

PSC 444: Political Economy of Africa
Spring 2023 / TR 10:00-11:50am / JS 166

Kevin S. Fridy
Office: KBB 103
Phone: (813) 257-3767
E-mail: kfridy@ut.edu
Course Website: <http://ut.blackboard.com>
Office Hours: Wednesday (noon-5pm)

Objective:

Africa is a diverse continent. In terms of area, Africa is larger than the US, China, and Europe, combined. Living in this vast expanse are more than 1 billion Africans who speak thousands of different languages, live in 54 different countries, and range from some of the world's richest to some of the world's poorest inhabitants. Grappling with the political issues facing such a large and diverse population is no small task. Over the next several months we only lay the groundwork for this exploration by scratching the surface.

This course is divided into two parts. Over the duration of the first five weeks we work to put African politics into a broad context. We do this first by exposing some of our built-in cultural biases. Then we jump into African political history which tends to be understood in the literature in three phases: pre-colonial, colonial, and independence. We explore the politics of these periods both separately and as they relate to each other. After our whirlwind tour of African biases and political history, we dive deeply into a single issue. For this section, that issue is the political divide between herders and farmers. There are parts of the continent where this cleavage is quite politically salient and other parts where it is not politically salient at all. Each of you will take a particular facet of this puzzle and develop it into a short research paper and presentation.

By the end of the course you will not have a comprehensive understanding of African politics. If, however, you put in the necessary time and effort you will understand many of the major issues facing residents of the continent and the debates surrounding these issues. You will also understand, perhaps most importantly, that Africa cannot be painted with a single brush.

Student Learning Outcomes:

This course is designed such that students who have immersed themselves in the material, attended lectures regularly, done the readings, completed all assignments diligently, and studied for exams, should be able to do the following by the end of the course:

- The student will understand that the African continent is not a country.
- The student will be able to identify significant historical and contemporary trends in African Politics.

- The student will be able to explain and analyze issues and debates within the Africanist political science community pertaining to governance, development, conflict, and social issues.
- The student will know in great detail about the politics of herder and farmer relations in Africa and be able to report with expertise on a facet of this relationship.

Requirements:

Though it may be altered slightly and/or clarified by professorial edict either in class, via email, or on Blackboard, consider this syllabus a contract between you and your professor that lists both what you can expect from class and what is expected of you. Check it regularly and bring it to class with your notebook. You are expected to read EVERYTHING assigned on the syllabus, which averages around 150 pages a week. You are also expected to attend EVERY lecture. Visiting me on occasion during office hours to discuss issues raised in class and/or paper topics will not hurt either. If you do these things you will do very well in the course. If you do not do these things you will not do so well in the course. Consider this fair warning up front.

You will be evaluated in this class based on your performance in 5 areas. These areas, along with their relative weights, are as follows:

Keim Reflection Paper (5%) – Over the course of the first several classes you will read Keim and Somerville's *Mistaking Africa*. The book is a polemical take on Western biases regarding Africa. On our Tuesday meeting during Week 2 you will turn in a 1-2 page essay (single-spaced) explaining some things you have learned about your own cultural biases through reading Keim's text. You should turn this in via Blackboard/Turnitin. The paper should not be a laundry list of things you thought about while reading Keim, but rather a well-organized, informed, and thoughtful discussion of your personal mistaking of Africa. No matter how enlightened you think you are, biased lenses are there. Take this assignment seriously as it provides me a very early look at your writing abilities. Late papers will be penalized at a rate of 10 percent per day without an excused absence.

Map Quiz (5%) – There is a political map of Africa attached to this syllabus. You should begin learning this map immediately. On the Tuesday of Week 4 you will be presented with a similar map of Africa sanitized of country and capital names and asked to identify 20 countries and 20 capitals randomly selected by your professor. This quiz will be administered during the first 10 minutes of class. Learning where these countries and capitals are early on will help you better contextualize future discussions. Late map quizzes will be penalized at a rate of 10 percent per day without an excused absence.

Exam (30%) – Given out in-class Tuesday of Week 6. The exam covers all material from the readings and in-class discussions for class sessions prior to the exam. If you miss a class over this period, it is your responsibility to get notes from one of your colleagues. The closed book exam includes multiple choice, short answer, and essay questions. There will be NO review sheet. Excused late or early exams will only be given in extreme circumstances and require extensive documentation and/or prior permission (at least two

weeks in advance) from the professor. Unexcused late exams will be penalized at a rate of 10 percent per day. If you miss an exam it is YOUR responsibility to contact me on the day of the exam or sooner to schedule a make-up.

