

University of Toronto
Department of Political Science
POL301: Colonial Legacies and Post-Independence African Politics
Fall 2024-35

Instructor: Prof. Wilson Prichard

Office Hours: Tuesday 3 – 4pm

Office Hours Location: Room 212, Munk School of Global Affairs and Public Policy, 315 Bloor St. W

Office Hour Signup: <https://calendly.com/wrsprichard>

E-mail: wilson.prichard@utoronto.ca

Time: Wednesday 13:00 – 15:00

Place: Claude Bissell Building 205

Grading TA: Hamza Ahmed Khan <hamzaahmed.khan@utoronto.ca>



Source: http://www.africanoz.com/af_arts/af_arts.html
Karibu Mgeni means “welcome visitor” or “welcome stranger” in Swahili.

THEMES

This course highlights the critical roles of pre-colonial and colonial histories in shaping contemporary political and economic developments in Africa. In doing so it seeks to understand the long shadow of history in shaping post-colonial states and to provide historical context for understanding contemporary economic and political issues. It covers the emergence of colonial states, the central legacies of colonial rule, and then traces the impact of colonialism in shaping processes of state and nation building from independence to the present.

FORMAT

Classes will take place using two different formats, depending on the week: *lecture based* and *'flipped classroom'* models.

Lecture-based classes will occur at the normal class time, and the instructor will lead the class, combining primarily lectures with some space for discussion. No special preparation is needed other than doing the normal class reading.

The *flipped classroom* format will combine both synchronous and asynchronous elements in order to maximize opportunities for in-class discussion. In these weeks students will be expected to watch pre-recorded lectures, posted on Quercus, *in advance*. In these weeks we will then have a synchronous class meeting in the usual course slot – but ending a half hour early - in which we will discuss a key topic or question from that week's material. You will be invited to submit brief questions or responses in advance through discussion boards as an alternative mode of participation and in order to facilitate discussion.

During flipped classroom weeks the lecture will generally be broken into 3 or 4 short videos, with a short quiz after each video to support your learning. You will be required to watch each video before completing the quiz, and to complete each quiz before watching the next video. A video explaining how to access and navigate those materials is posted on Quercus.

The course schedule indicates which classes I plan to hold using each format.

READINGS

The required reading for the course will, ideally, be available through online resources provided by the library, and available via Quercus. They will be found under the "Library Course Reserves" tab on Quercus. However, if those materials are not yet available at the beginning of term I will have posted relevant articles and chapters directly on Quercus.

REQUIREMENTS

Course evaluation will include the following elements. In response to the impact of new AI tools, the course emphasizes regular and in-class assessment of learning in order to ensure that students gain mastery of the core material in the class.

1.	Map quiz	5%
2.	Reading quizzes	10%
3.	Mid-term essay test	30%
4.	Final test	40%
5.	Participation	15%

Map Quiz

All students will be required to acquire a basic knowledge of African geography by the fourth week of the course, failing which their final grade will attract an automatic penalty. The map quiz will take place on September 25 at the beginning of class. For the quiz I will distribute a blank map of Africa, along with a list of 10 countries and 10 capital cities which you will need to label on the map. The quiz will take 10 minutes.

Reading Quizzes

Three times during the term a short quiz based on that week's reading will be distributed at the beginning of class, unannounced, combining short answer and multiple-choice questions. The top two quiz scores will make up your grade on this component, with the third and lowest quiz score excluded.

Participation

The grade for participation and quizzes will be based on several interconnected elements designed to recognize active participation and learning in the class.

- Attendance at, and participation in, class meetings
- Watching all asynchronous course videos, and completing related quizzes
- Contributing to online Discussion Boards. Each week the instructor will post one or two discussion questions, and each student is expected to post at least 5 meaningful and thoughtful replies – normally about the length of a short paragraph – over the course of the term.

Mid-term essay test

An in-class mid-term essay test will be held in Week 9 of the class. The test aims to support the development of deep knowledge of a single case, while fostering skills in longer essay style writing.

The test will ask students to write a single long essay addressing the connections between colonial history and post-independence political and economic challenges in a single African country of their choosing.

