

United States International University
Department of International Relations

Course Outline United States-Africa Relations
IRL4050, Section A Three Units

Course Description:

This course surveys US relations with African states. It engages in a historical survey, and examines the position of the US on colonialism in Africa, as well as anti-colonial movements. The course further examines the place of independent African states during the Cold War, including the problem of dependency and aid. The course eventually adopts a contemporary perspective, and examines the major post-Cold War issues in US-Africa relations.

Link to Program Learning Outcomes:

1. Explain concepts and theories in international relations.
2. Explain and use research methodology in international relations.
3. Collect, collate, analyze and respond critically to information.
4. Critically analyze the dynamics of world politics and its relation to International Relations.
5. Identify threats and opportunities to national strategic interests, and formulate policies in response.
6. Apply understanding of a global, multi-cultural and complex interconnected world to explain and predict issues in global politics.

Course Learning Outcomes:

1. Discuss concepts in Africa-US Relations.
2. Apply IR concepts and theories in the relations between the US and African countries.
3. Situate African and American IR actors in global international relations trends.
4. Critically analyze relevant literature.
5. Understand and appropriately use research methodology in international relations
6. Compare and contrast major actors in Africa-US relations.
7. Evaluate foreign policies of the US and African countries towards each other.

Grading:

Reading Checks: 6% (Best three out of five)

Presentation: 5%

Total term paper: 34%

Introduction, Outline and Bibliography: 15%

Peer Editing 4%

Final Paper: 15%

Mid-Semester Exam: 20%

Final Exam: 30%

Attendance and Participation:

Students are required to attend all lectures. In case of absence, a student is required to:

1. Notify the lecturer in advance
2. Get notes from a classmate AND blackboard
3. Check blackboard for any announcements

Students should note that **WHATEVER THE REASON** for absence, more than five absences will automatically warrant failing the entire class. Total absences will be posted on blackboard sometime in the second half of the semester. It is the responsibility of students who miss more than five classes to come to office hours before the end of the semester to discuss whether the student will be allowed to do additional assignments to cancel unpermitted absences.

Students are expected to come to class prepared with questions based on their readings. This is especially important as lectures will not cover every topic in the book even though understanding of all points raised in the book will assist students on exams, presentations, and term papers. Questions can ask for clarification of points raised in the book or can take issue with points raised in the book. **From time to time, I will check to see what questions individual students have prepared for that day's class.**

Reading Checks:

To encourage you to do your reading in a timely manner, there will be five reading checks given at the beginning of class. The reading checks will cover **ONLY THE READINGS ASSIGNED FOR THE PREVIOUS WEEK.** To avoid confusion, think of it as homework: if you're assigned the reading under Week Three, then it is "due" Week Four. **READING CHECKS WILL BE HELD THE TUESDAY OF EVERY WEEK AT THE BEGINNING OF CLASS.** If you come late and miss the reading check, you won't get a chance to retake it. Out of the five reading checks, I will only count three, so if you completely fail or miss two, it's fine as long as you do well on the others.

Papers:

Final Paper Word Minimum: 2,500 words

Paper Guidelines:

Introduction: to set up the paper well, you should include the following in your introduction: relevant background information, a clear and appropriate thesis, justification, and organizational overview in your introduction. Although there is no one

correct way of writing an introduction, a model (broken down into parts) will be posted on the website.

Main Body: the body of the paper should be broken down into sections which correlate to the organizational overview outlined in your introduction. Each section should relate back to and support your thesis. Towards the beginning of the body, you should review what has already been published on the topic, pointing out any major divides in the literature, including any recognizable ideological camps that the literature may fall into. Claims should be supported with specific examples, and when you use other author's claims, you should evaluate whether you think their claims are valid. Each fact or idea that you use which is not common knowledge and not the sole product of your own analysis or primary research needs a citation. Endnotes, in-text citations, and footnotes are all acceptable choices and should be placed next to the fact/idea that is borrowed.

Conclusion: the conclusion should include no new information, but instead should summarize your main arguments, reiterate their connection with your thesis, evaluate how well you've been able to prove your thesis, and identify any relevant areas needing further research.

Bibliography: in addition to the footnotes, endnotes, or in-text citations, you need to have a bibliography. Any consulted source, including Wikipedia, a TV show you watched, a discussion with a politician, etc. needs to be cited in your bibliography. Several links for citation and bibliography formatting resources will be posted on the website.

General Tips:

- Reading widely will help you:
 - Avoid over-reliance on any one author,
 - Get a full and accurate picture,
 - Evaluate and group authors/arguments, and
 - Have the ability to provide your own high-quality analysis.
- One way to do this is by finding one relevant author, noting which authors s/he criticizes, then locating and reading those criticized authors.
- Try to find a balance between analysis and supporting material. It can be tempting to write history papers full of relevant factual detail, but that is not our goal.
- Try to think of any themes, concepts or theories in international relations that your thesis and sub-arguments relate to. Determine whether bringing in these themes, concepts or theories helps your paper, and if so, overtly explain the connection or relevance.
- **NOTE THAT ACCORDING TO UNIVERSITY POLICY, PLAGIARIZED ASSIGNMENTS COUNT AS CHEATING AND MAY WARRANT FAILING THE ENTIRE COURSE.**

Submitting the introduction, outline and bibliography: Students are required to bring their introductions, outlines, and bibliographies to class.

