**Security in Africa**

**PSCI326/GBST326**

Professor Phoebe Donnelly

Spring 2019

Class times: Tu/Th 9:55-11:10

Email: pgd3@williams.edu

Office: Schapiro 327

Office Hours: Tues 2:30pm-4:30pm or by appointment

**Overview**

Africa is the world’s second largest and second most-populous continent. This course will explore this diverse region (focusing on sub-Saharan Africa) through the lens of human security which takes a broader understanding of security challenges and how they affect different individuals. This course will equip students with an understanding of security and ways to study it as well as an overview of general security debates and challenges in the region of Africa. Students in this course will be able to identify patterns and recognize similarities within sub-Saharan Africa while recognizing the differences across countries and diversity within the continent.

There are three guiding questions that for the course:

1. What patterns can we identify related to security challenges in Africa?
2. What leads to specific security challenges in certain countries or regions in Africa?
3. In what ways can we describe or measure the security context across Africa?

At the beginning of the course, we analyze what security, insecurity, conflict, and violence mean and consider different ways of measuring these concepts. The course is organized around four lenses or approaches to understanding security and insecurity in Africa. These four lenses are: 1) insecurity from state structures and nature of the state, 2) internal threats to security, 3) identity, and 4) relationships. Throughout the entire course, we will rely on postcolonial and gender analyses as tools to understand security and conflict tin Africa.

Each approach to security will address different themes and many will have accompanying case studies. The case studies we will discuss in class are: Somalia (repeated), Uganda (repeated), Nigeria (repeated), Sierra Leone, Democratic Republic of Congo, and Rwanda. Importantly, you will be analyzing one country throughout the semester and for your final paper.

Learning objectives for course:

* Develop tools to analyze security dynamics across countries in Africa.
* Create your own definition and indicators for security, violence, and peace.
* Improve research skills while paying attention to the politics of knowledge.
* Advance critical writing skills in particular focusing on how to develop and support an argument.
* Further an interest in learning more about Africa and/or a particular country, region, or theme.

As this is a writing intensive course, class time will not only be spent on course content but also on discussing what makes good academic writing and techniques to improving academic research and writing skills. We will also focus on efficient reading in this course and you will be taught specific skills for reading academic articles and texts.

**Course materials**

There are two assigned books for this course.

1. Paul Williams, *War & Conflict in Africa* (2016) – indicated in syllabus as Williams followed by chapter title and page numbers.
2. *Routledge Handbook of African Security* (2014) – indicated in syllabus as Routledge Handbook followed by chapter author, chapter title, and page numbers.

All other course readings (except short news articles) are in your course packet. For material that you will need to access online I indicate ONLINE before the source and a link.

Please be sure to check your syllabus each week. I encourage you to review the session themes listed under each class session to help guide your reading. *I also may send additional short news articles or reading material by email certain weeks. These readings are not in your syllabi, but you are required to read them before class.*

There are a few articles I marked with \*close reading. For these articles, do not just read them for content, but pay attention to how the article is written. What is the author’s argument? How do they support that argument? Do you find the argument persuasive?

**Grading**

Class participation – 20% of total grade

* 10% class discussion
* 10% GLOW posts and short written assignments

Midterm short memo – 20% of total grade

Final Research Paper – 60% of total grade

* Annotated bibliography – 5% of paper grade
* Paper Outline – 5% of paper grade
* Literature Review – 10% of paper grade
* Final Paper – 40% of paper grade

\*For specific assignment details and assessment details see, “Assignments and Grading for PSCI326/GBST 326,” handout.

**Course Policies**

*Attendance:* You can miss two classes without penalty and without needing to provide an explanation for why you have missed class. If you miss more than two class sessions, you will lose 5 points per missed class meeting from your participation grade. Students who need to miss more than two classes for illness or other extenuating circumstances should speak with the dean and notify me. If you miss a class, it is your responsibility to do the readings and assignments for that date and to request notes from a classmate. You *cannot succeed* in this class if do not attend class sessions. It is in your best interest if you are well enough and physically able to attend class to be here.

