COURSE SYLLABUS

INR 3253
INTERNATIONAL POLITICS OF AFRICA

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University of Central Florida

Section:	DW59
Term:	Summer D 2011
Course Location:	N/A
Course Time:	N/A
Credits:	3 Credit Hours
Office Location:	311-D Phillips Hall
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COURSE DESCRIPTION

> One of the tasks that an independent Africa had to undertake if it wanted to fulfill its historic duties was the creation of new political ideas and institutions that would unify, strengthen and fully liberate the continent into sovereignty and make its people prosperous and proud.
>
> Chinweizu
> *The West and the Rest of Us*

> Africa is at war. It is a war of cultures. It is a war between indigenous Africa and the forces of Western civilization. It takes the form of inefficiency, mismanagement, corruption and decay of the infrastructure. The crisis of efficiency in the continent is symptomatic of the failure of transplanted organs of the state and the economy.
>
> Ali A. Mazrui
> *The Africans*

The contemporary realities of the African continent cry out for understanding. Indeed, discourse on the current conditions in and among African states often cast overly simplistic images of famine, warfare and AIDS, while triggering loaded but increasingly commonplace questions such as: "Has the state in Africa failed?" "Can Africa even govern itself?" "Why can't African states harness the Continent's immense resources?" "Should Africa be recolonized?" The easiest answer is that, except in the case of the latter, there are no easy answers. Rather, as the Chinweizu and Mazrui comments above suggest, any understanding of the continent's political predicament is held hostage to grasping the cultural, historical and power complexities of the African state. Accordingly,

INR 3253 examines the major factors that have and continue to shape Africa's political reality. Specifically, this course explores the international politics of African states in their intra-continental *and* global dimensions.

The course embraces two fundamental assumptions in analyzing the international politics of Africa. First, the international politics of contemporary African states must be understood as a function of the position Africa occupies within the global political economy. Second, the contemporary policies adopted by African states (and those they refuse to adopt) must be understood in the context of the worldview and cultural frames of reference adopted (and rejected) by African leaders in the decades following the end of colonialism. From these perspectives, the course concludes with an analysis of Africa's current condition in the global political economy from the perspective of its relationship with the West.

GENERAL OBJECTIVES

Relying on lectures by the professor, critical dialog, and student research, the course objective is that at the end of the semester students will have been provided with the ability to:

- Apply and critique the application of traditional and contemporary theories of international relations to the international politics of Africa;
- Grasp the extent to which the colonial experience shaped and continues to reverberate in contemporary international politics of Africa;
- Identify the role culture and worldview has played in the global and continental policies adopted by African leaders in the post-colonial era;
- Explore the contributions of African political thinkers to our understanding of the international politics of Africa
- Critically assess the impact of globalization on the development of the African state; and
- Articulate alternative models for exploring and explaining contemporary international politics of African states.

REQUIRED TEXTS

1. Walter Rodney, How Europe Underdeveloped Africa, Howard University Press, 1982. ISBN: 0-88258-096-5.

2. David Leonard & Scott Straus, Africa's Stalled Development: International Causes & Cures, Lynne Rienner, 2003. ISBN: 1-58826-116-6.

3. Thomas Krabacher, Global Studies: Africa, McGraw Hill, 13th Edition (expanded & updated). ISBN- 9780073527765.

USEFUL WEBSITES

- Africa Human Rights Resource Center
- Africa Policy Information Center
- Africa South of the Sahara
- African Union
- Africanews
- All Africa
- Columbia University African Studies
- Economic Commission for Africa
- Flame: African Sisters Online
- Z-NET Africa Watch
- H(istory)-Africa
- H-African Politics
- National Summit on Africa
- University of Pennsylvania African Studies
- African Politics @ UW-Madison

Maps:

- http://www.lib.utexas.edu/maps/africa/africa_pol_2003.jpg
- http://www.lib.utexas.edu/maps/africa/africa_pol_2003.pdf

GRADE SCALE

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 or lower	F

ASSIGNMENT GRADE DISTRIBUTION

1. Course Discussions/Postings:	20 percent.
2. Research Proposal:	10 percent.
3. PowerPoint Photo Essay:	20 percent.
4. Mid-Term Examination:	20 percent.
5. Final Examination:	30 percent.
Total:	100 percent.

CLASS ASSIGNMENTS & PROTOCOLS

Participation & Discussion Guidelines:

Students are expected to consistently participate in online discussions. In order to do so, it is critical that all readings be completed as scheduled. Students will be assigned

to research groups/themes listed below. Please be prepared to engage group members while respecting the views and opinions of other students as outlined in the course protocols listed below.