Failure to do so will result in an automatic - 3.5 on their assignment. During class, we will do a peer-editing exercise, and then students will need to submit their revised introduction, outline and bibliography in class and

electronically to SafeAssign one week later. If either is missing or late, the students will receive a zero.

Submitting the final paper: Students are required to submit their paper in hard copy in class and electronically to SafeAssign one week later. If either is missing or late, the students will receive a zero.

Presentation/Games:

- There are two options for this assignment: you may either do a presentation or make and conduct a game. Either one should only take five minutes.
- This assignment is to be done with ONE partner, so you make a group of TWO.
- Choose one of the readings on the chart above.
- If you do a presentation, you should present on the main points of the reading that are relevant to our course and make clear connections to the themes of the course.
- If you do a game, the game needs to reinforce the material in the chosen reading. In other words, the game needs to help your classmates review the reading.
- If you do a game, try not to do the same kind of game as everyone else. There are some suggestions of games below (if you need further explanation, please come to office hours).
- Warning to students opting to do a game: you will be graded on how well your game teaches/reviews the material, so you must structure your game in a way which enables you to cover the main points of the reading. **Failure to do so will result in a very low grade even if the game is fun.**

Guidelines for presentation:

- Read the entire article at least twice and take notes. A number of your readings are more challenging to understand than textbooks. You may also need to come to office hours to discuss the article before you really understand it.
- Students may use powerpoint and/or notes, but students who read directly from either will be penalized. You need to internalize the information before presenting it.
- You need to think about how best to teach the important parts of the article to your fellow students. They need to gain something from your presentation which they can use on their exams. They also need to be entertained or else they will get bored.
- All students must present for approximately the same amount of time. Students who have a much smaller role than their classmates will also be penalized.

Games:

- Matching
- Fill-in-the-blank/Trivia
- Speed (timed) fill-in-the-blank
- Guess the last word of the poem (students guess by context, rhyme, and rhythm)
- Jeopardy

- Pictionary (guess a word from a timed drawing)
- Charades (acting)
- To Tell The Truth (Two people lie, one tells the truth – students have to figure out who’s telling the truth)
- Weakest Link
- Who Wants to be a Millionaire
- “One of these things is not like the other” (Students guess which thing out of a group doesn’t belong)

Readings:

You have two course texts and will have supplementary shorter readings made available on the course outline.

Course Texts:

- Rothchild: Africa-US relations
- Copson: The US in Africa

Schedule:

Week One:

- Introduction to Course
 - a) Major Themes
 - b) Main Actors
 - c) Structure of course and course expectations
- Getting to know you

Assigned Readings:

- Course Outline

Week Two: Pick groups, articles for presentations/games Thurs.

- Historical Overview

Assigned Readings:

- Copson, Introduction (Chapter 1)
- Rothchild, Africa and US: Challenges of Globalization (Chapter 1)

Week Three: Reading Check 1

- Contemporary Issues

Assigned Readings:

- Copson, Conflict and Peacekeeping (Chapter 5)
- Rothchild, African Peacekeeping (Chapter 2)

Week Four: Reading Check 2

- Conflict and Peacekeeping

Assigned Readings:

- Rothchild, Terrorism and Intervention in Conflict (Chapter 3 and 4)

Week Five: Reading Check 3

- Terrorism, Intervention
- Human Security

Assigned Readings:

- Rothchild, Human Security (Chapter 6)

Week Six: Bring Introduction, Outline and Bibliography to class! No Reading Check.

- Aid and Development
- Review for Mid-Semester Exam

No assigned readings. Review for the exam.

Week Seven: Mid-Semester Exam

- Review
- Trade (Part I)

Assigned Readings:

- Rothchild, Aid and Trade (Chapter 10)
- Copson, Aid, Trade and Development (Chapter 2)

Week Eight: Reading Check 4

- Trade (Part II)

Assigned Readings:

- Rothchild, HIV/AIDS (Chapter 7)
- Copson, AIDS Policy (Chapter 3)

Week Nine: Revised Introduction, Outline, and Bibliography Due! No Reading Check.

- HIV Policies

Assigned Readings:

- Rothchild, Foreign Interests (Chapter 8)

Week Ten: Reading Check 5

- Foreign Interests, Environment

Assigned Readings:

- TBA

Week Eleven:

- Foreign Policy Organs Part II, USAID, Congress, and African Equivalents

Assigned Reading:

- Rothchild, Trends (Chapter 11)
- Copson, Beyond the Bush Administration (Chapter 7)

Week Twelve: Final Paper Due!

- Contemporary Issues and Trends

Assigned Reading:

- TBA

Week Thirteen: Last Week of Teaching

- Review for Exam

No Assigned Readings: Review for Exam

Final Exam

Grading Scale:

A	90-100
A-	87-89
B+	84-86
B	80-83
B-	77-79
C+	74-76
C	70-73
C-	67-69
D+	64-66
D	62-63
D-	60-61
F	0-59