Political Science 353
Political and Social Change in Southern Africa

Instructor: Pinias Kashedi MPhil, kashedi@augsburg.edu

Liberal Arts Foundation (general education) requirement: POL 354 meets the Social and Behavioral Sciences requirement for Augsburg University students.

Social and Behavioral Sciences Liberal Arts Foundation Statement
Social Science Liberal Arts Foundation (LAF) courses seek to show how our understandings of social reality, with all of its complexities and diversity, can be improved and clarified through systematic and critical analysis. The social sciences offer a variety of methods for systematically analyzing social systems and reality. Economics, political science, psychology, and sociology each utilize different theoretical frameworks and research methods to analyze and better understand various aspects of social systems. Moreover, the social sciences offer ways of gaining knowledge that are different from other intellectual disciplines (eg. the natural sciences; the fine arts) by focusing on a diverse array of social realms. Economics focuses on the economy, political science focuses on the polity, psychology focuses on the individual in social situations, and sociology focuses on social groups. The disciplines (areas of study) known as the Social Sciences at Augsburg College include economics, political science, psychology, and sociology. Students take two Social Science courses designated as ‘LAF’ as part of the Aug Core curriculum.

Purpose of the Course
This course presents an introduction to contemporary African politics. The course will explore political development in the independent states of Sub-Saharan Africa with particular emphasis on southern Africa. Different approaches to the study of African politics will be unpacked and analyzed. The course will also present an overview of the impacts of colonialism and apartheid on the political developments on the continent. Put differently, the course attempts to:
- Introduce and analyze the nature of post-colonial states, and the relationship between state and society in different countries.
- Present the recent history and contemporary politics of particular African countries.
- Introduce and analyze political leadership styles in selected African states.

After decades of colonization, repression, apartheid and racial discrimination, the era of white minority domination came to an end. Namibia (1990) and South Africa (1994) became politically independent. Constitutions were drawn up and implemented. The constitution of the Republic of Namibia will form the basis in examining constitutional democracy. The course will also make use of a comparative approach in order to highlight contrasts in the development of democracy and its consolidation between two countries, namely, Kenya and South Africa. The course also examines the politics of land in Namibia as well as Gender and politics.
Course Description
This course is an integrative seminar for the semester and examines the legacy of apartheid in Namibia with particular focus on the social and political movements that have evolved in the struggle for independence.

Required Readings


Overarching Goals and/or Learning Outcomes
At the end of the course, you will be able to:
1. Examine the diversity of African Politics by analysing trends and approaches to the study of African politics in order to acquire an in-depth understanding of politics on the African continent.
2. Explore the political history of Africa and Namibia in particular in order to gain a better understanding of the legacies of colonialism.
3. Undertake a comparative exploration of the emergence and development of democracy, as well as its consolidation and challenges in Kenya and South Africa in order to identify the role played by various actors in the respective countries.
4. Explore the state of multi-party democracy and the political party system in Africa.
5. Delve into the constitutional history of Namibia to gain a better insight into the politics of constitutional making in the Namibian context.
6. Deepen your understanding of how socio-cultural practices influence the politics of gender and sexuality in Namibia.
7. Reflect upon your role as agents of change to impact on social, economic and justice through involvement at different educational, social and political levels.

Course Requirements (100%)

Assessment:

1. Class Participation (15 %):
You are expected to regularly attend classes. Class attendance is the most important means to achieve the learning goals for this course. This aspect of the assessment will comprise of compulsory class attendance, active class participation by providing feedback on assigned readings. You will also be required to engage with other students as well as with class guests, therefore you will be encouraged to ask questions as often as possible. Moreover, it will be your responsibility as a student to notify the course instructor in advance if you are unable to attend a class session.

2. **Democratization in Africa (20%)**

This assessment requires you to contrast the emergence, development and the consolidation of democracy between the Republic of South Africa and Kenya.

- In your analysis, identify the main actor/actors that contributed to the emergence of democracy in both countries.
- Provide a description of the challenges that both countries face in strengthening democracy.
- Suggest possible solutions of how both countries can overcome their respective challenges.

3. **African Political Perspectives (25%)**:  

    This assessment requires you to compare political institutions and political processes in one African state (of your choice) before and after the country’s transition to open, multiparty elections. You will need to provide an account of the country’s transition to open, multiparty elections before and after the country’s transition to political independence.

    Your required to submit a written paper of between 2-4 pages and a power point presentation which you will present in class and  should address the following questions:

    Ø Through which political institution/s was political power exercised under the old regime?

    Ø To what extent was political participation and political competition permitted?

    Ø What political reforms were introduced?

    Ø Did the country have free and fair elections?

    Ø Did the country have a democratic transition?

    Ø What factors account for transition outcomes in this country?

    Ø What is the evidence, if any, of the consolidation of the new regime.

