

DEPARTMENT OF POLITICAL SCIENCE
POLS 3650-01 INTERNATIONAL RELATIONS OF AFRICA
3 Credit Hours
Fall 2020

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@ Welcome to the course

Lecture notes, announcements, etc., will be via Blackboard. Occasionally, there will be the use of Zoom. There will be zoom office hour (TBA). Given the current circumstances, the best way to reach me is via zoom appointment, email, or telephone (314, 749-5917). I will endeavor to get back to you within 24 hours

COURSE DESCRIPTION

This course will examine the major goals and objectives which African states project and endeavor to attain in the international political and economic system. Conversely, we will analyze the impact of the international system on the African states. It examines contending paradigms toward understanding Africa's international relations. In addition, the nature and consequences of conflicts as well as cooperation between African states will be evaluated. The domestic setting and sources of the external relations of these states will be carefully analyzed. Finally, Africa's contributions to an understanding of international institutional cooperation and economic integration will be assessed.

COURSE OBJECTIVES

The objectives of the course are as follows:

- A. To provide the student with an overview of the politics of post-independent Africa;
- B. To study Africa's inter-regional relations;
- C. To examine peace and development challenges for the African Union (AU);
- D. To expose students to contending paradigms in understanding Africa's international relations; and
- E. To expose students to the major external and internal factors influencing Africa's international relations

LEARNING OUTCOMES

After taking this course, students will be able to:

- A. Read carefully and evaluate and construct analytical arguments in clear and logical prose;
- B. Understand factors influencing Africa's external relations;
- C. Critically evaluate the role of the African Union (AU);

- D. Explain major sources of conflict in Africa; and
- E. Assess the role of theory in explaining and understanding Africa's "Agendas".

REQUIRED TEXTS

Whitaker, Beth Elise & Clark, John F, 2018. Africa's International Relations: Balancing Domestic & Global Interests. Lynne Rienner, Boulder, Colorado. (Required)

Englebort, Pierre & Dunn, Kevin C, 2013. Inside African Politics. Lynne Rienner, Boulder, Colorado. (Required)

Schraeder, P. J. 2004. African Politics and Society: A Mosaic in Transformation, St. Martin's Press. (On Reserve)

Students are encouraged to log in www.allafrica.com website for daily news and events on Africa. There is news on any country or region of interests.

COURSE REQUIREMENTS

Students are required to attend class sessions regularly and punctually. Students are required to sign the roll at each session, and a record of attendance will be maintained. 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. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how international politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed or read on Africa's international relations. Your participation efforts at this level will be recorded toward class participation points. During class, **cell phones must be turned off or to vibrate mode.** If you need to respond to a call, please step outside the room. Use of laptop computers during class is only allowed to take lecture notes. Depending on class response to the readings, lectures and events in Africa, we might change a class session to discussion. Topic of discussion will be given in advance.

COURSE EVALUATION

A. Methods

Discussion Entries, class participation, midterm and final examinations will be used in evaluating the performance of students.

1. Students will be required to take the mid-semester and the 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. Class participation will be determined by your constructive contributions to class through questions and answers. Also, you will be expected to make discussion entries on Blackboard. I will prompt the class on a theme, issue, concept, etc. from the readings/lectures. You will be asked to post your comment and respond to at least two of your classmate's entry. You will be graded on the quality of your posts that elevate the discussion (more of this in class).

Grading Scale and Distribution of Points

Discussion Entries	10 points
Mid-term Examination	40
Final Examination	40
Class Participation	10

The numerical equivalents of letter grades are:

93-100 =A	83-86=B	73-76=C	Below 60=F
90-92=A-	80-82 = B-	70-72=C-	
87-89 = B+	77-79 = C+	60-69=D	

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

Fall 2020 College of Arts & Sciences Policies

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 through which SLU fulfills 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 full University-level Academic Integrity Policy can be found 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 its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office

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 harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. 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.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <https://www.lighthouse-services.com/StandardCustomURL/LHILandingPage.asp>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/here4you>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Mandatory Statement on Face Masks (Fall 2020)

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Attendance

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.

4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.

5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered “Authorized” absences (effective August 2020 through May 2021).

Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. Remember to “un-mute” yourself just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.

8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Non-Video & Asynchronous Contexts (Blackboard, Canvas, Online Chats, Discussion Boards, etc.)

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.

2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.

3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.

4. Respect others’ time and life circumstances, which often don’t allow for an immediate response to a question or comment.

Absences

In addition to authorized absences, instructors have the authority to excuse absences for other reasons.

Documentation for short-term absences may be required at the instructor’s discretion.

In the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Medical documentation may be required in cases of serious illness or medical conditions which impact a student's ability to participate in courses for an extended period.

In the event of a chronic medical condition or disability, students are strongly advised to contact the Dean of Students and/or the Office of Disability Services to explore potential accommodations.

Authorized Absence Activities

As previously stated, in the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy). Each instructor will excuse students from class for authorized activities (see below) and provide an opportunity to complete missed exams, quizzes, and other required work.