*Late work:* Late work will receive one letter grade deduction for each day it is late. If you have an emergency that prevents you from turning in your assignment on time you must first notify the dean who will contact me. I do not grant extensions and therefore I recommend you begin your assignments far in advance of the due date (which is why I have provided all assignment information in advance).

*Academic Integrity and Honor Code:* This class is about producing your own piece of academic writing and therefore I take plagiarism and cheating very seriously. We will review guidelines for citation practices to ensure that all students are clear on how to properly cite outside resources. However, if you have specific questions about the Honor Code, please feel free to come to talk to me or to consult the resources the College provides.

In the written work you submit: put in quotation marks any direct text you are using from a source, use footnotes or parenthetical citations, and use Chicago Style guidelines (<http://www.chicagomanualofstyle.org/tools_citationguide.html)>. I encourage you to review the library’s citation guide for additional useful resources (<https://libguides.williams.edu/citing/basics>).

*Accommodations:* Students with disabilities of any kind who may need accommodations for this course are encouraged to contact Dr. GL Wallace (Director of Accessible Education) at 597-4672. Also, students experiencing mental or physical health challenges that are significantly affecting their academic work or well-being are encouraged to contact the deans who can help them find the appropriate support. The deans can be reached at 413-597-4171.

*Writing and Research Support:* I encourage you to utilize the Williams Writing Workshop for additional writing support throughout the semester (<https://writing-programs.williams.edu/writing-workshop/>). If you need help with research, Hale Polebaum-Freeman, is the librarian who will be working with our class. Hale will be meeting with our class on February 14th and March 5th, but you can also reach them by email at [hop1@williams.edu](mailto:hop1@williams.edu) for additional assistance.

*Inclusivity:* The Williams community embraces diversity of age, background, beliefs, ethnicity, gender, gender identity, gender expression, national origin, religious affiliation, sexual orientation, and other visible and nonvisible categories. I welcome all students in this course and expect that all students contribute to a respectful, welcoming and inclusive environment. If you feel that you are not being welcomed, included, or accepted in this class, please come to me or a college administrator to share your concern. Class discussions will be guided by our agreed upon ground rules that we will establish in our first-class meeting.

*Communication:* I will communicate with you by email regarding updates on the course and additional short readings. Please plan to check your email at least once a day. I will respond to emails within 24 hours, however, please consider if the topic is best covered by email or in-person. For questions that require a discussion or explanation, please plan to come to office hours.

*GLOW site:* I will use the course glow sites to post any resources I hand out in class as well as PDFs of all readings. On days you have a GLOW post due you should post your response under the appropriate topic and should plan to read your peers’ responses.

*Office Hours:* My office hours are on Tuesday from 2:30pm-4:30pm or by appointment. You should plan to attend my office hours *at least once* during the semester to discuss your paper. I encourage you to come to see me in office hours during the semester.

*Electronic Device Policy:* Laptops, cell phones, and other electronic devices are not allowed in class. Please print any material you plan to use during class. If you use an electronic device in class, it will result in a deduction in your participation grade. I suggest you put your cell phones on do not disturb mode.

*Course Material:* This course is about security in Africa and it requires us to confront instances of severe insecurity and violence in the region. As a result of the course topic, some of the material we read and topics we discuss, may be emotionally challenging. If you have any concerns about learning this material, please see me and the dean at the beginning of the semester to assess if this course is the best fit for you. You are encouraged to take care of our own emotional health and it is okay to step out of the classroom if you need a break.

**Course schedule**

1. **Wed Jan 30 - Introductions**

**Session themes:**

* Introductions
* Syllabus review
* Overview of class assignments and grading
* Creation of class ground rules

1. **Tues Feb 5 – Perceptions of Africa**

**DUE MON FEB 4 8PM BY EMAIL:** Write a short response paper (no more than one page) answering any of the following questions:

What have your current experiences with Africa been? What perceptions do you have of the continent and where have those ideas come from? What interests you about the region? What questions do you have about Africa?

