), select “in-depth” on left of screen, then select “Famine in Africa” under the Africa menu. The African Famine Trail “clickable guide” will be on the right.

Thursday, Feb. 13: Complex Political Emergencies: The Cases of Somalia and Sudan
Read: Peterson, *Me Against My Brother* Parts 1 and 2 (pp. 3-246)

Tuesday, Feb. 18: Inside the Anarchy and State Collapse: The Case of Somalia
Read: Robert Kaplan, “The Coming Anarchy,” *The Atlantic Monthly* (February 1994) (electronic reserve); Menkhaus, “State Collapse in Somalia: Second Thoughts,” *Review of African Political Economy* (2003) (electronic reserve).

Thursday, Feb. 20: Genocide: The Case of Rwanda
Read: Peterson, *Me Against My Brother* part 3

Tuesday, Feb. 25: Africa’s First Continental War: The Crisis in the Congo
Read: Meier, *Into the House of the Ancestors* pp. 208-226; John Clark, *The African Stakes of the Congo War*, excerpts (electronic reserve); Rene LeMarchand, “The Fire in the Great Lakes,” *Current History* (1999) (electronic reserve); and Marina Ottaway, “Post-Imperial Africa at War,” *Current History* (1999) (electronic reserve).

Thursday, Feb. 27: **Review #1 in class.**

March 1-9 Spring Break

Tuesday, March 11: African “Success Stories” in Crisis? The Case of Kenya
Read: TBA

Thursday, March 13: Things Fall Apart? Nigeria and West Africa on the Brink
Read: Meier, *Into the House of the Ancestor*, pp. 227-52; Peter Lewis, “Nigeria: From Despair to Expectation,” *Current History* (1999) (electronic reserve); and “Nigeria” news stories (electronic reserve)

Tuesday, March 18: Post-War Recovery: The Case of Uganda
Read: Ian Leggett, *Uganda* excerpts (electronic reserve)

Part III: Continental Trends

Thursday, March 20: Political Trends
Read: Nicolas Van Der Walle, “Africa’s Range of Regimes,” *Journal of Democracy* (2002) (electronic reserve); Aili Marie Tripp, “The New Political Activism in Africa,” *Journal of Democracy* (2001) (electronic reserve); Michael Bratton and Robert Mattes, “Africans’ Surprising Universalism,” *Journal of Democracy* (2001) (electronic reserve);

and UK Department For International Development, “The Causes of Conflict in Sub-Saharan Africa.” (electronic reserve), or view at:
http://www.dfid.gov.uk/Pubs/files/conflict_subsaharanafrica.pdf

Tuesday, March 25: Economic Trends

Read: Africa Action, “Africa’s Debt” position paper (electronic reserve); World Bank, “Making Monterrey Work for Africa” (electronic reserve); Economic Commission for Africa, ch. 1 (electronic reserve)

Thursday, March 27: Human Development Trends

Read: “Human Development” clippings (electronic reserve)

Working bibliography for country trend analysis due in class

Tuesday, April 1: Ideological Trends: Identity Politics and Islamic Politics

Read: “Identity and Islam” clippings (electronic reserve)

Thursday, April 3: International Relations Trends: Regional and Inter-African

Lecture only

Book review due in class

Tuesday, April 8: International Relations Trends: US and European Policies

Read: Donald Rothchild, “The United States and Africa: Power with Limited Influence,” in *Eagle Rules? Foreign Policy and American Primacy in the Twenty-First Century* (electronic reserve); “US Policy” clippings (electronic reserve)

Part IV: The South Africa Saga

Thursday, April 10: History and Background on South Africa; the roots of apartheid

Read: Shillington, *History of Africa* ch. 15, 18 (electronic reserve)

Tuesday, April 15: Gold, Diamonds, and the Origins of Apartheid

Read: Luli Callinicos, *Gold and Workers* pp. 22-61 (electronic reserve).

Thursday, April 17: The Structure and Ideology of Apartheid

Read: Joseph Lelyveld, *Move Your Shadow* pp. 3-93, 119-54; Heribert Adam, “Survival Politics: In Search of a New Ideology” (electronic reserve).

Tuesday, April 22 – Easter holiday, no class

Thursday, April 24: The Anti-Apartheid Movement

read: Allister Sparks, *The Mind of South Africa* ch. 10-12 (electronic reserve).

