1. **Title of the module**

POLI9610 (PO961) Politics And Conflict In Sub-Saharan Africa

1. **School or partner institution which will be responsible for management of the module**

School of Politics and International Relations.

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term

1. **Prerequisite and co-requisite modules**

None.

1. **The programmes of study to which the module contributes**

This module is primarily designed for students on MA programmes within the School of Politics and

International Relations. The module is also open to all MA students across the university.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate critical understanding of key theoretical debates over processes of political and social change in contemporary sub-Saharan Africa.
   2. Show a comprehensive understanding of the key concepts through which to analyse the main political dynamics in sub-Saharan Africa
   3. Critically understand the roles of different actors within key political, economic and social power structures within sub-Saharan African states.
   4. Show an advanced understanding of trends in democratisation and authoritarian rule in post-colonial sub-Saharan African regimes
   5. Critically assess the factors that drive political instability and conflict within and across sub-Saharan African states.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will:**
   1. Have a level of conceptual understanding that will allow them to critically evaluate a range of theoretical arguments found within the scholarly literature.
   2. Have a comprehensive understanding of research methods in their discipline, including an awareness of the strengths and limitations of different methods.
   3. Be able to undertake analysis of complex, incomplete or contradictory areas of knowledge.
   4. Be reflective and self-critical in their research work.
   5. Be able to engage in oral and written academic and professional communication with others, demonstrating skill in analysing and presenting scholarly information in the appropriate form.
   6. Have independent learning ability required for continuing professional study.
3. **A synopsis of the curriculum**

This module explores topics and themes in post-colonial sub-Saharan African politics, with a particular focus on conflict and peacebuilding. We will look at colonial legacies, processes of state formation, and the nature and dynamics of political development at the national and local levels. We will also critically reflect on theories and concepts developed in the fields of comparative politics, peace and conflict research, and international relations and apply them to the study of Africa. In this module, we aim at offering solid foundations to the understanding of politics and conflict in Africa, which include colonial legacies, societal characteristics and economic challenges that shape the politics of sub-Saharan African states until today.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

N Cheeseman and D Anderson, Routledge Handbook of African Politics. Routledge (2013)

Crawford Young, The Postcolonial State in Africa: Fifty Years of Independence, University of Wisconsin Press (2012)

Kate Baldwin, The Paradox of Traditional Chiefs in Democratic Africa, Cambridge: Cambridge University Press (2015)

William Brown and Sophie Harman (eds) African Agency and International Politics, Routledge (2013)

Mahmood Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism, Princeton University Press (1996)

Achille Mbembe, On the Postcolony, University of California Press (2001)

1. **Learning and teaching methods**

Contact hours: 22

Private study hours: 178

Total hours: 200

1. **Assessment methods**
   1. Main assessment methods

Essay 1, 3,000 words (40%)

Essay 2, 3,000 words (60%)

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| *Lecture* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Private study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Essay 1* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay 2* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module will be a highly internationally-focused module. Students will gain deep insights into topics and themes in post-colonial sub-Saharan African politics. The module will enable students to analyse topics within the global study of politics and conflict that go beyond the Eurocentric focus of other modules. The syllabus has been developed by an Africanist who has extensive experience in the study of African countries; many of its themes also apply to the study of conflict and international relations within a wide range of global contexts.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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