**Session themes:**

* Discussing existing perceptions of Africa and where our knowledge of the continent comes from
* Moving beyond a “single story” and being open to multiple perspectives and experiences within the continent
* Where does our information about Africa come from? What are we missing?
* Discussion of general reading and writing tips for course

**Readings:**

* Amy Niang, “The Imperative of African Perspectives on International Relations (IR),” *Politics*, 2016.
* Binyavanga Wainaina, “How to Write about Africa,” *Granta Magazine,* January 19, 2006.
* Nanjala Nyabola, “Wakanda is not African, and that’s OK,” *Al Jazeera*, March 13, 2018.
* WATCH ONLINE: Chimamanda Ngozi Adichie “The Danger of a Single Story,” TED talk, July 2009 <https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language>

1. **Thurs Feb 7 – What is security?**

**DUE IN CLASS:** Your 1st, 2nd, and 3rd choice of country you would like to write about for your final paper and a paragraph explaining the rationale behind your selections. If you need help picking a country please come to office hours. Please note I would encourage you not to choose one of the repeated in-class case studies – Somalia, Uganda, or Nigeria.

**Session themes:**

* What does human security measure? How does it contrast with traditional security studies?
* How could we use feminist analysis to understand security dynamics?

**Readings:**

* Claire Metelits, “Framing the Study of Security,” in *Security in Africa: A Critical Approach to Western Indicators of Threat* (2016), pp. 9-28.
* Roland Paris, “Human Security: Paradigm Shift or Hot Air? *International Security* 26(2): 87-102.
* J. Ann Tickner, “Gendering Security Studies and Peace Studies,” in *A Feminist Voyage through International Relations* (2014), pp. 19-35.

1. **Tues Feb 12 – Patterns of Conflict**

**Sessions themes:**

* What patterns do the authors highlight regarding conflict in Africa?
* What are the misconceptions about conflict in Africa?
* What questions or gaps exist in our understanding about conflict in Africa?
* How do ideas about security and war intersect? How would we define these terms differently?

**Readings:**

* Williams:Introduction and Chapter 1, pp. 1 – 34
* Scott Straus, “Wars Do End! Changing Patterns of Political Violence in Sub-Saharan Africa,” *African Affairs* (2012), pp. 179-201. \***close reading**
* ONLINE - review and **be prepared to share findings in class related to your countries**:
  + Uppsala Conflict Data Program (UDCP) pages, available at: <http://ucdp.uu.se/#/>
    - Click the three countries you are submitting as potential choices for your paper, pay attention to what kind of metrics UCDP tracks.
  + ACLED Africa Regional Overview and Trends, available at: <https://www.acleddata.com/category/analysis/africa/>
    - Select the three countries you are submitting as potential choices for your paper in the “analysis by country,” function.Consider what threats to security ACLED is monitoring and how they are quantifying them.

1. **Thurs Feb 14 - Patterns of violence**

**Sessions themes:**

* Focus on two types of violence that might be missed in traditional security assessments: sexual violence and structural violence
* How does these forms of violence fit into security assessments?
* Hale Polebaum-Freeman will be visiting at the end of this class session to show you our class research guide.

**Readings:**

* Dara Kay Cohen and Amelia Hoover Green, “Dueling incentives: Sexual violence in Liberia and the politics of human rights advocacy,” *Journal of Peace Research* (2012), pp. 445-458. **\*Close reading**
* Dara Kay Cohen, Amelia Hoover Green, and Elisabeth Jean Wood, “Wartime Sexual Violence: Misconceptions, Implications, and Ways Forward,” United States Institute of Peace Special Report (February 2013), pp. 1-16.
* Johan Galtung “Violence, Peace and Peace Research,” *Journal of Peace Research* (1969), pp. 167-191.
* ONLINE - Read together:
  + Kate Wilkinson, “Why it is wrong to call S. Africa or any country the ‘rape capital of the world,’ *Africa Check* (January 2014) <https://africacheck.org/reports/why-it-is-wrong-to-call-s-africa-or-any-country-the-rape-capital-of-the-world/>
  + Lyn Snodgrass, “Survivors of sexual violence in South Africa are finally finding their voices,” *The Conversation,* November 14, 2018, <https://theconversation.com/survivors-of-sexual-violence-in-south-africa-are-finally-finding-their-voices-106458>

**Lens 1: Insecurity from State Structures and the Nature of the State**

1. **Tues Feb 19 – Colonialism**

**DUE ON GLOW by 8pm the night before class:** Write a short post about the colonial history of your country.

**Sessions themes:**

* How has colonialization influenced the security of countries across Africa today?
* How does the effects of the legacy of colonialization differ across countries?
* How does colonialism affect our analysis of dynamics in the region today?

