

**PLS 3353: The Politics of sub-Saharan Africa**  
**Department of Political Science, Eastern Illinois University**  
**Fall of 2025, Coleman Hall 2210**  
**Time: Tuesday & Thursday 12:30 PM to 1:45 PM**

**Professor:** Robert Tanner Bivens

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Office Hours: Monday, Tuesday, & Thursday from 2:00 PM to 3:30 PM or by appointment via email.

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Office Hours: TBD

## **I. Overview**

Sub-Saharan African politics is evolving and it is evolving in ways -that western audience may not realize. Twenty years ago, discussions around sub-Saharan African politics were predominantly tied to discussions of extreme economic underdevelopment, civil conflict, ethnic conflict, personalist strong-man authoritarianism, and discussions of failed states. Today, however, that has changed. While portions of those previous statements do hold true, contemporary sub-Saharan African politics is a rich web of political intrigue from moving past histories of colonialism, balancing of relationships between western and eastern powers, environmental sustainability, and rapid economic development.

The purpose of this course is to introduce students to some of the major issues, themes, and politics of contemporary sub-Saharan African politics. From discussions of ethnicity, conflict, economic development, and more students will be able to gain a full understanding of what contemporary Africa looks like and how it interacts with global politics.

## **II. Learning Objectives**

By the end of this course, students will:

- Evaluate contemporary sub-Saharan African politics
- Critically engage scholarly debates connected to developing economics, postcolonial conflict, and contemporary relations between the great powers of USA, Russia, & China
- Identify key differences in regional politics from northwest Africa, southern Africa, eastern Africa, and central Africa

- Gain a broad and nuanced understanding of African politics.

### **III. Student Assistance**

I want my students to be able to engage in this class to the fullest of their abilities with as little distractions or conflicts as possible. It is currently a stressful time in this world in addition to the challenges of academic life. Plus, for those who are neurodivergent, the norms of academic settings can often be challenging. I want to be able to mitigate those problems as much as possible so that you can feel confident leaving the class with the best grade possible.

As such, if you or somebody you know is struggling with anxiety or completing course work due to neurodivergent issues, do not hesitate to reach out. EIU has several resources available than can help:

- EIU Office of Accessibility & Accommodations: <https://www.eiu.edu/accommodations/> Tel. 217-581-7208
- Student Counseling Clinic: <https://www.eiu.edu/counsctr/> Tel. 217-581-3413
- EIU has a number of other general support services that are listed here: <https://www.eiu.edu/advising/support.php>
- As always, in the event of a crisis and for immediate help call 911

### **IV: Course Structure & Course Components**

#### **Course Outline**

This is an in-person course. We meet **Tuesday & Thursday 12:30 to 1:45**. There will be six (6) requirements for assessment in this course. This includes **a participation grade, a country expert project** in which you will create a presentation and paper on a particular country in the developing world to share with the class, **a final research paper, a prospectus proposal for both research paper & country expert project, a midterm exam, and a final exam.**

#### **Course Components**

*Participation:* Students are expected to maintain consistent participation in the course. This includes attending class, engaging in class discussion when necessary, submitting assignments on time, and demonstrating participation through other means. Since this is an upper division course, there is an expectation that students have done the readings and will engage in class discussions. As such, 5 points of the class will be dedicated to this participation and will be calculated and added to your final grade at the end of the semester.

Participation will be graded by the following criteria:

- Frequently attends lectures & discussions

- Frequently engages in course discussions when relevant
- Actively engages in course activities outside of lectures
- Submits assignments on time
- Maintains communication with the professor when there is an issue with attendance or submitting an assignment late that has been granted an extension
- Demonstrate consistent engagement with the course work and materials

Note on Attendance: Attendance will be factored into your participation grade. However, attendance alone is not mandatory. It is understood that life is difficult and that we all have multiple obligations. As long as a student is showing a strong level of engagement with the class through work or communication, attendance inconsistencies will be mitigated. However, if a student is frequently missing class and not demonstrating a strong level of engagement, their grade will suffer as a result.

*Country Trivia Quiz:* Considering you will be studying the African region; it is imperative to understand the countries in Africa. You will need to know what their contemporary politics looks like and how to identify them from other countries around the continent. As such you will be given a quiz asking you to identify a particular African country based on the information provided. You are actively encouraged to utilize major search engines and Wikipedia to find the answers. The purpose of the quiz is to familiarize you with the countries in the continent. This assignment will be worth 10 points.