Article Presentation (10%) – On Thursdays Weeks 9 through 12 you, and a group of colleagues, will be tasked with leading our class discussion. This involves presenting an assigned article and leading the class through a thoughtful and critical discussion on said article. A grading rubric for this presentation is available on Blackboard. Late article presentations disrupt the flow of two classes. On the class you were assigned to deliver the presentation, there will be a void. On the make-up class, other content will need to be condensed to make room for content that ill-fits the topic. Given the disruptive nature of a late article presentation, failure to present on your assigned day without an excused absence will not be allowed. In this situation, you would forfeit the assignment points.

Pop Quizzes (10%) – Any class meeting from Week 6 through Week 12 you may have a quiz covering the assigned readings at the beginning of class. These quizzes are basic reading checks. If you have read the material and comprehended it well, you will score well on the quizzes. You will have at least five quizzes and your lowest two scores are dropped. Because of these dropped scores, there will be no make-up quizzes.

Paper Preparation (10%) – To improve your final product, this course requires a multi-stage writing process. This multi-stage process is graded in the form of five small pass/fail assignments. These assignments include: 1) small group meeting summary, 2) draft literature review, 3) draft paper presentation, 4) draft paper discussant, and 5) CSSME poster. We cover the content of these assignments in class, so it is important to regularly attend. Unexcused late assignments will not be accepted.

Research Paper (30%) – As a 400-level course, you are required to produce a substantial research paper. Your final paper should have a research question that addresses a suitable issue in African politics related to the herder/farmer issue you have been assigned class topic. Everyone in the class will take on the categorical variable “pastoralists versus farmers” as their independent variable, but it is your responsibility to cull through the literature and AfroBarometer data set in search of interesting and relevant dependent variables dealing with either environmental issues, economics, governance, or security. Begin thinking about topics early so you will have time to discuss your thoughts with your professor and come up with a topic you are excited about instead of just any topic that pops into your head the day before literature reviews are due. In 15 pages or less (TNR 12-point font, double-spaced, 1-inch margins, with APSR-style internal citations) you should provide well-researched and well-argued answers to this question. Papers are due via Blackboard/Turnitin the Friday of Week 13. Though you will work on early components of the paper with others in class, this is your paper and should be written by you. Late papers will be docked 10 percent per day without an excused absence. Note that this is a political science course and I expect papers to reflect this fact both topically, methodologically, and structurally. Topically this means making explicit

how what you are writing about helps me learn more about a theme we cover in the course. Methodologically the discipline of political science is diverse but there are limits, stay within them. Structurally this means including an introduction and conclusion, academic literature review, methods discussion, and analysis. If you are not sure what these components are or how to organize them, it is your job to figure it out either on your own or with the help of your professor.

Important Due Dates¹:

| | |
|-----------------------|---|
| Keim Reflection Paper | Tuesday 24 January |
| Map Quiz | Tuesday 7 February |
| Exam | Tuesday 21 February |
| Pop Quizzes | TBA (Weeks 6-12) |
| Article Presentation | TBA (Thursdays Weeks 9-12) |
| Research Paper | Friday 21 April |
| Paper Preparations | |
| Small Group Summary | Friday 17 March |
| Lit Review | Friday 24 March |
| Presentation | Draft submit Friday 14 April/Presentation TBA (Week 13) |
| Discussant | Feedback submit Tuesday 18 April/Discussant TBA (Week 13) |
| CSSME Poster | Wednesday 26 April |

Grading:

The course letter grade will be determined according to the following scale:

| <i>Letter Grade</i> | <i>Quality Points</i> | <i>Numeric Scale*</i> |
|---------------------|-----------------------|-----------------------|
| A | 4.0 | 93-100 |
| AB | 3.5 | 88-92 |
| B | 3.0 | 83-87 |
| BC | 2.5 | 78-82 |
| C | 2.0 | 73-77 |
| CD | 1.5 | 68-72 |
| D | 1.0 | 60-67 |
| F | 0.0 | Below 60 |

*I will round up at the .5 and NOT before. For example, if you earn an 87.49 you will receive a B for the class. If you earn an 87.5 you will receive an AB. The only exception to this rule concerns the line between a D and an F. If you make below 60 points, even if it is by the smallest fraction of a point, I will NOT round up.

