

DEPARTMENT OF POLITICAL SCIENCE
POLS 3650-01 INTERNATIONAL RELATIONS OF AFRICA
3 Credit Hours
Spring 2019

Dr. Emmanuel Uwalaka
Office: McG 150
Phone: 977-3039/3035
McG: 211

MWF: 12-12:50
Hours MWF: 10-11
And by Appointment

I. 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.

II. 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

III. 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".

IV. 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)

Murithi, Timothy. 2005. The African Union: Pan-Africanism, Peacebuilding and Development. Ashgate. (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.

V. **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.

VI. **COURSE GRADING**

Mid-term Examination	40%
Final Examination	40%
Class Participation	20%

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.

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 to 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.

VI. COURSE OUTLINE

Jan. 14 COURSE OVERVIEW

Jan. 16 Africa: The Continent and its People
Why Study African Politics?
Readings: Englebert & Dunn. Chap 1, pp. 1-6
Whitaker & Clark, pp. 1-5

Jan. 18, 23 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

Jan. 25, 28 **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

Jan. 30 **The Meaning and Durability of African Borders: The Case of South Sudan**

Readings: Whitaker & Dunn, pp. 38-46

Feb. 1 “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

Feb. 4, 6 Realist Approach

Readings: Whitaker & Clark, pp. 5-8

Feb. 8 “Neorealism” or “Structural Realism”

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

Feb. 11, 13 Liberalism and its Variants

Readings: Whitaker & Clark, pp. 9-11

STUDY OF AFRICA WITHIN THE CRITICAL TRADITION

Feb. 15, 18 Dependency and Underdevelopment Theories

Whitaker & Clark, pp. 13-15

Readings: Schraeder, Chap. 14, pp. 323-327

Strengths and Weaknesses

Reading: Schraeder, pp. 325-330

Feb. 20 **New Directions for both Liberal and Critical Traditions (1990-Present)**

Readings: Schraeder, pp. 313-318; 333-336

Feb. 22, 25 **AFRICAN INTER-STATE RELATIONS**

Early Attempts at African Unity

Readings: Murithi, chap. 2, pp. 7-22

Schraeder, pp.253-261

Feb. 27 Institutionalization of Pan-Africanism

Whitaker & Clark, “The Elusive Goal of African Unity,” pp. 135-138

Reading: Murithi, pp. 22-36

Mar. 1, 4 **New Initiatives and Programs by African Union**

Whitaker & Clark, pp. 138-164

Mar. 6 **MID TERM REVIEW**

Mar. 8 **MID TERM EXAMINATION**

Mar. 11-16 **SPRING BREAK**

PEACE AND DEVELOPMENT CHALLENGES FOR THE AFRICAN UNION

- Mar. 18, 20** Sources of Insecurity, Political Violence and Conflict Escalation
Reading: Murithi, chap. 3, pp. 39-60
- Mar. 22, 25** **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
- Mar. 27, 29, Apr. 1** **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
- Apr. 3, 5** Conflict and Conflict Resolution in Africa: A Conceptual Framework
Readings: Deng & Zartman, Ch. 14, pp. 367-382 (On Reserve)
- Apr. 8** Conflict and Conflict Resolution in Africa: A Conceptual Framework (Cont’d)
Readings: Deng & Zartman, Ch. 14, pp. 383-399 (On Reserve)
- Apr. 10** **CLASS DISCUSSION: Topic will be given in advance.**
- Apr. 12, 15** 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)
- Apr. 17, 24, 26** 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
- Apr.29** **DOCUMENTARY: (“Invisible Children” or “The Lost Boys of Sudan)**

May 1, 3 International Relations and Domestic Politics Entwined
Whitaker & Clark, pp. 361-367

May 6 **REVIEW**

May 10 **FINAL EXAM** **12:00-1:50 p.**