Faculty Information Literacy Stipend
Final Report

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Introduction

One of the primary goals of the course was for students to develop an understanding of big-picture trends in modern African politics, as articulated in the scholarly literature on the continent, while not losing sight of the fact that Sub-Saharan Africa includes 49 individual countries with significant variation among them. While course readings and lectures were developed to provide an introduction to the political science literature on continent-level trends, the students' writing assignments and in-class participation were designed to get them to think about how well broad theory applies to individual cases. This is a challenging analytical task that requires students to understand and critically evaluate scholarly research and writing in light of case-specific data. As such, I wanted to devote course time and energy to helping students develop the information literacy skills necessary to successfully meet this goal, particularly with respect to identifying and evaluating relevant scholarly and data sources and to effectively integrating and correctly citing these sources in their writing.

Description of the information literacy assignment or activities

At the beginning of the semester, students selected an African country and became the class's expert on that country. Students built and demonstrated this expertise through all of their written work and through their in-class participation.

In-class Participation: Each student was responsible for independently researching his or her country's history, economy, and politics, such that he or she was prepared to talk in class about each day's reading and lecture topic as it related to the country. Students also made a brief in-class presentation introducing their countries to the rest of the class, in which they discussed three important and/or unique features of their countries' politics and took questions from their classmates. Through both general class participation and the oral presentation, the class as a whole learned about many different African countries and particularly about the diversity of African countries.

Country Briefs: Each student submitted three 6–8-page papers about his or her country. The papers focused, in turn, on some aspect of the country's experience with post-colonial political institutions, conflict, and development. The student posed a research question about his or her country, proposed an answer to that question, and then provided relevant evidence to support the answer. Rather than simply summarizing existing scholarship on the student's question, the paper was meant to make an original contribution by using country-specific data to evaluate how well existing (general) political science theories explained the student's specific case. This required the student to make use of scholarly articles and books that advanced general theories, as well as reliable sources of qualitative and quantitative data on his or her country. The purpose of the country briefs was for students to develop detailed knowledge of at least one African country, and to think about the applicability of broader

political science theories and concepts in explaining specific cases. Students were required to use Chicago Style author–date format for in-text and bibliographic citations in all of their written work. To facilitate the development of the information literacy skills needed for the country briefs, Social Science Librarian Julia Stewart provided an in-class workshop on identifying scholarly sources and data sources, and on using Chicago Style author–date format citations. Students were also able to gradually build up their information literacy skills over the course of the semester, since they repeated the country briefs three times and could use feedback they received early on to improve their subsequent efforts.

GIS Training & Mapmaking: In order to develop their spatial literacy skills, students attended an out-of-class training on geographic information systems with Engineering Librarian Sylvia George-Williams. Using the GIS skills they learned during the training, they searched for available datasets on their countries and then built maps with this data using ArcGIS software, endeavoring to identify spatial correlations in the data that might in turn help them generate a compelling research question for one of their country briefs. They also wrote a paragraph in which they explained what was puzzling or significant about the relationships among the data, and why they were relevant to the study of African politics.

Additionally, students were encouraged to participate in the SMU Library's Humanitarian Mapathon project for extra credit. Students who participated in the Mapathon mapped dwellings in an area of Uganda receiving large numbers of South Sudanese refugees, thus facilitating disaster response by humanitarian agencies. Participating students learned about Africa's geography and humanitarian needs while simultaneously learning about GIS software.

Method of assessment

I assessed the information literacy assignments according to the following criteria:

Oral Presentation
- The presentation includes relevant and accurate information
- The presentation organizes information effectively
- Conclusions are supported by the information presented
- The accompanying bibliography includes reliable sources
- The bibliographic citations conform to Chicago Style author–date format

Country Briefs
- The paper draws from relevant scholarly literature
- The referenced scholarly literature is representative of the diversity of theories present in the relevant literature as a whole
- The paper draws from reliable and relevant non-scholarly sources
- The paper demonstrates comprehension of the reading materials under review
- The paper effectively integrates scholarly and non-scholarly work
- The argument is supported by sufficient and appropriate evidence
- In-text and bibliographic citations conform to Chicago Style author–date format
- The paper includes in-text and bibliographic citations for all ideas that are not the author's own
- The paper paraphrases accurately and places all direct quotations in quotation marks

GIS Training & Mapmaking
- The student attends the out-of-class GIS training
- The map features a minimum of two variables
- The map reveals a significant relationship among the variables selected
- The interrelationship among the variables is clearly relevant to African politics
- The map is readable and its most notable features are highlighted

Results and impact on student learning

The median grade for the oral presentation was 8.5/10. I noticed improvement relative to past semesters in the students' ability to tell an organized and coherent story rather than rattling off a laundry list of unrelated facts about their countries.