Tuesday, April 29: The End of Apartheid

Lecture only

Country trend analysis papers due in class

Thursday, May 1: Post-Apartheid South Africa: Challenges and Opportunities
Read: *The Economist*, “Survey: South Africa” (electronic reserve); Robert Mattes, “South Africa: Democracy without the People?” *Journal of Democracy* (2002) (electronic reserve); “Post-Apartheid” clippings (electronic reserve).

Tuesday, May 6: Course Conclusion
Op-ed due today in class

Thursday, May 8 – reading day

May 9-14 final exams

Appendix A
Guidelines for Written Assignments
Politics of Africa

General guidelines:

1) Written assignments are due on the due date. Deadlines are not an invitation to negotiate. Papers handed in after the due date will receive an F. Excuses related to serious illness or family crisis will be considered; however, I will ask for a copy of your draft up to that point. If you have no evidence that work on the paper was completed prior to 48 hours before the due date, you will be penalized a letter grade (10 pts) for a late paper on the grounds that your procrastination, not the crisis, was mainly responsible for you missing the deadline. You will also be subjected to an awful lecture about personal responsibility and deadlines in the “real world!” Please work well in advance of the deadlines for papers to avoid this situation . . .

2) Plagiarism is a very serious offense and will be vigorously prosecuted via the Dean of Students office. If you borrow an idea or argument from a source, cite it. If you are indebted for language (by paraphrasing) from an author, cite. If you paraphrase too closely, better just to put the line in quotations to acknowledge that the language is not yours. When in doubt, consult me; when in doubt, play it safe and footnote. Do NOT write your paper first and then go back through it to add citations; that practice often results in inaccurate and missed citations.

3) Footnotes must appear at the bottom of each page, as illustrated here.¹ Use consecutive Arabic numerals (not Roman). Make sure that the footnote style is consistent and complete, including page numbers; use *ibid.* when repeating a citation from the same source.² If you draw on material from the web, provide the complete url so that I can find the source easily (see below).³ If I check a source and your footnote is incorrect, your grade will be marked down. Accurate footnoting is an important professional courtesy to others researching your topic.

4) Organization and style. Clarity is a prized and rare commodity in both academic and policy writing, and a virtue on which I place special value. Good organizational structure is essential for clarity of argument. Some free advice:

- Drafting an outline for a paper before you write it helps provide a logical structure.
- Once the writing begins, thesis sentences are the single best tool for enhancing clarity. Each paragraph should begin with a clear thesis sentence which guides the reader to the main point the paragraph explores.

¹ Ken Menkhaus, “Footnotes Matter,” *Journal of Research Papers*, vol. 3, no. 2 (1999), p. 7.

² *Ibid.*, p. 10.

³ Matt Bryden, Ken Menkhaus, and John Prendergast, “Somalia: Combating Terrorism in a Failed State.” Brussels: International Crisis Group (May 2002).

<http://www.crisisweb.org/projects/showreport.cfm?reportid=662>

- Be sure to maintain consistency in your theses throughout the paper. Contradictory statements within a paper suggests that you didn't give the topic enough thought.
- Keep your writing style professional. Avoid colloquialisms and slang.
- Avoid wordy, vague language that sounds impressive but really doesn't mean anything. Readers are quick to interpret that kind of writing as obfuscation by someone trying to pull a snow-job on them.
- Prove you read your paper. Misspellings and grammatical mistakes detract from a good argument and make a paper feel as though it was written in haste.
- Never, ever hand in a first draft as a final draft. No one ever does this in the world beyond college. First drafts are invariably riddled with errors that are hard for the writer to see at first glance. Complete your paper in advance, set it aside for a few days, and come back to reread it. You'll be amazed at the opportunities you'll see to improve it.

5) Sources: you **must** conduct a thorough search of sources for your research paper. That includes not only identifying all the relevant sources, but reading through them and determining which are the most authoritative and reliable. **Do not rely solely on a handful of sources, and do not restrict yourself to only one or two types of sources.** I will look over both your footnotes and bibliography carefully; if I am aware of important articles or reports on your topic which you do not reference, your grade will be marked down. Be aware that there is an ENORMOUS amount of material out there, on even the most minor African country. Don't stop your search too soon; keep digging. Your inventory of sources must include at least one reference from each of the categories of sources listed below.

