

LSC Use Only  
 Number: 167  
 Action: \_\_\_\_\_  
 Date: \_\_\_\_\_

UWUCC Use Only  
 Number: \_\_\_\_\_  
 Action: \_\_\_\_\_  
 Date: \_\_\_\_\_

**CURRICULUM PROPOSAL COVER SHEET**  
 University-Wide Undergraduate Curriculum Committee

**I. Title/Author of Change**

Course/Program Title: PS 382 Political Systems: Africa  
 Suggested 20 Character Course Title: Africa  
 Department: Political Science  
 Contact Person: Dr. Dagem Dejene

**II. If a course, is it being Proposed for:**

\_\_\_\_\_ Course Revision/Approval Only  
 \_\_\_\_\_ Course Revision/Approval and Liberal Studies Approval  
X Liberal Studies Approval Only (course previously has been approved by the University Senate)

**III. Approvals**

_____	_____ <i>R. ESTE 12-9-91</i>
Department Curriculum Committee	Department Chairperson
_____ <i>R. Est</i>	_____ <i>Jord</i>
College Curriculum Committee	College Dean *
_____ <i>CD</i>	_____
Director of Liberal Studies (where applicable)	Provost (where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

**IV. Timetable**

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

**LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST**

**I. Please indicate the LS category(ies) for which you are applying:**

**LEARNING SKILLS:**

First Composition Course  
 Mathematics

Second Composition Course

**KNOWLEDGE AREAS:**

Humanities: History  
 Humanities: Philos/Rel Studies  
 Humanities: Literature  
 Natural Sci: Laboratory  
 Natural Sci: Non-laboratory

Fine Arts  
 Social Sciences  
 Non-Western Cultures  
 Health & Wellness  
 Liberal Studies Elective

**II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.**

Prim Sec Incid N/A

- |                                     |                                     |                          |                                     |  |
|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <b>A. Intellectual Skills and Modes of Thinking:</b>   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process. |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | 2. Literacy—writing, reading, speaking, listening.   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | 3. Understanding numerical data.   |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | 4. Historical consciousness.   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | 5. Scientific Inquiry.   |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | 6. Values (Ethical mode of thinking or application of ethical perception).   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | 7. Aesthetic mode of thinking.   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <b>C. Understanding the Physical Nature of Human Beings</b>  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <b>D. Collateral Skills:</b>   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1. Use of the library.   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2. Use of computing technology.  |

**III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.**

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

## IV.

- A. I am presently the only person teaching this course and will remain so in the foreseeable future.
- B. This course is primarily a study in ethnicity. The diverse roles of Africans and African-Americans (men and women) are explored in detail. In the sections titled, "New Gods," "Exploitation," "Conflict of Culture," and "Women in African Politics" there is extensive coverage and analysis of the women's role in African politics. In the section "Africa and the World," the relationship between Africa and African-Americans is discussed.
- C. In addition to the main textbook, the class will read Chinua Achebe's book, "Things Fall Apart." This book is a classical example of conflicts of culture.
- D. This is not an introductory course.

## CHECK LIST — NON-WESTERN CULTURES

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### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied and not merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

### Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.

- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

## CHECK LIST — LIBERAL STUDIES ELECTIVES

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### Knowledge Area Criteria which the course must meet:

- X   Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- X   Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- X   Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- X   Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- X   Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- X   Not be a technical, professional or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

## COURSE SYLLABUS

## I. CATALOGUE DESCRIPTION

PS 382/582 Africa

3 credits  
no prerequisites

Analysis of the historical and contemporary aspects of politics, economics, and culture in Africa. Analysis and comparison of the impact of both Islam and Western values on the cultural, political, and economic development of Africa. "The Africans" telecourse series, hosted by Professor Ali Mazrui, and additional reading materials will be used to enhance our understanding of these issues.

## II. COURSE OBJECTIVES

1. To help students understand the diversity of the continent.
2. To analyze the range of successes and failures which have occurred on the continent since independence.
3. To critically examine African history and Africa's current situation, in order to help us understand what may happen in the future.

## III. COURSE OUTLINE

## A. Introduction to African History and Politics

## Readings:

- "The Awakening of Africa" (on reserve)
- "How African Developed before the Coming of Europeans up to the 15th Century" (on reserve)
- Liebenow, African Politics: Crises and Challenges,
- "The Impact of Colonial Rule" (on reserve)
- "Colonialism as a System for Underdeveloping Africa" (on reserve)

## B. The Anatomy of the Continent

Examines Africa as the birthplace of humankind and discusses the impact of geography on African history, including the role of the Nile in the origin of civilization and the introduction of Islam to Africa through its Arabic borders.

## Readings:

- Ali A. Mazrui, The Africans: A Triple Heritage, Chapters 1 and 2.