The median grade for the country briefs was 87/100. Notably, I saw improvement over the course of the semester in the quality of sources students used and in their ability to cite sources fully and consistently according to the required citation style. Students also had the opportunity to revise one of their first two country briefs, and fully half of the class took advantage of this option, raising their paper grades by an average of three points.

The median grade for the GIS Training & Mapmaking exercise was 8.5/10. While the students generally succeeded in generating legible maps, the geo-tagged data they included in the maps did not clearly reveal a significant relationship with relevance to African politics. In discussing the assignment with the students following submission, a number noted that there were limited political data available for their particular countries from within the ArcGIS Online data repository, and that importing outside data was difficult and time-consuming.

Summary and next steps

Overall, I saw improvement in students' ability to identify strong sources and to cite those sources appropriately, and I expect to maintain the oral presentation and country brief assignments in much the same form in future semesters.

However, the GIS training and mapmaking exercise needs to be rethought. The students ended up spending much more time on this than I intended, and expressed frustration in particular with the time they spent trouble-shooting the GIS aspects of the assignment. Indeed, the students didn't view the time they spent learning how to use GIS software as valuable, because they didn't believe that GIS skills would be useful to them outside of the context of this specific assignment. One idea for improving the assignment would be to provide more information in the assignment guidelines about how to import external data and about good external sources of geo-tagged data on African countries. Another idea would be to extend the out-of-class GIS training so that the students are able to start finding data and building their maps while they have a GIS expert at their disposal. A final idea would be to simply spend more time explaining the broader uses of GIS so that investing in developing GIS skills appears more valuable to the students.

Appendix

Appendix A: Oral Presentation Guidelines
Appendix B: Country Brief Guidelines
Appendix C: Country Brief Example
Appendix D: GIS Training & Mapmaking Guidelines
Appendix E: Map Example

Appendix A: Country Presentation Guidelines
Government and Politics of Africa
PLSC 3347

Purpose

You will make a brief oral presentation to the class about your country. The purpose of the assignment is for you to start learning about your chosen country early in the semester, and for the class as a whole to be introduced to multiple African countries. You will be evaluated on the accuracy and relevance of the information you provide, as well as your ability to present that information clearly and concisely.

Format

Your presentation should highlight and discuss **three important or unique features** of your country's politics. Rather than simply rattling off a list of facts about your country, tell the class a story about what makes your country **distinctive**. Appropriate subject matter includes your country's political institutions, political leadership, experience with conflict, and political economy.

The presentation should last approximately **five minutes**. I will cut you off if you go substantially over time. Following the presentation, the class will have a couple of minutes to ask you questions.

Audiovisual aids are not required, but if you choose to employ PowerPoint slides or other digital media, please email me the files in advance so they can be efficiently loaded onto the classroom computer.

You will also submit to me a hard-copy bibliography of the sources you drew from in preparing the presentation. Please make sure that all sources are reliable ones, and exercise particular caution when using Internet sources. Some online sources are highly reputable (see the syllabus for suggestions), while others are dubious. If you are unsure, check with me.

Bibliographic citations should conform to Chicago Style's author–date format. For a helpful guide on how to use Chicago Style, see http://www.chicagomanualofstyle.org/tools_citationguide.html.

Presentation Sign-Ups

The first presentations will be on **September 6th**, and will continue for several weeks. You will need to meet with me (during office hours or by appointment) no later than **August 30th** to sign up for a presentation date.

Appendix B: Country Brief Guidelines
Government and Politics of Africa
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Purpose

Over the course of the semester, you will submit three short research papers about your country. The papers will focus, in turn, on some aspect of your country's experience with post-colonial political institutions, conflict, and development. In each paper you will pose a research question about your country, propose a theory-grounded answer to that question, and then provide relevant evidence to support your answer. The purpose of the papers is for you to develop detailed knowledge of at least one African country and to think about the applicability of broader political science theories and concepts in explaining this specific case. You will be rewarded for original thinking, concision, clarity, and effective integration of scholarly work and empirical evidence.

