PSCI 281:

Contemporary African Politics

Williams College Spring 2022

TuFr 2:35pm – 3:50pm Instructor: Beth Wellman (she/her/hers)

Room: Horn Hall 103C Email: biw1@williams.edu

Zoom Meeting ID: 870 323 5454 Office: 205 Schapiro Hall

Passcode: 3G0589 Student Hours: Tu/Fr 11-1

Course Description

This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science: how do the institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how do countries emerge from conflict?

Our focus is both contemporary and comparative, with the goal of identifying and analyzing variation in the key factors shaping African politics, including legacies of colonialism and decolonization, ethnic diversity, electoral competition, conflict, mobility, inequality, and foreign intervention. The course is organized thematically around common political experiences and attributes across the region. We begin with a contemporary overview – the book on Africa I wish existed when I was in college! We then backtrack, learning how the legacies of colonialism, the slave trade, and liberation struggles still animate politics today. We next interrogate dynamics central to political life in Africa over the 60 years since independence: the role of ethnic diversity, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in contemporary Africa, including COVID-19, migration and mobility, and climate change.

Rather than approach the study of African politics through the lens of tragedy, crisis, and underdevelopment relative to the global north, this course contextualizes the challenges facing countries in the region while countering the dominant narratives of Africa circulated by the media (and unfortunately, at times, our political leaders). We will assess cases with an eye for successes: Why and how have countries transitioned to inclusive democracies, achieved dramatic economic growth, or recovered from conflict?

In addition to the readings, students are responsible for keeping up with current politics and events in Africa. You may decide to focus on a particular country or region, or a thematic topic that interests you; I have provided many sources below for up-to-date information.

Learning Objectives

* Understand and analyze the political, economic, and social dynamics in contemporary sub-Saharan Africa. Identify common themes in the study of African politics (and political science in general) as well as diversity of experiences between and within countries, as well as over time.
* Apply theoretical concepts from the readings to historical and contemporary political events in multiple sub-Saharan African countries.
* Learn the political geography of African countries and cities.
* Become an “expert” on a topic in contemporary African politics; integrate major themes, concepts, and theories from the course to a specific political issue.
* Build public knowledge of Africa through well-sourced, factual writing and presentation skills and how to constructively comment on other student work.
* Read and evaluate different sources of information on African politics: differentiating between primary, secondary, and tertiary sources; identifying sources that are reliable and verifiable, as well as bias. Through representations (and gaps) of Africa in news media coverage, political speeches, humanitarian discourse, movies and documentaries, and academic writing, begin to understand how knowledge is constructed and how inequities in knowledge stem from ideas around sourcing.

Course Structure and Format

Our class features both in-person and online components. Our scheduled course time will be a mix of lectures, discussions, active learning exercises, and guest speakers. I incorporate media into many classes and assignments, whether watching a news story, documentary film, or listening to a podcast. *You are expected to have completed readings, watched documentaries and other assignments prior to class*. Most classes will be held in-person; there will be at least a few days where we hold class remotely.

Difference Power and Equity (DPE) Notes:

Successfully completing this course fulfills the DPE requirement (though I hope it is only one of *many* DPE courses you take during your time at Williams!). The course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

Course Assessments

**Course Participation: 15%**

Every student must not only attend class, but actively participate in the course activities and discussions. This grade includes participation during class discussions, contributing to the “continuing the conversation” discussion threads on GLOW, and submitting film responses and interview questions for guest speakers. Critical to active participation is asking questions—of the readings, of your fellow students, and of our guests.

Active participation also includes:

* Interventions that indicate substantive and original thinking.
* Insights that integrate evidence from the readings in support of the argument you are making.
* Comments and questions to the group (and our guest speakers) that deepen the conversation, particularly with regard to evaluating the strengths, limitations and scope conditions of theories or cases under discussion.
* Engaging with other class members’ ideas and constructive feedback on their projects. If disagreeing with others’ ideas, disagreements are stated clearly and respectfully.

**Quizzes: 40% (5 Quizzes, lowest grade dropped)**

Five fifteen-minute in-class quizzes. The quizzes will ask you to answer two out of three identification questions based on key concepts covered in class and in course readings.

