Course Description: The course will focus on the themes of power, leadership, and governance in Africa and the Caribbean from the end of slavery (Caribbean) and European conquest (Africa) to the post-independence period. This long durée and comparative approach will allow students the opportunity to evaluate the legacies of slavery and colonialism in two different regions of the world where Africans and peoples of African descent inherited languages, institutions, and cultures fundamentally shaped by the colonial experience in all its diversity. The course will examine the extent to which institutions inherited at independence diverged from colonial ones and to evaluate how and in what ways approaches to power, leadership and governance differed between the two regions.

The course has three major goals. The first is to provide students the opportunity to explore concepts of power, leadership and governance as they functioned in Africa in the period before European conquest and in the Caribbean in the period following the end of slavery to the 1880s. The second goal of the course is to explore the ways in which these notions were altered from the 1880s to 1960. The third major goal is to evaluate the extent to which leaders Africa and the Caribbean retained, transformed or adopted local and imported ideas of power, leadership and governance from the 1960s. The focus here is to examine the conceptual models that post-revolutionary and independence states in the two regions explored as they attempted to transform colonial institutions to reflect African and Caribbean political, social and cultural realities.

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The course will adopt the comparative approach, in that readings will concentrate on four African countries (Gold Coast/Ghana, Angola, Congo Free State/Democratic Republic of Congo and Sokoto Caliphate/Nigeria) and four Caribbean countries (Haiti, Cuba, Jamaica, Trinidad). During the semester discussions will explore the ways in which power, leadership and governance evolved in the two regions during the post-slavery/colonial periods and the impact this had on the institutions independence leaders inherited and the choices they made. Students will read autobiographical accounts of leaders and explore crucial historical events which seek to problematize how power, leadership, and governance functioned and transformed over time. By reading and discussing these studies students will leave the course with a sound understanding of how notions of leadership, institutions of governance (state and civil society) and the exercise of power evolved from the post emancipation/post conquest period to the present in Africa and the Caribbean.

Course Format:- The course is a combination of formal power point lectures by the professor, group presentations by students and class debates and discussions. When possible, the class will view short video clips that focus on leadership, power and governance in the two regions. Visiting officials from African or the Caribbean countries might also be invited to do a guest lecture and to reflect on their own experience with power, leadership and governance in the respective regions.

Course Requirements:

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<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
<th>Date</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>20%</td>
<td>(Thursday March 8)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>(Tuesday May 8, 9-11)</td>
</tr>
<tr>
<td>Term Paper</td>
<td>25%</td>
<td>(Due Thursday April 26)</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Group presentation</td>
<td>15%</td>
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Grading will be based on the following:- Each student will be expected to join one of the eight groups and participate in a group presentation on one week’s reading. After the presentation each group should send me an electronic version of the presentation. These will be distributed to the rest of the class electronically. Group presentation will account for 15% of the final grade. Attendance and participation in class discussions will be worth 10% of the final grade. Each student must also take midterm and final in class examinations. Each student will also be expected to research and write a comparative paper on some aspect of power, leadership and governance in the Caribbean and Africa. Students must discuss their paper topic with me before the midterm and hand in to me a one page thesis statement and short bibliography on Thursday March 8. These statements will be returned to students on March 23 with critical comments. The marked-up proposals must be attached to the completed typed term paper and must be handed in to me on Thursday April 26. Term papers from students who have not submitted a proposal will not be accepted. Term papers must be 10-12 pages in length (including a one page bibliography) and type font should be Times New Roman 12 point. Mid-term, final exam and paper will account for 75% of the final grade.
Required Books:
Crawford Young, *The African Colonial State in Comparative Perspective* (Yale, 1994)

Weekly Sessions

**Week One** :- Governance (the State), Leadership and Power: Historical, Conceptual and Imagined

Soyinka, *You Must Set Forth*, 1-52.

Class Introduction and Discussion 1/19

**Week Two:**- Governance, Leadership and Power: Post-Slavery Caribbean

Readings:- La Fuente, *A Nation For All*, pp. 20-53.
DuBois, *Haiti*, Chpt 3. (B8)

Class Discussion of Readings-1/24 (Tues)

**Week Three:** African Leadership and the Construction of the Colonial State Part One

Soyinka, *You Must Set Out*, p. 54 to end of Part II.

Group Presentation and Discussion 1/31 (Tues)

**Week Four:** African Leadership and the Construction of the Colonial State Part Two

Milne, *Nkrumah*, Chpts. 1&2 (B8)
Soyinke, *You Must Set Out*, Parts III & IV

Group Presentation and Discussion 2/7 (Tues)

**Week Five:** Governance, Leadership and Power: Cuba and Haiti
Readings: DuBois, *Haiti*, Chpt 5. (B8)
La Fuente, *A Nation For All*, pp. 55-137.
Class Discussion 2/23 (Thurs)

Week Six: Governance, Leadership and Power: British Caribbean
    Knight, *The Caribbean*, Chpt. 10. (B8)
Group Presentation and Discussion 2/28 (Tues)

Week Seven: Warriors, Jihadists and Indirect Rule: Gold Coast and Nigeria
Readings: Lamont King, “From Caliphate to Protectorate…” (B8).
    Milne, *Nkrumah*, Chpts 3-5. (B8)
Group Presentation and Discussion 3/6

Week Eight: Conquerors and Diplomats: The Integrationist Angola and Belgian Congo
    Heywood, “Towards an Understanding of Political Ideology.” (B8)
    Soyinke, *You Must Set Forth*, Part V
Midterm 3/8
Spring Break March 10-18

Week Nine: Haitian Renaissance and Capitalism Cuban Style
Readings: La Fuente, *A Nation for All People*, pp. 139-209.
Class Discussion 3/20

Week Ten: Race and the Road to Decolonization: English Speaking Caribbean
    Manley, *A Voice* I and 2. (B8)
    Naipaul, *Mimic Men*, Part 3 complete
Group Discussion and Presentation 3/27

Week Eleven Ghana and Nigeria: From Dictatorship to Consensus
    Milne, *Nkrumah*, chpts 10-12 (B8)
    Soyinke, *You Must Set Forth*, Part VI
Group Presentation and Discussion 4/3

Week Twelve: Angola and Zaire: Search for African Authenticity/The Challenges of Ethnicity
Readings: Young, “Zaire, the Shattered Illusion” (B8)
    Heywood, “Ethnic Nationalism in Angola” (B8)
    Pereira, “Angola: The Neglected Tragedy” (B8)
    Soyinke, *You Must Set Forth*, Part VII
Group Presentation and Discussion 4/10
Week Thirteen: Governance, Leadership and Power: The Post Independence Africa and the Caribbean: Part One
   Young, *Colonial State*, pp. 244-292.
   La Fuente, *A Nation For All*, 210-255.
Group Presentation and Discussion 4/17

Week Fourteen: Governance, Leadership, and Power: The Post Independence Africa and the Caribbean: Part Two
   Soyinke, *You Must Set Forth*, Part VIII
Class Discussion 4/24