Structure

Your papers should include:

A research question
- What specific empirical outcome are you trying to explain?
- Is this question significant to an important real world political phenomenon?

A theory
- What is the answer to your research question?
- How well do existing (general) scholarly theories fit your case?

Evidence
- What empirical evidence from your country supports your theory?
- Is there any empirical evidence that might lead one to doubt your theory?

Your question and a thesis statement should be clearly stated in the **first paragraph**. The **body** of the paper should then be devoted to developing your theory in greater detail and supporting each piece of your theory with empirical evidence. The paper **should not** be a generic laundry list of facts about your country, or a simple summary of existing scholarship. You must make an original contribution.

You should make use of course readings and outside sources to build and support your theory, including scholarly sources that introduce relevant theory (but may not discuss your country) and data resources such as those recommended in the syllabus. Please make sure all sources are reliable ones, and exercise particular caution when using Internet sources. Some online sources are highly reputable, while others are dubious. If you are unsure, check with me. You should not use Moss's *African Development* as a final source.

Submission

Each paper should be submitted in hard-copy format **prior to** the beginning of class on the day it is due. Failure to meet this deadline will result in a half letter grade deduction for each 24-hour period after the due date and time, beginning at 4:01 p.m. It is your responsibility to complete all assignments such that sufficient time remains to deal with any technical difficulties you might encounter. I will not be sympathetic to claims of malfunctioning printers.

Each paper must also be submitted to Canvas as a Word document (not a PDF or text file). In the absence of electronic submission, your paper will not be graded.

The papers are due on October 2nd (on political institutions), November 1st (on conflict), and November 29th (on development). If you wish, you may revise and resubmit one of the first two papers by December 4th, in which case your grade on the revised paper will replace your original grade (though any late penalties assessed will remain).

Style Rules

Double-spacing
12-point Times New Roman font
One-inch margins and standard character spacing
Staple in the upper-left corner
Six to eight pages, plus references

Citations should conform to Chicago Style's author–date format. For a helpful guide on how to use Chicago Style, see http://www.chicagomanualofstyle.org/tools_citationguide.html.

An in-text citation (including page numbers) must appear in every sentence of the brief, unless it represents an argument or idea that is completely your own. Otherwise, it is **plagiarism**. For the purposes of these papers, there is no common knowledge. Failure to cite appropriately will result in a minimum half letter grade deduction, depending on the severity of the infraction.

Qualities of an Ideal Paper

In addition to complying with the guidelines enumerated above, an ideal paper possesses the following qualities:

- The central thesis is clear, specific, and significant.
- The argument is organized, coherent, and logical.
- The theory is supported by sufficient and appropriate evidence.
- The paper demonstrates comprehension of the reading materials under review.
- The paper maintains a lively and professional tone, and is free of value judgments.
- Transitions and topic sentences are used to guide the reader and to highlight the development of the argument. Paragraphs follow a logical order and flow smoothly.
- Sentences are clear, direct, and free from grammatical, syntax, and spelling errors. **Proofread!**
- The prose is smooth and engaging, with precise attention to word choice. Don't lean too heavily on the thesaurus—it's about the right word, not the biggest word.
- The paper paraphrases accurately and integrates any direct quotations smoothly and sparingly.
- The writing demonstrates an economy of language, such that each sentence pushes the argument forward. Make every word and sentence count.

The SMU Writing Center can also assist you. Call 214-768-3648 for an appointment.

The Peculiar Case: Persistent Authoritarianism in post-Genocide Rwanda

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PLSC 3347

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Rwanda has a rough and tragic past of genocide, where ethnic divisions between the majority Hutus and minority Tutsis caused mass killings that left 800,000 dead in a span of 100 days (BBC 2011). For the most part, the killings were conducted by the majority Hutus. However, some evidence suggests that the Rwandan Patriotic Front (RPF), a Tutsi rebel group, also engaged in killings of Hutu civilians in their quest to take power (Human Rights Watch 1999). Finally, in July of 1994, RPF led by Paul Kagame took power of the government and ended the genocide (BBC 2011). Despite alleged human right abuses before July 1994 and afterwards in the Congo, Kagame has remained in power for 23 years.

