As I announced at the APCG business meeting in Chicago, we are now officially an organized section of the American Political Science Association! For those of you who may not be familiar with the significance of that designation, for the last ten years, APCG has been a related group of the APSA and also a coordinate organization of the African Studies Association. Last spring, we approached the APSA to discuss a change of status and with the association’s enthusiastic support, we petitioned APSA members to endorse such a change. The steering committee learned last June that the petition was successful.

Our advancement to “organized section” status within the APSA is an acknowledgment of the collective and individual contributions to APCG made by many of its members. For more than a decade, our members have organized and participated on APCG panels at the APSA, the ASA, MPSA, and ISA. They have edited and contributed to the newsletter or managed our website. Since 2008, many members have hosted the APSA’s Africa Workshops. They have served on committees, attended our business meetings and social hours and participated in many of the other tasks that are part of creating a strong and highly visible scholarly organization. Our status as a section recognizes our hard work and our dedication and we should all celebrate!
Teaching African Politics with Novels

Timothy Longman, Boston University

During my first year of graduate school at the University of Wisconsin-Madison, I took African Politics with Crawford Young. Along with a variety of serious political science texts, Professor Young assigned two novels: The Emperor by Ryszard Kapuchinski, a somewhat fictionalized account of the last days of Haile Selasie's regime, and The Beautiful Ones Are Not Yet Born, Ayi Kwei Armah's story of the pervasiveness of corruption in the life of Ghanaians. In many ways, I found that these texts offered important insights on the reality of African politics that the straight-forward prose in traditional social science texts simply could not express. Having up to that point never traveled to Africa, for me the descriptions and imagery in these books made life in Africa more real and understandable and gave depth and texture to the practice of African politics.

After encountering novels, short stories, and other alternative sources in a few other graduate courses (most notably Ed Friedman's Chinese Politics, which included writings by political prisoners as well as several works of fiction), I adopted the practice of including novels in my own courses and have since used them in almost every class that I teach. I find that fictional works can complement social science texts in a variety of important ways that help to enrich student learning:

Accessibility

In exploring political issues through stories, novels provide an approach to Africa that is more accessible to many students, particularly those who are not political science majors. For example, I have commonly assigned Chinua Achebe's Anthills of the Savannah in my African Politics course. The novel tells the story of a military regime from the perspective of several friends of the president who have become increasingly disillusioned with his rule. While we

continued on page 3
study authoritarian regimes and military coups, this book provides insight in a way that students can easily grasp into why people support coups and why coups usually fail to make conditions better.

Context and Texture

My own academic interests have focused less on the mechanics of government than on how governments interact with their societies. I find that novels often provide wonderful insight into the societies within which African governments function and how those governments affect their populations. V.Y. Mudimbe's *Before the Birth of the Moon* (published in French as *Le Bel Immonde*), sheds penetrating light onto corruption and decay in Mobutu's Zaire, following the story of a young woman who becomes the mistress of a government minister who ultimately sacrifices her to advance his career. Tsitsi Dangaremba's *Nervous Conditions*, provides fantastic insight into issues of race and gender in Zimbabwe. Novels can provide important context and texture even when they are set in imaginary locations, like the Republic of Aburiria, where Ngugi wa Thiong'o sets *The Wizard of the Crow*. The corruption of politicians and suffering of the people in the book fit much of Africa, but Ngugi's Kenyan homeland seems particularly illuminated by the text.

Views from Below

One of the great advantages of fictional works is that they often show how average people experience government and political events. One of my favorite novels to assign is Niq Mhlongo's *After Tears*. It is a bawdy comedy about a young man in post-apartheid South Africa who fails out of law school but pretends to be a lawyer anyway. Without ever directly discussing politics, the book provides a great window into the alienating experience of trying to succeed in today's South Africa, and it offers the best critique of corruption in the country that I've read. South Africa has a particularly rich literary culture, with a number of novels published each year. They range from comedies, like Nape 'a Montana's *Fanie Fourie's Lobola*, about a traditional Afrikaner who falls in love with a Zulu girl, to dark tragedies like Phaswane Mpe's *Welcome to Our Hillbrow*, about the hardships of life in Johannesburg in the era of HIV/AIDS, or Zakes Mda's *Ways of Dying*, that focuses on the violence and tragedy of the transition period.

Providing a Human Face to Politics

In teaching about topics like ethnic violence and human rights violations, it is easy for students to lose sight of the human faces behind the various tragedies that we study. I find that fiction can help to move beyond the bleak statistics to show the real people who are affected by political events. Chimamanda Ngozi Adichie's *Half of a Yellow Sun*, for example, which tells the story of one family's experience during the Biafra war, effectively brings home the tragedy of war. Dave Eggers' *What is the What*, a fictionalized account of the experience of one of Sudan's “Lost Boys,” provides a great window into how Sudan's long tragedy affected individuals.

African Voices

In selecting novels for courses, I have generally favored African writers. The majority of us who write about African politics do so as outside observers. Even African social scientists generally adopt the tone and methods of Western social science that encourages detachment and objectivity. Fictional works, I find, provide greater understanding of how Africans themselves view their own lives and the politics in their countries. African voices are particularly important on topics such as the impact of colonialism. Books such as Cheikh Hamidou Kane's *Ambiguous Adventure* or Chinua Achebe's *Things Fall Apart* do a much better job than any social science text of demonstrating the devastating impact of colonialism on African societies. Similarly, it is important when discussing gender relations in Africa that women's voices be heard. Mariama Ba's *So Long a Letter*, for example, is a great depiction of women's experiences, particularly with polygamy.

Novels are, of course, only one possible alternative source that can complement more traditional social scientific texts. I often use movies in classes, because they expose students to images of African life. (Quartier Mozart and *La Vie Est Belle* are my favorites to use in class). I also find that journalistic accounts, such as Michela Wrong's *In the Footsteps of Mister Kurtz*, can also provide texture and human faces that social science prose usually lacks. But novels provide a sort of intimate contact with African societies that I find in no other type source. Not surprisingly, they are usually my students' favorite assignments.
Debating African Politics

Beth Elise Whitaker, UNC Charlotte

In my undergraduate courses on African politics and international relations, I use formal debates to engage students with course material. By researching controversial topics and developing arguments to convince their peers, students learn the complexities of issues they previously might have perceived as simple. The sense of competition raises the intensity of discussion and gives students valuable public speaking experience. Over the years, I have held debates about many policy-relevant topics, including Chinese investment in Africa, the legalization of genetically modified crops, western efforts to eradicate female circumcision, and foreign interventions in Rwanda, Darfur, and Mali.

In a class of approximately 40 students, I hold four debates in a semester with each student participating in one. I divide the class into eight teams (two for each debate) and assign each student to a specific side (for or against the resolution) of a specific debate. Students often complain that they disagree with the position they are being forced to defend, which is exactly the point. (I tell them they are at an advantage because they can better anticipate the other side’s arguments.) In most classes at UNC Charlotte, I am fortunate to have African students whom I divide amongst the teams. I also admit to engineering the teams to ensure some balance in terms of gender, race, class year, and public speaking comfort level.

Before the designated period for each debate, all students in the class read an assigned article that is relevant to the resolution. Students participating in the debate also are expected to do background research to prepare their case. Often, teams put together flashy slide shows, bring props, or wear costumes (like the students who wore gaudy fake diamonds in their effort to critique the Kimberley Process). As with any research project, I encourage students to start early, consult reliable sources, and organize their arguments in a coherent way.

The debates follow a pretty standard format, with each side alternating time for an opening statement (2 minutes), case presentation (10 minutes), and rebuttal (5 minutes). I then allow 20 minutes for questions from the class, which is when discussions can get heated. I try to enforce a policy of one voice at a time, but sometimes just have to enjoy the fact that students are speaking so passionately about an Africa-related topic! Eventually, I cut off discussion for short closing statements before moving to a vote among the class observers as to which side they found most convincing. I also ask the debate students to step out of their roles and explain how they would vote. Interestingly, the most boisterous debaters often are the ones who are least committed to their own side. Finally, we wrap up the activity with a short debriefing, during which I highlight key points and share any additional arguments that were not sufficiently covered (always a risk when relying on students to deliver course material).

One last logistical point: I do NOT assign team grades for the debate. Instead, to avoid the free rider problem, I assign individual grades based on students’ performance during the debate and on peer evaluations that I distribute after it ends. These assessment forms provide useful information that helps some students (“Mary did a lot of research and put together the slideshow, but doesn’t like speaking in class”) and raises questions about others (“George spoke a lot during the debate but didn’t come to any of our planning meetings”). Based on this feedback, I assign grades for the debate, which is a low-stakes assignment.

The most important aspect of any academic debate (unlike most political debates!) is the substance. Even when the topic is fascinating, a poorly-drafted resolution can lead to a debate that is more about semantics than issues. Over time, I have learned that it is best to draft a short and simple resolution. If additional guidance is necessary, I contact the team members in advance and suggest useful lines of argument. For example, several years ago, I used the following resolution for an African politics debate:

African governments should issue compulsory licenses for the domestic production of the newest and most effective antiretroviral (ARV) drugs, which are otherwise too expensive for most Africans because of existing patents.