**Readings:**

* Pierre Englebert & Kevin C. Dunn, Section of “Ch. 2: The Evolution of African States,” *Inside African Politics* (2013), pp. 17-40
* Wangari Maathai, “Ch. 2: A Legacy of Woes,” in *The Challenge for Africa* (2009), pp. 25-47.
* Laura Seay and Kim Yi Dionne, “The long and ugly tradition of treating Africa as a dirty, diseased place,” *Monkey Cage Blog,* August 25, 2014

1. **Thurs Feb 21 – Neopatrimonialism**

**Sessions themes:**

* How does neopatrimonialism influence security?
* In what ways does corruption fuel or sustain insecurity?

**Readings:**

* Williams: “Neopatrimonialism,” in *War & Conflict in Africa,* pp. 67-85.
* Alex de Waal, “Somalia: A Post-Apocalypse Workshop,” in *The Real Politics of the Horn of Africa* (2015),pp. 109-129.
* Sarah Chayes, “Chapter Ten: Variation 4: The Resource Kleptocracy Nigeria,” *Thieves of State* (2015), pp. 118-134.

1. **Tues Feb 26 – Fragile States**

**DUE ON GLOW 8pm the night before class:** Write a short post about your country and its score and rankings on the Fragile State Index. Is this consistent with what you have learned about it so far? Did anything surprise you? Does this tell you anything new about security in your country?

**Sessions themes:**

* Does the concept of failed or fragile states help us understand security dynamics in Africa? If so, how? If not, how do we grapple with the terminology?

**Readings:**

* Claire Metelits, Chapter 3 “The Securitization of Space,” in *Security in Africa* (2016), pp. 29-47
* Jeffrey Herbst, “Let Them Fail: State Failure in Theory and Practice,” Robert Rotberg ed. *When States Fail* (2004), pp. 302-318.
* Ken Menkahus, “State Collapse in Somalia: Second Thoughts,” *Review of African Political Economy* (2003), pp. 405-422. \***Close reading**
* ONLINE - Review Fund for Peace, “Fragile State Index,” website. Search your country <http://fundforpeace.org/fsi/country-data/> and look at its score for the different categories and changes over time.

1. **Thurs Feb 28 – Resources**

**Session themes:**

* How does the presence of natural resources influence security?
* If we see the Banco & Seay articles as taking two different sides of a debate regarding natural resources and conflict, what side do you find more convincing? Why?

**Readings:**

* Routledge Handbook: Jessica Piombo, “Resources and Conflict in Sub-Saharan Africa,” pp. 96-112
* Williams: “Chapter 4: Resources,” pp. 86-113.
* ONLINE - Read together:
  + Erin Banco, “Is Your Cell Phone Fueling Civil War in Congo?” *The Atlantic* (July 11, 2011) [https://www.theatlantic.com/international/archive/2011/07/is-your-cell-phone-fueling-civil-war-in-congo/241663/](https://www.csmonitor.com/World/Africa/Africa-Monitor/2011/0429/Is-Congo-s-mineral-trade-really-the-key-to-the-country-s-conflict)
  + Laura Seay, “Is Congo’s mineral trade really the key to the country’s conflict?” *The Christian Science Monitor*  (April 29, 2011) <https://www.csmonitor.com/World/Africa/Africa-Monitor/2011/0429/Is-Congo-s-mineral-trade-really-the-key-to-the-country-s-conflict>

1. **Tues March 5 – Research Skills**

**DUE IN CLASS:** annotated bibliographies (see “PSCI326 Assignments and Grading” for details)

\*This class session will be held at the instruction lab at the library. Please bring any questions you have about finding sources on your country.

