

ST. LOUIS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
POLS-2520-01(Crosslist AAM) INTRO TO AFRICAN POLITICS
3 CREDIT HOURS Fall 2018

Dr. Emmanuel Uwalaka
OFFICE: McGannon 150
Phone: 977-3035/3039
Class Room: MCG 270

TR 11:00-12:15 pm.
HOURS: TWR 1- 2 PM

And by Appointment

I. COURSE DESCRIPTION

This course introduces students to the study of government and political processes in Africa. Using illustrations and case studies from various countries, it examines rival theoretical perspectives in the study of African politics, salient themes in African politics such as the nature of: colonial experience, rival theoretical perspectives, nationalism and independence, the challenge of nation-building –identity politics and the role of the military in African Politics. The simple formulation of these themes pre-supposes comparisons among some of the many cultures of Africa. This course fulfills the Political Science Comparative Politics requirement and the Core Global Citizenship requirement.

II. COURSE OBJECTIVES

The objectives of the course are as follows:

- A. To provide students with an overview of the politics of post-independent Africa; and, thus introduce them to some dimensions of diversity in the African experience.
- B. To introduce students to some of the paradigmatic differences in understanding African politics and society.
- C. To expose students to the major external and internal factors influencing African politics and society, and
- D. To develop students critical and analytical skills.

III. COURSE OUTCOMES

After taking this course, students will be able to:

- A. Read carefully and evaluate and construct analytical arguments in clear and logical
a. prose
- B. Understand the diverse historical and cultural factors that influence African politics
- C. Compare modern African states with democratic states in the Western world, and
- D. Understand the role of ethnicity in African politics

IV. REQUIRED TEXTS

- A. Keller, E. J. Identity, Citizenship, and Political Conflict in Africa, 2014. Bloomington, Indiana University Press.
- B. Peter J. Schraeder, African Politics and Society: A Mosaic in Transformation, 2004
- C. Englebert, Pierre, & Kevin C. Dunn. 2013. Inside African Politics. Boulder,

Colorado. Lynne Rienner Publishers, Inc.

Films: Class readings will be supplemented with films on events in Africa. This is through the generosity of Dr. Niyi Coker, the E. Desmond Lee Endowed Professor of African/African-American Studies at the University of Missouri-St. Louis.

Additional reading assignments will be placed in the reserve collection of the University library.

V. CLASS ATTENDANCE

1. Students are required to attend class sessions regularly and punctually.
2. Students are required to sign the roll at each session and a record of attendance will be maintained.
3. Students will be expected to complete assigned readings before coming to class and participate in class discussions. During class, **cell phones must be turned off or vibrate mode**. If you need to respond to a call, please step outside the room.
4. This instructor allows only three unexcused and undocumented class absences after which a student must provide documentation or explanation for being absent from class. Unexcused and undocumented class absences in excess of seven will warrant an "F" grade for the course.

EVALUATION

A. Methods

Examinations and class participation will be used in evaluating the performance of students.

1. There will be Midterm and Final Examinations.
2. Students are required to take all examinations as scheduled. Exams are primarily short answers and essays. Exams are not cumulative, that is, only the material since the last exam is included.

B. GRADING SCALE AND DISTRIBUTION OF PERCENTAGES

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|----|----------------------|-----|
| 1. | Mid-term Examination | 40% |
| 2. | Final Examination | 40% |
| 3. | Class Participation | 20% |

The numerical equivalents of letter grades are:

93-100 = A	83-86 = B	73-76 = C
90-92 = A-	80-82 = B-	60-69 = D
87-89 = B+	77-79 = C+	Below 60 = F

NOTE: Final grades will not be changed unless there is an error in computation.

OFFICE VISITS

Students are encouraged to visit the instructor during office hours in connection with their work in this class, or to discuss any career-related problems. If unable to visit during posted hours, an appointment will be made convenient to both the student and the instructor.

IT IS IMPORTANT THAT YOU GET TO KNOW YOUR TEACHERS AND TO MAKE YOURSELF KNOWN TO THEM. IT IS THE ONLY WAY TEACHERS CAN BE OF HELP TO YOU OUTSIDE THE CLASSROOM.

COLLEGE OF ARTS & SCIENCES POLICIES ON ...

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses: www.slu.edu/here4you and <https://www.slu.edu/general-counsel>.

Disability Services

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

SLU faculty have begun to request language for a syllabus statement that acknowledges and points students toward supports for basic needs insecurity for things like food and shelter. The Dean of Students Office developed the following statement for those who wish to include this sort of language into their syllabi.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students

Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

COURSE EVALUATION

As part of class participation, during the last week of the semester students will be reminded to complete an on-line course evaluation. Students will be notified when screens will be accessible for students to submit the evaluation.

V. COURSE OUTLINE

Aug. 28 Course Overview

Readings:

Why Study African Politics?

