Normarea in In planul de invatamanat

COD	DENUMIREA DISCIPLINELOR	Credite ECTS	Ore fizice săptămânale			Ore alocate studiului			Forme de evaluare			Felul disciplinei
			C	S	LP	F	I	T	E	C	VP	
UME1402	Statehood and development in postcolonial Africa/Statalitate si dezvoltare în Africa Postcolonială	5	1	2	0	3	6	9	E			DS

In fisa disciplinei:

FIŞA DISCIPLINEI

1. Date despre program

1.1 Instituţia de învăţământ superior	Universitatea Babeş–Bolyai, Cluj–Napoca
1.2 Facultatea	Facultatea de Ştiinţe Politice, Administrative şi ale Comunicării
1.3 Departamentul	Departamentul de Stiinţe Politice
1.4 Domeniul de studii	Ştiinţe Politice
1.5 Ciclul de studii	Master
1.6 Programul de studiu / Calificarea	Dezvoltare Internaţională/ International Development

2. Date despre disciplină

2.1 Denumirea disciplinei		Statehood and development in postcolonial Africa/Statalitate si dezvoltare în Africa Postcolonială					
2.2 Titularul activităţilor de curs		Stefan Cibian (Stefan.cibian@gmail.com)					
2.3 Titularul activităţilor de seminar		Stefan Cibian (Stefan.cibian@gmail.com)					
2.4 Anul de studiu	2	2.5 Semestrul	4	2.6. Tipul de evaluare	E	2.7 Regimul disciplinei	Opţională

3. Timpul total estimat (ore pe semestru al activităţilor didactice)

3.1 Număr de ore pe săptămână	3	Din care: 3.2 curs	1	3.3 seminar/laborator	2
3.4 Total ore din planul de învăţământ	9X12	Din care: 3.5 curs	1x12	3.6 seminar/laborator	2x12
Distribuţia fondului de timp: Studiu fata-in-fata: 3 ore. Studiu individual: 6 ore.					ore

Studiul după manual, suport de curs, bibliografie şi notiţe	3x12
Documentare suplimentară în bibliotecă, pe platformele electronice de specialitate şi pe teren	1x12
Pregătire seminarii/laboratoare, teme, referate, portofolii şi eseuri	2x12
Tutoriat	
Examinări	
Alte activităţi:	

3.7 Total ore studiu individual	6x12
3.8 Total ore pe semestru	9x12
3.9 Numărul de credite	5

4. Precondiţii (acolo unde este cazul)

4.1 de curriculum	Nu este cazul
4.2 de competenţe	Nu este cazul

5. Condiţii (acolo unde este cazul)

5.1 De desfăşurare a cursului	Plagiatul si alte forme de frauda academica se sanctioneza conform *Codului Etic al studentilor FSPAC* accesibil la adresa https://fspac.ubbcluj.ro/ro/resurse/administrative/regulamente.
5.2 De desfăşurare a seminarului/laboratorului	Prezenţa la seminarii este obligatorie, conform regulamentelor universităţii, în proporţie de 75%. Nota de la examenul de restanţă include si componenta de seminar. Dacă activitatea prestată de student în cadrul seminariilor nu îndeplineşte criteriile de promovare a disciplinei acesta are obligativitatea repetării disciplinei în anul universitar următor.

6. Competenţele specifice acumulate

Competenţe profesionale	• Understanding some of the diverse contexts of the African continent. • Understanding the dynamics of statehood, governance, and development in the African context. • Familiarity with different regions/countries on the African continent.

Competențe transversale	
	- Ability to analyze social phenomena from a comparative perspective and across cultural borders. - Ability to understand context-specific realities in African societies. - Ability to read specialized literature and engage with it. - Ability to discuss topics related to statehood and development in Postcolonial Africa using specialized language. - Autonomy in learning. - Ability to engage with the research community through producing original research.

7. Obiectivele disciplinei (reieşind din grila competenţelor acumulate)

7.1 Obiectivul general al disciplinei	The course intends, among others, to develop students' critical thinking and their general understanding of development, social, political, economic, and cultural phenomena on the African continent. Students have the opportunity to engage with international postcolonial studies from both a theoretical and a practical/professional perspective, better understanding the array of potential employers and what kind of activities and work they undertake, including what is needed on their side to access jobs in the field.
7.2 Obiectivele specifice	By the end of the course, students will: ▪ have a thorough understanding of the context of African countries in the postcolonial period; ▪ have a thorough understanding of the various theoretical approaches used to understand African realities better; ▪ have an in-depth understanding of the emergence, evolution, functioning, and impact of African states; ▪ be acquainted with at least four individual African countries in more detail;

	▪ be able to analyze in a comparative manner the functioning, internal dynamics, activity, and impact of state and societal dynamics in Africa.

8. Conţinuturi

8.1 Curs	Metode de predare	Observaţii
1. Course Introduction. Research design and academic writing requirements. Scope and requirements. General discussion on postcolonial Africa	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Introductions. Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
2. African histories. Slavery and colonization	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
3. The struggle for independence. Self-determination: social, economic, political and legal contexts and implications	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
4. From colonies to independent statehood?African states unpacked.	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
5. Postcolonial discourses	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.