1. **Thurs March 7 - Security of environment**

**Session themes:**

* How do environmental challenges affect security?
* What does famine, and in particular the 2011 famine in Somalia, teach us about the link between the environment and security?

**Readings:**

* Routledge Handbook: Kevin Dunn, “The Environment and Conflict in Africa,”pp. 168-178.
* Daniel Maxwell and Merry Fitzpatrick, “The 2011 Somalia famine: Context, causes, and complications, *Global Food Security* (2012), pp. 5-12.
* ONLINE - Nurith Aizenman, “What Today’s Headlines About Famine Get Wrong,” NPR, January 19, 2018. <https://www.npr.org/sections/goatsandsoda/2018/01/19/577659864/author-todays-famines-arent-as-bad-as-you-think-they-are>

1. **Tues March 12 Midterm - The what did we miss class**

**\*Due Monday March 11 by 8pm by email: Midterm papers. Be prepared to present your findings/arguments in class.**

* *Short news articles will be sent in advance of class.*

**Lens 2 Internal Threats to Security**

1. **Thurs March 14 - Understanding Rebel Groups in Africa**

**DUE ON GLOW 8pm the night before class:** are there rebel groups that have been active or currently are active in your country of focus? If so, what are the goals of these rebel groups? What forms of violence do they use and who do they target with this violence?

**Session themes:**

* What tools or categories are useful in understanding rebel groups?
* What patterns do we see in rebel groups across Africa? How have rebel groups in Africa evolved or changed?
* How can we use gender to understand rebel group dynamics?

**Readings:**

* Routledge Handbook: Morten Bøås and Kevin Dunn, “Understanding African Guerillas: From liberation struggled to warlordism and international terrorism?” pp. 85-95.
* Christopher Clapham, “Introduction,” in *African Guerillas* (1998), pp. 1-18.
* Zoe Marks, Gender Dynamics in Rebel Groups,” in *The Palgrave International Handbook of Gender and the Military* (2017), pp. 437-454.

1. **Tues April 2 – Warlords: Case Study on The Lord’s Resistance Army (LRA) in Uganda**

**Session themes:**

* What factors influenced insecurity in northern Uganda?
* How does Finnström’s depiction of the LRA contrast with mainstream views of the group?
* In what ways are African insurgencies simplified?
* Mid-semester check-in

**Readings:**

* Sverker Finnström, “An African hell of colonial imagination? The Lord’s Resistance Army in Uganda, another story,” *The Lord’s Resistance Army: Myth and Reality* (2010), pp. 74-89.
* Marieke Schomerus, “’A terrorist is not a person like me’: an interview with Joseph Kony,” (2010), pp. 113-131.
* Evelyn Amony, *I am Evelyn Amony* (2015) pp. 19-37

1. **Thurs April 4 - Violent Extremism: Case Study Al-Shabaab in Somalia**

**DUE BY EMAIL 8pm night before class:** Informal topic overview. What are you planning to argue? What do you need to do to successfully make this argument?

**Session themes:**

* What do we know about the causes of violent extremist groups in Africa? What questions remain?
* What do we know about who participates in violent extremism?
* How do violent extremist groups compare with other types of rebel groups in Africa?

**Readings:**

* Caitriona Dowd, “Grievances, Governance, and Islamist Violence in sub-Saharan Africa,” *The Journal of Modern African Studies* (2015), pp. 505-531.
* Mohamed Haji Ingiriis, “The Invention of Al-Shabaab in Somalia: Emulating the Anti-Colonial Dervishes Movement,” *African Affairs* (2018), pp. 1-21.
* SKIM - United Nations Development Program (UNDP), “Journey to Extremism in Africa: Drivers, Incentives and the Tipping Point for Recruitment,” (2017), pp. 1-20.
* ONLINE - Claire Felter, Jonathan Masters, and Mohammed Aly Sergie, “Al-Shabaab Backgrounder,” Council on Foreign Relations, available at <https://www.cfr.org/backgrounder/al-shabab>.