In each curriculum Lesson, after completing the assigned reading, look for the discussion questions. Then, go to the Webcourses Discussions link, select the topic that corresponds to your assigned group, and answer the question(s) for each lesson in the thread that has been set up for that lesson. Students must adhere to the following discussion post protocols:

1. Once discussion groups have been unlocked and you have read the posting protocols, you will be able to begin posting answers and comments to the lesson questions.
2. The deadline for discussion responses will always be 10:00 pm on the final Thursday of each lesson (see course schedule in syllabus).
3. You must post in a "timely" manner. Timely posting is defined simply as the posting of at least the initial answer(s) to question(s) on the **Wednesday** (by 10pm) before the Thursdays that lesson postings are due. **Remember, full discussion postings must be completed by 10pm Thursday**.
4. Make certain that you are posting answers and comments for questions in the appropriate thread (LESSON ONE, LESSON TWO, etc.). **Repeat**, do not start your own thread outside of the "LESSON" threads.
5. Once you have begun to post IN the lesson thread, you can create other subthreads IN the lesson thread if you like. **Note: Your posts will be deleted and will not be count if you do not follow these guidelines!**
6. There should be no new threads beyond the lesson threads I have created. This is to keep the posting clean and easy to navigate. You should only post items that relate to a question, debate, answer, etc. in the lessons. Others will be deleted. Post non-lesson related items elsewhere (main, help, notes, announcements, etc.).
7. Your responses should be at least 2-3 **complete** sentences long. The more specific you are the better.
8. *****Each student must post at least 1 initial answer and at least 1 reply to another student's answer for each question asked at the completion of the lesson (at least 2 substantive posts).*****
9. There must be reference to specific concepts, passages, quotes, imagery, characterization, etc., in the readings. You should verify this by citing that item (i.e. Rodney, p. 145). **This is very important!!!**
10. Get your postings in with enough time for others to respond. If you post late you will not be able to reply to other comments regarding your answers and arguments. Remember, post by Wednesday if at all possible.
11. Students are expected to post in their group. However, students can post in other groups after consulting with the professor.
12. Do not post answers without first doing the readings! First of all, it is intellectually dishonest to answer questions for readings you have not done. Second, it is not fair to those who have done the readings.

13. Finally, while you must be certain to follow the course protocols regarding civility, students are encouraged to challenge and critique each other's ideas.

PowerPoint Photo Essays:

Each student will submit **separate** Photo Essay in PowerPoint format that presents a case study that is directly connected to his or her assigned theme. This case study must explore and illustrate an international issue, debate, conflict or crisis within the assigned research theme (listed below). Thus, along with writing an essay, students are required to illustrate the research project by incorporating images available online (or self-scanned images from magazines, newspapers, etc.). The specific topic in the assigned theme will be left to each student but must be cleared by the Professor (see proposal below). The themes for the case studies are as follows:

1. Democratization & Democratic Elections:
   South Africa
   Democratic Republic of the Congo
   Zimbabwe
   Cote d'Ivoire
   Uganda
   Nigeria
   Botswana
2. Conflict & the Genocide/Refugee Crisis:
   Sudan (Darfur or Southern Sudan)
   Democratic Republic of the Congo
   Liberia
   Mauritania
   Sierra Leone
   Mozambique
   Uganda
3. Conflict Diamonds:
   Sierra Leone
   Angola
   Liberia
   Cote d'Ivoire
   Zimbabwe
   The United Nations (policies re: CDs)
   The African Union (policies re: CDs)
4. The HIV/AIDS Crisis:
   Botswana
   South Africa
   Zambia
   Zimbabwe
   Lesotho
   Nigeria
   Uganda
5. Impact of Structural Adjustment Programs:
   Ghana
   Senegal
   South Africa
   Nigeria
   Tanzania
   Kenya

Zambia

6. "The Scramble" for African Oil:
   Nigeria
   Angola
   Sudan
   Libya
   Algeria
   Egypt
   Republic of Congo

Again, note that, although the term "group" is used here, your Photo Essays will be **individual** projects.

Regarding actual structure of the Photo Essay, a good way to look at it is that you will submit a thoughtful and well-written essay that is illustrated with images that depict whatever perspective or hypothesis you are exploring. There should be some clear focus that you are trying to convey that determines the pictures you select and the paragraphs you write per each slide. The Photo Essay must include at least the following:

14. First slide = title slide with a cover photo and student information.
15. Second slide = introductory PARAGRAPH detailing focus of the photo essay. No photo needed. Slide text fonts should be either size 14 or 16.
16. Content slides = the main body of the essay including content paragraphs coupled with images that illustrate the point being expressed in the text. Minimum of 10 and a maximum of 25 content slides. Slide text fonts should be between size 14 and 18. Multiple pictures are allowed on one content slide but should not exceed 4 per slide. The source of the images should be pasted in the caption (no need to cite the sources).
17. Final four slides = a four (4) item annotated bibliography using ONLY scholarly and non-website sources including books and journal articles (1 source per slide). These sources must be cited in the content slides/body of the essay any version of the Chicago style.
    a. No Internet encyclopedias (i.e. Wikipedia) will be accepted as scholarly sources.
    b. Newspapers and magazines are not considered scholarly but exceptions can be made only after consultation with the professor.
    c. Use of course textbooks as sources is limited to *Global Studies: Africa*.
    d. Be sure to cite all your sources in the body of the photo essay.
    e. Sources must include at least 1 book and at least 1 journal article.
    f. Full text scholarly Journal articles posted at online library databases are acceptable for your bibliography. Be sure to cite the source (journal or periodical) first, followed by the URL.
    g. Annotations should be at least 5 sentences long per each source. Text fonts for bibliography slides must be size 12.
18. Essay line space must be 1.5.

Research Proposal:

Prior to submitting the photo essay, students must submit a research project proposal in the appropriate assignment. The purpose of this is to outline in clear terms

the specific focus of your photo essay. The research proposals explain the specific topic that you will base your photo essay on. NOTE: The essay should NOT be the same as the theme but on a narrow topic in that theme. Proposals must be submitted using the following format:

I. Statement of the Problem Introduce and explain the issue/problem you are researching in your case study and why it is important in and/or to the African state you are exploring. One 4-sentence paragraph.
II. Research Question In one sentence, translate the issue you outline above into the form of a question. The photo essay will then provide what may be answers to that question. One question.
III. Hypothesis Based on the preliminary research on your case study and topic, what do you think are the answers to your research question? In other words, what do you think the research will demonstrate? Two sentences.
IV, Tentative Bibliography What are the significant scholarly sources that you have found that may contribute to the research? List 4 items. Properly cite only scholarly sources. No need to annotate here. Again, internet encyclopedias (i.e. Wikipedia), blogs, newspapers, magazines, online media sites and other non-scholarly sources are not acceptable.

Photo essays proposals must adhere to the following guidelines:

19. Proposal must be organized according to the categories provided in the chart above.
20. Proposal must be submitted in the assignment entitled "Research Proposals."
21. All proposal resubmittals must be returned within one week after initial grades.
22. No final project will be accepted without an approved proposal.
23. Proposal changes require approval from the professor and submittal of a new chart.
24. Final assignments that differ from the approved proposal are unacceptable and will not be graded.

There are no exceptions to these procedures and failure to follow them will result in an "F" for the assignment.

Useful Research Sites:
The following format should be used for annotations:

- http://www.wisc.edu/writing/Handbook/AnnBib_content.html

The following sites are useful examples of photo essays:

- http://www.cbc.ca/arts/photoessay/rexdale/index.html
- http://www.pbs.org/now/photo_essay20/1.html
- http://www.pbs.org/now/photo_essay20/1.html

The following sites are useful examples of citations:

- http://www.lib.usm.edu/research/guides/turabian.html
- http://www.wisc.edu/writing/Handbook/DocChicago.html
- http://honolulu.hawaii.edu/legacylib/mlahcc.html

Exams:

All exams will be completed in Webcourses. Exams will open on the assigned day in the "Assessments" link. Students are allowed two hours to complete the exam. Please note that answers will not be provided online and students must visit the professor to discuss scores. The Final will be cumulative. Please see Webcourses protocol below for technical difficulties during exams.

COURSE POLICIES & PROTOCOLS

Regarding technical difficulties, missed/late assignments & make-up examinations:

25. ***<u>Students citing technical difficulties with Webcourses as responsible for a missed or incomplete assignment, exam or posting deadline must record and provide the following information immediately</u>:***
    a. The name of the "techranger" or other UCF/Webcourses tech support staff person you consulted for help;
    b. The day and time you called for help;
    c. The instruction(s) they provided you; and
    d. The outcome after your attempts to correct the problem(s).
26. Students who miss an assignment as a result of an excused reason must submit the assignment upon return to coursework.
27. Excuses for medical reasons must be accompanied by a doctor's (or health professional's) signed statement on their business letterhead.
28. Students who miss an exam as a result of an excused absence must consult the professor upon return to coursework in order to schedule a make-up exam (within one week).
29. Students who miss an assignment for any unexcused reason will have three (3) days after the due date to submit it. Please note that the assignment grade will be dropped one letter for each day. No assignments will be accepted after the third day.
30. Students who miss the mid-term or the final examination for any unexcused reason will not be allowed a make-up.