* 1. Your lowest quiz grade will be dropped at the end of the semester. Two exceptions:
     + - 1. a. Quiz #1 (Feb 15) is a map quiz that will ask students to identify 25 randomly chosen African countries. I will hand out a map the first day of class. Some of you may find this helpful for practice: http://www.washingtonpost.com/wp-srv/special/world/do-you-know-africa/.
  2. b. Quiz #4 (April 12) is also a map quiz. This quiz asks you to identify major cities, e.g. Lagos and state leaders. You will be asked to name 10 cities and 10 current heads of state and/or independence leaders with respective countries (they will be familiar from course readings).

**Wikipedia Page and Presentation: 45%**

Wikipedia is the most widely-used source of encyclopedic knowledge worldwide; it is currently the 13th most visited website in the world (8th in the United States). And yet “knowledge gaps in political science and politics are particularly severe regarding the

Global South, especially sub-Saharan Africa” (Ackerly and Michelitch, forthcoming). Political science students are ideal Wikipedia editors for a number of reasons: first, your access to gated knowledge resources, online content, and support from librarians and professors. Second, your ability to translate academic content into language for general audiences. Finally, students often comprise a more diverse population in gender and ethnic background than the standard editorship of Wikipedia (e.g. 86% male), potentially diversifying the content through different lenses. **Thus, we are going to use this course, as well as your privilege and diverse perspectives, to further the knowledge of African politics for a global audience by expanding and/or creating new pages on Wikipedia.**

We are going to partner with the WikiEdu organization, which provides a [dashboard](https://dashboard.wikiedu.org/courses/Williams_College/Contemporary_African_Politics_(Spring_2022)?enroll=chdfbjtz), including training modules, exercises, and support for student collaborators, to: identify knowledge gaps on Wikipedia regarding African politics and then develop and publish edited (or new) Wikipedia pages with well-sourced content. We will be working on this assignment throughout the semester, beginning in earnest following the Map Quiz on Feb 15. I will provide you with more detailed instructions on that date.

Successfully completing this assignment includes:

* Completing all WikiEdu training modules and exercises by end of Spring Break (April 4) (5%). *You will receive partial credit if you complete all trainings by May 20.*
* Draft Wikipedia Page (with a minimum of 6 sources) / Peer Review (10%)
* Final Wikipedia Page (15%)
* Final Presentations (in class May 3 – May 13): a 5-minute presentation of your Wikipedia page, including why you chose the topic, what you found and where you found it, and reflections on the process of knowledge creation. Following the presentation, we will have a Q&A about the project, addressing both content and construction. (5%)
* Final Reflection essay (max 10 pages) assessing your content, process of knowledge creation, and challenges/surprises you encountered; connecting your work with broader themes from the course as well as other student pages. (10%)

The project also will provide you an opportunity to utilize the incredible resources available through [Sawyer Library](https://library.williams.edu/). Social Science research librarian Hale Polebaum- Freeman will be working with our course to assist with your research. They can be reached at [hop1@williams.edu](mailto:hop1@williams.edu) or 413.597.4321.

Major Project Component Deadlines and Milestones:

Introduction to Wikipedia Assignment (Feb 15)

Getting Started on Wikipedia (due Feb 22)

Evaluate Wikipedia (due Feb 25)

Identifying Possible Topics (due March 8)

Topics Finalized (with 3+ sources) (due March 15)

Draft Wikipedia Article (due April 5)

Peer Review (April 12, Response April 15)

Final Wikipedia Article (due April 29)

Final Presentations (May 3 – 13)

Final Reflection Essay (**due 5 pm May 20**)

Course Policies

**Learning During a Pandemic**

We are living through a difficult moment right now. COVID-19 in all of its waves is still an ever-present reality. There continues to be a lot of stress, uncertainty, and upheaval; the toll on mental health is cumulative. In no way are we “back to normal.”

I am fully committed to making sure that you learn everything you are hoping to learn from this class. I will make whatever accommodations I can to help you get through the semester, especially as you (and I) may encounter unforeseen challenges. Please let me know if you are unable to attend class due to COVID.  I will work with you to develop a plan that allows you to continue making progress in the course during your time in isolation/quarantine.