4. **Interdisciplinary Blog Assignment (10%)**: 

All students will be responsible for preparing two blog entries during the semester. Students can choose themes that most interest them from the week sessions. The blogs will usually be written individually. A week begins on Monday and ends on Sunday. Length of Blog Entries: Approximately three to four pages.

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5. **Integrative Project Final Integrative Projects (30%)**: Final projects will address the Development Process, Religion, Political Science and History courses: This project can be done individually or in groups of up to three students. Projects should be creative (a play, a calendar, musical piece, etc), and should: 1) be rooted in critical analysis of issues important to Namibia and/or South Africa, 2) draw upon your own experiences, and 3) be a synthesis of your learning that can be used to educate others on key issues facing Namibia and/or South Africa. Although this is an integrative project, each instructor will grade the final projects separately.

**Course Design**

**Weekly**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Democratic Consolidation in Post-independent Africa</td>
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<td>2</td>
<td>The Diversity of African Politics &amp; Pre Colonial and Colonial legacy/inheritance</td>
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<td>3</td>
<td>Multi-party democracy and the political party system in Africa including the question of legitimacy/ Formation of political parties</td>
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<td>4</td>
<td>The Namibian Constitution and human right challenge</td>
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<td>5</td>
<td>The Politics of the Land Question</td>
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Teaching Methodology
The instructor will make use of student-centered methodologies and approaches and experiential participatory approaches. Teaching strategies include lectures by the course instructor; small and large group discussions of required readings; videos, PowerPoint presentations, classroom exercises; interviews; guest lectures by members of parliament, liberation struggle veterans, and local politicians.

Additional Comments

Explanation of Grades
Augsburg University uses a letter grading system using the following definitions:

<table>
<thead>
<tr>
<th>Grade</th>
<th>G.P.</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93-100%</td>
<td>Excellent. Highest standard of excellence; Goes above and beyond stated expectations; Deep integration of discussions, lessons, readings and/or service learning in assignments.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>88-89%</td>
<td></td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>83-87%</td>
<td>Good. Above basic course requirements. Some integration of class discussion, lecture, theory and/or service learning in assignments.</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82%</td>
<td></td>
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<tr>
<td>C+</td>
<td>2.33</td>
<td>78-79%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-77%</td>
<td>Satisfactory. Basic standards and expectations for course met; minimum integration of class discussion, lecture, theory and/or service learning in assignments. Course grades falling below 2.0 will not be accepted toward licensure into Augsburg licensure programs.</td>
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<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72%</td>
<td>Poor. Below basic standards and expectations.</td>
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<tr>
<td>D+</td>
<td>1.33</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>1.00</td>
<td>63-67%</td>
<td></td>
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<tr>
<td>D-</td>
<td>0.67</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>0.00</td>
<td>&lt;60%</td>
<td>Failure</td>
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<td>P</td>
<td>0.00</td>
<td></td>
<td>Pass*</td>
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<tr>
<td>LP</td>
<td>0.00</td>
<td></td>
<td>Low Pass*</td>
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<tr>
<td>N</td>
<td>0.00</td>
<td></td>
<td>No Pass</td>
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*The letter grade equivalent of a P grade is a C- or higher.

**The letter grade equivalent of an LP grade is a D-, D, or D+.

**CGEE Grading Policy and Late Assignments**
You must submit assignments on time. If you need an extension, you must talk to us in advance to negotiate a new deadline. If you have not been given an extension in advance and you turn in a late assignment, you will be docked half a grade. If you are more than one week late, you will be docked a full grade. No assignments will be accepted more than two weeks after the original deadline; a “0” will be given after that. Assignments due near the end of the semester will not be accepted after the last day of the semester.

**Re-writing Assignments**
If you receive a grade of C- or lower, you may revise a paper as long as you resubmit it within one week of the date it was returned to you. Your final grade will be an average of the two grades.

**Augsburg Honesty Policies**
You are expected to follow the [Augsburg Honesty Policies](https://www.augsburg.edu/honesty/). We assume that you have read the honesty policy, understand it, and are following it. Except when the assignment expressly encourages group work, it is assumed that all course work will be your own. You may not copy other students’ work. The first occurrence of plagiarism will result in the failure of the assignment. A student who commits plagiarism a second time will fail the course.

**Students’ Rights and Responsibilities**
Students with formally diagnosed learning or physical differences have legal rights to course modifications. Those who qualify should identify themselves to the instructor as soon as possible in order to obtain extra assistance.

**Accommodation and Adaptation**
Augsburg University is committed to providing an environment where all students have the opportunity to equally participate in the academic experience, including students with disabilities. Students with disabilities have rights as determined by federal and state laws which require institutions to provide reasonable accommodations for the student’s disability in order to afford an equal opportunity to participate in the university’s programs, courses, and activities.

Non-Discrimination Statement
Augsburg recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all races, ethnicities, gender expressions and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from Augsburg’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.