Regarding student conduct:

31. **<u>Students caught cheating or found guilty of plagiarism will be automatically issued a grade of "F" for the course and pursued under any applicable university-level sanctions</u>.** Please note the following definitions of plagiarism:
    - Using another student's work, meaning anything from borrowing one phrase to copying an entire paper.

- Submitting a paper or report (or any portion of such a paper) purchased from a commercial source.
- Borrowing the exact words of another writer without acknowledging the debt by quotation mark and either a citation or an overt, explicit reference to the source in the body of your essay.
- Borrowing the ideas of another writer by paraphrasing or rewording without acknowledging the source.

32. Please consult the University of Central Florida's "Golden Rule" policy. http://www.goldenrule.sdes.ucf.edu/

Additional Policies & Protocols:

33. Please remember to send all course related emails to Webcourses Course Mail and not GroupWise. Your GroupWise emails regarding course concerns and questions will not be answered.
34. Patience is necessity in online courses. Please expect replies to your emails within 48 hours. Do not expect replies to emails over the weekend and holidays.
35. Students with disabilities and requiring alternative arrangements must register with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116. Students should then inform the instructor and provide any relevant documents.
36. **Copyright notice: I have taken steps to ensure that all course material, including this syllabus and the lectures associated with this class, are protected by copyright law as my own original expression. Students are authorized to take notes in class and thus create their own "derivative work" from my lecture, but this authorization extends only to your personal use. Reproduction, distribution, or publication (on-line or otherwise) of transcribed or taped versions of my lecture or course material is not permitted without my express written consent.**
37. The professor reserves the right to alter the syllabus as needed. Students will be notified accordingly.
38. All students opting to remain in this class demonstrate an agreement with the policies outlined above.

COURSE OUTLINE

LESSON	WEEK	TOPIC	REQUIRED READINGS & ASSIGNMENTS	DEADLINES
1	5/16	▪ Introduction ▪ African Politics in Context ▪ Pre-Colonial Political Realities	▪ Rodney Introduction ▪ Rodney, Chapter 1 ▪ Rodney, Chapter 2 Audio: The Slave Trade (text and "Programme 15" audio)	Initial post by: 5/18 Final post by: 5/19
2	5/23	▪ Imperialism, Colonialism & the Roots of Political Decline	▪ Rodney, Chapter 3 ▪ Rodney, Chapter 4 Audio: Life Under Colonialism (text and audio) ▪ Global Studies: Africa # 6. Inside Cape Town	Initial post by: 5/25 Final post by: 5/26
3	5/30	▪ The Consequences of Colonialism: Africa & The International System Research Proposal Charts Due: 6/4	▪ Rodney, Chapter 5, ▪ Rodney, Chapter 6, 203-238 Audio: The Pan-African Vision (text and audio) Independence (text and all audio) The African Nation State (text and all audio)	Initial post by: 6/1 Final post by: 6/2
4	6/6	▪ Neo-colonialism, Post-colonial African Leadership & Intra-African Unity	▪ Rodney, Chapter 6, 238-281 ▪ The myth of Neo-colonialism ▪ Globalization As Neo-Colonialism	Initial post by: 6/8 Final post by: 6/9
5	6/13	▪ Globalization & Crisis of the African State in the International System Mid Term Examination: 6/25	▪ Leonard & Straus, Chapter 1 ▪ Leonard & Straus, Chapter 2	Initial post by: 6/22 Final post by: 6/23
5	6/20	▪ Globalization & Crisis of the African State in the International System (cont.	▪ The Challenge of Globalization in Africa ▪ A Continent in Crisis: Africa and Globalization ▪ Global Studies: Africa # 7. The Ultimate Crop Rotation	Initial post by: 6/22 Final post by: 6/23
6	6/27	▪ Conflict, Crisis & the Recolonization of Africa	▪ Leonard & Straus, Chapter 4 ▪ Leonard & Straus, Chapter 5 ▪ The New Military Frontier: Africa, Frida Berrigan	Initial post by: 7/6 Final post by: 7/7
6	7/11	▪ Conflict, Crisis & the Recolonization of Africa (cont.) Case Study Photo Essays Due: 7/8	Video: Sudan Documentaries ▪ Global Studies: Africa # 2. How Can Somalia Really Be Fixed? ▪ Global Studies: Africa # 11. In Algeria, a Tug of War for Young Minds ▪ The New Military Frontier: Africa, Frida Berrigan	Initial post by: 7/6 Final post by: 7/7
		▪ Concluding Discussions Africa in the 21st Century Final Examination: 7/15	▪ Global Studies: Africa # 10. In Obama's Rise, Kenyans See Lessons for Africa ▪ Global Studies: Africa # 3. Glaciers Are Dying	Final post by: 7/13

All deadlines subject to change. Students will be notified.