Recognizing when you are over your head, reaching out when you need additional support: these are actions of courage and strength. Do not suffer in silence. We will figure it out.

**Classroom Inclusivity**

Many topics covered in the course can be controversial, divisive, and often difficult.

Creating a community of respect, inclusion, and support is integral to the success of this course. The Williams community embraces diversity of age, background, beliefs, ethnicity, gender, gender identity, gender expression, national origin, religious affiliation, sexual orientation, and other visible and nonvisible categories. I welcome all students into this class and am committed to creating an environment where people feel supported, and a diversity of experiences and learning styles are acknowledged and valued. We will work together as a class to establish ground-rules for discussion, and I will check in to assess what’s working (and what’s not) and adjust the course to better meet the needs and interests of the class. My student hours (whether in-person outside or on Zoom) is also, always, a safe haven if for anyone who believes they are being treated with prejudice.

**Community Health**

Creating an in-classroom community during a pandemic requires a stronger commitment than usual to protecting our own well-being in order to safeguard each other’s health. In an attempt to keep our classroom environment as healthy as possible, you will be required to wear a mask at all times in the classroom*.* If you feel sick, please do not come to class. I will be happy to work with you to make sure you can make up any missed portions of class. We must navigate the next few months as a community.

**Health/Accessibility resources**:

Students with disabilities of any kind who may need accommodations for this course are encouraged to contact Dr. GL Wallace (Director of Accessible Education) at 413.597.4672.  Also, students experiencing mental or physical health challenges that are significantly affecting their academic work or well-being are encouraged to contact me and to speak with a dean so we can help you find the right resources.  The deans can be reached at 413.597.4171. Finally, I will listen and believe you if someone is threatening you. If you are experiencing sexual assault, domestic violence, or stalking, please talk with me and I will listen to you, support you, and connect you with resources.

**Lecture Slides**

I will post lecture slides after class. The slides are meant as a guide to help you through lecture, especially if you cannot attend; they are in no way a substitute for attending class. My hope is that by providing slides – which often have information like definitions – you will not have to spend the entire class furiously note taking but can pay more attention to the lecture, ask questions, and participate.

**Computer Use in Class**

Given mounting evidence of the benefits of [taking notes by hand](http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/) I highly recommend using a pen and paper in class, especially as a break from staring at a screen. It is also difficult for all of us not to get distracted by email, etc. If you believe it is best for your learning, you are welcome to use your computer in lecture for note taking and referencing reading material. Internet should be switched off, phones should be on silent and out of reach during class. If laptops become too distracting I reserve the right to change this policy.

**Recording in-person classes**

Classes may be recorded for the benefit of students enrolled remotely and those who may be unable to attend live.  I will inform you whether the course or any particular sessions are being recorded.  By participating with your camera on, using a profile image, or with audio unmuted, you are consenting to having your video, image, and audio recorded. I also hope you will email me your current favorite podcast before the first class to show me you’ve read the syllabus. If you do not want to be recorded, please be sure to keep your camera off, do not use a profile image, and keep your microphone muted.  Students who choose to not be recorded may participate by means of the chat feature.

**Late work policy**

Please let me know by email if you are not going to be able to submit an assignment on time, the earlier the better. An email request for an extension should state a) why the assignment will be late and b) the date/time you are requesting for an extension. I plan on being additionally lenient and flexible during this semester; please do not abuse it.

**Academic Integrity**

Although much of the learning in this class will be collaborative, **all submitted written work must be your own**. Throughout the course you will be sharing with and learning from other students within our class. Students can share readings and research materials, but may not engage in any joint writing. One way to be sure you are not violating the honor code is to refrain from writing/typing/crafting your response to the assignment with others.  Rather, save the writing until you are on your own and working independently.

Please review the [Williams College Honor Code](https://web.williams.edu/wp-etc/acad-resources/survival_guide/Integrity/HonorCode.php) and consult the website for resources on how to properly cite sources within your work. I will also provide additional guidance throughout the semester. If you have any questions about how the Honor Code applies to your work, please come talk with me. I’m always happy to have those conversations, especially as you research and write.