¹ Assignments due on Tuesdays or Thursdays are due by the beginning of class. Assignments due on Fridays are due by 11:59PM. The one Wednesday due date is for an in-person assignment during the CSSME poster conference.

Required Texts:

- Achebe** Achebe, Chinua. *Things Fall Apart*. (ISBN 9780385474542)
- Keim** Keim, Curtis and Carolyn Somerville. *Mistaking Africa: Misconceptions and Inventions*, 5th ed. (ISBN 9780367775971)
- Ngugi** Ngũgĩ wa Thiong’o. *Matigari*. (ISBN 9780435905460)
- Sembene** Sembène, Ousmane. *God’s Bits of Wood*. (ISBN 9780435909598)
- ☞ Article, chapter, video, or audio available through UT Blackboard.

COURSE SCHEDULE

The course schedule is subject to change at the professor’s sole discretion. Any changes will be announced in class, via email, and/or via Blackboard.

Week 1 (January 17 - 20)

- Tuesday** Introduction
Readings: ☞ syllabus
- Thursday** Clearing up some Misperceptions, I
Readings: Keim Part 1.

Week 2 (January 23 – 27)

- Tuesday** **KEIM REFLECTION PAPER**
Clearing up some Misperceptions, II
Readings: Keim Parts 2-4.
- Thursday** Historical Overview - Precolonial African Politics, Life Before Europeans
Readings: Achebe Part I (chs. 1-13).

Week 3 (January 30 – February 3)

- Tuesday** Historical Overview - Precolonial African Politics, Europeans Arrive
Readings: Achebe Parts II and III (chs. 14-25).
- Thursday** Historical Overview – Colonialism’s Early and Formative Years
Readings: Sembène chs. BAMAKO Ad’jibid’ji - DAKAR Mame Sofi.

Week 4 (February 6 – 10)

- Tuesday** **MAP QUIZ**
Historical Overview – Colonialism’s Last Vestiges
Readings: Sembène chs. THIÈS Sounkaré, the Watchman – THIÈS Epilogue.
- Thursday** Historical Overview – A Path to Independence?
Readings: Ngũgĩ, Part I

Week 5 (February 13 – 17)

- Tuesday** Historical Overview – Independence and Hope
Readings: Ngũgĩ, Parts II and III

Thursday Historical Overview – Independence and Disillusionment
Readings: None, we'll watch the movie *Xala* in class.

Week 6 (February 20 – 24)

Tuesday Our Independent Variable
Readings: √ Little, Michael A. 1989. "Human Biology of African Pastoralists." *American Journal of Physical Anthropology* 32(S10): 215–47; and √ Murdock, George Peter. 1957. "World Ethnographic Sample." *American Anthropologist* 59(4): 664–87.

Thursday **EXAM**

Week 7 (February 27 – March 3)

Tuesday Our Dependent Variables
Readings: √ Tooze, Adam. 2022. "It's Africa's Century - for Better or Worse." *Foreign Policy*. <https://foreignpolicy.com/2022/05/13/africa-century-economic-growth/>; and √ Afrobarometer. 2021. "Ghana Round 8 Questionnaire (2019)." <https://www.afrobarometer.org/survey-resource/ghana-round-8-questionnaire/>.

Thursday Organizing to write our research papers
Readings: √ Baglione, Lisa. 2008. "Doing Good and Doing Well: Teaching Research-Paper Writing by Unpacking the Paper." *PS: Political Science & Politics* 41(3): 595–602.

***** SPRING BREAK *****

Week 8 (March 13 – 17)

Tuesday Small Group Meetings

Thursday Small Group Meetings

Friday **SMALL GROUP MEETING SUMMARY**

Week 9 (March 20 – 24)

Tuesday Economic Development
Readings: √ Collier, Paul. 2007. "Poverty Reduction in Africa." *Proceedings of the National Academy of Sciences* 104(43): 16763–68.