In this paper, I will explore the following question: What explains the persistence of authoritarianism in post-1994 Rwanda? Despite Rwanda's steps towards transitioning into a democracy, it has largely remained an authoritarian government. The executive branch holds significantly more power than the other branches and the people denied basic civil and political rights (Freedom House 2017). Currently, according to Freedom House, Rwanda is an authoritarian regime that ranks 6 out of 7 for political rights and 6 out of 7 for civil liberties; 7 being the lowest (2017). I theorize that although general theories of the survival of dictatorships through nominal democratic institutions are consistent with the persistence of authoritarian rule in Rwanda, President Kagame's use of the country's genocide to maintain political power sets Rwanda apart from most other dictatorships. First, I will discuss general theory that nominal democratic institutions prolong authoritarian power is consistent with Kagame's rule. Then, I will discuss how President Kagame has used Rwanda's unique history of genocide to remain in power. I realize there are many other variables contributing to authoritarian rule, such as coercive tactics, however I believe my paper focuses on the most influential ones.

One way President Kagame has solidified power is through the creation of "democratic" multi-party elections. Typically, authoritarian governments use democratic elections to legitimize their leadership to their citizens and the outside world by making the process "fair" and "competitive." Political scientist, Andreas Schedler (2006), classifies this phenomenon as "electoral authoritarianism", which he defines as having elections that are broadly inclusive, minimally pluralistic, minimally competitive and minimally open, but are subject to "state manipulation so severe, widespread and systematic that they do

not qualify as truly democratic" (3). Rwanda is a perfect example of electoral authoritarianism. In 2003, President Kagame won roughly 95% of the vote, in 2010 93% and in 2017 98% while the RPF won most of the legislative seats (France-Presse 2017). However, Kagame and the RPF have been criticized for corrupt and closed elections, which have been characterized by "smear campaigns, intimidation, disappearances and targeted killings" (Amnesty 2017). For example, during the 2017 election, the supporters of two oppositional candidates, Frank Habineza and Diana Rwigara, were "illegally arrested, threatened and intimated by the government" (Kanamugire 2017). Kagame has ultimately excluded several parties and their leaders from competing against him. Basically, the only candidates allowed to run against Kagame are from parties who do not oppose any of the RPF's ideology and are a minimal threat to his regime. Kagame's manipulation of multi-party elections and lack of competition classify his regime as electoral authoritarianism and not a transitional democracy.

All things considered, electoral authoritarianism is not unique to the case of Rwanda. It has been a consistent norm in Africa to rely on the results of democratic elections, regardless of how free and fair, to determine who stays in power (Herbst 200, xxiii). In fact, several other African countries, such as Angola, Uganda, Ethiopia, Burkina Faso and Equatorial Guinea, as well as multiple other countries around the world have autocratic leaders who utilize "democratic" elections to maintain regime stability. The strategic advantage of the use of democratic principles is to establish the "primacy of democratic legitimation…[where] regimes institute the principle of popular consent, even as they subvert it in practice" (Schedler 2006, 13). Consequently, Kagame, like most electoral authoritarian leaders, has been able to increase the durability of his regime through his illusive democratic elections, which give him international and domestic legitimacy.

In addition, authoritarian rule in Rwanda has persisted through its nominally democratic legislature. Scholar Jennifer Gandhi (2007) argues that the survival of authoritarian governments depends on their ability to minimize threats to their rule within the ruling elite and outside society (1280). As a result, Gandhi (2007) states that authoritarian governments that tend to last the longest rely on partisan legislatures to incorporate potential opposition forces, which ultimately extends the length of the ruler's

tenure (1282). Specifically, partisan legislatures give potential opposition forces a stake in the regime and allow the ruler to manage conflict among elites (Gandhi 2007, 1282). Gandhi's theory about partisan legislatures in authoritarian governments helps Rwanda's case. Rwanda's constitution requires that the President and the Speaker of the Chamber of Deputies are from two different political parties and that no party can hold more than 50% of the seats in the cabinet. Additionally, Kagame mandated that 30% of parliament seats must be given to women, but in fact women make up 64% of the legislature (Warner 2016). However, the gender quotas in Rwanda mandate that female legislators be elected indirectly by "joint assemblies of local executive government and the members of women's organizations" (Conner 2008, 240). Therefore, Kagame is ultimately able to control 64% of the legislature and hand pick people from his own party and oppositional parties. The legislature also has significantly less power than the executive branch (Conner 240). Therefore, the purpose of Rwanda's legislative branch is not only to not give the regime legitimacy by giving people the feeling of democracy, but it also allows Kagame to reduce political opposition by largely controlling what opposition parties get legislative seats.