Instead of focusing on compulsory licenses as I had hoped, participants in that debate spent the time arguing about drug prices and patents. When I used the resolution again later, I shortened it:

African governments should issue compulsory licenses for the domestic production of cheaper antiretroviral (ARV) drugs.

This concise resolution forced students to research the technicalities of compulsory licenses and focus on the (often political) advantages and disadvantages of issuing them. Although not perfect, other resolutions I have used recently include:

continued on the bottom of page 5
The Product (Red)™ campaign is little more than an advertising strategy that benefits the partner companies more than the Global Fund to Fight AIDS, Tuberculosis and Malaria it claims to support.

The United States should compensate African countries for the revenues their farmers have lost due to American agricultural subsidies.

The conflict mineral provisions of the Dodd-Frank law should be repealed because they are hurting people in target countries such as DR Congo.

Finally, as may be obvious from these resolutions, the main drawback of the debate format is that it forces students to take polarized positions on complex issues about which there is actually much middle ground. (One could argue that this is a good lesson for political science more broadly!) Students can get frustrated with this dynamic, and often seek to promote more nuanced positions which we discuss further in the debriefing portion. When I hear students leave my classroom arguing about whether the U.S. should suspend aid to Uganda if it passes the Anti-Homosexuality Bill instead of sharing the latest frat party gossip, I know that I have achieved my pedagogical goals.

Research papers are a common assignment. But what purposes do they serve? Why is it important that students write research papers on African politics? What are some of the challenges that students face when writing an African politics research paper (as opposed to a research paper on, say, Europe or the US?) And what are some of the strategies that are available for overcoming those challenges?

Why is it important?

I find that teaching research papers is important for at least four reasons. One is that, learning skills may be more important to an individual student than content. We want our students to learn how to think critically, to search for and find information to test their own ideas, and to communicate the outcomes of this process for them. Few of our students go on to careers in political science or have an Africa-related career, but they all need these skills and college is the place for them to acquire them. A second is that teaching content is still important and it is important that bad research does not get in the way. One of my key concerns in advising students on their research projects is that they do not end up with a bag of bad ideas about how politics works in their particular case study countries or across the continent. If the connection between argument and evidence is generally important, I would suggest it is even more important in a region that is so little understood by the average American. A third reason is that I think this can encourage the development of a new generation of Africa scholars. Finally, research papers act as an escape valve for students who have burning questions or passions regarding Africa. I find that I cannot cover all of the subjects that interest some of my students at the level of depth that would satisfy them. So, letting them explore on their own is a fantastic opportunity for them.

Challenges

The African Politics Research Paper does have its own challenges, however. Here I want to discuss two which are core to the experience of writing a research paper on Africa.

Challenge #1: The “Africa is a country” problem.

The first set of challenges are related to students’ lack of familiarity with the African continent. I have seen this problem arise in the research questions students ask, such as:

“How does foreign aid impact Africa?”

“Why is there conflict in Africa?”

In my ASA presentation I mentioned four challenges. The third was the challenge of helping students understand and identify the many informal institutions that are relevant in the African context. The fourth involved theory-building.

Debating African Politics (Whitaker), continued from page 4

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There does not have to be anything wrong about asking such questions. Many of us do that in our own work. But there are at least two real problems that can arise when students ask such questions. First, I find this often masks their ignorance of the diversity that exists within the continent. Second, there is not really much of a chance that they can address such broad questions in a substantive way as part of a course research paper. We cannot expect our students to grasp the entire continent within a single term, and in most cases it just is not a good idea to lump all of these countries together.

**Solution: Teach Case Selection**

For me, an important solution lies in teaching case selection. Now, I do not necessarily expect all of my students to grasp all of the intricacies of how to select appropriate cases to test the arguments that interest them. But I do try to get them to understand, at a minimum, that there are consequences to selecting some countries and not others for exploring their research questions.

There are also clear pedagogical reasons for teaching case selection. First, consider the lessons that students take home with them after conducting their research projects. Students on their own, I find, tend to gravitate towards case study designs that focus on “extreme cases” (Sudan or Zimbabwe) rather than “most typical” or “diverse” case-selection choices. Students also tend to over-generalize larger patterns based on weak case selections. So we can end-up with a student having a very one-dimensional image of, say, the role of China in Africa after their paper on “China and Sudan”.

Second, consider the lessons we fail to teach students if we ignore case selection. Research papers can be a fantastic opportunity to teach students the basic elements of research design. What is a natural experiment? (Have them read Posner’s work.) How can we apply Mill’s Methods to comparisons between Côte d’Ivoire and Ghana? Can we do experimentation in the social sciences (look at the work that is being done with randomized evaluation in development economics such as that described in Cohen and Easterly’s recent edited volume)?

**Challenge #2: Data**

Students face a number of challenges with data, as do all of us. Both the quality and the quantity of data available are often limited. Most of the time, for the purposes of undergraduate research, we can work around those limitations. However, my students and I have occasionally come up with other ideas for solutions to the data challenge.

**Solution 2A: Design a study**

Not finding data does not have to be a dead-end for an undergraduate research paper. For instance, this can be turned into a teaching opportunity for helping the students understand research methods. Students can be told to use part of their research paper to design a study that would find the data they currently lack. This could include proposing specific survey questions (Is China helping your country?) and target populations (market women in Makola Market) that speak to their specific research interests.

**Solution 2B: Use study abroad students**

A second solution my students have used is contacting their peers who are currently studying abroad in the countries they are researching. So far, this has been very ad hoc. However, every so often students that are studying abroad have been able to help students in my classroom find data (telecom statistics that are not yet online, for instance) they were looking for.

**Final Thoughts**

Research papers are a fantastic way for students to discover and engage the aspects of African politics that fascinate them (rather than us!). They also provide a number of teaching opportunities. They help students appreciate the diversity of political life across the continent, improve their research skills and their capacities for deductive and inferential reasoning. If we can accomplish any of that, it is clearly worth it.

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2 I have some resources (including a slide presentation) available on a website I created for students: http://govthesis.site.wesleyan.edu/research/collection-data/sampling-and-case-selection/.


Student media presentations can deepen students’ knowledge of African politics, build their critical thinking and communication skills, and highlight the relevance of course material. This article presents the media assignment I have used in two upper-level courses, African Politics and Politics of Gender and Sexuality in Africa, and three examples of student work.

The context

Butler University is a teaching-focused university in Indianapolis, IN whose students are drawn principally from the American Midwest. Upper-level political science courses attract International Studies, Peace and Conflict Studies, and Gender Studies students as well as Political Science majors and minors. Butler undergraduates who take African studies courses often enter with interest but little substantive or experiential knowledge. Therefore, I design my courses to highlight the continent’s diversity and to critically engage with popular media representations of Africa. I start each course with an open discussion of students’ preconceptions and then present accessible texts such as Binyavanga Wainaina’s (2005) “How to Write about Africa,” or Chimamanda Ngozi Adichie’s (2009) “The Danger of a Single Story” that challenge Western representations of Africa before moving onto other topics.

The media presentation assignment builds on this common foundation. In employing a common student strength, their facility with social and web-based media, these presentations also create a relatively safe space for student-driven discussion.

Preparation

I identified several course sessions that are well-suited to presentations as I crafted each syllabus. Each student signed up for a media presentation slot at the start of the semester, and I set aside ten to fifteen minutes of class time for each presentation.

Assignment Instructions

I provide the students with the following instructions:

This assignment has three components.

1. You will locate, present, and facilitate a short discussion of one session-relevant 2-4 minute media clipping (such as a video, a song, a multimedia blog, or newscast). This means that you need to complete the assigned reading well in advance of presentation.

2. You will write a 500-750 word essay discussing your clipping in light of the session reading and turn it in the day you present.

3. After presenting, you will write a second 400-750 word essay that assesses and reflects upon your presentation experience.

Media Presentations and Student Learning

Most students present interesting, current, and relevant material, usually a short video or an excerpt from a longer video, and do a good job facilitating the ensuing discussion. Students have shown clippings discussing the struggles of West African female politicians for a session on clientelistic barriers to women’s political empowerment (http://youtube.be/7l7jPEr32IY), describing Ben Affleck’s advocacy of US involvement in the Democratic Republic of Congo for a session on the DRC (http://youtube.be/g7-SJ8PnMT4), and a speech in which Yoweri Museveni called term limits “nonsense” for a session on hybrid regimes (http://youtube.be/x9eeef51ME8). Even problematic presentations can be pedagogically useful. When a student presented a speech excerpt that attributed Africa’s problems to ethnic tribalism, for example, other students challenged the speaker’s assertions in the subsequent discussion and used material from assigned texts to support their critique.

The students’ essays also provide strong evidence of learning. The excerpts below present particularly well-written but otherwise representative examples of student work.

Monty Python’s The Annoying Peasant (http://youtube.be/rAaWvVFERVA).