1. **Tues April 9- Violent Extremism: Case Study Boko Haram in Nigeria**

**Session themes:**

* What similarities are there between Boko Haram and Al-Shabaab? In what ways, does Boko Haram provide new information on our understanding of violent extremism?
* What can we learn from the #bringbackourgirls campaign about how international activism affect security dynamics in Africa?

**Readings:**

* Hilary Matfess, “Understanding Boko Haram,” in *Women and the War on Boko Haram: Wives, Weapons, Witnesses* (2017),Ch. 1: “Understanding Boko Haram,” and Ch. 4: Girls as Symbols: The Chibok Abductions and the Silent Majority.”
* ONLINE - Hilary Matfess, “Three Years Later: A Look at the #BringBackOurGirls Catch-22,” *the Daily Beast,* April 14, 2017, https://www.thedailybeast.com/three-years-later-a-look-at-the-bringbackourgirls-catch-22

1. **Thurs April 11 - Civil Resistance and Protests**

**Session themes:**

* How do protests and civil resistance movements influence security?
* When are mass protests movements likely to occur?

**Readings:**

* + Erica Chenoweth and Maria J. Stephan, “Drop Your Weapons: When and Why Civil Resistance Works,” *Foreign Affairs* (July/August 2014).
  + Adam Branch and Zachariah Mampilly, *Africa Uprising* (2015), pp. 1-10, 113-150
  + ONLINE: “A Pop Star, a Protest, and a Likely Case of Torture in Uganda,” *The Atlantic,* August 25, 2018, <https://www.theatlantic.com/international/archive/2018/08/uganda-bobi-wine-arrested/568549/>
  + ONLINE: Patience Akumu, “With Bobi Wine, People Power Could Finally Win in Uganda,” October 4, 2018, <https://www.theguardian.com/commentisfree/2018/oct/04/bobi-wine-people-power-uganda-singer-africa-museveni>

**Lens 3 Identity**

1. **Tues April 16 – Gender**

**DUE IN CLASS:** Paper argument and outline.

**Session themes:**

* What role do ideas about femininity and masculinity play in security or insecurity?

**Readings:**

* Routledge Handbook: Maria Eriksson Baaz and Maria Stern, “The Gendered Subject of Violence in African Conflicts,” pp. 157-167.
* Amina Mama and Margo Okazawa-Rey, “Militarism, Conflict, and Women’s Activism in the Global Era: Challenges and Prospects for Women in three West African Contexts,” *Feminist Review* 101 (2012), pp. 97-123.
* David Duriesmith, “Is Manhood a Causal Factor in the Shifting Nature of War?” *International Feminist Journal of Politics* (2013), pp. 236-254.

1. **Thurs April 18 - Ethnicity**

**Session themes:**

* How has identity been manipulated to create insecurity?
* Does “ethnic conflict” exist? Is it a useful concept?

**Readings:**

* Williams, “Ethnicity,” pp. 113-127.
* Lee Ann Fuji, “Violence and Identity in Historical Perspective,” *Killing Neighbors: Webs of Violence in Rwanda* (2009) pp. 45-75.
* Lidwien Kapteijns, “Historical Background to Violence of State Collapse,” in *Clan Cleansing in Somalia* (2013), pp. 71-81.

**Lens 4 Relationships**

1. **Tues April 23 – Humanitarian and Development Assistance**

**Session themes:**

* How has humanitarian and development aid contributed to security in Africa?
* How has humanitarian and development aid contributed to insecurity in Africa?
* How has aid been used politically?
* What mistakes have actors distributing aid made? How could the distribution of aid be improved?
* Williams: “Aid,” pp. 253-274.
* Sarah Kenyon Lischer, “Collateral Damage: Humanitarian Assistance as a Cause of Conflict,” *International Security* (Summer 2003), pp. 79-109.

1. **Thurs April 25 - International Peacekeeping**

**DUE IN CLASS:** Literature review

**Session themes:**

* How have international peacekeeping missions contributed to security?
* How have international peacekeeping missions contributed to insecurity?
* What challenges have peacekeeping missions faced?
* What do we learn by studying peacekeeping in the Democratic Republic of Congo (DRC)?