Thursday Economic Development, Farmer/Herder Conflict
Readings: √ de Bruijn, Mirjam, and Han van Dijk. 2003. "Changing Population Mobility in West Africa: Fulbe Pastoralists in Central and South Mali." *African Affairs* 102(407): 285–307; √ Little, Peter D., John McPeak, Christopher B. Barrett, and Patti Kristjanson. 2008. "Challenging Orthodoxies: Understanding Poverty in Pastoral Areas of East Africa." *Development and Change* 39(4): 587–611; √ McPeak, John G., and Christopher B. Barrett. 2001. "Differential Risk Exposure and Stochastic Poverty Traps among East African Pastoralists." *American Journal of Agricultural Economics* 83(3): 674–79; √ Tonah, Steve. 2003. "Integration or Exclusion of Fulbe Pastoralists in West Africa: A Comparative Analysis of Interethnic Relations, State and Local Policies in Ghana and Côte d'Ivoire." *The Journal of Modern African Studies* 41(1): 91–114; √ Turner, Matthew D., Augustine A. Ayantunde, Kristen P. Patterson, and E. Daniel Patterson. 2011. "Livelihood Transitions and the Changing Nature of Farmer–Herder Conflict in Sahelian West Africa." *The Journal of Development*

Studies 47(2): 183–206; and ✓ Turner, Matthew D., and Eva Schlecht. 2019. "Livestock Mobility in Sub-Saharan Africa: A Critical Review." *Pastoralism* 9(1): 13.

Friday **DRAFT LITERATURE REVIEW**

***** **March 28 Last Day to Withdraw** *****

Week 10 (March 27 – 31)

Monday LAST DAY TO WITHDRAW

Tuesday Environment

Readings: ✓ Guha, Ramachandra. 2000. "The Paradox of Global Environmentalism." *Current History* 99(640): 367–70.

Thursday Environment, Farmer/Herder Conflict

Readings: ✓ Benjaminsen, Tor A., Faustin P. Maganga, and Jumanne Moshi Abdallah. 2009. "The Kilosa Killings: Political Ecology of a Farmer–Herder Conflict in Tanzania." *Development and Change* 40(3): 423–45; ✓ Bergius, Mikael, Tor A. Benjaminsen, Faustin Maganga, and Halvard Buhaug. 2020. "Green Economy, Degradation Narratives, and Land-Use Conflicts in Tanzania." *World Development* 129: 104850; ✓ Brottem, Leif V. 2016. "Environmental Change and Farmer–Herder Conflict in Agro-Pastoral West Africa." *Human Ecology* 44(5): 547–63; ✓ Clanet, Jean-Charles, and Andrew Ogilvie. 2009. "Farmer–Herder Conflicts and Water Governance in a Semi-Arid Region of Africa." *Water International* 34(1): 30–46; ✓ Eberle, Ulrich J., Dominic Rohner, and Mathias Thoenig. 2020. "Heat and Hate, Climate Security and Farmer–Herder Conflicts in Africa." *Empirical Studies of Conflict Project (ESOC)*, Working Paper 22; and ✓ Homer-Dixon, Thomas F. 1994. "Environmental Scarcities and Violent Conflict: Evidence from Cases." *International Security* 19(1): 5–40.

Week 11 (April 3 – 7)

Tuesday Governance

Readings: ✓ Ingram, Julia, Kevin S. Fridy, and Margaret H. Ariotti. 2022. "Social Class and Access to Governance in Burkina Faso." In *Challenges to Local Governance in the Pandemic Era: Perspectives from South Asia and Beyond*, eds. John S. Moolakkattu and Jos Chathukulam. Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 299–317.

Thursday Governance, Farmer/Herder Conflict

Readings: ✓ Fratkin, Elliot. 1997. "Pastoralism: Governance and Development Issues." *Annual Review of Anthropology* 26: 235–61; ✓ Lenshie, Nsemba Edward, Kelechi Okengwu, Confidence N. Ogbonna, and Christian Ezeibe. 2021. "Desertification, Migration, and Herder-Farmer Conflicts in Nigeria: Rethinking the Ungoverned Spaces Thesis." *Small Wars & Insurgencies* 32(8): 1221–51; ✓ Moritz, Mark. 2010. "Understanding Herder-Farmer Conflicts in West Africa: Outline of a Processual Approach." *Human Organization* 69(2): 138–48; ✓ O'Bannon, Brett R. 2006. "Receiving an 'Empty Envelope': Governance Reforms and the Management of Farmer–Herder Conflict in Senegal." *Canadian Journal of African Studies / Revue Canadienne des Études Africaines* 40(1): 76–100; ✓ Olaniyan, Azeez, Michael Francis, and Ufo Okeke-Uzodike. 2015. "The Cattle Are 'Ghanaians' but the Herders Are Strangers: Farmer–Herder Conflicts, Expulsion Policy, and Pastoralist Question in Agogo, Ghana." *African Studies Quarterly* 15(2): 53–67; and ✓ Vanger, Emmanuel Terngu, and Bernard

Ugochukwu Nwosu. 2020. "Institutional Parameters That Condition Farmer–Herder Conflicts in Tivland of Benue State, Nigeria." *African Security Review* 29(1): 20–40.

