

ST. LOUIS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
POLS-2520-01(Crosslist AAM) INTRO TO AFRICAN POLITICS
3 CREDIT HOURS, Fall 2019

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MWF 11:00-11:50 am.
HOURS: MWR 9-10

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.

111. LEARNING OUTCOMES

After taking this course, students will be able to:

- A. To apply different theories to understand and explain political, economic, and social events in Africa
- B. Recognize and apply major concepts in the study of African politics
- C. Able to assess the effects of various social and political structures to determine which are more likely to promote equality, justice, freedom, or other values important to them, and
- D. Able to explain the historical foundations of contemporary 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.
- D. Khapoya, Vincent B. The African Experience. 4th Edition New York, Pearson, 2013 (Recommended. Also on Reserve Desk of Pius Library).

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. COURSE REQUIREMENTS

Attendance (An University policy on Attendance has been copied here)

Students must meet course objectives and attendance policies as outlined in the course syllabus.

In cases where absences prevent students from meeting course objectives, students may be required to drop the course or be administratively dropped or withdrawn.

Additionally, students are responsible for:

1. Being on time and attending all class meetings for courses in which they are registered.
2. Making every effort to schedule classes that will minimize conflicts caused by foreseeable activities and related travel.
3. Monitoring their attendance and absences throughout the term.
4. Reviewing course syllabi with regard to the instructor's policy on absences and consulting the instructor if any portion of the attendance policy outlined in the syllabus is not understood.

In regard to absences, whether excused as an authorized activity or at the instructor's discretion, students are responsible for:

1. All material covered in class and must work with each individual instructor to complete any required work and obtain any class notes or other course

material missed due to these absences.

2. Coordinating with instructors prior to any examination or presentation in order to explore the impact of the missed assignments and options.
3. Providing written notification, as outlined below, of all other absences as soon as possible, for events not foreseen at the beginning of the semester. (See [Authorized Absence Activities](#) below and the [Bereavement Policy](#) for additional information)

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.

Authorized activities and required documentation are defined as:

**Participation in Division 1 athletic games and associated travel (excluding practices);
Appearances required as part of a Saint Louis University investigation/hearing;
Short-term service with the military and/or First Responder (see the Military Policy for additional information and notification timeline)
Legal obligation (e.g jury duty, required court appearance);**

Official notification of required appearance.

Religious Holiday Observance

4. The Office of the Provost, in consultation with Campus Ministry and the Office of the University Registrar, will publish a list of religious holidays likely to affect students.

5. Students must notify instructors in writing by the end of the first week of the semester of all religious holidays they observe that conflict with their course meetings and activities

6. Instructors will notify students promptly if these absences will prevent the student from meeting the course objectives so that the student may drop the course during the add/drop period.

Bereavement

Official notification from the Dean of Students or Academic Dean.

Upon request to and approval by the Dean of Students Office, students shall be given up to five (5) consecutive days (not including weekends or holidays) of excused absence for bereavement.

In addition, this instructor requires students to sign the roll at each session, and a record of attendance will be maintained. 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 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 about African politics for example, from New York Times or website, **allafrica.com**). 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.

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.

This syllabus is subject to revision(s) where necessary. Students will be notified of any revision(s).

V1. COURSE EVALUATION

A. Methods

A writing assignment (based on an issue arising from the lectures and readings not more than two pages each, typed and double-spaced), 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 will consist of 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

1. Writing Assignment 10%
2. Mid-Semester Exam 35%
3. Final Exam 40%
4. Class Participation 15%

The numerical equivalents of letter grades are:

93-100 = A	83-86 = B	73-76 = C	
90-92 = A-	80-82 = B-	70-72 = C-	
87-89 = B+		77-79 = C+	60-69
		= D	
Below 65 = 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

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; anna.kratky@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 [Office of the 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 the [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 the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

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.

V. COURSE OUTLINE

Aug. 26 Course Overview

Readings: Khapoya, Chap 1, “Africa: The Continent and its People.”
Why Study African Politics?
Readings: Englebert & Dunn. Chap 1, pp. 1-6

COLONIALISM AND THE AFRICAN EXPERIENCE

Aug. 28, 30 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. 4, 6 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. 9, 11, 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: Khapoya, pp. 134-143
Schraeder, pp. 69-75
Englebert & Dunn, pp 27-32

- Sept. 16 – “This Magnificent African Cake” (Film)**

- Sept. 18 Discussion: Q & As on previous lectures; Issues of justice and human rights.**

Rival Theoretical Perspectives

- Sept. 20, 23, 25 The Modernization School**
1. Forms
- Readings: Schraeder, Chapter 13, pp. 302-304

- Sept 27 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. 30 “The Stars Know Our Home.” This film illustrates the issues of human rights and conflict between tradition and modernity.**

- Oct. 2 Concern with Stability and the “Politics of Order”**
(Late 1960-Early 1970s)
Readings: Schraeder, pp. 308-313

STUDY OF AFRICA WITHIN THE CRITICAL TRADITI

- Oct. 4, 7 Dependency and Underdevelopment Theories**
Readings: Schraeder, Chap. 14, pp. 323-327
Strengths and Weaknesses
Readings: Schraeder, pp. 325-330

- Oct. 9 New Directions for both Liberal and Critical Traditions (1990-Present)** Readings: Schraeder, pp. 313-318; 333-336

NATIONALISM AND INDEPENDENCE

- Oct. 11 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. 14 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. 16 MID TERM EXAMINATION REVIEW

Oct. 18 MID TERM EXAMINATION

Oct. 21 FALL BREAK

- Oct. 23, 25 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. 28 Problems at Independence**
1. Popular Expectations
 2. Economic Development
 3. Political Stability
- Readings: Khapoya, chapter 6, pp. 183-191
- Oct. 30 Ethnic Dimension of African Politics and Society**
1. Conceptualizing Ethnicity
- Readings: Schraeder, Chapter 5, pp. 101-103

- Nov. 1, 4, 6 Ethnicity and African Politics**
1. The Ethnic Intermediary's Critical Role
 2. Ethnic Violence and Breakdown of Ethnic Compacts
- Readings: Schraeder, pp. 103-110

- Nov. 8, 11 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. 13 Roots of the Crises of Identity and Citizenship
Readings: Keller, Chap. 1 pp 3-13

Nov. 15, 18 Conceptualizing Citizenship in Africa
Readings: Keller, Chap. 2

Nov. 20, 22 Analyzing Identity & Citizenship in Africa
Readings: Keller, Chap. 3

CASE STUDIES

Nov. 25 Nigeria: Indigeneity and Citizenship

Nov. 27, 29 THANKSGIVING

MILITARY REGIMES

Dec. 2 **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. 4 **MILITARY REGIMES** (cont'd)
1. Performance in Africa
2. Comparison with Civilian Regimes
3. Return to Barracks
Readings: Schraeder, pp. 209-218

Dec. 6 **VIDEO—AFRICAN COUPS**

Dec. 9 **LAST DAY OF CLASS**

Dec. 13 **FINAL EXAMINATION (8:00– 9:50 am)**