**Readings and assignments:**

* Zubairu Wai, “The Empire’s New Clothes: African Liberal Interventionism, and Contemporary World Order,” *Review of African Political Economy* 41, no. 142, 2014: 483-499.
* Séverine Autesserre, “Dangerous Tales: Dominant Narratives on the Congo and Their Unintended Consequences,” *African Affairs* (2012), pp. 202-222.
* Bernd Beber, Michael Gilligan, Jenny Guardado, and Sabrina Karim, “U.N. Peacekeeping and Transactional Sex,” Monkey Cage blog, June 16, 2015.

1. **Tues April 30: African Union Interventions**

**Session themes:**

* How does the African Union contribute to security?
* How does the African Union contribute to insecurity?
* What are the differences between the African Union and the United Nations operations?
* What do we learn by studying AMISOM?

**Readings:**

* Williams, Ch. 10 – Organization-Building, pp. 149-167.
* Paul Williams “Fighting for Peace in Somalia: AMISOM’s Seven Strategic Challenges,” *Journal of International Peacekeeping* (2013), pp. 222-247.

1. **Thurs May 2 - (In)security? through relationships with other countries: case study U.S.**

**\*Class at Williams College Museum of Art in the Rose Study Gallery**

**Session themes:**

* How does Africa’s relationship with the U.S. contribute to its security?
* How does Africa’s relationship with the U.S. contribute to its insecurity?
* What patterns can be seen in the U.S. relationship with Africa?
* What has changed in the U.S. relationship with Africa?
* What perceptions do Africans have of the relationship between Africa and the U.S.?

**Readings:**

* + Jessica Piombo, “US Africa Policy: Rhetoric Versus Reality,” *Current History* (May 2012): 194-197.
  + Cheryl Strauss Einhorn and Andrea Walther-Puri, “Are U.S. Efforts Successfully Countering Terrorism in Africa,” Council on Foreign Relations Blog Post, June 29, 2016.
  + Laura Seay, “Old Ideas for the New Africa,” *Guernica,* June 26, 2012.
  + ONLINE – Landry Signé and Nathaniel D.F. Allen, “Trump’s Africa Policy Form with Focus on Security (and China),” *The Hill* (March 19, 2018), <https://thehill.com/opinion/international/378830-trumps-africa-policy-takes-form-with-focus-on-security-and-china>

1. **Tues May 7 - (In)security? through relationships with other countries: case study China**

**Session themes:**

* How does Africa’s relationship with China contribute to its security?
* How does Africa’s relationship with China contribute to its insecurity?
* What are existing debates in the emerging field of Africa-China studies?
* What do we learn from examining the relationship between Kenya and China?

**Readings:**

* Lina Benabdallah and Daniel Large, “China and African Security,” in *New Directions in Africa-China Studies* (2019), pp. 312-325.
* Maddalena Procopio, “Kenyan Agency in Kenya-China Relations: Contestation, Cooperation, and Passivity,” in *New Directions in Africa-China Studies* (2019), pp. 173-188.
* Grant Harris, “China is Loaning Billions of Dollars to African Countries. Here’s Why the U.S. Should Be Worried,” *Time,* August 30, 2018, <http://time.com/5381467/china-africa-debt-us-security/>
* Deborah Brautigam, “5 Myths About Chinese Investment in Africa,” *Foreign Policy,* December 4, 2015

1. **Thurs May 9 - Class Conference**

**DUE IN CLASS:** final research papers.

**Session themes:**

* Each student will have 1-2 minutes to present their paper abstract.
* Students will ask each other questions about their papers.
* We will use information from final papers to discuss guiding questions for course with an additional 4th question.

1. What patterns can we identify related to security challenges in Africa?
2. What leads to specific security challenges in certain countries or regions in Africa?
3. In what ways can we describe or measure the security context across Africa?
4. What strategies have been effective or ineffective in improving security in specific countries or regions in Africa?