6. State-society relations in Africa #1 (society structure, alternative loci of authority)	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
7. State-society relations in Africa #2 (focus on traditional authorities)	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
8. State-society relations in Africa #3 (relations between modern states and society)	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
9. Rethinking state-society relations in Africa: an exercise	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
10. African IR – Africa in today's international society	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
11. Central and Eastern Europe and Sub-Saharan Africa relations	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
12. Recap, wrap-up discussions and course evaluation	Review of concepts covered by the course. Discussion. Course evaluation.	Oral presentation by instructor. Evaluation form prepared by instructor.

Bibliografie	Bartels, Emily C. (1997) "Othello and Africa: Postcolonialism Reconsidered" pp. 45-64 in The William and Mary Quarterly, 3d Series, Vol. LIV, No. i, January 1997. Robertshaw, Peter (2019) "Chapter 8. Fragile States in Sub-Saharan Africa," pp. 135-160 in Norman Yoffee ed., *The Evolution of Fragility: Setting the Terms,* Cambridge: McDonald Institute for Archeological Research. Pierskalla, Jan, Alexander de Juan, and Max Montgomery (2017) "The Territorial Expansion of the Colonial State: Evidence from German East Africa 1890-1909," pp. 711-737 in *British Journal of Political Science,* 49. Paine, Jack (2019) "Ethnic Violence in Africa: Destructive Legacies of Pre-Colonial States," pp. 645-83 in *International Organization* 73. Ali, Merima, Odd-Helge *Fjeldstad, Boqian Jiang and Abdulaziz B. Shifa (2018)* "Colonial Legacy, State-building and the Salience of Ethnicity in Sub-Saharan Africa," pp. 1048-1081 in *The Economic Journal, 129.* Cibian, Stefan (2010) "Failing Attempts to Westernize the Non-Western: Why There are No States in Sub-Saharan Africa," paper presented at the 60th Annual Conference of the Political Studies Association - Edinburgh, UK. Tembo, Josias and Schalk Gerber (2019) "Towards a Postcolonial Universal Ontology: Notes on the Thought of Achille Mbembe" in E. Imafidon ed., *Handbook of African Philosophy of Difference,* Springer Nature Switzerland AG. Paller, Jeffrey W. (2014) "Informal Institutions and Personal Rule in Urban Ghana," pp. 123-142 in *African Studies Review, vol. 57, no. 3.* Cheesman, Nick, Michaela Collord, and Filip Reyntjens (2018) "War and democracy: the legacy of conflict in East Africa," pp. 31-61 in *Journal of Modern African Studies, vol. 56, no. 1.* Ubink, Janine (2008) *Traditional Authorities in Africa: Resurgence in an Era of Democratization,* Leiden: Leiden University Press. Tsheola, J.P. (2017) "Governance of the party, state and society triad in a democratic South Africa," in African Journal of Public Affairs, vol. 9, no. 5.

	Kalu, Kenneth (2015) "State–Society Relations, Institutional Transformation and Economic Development in sub-Saharan Africa" pp. 234-245 in *Development Policy Review*, 2017:35. Taylor, Ian and Paul Williams (2004) "Introduction: Understanding Africa's Role in world politics," pp. 1-22 in Ian Taylor and Paul Williams (eds.) *Africa in International Politics: Exeternal Involvement on the Continent,* London and New York: Routledge. Harman, Sophie and William Brown (2013) "In from the margins? The changing place of Africa in International Relations," pp. 69-87 in *International Affairas, vol. 89, no. 1.* Cibian, Stefan (2017) *Central and Eastern Europe and Sub-Saharan Africa: Prospects for Sustained Re-engagement*, Chatham House Africa Programme Research Paper. Cibian, Stefan (2020) *Central and Eastern Europe and EU-Africa Relations after 2020*, Chatham House Africa Programme Research Paper.
8.2 Seminar / laborator	Metode de predare	Observaţii
1. Course Introduction. Research design and academic writing requirements. Scope and requirements. General discussion on postcolonial Africa	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
2. African histories. Slavery and colonization	New concepts are introduced by the instructor. Prior among students is tested in order to connect new con knowledge. Recap of new concepts to ensure they a understood.	Oral presentation by instructor. Students are required to read assigned re actively participate in class discussions.
3. The struggle for independence. Self-determination: social, economic, political and legal contexts and implications	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.