Week 12 (April 10 – 14)

Tuesday Security

Readings: √ ∩ Englebert, Pierre. 2015. "The 'Real' Map of Africa: Redrawing Colonial Borders." *Foreign Affairs*, 8 November.

Thursday Security, Farmer/Herder Conflict

Readings: √ ∩ Adzande, Patience. 2022. "Harnessing the Social Energies of Youths in Farming and Pastoral Communities in Managing Conflicts in Nigeria." *African Studies Review* 65(2): 479–503; √ ∩ Eke, Surulola. 2020. "'Nomad Savage' and Herder–Farmer Conflicts in Nigeria: The (Un)Making of an Ancient Myth." *Third World Quarterly* 41(5): 745–63; √ ∩ Kenee, Fekadu Beyene. 2022. "Pastoralists and Violent Conflict along the Oromia–Somali Border in Eastern Ethiopia: Institutional Options toward Peacebuilding." *African Studies Review* 65(2): 404–29; √ ∩ Khanakwa, Pamela. 2022. "Cattle Rustling and Competing Land Claims: Understanding Struggles Over Land in Bunambutye, Eastern Uganda." *African Studies Review* 65(2): 455–78; √ ∩ Setrana, Mary Boatemaa. 2022. "Promoting Peace and Managing Farmer–Herder Conflict: The Role of Civil Society Organizations in Agogo, Ghana." *African Studies Review* 65(2): 430–54; and √ ∩ Shettima, Abba Gana, and Usman A. Tar. 2008. "Farmer–Pastoralist Conflict in West Africa: Exploring the Causes and Consequences." *Information, Society and Justice Journal* 1(2): 163–84.

Friday **PRESENTATION (Research Paper Draft)**

Week 13 (April 17 – 21)

Tuesday **DISCUSSANT (Paper Feedback)**

RESEARCH PRESENTATIONS/DISCUSSANTS (Economic Development and Environment)

Thursday **RESEARCH PRESENTATIONS/DISCUSSANTS (Governance and Security)**

Friday **RESEARCH PAPER**

Week 14 (April 24 – 28)

Tuesday Poster Session Practice

Wednesday **CSSME POSTER SESSION** (4–6 pm in Fletcher Lounge, Plant Hall)
This poster session is not during regular class hours.

Thursday No Class

***** No Final Exam but you may get feedback on your research paper during *****

***** our scheduled exam period of 11am–1pm on Thursday 4 May *****

Map of Africa (2023)



Class Rules, Etiquette, and Advice:

I like my job a lot. There are few things I can imagine doing more satisfying than providing inquisitive minds with an atmosphere conducive to thinking more critically about their own assumptions and the world in which we live. The image of students leaving my classroom just a bit more prepared to make their society better is sustaining. Following is a list of policies and practices designed to help you make the most out of the course and improve the classroom experience for the both of us.

DO take care of your mental health – College can be a stressful time in a young person's life. The American Psychiatric Association published a recent study of college students observed over the course of a single academic year. Over 60% of students reported feeling things were hopeless one or more times, almost 40% of the men and 50% of the women reported feeling so depressed that they had difficulty functioning one or more times, and 10% of the students reported seriously considering attempting suicide at least one time. If at some point during your time at UT you begin to feel out of control for any reason you should realize that you are not alone and there is help available to you. Your professors are happy to counsel you on the problems you are having coping with academic life, but there are dedicated mental health counselors available to you through UT's Health and Counseling Center located at 111 North Brevard Ave (behind Austin Hall) who you may feel more comfortable disclosing certain types of non-academic problems to. The time to deal with mental health issues is when they arise and not after your grade has deteriorated. The Health Center's email is counseling@ut.edu and their phone numbers are 813-253-6250 (during business hours) and 813-257-7777 (outside of business hours for emergencies).

DO read the assigned texts – The amount and content of the reading assignments are well within the realm of reasonable for a class at this level. I have looked at syllabi from many different institutions of higher learning to come confidently to this conclusion. Do the assigned readings before each class and you will get the most out of the lectures. Though there are some things covered in the assigned readings that will not be covered in lecture, and vice versa, the lectures and readings build off each other. I will not hesitate to pull exam questions from readings not covered in class and from lectures not covered in the readings.

