

ST. LOUIS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
POLS-252-01(Crosslist AAM) INTRO TO AFRICAN POLITICS
3 CREDIT HOURS, Fall 2014

Dr. Emmanuel Uwalaka
OFFICE: McGannon 150
Phone: 977-3035/3039
Class Room: MCG 121

MWF 9:00-9:50 am.
HOURS: MWR 1- 2 P

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. 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. Englebort, Pierre, & Kevin C. Dunn. 2013. Inside African Politics. Boulder, Colorado. Lynne Rienner Publishers, Inc.
- D. Khapoya, Vincent B. The African Experience: An Introduction. New Jersey: Prentice Hall, 2013

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.

IV. 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 four unexcused and undocumented class absences. The sanction for excessive absence is an **AF**.

EVALUATION

A. Methods

Examinations will be used in evaluating the performance of students.

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

B. GRADING SCALE AND DISTRIBUTION OF PERCENTAGES

| | |
|-------------------------|-----|
| 1. Unit examination | 20% |
| 2. Mid-term Examination | 35% |
| 3. Final Examination | 35% |
| 4. Class Participation | 10% |

The numerical equivalents of letter grades are:

| | |
|--------------|-------------------------|
| 93-100 = A | 83-86 = B |
| 90-92 = A- | 80-82 = B- 73-76 = C |
| 87-89 = B+ | 77-79 = C+ 60-69 = D |
| 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 POLICY ON ACADEMIC HONESTY

Academic Integrity and Honesty

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in academic dishonesty.

Any clear violation of academic integrity will be met with appropriate sanctions. Possible sanctions for violation of academic integrity may include, but are not limited to, assignment of a failing grade in a course, disciplinary probation, suspension, and dismissal from the University. Students should review the College of Arts and Sciences policy on Academic Honesty, which can be accessed on-line at <http://www.slu.edu/colleges/AS/> under "Quicklinks for Students" or in hard copy form in the Arts and Sciences Policy Binder in each departmental or College office.

Students with Special Needs - Disability Services

Any student who feels that he/she may need academic accommodations in order to meet the requirements of this course -- as outlined in the syllabus -- due to presence of a disability, should contact the Office of Diversity and Affirmative Action. Please telephone the office at 314-977-8885, or visit DuBourg Hall Room 36. Confidentiality will be observed in all inquiries.

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. 25** **Course Overview**
Readings: Khapoya, Chap 1, "Africa: The Continent and its People."
- Aug. 27** Why Study African Politics?
Readings: Englebert & Dunn. Chap 1, pp. 1-6

COLONIALISM AND THE AFRICAN EXPERIENCE

- Aug. 29** **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: Khapoya, pp. 99-111
Schraeder, pp. 57-62
Englebert & Dunn, Chap 2 pp. 17-27
- THE CONSEQUENCES OF THE COLONIAL HERITAGE**
- Sept. 1 & 5** **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. 3** **No Class. PRESIDENTIAL INAUGURATION**
- Sept. 8 & 10** **Economic Impacts of Colonialism**
1. Expropriations Land and Labor
 2. Creation of Export-Oriented and Economics
 3. Evolution of Perverse Infra-structural Development
- Readings: Khapoya, pp. 134-143
Schraeder, pp. 69-75
Englebert & Dunn, pp 27-32
- Sept. 12** – "This Magnificent African Cake" (Film)
- Sept. 15** **Discussion: Q & As on previous lectures; Issues of justice and human rights.**

Sept. 17 UNIT EXAMINATION

Sept. 19 NO CLASS

Rival Theoretical Perspectives

Sept. 22 & 24 The Modernization School

1. Forms

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

Sept 26 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

Sept. 29 “The Stars Know Our Home.” This film illustrates the issues of human rights and conflict between tradition and modernity.

Oct. 1 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. 3 No Class, Presidential Inauguration

**Oct.5 No Class. National Social Science Association Conference
Individual Research**

Oct. 8 Dependency and Underdevelopment Theories

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

Strengths and Weaknesses

Readings: Schraeder, pp. 325-330

**Oct. 10 New Directions for both Liberal and Critical Traditions (1990-
Present) Readings: Schraeder, pp. 313-318; 333-336**

NATIONALISM AND INDEPENDENCE

Oct. 13 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
Khapoya, Chapter 5, pp. 148-150

- Oct. 15 Domestic Influences on the Rise of Nationalism**
1. Colonial Oppression
 2. Educational Training and Development
 3. Formation and Spread of Voluntary Associations
- Readings: Khapoya, pp. 150-158
Schraeder, pp. 86-96

Oct. 17 MID TERM EXAMINATION

Oct. 21 FALL BREAK

- Oct. 22 & 24 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: Khapoya, pp 158-166
 Schraeder, pp 89-96

INDEPENDENCE AND AFTER: THE CHALLENGE OF NATION-BUILDING

- Oct. 27 Problems at Independence**
1. Popular Expectations
 2. Economic Development
 3. Political Stability
- Readings: Khapoya, chapter 6, pp. 183-191
- Oct. 29 Ethnic Dimension of African Politics and Society**
1. Conceptualizing Ethnicity
- Readings: Schraeder, Chapter 5, pp. 101-103
- Oct. 31 & Ethnicity and African Politics**
Nov. 3 1. The Ethnic Intermediary's Critical Role
2. Ethnic Violence and Breakdown of Ethnic Compacts
- Readings: Schraeder, pp. 103-110
- Nov. 5 & 7 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. 10 Roots of the Crises of Identity and Citizenship**
Readings: Keller, Chap. 1 pp 3-13

Nov. 12 & 14 Conceptualizing Citizenship in Africa
Readings: Keller, Chap. 2

Nov. 17 & 19 Analyzing Identity & Citizenship in Africa
Readings: Keller, Chap. 3

CASE STUDIES

Nov. 21 Nigeria: Indigeneity and Citizenship

Nov. 24 Rwanda: Exclusionary Nationals, Democracy, Genocide
Readings: Keller, Chap. 8

Nov. 26 & 28 **THANKSGIVING**

MILITARY REGIMES

Dec. 1 **Reasons For Coming to Power**
Readings: Schraeder, Chapter 9, pp. 201-204
Thomson, "Why has Africa experienced so many military coups?"
pp. 129-137

Dec. 3 **MILITARY REGIMES (cont'd)**
1. Performance in Africa
2. Comparison with Civilian Regimes
3. Return to Barracks
Readings: Schraeder, pp. 209-218

Dec. 5 **VIDEO—AFRICAN COUPS**

Dec. 8 **LAST DAY OF CLASS**

Dec. 15 **FINAL EXAMINATION (8:00– 9:50 am)**