The specific structure and content of the question will be presented in-class on the day of the test. However, students will be providing with guiding questions in advance, on the basis of which they will conduct independent research about their case in advance. Through that research students should ensure that they are able to provide a succinct analysis of the organization and evolution over time of political authority during the colonial period in an African country/colony of their choice, and link this colonial experience to one or more challenges encountered after independence. This includes understanding:

1. The key political and administrative arrangements through which colonial state authority was maintained
2. The ways in which colonial political organization changed over the course of the colonial period
3. Key political and economic challenges encountered by that state after independence
4. How colonial arrangements and legacies influenced the challenges and developments experienced the country after independence.

In order to support students in preparing for the test both the instructor and the TA will hold office hours in the weeks prior to the test, during which students are invited to come to discuss their understanding of their cases.

Final Test

The final test will last an hour and 50 minutes and will take place during regular class time in the final week of term, as indicated on the class schedule. The test will call for both short paragraph and longer essay answers, and will cover all material covered over the course of the class.

Academic Integrity

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

In the academy where the currency of the realm is ideas, to cite someone else's words or thinking without due attribution is theft. *It is not sufficient merely to list your sources in the bibliography or to only use footnotes.* You must ensure that you identify and attribute all of your sources in text, whether you are quoting them directly or paraphrasing them.

Please note in particular that any time you are using someone else's exact words, even if you cite the original source, you **MUST** acknowledge this borrowing by use also of quotation marks.

Potential academic offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including working in groups on assignments that are supposed to be individual work,
- having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a

notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact the course instructors or the course TA. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Policy on the use of Artificial Intelligence Tools

By default, the use of generative AI tools is *not allowed* in classroom work, including tests/exams or quizzes.

By default, students *may use* AI-generated outlines from ChatGPT, GPT-enabled Bing or other approved software in preparation for the in-class tests, or to generate ideas for discussion board posts. This can be a useful way to begin the writing/planning process.

By default, students *may not use* generative AI to produce completed drafts of discussion board posts or papers. Doing so will constitute a serious violation of the Code of Behaviour on Academic Matters and will trigger an investigation under the Code.

EXTENSIONS AND ABSENCES

Missing any assignment or test will require acceptable justification, and that absences be registered through UofT's online absence declaration. In the absence of an appropriate and registered absence any absence from a quiz or test will result in a grade of 0. In the case of an explained absence from tests a make-up test will be scheduled.

There are only in general three acceptable forms of documentation, and no extensions will be granted without appropriate documentation, without exceptions, as per the policy of the Faculty of Arts and Science. Any documentation related to illness or injury **must** be provided within one week of the absence or due date.

- i) ***Absence Declaration:*** Those who are absent owing to illness or family emergency are required to declare their absence through the form available on **ACORN** under the Profile and Settings menu, **and** to inform me directly. Generally, absence from a course assessment is allowed only in the case of:
 - a. A serious health condition or injury that precludes participation
 - b. A personal or family emergency (e.g., unanticipated and *unavoidable* familial incident beyond the student's control)
 - c. Bereavement (e.g., the death a student's immediate family member or close friend)
- ii) ***A College Registrar's Letter:*** This is a letter that only senior College Registrarial staff are authorized to write. It should identify itself as a "College Registrar's Letter." Such a letter is likely when the student has extensive personal difficulties or when a situation or condition affects a number of courses. No additional details are required. A registrar's letter may be required to support an absence declaration, as above.
- iii) ***Accessibility Services Letter:*** This sort of letter may address needed accommodations or document on-going disability issues that have made absence or

lateness unavoidable, and requires registration with accessibility services. Students must notify the instructor of any such accommodations at least two weeks prior to any assessment.

HOW TO CONTACT ME

You can sign up for office hours at <https://calendly.com/wrsprichard>. I will do my best to respond to e-mails within 48hrs. Please note that we will not, however, be checking our e-mails on weekends or after hours so do not leave your requests or queries to the last minute. Complex and substantive questions should be raised in office hours, not over email.

All UofT students are required to have a valid UofT email address and to check it as well as the course page on Quercus regularly to access relevant information about the course, and any updates. You are responsible for ensuring that your UofT email address is set up AND properly entered in the ROSI system.