I take plagiarism and cheating extremely seriously, and I reserve the right to check a digital form of any of your written work with software designed to check for plagiarism. I also reserve the right to check with other student work at participating universities to make sure final case studies are your own.

**Contacting the Professor**

The best way to reach me is by email: biw1@williams.edu. I will do my best to respond as quickly as possible. Please note responses may be delayed during evenings and weekends. I also strongly encourage you to come to student hours (Tuesdays/Fridays 11 am – 1pm) in Schapiro 205. We can also schedule appointments over zoom, using this link through [Google Appointments](https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUVkdW4ybksxeUVYfGRlZmF1bHR8MzVlYmJiYWI2MjcxYjdjMWE3MmE2OWJjNzA4OWQwMDI). I am happy to talk about anything related to the course, answer questions, listen to concerns, or if you feel you need help.

Course Readings

In addition to research articles as well as news pieces, podcasts, and documentaries, we will read significant portions of these two books:

Dunn, Kevin C. and Pierre Englebert. 2019. Inside African Politics (2nd Edition). (In syllabus as D&E)

Olopade, Dayo. 2014. The Bright Continent: Breaking Rules & Making Change in Modern Africa.

To stay up-to-date on African politics, I highly recommend [signing up](https://tumblr.us11.list-manage.com/subscribe?u=197617b777471837e4d40a2ab&id=31787cd3b6) for the excellent “[This Week in Africa](https://thisweekinafrica.tumblr.com/About),” a weekly newsletter that covers news, analysis, and daily life throughout the continent. I’m also obsessed with The Continent, an online weekly newspaper of some of the best reporting of independent journalists throughout Africa. You can subscribe [here](https://mg.co.za/thecontinent/) and I’ve created a folder in GLOW of past issues.

Other online resources include (but not limited to): Africa Confidential, AfricaUpdate, African Arguments, Al Jazeera Africa, allAfrica, An Africanist Perspective, Africa is a Country, BBC Africa and BBC Focus on Africa, The Economist Africa section, TheElephant.Info, Monkey Cage, New York Times, The Conversation Africa, The Republic, Quartz Africa, and the Washington Post. Many of these sources also have Twitter accounts which are very worthy follows.

There are also so many incredible podcasts covering contemporary African politics: [Here’s a list](https://africanpoliticsblog.wordpress.com/2021/06/17/african-politics-podcasts/) to get you started.

We could devote an entire course to each topic we cover! If something interests you and you want to read more, I am more than happy to circulate additional readings and research. Or if there’s a topic we aren’t covering in-depth this semester that you would like to cover, also please talk with me about it.

Course Schedule

**Class 1: Introduction**

**Feb 4** Wainaina, Binyavanga, 2005. [“How to Write About Africa.”](https://granta.com/how-to-write-about-africa/) Granta 92.

Adichie, Chimamanda, 2009. [“The Danger of a Single Story.”](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en) (TED Talk)

Attiah, Karen, 2018. [“It’s not just Trump:](https://www.washingtonpost.com/news/global-opinions/wp/2018/01/12/its-not-just-trump-western-media-has-long-treated-black-and-brown-countries-like-shitholes/) Western media has long treated black and brown countries like ‘shitholes’.” *The Washington Post.* January 12, 2018.

**Class 2: The Bright Continent Part I**

Feb 8 Olopade, Dayo. 2014. The Bright Continent: Breaking Rules & Making Change in Modern Africa, pp. 1 – 120 (Ch 1- 7).

**Class 3:** **The Bright Continent Part II**

Feb 11 Olopade, Dayo. 2014. The Bright Continent: Breaking Rules & Making Change in Modern Africa, pp. 121 – 236 (Ch 8 – 10).

**Class 4:** **Map Quiz and Wikipedia Intro**

Feb 15 In-class: Quiz 1 (Map Quiz)

Reading: Mitchelitch, Kristin and Wilfahrt, Martha, forthcoming. “Improving Open-Source Information on African Politics, One Student at a Time. ” *PS: Political Science and Politics.*

Wikipedia: “Introduction to Wikipedia” module completed by today

**Feb 18 No Class**

**Class 5: Pre-colonial and colonial legacies**

**Feb 22** D&E, 2019. Inside African Politics. Chapter 2: The evolution of African states, pp. 17-43.

Nunn, Nathan. 2010. "Shackled to the Past: The Causes and Consequences of Africa's Slave Trade," in Jared Diamond and James A. Robinson, eds., Natural Experiments of History, pp. 142‐184.