- a) Published books – useful more for background than current analysis, as books take over a year to come into print and tend to be a bit dated for current analysis.
- b) Chapters in edited books. These can be harder to find if the title of the book isn't self-evident. Example: if researching Somalia, you wouldn't want to miss an article by two of your own professors -- Ken Menkhaus and Lou Ortmyer, "Somalia: Misread Crises and Missed Opportunities." In *Preventive Diplomacy in the Post-Cold War World: Opportunities Missed, Opportunities Seized, and Lessons to be Learned*, edited by Bruce Jentleson, 211-237. New York: Carnegie Endowment, 1999.
- c) Articles in refereed journals – refereed journals are periodicals for which experts "peer review" submissions and only accept for publication those which pass review. That generally means the reader can have a high level of confidence in the article. Depending on the type of journal, articles can either be fairly topical or quite theoretical. These articles usually have excellent, up-to-date bibliographies which will point you to other sources. Use these bibliographies as guides to help you determine which sources are most authoritative – if everyone is citing a certain report or article, that's a good sign it's worth relying on.

For African politics, the following are some of the refereed journals which you should definitely check (this is not an exhaustive list):

- Journal of Modern African Studies
- Review of African Political Economy
- Africa
- African Affairs
- Africa Today
- African Studies Review
- Third World Quarterly
- Journal of Democracy

Most of these journals have websites which allow you to review an index of articles, making it easy to check if they have anything on your subject. Some allow you to view entire articles on-line (check via the library website for journals we subscribe to).

d) Policy journals. These are journals which specialize in very topical issues, written for the policy-making community (often by policy analysts, not academics) and with a more prescriptive tone. They often have few footnotes or a bibliography. There is a quick turn-around time with these articles so they can be especially valuable for current analysis. These journals also have websites with indices.

Check the following:

- Foreign Affairs
- Foreign Policy
- Washington Quarterly
- World Policy Review
- SAIS Review
- Africa Geopolitics
- Current History (each year the May issue is devoted to Africa)
- Journal of Humanitarian Affairs (web-based journal)

e) *News periodicals and magazines*. Several are devoted exclusively to Africa: see for instance *New African* and *Jeune Afrique*. Others are general news sources which occasionally feature a country: Newsweek, The Economist, The Atlantic Monthly, The New Republic, Time, etc. Search engines in the library make finding these articles easy.

f) *Newspaper and media articles and features*. The worldwide web makes monitoring news stories on Africa much easier than before. Nearly all of the world's best newspapers and multimedia news sources (like CNN) are now at our fingertips. Indeed, you can easily be overwhelmed by the flood of news stories on a country. A few of the best sites for Africa include the following:

- *BBC website*. www.bbc.co.uk, click "Africa" on the left-side menu.
- *All-Africa News Group* <http://allafrica.com/> This is the largest source of news on Africa on the web, posting over 700 stories per day from a wide range of media sources. An excellent resource.

- *The New York Times* www.nytimes.com. On the left-side menu, click “international,” then click “Africa.”
- *Africa Daily* <http://www.africadaily.com/> A website which monitors and posts major news stories on Africa from a variety of sources.

See sources listed above in syllabus for a start. Lexus-Nexus search engine can help you find many more.

g) *Internet-based news services*. A number of internet sites are devoted exclusively to reporting on general or specialized news items on Africa. But take care – some sites are operated by political partisans from a country, and can be very biased. The single most useful internet news service for Africa is:

- *Relief Web*. An excellent UN information network on news related to zones of humanitarian and development work (including all of Africa), at: <http://www.reliefweb.int/w/rwb.nsf>. Click on “by country” and select a country – daily updates are provided on this site.

h) “*Gray*” literature. One of the most valuable but often least accessible sources for political and economic trend analysis are unpublished reports by governments, the UN, international organizations, think tanks, advocacy groups, databases, businesses, and non-profit organizations. Happily, the internet has greatly increased access to this type of analysis, but you still have to look hard. For a small sampling of websites where valuable country reports or data might be found (as well as links to other sites), see:

- US Department of State <http://www.state.gov/>
- US Agency for International Development <http://www.usaid.gov/>
- UK Department for International Development <http://www.dfid.gov.uk>
- UN (check especially Security Council reports) <http://www.un.org/>
- UNDP Emergency Unit for Africa
http://www.africa.upenn.edu/eue_web/eue_mnu.htm
- UNICEF <http://www.unicef.org/>
- World Bank <http://www.worldbank.org/>
- Africa Action <http://www.africaaction.org/>
- Center for Strategic and International Studies, Africa Program
<http://www.csis.org/africa/index.htm>
- University of Pennsylvania, African Studies
http://www.sas.upenn.edu/African_Studies/AS.html
- International Crisis Group <http://www.crisisweb.org/>
- Human Rights Watch Africa <http://www.hrw.org/africa/index.php>
- Freedom House <http://www.freedomhouse.org/>

i) *Specialized news analysis/intelligence services*. This is not an easy option for you, and you are **not** required to have citations from these sources as they are too expensive for our library. But you should be aware of their existence. For Africa, *African Confidential* and *Indian Ocean Newsletter* are among the most valuable sources of inside news in this category.

Book Review Guidelines

The book review is worth 10% of your grade and is due in class on April 3. You are asked to compare, contrast, and critically assess the works of two recent journalistic books on Africa – Meier’s *Into the House of Ancestors* and Peterson’s *Me Against My Brother* (both required reading). The review should be double-spaced and 4-6 pages in length.

The purpose of this assignment is to give you the opportunity to consider in depth how two well-known journalists have come to experience and understand contemporary Africa. Your review should clearly identify the main messages each book has to deliver about Africa; critically assess the extent to which that theme is accurate; compare and contrast the two visions of Africa coming out of the two texts; and highlight what you consider to be the most significant observations or claims of the books.

Use as a model for your book review book reviews in print. Take a look at publications which produce some of the best book reviews – *The New York Review of Books*, *The New Republic* book review section -- or look at the back portion of many of the journals noted above (*Foreign Affairs*, *Journal of Modern African Studies*, etc) which have extensive book reviews. Often these reviews will compare and contrast several books at once. Book reviews in major publications are a valued and important source of information for the “informed public” which wants to follow the ideas of the latest publications but obviously can’t read every book that comes out.

Note that the style of good book reviews are distinct from other types of writing. They are often more literate, colorful, and free in style than both policy and academic writing. A good review should be an enjoyable read, not dull. They are **never** simply a summation of the books under review – only (bad) high school book reviews do that (this is the single most common error in book reviews, please avoid or your grade will be very disappointing). Instead, they serve as a point of departure for thoughtful observation about the issues in question, weaving commentary and comparison of the books under review into the reviewer’s own essay. This is not an easy style to learn, but it’s extremely rewarding if you can develop it.

Keep in mind an imaginary reader – a friend or roommate – who is intelligent but who is not familiar with Africa. Your review should pass this test – if your friend read it, he or she would walk away with a clear understanding of the main themes of the books, their main similarities and differences, their main strengths and weaknesses, and the significance of their arguments.

In writing the comparative review, you need not rely on any other sources except the two books. If you do draw on any other source for specific ideas, you must site them (book reviews usually have few or no footnotes). If you directly refer to or quote passages in the books, place the page number in parentheses at the end of the sentence (p. 32) so that I can find them. You may NOT read published or internet reviews of either book to get ideas for your own review – you are honor-bound on this point.

Country Trend Analysis

Each of you will be assigned an African country, on which you must produce a political and economic trend analysis of about 10-14 double-spaced pages. The paper is due in class on April 29.

Purpose: Trend analysis is one of the most important and challenging types of “real world” policy work. The purpose of this assignment is to give you experience in producing a type of analysis which you will likely be required to write in your professional career, whether in the private, public, or non-profit sector. You will also be a frequent consumer of other peoples’ trend analyses, so experience in writing one will help you to be a more critical user of such work. Because this is assignment closely mirrors analytic work done in the world beyond college, it can serve as an excellent writing sample for graduates seeking employment or positions in graduate school. I encourage you to use that as a goal when researching and writing the paper.

Trend analysis is especially challenging for a number of reasons:

- it requires close knowledge of the country;
- it requires the analyst to winnow bad data and information from the good, in a context of “information overload;”
- it forces the analyst to choose wisely among the many factors and “variables” which he or she deems crucial in shaping trends in a country;
- it demands careful attention to the problems of establishing causality (the “why” trends are or are not occurring);
- it focuses on change rather than on a static “snap-shot” of a country, so the analysis deals with a moving target;
- it usually involves a certain degree of prediction /extrapolation as well as analysis, and social scientists have at best mixed success (to put it generously) in predicting the future.