*Country Expert Prospectus & Research Paper Prospectus:* During the semester two of your major assignments will be a country expert project as well as an end of the semester research paper. Both of which require external research and explorations of topics concerning developing countries. As such, to make sure students are on the right path to a successful project, students will be asked to provide a **written and verbal prospectus on both the country that they choose as well as the research project they intend to write on.** Students will present their prospectuses to the class and have an accompanied written page. Each prospectus should roughly 250-500 words each with single spaced 12-point font and detail the subject of their study, what they plan to do, and the questions they plan to answer.

Note: The presentation is meant to be an informal Q&A discussion among the class. The student will briefly present their project, myself, the TA, and class will ask questions, and you will be graded (generously) on your overall idea, ability to respond to questions, and maintain an engaged conversation.

*Country Expert Project (Presentation & Paper):* When we are discussing developing countries, we are usually talking about countries that are not inherently at the forefront of the public consciousness. It is important for us to know these countries and understand both their politics,

their culture, and how their history informs their decision making both domestically and internationally.

Students will have the opportunity to choose a country that they would like to research. They will then create a **10(ish)-minute Power Point presentation on the country** that includes a brief history of the country, its current events, and a brief review of a popular piece of media (i.e. novel, movie, TV show) from that country. Students will also be asked to write a **brief reflection on your country that is approximately 500-1000 words** that includes a **work cited page** from all the information that you gathered.

Note: Failure to cite **any** sources will result in an **automatic failing grade**. Failure to properly cite sources (i.e. a missing work cited page or no parenthetical/numbered citations) will result in **a significant point reduction**.

*Research Paper:* This final research paper is meant to demonstrate your knowledge of the information obtained in this class concentrated on a specific topic or country. The topic of the paper should tie back to one of the themes we have covered in this course, broadly defined, and cite **at least three readings from the class**. You should have a clear research question, thesis statement meant to determine the best course of answering that question, and detailed method of exploration on said question. The length should be between **2000 to 3000 words**.

Note: Failure to cite **any** sources will result in an **automatic failing grade**. Failure to properly cite sources (i.e. a missing work cited page or no parenthetical/numbered citations) will result in **a significant point reduction**.

*Exams:* There are two major exams in this course. The **midterm exam** consists of multiple choice, short answer, and long answer questions based on the required readings and lecture materials from **Week 1-7**. Students will have the full class time to take the exam. The **final exam** is cumulative of all required readings and lecture material in the course (**Week 1-15**). It will consist of multiple choice, short answer, and long answer questions. **Exams are open note and online**

### **V: Grading Distribution**

<b>Assignment</b>	<b>Course Points</b>
Participation	10
Research & Country Expert Proposal	10 (5x2)
Country Trivia Quiz	10
Country Expert Paper & Presentation	10
Research Paper	20

Midterm Exam	20
Final Exam	20
<b>TOTAL</b>	<b>100</b>

### **Final Course Grading Scale**

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F = 0 to 59

The average anticipated course grade is expected to be around a 75-80 for the course. A student that consistently attends lectures, pays minimal attention to the material, take the midterm and final exam, and answers the other assignments per the instructions on the materials should be able to at minimum finish with around a C to B- grade.

Similarly, it should be expected that students will need to work hard to obtain B's and A's. However, the same can be said for D's and F's.

### **VI: Course Policies**

**Email Policy:** I am available via email when you have questions or concerns about the course. These are professional communications: Please be respectful, formal, and proof-read your correspondence. A 24-hour turnaround time during the week should be anticipated. Please consult this syllabus before emailing, as your questions may be answered here.

All email communication must be done from your **EIU email address** and must include the course code **PLS 3353 in the subject line**. Those two requirements help me ensure they are received and read in a timely manner. For the sake of eliminating potential spam messages, any emails sent from non EIU emails will not be read.