Furthermore, Kagame engages in political patronage to secure life-time support of both his own party and that of opposition blocs. Typically, clientialism is most prevalent in countries in which democratic political organizations and interest groups are weak or nonexistent. (Jackson and Rosberg 1984, 434). Similarly, clientalism is rampant in Rwanda since Kagame's policies of exclusion and arbitrary enforcement of constitutional laws has made all other political organizations—besides the RPF—weak. For instance, Kagame regularly rewards supporters with central government jobs, often influential positions in the national legislature and his cabinet (Green 2011, 429). In addition, he has spared Hutu citizens from harsh punishment for their genocide-related crimes, in exchange for their support of the RPF (Chakravarty 2016, 3). Hutu participation in patronage reinforces the legitimacy and power of the RPF by way of cooperating with the Tutsi regime. Through such clientelist practices, Kagame portrays himself to Rwanda and the international community as inclusive of numerous political parties regardless of ethnicity. As a result, Kagame has been elected President repeatedly and has strategically quashed any potential dissent.

Moreover, Kagame has exploited the Rwandans suffering from the genocide to preserve the RPF's power. To many, President Kagame and his party are considered saviors from the atrocities of the genocide. As a result, Kagame's role in Rwanda's past has placed him and his party on a high moral ground that make it hard to compete with (Pottier 2004, 149). In addition, reminders of the genocide all over the country reinforce the wrongdoing by the Hutu people to the Tutsis. For example, in 2014, President Kagame presided over a 20th anniversary commemoration of the genocide, during which the genocide is vividly reenacted (Elgot 2014). As a result, dozens of people still traumatized by the genocide where escorted out hysterically crying and screaming. The commemoration shows the devastating emotional impact the genocide still has on the Rwandan people today (Elgot 2014). Scholar Filip Reyntjens (2010) has coined the term "genocide credit", which Kagame has used "tacitly to justify Tutsi dominance; to maintain broad Tutsi support; to keep alive the fear of Hutu revenge; and to keep the international community at bay" (27). Ultimately, Kagame has used genocide credit to secure his hold on power and ensure the longevity of his rule.

In addition, Kagame has eliminated threats to his regime from political opponents and the media in the name of anti-genocide laws. The Rwandan government has a long history of suspicious disappearances, assassinations, and politically-motivated arrests of Kagame's political opponents under the anti-genocide laws (Amnesty 2017). In 2008, Rwanda passed a law that criminalizes "genocide ideology" with the purpose of reuniting the country and preventing future genocide (Moshman 2016). First, Kagame has used this law to silence his political opponents. In some cases, this involves sending them into exile. For example, in 2010, Victoire Ingabire, who was running against Kagame for the presidency, was sentenced to jail for violating a "genocide ideology" law when she stated that Hutus were also victims of the genocide (Nariobi 2017). Kagame's anti-genocide laws are an effective tool of manipulation because it is a sensitive and unquestionable subject to most Rwandans. By the same token, Hun Sen, the authoritarian ruler of Cambodia, uses a similar tactic of exploiting the history of genocide to quash political opposition (Buncombe 2013). In fact, Hun Sen is one of the world's longest ruling-serving elected leaders (Reed 2017). Conclusively, Kagame's arbitrary use of anti-genocide laws has enabled

him, like Hun Sen, to maintain his authoritarian rule by being continuously elected without any real competition.