“The relationship between King Arthur (representing the state) and the peasants (representing community) symbolizes the tension between community and state in Africa… according to Peter Ekeh’s perspective. The peasants had no loyalty to the King, just as Africans had "no loyalty to the civil institutions of the state" (Hydén 2006, 52). The clip also illustrates the lack of identification with the state…King Arthur comes parading in claiming that he is “King of the Britains” and that the peasants had no loyalty to the King, just as Africans had "no loyalty to the civil institutions of the state" (Hydén 2006, 52). The clip also illustrates the lack of identification with the state…King Arthur comes parading in claiming that he is “King of the Britains” and that the peasants are all Britains. The problem is the peasants do not even know what “Britain” is. Similarly, state titles were arbitrarily created in Africa and not and not embedded in the local identity…”

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Teaching African Politics with Wikis

Warigia Bowman, Clinton School of Public Service, University of Arkansas

One of the things that interests me is finding ways to use technology to become a more effective teacher. This past spring, I taught a master’s level course at the Clinton School of Public Service (University of Arkansas) entitled “The Politics of African Development.” The course was taught in a seminar style. Approximately eight students enrolled. I combined some very traditional pedagogical techniques, with some new, technological teaching techniques.

The traditional techniques that worked well for me were assigning students around sixty pages of reading per class. We had a roundtable discussion of the readings, which I conducted using the Socratic method. In addition to this daily assignment, I incorporated one presentation by each student using powerpoint on a development issue of interest to them in Africa. I also incorporated a final assignment requiring students to create a “wiki” on a country of interest to them. This was actually an idea I got from my colleagues last year from participating in a teaching panel at the ASA.

The wiki assignment went well. To set up a wiki, simply go to www.wiskispaces.com. I personally like to have two wiki accounts, one using my personal email, and one using my work email so I can keep wiki projects separate. There is no cost to set up a wiki, and there are online tutorials for teachers about how to use the technology to one’s best advantage.

I encourage other faculty to use media assignments into undergraduate African politics courses. Well-structured media assignments can motivate students to look closely at course texts, help them to recognize the connection between course material and current events, and allow them to make a creative and compelling contribution to the course.

References


Teaching African Politics with Wikis (Bowman), continued from page 8

advantage.

Clinton School students all spend their first summer after coursework abroad, usually in a developing country. Our students have gone to countries such as Nicaragua, Nepal, Tibet, and Belize. Many Clinton School students go to Africa, and have conducted research or worked for development organizations and non-governmental organizations in over twenty African countries in North, East, Central, West and Southern Africa. As a result, many of my students developed a wiki on a country that they themselves were actually going to work in the summer following my class.

This spring, my students developed wikis on Zanzibar, Liberia, Morocco, Kenya, Uganda, Tanzania and Malawi. I asked them to all have pages covering the topics of colonial history, government and politics, arts and letters, language, culture, music, economics, development challenges and opportunities, geography, and nature. I also required student to include an annotated bibliography. I encouraged the students to add in photography and maps (properly attributed of course).

I also asked the students to make sure that each section had at least 250 words of text. As long as they met those requirements, the students could add sections as they saw fit. For example, some students wrote significant sections on public health, or the nature of the elections in their chosen countries. Others focused on music, or gender issues. This was an opportunity for students to immerse themselves in a country they were likely to do work in, and to practice creating a product that was useful to themselves and others.

The students began working on the wikis early in the semester. Throughout the class, fellow students and I reviewed the work each student was doing on their wiki, and gave constructive and positive suggestions. Here is an example of what the students say to help each other stay on task.

John's wiki is definitely behind but he has built the basic framework and has basic information for each category including some new ones including a new sub-category on the issue of semi-autonomy, which sounds very interesting.... [H]is citations are great and include live links to the actual source so the person can directly be connected to the article for more information- this is a very cool feature. Overall, John's wiki has a lot of promise and what he has so far makes me very interested to see the final product- he just needs more meat on the skeleton right now. But- the skeleton is beautiful thus far!!!

As you can see, the students take the assignment very seriously and actively encourage each other in completing the projects. I was very pleased with the results of the wiki assignment, and I recommend it to other faculty in the field of African politics. All of the wikis that were produced were shareable with other faculty and students.

It was my hope that this exercise would be a little more creative than the traditional graduate school term paper, while nonetheless requiring significant research and writing. It was also my hope that this exercise would help students to have a more holistic and less reductionist view of the countries they would be conducting work in.

Example of a Wiki for Morocco from Warigia Bowman’s Students
Using VoIP to Connect Students in the US to People in Africa

Kevin S. Fridy, University of Tampa

One of the courses I teach each spring is on the topic of community-based development projects. The course culminates in a class trip to the villages of Nabdam district in Northern Ghana where, with a budget of US$200 per student and a week's worth of time, students attempt to bring the projects they designed in the classroom to life. A major objective of this course is to encourage empathy for people my mostly affluent American students are culturally trained to think of as exotic in a number of unflattering ways. Because of this objective I think it is important to bring residents of the affected villages in on the ground floor of development project planning.

Voice over Internet Protocol (VoIP) is the tool I use to facilitate regular conversations between students and counterparts I select for them in Ghana. I group these conversations into two general categories, each presenting a set of unique problems for someone trying to get students to think critically and empathetically simultaneously. The first group I will call elite interviews and the second mass interviews. These labels convey that the first type of telephone conversation is with someone selected for their particular expertise on the development issue because of some specialized training. The second is with someone who has an expertise on the issue from the vantage point of having lived with a developmental problem but there is no reason to believe their voice is more authoritative than their neighbors living in similar conditions.

With elite interviews there are two important factors contributing to a good VoIP session. The first is careful selection of the interviewee. The second is preparation of the students, especially with regard to the positions interviewees may have taken in debates. Once students seem to be settling on a particular topic for their development project, I call on friends and colleagues who are up-to-date on research in that given topic area and not too wedded to a particular approach. I do not think this type of VoIP session is significantly different from the traditional in-class guest speaker save for the matter of convenience. Undergraduates looking to “have an impact” are not as critical as their jaded professors might want them to be. They can be swayed dramatically with very little reflection, especially when the interviewee is a charismatic and passionate speaker with an agenda. On a number of occasions I have had students work on a project for months who then want to change it because of an off-handed comment by a guest who they deemed authoritative. It is the professor's job at this point to play the role of wet blanket and push the students to look for evidence of the presenter's claims.

More innovative, and I think quite a bit more difficult to pull off well, are the mass VoIP sessions we do in class. I arrange my class so that we read about a dozen or so community-based development projects that cut across disciplinary and geographical boundaries. While we are going over these in class I bring young people into the conversation from the villages we visit. Since Nabdam was a research site I have been going back to since my dissertation, I know quite a few people who are willing to help out my class. There is unfortunately an abundance of young high school leavers and university graduates with the communication skills necessary to contribute to the conversation but also the time to participate due to un- and underemployment. These conversations work relatively well because they are sustained and happen on a weekly or bi-weekly basis. The students on both sides of the Atlantic get to know each other, and each other's accents, and this made both groups comfortable to begin questioning assumptions of the other.

This problem of treating uncritically every person they spoke with as an expert exerted itself in a very pronounced way when the students had figured out what they wanted to do and I put them in contact with people from the villages who have lived experiences in the project topic area. When students were interested in introducing Vitamin A-rich orange-fleshed sweet potatoes they spoke to a farmer, when they were interested in infant nutrition we called a nurse, and when they thought a basketball court would help encourage youth social activity we talked to the local youth parliament. Though my language abilities limited conversations to English-speakers, accents were a major issue at this point. Rarely could my American students understand my friends from Nabdam, and vice versa, and

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1 I use Skype-to-phone because we (US) have internet in the classroom but in Nabdam the Internet is too slow for the chats. They, unfortunately, have to use their phones.
Teaching African Politics with Wikis (Bowman), continued from page 10

I was often left to translate American student English into Nabdam English and back again. Perhaps it was the difficulty of communication that made students latch onto very small fragments of conversations and head off on wild tangents. The primary reason for these calls was to make sure that students did not engage in neo-imperialism and take seriously into account the concerns and ambitions of people in the communities in which they planned a developmental intervention so I did not want to discourage taking what Nabdams said earnestly. After seeing students flutter from one idea to another based on very tiny kernels of information from one nonrandom resident of Nabdam I realized that the students’ strong desire to actually see the “other” was easily side-tracked by their even stronger desire to please the “other” and receive whatever psychological gratification that entailed. This made it my job as the professor to continually follow-up our VoIP conversations with Nabdams with a serious conversation about thinking critically when it came to development. This is a conversation I am still struggling to perfect.

Megan J. Hershey (Whitworth) shares this photo from her field research on the political economy of youth groups in Nairobi’s informal settlements. “The photo is of me and several members of the Ghetto Youth Focus Foundation youth group. It was taken outside of their office in Line Saba, Kibera in Nairobi.”