PORTAL

Logging in to Quercus

Like many other courses, POL301 uses Quercus for its course website. To access the website, go to <http://q.utoronto.ca> and log in using your UTORid and password. Once you have logged in look for the POL301 course website, where you can, in turn, find all of the course materials.

ACCESSIBILITY NEEDS

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:

disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>.

Part I: Tracing the historical origins of contemporary Africa

Week 1: The Long Shadow of Colonial History in African Development (Sept. 4)

*Nunn, Nathan and Leonard Wantchekon, “The Slave Trade and the Origins of Mistrust in Africa” *American Economic Review* 100 (2011), pp 3221-3252

*Obikili, Nonso, “The Trans-Atlantic Slave Trade and Local Political Fragmentation in Africa” *The Economic History Review* 69, 4 (2016) pp 1157-1177

*Archibong, Belinda, “Explaining Divergence in the Long-Term Effects of Precolonial Centralization on Access to Public Infrastructure Services in Nigeria” *World Development* 121 (2019), pp 123-140

Week 2: The Advent of Colonialism (Sept. 11)

*Jeff Herbst, “Power and space in precolonial Africa” and “The Europeans and the African Problem” in *States and Power in Africa*, Princeton: Princeton University Press (2000), pp 35-97

*Bill Freund, “The Material Basis of Colonial Society”, extract from *The Making of Contemporary Africa* 2nd ed. London: MacMillan Press, 1998, chapter 6, pp 97-124

Week 3: The Political Logic of Colonial Rule (Sept. 18)

*****Asynchronous – please watch lecture videos in advance of in-class meeting*****

*Mahmood Mamdani, “Decentralized despotism” in *Citizen and Subject*, Princeton: Princeton University Press (1996), Chapter 2, pp 37-61

*Crawford Young, Miscellaneous and “Constructing Bula Matari” extracts from *The African Colonial State in Comparative Perspective*, New Haven: Yale University Press (1994), Excerpt from Chapter 1, and Chapter 4, pp 1-2, 77-140 (pp 77-95 recommended)

Week 4: Independence and the new generation of African states (Sept. 25)

*****Map Quiz*****

*Bill Freund, “The Decolonization of Africa: 1940-60” extract from *The Making of Contemporary Africa*, 2nd ed. London: Macmillan Press, 1998, chapter 8, pp 167-203

*Jeffrey Herbst, “*The Political Kingdom in Independent Africa*” extract from *States and Power in Africa: Comparative Lessons in Authority and Control*, Princeton, NJ: Princeton University Press, 2000, first half of chapter 4, pp 97-113

*Getachew, Adom, “Kwame Nkrumah and the Quest for Independence” *CODESRIA*

Bulletin 2-3 (2021) pp 33-37

*Irving Markovitz, “Autonomy, nationalism and independence” extract from *Leopold Sedar Senghor and the Politics of Negritude*, London: Heinemann (1969), Chapter 4, pp 102 - 118

Week 5: Political Organization and Nation Building (Oct. 2)

*****Asynchronous – please watch lecture videos in advance of in-class meeting*****

*****Class to be held online*****

*Getachew, Adom, “Introduction” in *Worldmaking After Empire: The Rise and Fall of Self-Determination* Princeton: Princeton University Press (2021) pp 1-13

*Robert Jackson and Carl Rosberg, “Personal rule: Theory and practice in Africa” *Comparative Politics*, 16, 4 (1984) pp 421-442

*Opalo, Ken, “Legislative Development in Africa” in *Legislative Development in Africa: Politics and Postcolonial Legacies* Cambridge: Cambridge University Press (2019) pp 31-71

- For a summary of the broader argument of the book, and to add richness to the story, first read “Introduction” pp 1-13

R Zolberg, “Introduction” and “The emergence of dominant parties” in *Creating Political Order*, Chicago: Rand McNally and Co. (1980), Introduction and Chapter 1, pp 1 – 36

Week 6: Ideologies and Development Strategies after Independence (Oct. 9)