Second, Kagame has used anti-genocide legislation to restrict the media and human rights activists. In Rwanda, journalists have "been imprisoned, harassed and even killed, with many being forced into exile over the years for reporting on sensitive issues" (Amnesty 2017). For example, in 2014, BBC released a controversial documentary, *Rwanda's Story Untold*, which sheds Kagame and the RPF in a decidedly negative light. In response, Kagame called for BBC to be banned and labeled the network as "genocide deniers" (Smith 2014). He has also charged Non-Governmental Organizations and human rights organizations who have criticized the regime with using "genocide ideology" (Amnesty 2017). Kagame has successfully silenced and censored his political opposition and critics to further the illusion of his positive governance. His citizens view him as a "rescuer" because they are largely unaware of his wrongdoings. Rwanda's widespread support for President Kagame has allowed authoritarian rule to persist, masked by reconciliation and genocide prevention.

Finally, the international community's guilt-fed support and aid to Rwanda prolongs the authoritarian government's rule. During the genocide, the world stood by and did virtually nothing (Power 2001). Afterwards, many countries claimed that they didn't comprehend the full extent of the killings (Power 2001). Ultimately, Kagame has taken advantage of the genocide guilt complex to obtain support from the international community, especially the U.S. and Britain. In Kagame's time in office, foreign aid has significantly increased and accounts for 30-40% of the government's annual budget (World Bank 2017). Rwanda's optimistic economic trajectory (demonstrated by an average annual growth of 8%) has also made it appealing to investors (World Bank 2017). Today, many countries turn a blind eye to Kagame's corrupt democratic institutions and rampant violations of human rights.

Instead, many western democracies have praised him for his diligence and reconciliation of the country. The international community views Kagame as both a victim of a tragedy the West would prefer to forget, and the hero who brought hope and stability to a war-torn and seemingly helpless state. In fact, Bill Clinton called him "one of the greatest leaders of our time" (Smith 2012). Former U.N. Secretary

General Ban Ki-moon has praised him, saying that he hopes all African leaders will follow his lead (Smith 2012). However, the international community is growing more skeptical of Kagame. A recent constitutional amendment was passed that allows Kagame to theoretically stay in power until 2034 and has been criticized by many western democracies who have urged him to step down (McVeigh 2015). While foreign aid and economic success has helped Kagame maintain his positive image, other countries are gradually realizing they must look past the over-simplified narrative of Rwanda's "success story."

In conclusion, President Kagame's manipulation of nominal democratic institutions to gain legitimacy and durability is consistent with the trend of many authoritarian governments in Africa and across the world. On the other hand, Kagame's exploitation of Rwanda's sensitive history of the genocide to maintain power makes Rwanda's narrative unique. Most importantly, his grasp on power depends on upholding his moral image as Rwanda's "liberator" from the genocide, which his citizens and the international community has widely accepted. Although the international community has continuously supported Kagame's rule, they have become increasingly wary of his intentions. It is unclear how much longer Rwanda will be able to maintain authoritarian rule with increasing international pressure to democratize.

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Appendix D: GIS Training & Mapmaking Guidelines
Government and Politics of Africa
PLSC 3347

Purpose

You will attend an out-of-class training on geographic information systems. Using the GIS skills you learn during the training, you will search for available data on your country and then build a map with this data using ArcGIS Online. The goal is to identify interesting spatial correlations in the data, which may in turn help you generate a compelling research question for one of your country briefs. You will be evaluated based on your attendance at the training, as well as on the clarity and usefulness of the map you produce.

GIS Training Details

Wednesday, September 6th
2–3 p.m.
Fondren Library 109

~or~

Friday, September 8th
11 a.m.–12 p.m.
Fondren Library 106

Please bring your laptop with you to the session.

Map Requirements

You will build your map using ArcGIS Online: https://www.arcgis.com/home/signin.html

Your map should focus on your particular country (though you may choose to focus on a specific region within the country). It should feature a minimum of two variables (layers), and a maximum of three. You may draw layers from those available within ArcGIS Online, or import external data.

Attention should be given to the clarity and readability of the final product. A good map incorporates design choices that make plain the information contained within and that highlight its most notable features.

Attention should also be given to the significance of the relationship among the variables selected. The interrelationship among the variables should be clearly relevant to African politics broadly conceived (including political institutions, conflict, and political economy/development). Moreover, it should exhibit a clear spatial correlation (or potentially the absence of a spatial correlation where one would otherwise be expected).

In addition to producing the map itself, you will also write up a paragraph in which you explain what is puzzling or significant about the spatial relationship among the variables, and why it is relevant to the study of African politics.