**Academic Dishonesty & Plagiarism:** This course takes academic misconduct and plagiarism seriously. Do not risk a failing grade. Do not consult with others while writing exams or preparing your course material. It is strictly forbidden to consult with anyone (e.g. another student, friend, or family member) while completing course assessments. It is also strictly forbidden to take items written in the past either by your or by someone else and pass them off as your own. Evidence of such behavior will lead to a zero on the component and/or a zero in the course (and further sanctions with university depending on severity). I will be looking for evidence of such behavior and will treat any as serious academic dishonesty. All assignments and exams will be inspected using plagiarism detection tools. Students are expected to have read and to abide by EIU's [Student Code of Conduct](#). If you have any questions relating to academic practices, academic integrity, and issues of plagiarism and/or citation please join the Q&A sessions to chat about them.

**Generative AI Writing Tools:** The use of generative AI writing tools for any assignment is forbidden. Any evidence of their usage will result in a failing grade for the assignment and may be subjected to further academic dishonesty investigations.

Note: Tools that help with spelling and grammar mistakes like Grammarly do not count as an AI writing tool. But ANY generative AI services that generates text and used as your own thoughts and ideas would be considered generative AI.

**Food and Drink in Class:** Students are free to eat or bring drinks to class as long as they are not disruptive to the learning experience.

**Electronics in Class Policy:** Laptops and tablets may be used to take notes and keep track of slides as they will be posted to Direct to Learn (D2L). Cell phones should be set to vibrate or silent while in class to ensure that the class is not disturbed. Any disruptive behavior including but not limited to: cell phones ringing during class, students watching videos on their electronic devices, sounds coming from their electronic devices, or any electronic device impeding the learning experience of other students may be grounds for **dismissal** from the class for that day.

**Direct to Learn (D2L) Submissions:** The writing assignments must be submitted using Direct to Learn (D2L). Assignments are **not accepted via email** (unless requested with cause).

**Lates & Make-Ups:** Note **midterm, country expert presentations, and final exams** can only be made up with a formal excuse and evidence provided. The written assignments are more flexible. Plan and request accommodations or extensions **before** missing a deadline. A late penalty of 5% per day (including weekends) will be levied up to four (4) days at which point the assignment will not be accepted and you will receive a zero for the assignment. Assignments are accepted at the time noted on Direct to Learn (D2L). If you anticipate missing a deadline, please reach out to me before you miss it instead of afterwards.

**Preferred Name & Pronouns:** If your name is different than that which is found on the university roster, please let me know either by marking it on the sheet or letting me know in person. As an EIU student, you can change how your name shows up on the class roster. This is helpful for a variety of students that include but not limited to: transgender students, gender nonconforming individuals, students who abbreviate their first name, students who use their middle name, international students, and so forth. If your name is also difficult to pronounce or often mispronounced, I encourage you to write it phonetically on the sheet as well, so I do not say it incorrectly. Please include your pronouns on the roster sheet as well.

**Class Participation & Respecting Classmates:** This is an upper division course which means that the course will feature both a lecture and round-table discussion format in which you will communicate with fellow students and debate topics in class. In these situations, it is expected that you behave in a professional, academic, and respectful manner. Topics including hate speech or verbiage used to belittle or harass will not be tolerated and will result in a student being dismissed from the course if it occurs.

**Technical Requirements:** This course uses Direct to Learn (D2L). Students should familiarize themselves with Direct to Learn (D2L) and all technical requirements as soon as possible. If you have technical concerns, EIU's IT services may be able to assist.

Make sure you have access to a reliable computer for this class to submit your writing assignments, take the exams, and access the reading material/lecture material for the course. If you do not have a reliable computer, please let me know as soon as possible and we can find a means on campus for you to access Direct to Learn (D2L).

**Office of Accessibility and Accommodations:** Times are tough, and extensions and accommodations are possible in this class. If you have any issue that impacts your ability to learn or succeed in this course, you are strongly encouraged to contact the Office of Accessibility and Accommodations at EIU as soon as possible and to make formal arrangements for accommodations. Note that if you would rather not speak to your instructors, the Office can assist you in making appropriate accommodations with your instructors discretely. Link to the website is provided [here](#).

**Speak to Me:** In addition, you should feel welcome speak to your professor and to request an extension or accommodation for any medical, emotional, professional, or familial reason – or any other issue that impacts your ability to succeed in our course. I'll be understanding! But I ask that you be in contact with me **before you miss a deadline** rather than after it has passed. Extension requests asked before the deadline are likely to be accepted. Extension requests after the deadline has passed will almost always be rejected.