DO engage in class discussions thoughtfully – There will be lots of opportunities for you to contribute to conversations in the classroom. Most of my lectures have a built-in component for student input because I think it is important that you not only read and hear the information, but have to reconstitute and challenge it. I am also delighted to entertain questions when you have them and follow tangents that you would like to explore. Class periods when students are engaged and contributing seem to go by much faster than class periods when students are checked out. Students who regularly contribute to the classroom conversation do significantly better than students who do not on exams. So pretend the information we are covering is really interesting and jump at the opportunity to challenge the material. After a while you will find that you do not

have to pretend any more. If you are shy this is good practice for you. Use the class to build your confidence and public speaking skills. If you are worried about your peers' impressions of you, forget about it. Those who value education will find your contributions useful and those who roll their eyes are dull and uninteresting.

DO visit me during office hours – If you have a question about something we covered in class, need feedback on an assignment, want to discuss something you discovered outside of class that you think connects to course content in an interesting way, or just want to chat FEEL FREE to drop by office hours. I keep at least five hours per week and these hours are for you. You are not pestering me or taking me away from something more important. It is nice to talk with students outside of our regular classroom setting.

DO NOT use your laptop or telephone in class – Research consistently shows that students who use electronic devices in the classroom are more distracted and distract those around them. To help combat the temptation for distraction, laptops and telephones should be stored out of sight during class time. Individual exceptions to this policy are rare, require more than a preference for digital notetaking, and must be pre-approved by the professor. In an emergency or if directed to do so as part of a classroom assignment, this rule is suspended.

DO NOT send me an email unless it's absolutely necessary – With several classes and nearly 100 students a semester emails are a burden. While I know email seems convenient from the student point of view because it is more instantly gratifying and relatively labor free, I have found the method of communication a poor way to convey the complex concepts we deal with in class and for general points of inquiry it is inefficient as emails regularly get lost in my Inbox. So how can you decide if an email must be sent to me? I would encourage you to ask yourself the following three questions:

- 1) Can I find the answer on the syllabus, in a text, or online?
- 2) Is it something one of my colleagues in class can answer?
- 3) Can it wait until next class or office hours?

If you answer any of these questions in the affirmative, PLEASE fight against the temptation to hit send. If you answer all of the questions in the negative, feel free to send the email. Make sure, however, to send it from your @spartans.ut.edu email account and keep in mind that I don't check email every day. Also, if you submit an assignment by email, I will NOT grade it.

DO NOT ask if it is on the exam – I do not give out study guides. This is a university class and when I attended university ages ago study guides, like the iPod and indoor plumbing, were not yet invented. This experience taught me that learning things the readings and lectures cover that are not on the exam can be just as important and enlightening as learning things that will appear on the exam. Anything in the readings, lectures, or discussions is fair game for an exam. Things covered in both readings, lectures, and discussions, which I post online in the form of Powerpoint slides, are slightly more likely to show up on the exam.

DO NOT ask for extra credit – Rarely I give out extra credit opportunities. When I do, the opportunity is initiated by me and open to all students in class. I have never given an extra credit assignment to a student who initiates the request. Giving out extra credit opportunities to select students makes grades for the course an unreliable measure of student success and your goal should be to master the material assigned on the syllabus.

DO take responsibility for missed classes – There are an infinite number of reasons students miss class. On exam and presentation days, you owe me an excuse if you want to avoid a late penalty. For all other class days, you do not need to ask permission to miss, nor do you owe me an explanation. You do not even need to send me an email explaining your absence. The lectures and discussions you miss, however, are testable material that may show up on an exam. I do NOT provide individualized make-up lectures to students who miss a class. It is not unusual for a handful of students to miss each class and the expectation that each will receive a personalized lecture is unreasonable. I do NOT answer questions similar to “did I miss anything important?” Answering such questions implies that a two-hour lecture/discussion can be boiled down into an email or few minute recitation and gives the false impression to many students that content not covered in the recap will not be on the exam. So what should you do if you miss a class? Make connections with your colleagues, especially those who take good notes. When you miss, ask them to share. If you expect your colleagues to be helpful in times of need, it behooves you to return the favor. Do the readings, go through the Powerpoint slides I upload as a courtesy to students with your colleague’s notes, and write down any questions you have about the content therein. Feel free to drop by office hours to ask those questions.