If you need assistance with your map following the training, note that the GIS Lab (FLE 106) is staffed with teaching assistants Monday through Friday, 12–2 p.m.

<u>Map Submission</u>

You should submit a screenshot of your map in hard copy format, along with the accompanying explanatory paragraph, **prior to** the beginning of class on September 20th. Failure to meet this deadline will result in a half-letter grade deduction for each 24-hour period after the due date and time, beginning at 4:01 p.m. It is your responsibility to complete all assignments such that sufficient time remains to deal with any technical difficulties you might encounter. I will not be sympathetic to claims of malfunctioning printers.
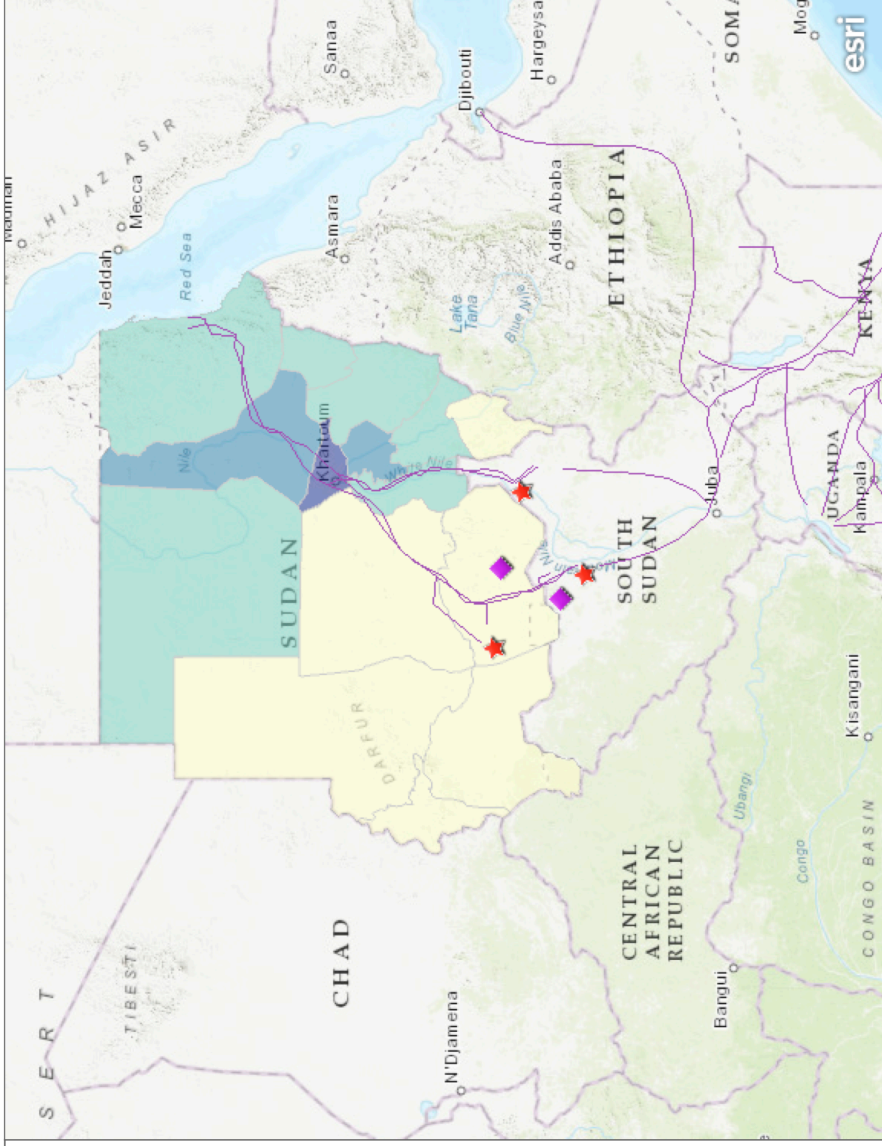
Your map should also be saved and shared to the PLSC 3347 group in ArcGIS Online.

Sudan

Horn of Africa Existing and Proposed Oil and Gas Pipelines

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Sudan Purchasing Power Per Capita

State

- SDG 6,400 - 8,900
- SDG 5,100 - 6,400
- SDG 3,700 - 5,100
- SDG 3,100 - 3,700

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