



- 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. Englebort, Pierre, & Kevin C. Dunn. 2013. Inside African Politics. Boulder, Colorado. Lynne Rienner Publishers, Inc.
- D. Khapoya, Vincent B. The African Experience. 4<sup>th</sup> 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.

## Spring 2021 College of Arts & Sciences Policies

### Academic Integrity

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The*  
and for the

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](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf)



**Mandatory Statement on Face Masks (Fall 2020)**

*Interim Policy on Face Masks*

## Attendance

## **Distance Education Etiquette**

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts

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

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. Allow for an immediate response to a question or comment.





the quality of your posts that elevate the discussion (more of this in class).  
There will be two quizzes.

### Grading Scale and Distribution of Points

- 1.
2. Mid-Semester Exam . . . . 35
3. Final Exam . . . . . 35
- 4.
4. 10

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.

### **COURSE OUTLINE**

Week 1

#### **Jan. 29 Course Overview**

##### Readings:

Why Study African Politics?

Readings: Englebert & Dunn. Chap 1, pp. 1-6

### **COLONIALISM AND THE AFRICAN EXPERIENCE**

#### **Feb. 1, 3 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

Study Questions:

1. What type of political institutions existed in Africa before the coming of the Europeans? How were they organized?
2. What were the myths perpetrated by the Europeans about pre-colonial Africa?
3. Can you give examples to debunk some of the myths?

### **THE CONSEQUENCES OF THE COLONIAL HERITAGE**

Week 2

#### **Feb. 5, 8 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



4. What were the three most important evolutions of Pan-Africanism?

Week 7

**INDEPENDENCE AND AFTER: THE CHALLENGE OF NATION-BUILDING**

**Mar. 29 Problems at Independence**

1. Popular Expectations
2. Economic Development
3. Political Stability

Readings: Khapoya, chapter 6, pp. 183-191

**Mar. 31 Identity Politics - Ethnic Dimension of African Politics and Society**

1. Conceptualizing Ethnicity

Readings: Schraeder, Chapter 5, pp. 101-103

Arriola, Leonardo and Martha Johnson. Ethnic Politics and

*American Journal of Political Science*, 58 (2): 495-510

Study Science,

**Apr. 23**                      **Readings:** Keller, Chap. 3  
                                    **Blackboard Discussion Entry: Topic will be provided a week earlier.**

Week 10

### **CASE STUDIES**

**Apr. 26, 28**    Nigeria and Ethiopia: Indigeneity and Citizenship Recent Events

Week 11

### **MILITARY REGIMES**

**Apr. 30**                      **Reasons For Coming to Power**

Readings: Schraeder, Chapter 9, pp. 201-204

pp. 129-137

**May. 3, 5**                      **MILITARY REGIMES**

1. Performance in Africa
2. Comparison with Civilian Regimes
3. Return to Barracks

Readings: Schraeder, pp. 209-218

**May. 7**                        **VIDEO AFRICAN COUPS**

Study Questions

1. What factors make military intervention in African politics more likely?
2. What is the role of ethnicity in African politics? Cite examples?
3. What are the different types of military regimes in Africa?
4. What is the nature of governance?
5. Make arguments on some myths about military involvement in politics.
- 6.

**May. 10**