Readings: Englebert & Dunn. Chap 1, pp. 1-15

COLONIALISM AND THE AFRICAN EXPERIENCE

Sept. 4 The Colonial Heritage

1. Definition of Colonialism
2. Why Europe Colonized Africa
 - a. To Gather Scientific Knowledge
 - b. European Ethnocentrism
 - c. Political
 - d. Economic

Readings: Schraeder, pp. 57-62

Englebert & Dunn, Chap 2 pp. 17-27

THE CONSEQUENCES OF THE COLONIAL HERITAGE

Sept. 6 & 11 Political Impacts of Colonialism

1. Application of the European Nation-state
2. Division of African Nations Among Several States
3. Incorporation of Several African Nations Into One State
4. Destruction of Traditional Checks and Balances

Readings: Schraeder, pp. 62-69

Sept. 13 Economic Impacts of Colonialism

1. Expropriations Land and Labor
2. Creation of Export-Oriented and Economics
3. Evolution of Perverse Infra-structural Development

Readings: Schraeder, pp. 69-75

Englebert & Dunn, pp 27-32

Sept. 18 – “This Magnificent African Cake” (Film)

Sept. 20 Discussion: Q & As on previous lectures; Issues of justice and human rights. Watch: “Ramphosa sets out his vision for land expropriation” (News24Video Aug. 23, 18)

Rival Theoretical Perspectives

Sept. 25 & 27 The Modernization School

1. Forms
Readings: Schraeder, Chapter 13, pp. 302-304

Oct. 2 Critiques of the Modernization Approach

1. Irrelevance of Modernization Theory to African Realities
2. Ethnocentric
3. Modernization Not Uni-linear
Readings: Schraeder, pp. 304-307

Oct. 4 “The Stars Know Our Home.” This film illustrates the issues of human rights and conflict between tradition and modernity.

Oct. 9 Concern with Stability and the “Politics of Order”

- (Late 1960-Early 1970s)
Readings: Schraeder, pp. 308-313

STUDY OF AFRICA WITHIN THE CRITICAL TRADITION

Oct. 11 Dependency and Underdevelopment Theories

- Readings: Schraeder, Chap. 14, pp. 323-327
Strengths and Weaknesses
Readings: Schraeder, pp. 325-330

Oct. 16 New Directions for both Liberal and Critical Traditions (1990-Present) Readings: Schraeder, pp. 313-318; 333-336

Oct. 18 MIDTERM EXAMINATION

NATIONALISM AND INDEPENDENCE

Oct. 25 Trends in African Nationalism

1. Definition
2. Pre-colonial
3. First, Second, Third, and Fourth Waves of Independence
Readings: Schraeder, Chapter 4 pp. 81-85

Oct. 23 FALL BREAK

Oct. 30 Domestic Influences on the Rise of Nationalism

1. Colonial Oppression
2. Educational Training and Development
3. Formation and Spread of Voluntary Associations
Readings: Schraeder, pp. 86-96

Nov. 1 International Influences on the Rise of Nationalism

1. World Wars I and II
 2. Pan-Africanism
 3. The League of Nations and the United States, etc.
- Readings: Schraeder, pp 89-96

INDEPENDENCE AND AFTER: THE CHALLENGE OF NATION-BUILDING

- Nov. 6** **Problems at Independence**
1. Popular Expectations
 2. Economic Development
 3. Political Stability
- Ethnic Dimension of African Politics and Society**
1. Conceptualizing Ethnicity
- Readings: Schraeder, Chapter 5, pp. 101-103
- Nov. 8** **Ethnicity and African Politics (cont'd)**
1. The Ethnic Intermediary's Critical Role
 2. Ethnic Violence and Breakdown of Ethnic Compacts
- Readings: Schraeder, pp. 103-110
- Nov. 13** **Class Dimension of African Politics and Society**
1. Conceptualization
 2. Class Divisions Within African Society
 3. Class Cooperation and Conflict
- Readings: Schraeder, pp. 110-124
- RETHINKING IDENTITY, CITIZENSHIP, and SOCIAL CONFLICT IN AFRICA**
- Nov. 15** Roots of the Crises of Identity and Citizenship
- Readings: Keller, Chap. 1 pp 3-13
- Nov. 20** Conceptualizing Citizenship in Africa
- Readings: Keller, Chap. 2
- Nov. 27** Analyzing Identity & Citizenship in Africa
- Readings:** Keller, Chap. 3

CASE STUDY

- Nov. 29** Rwanda: Exclusionary Nationals, Democracy, Genocide
- Readings: Keller, Chap. 8

MILITARY REGIMES

- Dec. 4** **Reasons for Coming to Power and Performance in Office**
- Readings: Schraeder, Chapter 9, pp. 201-204
- Thomson, "Why has Africa experienced so many military coups?" pp. 129-137

Readings: Schraeder, pp. 209-218

Dec. 6 LAST DAY OF CLASS

Dec. 13 FINAL EXAMINATION (12:00– 1:50 pm)