Mamdani, Mahmood, 1996. Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism. Chapter 2: Decentralized Despotism, pp 37-61.

Watch: [The Scramble for Africa](https://www.aljazeera.com/videos/2010/9/5/the-scramble-for-africa-a-history-of-independence) (al Jazeera) (44 minutes, esp. first 15)

Wikipedia: “Getting Started on Wikipedia” module completed by today

**Class 6: Independence and Decolonization**

**Feb 25** Kaunda, Kenneth, 1962. Chapter 17: “A Year of Decision” in Zambia Shall

be Free.

Young, Crawford, 2012. Chapter 3: “Decolonization, The Independence Settlement, and Colonial Legacy” in the Postcolonial State in Africa.

Wikipedia: “Evaluate Wikipedia” module completed by today

**Class 7:** **Neopatrimonialism, Power, and the State**

**March 1** D&E, 2019. Chapter 4 “The Practice of Power” pp. 141 – 198.

Watch “[*Lumumba*](https://www.youtube.com/watch?v=xRPYtkQon10)*”* (2000) and write short response (1-2 paragraphs)

In Class: Quiz 2

**Class 8:** **A Luta Continua: A conversation with Prexy Nesbitt** **(meet on Zoom)**

**March 4** Branch, Adam & Zachariah Mampilly, 2015. Chapter 2: “Mobs or Mobilizers? Nkrumah, Fanon, and Anti-colonial Protest,” in Africa Uprising: Popular Protest and Political Change.

Nesbitt, Prexy, 1980. "Angola is Part of All of Us." *The Black Scholar* 11, no. 5 (1980): 48-54.

Nesbitt, Prexy, 1988. "Terminators, crusaders and gladiators: Western (private & public) support for Renamo & Unita." Review of African Political Economy: 111-124.

**Class 9: The State of the State in Africa**

**March 8** D&E, 2019. Inside African Politics. Chapter 2: The evolution of African states, pp. 43-66.

Van de Walle, Nicolas. 2001. Chapter 4: State Responses to Permanent Crisis. pp. 152-187.

*Call-back: Olopade, Dayo. 2014.**Chapter 3: Fail States: Why African Government hasn’t worked pp. 34 – 51.*

Wikipedia: Identifying Possible Topics for your Wikipedia page completed by today

**Class 10: The Salience of Ethnic Identity**

**March 11** D&E, 2019. Chapter 3 “People, Identity, and Politics.” Read pp 67 – 98, skim rest of chapter

Posner, Daniel, 2004. “The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi.” *American Political Science Review.*

Robinson, Amanda, 2014. “National versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of Territorial Nationalism.” *World Politics*, 66(4), pp. 709 - 746.

**Class 11: Ethnicity, Distributive Politics, and Clientelism**

**March 15** Miguel, Edward. 2004. “Tribe or Nation? Nation‐Building and Public Goods in Kenya versus Tanzania,” *World Politics* 56:3, pp. 327‐362.

Wantchekon, Leonard. 2003. “Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin,” *World Politics* 55: 3, pp. 399‐422.

Mares, Isabel, and Lauren Young, 2016. “Buying, expropriating, and stealing votes.” *Annual Review of Political Science* *19*, pp. 267-288.

Wikipedia: Finalize Wikipedia page topic (with 3+ sources) by TODAY

**\*\*\*\*Spring Break\*\*\*\***

**Class 13: Elections and Multiparty Politics**

**April 5** Bleck, Jaimie and Nicolas Van de Walle, 2019. Chapter 2, “The Evolution of Electoral Competition, 1990 – 2015” in Electoral Politics in Africa since 1990: Continuity in Change.

Lindberg, Staffan I, 2006. "The surprising significance of African elections." *Journal of Democracy* 17.1, pp. 139-151.