4. From colonies to independent statehood?African states unpacked.	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
5. Postcolonial discourses	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
6. State-society relations in Africa #1 (society structure, alternative loci of authority)	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
7. State-society relations in Africa #2 (focus on traditional authorities)	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
8. State-society relations in Africa #3 (relations between modern states and society)	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
9. Rethinking state-society relations in Africa: an exercise	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
10. African IR – Africa in today's international society	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge.	Oral presentation by instructor. Students are required to read assigned

	Recap of new concepts to ensure they are well understood.	readings. Students actively participate in class discussions.
11. Central and Eastern Europe and Sub-Saharan Africa relations	New concepts are introduced by the instructor. Prior knowledge among students is tested in order to connect new concepts to existing knowledge. Recap of new concepts to ensure they are well understood.	Oral presentation by instructor. Students are required to read assigned readings. Students actively participate in class discussions.
12. Recap, wrap-up discussions and course evaluation	Review of concepts covered by the course. Discussion. Course evaluation.	Oral presentation by instructor. Evaluation form prepared by instructor.
Bibliografie	Bartels, Emily C. (1997) "Othello and Africa: Postcolonialism Reconsidered" pp. 45-64 in The William and Mary Quarterly, 3d Series, Vol. LIV, No. i, January 1997. Robertshaw, Peter (2019) "Chapter 8. Fragile States in Sub-Saharan Africa," pp. 135-160 in Norman Yoffee ed., *The Evolution of Fragility: Setting the Terms,* Cambridge: McDonald Institute for Archeological Research. Pierskalla, Jan, Alexander de Juan, and Max Montgomery (2017) "The Territorial Expansion of the Colonial State: Evidence from German East Africa 1890-1909," pp. 711-737 in *British Journal of Political Science,* 49. Paine, Jack (2019) "Ethnic Violence in Africa: Destructive Legacies of Pre-Colonial States," pp. 645-83 in *International Organization* 73. Ali, Merima, Odd-Helge *Fjeldstad, Boqian Jiang and Abdulaziz B. Shifa (2018)* "Colonial Legacy, State-building and the Salience of Ethnicity in Sub-Saharan Africa," pp. 1048-1081 in *The Economic Journal, 129.* Cibian, Stefan (2010) "Failing Attempts to Westernize the Non-Western: Why There are No States in Sub-Saharan Africa," paper presented at the 60th Annual Conference of the Political Studies Association - Edinburgh, UK. Tembo, Josias and Schalk Gerber (2019) "Towards a Postcolonial Universal Ontology: Notes on the Thought of Achille Mbembe" in E. Imafidon ed., *Handbook of African Philosophy of Difference,* Springer Nature Switzerland AG. Paller, Jeffrey W. (2014) "Informal Institutions and Personal Rule in Urban Ghana," pp. 123-142 in *African Studies Review, vol. 57, no. 3.*

Cheesman, Nick, Michaela Collord, and Filip Reyntjens (2018) "War and democracy: the legacy of conflict in East Africa," pp. 31-61 in *Journal of Modern African Studies, vol. 56, no. 1.*

Ubink, Janine (2008) *Traditional Authorities in Africa: Resurgence in an Era of Democratization,* Leiden: Leiden University Press.

Tsheola, J.P. (2017) "Governance of the party, state and society triad in a democratic South Africa," in African Journal of Public Affairs, vol. 9, no. 5.

Kalu, Kenneth (2015) "State–Society Relations, Institutional Transformation and Economic Development in sub-Saharan Africa" pp. 234-245 in *Development Policy Review*, 2017:35.

Taylor, Ian and Paul Williams (2004) "Introduction: Understanding Africa's Role in world politics," pp. 1-22 in Ian Taylor and Paul Williams (eds.) *Africa in International Politics: Exeternal Involvement on the Continent,* London and New York: Routledge.

Harman, Sophie and William Brown (2013) "In from the margins? The changing place of Africa in International Relations," pp. 69-87 in *International Affairas, vol. 89, no. 1.*

Cibian, Stefan (2017) *Central and Eastern Europe and Sub-Saharan Africa: Prospects for Sustained Re-engagement*, Chatham House Africa Programme Research Paper.

Cibian, Stefan (2020) *Central and Eastern Europe and EU-Africa Relations after 2020*, Chatham House Africa Programme Research Paper.

9. Coroborarea conţinuturilor disciplinei cu aşteptările reprezentanţilor comunităţii epistemice, asociaţiilor profesionale şi angajatori reprezentativi din domeniul aferent programului

- The course includes concepts, theories, and discussions of multiple empirical cases so that the students can get accustomed to both the academic and professional languages of the discipline.
- Students are encouraged to connect to academic and professional organizations in the field and attend academic and professional events relevant to their specialization.

10. Evaluare

Tip activitate	10.1 Criterii de evaluare	10.2 metode de evaluare	10.3 Pondere din nota finală
10.4 Curs si 10.5 Seminar	Attendance and active participation in class	Monitoring attendance and active participation	30%
	Five news reviews (of five news entries each)	Evaluation of five news reviews	15%
	Policy brief	Evaluation of outline (10%), first draft (20%), and final draft of the policy brief (15%).	55%
10.6 Standard minim de performanţă			
- Each of the three requirements must be passed with grade 5 to pass the course.			

Data completării   Semnătura titularului de curs   Semnătura titularului de seminar

10 septembrie 2023   ....

Data avizării în departament   Semnătura directorului de departament

15 septembrie 2023