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http://groups.google.com/group/discussionAPCG

A public/open forum for APCG members. APCG members who sign up can communicate with each other in an open format. Want to discuss this issue’s symposium, advertise a new book, talk about an Africa-related issue, find a conference roommate, or get info on a research location? You can do that here!
In recent years scholars of civil conflict have placed increased emphasis on the development of theories and empirical tests that address subnational variation in the dynamics of conflicts. An important factor in this regard has been the collection of disaggregated, fine-grained and geo-located data of conflict events. One such data source with particularly good coverage of Sub-Saharan Africa is the Armed Conflict Location and Event Data (ACLED) developed by Clionadh Raleigh, Andrew Linke, Havard Hegre, and Joakim Karlsen (2010). As the authors point out, disaggregated datasets such as ACLED help researchers to get around some of the biases introduced by data where the nation state is the primary unit of analysis. For example, data coded at the country-level often overlook important conflict actors as well as the location of those actors within the country. ACLED uses a variety of media sources to code geo-located data on battles between groups, including information on the status of territorial control, violence against civilians, protests, rioting, and non-violent actions by conflict actors. The dataset has done researchers in the area a great service by providing a large amount of rich information. However, questions remain about the reliability of such collection efforts for drawing statistical inferences. While there is certainly measurement error in cross-national civil war datasets, this potential for error might be exacerbated when trying to collect data on small, sometimes obscure events in dangerous and hard to reach places for journalists and researchers alike. ACLED uses a plethora of sources (newspaper accounts, local accounts and discussions with regional experts) in an attempt to verify the data and improve its coverage and reliability of events. While this strategy is sensible and likely very helpful in weeding out “false positives”—reports of events that are miscoded as a particular type of conflict by one source but not others—it remains difficult to ascertain how many conflict events are overlooked altogether by data collection efforts that rely primarily on traditional media reports, especially when those reports are often produced by individuals who themselves are not located in the conflict zones. One potential strategy for examining the magnitude of this problem would be to compare the data one gets from a media reporting collection mechanism to datasets collected by other means.

One such approach for collecting conflict data by other means is a crowdseeding approach. A recent example of this is Peter van der Windt and Macartan Humphrey's (2012) project Voix des Kivus, which uses an SMS messaging system to collect data on conflict events in four territories of South Kivu in eastern Democratic Republic of Congo. The authors use stratified random sampling to select villages in which selected individuals receive cell phones in order to report events over a period of time. This pilot system has the potential to address some of the selection bias, memory recall, and sensitivity issues that hinder other types of data collection efforts.

In comparing the data from ACLED and Voix des Kivus, Figure 1 suggests that the researcher who relied exclusively on a data source like ACLED would lose insight into important local conflict dynamics. For example, the
ACLED data suggest that the areas of Kalehe, Walungu, and Uvira were nearly completely peaceful during the time under review. But the Voix des Kivus data show that several violent attacks on villages did occur in those areas, and these are events that do not correspond to the timing of events in other areas. A few things should be noted in this comparison of data sources. First, South Kivu provides a difficult (though important) test for the ACLED dataset because the area’s geographic isolation and continued violent conflicts make the lack of media coverage potentially more severe than other areas. Secondly, the Voix des Kivus data used in Figure 1 is aggregated to the territory level but only includes data collected from 15 randomly selected villages and therefore as a count of the total conflict events in these territories, it is certainly an underestimation. Third, the overlap in the two datasets used here only covers a period of time amounting to a little over 3 months. Finally, the comparison is only between one variable of commonality between the datasets: a measurement of violence against civilians committed by any group. Furthermore, the definition for reporting these measures of violence may differ slightly since the Voix des Kivus variable refers to an “attack on village” while the ACLED data refers to “violence against civilians”. Figure 1, therefore, provides an imperfect and incomplete comparison of the two data collection efforts but is nonetheless telling. Despite its focus on only certain villages in South Kivu, the Voix des Kivus project generally is much more sensitive in registering violent events against civilians than is the ACLED database.

No firm conclusions can be drawn from the simple comparison presented in Figure 1, but it does suggest that there are certain limitations that should be explicitly recognized when using event datasets such as ACLED to address the known biases inherent in cross-national research. The collectors of the ACLED data should be applauded for their efforts to bring more fine-grained conflict data into the fold in studying civil war dynamics, while at the same time, researchers should remain cognizant of the pitfalls inherent in a traditional media based reporting system and strive to triangulate data as best they can across sources. Furthermore, the collection of micro level data using creative systems such as the crowdsourcing approach piloted by van der Windt and Humphreys is a promising path for future efforts, though these systems have their own logistical, ethical, and design issues that scholars will continue to grapple with.

**References**


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**African Data Sources and Reviews Sought**

We are in the process of compiling a list of data sources for our group.


To contribute a data source, send an email to Zach Warner, zwarner@wisc.edu

To contribute a review: If you are a graduate student and would like to write such a review, send an email to Leonardo Arriola, larriola@berkeley.edu

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1 The period examined here begins November 6, 2010 and ends February 5, 2011. This starting date corresponds to the point at which Voix des Kivus had recruited 15 villages to participate (having previously had only 7), while the end date corresponds to the final week in which the USAID grant supported the project.

Chair’s Report… (continued from page 1)

Being the 44th organized section of the APSA will strengthen and institutionalize APCG. While we will continue to sustain our strong linkages with the African Studies Association, being an organized APSA section will create opportunities to work more closely with other sections, and it will allow us to have a greater voice in APSA. Most importantly, it will enable us to pursue more effectively our core mission, which is to promote recognition within all professional associations with which we are affiliated of the theoretical and methodological contributions to the discipline by political scientists whose research and professional interests center largely or in part upon Africa.

I want to thank members of the steering committee for their support on this initiative and express my appreciation to APCG members who voted in the online petition. I also want to convey my gratitude to the former executive director of APSA, Michael Brintnall, for shepherding our petition through the various committees of the APSA. Finally, I want to thank the association for generously sponsoring the membership of those scholars from Africa who have participated in the workshops over the last 5 years and for its enthusiastic endorsement of our application.

Over the next few months, there will be a period of transition while we align some of our practices and procedures with those of the APSA. There will be a new webpage on the APSA site that will also link to our existing site. This is a good time of the year to make this transition as it is also the time when we reinvigorate the APCG with new volunteers for our conference, awards, and nominations committees. We also vote for the positions of secretary and vice-chair in the next few weeks.

As I announced at the meeting, our candidates for Vice Chair are Lauren McLean, Associate Professor of Political Science at Indiana University and Ruth Iyob, Professor of Political Science at the University of Missouri-St. Louis. Candidates for Secretary are Jennifer Brass, Assistant Professor in the School of Public and Environmental Affairs at Indiana University and Alice Kang, Assistant Professor in the Department of Political Science and the Institute for Ethnic Studies at the University of Nebraska-Lincoln. Their bios and statements are included in the newsletter and voting will be conducted via online electronic voting. I want to thank the outgoing nominations committee of John Harbeson, Linda Beck and Tim Shaw for their hard work.

I would like to express my appreciation to Leo Arriola, our outgoing Vice-Chair, and Danielle Resnick, our outgoing secretary, for their dedication to APCG during their terms. They have been wonderful to work with over the past year. Many thanks also to those of you who have served on the APCG panel selection and awards committees. Finally, I want to extend a hearty welcome to our new members from the African continent. I hope to see all of you at the ASA meetings in November.
From the Editor

Dear Colleagues,

I am very happy that so many were interested in applying to take over as Newsletter Editor. It is either a sign that what we are doing on these pages is valued by many of you... or it is a sign that everyone agrees that it is time for me to go! We will soon announce who will replace me. They will work with me on the next issue (February 2014) and take over completely shortly after that.

This is the third issue to feature a symposium, this time focused on Teaching African Politics. We have also continued with our dataset reviews. Under the editorial guidance of Leo Arriola (UC Berkeley), David Dow (UC Berkeley) provides a useful take on ACLED Data. If any of you have ideas for a future symposium please let me know.

Mike Nelson
Wesleyan University

Calls for Papers

MPSA 2014 Proposal Submission Deadlines Quickly Approaching
Panel Submissions Due: September 30
Paper Proposals Due: October 4
The 72nd Annual MPSA Political Science conference will take place from April 3-6, 2014 in Chicago at the Historic Palmer House Hotel. This is one of the largest conferences in the discipline, with almost 6,000 presenters from 55 countries. We have added several new sections and presentation formats for the 2014 conference, including the Empire Lecture Series, Sessions on Professional Development, and a section for review and “state of the subfield” articles. You do not need to be an MPSA member to submit a proposal.

Pre-IPSA Workshop on Citizens, Parties and Electoral Contexts
Proposals Due October 7
Call for papers for the one day pre-IPSA Workshop on “Citizens, Parties, and Electoral Contexts”
When: One-day pre-IPSA Workshop: 10:00am to 7:00pm Friday 18th July 2014
Where: International Political Science Association, Montréal, Canada.
Organizers: Prof. Elisabeth Gidengil (McGill University) and Dr. Ferran Martínez i Coma (University of Sydney)

Third Call for Papers Announcement of the Conference of Africanists “Society and Politics in Africa: Traditional, Transitional, and New.
Paper Proposal Deadline: November 1, 2013

The Organizing Committee can be reached by e-mail, at the addresses: conf2014@gmail.com (for general inquiries on the Conference-related academic matters and proposals for the Free Communication Panel) and inter.inafr@mail.ru (for the inquiries regarding technical matters – accommodation, visas, etc.).
Candidates for Vice-Chair of APCG

Ruth Iyob
University of Missouri - St. Louis

Biographical Statement


Statement of Candidacy

I have been a member of the African Studies Association for twenty-five years when I joined as a graduate student in 1988. I feel honored to have been nominated for this position. My vision can be summed up as a quest for relevance of research on African Politics. For the political scientist this would involve a re-dedication to policy-relevant research. It would also involve a reassertion of our insistence that Academic freedom be respected in such research.