Students are responsible for all material covered in class and must work with each individual instructor as soon as they return to complete any required work.

Missed required work may be replaced by alternative assignments at the instructor's discretion.

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.

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COURSE OUTLINE

- Aug. 17** COURSE OVERVIEW
- Aug. 19** Africa: The Continent and its People
Why Study African Politics?
Readings: Englebert & Dunn. Chap 1, pp. 1-6
Whitaker & Clark, pp. 1-5
- Aug. 24** DETERMINANTS OF AFRICA'S INTERNATIONAL RELATIONS
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: Englebert & Dunn, pp. 17-27
Whitaker & Clark, pp. 27-31

Aug. 26 THE Legacies OF COLONIAL HERITAGE

Political:

1. Application of the European Nation-State
2. Division of African Nations Among Several States
3. Incorporation of Several African Nations into one State

Economic:

1. Expropriations of Land and Labor
2. Creation of Export-Oriented, Mono-Crop or Mono-Mineral Economics
3. Evolution of Perverse Infrastructural Development

Readings: Whitaker & Clark, pp. 21-33
Englebert & Dunn, pp. 27-32

Aug. 31 The Meaning and Durability of African Borders: The Case of South Sudan

Readings: Whitaker & Dunn, pp. 38-46

Sept. 2 “The Magnificent African Cake” (Video)

Understanding Africa’s International Relations: Contending Paradigms

Our goal here is to understand some of the assumptions of the rival theoretical perspectives and see how they help us understand international relations of Africa

Sept. 7 Realist Approach

Readings: Whitaker & Clark, pp. 5-8

Sept. 9 “Neorealism” or “Structural Realism”

Readings: Whitaker & Clark, pp. 8-9
Schraeder, pp.308-313

Sept. 14 Liberalism and its Variants

Readings: Whitaker & Clark, pp. 9-11

STUDY OF AFRICA WITHIN THE CRITICAL TRADITION

Sept. 16 Dependency and Underdevelopment Theories

Whitaker & Clark, pp. 13-15
Readings: Schraeder, Chap. 14, pp. 323-327
Strengths and Weaknesses
Reading: Schraeder, pp. 325-330

Sept. 21 **New Directions for both Liberal and Critical Traditions (1990-Present)**
Readings: Schraeder, pp. 313-318; 333-336

Sept.23 **AFRICAN INTER-STATE RELATIONS**
Early Attempts at African Unity
Readings: Murithi, chap. 2, pp. 7-22
Schraeder, pp.253-261

Sept. 28 Institutionalization of Pan-Africanism
Whitaker & Clark, “The Elusive Goal of African Unity,” pp. 135-138
Reading: Murithi, pp. 22-36

Sept. 30 **New Initiatives and Programs by African Union**
Whitaker & Clark, pp. 138-164

PEACE AND DEVELOPMENT CHALLENGES FOR THE AFRICAN UNION

Oct. 5 Sources of Insecurity, Political Violence and Conflict Escalation
Reading: Murithi, chap. 3, pp. 39-60

Oct. 7 **The Regionalization of Conflict: Causes**
Interpretations of Regionalized Conflict
Permissive Conditions of Conflict Regionalization
Proximate or “Efficient” Causes of Regionalized Conflict
Facilitators of Conflict
Readings: Whitaker & Clark, pp. 169-183

Oct. 12 **Mid –Term Review**

Oct. 14 **Mid-Term Examination**

Oct. 19, 21 **Some Regionalized Conflicts Since the Cold War**
Second Sudanese civil war
Darfur conflict
Cote d’Ivoire (2002-20110)
Somalia
Liberia and Sierra Leone
The Congo
Readings: Whitaker & Clark, pp. 183-194

Oct. 26 Conflict and Conflict Resolution in Africa: A Conceptual Framework

Readings: Deng & Zartman, Ch. 14, pp. 367-382 (On Reserve)

Oct. 28 Conflict and Conflict Resolution in Africa: A Conceptual Framework (Cont'd)
Readings: Deng & Zartman, Ch. 14, pp. 383-399 (On Reserve)

Nov. 2 **CLASS DISCUSSION: Topic will be given in advance.**

Nov. 4 African Union and Globalization (Dimensions of Globalization and Challenges)
Reading: Murithi, pp. 60-79
Hyden, Goran, "The External Dimension," emphasis on "Africa and Globalization," pp. 219-227 (Will be given out in class)

Nov. 9, 11, Africa and the United States
Making US Policy Toward Africa
Continuity and Change in US Policy Toward Africa
Shaping US Policy Toward Africa
Case Study: US Policy in Somalia
Readings: Whitaker & Clark, pp.255-282

Nov. 16 **DOCUMENTARY: ("Invisible Children" or "The Lost Boys of Sudan)**

Nov. 18 International Relations and Domestic Politics Entwined
Whitaker & Clark, pp. 361-367

Nov. 23 **REVIEW**

Dec. 3 **FINAL EXAM 2:00-3:50 p.**