Watch: *“An African Election”* 2011 documentary about 2008 election in Ghana <http://anafricanelection.com>(submit 1-2 paragraph reflection to GLOW)

Wikipedia DUE: Draft Wikipedia Article

**Class 14: Africa and COVID (ONLINE): A Conversation with Kate Stegeman**

**April 8** Selections from *Coronavirus Politics: The Comparative Politics and Policy of COVID-19.* 2021. Skim: Chapter 1: Introduction; Chapter 30: Pandemic amid Political Crisis Malawi’s Experience with and Response to COVID-19; and Chapter 32: Confronting Legacies and Charting a New Course?

The Politics of Coronavirus Response in South Africa

“No Vaccines, No Access” pages 10 – 16 of The Continent, Issue 66, November 27, 2021.

Guest Speaker: Kate Stegeman, Advocacy Coordinator for Vaccine Inequality in Africa, Doctors without Borders (South Africa)

***Send Q&A for Kate Stegeman by Thursday, April 7 at 9pm***

**Class 15: Economic Development and Foreign Aid**

**April 12** D&E, 2019. Inside African Politics. Chapter 6 “The Economic Dimensions of African Politics.” pp 231 - 288.

Moyo, Dambisa, 2009. Dead Aid. Chapter 1: The Myth of Aid and Chapter 2: A Brief History of Aid.

*Call-back: Olopade, Dayo. 2014. The Bright Continent. Chapter 4: “Stuff we don’t want: Doing bad in Africa.”*

Wikipedia: Peer Reviews must be completed by Today

**Class 16: Politics of Conflict: Coups, Civil War, and Regional Actors**

**April 15** D&E, 2019. Inside African Politics. Chapter 7 “War, Conflict, and Security.” Pp. 289 – 325

Strauss, Scott. 2012. “Wars Do End! Changing Patterns of Political

Violence in Sub-Saharan Africa.”*African Affairs*, 111/443 (April): 179-201.

Podcast: [The Horn](https://www.crisisgroup.org/africa/horn-africa/horn) (ICG) Season 3 Episode 5: Tigrayan Forces Retreat in Ethiopia, December 16 2021(34 minutes)

In-class: Quiz 3

Wikipedia: Responses to Peer Review must be completed by today

**Class 17: Mobility and Migration**

**April 19** Landau, Loren. 2018. Forging African Communities: Mobility, Integration, and Belonging, “Introduction” pp. 1 – 34.

“Many more Africans are migrating within Africa than to Europe” *The Economist,* October 30, 2021.

Schewel, Kerilyn. 2020. "Understanding immobility: Moving beyond the mobility bias in migration studies." *International Migration Review* 54.2: 328-355.

Watch: *South Africa’s Victims of Xenophobia: “*[We are not rebels. We are refugees](https://www.youtube.com/watch?v=-YaRTs2tOXs)*”* (13 minutes, The Guardian).

Watch: [Becky’s Journey](https://vimeo.com/106332153) (Dir: Plambech, Sine, 2014, 24 minutes)

**Class 18: Prexy Nesbitt Conversation Part II (ZOOM)**

**April 22** *(Re)send questions by April 21, 9pm*

**Class 19: Africa and Climate Change**

**April 26** BBC News, 2019. “[How Africa will be affected by climate change](https://www.bbc.com/news/world-africa-50726701).” 15 December 2019.

“Everything is Fine. It’s Fine.” *The Continent*, Issue 55, p. 9-11

[“Who are Africa’s Climate Superstars?”](https://africanarguments.org/2021/06/podcast-who-are-africas-climate-superstars/) *Africa Science Focus* Podcast, June 24 2021 (15 minutes)

In-class: Quiz 4

**Class 20: Prep and Polish Wikipedia Page and Presentations**

**April 29** Class will not meet today; polish and finalize Wikipedia pages, prepare presentation

**DUE: Final Wikipedia Article Due 5pm TODAY**

**Class 21: Final Presentations I**

**May 3**

**Class 22: Final Presentations II**

**May 6**

**Class 23: Final Presentations III**

**May 10**

**Class 24: Course Wrap-Up**

**May 13**

**DUE: Final Reflection Essay due 3pm Friday, May 20**