As a member of the African Association of Political Science (1995-1998) I actively engaged in debates on the need to reassess the role of Pan-African organizations in harnessing the desire of a new generation of Africanists for educational opportunities and equitable citizenship rights for women and minorities. As a member of CODESRIA (2009 – present) I continue to advocate for systematic and institutional exchanges of research in the service of human development. I believe that there should be stronger ties between ASA and CODESRIA and more collaborative research between the two organizations. Our annual conferences would be enriched if we could include a series of panels and workshops that highlight shared goals of obtaining fellowships that would bring together graduate students from U.S. and African institutions.

The APCG has successfully expanded the scope of comparative research and has created forums for dialogue with colleagues at the APSA and ISA. These forums can be expanded to bring together Africanist political scientists from MESA and LASA engaged in research strengthening institutional relations. I firmly believe that Africanists need to reconsider the significance of intensive field-based research on enduring challenges of food security, ensuring literacy of women and girls and assessing the prospects of democratization.

Volunteers Needed!

Please contact Anne Pitcher (pitchera@umich.edu) to volunteer for the following APCG Committees for 2013 - 2014.

- Best Book in 2013 Award
- Best Article in 2013 Award
- APCG-Lynne Rienner Best Dissertation in 2013 Award
- APCG-African Affairs Best Graduate Student Paper 2013/2014 Award
- APSA 2014 Committee
- ASA 2014 Committee
- ISA 2015 Committee
- APCG Nominations Committee
Candidates for Vice-Chair of APCG

Lauren M. MacLean
Indiana University

Biographical Statement

I am an Associate Professor in the Department of Political Science at Indiana University and have a Ph.D. (2002) from UC-Berkeley. My research focuses on the politics of state formation, social welfare, and citizenship in Africa. My first book, Informal Institutions and Citizenship in Rural Africa: Risk and Reciprocity in Ghana and Cote d'Ivoire (Cambridge, 2010) was winner of the APSA 2011 Sartori Book Award and finalist for the ASA Herskovitz award. More recently, I am co-editing with Melani Cammett (Brown University) a volume entitled The Politics of Non-State Welfare Provision (Cornell). Building on our experiences teaching field research methodology at the Institute for Qualitative and Multi-Method Research, Diana Kapiszewski (Georgetown University), Ben Read (UC-Santa Cruz) and I are co-authoring a book, Field Research in Political Science (forthcoming, Cambridge). I am also developing a new project with Jennifer Brass and Sanya Carley (IU) on the politics of collaborative governance in renewable energy projects in Africa. My work has appeared in Comparative Political Studies, Comparative Studies in Society and History, Journal of Modern African Studies, Studies in Comparative International Development, and the International Journal of Public Administration, and World Development.

Statement of Candidacy

I am honored to have been asked to run for the position of Vice Chair for the APCG. I have enjoyed being a member of the APCG for many years. I have participated with enthusiasm at our business meetings and social events, and served on the Nominations Committee in 2012.

If elected, I would work with the other APCG leaders and members to enhance the recognition of our scholarship within the professional associations of political science and African Studies. APCG has increased the visibility of our scholarship by advocating for recognition of the group itself; organizing and promoting coherent and interesting conference panels; and, recognizing the best dissertations, conference papers, articles and books each year.

In my view, the second focus of our work at APCG is to strengthen our intellectual community of scholars. Through the newsletter, we learn about each other’s work. We not only scan the list of titles but can see the photos of our colleagues conducting field research in various contexts across the continent. As Vice Chair, I would help identify new themes and find contributors to the newsletter. As a former co-leader for the APSA Africa Workshop 2012 held in Botswana, I see tremendous value in developing APCG Symposium on themes emerging from these annual workshops. In this way, a broader array of APCG members can be enriched by the engaged dialogue that takes place among US and Africa-based Africanists in these small, intensive workshops.

Finally, I would like to contribute my energy toward continuing to expand our individual memberships and institutional linkages beyond our current core strengths in the US. We can build on our networks initiated through the APSA Africa Workshops to reach a new group of junior and senior scholars based in African institutions.
Candidates for Secretary of APCG

Jennifer N. Brass
Indiana University
School of Public & Environmental Affairs

Biographical Statement:
Jennifer N. Brass is Assistant Professor at Indiana University’s School of Public & Environmental Affairs, where she teaching courses on state building, international development, international policy, and NGO management. Her research examines service provision, governance and state development in sub-Saharan Africa. Professor Brass is currently working on a book manuscript (under review), provisionally titled, Allies or Adversaries? NGOs and the State in Development, which examines the role that nongovernmental organizations (NGOs) play in service provision, state-society relations, and state development in Kenya. The dissertation on which the book is based won the inaugural APCG-Lynne Reinner award for the best dissertation on African politics in 2010. With colleagues, Brass also studies policy and governance in the provision of small-scale, distributed energy services in developing countries, and democratization in Kenya. Her articles appear in Governance, World Development, Development and Change, the Journal of Modern African Studies, and the Annual Review of Environment & Resources. She has conducted extensive in-country field research in Senegal, Djibouti, Kenya and Uganda. Professor Brass holds a PhD and MA in Political Science from the University of California, Berkeley, and an undergraduate degree from Georgetown University’s School of Foreign Service.

Statement of Candidacy:
The 2013-2014 academic year marks my fifth year of membership in APCG. I joined the organization when I was finishing my graduate studies and have become active in the organization as a faculty member. As such, I have served on the Best Graduate Student Paper committee, helped to organize the APCG social event at ISA in 2013, and participated in APCG-sponsored panels at conferences. I always look forward to APCG conference events at APSA, ASA and ISA -- it is an excellent community of scholars for both professional and social reasons. I would be honored to serve the group as Secretary.

Alice Kang
Assistant Professor, University of Nebraska-Lincoln

Statement of Candidacy and Biographical Statement:
Out of an abiding commitment to promoting the study of African politics, I am running for the position of secretary on the African Politics Conference Group’s steering committee. I received my Ph.D. in political science in 2010 from the University of Wisconsin-Madison. Since 2010, I have been an Assistant Professor at the University of Nebraska-Lincoln, where I hold a joint position in the Department of Political Science and Institute for Ethnic Studies (African and African-American Studies). Before entering into academia, I worked as a consultant at the International Foundation for Electoral Systems (IFES) where I helped administer USAID projects in Benin, Guinea, and Mali from Washington, DC. I also served as a Peace Corps Volunteer in Sourgoubila, Burkina Faso, focusing on community health.

My work is concerned with who gets into positions of power and the conditions under which ordinary people influence them. Specifically, I have examined women’s entry into parliament and the executive cabinet (Comparative Political Studies, Women’s Studies International Forum). With funding from a NSF grant, I am starting a study of where, when, and how women become judges on high courts, in collaboration with Maria Escobar-Lemmon (Texas A&M), Valerie Hoekstra (ASU), and Miki Kittilson (ASU). I also spend my days thinking about the political consequences of women’s collective action in Africa. My book manuscript, based on 14 months of fieldwork in the Republic of Niger, seeks to explain variation in the impact of women’s and Islamist movements on state policy (under contract with University of Minnesota Press).

I enjoy meeting and learning from people who have a deep interest in African politics. If elected secretary, I would seek to continue the great work that APCG has done in bringing scholars together and promoting the study of African politics. In addition to attending business meetings at APSA and ASA, coordinating APCG elections, and helping organize social events, I would support endeavors that promote inclusiveness within our community and engagement with non-Africa specialists. For instance, APCG could organize a discussion of the overlap between and distinctiveness of Francophone and Anglophone scholarship on African politics.
APCG-Lynne Rienner Award for Best Dissertation

Janet Lewis, Harvard University, PhD Dissertation 2012

“How Rebellion Begins: Insurgent Group Formation and Viability in Uganda

Committee
Martha Johnson, Mills College
Amy Poteete, Concordia University (chair)
Laura Seay, Colby College

Janet Lewis tackles an understudied and methodologically challenging question: Why do some incipient rebel groups become viable, giving rise to rebellions that are strong enough to pose a significant challenge to state authority in at least part of its territory, while others fail? Drawing upon data from Uganda’s amnesty commission, newspapers, and key informants, Lewis identifies all rebel groups that formed in Uganda between 1986 and 2006, including many that lasted only a couple of months and are overlooked in major databases on internal conflicts. She combines spatial and statistical analysis to demonstrate that rebel groups are formed much more often than is generally realized by policy makers or acknowledged in scholarly conflict studies and that the site of their first violent act is not well predicted by the variables commonly proposed in the existing literature.

Lewis argues that the main determinant of rebel viability is whether information about the incipient group reaches the government. Government knowledge of rebel group formation depends on the nature of civilian information networks and the capacity of state intelligence services. Lewis contends that information leaks from civilians represent the most serious threat to incipient rebel groups. Such tip-offs are more likely when citizens expect a rebel group to fail. In ethnically homogenous areas where citizens receive reinforcing information from multiple sources, it is easier to convince civilians of a rebel group’s viability, thereby decreasing the risk of civilian tip-offs. With regards to state surveillance, Lewis argues that in weak states with a limited presence beyond the capital, decreased state capacity for monitoring means that barriers to entry are lower, allowing more groups to survive in a wider variety of localities.