**Incomplete:** Requests for an "Incomplete" designation in this course are only accepted under extenuating circumstances and at the discretion of the instructor. Requests **must** be made to your instructor before the final appeal date. When the course is close the grade is finalized and there is nothing I can do.

## **VII: Course Materials**

### **REQUIRED BOOKS & OTHER READINGS**

Please note that Eastern Illinois University operates under a textbook rental service which can be found using [this link](#). However, if you wish to own these books, they should be easily available via Amazon and other book selling sites.

This course has three (3) books that are required for this course. All other texts that are not found in the books provided will either have a link provided for students to read or will be available via Direct to Learn (D2L). **PLEASE NOTE** that this is an upper division course. As such, there is an expectation that students have finished the reading prior to coming to class and will be asked to provide information on the readings. The texts will also be more challenging than lower division courses as it is assumed that you are sufficiently prepared to engage in more advanced material. The books required for the course are listed below:

**REQUIRED TEXTBOOKS (3)**

- Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton University Press. Princeton, NJ.
- Karbo, Tony & Tim Murithi. 2018. *The African Union: Autocracy, Diplomacy and Peacebuilding in Africa*. I.B. Tauris. New York City, NY.
- Williams, Paul D. 2016. *War and Conflict in Africa 2<sup>nd</sup> Edition*. Polity. New York City, NY.

**VIII. Course Schedule**

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Notes</b>
1	1/13 & 1/15	<i>Introduction to the Course &amp; Explaining sub-Saharan Africa</i>	
2	1/20 & 1/22	<i>The History of Colonialism in sub-Saharan Africa</i>	<b>COUNTRY TRIVIA QUIZ DUE</b>
3	1/27 & 1/29	<i>Postcolonial Organizations &amp; Contemporary Postcolonial Relations</i>	
4	2/3 & 2/5	<i>Sub-Saharan African Governance: Personalist Rule &amp; State Building</i>	
5	2/10 & 2/12	<i>The Perfection &amp; Imperfection of Democracy</i>	
6	2/17 & 2/19	<i>Theories of Development</i>	
7	2/24 & 2/26	<i>Economic Development in sub-Saharan Africa</i>	<b>COUNTRY PROFILE PROSPECTUS DUE</b>
8	3/3 & 3/5	<i>Midterm Exam &amp; Research/Country Expert Prospectus</i>	<b>MIDTERM EXAM DUE</b>
9	3/10 & 3/12	<i>Foreign Aid &amp; the Legacy of the IMF</i>	
X	3/17 & 3/19	<b>SPRING BREAK: ENJOY!!!</b>	
10	3/24 & 3/26	<i>Conflict &amp; Civil War</i>	

11	3/31 & 4/2	<i>Derrick Daffour Guest Lecture Series</i>	<b>RESEARCH PROPOSAL DUE</b>
12	4/7 & 4/9	<i>Regional Politics: ECOWAS, SADC, &amp; ECCAS</i>	
13	4/14 & 4/16	<i>China &amp; the Belt &amp; Road Initiative</i>	
14	4/21 & 4/23	<i>Country Expert Research Presentations</i>	<b>COUNTRY RESEARCH PRESENTATION DUE</b>
15	4/28 & 4/30	<i>Contemporary Debates</i>	
FINAL	5/8	FINAL EXAM	<b>FINAL EXAM DUE &amp; FINAL RESEARCH PAPER DUE</b>

### **IX: Detailed Course Schedule & Readings**

#### *Week 1: Introduction to the Course & Explaining sub-Saharan Africa*

- The Syllabus
- Amelia Hoover Green. 2013 “How to Read Political Science: A Guide in Four Steps.” <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>

#### *Week 2: The History of Colonialism in sub-Saharan Africa*

##### Required Reading for the week

- Textbook: Herbst, Jeffrey. 2000. *States and Power in Africa*. Chapters 2-4. 35-136.
- Textbook: Karbo, Tony & Tim Murithi’s *The African Union*. Chapter 1-2. 15-57.