*****Asynchronous – please watch lecture videos in advance of in-class meeting*****

*Kanbur, Ravi, “W. Arthur Lewis and the Roots of Ghanaian Economic Policy” *Charles H. Dyson School of Applied Economics and Management Working Paper* (2016)

*Claude Ake, “The Development Paradigm and Its Politics” in *Democracy and Development in Africa*, Washington D.C.: Brookings Institution (1996), Chapter 1, pp 1-17

Walt Rostow, “The Stages of Economic Growth” *The Economic History Review* 12, 1 (1959) pp 1-16

Week 7: African Militaries and Political Instability (Oct. 16)

*Paul Nugent, “Khaki Fatigue: Military Rule in Africa, 1960-1985” extract from *Africa Since Independence*, London: Palgrave, 2004 pp 204-59

Week 8: The Onset of Economic Crisis (Oct. 23)

*Benno Ndulu and Stephen O’Connell, “Governance and Growth in Sub-Saharan Africa” *Journal of Economic Perspectives* 13, 3 (1996) pp 41-66

*Thandika Mkandawire and Charles Soludo, “The Crisis: Diagnosis and Solution” extract from *Our Continent, Our Future: African Perspectives on Structural Adjustment* Trenton, NJ: Africa World Press, 1999 pp 21-48

Richard Sandbrook, “Disappointments of independence” and “Why capitalism fails” extract from *The Politics of Economic Stagnation*, Cambridge: Cambridge University Press (1985), Chapters 1 and 2, pp 1 – 41

Thandika Mkandawire, “Neo-Patrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections,” *World Politics* 67,3 (2015) pp 563-612

Oct. 30, 2024 (Reading week, no class)

Week 9: In Class Mid-Term Essay Test (Nov. 6)

Week 10: Structural Adjustment and the Politics of Economic Reform (Nov. 13)

*****Asynchronous – please watch lecture videos in advance of in-class meeting*****

*Thandika Mkandawire and Charles Soludo, “The Adjustment Experience” extract from *Our Continent, Our Future: African Perspectives on Structural Adjustment* Trenton, NJ: Africa World Press, 1999, pp 49 - 85

*Archibong, Belinda, Brahim Coulibaly and Ngozi Okonjo-Iweala, “Washington Consensus Reforms and Economic Performance in Sub-Saharan Africa: Lessons from the Past Four Decades” *Africa Growth Initiative Working Paper 27* Washington D.C.: Brookings Institution

Thandika Mkandawire and Charles Soludo, “Introduction: Towards the Broadening of Development Policy Dialogue for Africa” extract from *African Perspectives on Structural Adjustment: A Companion to Our Continent, Our Future:* Trenton, NJ: Africa World Press, 1999, pp 1-15

John Ravenhill “A Second Decade of Adjustment: Greater Complexity, Greater Uncertainty” extract from *Hemmed In: Responses to Africa’s Economic Decline*, New York, Columbia University Press, 1993, 18-53

Week 11: Crisis and Political Reconfiguration: The Wave of Democratization (Nov. 20)

*****Asynchronous – please watch lecture videos in advance of in-class meeting*****

*Paul Nugent, “Democracy Rediscovered: Popular Protest, Elite Mobilisation and the Return of Multipartyism”, extract from *Africa Since Independence*, London: Palgrave, 2004, pp.368-385

*Michael Bratton and Nicholas van de Walle: “Neopatrimonial regimes and political transitions in Africa” *World Politics* 46, 4 (1994) pp 453-489

*Taiwo, Olufemi. *Against Decolonisation: Taking African Agency Seriously*. London: Hurst Publishers (2022) “Introduction”

Opalo, Ken, “Introduction” in *Legislative Development in Africa: Politics and Postcolonial Legacies* Cambridge: Cambridge University Press (2019) pp 1-13

Jeffrey Herbst, “The Structural Adjustment of Politics” *World Development* 18, 7 (1990) pp 949-958

Posner, Daniel and Daniel Young “The Institutionalization of Political Power in Africa” *Journal of Democracy* 18,3 (2007) pp 126-140

Week 12: In-class final test (Nov. 27)

Academic Integrity Checklist

Pol 301 – Government and Politics in Africa

I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By submitting my essay, I agree that the statements above are true.