Lewis’ arguments are supported by deductive models and the analysis of more than 170 interviews with former rebels, members of parliament and local government officials, military and intelligence, and conflict experts. The wealth of primary data that Lewis has assembled is unique in the field of conflict studies; there’s simply nothing out there like this. Given the dangers often inherent in tracking down ex-combatants in other states, it may be one of the few times any scholar is able to directly compare evidence from viable and failed rebel movements that happened simultaneously. Substantively and theoretically, she brings the study of African intelligence services to readers’ attention, highlighting a clear gap in present-day studies of the African state.
APCG-African Affairs Award for Best Graduate Student Paper

Amanda Robinson, PhD Candidate, Stanford University

“Nationalism and Inter-Ethnic Trust: Evidence from an African Border Region”

Committee
Claire Adida, University of California, San Diego (chair)
Robin Turner, Butler University
Daniel Young, Georgia State University

Amanda Robinson applies insights from the literature on nation-building in Europe to challenge the prevalent pessimistic view that ethnic diversity and the salience of ethnic divisions in African countries pose an insurmountable challenge to trust-building. Drawing from the broad comparative politics and social psychology literatures, Robinson develops a carefully thought-out research design and carries out a successful lab-in-the-field experiment. This empirical strategy enables her to measure and show the extent to which contextual priming, such as a national flag cue, increases cross-ethnic trust among participants who started out as weak national identifiers. In other words, a simple visual cue can erase the co-ethnic trust premium that characterizes people who tend to identify in ethnic rather than national terms. These effects are behavioral, and captured via experimental games that carefully replicate many real-world situations, such as market interactions. This paper’s contributions are theoretical as much as they are empirical, and its results bring much needed nuance to the academic discussion on the implications of ethnic diversity in Africa.

Best Graduate Student Paper Honorable Mention: Manuela Travaglianti,
PhD Candidate, New York University, “Violent Out-Bidding: Violence against Co-Ethnics in Burundi’s 2010 Elections”

Manuela Travaglianti pushes our understanding of ethnic and electoral violence with an impressive analysis of electoral violence in Burundi’s 2010 elections. Travaglianti’s work highlights the logic of electoral violence by investigating the conditions under which intra-ethnic, rather than inter-ethnic, violence may prevail. Travaglianti argues that intra-ethnic violence is, under certain conditions, one way to mobilize the base, and thus contributes to the growing literature on electoral violence as one tool among many in the candidate’s toolkit. The original dataset she has put together to test her argument’s observable implications is an impressive collection of events that help us better understand the logic of electoral violence.
Now Hiring

School of International Service, American University

The School of International Service at American University in Washington, DC has announced five tenure-line searches relating to international development, quantitative analysis, transnational security, and other areas. SIS is the largest international affairs school in the United States, with an explicitly inter-disciplinary structure. The job descriptions are available on the school’s website: http://www.american.edu/sis/faculty/search-tenure.cfm

Research Fellow, University of Birmingham, UK
Applications Due: September 20

The new Research Fellow will work alongside DLP’s Director of Research, Dr Heather Marquette, at the University of Birmingham, UK. The post holder will join DLP’s research team in exploring the role of political processes and human agency (particularly leadership) in shaping institutional and determining developmental trajectories. The Research Fellow will also be involved in communicating research findings, for example through publications, blog posts, workshops and conferences.

Research themes will include the following:

- The role of attitudes, values and ideas in developmental leadership.

The successful candidate will hold a PhD in a relevant area and will have excellent analytical skills. They will also be a skilled communicator, able to convey complex information clearly and concisely to different audiences.

This role involves joining DLP at an exciting time, as an expanded research programme is developed. The position will be based in the University of Birmingham’s International Development Department, a friendly and vibrant department with a 50-year history of conducting influential research, teaching and consultancy.

This is a fixed-term contract until 30th June 2014 (although additional funding is likely to be secured for a further three years). Application deadline: 20 September 2013.

For more information: http://www.download.bham.ac.uk/vacancies/jd/50080.pdf

Assistant Professor (History), Davidson College
Applications Due: November 1

Davidson College invites applications for a tenure-track assistant professor of African history. Applicants must demonstrate a strong commitment to undergraduate teaching as well as a record of promising research. Prior teaching experience and a Ph.D. in-hand preferred. Davidson’s teaching load is five courses per year.

Davidson College is a highly selective, independent liberal arts college located in Davidson, North Carolina, close to the city of Charlotte. The College that has graduated 23 Rhodes Scholars and is consistently ranked among the top liberal arts colleges in the country. Davidson faculty College enjoy a low faculty-student ratio, emphasis on and appreciation of excellence in teaching,
and a collegial, respectful atmosphere that honors academic achievement and integrity. Davidson is strongly committed to achieving excellence and cultural diversity, and welcomes applications from women, members of minority groups, and others who would bring additional dimensions to the college’s mission.

Applicants should submit the following materials online at https://jobs.davidson.edu— a Curriculum Vitae, a statement of teaching interests, a statement of research interests, copies of significant research papers or publications and the names and email addresses of three references. Our system will automatically contact those references to request a letter for your application. Candidates may also upload evidence of excellence in teaching, such as syllabi, assignments, and evaluations. The department will conduct interviews at the American Historical Association’s annual convention in Washington D.C. in January 2014. Applications are due by November 1. Please direct inquiries to the chair of the search Committee, Daniel W. Aldridge, III (daaldridge@davidson.edu).

**Africa Research Initiative, National Intelligence University’s Center for Strategic Intelligence Research**

From Kris Inman: I have a new job announcement. For the past six months, I have been running the Africa Research Initiative (ARI) at the National Intelligence University’s Center for Strategic Intelligence Research. The purpose of ARI is to respond to the Intelligence Community (IC) agencies’ strategic research needs on sub-Saharan Africa. ARI’s primary intent is to address those strategic research needs pertaining to second and third tier priorities that the IC is unable to address given its own resource constraints, but that are nonetheless mission critical. We network with analytic cadres and analytic leadership to develop collaborative and/or independent scholarly research projects utilizing existing areas of knowledge and expertise. We do not conduct bench research, which may be misconstrued as collection operations. We do not conduct finished intelligence analysis. If APCG members are interested in learning more, or participating in this exciting initiative, please contact me at kristie.inman@dodiis.mil or 202.231.6630. This is a great way for academics to engage in policy-relevant research that will be delivered directly to the senior policy makers in the U.S. Government. We are especially interested in hearing from academics with recent and innovative field research experience in Africa. Many members of the APCG community have already been involved with the ARI and we would love to expand this opportunity.

APCG Member Elliott Green, lecturing at the University of Cape Town. He was teaching there in July as part of the inaugural LSE-UCT July School. His course was entitled ‘Poverty’ and drew students from Africa, Europe, North America and Asia, including two incumbent mayors in South Africa. More information for those interested in the 2014 session can be found here: http://www.lse.ac.uk/study/summerSchools/LSEUCTJulySchool/Home.aspx.
General Announcements

African Studies Scholars Urge Secretary of State John Kerry to Uphold and Enforce the Leahy Law

Eighty African studies scholars recently wrote to Secretary of State John Kerry, urging him to uphold and enforce the Leahy Law. “The ‘Leahy Amendment’,” they note, “now prohibits State Department aid, or military training from the Department of Defense (DOD), to units known to have engaged in human rights abuses.” The text of the letter and a list of signatories is here: http://carllevan.com/2013/06/letter-to-kerry-leahy-human-rights-law/

Many of the signatories are APCG members.

New Working Group for Survey Methods in Developing Countries

Together with Yael Zeira (Ole Miss), Kristin Michelitch has formed a working group for survey methods in developing countries, which has met at MPSA and APSA 2013. We are working on the provision of a website, allowing group members to centralize diffuse information on newly developed techniques. Please email kristin.michelitch@vanderbilt.edu to receive updates.

Energy Africa Conference November, 2013

From Kathleen Hancock: My university, the Colorado School of Mines, is a co-sponsor of the November 2013 Energy Africa Conference http://energyafricaconference.com. This conference focuses on renewable energy and natural gas as clean, sustainable ways for Africa to develop. There are substantial opportunities for networking with businesses and practitioners from the US, Europe, and Africa, as well as academics in science, engineering, business, and the social sciences.

Seminar on African State Legislatures January 7-8, 2014

APSA Africa Workshop Alumni Carl LeVan and Joseph Fashagba are co-hosting a seminar on “African State Legislatures: Subnational Politics and National Power” at Landmark University in Kwara State, Nigeria on January 7 - 8, 2014. Paper presentations will discuss Kenya, Ethiopia, South Africa, Nigeria, and lessons from comparative fiscal federalism for Africa’s new oil discoveries. The seminar is being funded by a grant from the National Endowment for Democracy. Registration information and the seminar concept paper can be found at http://carllevan.com/research/state-legislatures-fashagba/

APSA Africa Scholars Participating at IQMR

Several alumnae of the APSA Africa 2012 Workshop, held in Botswana, were accepted through the competitive, open-pool process as participants in the 2013 Institute for Qualitative and Multi-Method Research. Five participants from Africa, and two participants from the US were reunited at the two-week, intensive workshop held at Syracuse University from June 17-28, 2013. The participants included: Dr. Fatai Aremu (University of Ilorin, Nigeria); Dr. George Bob Milliar (Kwame Nkrumah University of Science and Technology, Ghana); Joyce Ejukonemu (Federal College of Education, and University of Abuja, Nigeria); Kirk Harris (Indiana University, US); Dr. Parakh Hoon (Virginia Tech University, US); Dr. Mesharch Katusiimeh (Makerere University and Uganda Christian University, Uganda); and, Majuta Mamogale (University of Cape Town, South Africa).