Structure: The structure of the paper is predetermined for you. Please use the following table of contents as the template for your own paper:

<i>Executive summary:</i>	1 page
<i>Introduction:</i>	1 page
<i>Political trends :</i>	3-4 pages
<i>Economic/Development trends</i>	3-4 pages
<i>Foreign Policy trends</i>	1-2 pages
<i>Implications/Conclusion</i>	1-2 pages
<i>Bibliography</i>	variable

The executive summary is the most important and most difficult part of a policy paper. It is designed to summarize the main findings of the paper for readers who are too busy to read the whole report. Top decision-makers in almost every sector are pressed for time and almost never read entire reports (there are exceptions, of course – President Clinton

was one). If you don't nail your executive summary, you miss conveying your argument to the people who make the call. Use bullet format for your executive summary (only – not in the main report). Try to limit each bullet to one to three sentences. Be sure each bullet conveys a key analytic finding. Do NOT use the executive summary to convey descriptive knowledge.

Examples:

NO!! (static, descriptive):

- “Ghana is a democratic country on the coast of West Africa.”

A bit better: (dynamic, descriptive):

- “Ghana has moved from a semi-democratic to a more liberal democratic country over the past decade”

Better still (static, analytic):

- Ghana's successful democracy in a turbulent region is due primarily to its relative economic prosperity, large middle class, and the responsible and enlightened leadership which has seen the country through the past decade.”

Best (analytic, dynamic):

- “Ghana has moved from a semi-democratic state to one of Africa's most stable democracies over the past decade primarily because of favorable economic conditions in the country. Key economic indicators – per capita income, exports, and foreign direct investment -- show every indication of continued improvement, suggesting that the trend toward democratic consolidation in Ghana will continue in the next five years.”

Political trend analysis should consider a range of factors, including (on a case by case basis): trends in democratic participation, civil liberties and human rights, quality of government performance (corruption, etc), stability, rule of law/public security, ethnic or religious tensions, trends in armed conflict/secessionism, government policy on key sectors or issues. Economic trend analysis should also select the most significant factors from a wide range of potentially important indicators, including unemployment, per capita income, trade, debt, food security, social services, foreign investment, remittances, education, etc. Foreign affairs trend analysis may consider trends in relations with the US and the West, key neighboring countries, foreign aid, and global security concerns – especially related to the war on terrorism. Whatever trend you identify, be sure to back up your assessment with compelling evidence. And whatever trends you opt to project into the near future, be sure to use appropriate, tentative language (ex: “these indicators *suggest* that. . .”).

Time-frame for trend analysis: Assess trends in the past ten years, roughly since the end of the Cold War. Do not devote much time to anything before that except as absolutely essential background information in the introduction. As for extrapolation of trends, we political scientists rarely dare to deal with anything in the future beyond the next five years, so prediction of trends into the future should stick to short-term trends.

Models of trend analyses: There are many ways to conduct such an analysis. For general examples, see the reports of International Crisis Group on their website. You can

also use my ROAPE article on Somalia (assigned reading for Feb. 18) though that does not follow the much more narrow structure I've given to you.

Selection of case: A number of countries are treated in too much detail in the class and are disqualified for selection:

Somalia

Kenya

Uganda

Sudan

Nigeria

South Africa

Students may request a country for study – those requests will be collected in class on February 18 – but students are not guaranteed their choice, as I may need to distribute preferences to avoid too many projects on the same country. I will hand out assignments to students the following week. Students who have lived much of their life in an African country may not choose that state for study, on the grounds that I want all of you to learn about a new country.

Honor Code: In the likely event that two or more students are assessing the same country, those students may casually assist one another with sources (“hey, did you see the report on the International Crisis Group website? It was pretty good.”) but may not create partnerships involving any kind of division of labor. They may also engage in casual conversations about the country in question, but may not systematically work together. There is gray area here, and I advise you to do the smart thing – just ask me – before wandering into potentially dangerous terrain.

Deadlines:

February 20: country preferences

March 27: working bibliography (full citations, standard format)

April 29: final papers due in class

Grading Criteria:

Quality of research 30% (here I judge how effectively you identified key sources on your country. While a very short or narrow list of sources will result in a low grade, do not mistake quantity of sources for quality of research – I will be assessing the extent to which you choose wisely which sources on which to rely. If the working bibliography you hand in on March 27 is weak, this portion of the grade will be affected.

Quality of analysis 50%

Quality of organization, writing style, and executive summary 20%

