## COURSE SPECIFICATION DOCUMENT

**NOTE:** ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

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| **Academic School/Department:** | Communications, Arts and Social Sciences |
| **Programme:** | Political Science |
| ***FHEQ* Level:** | 5 |
| **Course Title:** | Politics of sub-Saharan Africa |
| **Course Code:** | PLT 5415 |
| **Course Leader:** | Dr Michael F. Keating |

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| **Student Engagement Hours:** | **120** |
| Lectures: | 22.5 |
| Seminar / Tutorials: | 22.5 |
| Independent / Guided Learning : | 75 |

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| **Semester:** | FALL and/or SPRING and/or SUMMER |
| **Credits:** | 12 UK CATS credits |
| | 6 ECTS credits |
| | 3 US credits |

**Course Description:**
Follows the attempt to promote stability, economic development, and democratic systems of government in sub-Saharan Africa, and engages with the core issue of the relationship between the state, civil society, and external interests in the region. The many social, political, economic and security problems that hamper the development project are addressed, by following a historical trajectory from the colonial era through to modern times.

**Pre-requisites:** PLT 3100 or PLT 3105 or HST 3100 or HST 3105 or DEV 4100

**Aims and Objectives:**
- To understand the problems that plague African development in the post-colonial era.
- To understand the domestic and international aspects of both problems facing the region and their solutions.
- To understand the social, political, economic, cultural, and security dimensions of the African condition.

**Programme Outcomes:**
At the end of this course, the students will have achieved the following programme outcomes.

5A(ii); 5B(i); 5B(ii); 5B(iii); 5C(i); 5C(ii); 5C(iii); 5D(i); 5D(iii)

A detailed list of the programme outcomes are found in the Programme Specification.
This is located at the Departmental/Schools page of the portal.

**Learning Outcomes:**
At the end of this course, the students will have achieved the following learning outcomes.
- Demonstrates a detailed understanding of theories of economic and political development as they have been applied in sub-Saharan Africa
- Demonstrates a detailed understanding of political institutions, practices and systems in sub-Saharan Africa.
- Demonstrates a critical and theoretical engagement with core problems and issues faced by states and societies in sub-Saharan Africa
- Demonstrates a detailed understanding of the continuities and transformations evident in sub-Saharan Africa, and in debates concerning sub-Saharan Africa
- Completes assigned work with a degree of clarity, technical competence and critical thinking appropriate for a 5000-level course
- Demonstrates well-developed skills that will translate into the workplace, including the ability to communicate through creative use of ICT across changing contexts, audiences, and degrees of complexity

**Indicative Content:**
- Colonial legacy in sub-Saharan Africa
- Political ideologies in post-independence sub-Saharan Africa
- Social, Political, Cultural and Economic contexts in post-colonial sub-Saharan Africa
- Strategies for political and economic development in sub-Saharan Africa and their consequences
- Democratization in sub-Saharan Africa
- Geo-politics and security issues in sub-Saharan Africa, including the role of the African Union (AU)

**Assessment:**
This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

**Teaching Methodology:**
This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant

literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be **S**afe, **E**njoyable, **M**anaged, **I**nclusive, **N**ecessary, **A**cademic, **R**espectful & **S**timulating. The seminars provide an opportunity for discussion of contentious issues, addressing questions and exploring academic debates in more depth, group and sub-group discussion. They are encouraged to share their opinions freely, but must also maintain respect for the opinions of others. It is expected that students will participate regularly in discussions in a creative, competent and critical way, as the formulation of their own thoughts and clarification of their assumptions, often in contradiction to other students' thoughts and assumptions, form a crucial part of the learning process. Students are expected to come to seminar classes <u>prepared</u>.

**Bibliography:**

- Thomson, A. (2010). *An Introduction to African Politics*, (3rd ed.), Routledge
- Bayart, J-F. (2009). *The State in Africa*, (2nd ed), Polity
- Hyden, G. (2006). *African Politics in Comparative Perspective*, Cambridge
- Harrison, G. (2010). *Neoliberal Africa*, Zed

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Change Log for this CSD:

| Major or Minor Change? | Nature of Change | Date Approved & Approval Body (School or LTPC) | Change Actioned by Academic Registry |
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