Joining 185 other IQMR participants from more than 70 institutions, the scholars chose course modules facilitated by 30 faculty on research design; multi-method research; case selection; conceptualization; process tracing; comparative historical analysis; natural experiments; ethnography; archival research; interpretive discourse analysis; fuzzy set methods; and, philosophy of science issues relevant to qualitative and multi-method research. The Africa Workshop scholars also participated in small sessions focused on giving feedback on participant research designs and networked with other Africanists from universities all over the US and world.

Lauren M. MacLean, one of the APSA Africa 2012 Workshop co-leaders, serves regularly as a IQMR faculty member, teaching a module with Diana Kapiszewski on field research methods. MacLean worked with Colin Elman, Director of IQMR, to organize and obtain funding for the initiative. MacLean, Elman and the IQMR participants gratefully acknowledge the support of the National Science Foundation’s Political Science Program, which funded the participation of this group under Award No. 1124074, Support for Institutes and Research Groups on Qualitative and Multi-Method Research 2012-2015.

Afrobarometer completing Round 5 surveys; Round 6 to begin in February 2014

Afrobarometer is pleased to announce

continued on page 24
that by mid-September we will have completed our Round 5 surveys, having expanded from coverage of 20 countries in Round 4, to 35 in this round (2011-2013). New countries covered in Round 5 include: Algeria, Burundi, Cameroon, Cote d’Ivoire, Egypt, Ethiopia, Guinea, Mauritius, Morocco, Niger, Sierra Leone, Sudan, Swaziland, Togo, and Tunisia.

Algeria, Egypt, Morocco, Sudan and Tunisia were implemented in conjunction with the Arab Barometer. We also hope to do a 36th survey in South Sudan by the end of this year.

We are constantly posting new press releases, media briefings and bulletins from individual countries on our website, www.afrobarometer.org. Our “Global Release of Round 5 Results”, which will present and analyze results in a multi-country format, will begin on 1st October and continue to mid-December, with policy briefs forthcoming on taxation, globalization and communications, poverty and the economy, gender, governance, democracy, and a number of other issues. Watch the website for the latest releases, and/or follow us on Facebook and Twitter @Afrobarometer.

In addition, we continue to release data sets one year after the completion of fieldwork. Round 5 data has already been released for about a dozen countries, and additional data sets will be posted regularly over the coming year. You can also check out our “online data analysis” facility which provides some access to the data prior to the full release: http://www.afrobarometer-online-analysis.com/aj/AJBrowserAB.jsp

Round 6 surveys are scheduled to begin in February of 2014.

“International Conference on Leadership and Governance in Africa”
Hosted by Awolowo Institute, Lagos, Nigeria

The Obafemi Awolowo Institute of Government and Public Policy (OAIGPP), Lekki, Lagos, Nigeria hosted an International Conference on Leadership and Governance in Africa, coordinated by Wale Adebanwi (UC-Davis) and Ebenezer Obadare (KU, Lawrence) between July 12 and 13, 2013. Papers were presented by scholars from North America, Europe and Africa. The keynote address, “Awolowo: Leadership, Governance, Knowledge” was delivered by Professor Olufemi Taiwo (Cornel University, Ithaca, NY).

UNISA’s Africa Day Colloquium

Clive Napier and Kgaugelo Pule (Unisa) report that Unisa’s Department of Political Sciences in the College of Human Sciences honored Africa Day on May 25 by hosting a colloquium to create the opportunity for senior political scientists from South Africa and neighbouring countries to reflect on the discipline at their respective institutions, and on contemporary political developments in the Southern African Development Community (SADC) region. The colloquium was attended by university lecturers from various countries, including Zambia, the Democratic Republic of Congo, Botswana, Zimbabwe, Namibia and Malawi. The purpose of the colloquium was to strengthen ties between Unisa and neighbouring institutions, to share and expand on existing knowledge and to see if what is being taught at other southern African political sciences departments is relevant here. The ultimate goal is to create a structure where knowledge can be shared to benefit all African academic institutions.

Unisa’s Department of Political Sciences is the only academic unit in Africa that offers African Studies up to doctoral level. The department is one of the oldest and largest of its kind in Southern Africa, and is dedicated to the community which it serves. It offers three-year majors and postgraduate degrees in the subjects Politics, African Politics, and International Politics. A number of offerings in Strategic Studies also form part of the postgraduate programme. The department has grown by 28% and currently has over 1 000 postgraduate students and a moderate number of M&D students.

The colloquium questioned how
southern African political scientists could make the discipline relevant without losing the essence of theory. “The matter is one of shifting the geography of knowledge from a western perspective aspect to an African one. African universities are unfortunately modelled after other universities and a reflection needs to happen to the geopolitics of knowledge. We need to ask who is setting the research agenda, and how are scholars going to seriously intellectualise content stemming from Africa?”

Because of the high unemployment rate in South Africa and the continent at large, the other challenge is that students question whether this degree will make them employable. Political Sciences as a discipline is thus in crisis as students don’t think it is relevant. Currently universities are considering how best to change the curriculum in order to maximise students’ career prospects. Additionally, a Political Sciences degree should equip students with the practical skills necessary to positively impact society.

Going forward, political scientists in the SADC region want to advance teaching in this field. They believe that a unified stand will be the best way to achieve this. The image below is from the event.

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**Member News**

For a change of pace the Member news is presented in REVERSE alphabetical order for this issue.
- The editor.

Susanna Wing (Haverford) presented a paper, “Hands off my Constitution: Constitutional reform and crisis in Mali” at the workshop “The Gap from Parchment to Practice” Ambivalent Effects of Constitutions in Democratizing Countries” at American University, May 28-29, 2013.

Beth Whitaker and her UNC Charlotte colleagues James Walsh and Justin Conrad have received a $825,537 grant from the Department of Defense and its Minerva Initiative for their project titled “Natural Resources and Armed Conflict.” Other researchers on the project are James Piazza of Pennsylvania State University, Michael Findley of the University of Texas at Austin, and Victor Asal of the University at Albany. Researchers will develop a global, geocoded dataset of natural resource locations relevant to armed conflict and measure if and how rebel groups exploit the resources. The team will analyze how control of resources contributes to state failure, internal conflict, and third-party interventions.

Nicholas Rush Smith, after defending his dissertation on South African vigilantism at the University of Chicago in Fall 2013, will begin a tenure-track assistant professor position in the Department of Political Science at the City College of New York in January 2014. Entitled “The Rights of Others: Vigilantism and the Contradictions of Democratic State Formation in Post-Apartheid South Africa,” the dissertation asks why vigilantism has been so prominent in South Africa despite a celebrated transition to democracy, a widely lauded constitution, and massive transformations of the state’s legal apparatus.

Nicolas van de Walle (Cornell University) and Danielle Resnick (UNU-Wider) have a co-edited volume entitled “Democratic Trajectories in Africa: Unraveling the Impact of Foreign Aid,” which will be published by Oxford University Press in October and launched at the Carnegie Endowment for International Peace on November 6th. Other contributing authors include Simone Dietrich, Mamoudou Gazibo, E. Gyimah-Boadi, Carrie Manning, Monica Malbrough, Lise Rakner, Aili Tripp, Joseph Wright, and Theo Yakah.

On July 1, Dan Posner moved from MIT (where he had spent three years) back to UCLA, where he had previously taught from 1998-2010. He will be the James S. Coleman Professor of International Development.

Jessica Piombo (Naval Postgraduate School) reports that she and two colleagues recently won a grant from the Minerva initiative. The three-year
Member News, continued from page 25

project is entitled, “Public Service Provision as Peace-building: How do Autonomous Efforts Compare to Internationally Aided Interventions.” She is working with Dr Naazneen Barma of NPS, and Dr Naomi Levy of Santa Clara University on the project. The project analyzes state building, particularly creating public institutions, and its contribution to promote peace processes in post-conflict states. Research will take place in Cambodia, Laos and Uganda. We are particularly focusing on how governments deliver public services, and the ways in which that public services delivery actually contributes to peace building. A second major question in the research is whether international interventions in peace building, such as efforts routinely undertaken by the United States and the United Nations, actually help build peace through public service delivery. We plan to compare internationally-aided against domestically-led state and peacebuilding processes to get at this aspect of the question. Therefore, the research design takes countries that have had interventions, and countries that haven’t, and compares the two different experiences. By public services, we mean things such as health care, public safety, education, electricity as a service provision.