DO understand what your grade represents – I assume all students who enter my class want to take away a greater understanding of the slice of the world we are studying and that the grade they receive is but a formal, and somewhat abstract and imprecise, reflection of the knowledge they have gained. The average student in my courses typically earns a low B (3.0). This grade represents both effort and skill so students that put in more effort than average and/or are more skilled than average will do better than this, whereas students who put in less effort than average and/or are less skilled will do worse. It is not easy to earn an A in my course, but a few will. On the other hand, it is even more difficult to earn an F in my course but a few students every semester put in nearly no effort and/or do not have the skills necessary for a college-level course in Political Science. I have given failing marks to students who I think are wonderful people and given A grades to students who I would rather never see again. Grades are not personal statements on your character, they are a professional opinion of the work you submit.

DO learn how to question grades respectfully – I do my best to communicate expectations and make sure my comments on graded assignments pinpoint areas where you did well and areas where you needed to put in some more work. There will, however, occasionally be questions about the grade you receive. I will NOT change a grade or let you resubmit an assignment simply because you want a better grade. If, however, you think I made a

mistake I will consider changing a grade ONLY after the following conditions have been met: 1) You must wait at least 24 hours but no more than two weeks after your grade is submitted to Blackboard to file a complaint; and 2) You must submit in writing (*typed and printed* out) a detailed explanation of why you think you deserve a different grade. I will review your submission and give you my final decision within a week of receipt at which time I will consider the “negotiation” complete and any further appeals on the issue will be directed to the university Grade Appeal procedure.

DO know the university policy on “excused” absences – I do not take roll so the only time you need an excused absence is when there is an assignment due. The UT catalog has a detailed section on excused absences. It falls under the heading “Class Attendance and Participation” in the Academic Policies and Procedures section. There are no excuses for late Blackboard submitted assignments. You know about them well in advance and a last-minute issue should not affect your ability to turn in the assignment. Excuses for missed exams, presentations, or meetings are granted following university procedures. The best way to be granted an excused absence is with prior approval. If you will miss an exam or presentation due to a previously scheduled event, let me know at least two weeks in advance and you will usually be allowed an early exam or presentation. In the event that prior approval is not possible, you must provide acceptable documentation detailing the reasons for your excuse as soon as possible. Be thorough with this documentation as the burden of proving an absence is excusable falls on the student. For each assignment listed in this syllabus there is a detailed policy regarding late penalties. Many of these policies grant an exception for “excused” absences. Whether an absence is “excused” or not is up to the discretion of your professor based on the guidelines outlined above.

UT Policies:

These are a few things every student should know.

Syllabus Subject to Change - This syllabus is informational in nature and is not an express or implied contract. It is subject to change due to unforeseen circumstances, as a result of any circumstance outside the University’s control, or as other needs arise. If, in the University’s sole discretion, public health conditions or any other matter affecting the health, safety, upkeep or wellbeing of our campus community or operations requires the University to make any syllabus or course changes, or move to remote teaching, alternative assignments may be provided so that the learning objectives for the course, as determined by the University, can still be met. The University does not guarantee that this syllabus will not change, nor does it guarantee specific in-person, on-campus classes, activities, opportunities, or services or any other particular format, timing, or location of education, classes, activities or services.

Title IX & Reporting Sexual Misconduct - Sexual misconduct, including, but not limited to acts of sexual harassment, nonconsensual sexual intercourse, nonconsensual sexual contact, dating violence, domestic violence, stalking, gender-based harassment or sexual

exploitation are prohibited by Title IX, the Student Code of Conduct and other University policies.

The University strives to maintain a safe and nondiscriminatory campus community, and to do so, it is important for the Spartan community to report any safety concerns, such as acts of sexual misconduct. If you experience or witness any of these University prohibited actions, the University encourages reporting these matters, so that the University is able to take prompt action to stop, prevent and remedy the effects of the harassment. University resources and grievance procedure information will be provided to individuals who may seek services or redress.

There are many options to making a Title IX/Sexual Misconduct report. You may report this information through the University's online Title IX Report form.² The information will be forwarded and reviewed by the Title IX Coordinator or a Title IX Deputy Coordinator, who will contact you to provide further information on University grievance procedure options and resources that are available.