Film: The Anatomy of a Continent

- C. Decolonization and Post Independence Political Ideologies for Development and Liberation  
 Readings:  
 Kwame Nkrumah, Julius Nyerere, Leopold Senghor,  
African Political Thought (on reserve)  
 Frantz Fanon, Social and Political Thought (on reserve)
- D. The Triple Heritage of Lifestyles  
 Explores how African contemporary lifestyles are influenced by indigenous, Western, and Islamic factors, and questions whether Westernization is reversible. The program compares simple African societies with those that are more complex and centralized and focuses on the importance of family life.  
 Readings:  
 Mazrui, Chapters 3, 4, 5  
 Film: The Triple Heritage of Lifestyles
- E. New Gods  
 Examines the factors that influence religion in Africa, paying particular attention to how traditional African religions, Islam, and Christianity coexist and influence each other. Also explores the extent to which Christianity and Islam are becoming Africanized.  
 Readings:  
 Mazrui, Chapter 7  
 Film: New Gods
- F. Exploitation  
 Contrasts the impact of the West on Africa and the impact of Africa on the development of the West, looking at the manner in which Africa's human and natural resources have been exploited before, during, and after the colonial period.  
 Readings:  
 Mazrui, Chapter 8  
 Film: Exploitation
- G. New Conflicts  
 Explores the tensions inherent in the juxtaposition of the three heritages, looking at the ways in which these conflicts have contributed to the rise of the nationalist movement, the warrior tradition of indigenous Africa, the Jihad tradition of Islam, and modern guerilla warfare.  
 Readings:  
 C. Potholm, The Theory and Practice of African Politics, Chapter 5 (on reserve)  
 Film: New Conflicts
- H. In Search of Stability  
 Studies several means of governing. New social orders are examined to illustrate an Africa in search of a viable form of government in the post-independence period. The program



asks which efforts have succeeded, which have failed, and why.

Readings:

Mazrui, Chapter 9.

Potholm, "The Authoritarian Spectrum" (on reserve)

Film: In Search of Stability

I. In Search of Modernization

Identifies the problems of a continent that produces what it does not consume and consumes what it does not produce; showing Africa's struggle between economic dependency and decay.

Readings:

Mazrui, Chapters 10 and 11.

Film: A Garden of Eden in Decay

J. A Conflict of Cultures

Shows the coexistence of many African traditions and modern activities and the conflicts and compromises which emerge from the mixing of cultures. Explores whether African can synthesize its own heritage with the legacies of Islam and the West.

Readings:

Mazrui, Chapter 12.

Chinua Achebe, Things Fall Apart (on reserve)

Film: A Conflict of Culture

K. Africa and the World

Illustrates African contributions to contemporary culture, including the significance of the African diaspora, particularly in North America, and examines the continuing influence of the superpowers on the affairs of the continent.

Readings:

Mazrui, Chapters 13 and 14, and Conclusion

Liebenow, Chapter 4 "South Africa: Apartheid and the Clash of Nationalism" (on reserve)

"Can Blacks do for Africa what Jews did for Israel?" (on reserve)

Film: Africa and the World

L. Women in African Politics

Readings:

Commack, Pool, Tordoff, Third World Politics, Chapter 4, "Women in Third World Politics" (on reserve)

Dagem Dejene, "The Role of Women in African Politics" (on reserve)

IV. EVALUATION METHODS

A. Mandatory reading of assigned materials.

B. Class participation (10% of final grade)

C. Two midterms and one final examination (30% each)

## V. REQUIRED READINGS

Ali A. Mazrui, The Africans: A Triple Heritage, Little Brown Co., 1986.

Chinua Achebe, Things Fall Apart, London, Heineman Education Book, 1958.

Books and Articles On Reserve.

## VI. BIBLIOGRAPHY

C. McEvedy, The Penguin Atlas of African History, Harmondsworth, Middlesex: Penguin Books, 1980.

Julius K. Nyerere, "Ujamaa: The Basis of African Socialism," Freedom and Unity, Dar es Salaam and London: Oxford University Press, 1968.

Kamal Salibi, The Bible Came from Arabia, Bonn: Spiegel, 1984.

Alex Haley, Roots, Garden City, NY: Doubleday, 1976.

D.B. Cruise O'Brien, The Mourides of Senegal, Oxford: The Clarendon Press, 1971.

Caryl P. Haskins, "Atomic Energy and American Foreign Policy," Foreign Affairs, Vol. 24, No. 4, July 1946.

Kwame Nkrumah, I Speak of Freedom: A Statement of African Ideology, London: Heinemann, 1961.

Robert W. July, A History of the African People, 3rd Edition, New York: Charles Scribner and Sons, 1980.

Basil Davidson, The African Genius, Boston: Little, Brown, 1969.