And a more scholarly description of the research problem: “Scholars and practitioners alike have largely concluded that international efforts to build sustainable peace in post-conflict states must include a focus on building state capacity. It is not necessarily the case, however, that the twin goals of peace- and state-building are mutually reinforcing. The proposed project seeks to improve both the theory and practice of how peace is achieved in post-conflict countries by disentangling the related goals of peace- and state-building. It does so by focusing on the ability of three post-conflict states to provide public services and resolve societal grievances at the local level. It also seeks to understand how externally led peace-building interventions compare with more autonomous and domestically motivated peace processes in achieving sustainable peace and improvements in state capacity. To these ends, our study varies the “degree of aidedness” of peace- and state-building initiatives, selecting country cases that enable both a cross-national comparison (Cambodia and Laos) and an intertemporal comparison (Uganda in two distinct time periods). We further enhance our analytical leverage by focusing on outcomes at the subnational and sectoral levels, where the tangible results of peace- and state-building can be best observed.”

Scott Pegg (IUPUI) tramped “through the post-oil spill mangrove swamp in Bodo, Nigeria... It’s a mix of old oil spill residue, bran new oil spill, mud, dead mangrove tree branches and about the most disgusting thing I’ve ever done in my life. In case you’re wondering, the way they clean the gunk off your legs is by shooting gasoline from the boat’s motor on them.”

Michael Byron Nelson (Wesleyan University) spent part of the summer in Ghana working on his new project, “Africa’s New Partners”. The research trip was funded by a grant from Wesleyan University. He also is resuming his role as Chair of the African Studies Cluster at Wesleyan University starting this fall.

Devra C. Moehler (UPenn) is spending the 2013-2014 academic year as a visiting scholar at University of Zurich.

Kristin Michelitch is now an Assistant Professor at Vanderbilt University.

Chiseche Salome Mibenge’s (Lehman College (CUNY)) book ‘Sex and International Tribunals: The Erasure of Gender from the War Narrative’ (University of Pennsylvania Press) has been published, and is available for sale at http://www.upenn.edu/pennpress/book/15147.html . A summary of the book can be found on the E-International Relations website : http://www.e-ir.info/author/chiseche-mibenge/

Peace A. Medie joined the Legon Centre for International Affairs and Diplomacy at the University of Ghana as a Research Fellow in August 2013. She was awarded a Small Research Grant from the American Political Science Association in May 2013.

Rasel Madaha (University of Dar Es Salaam) was selected to participate in the Sixth South-South Summer Institute with a theme focus-
ing on Democratic Renewal Versus Neoliberalism: Towards Empowerment and Inclusion. The institute has been organized by the Latin American Council of Social Sciences (CLACSO), the Council for the Development of Social Science Research in Africa (CODESRIA) and the International Development Economic Associates (IDEAs). The institute is being held as part of the third three-year phase of the Africa/Asia/Latin America Scholarly Collaborative Program. The Institute will be held in Santiago de Chile, from September 25 to October 3, 2013.

Staffan I. Lindberg (University of Gothenburg and University of Florida) received a grant of SEK 6 million (US$ 935,000) from the Ministry of Foreign Affairs, Sweden for his role as Principal Investigator on “Varieties of Democracy”. The research project involves data collection in 47 countries.

Adrienne LeBas (American University) published “Violence and Urban Order in Nairobi, Kenya, and Lagos, Nigeria” in the September 2013 issue of Studies in Comparative International Development. The article examines the informal governance institutions (e.g., ethnic militia), that are common in the two cities, and it emphasizes the role played by electoral politics in shaping the relationship between these organizations and local communities.

Alice Kang (University of Nebraska-Lincoln) has received a National Science Foundation award (2013-16) to study the ascent of women to high courts around the world. Kang will focus on high courts in Africa. Her co-principal investigators are Maria Escobar-Lemmon, Valerie Hoekstra, and Miki Kittilson.

Sandra Joireman will be transitioning to a new position at the University of Richmond as the Weinstein Chair of International Studies and Professor of Political Science.

Robin Harding is joining the University of Rochester as an Assistant Professor in the Department of Political Science. He moves there from the University of Oxford, where he has spent the past year as a Postdoctoral Prize Research Fellow at Nuffield College.

Elliott Green (London School of Economics) has been promoted from Lecturer in Development Studies to Associate Professor in Development Studies.

Jessica Gottlieb is now an Assistant Professor at the Bush School of Government and Public Service at Texas A&M University.

An article by Daniel E. Esser, Assistant Professor of International Development at American University in DC, was recently published in the Journal of Social Policy (FirstView). Written jointly with his former graduate student and current Presidential Management Fellow Benjamin Williams, “Tracing Poverty and Inequality in International Development Discourses: An Algorithmic and Visual Analysis of Agencies’ Annual Reports and Occasional White Papers, 1978-2010” highlights discursive frames and their implications for forging more effective socioeconomic policies in the context of governance and development in Africa and beyond.

Kim Dionne has moved to Smith College, where she is Five College Assistant Professor of Government, focusing on African Politics. Her appointment allows her to teach at Smith, Mount Holyoke College, Amherst College, and the University of Massachusetts.

John Clark reports that he was the co-editor of a special issue of the Review of African Political Economy, volume 40, no.135 (March 2013), entitled “Neither War nor Peace in the Democratic Republic of Congo (DRC): Profiting and Coping Amid Violence and Disorder.” More information available at http://www.tandfonline.com/toc/crea20/40/135#.U1dCdj-UN8M

Warigia Bowman (Clinton School of Public Service, University of Arkansas) had an Op Ed come out in Al Jazeera about the Kenyan Election. It came out the day before the Supreme Court decision, on March 29th.
The American Political Science Association (APSA) is pleased to announce a call for proposals from political scientists interested in serving as co-leaders for the 7th annual APSA Africa Workshop. This two-week political science workshop will take place in the summer of 2014. Feel free to download the Call for Proposals.pdf.

Background

Funded by the Andrew W. Mellon Foundation, the 2014 workshop is part of an ongoing multi-year effort to support political science research and teaching in Sub-Saharan Africa through a series of residential political science workshops. Along with APSA’s MENA Workshops program, the Africa Workshops are a major component of APSA’s efforts to engage with political science communities outside the United States and support research networks linking U.S.-based scholars with their colleagues overseas. Previous workshops have been held in Ouagadougou, Burkina Faso (2013); Gaborone, Botswana (2012); Nairobi, Kenya (2011); Dar es Salaam, Tanzania (2010); Accra, Ghana (2009); and Dakar, Senegal (2008). More information about the workshops can be found at the project web site: www.apsanet.org/africaworkshops.

Each workshop is led by a team of two US-based and two Africa-based scholars. The two week program is hosted by a university or research institute in Africa and brings together up to 22 Africa-based scholars, as well as four advanced PhD students from US-based universities.

The goals of the workshops are to: (1) enhance the capacities and resources for theoretical or empirical scholarship by political scientists in Africa; (2) explore a compelling intellectual theme underpinning basic research in political science; (3) provide a forum for connecting participants with recent developments in the field; and (4) support participants’ ongoing research and publication.

The proposal must explain the scope of the professional ties between prospective US and Africa-based workshop leaders; preference will be given to teams demonstrating substantial previous research collaboration. Workshop leaders will serve as academic directors of the project who will be responsible for all substantive content.

A modest honorarium will be provided and related expenses (meals, airfare, lodging, incidentals) will be covered. Workshop administration and logistics will be led by APSA staff in conjunction with the local partners in Africa.

Applications

Full Application Instructions Available at: https://www.apsanet.org/-africaworkshops/content_86040.cfm?navID=1059

Application Timeline and Information

Applications should be submitted electronically to APSA in Word format, 12-point font, double-spaced (except for Section III -Supplementary Information- which can be single spaced) and with 1-inch margins. Send applications to africaworkshops@apsanet.org by 5:00 PM Eastern Time on November 1, 2013. Selections will be announced in December 2013. Prospective leadership teams interested in receiving feedback on their proposal ideas are encouraged to reach out to APSA well before the submission deadline.

Contact Us: Send an email at africaworkshops@apsanet.org, or call Andrew Stinson at (202) 349-9364, if you have questions or would like more information about the workshops or application process.
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Publications

* denotes items submitted directly by members. All other references were discovered by the editor. I only include items here that have already been published.

Books


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Ashgate Publishing.

Journals

Africa Spectrum


African Affairs


African Conflict & Peacebuilding Review


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African Journal of Political Science and International Relations


African Security


African Security Review


Mamiya, Ralph, & Haidi Willmot. 2013. Early warning, the protection of....
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African Studies Review


American Political Science Review


Recent Publications, continued from page 33

Comparative Political Studies


Comparative Politics


Democratization


Development and Change


International Security


Journal of African Law


Journal of Contemporary African Studies


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Recent Publications, continued from page 34


**Journal of Democracy**


**Review of African Political Economy**


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Recent Publications, continued from page 35


South African Journal of International Affairs


Helly, Damien. 2013. The EU and Africa since the Lisbon summit of 2007: Continental drift or widening cracks?
Recent Publications, continued from page 36


The Journal of Modern African Studies


Third World Quarterly


Carpes, Mariana. 2013. When Words are not Enough: assessing the relationship between international commitments and the nuclear choices of Brazil, India and South Africa. Third World Quarterly, 34 (6).


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Recent Publications, continued from page 38

**World Development**


**World Politics**


**Other Journal Articles, Book Chapters, and Papers**


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