You may also make a direct report by contacting the University's Title IX Coordinator:
Kelsey San Antonio, Title IX Coordinator
Southard Family Building Suite #266
(KSanAntonio@ut.edu) (813)-257-3748

If you decide to discuss an incident with a professor, it is important to note that they are considered a Responsible Employee and are obligated to report the information you share to the University's Title IX Coordinator. There are exceptions to this required reporting for preventive education programs and public awareness events or forums. For more information about exempt events, please contact the Title IX Office.

If you are not ready to disclose or report this information to the University, you may disclose the information to a confidential party, such as a Victim Advocate, and/or a Counselor or Medical Clinician at the Student Health Center, to discuss any further options and resources available before deciding to report.

* The Victim's Advocacy Hotline: (victimadvocacy@ut.edu) (813) 257-3900

* Counseling Center (counselingservices@ut.edu) (813) 253-6250

* Student Health - Medical Services (healthcenter@ut.edu) (813) 253-6250

For more information, see The University of Tampa's Title IX webpage³ and the Student Code of Conduct⁴ webpage.

ADA Statement - Students Accessibility Services: If you require accommodations based on a disability and/or medical or mental health condition, please call (813) 257-5757 or email accessibility.services@ut.edu for information on registering with Student Accessibility Services. You can also submit your request for accommodations and supporting documentation directly via an Accommodation Request.⁵ If you encounter disability-related barriers accessing the online content for this course, please contact Sharon Austin,

² www.ut.edu/titleixreport

³ <https://www.ut.edu/titleix>

⁴ <https://www.ut.edu/studentconduct>

⁵ https://ut-accommodate.symphlicity.com/public_accommodation/

Academic Technology Accessibility Specialist, at saustin@ut.edu. If the initial access to the content cannot be resolved, the university will provide individuals with disabilities access to, and use of, information and data by an alternative means that meets the identified needs.

Campus Closure Statement - Course interruption due to adverse conditions: In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access UT Homepage⁶ for information about the status of the campus and class meetings. In addition, please refer to UT Blackboard⁷ for announcements and other important information. You are responsible for accessing this information.

Academic Integrity Statement - The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect, and responsibility. Upholding academic integrity and promoting an ethical standard that does not condone academic misconduct is an important demonstration of these values and underpins how we live and learn in a community of inquiry. Students are expected to act ethically in the pursuit of their education and to avoid behaviors that run counter to participation in and demonstration of their learning. The Academic Integrity Policy⁸ lists several common types of violations related to cheating, unauthorized collaboration or assistance, plagiarism, and more. While the policy lists common violations and examples, it is not an exhaustive list and instructors may identify other types of conduct that impacts their ability to evaluate what has been learned substantively enough to constitute a violation of this policy. An instructor may impose a wide range of sanctions for academic integrity violations from completing a more difficult replacement assignment to an F in the course. Particularly severe violations or multiple violations throughout a student's academic career may result in suspension or expulsion from the University.

Attendance Policy and Excused Absences - The University of Tampa has a General Attendance Policy in the Catalog.⁹ As stated, students are expected to attend class and academic programs and individual faculty may require specified levels of attendance for successful completion of a course. However, the University has identified specific types of absences as either excused or unexcused absences. Students should be aware of each type of absence and the impact on their ability to complete work that was missed during their absence.

Faculty must be notified of scheduled excused absences in advance in order for students to receive accommodation for work missed. The type of absence must fall within the categories specified in the catalog and the faculty member may determine how far in advance notification must be provided.

⁶ <http://ut.edu>

⁷ <https://utampa.okta.com>

⁸ <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Academic-Integrity-Policy>

⁹ <http://ut.smartcatalogiq.com/Current/catalog/Academic-Policies-and-Procedures/General-Attendance>

Certain types of unscheduled absences may also qualify as excused. Faculty may require documentation or verification.

The policy requires faculty to accommodate excused absences, including graded work, in a fair manner. This is determined by the faculty member and is dependent on the structure of the course and what work was missed. This may include replacement of work with something equivalent or having the work excluded from the student's grade. Faculty are NOT required or expected to provide accommodation through remote access to the class or by providing a recording of the class session.

Faculty may determine that a student has missed too much participant-dependent work to successfully accomplish learning outcomes, even if the absences meet the criteria for excused absences.

Faculty are not required to allow a student to make up work missed due to unexcused absences.

Class Disruption Statement - Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs. Details of the policy may be found at Disruption of the Academic Process.¹⁰

¹⁰ <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Disruption-of-the-Academic-Process>