#### *Week 3: Postcolonial Organizations & Contemporary Postcolonial Relations*

- Djounguep, Hippolyte Eric. 2024. “The Francophonie’s Power Strategy.” *Trends Research & Advisory*. [https://trendsresearch.org/insight/the-francophonies-power-strategy/?srsltid=AfmBOooKZYIFsJf2\\_WnsmF-7QtOAPDgtzhXd2LSrkvf-uEuPM7or4HuE](https://trendsresearch.org/insight/the-francophonies-power-strategy/?srsltid=AfmBOooKZYIFsJf2_WnsmF-7QtOAPDgtzhXd2LSrkvf-uEuPM7or4HuE)
- Klomegah, Kester Kenn. 2021. “Community of Portuguese Language Countries: Forging Cultural Unity in Economic Diversity.” *Modern Diplomacy*.

<https://modern diplomacy.eu/2021/07/17/community-of-portuguese-language-countries-forging-cultural-unity-in-economic-diversity/>.

- Miller, Manjari Chatterjee and Clare Harris. 2023. "Is the Commonwealth Under King Charles III Still Relevant?" *Council on Foreign Relations*.  
<https://www.cfr.org/blog/commonwealth-under-king-charles-iii-still-relevant>

#### *Week 4: Sub-Saharan African Governance: Personalist Rule & State Building*

- Textbook: Herbst, Jeffrey. 2000. *States and Power in Africa*. Chapter 1. 11-32.
- Textbook: Herbst, Jeffrey. 2000. *States and Power in Africa*. Chapter 5 & 6. 139-198

#### *Week 5: The Perfection & Imperfection of Democracy in Africa*

- Ake, Claude. 1991. "Rethinking African Democracy." *Journal of Democracy*. 2(1): 32-44.
- Cheeseman, Nic. 2015. *Democracy in Africa: Successes, Failures, and the Struggle for Political Reform*. Cambridge University Press. Chapter 1: pg. 14-39.  
**(NOTE: ONLY READ CHAPTER 1! If you read the entire book, that is on you at this point. You have been warned.)**
- Olson, Mancur. 1993. "Dictatorships, Democracy, and Development." *American Political Science Review*. 87(3): 567-576
- Pinckney, Jonathan, Charles Butcher, & Jessica Maves Braithwaite. 2022. "Organizations, Resistance, and Democracy: How Civil Society Organizations Impact Democratization." *International Studies Quarterly*. 66: 1-14.
- TBD

#### *Week 6: Theories of Development*

- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done*. Oxford University Press. Cambridge, UK. Chapter 1.
- Rodrik, Dani, Arvind Subramanian, & Francesco Trebbi. 2004. "Institutions Rule: The Primacy of Institutions Over Geography and Integration in Economic Development." *Journal of Economic Growth*. 9(2); 131-165.
- Easterly, William & Ross Levine. 2003. "Tropics, Germs, and Crops: How Endowments Influence Economic Development." *Journal of Monetary Economics*. 50(1): 3-39
- Inglehart, Ronald & Christian Welzel. 2009. "How Development Leads to Democracy." *Foreign Affairs*. 88(2): 33-48.

#### *Week 7: Economic Development in sub-Saharan Africa*

- Textbook: Karbo, Tony & Tim Murithi's *The African Union*. Chapter 8 & 9. 183-234.

- Gyimah-Brempong, Kwabena. 2011. "Education and Economic Development in Africa." *African Development Review*. 23(2): 219-236.
- Pelizzo, Riccardo, Abel Kinyondo, & Zim Nwokora. 2018. "Development in Africa." *World Affairs*. 181(3): 256-285.

*Week 8: Midterm Exam & Research/Country Expert Prospectus*

- **NONE**

*Week 9: Foreign Aid & the Legacy of the IMF*

- Bradlow, Danny. 2024. "The IMF is Failing Countries like Kenya: Why, and What Can be Done About It." *The Conversation*. <https://theconversation.com/the-imf-is-failing-countries-like-kenya-why-and-what-can-be-done-about-it-233825>.
- Gilpin, Shaquille Ifedayo. 2023. "China, Africa, and the International Aid System: A Challenge to (the Norms Underpinning) the Neoliberal World Order?" *Journal of Asian and African Studies*. 58(3): 277-297.
- Stone, Randall W. 2004. "The Political Economy of IMF Lending in Africa." *American Political Science Review*. 98(4): 577-591.

*Week 10: Conflict & Civil War*

- Williams, Paul D. 2016. *War & Conflict in Africa*. Polity. New York City, NY.
- Yes, the whole book. Make sure you read the first two chapters and strategically skim the 2<sup>nd</sup> & 3<sup>rd</sup> parts of the book using Green's method. I will be asking students about this in class.

*Week 11: Derrick Daffour Guest Lecture Series*

- Ama Biney, *The Political and Social Thought of Kwame Nkrumah* (London: Palgrave MacMillan, 2011). READ, 'Nkrumah's Foreign Policy, 1958-1966', pp. 135-154.
- Anirudha Das Gupta and A. S. Shahid, 'Ghana's Non-Alignment Under Kwame Nkrumah,' *International Studies* 20, 1-2 (1981), 401-409.
- Frank Gerits, "'When the Bull Elephants Fight': Kwame Nkrumah, Non-Alignment, and Pan-Africanism as an Interventionist Ideology in the Global Cold War (1957- 66)," *The International History Review* 37, 5 (2015), 951-69.
- Ebere Nwaubani, 'Eisenhower, Nkrumah, and the Congo Crisis,' *Journal of Contemporary History* 36, 4 (2001), 599-622.
- Jeffrey S. Ahlman, 'Road to Ghana: Nkrumah, Southern Africa and the Eclipse of a Decolonizing Africa,' *Kronos* 37 (2011), 23-40.

- Video: [https://youtu.be/SPIQsl\\_dP0Q?si=KXgWDMD\\_L8t\\_yyoC](https://youtu.be/SPIQsl_dP0Q?si=KXgWDMD_L8t_yyoC) (Runtime: 2 Minutes 43 Seconds)

#### *Week 12: Regional Politics: ECOWAS, SADC, & ECCAS*

- Bronauer, Jan & Ji Yoon. 2018. "Regional Economic Development in SADC: Taking Stock and Looking Ahead." *South African Institute of International Affairs*.
- Glas, Aarie & Emmanuel Balogun. 2020. "Norms in Practice: People-Centric Governance in ASEAN and ECOWAS." *International Affairs*. 96(4). 1015-1032.
- Kouladoum, Jean Claude Mousseuknadji, Serge Monglengar Nandingar, Sylvanite Etsiba, and Joseph Pasky Ngameni. 2025. "Quality of Institutions and STrucutral TRanformation: Case of the ECCAS Zone." *Sustainable Business Economics*. 5(101): 1-23.

#### *Week 13: China & the Belt & Road Initiative*

- Textbook: Karbo, Tony & Tim Murithi's *The African Union*. Chapter 12. 283-302.
- Githaiga, Nancy Muthoni, Alfred Burimaso, Wang Bing, & Salum Mohammed Ahmed. 2019. "The Belt and Road Initiative: Opportunities and Risks for Africa's Connectivity." *China Quarterly of International Strategic Studies*. 5(1): 117-141.
- McBride, James, Noah Berman, & Andrew Chatzky. 2023. "China's Massive Belt and Road Initiative." *Council on Foreign Relations*.  
<https://www.cfr.org/backgrounders/chinas-massive-belt-and-road-initiative>

#### *Week 14: Country Expert Research Presentations*

- **NO READINGS**

#### *Week 15: Contemporary Debates*

- Textbook: Herbst, Jeffrey. 2000. *States and Power in Africa*. Chapter 9. 251-272.
- Textbook: Karbo, Tony & Tim Murithi's *The African Union*. Chapter 13. 303-310.
- Easterly, William. 2007. "Was Development Assistance a Mistake?" *American Economic Review*. 97(2): 328-332.
- French, Howard W. & Lydia Polgreen. 2025. "Africa is Rising: The World Shouldn't Turn Its Back." *New York Times*. [https://www.nytimes.com/2025/11/12/opinion/africa-future-population-howard-french.html?unlocked\\_article\\_code=I.CVA.AYgG.jN5MndLXzHx0&smid=url-share](https://www.nytimes.com/2025/11/12/opinion/africa-future-population-howard-french.html?unlocked_article_code=I.CVA.AYgG.jN5MndLXzHx0&smid=url-share)
- Miguel, Francisco PV. 2023. "Mozambican 'Tolerance' Toward Homosexuality: Lusotropicalist Myth and Homonationalism." *Sexualities*. 0(0): 1-22.