Course Syllabus and Policy Requirement Statement

To minimize disruptions for you in this course, your self-compliance should include doing the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
- You have familiarize yourself with how to access course content in Blackboard using the Student Quick Reference Guide or CSS Student Orientation Course.

SEC 6341 Security Issues in Africa I

Course Description/Overview

This course will examine political, military and social issues of the states of Sub-Saharan Africa. The focus of the course will be on the impact these issues have on world politics and particularly United States national security interests in that region. The course will address issues of the colonial legacy, the rise of African nationalism and the emergence of independent Africa. It will also address many of the difficulties of the post-colonial legacy. Finally, the course turns to the place of Sub-Saharan Africa in Washington's national security policy and potential outcomes for the future.

Course Required Textbooks:


Course Objectives/Learning Outcomes

Objectives: As a result of completing this course, the student will be able to:

1. Comprehend the key transnational and regional security issues affecting Africa and the international community.
2. Analyze the changing role that nations in Africa play in influencing international security.
3. Analyze and articulate the dynamics resulting in the increasing importance of Africa as a strategic priority in American national interests.

### Grading Policies

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the Discussion Board</td>
<td>20%</td>
<td>Weekly when there are no written assignment.</td>
</tr>
<tr>
<td>First Essay</td>
<td>20%</td>
<td>Due Week Two Sunday at 09:00 P.M. Central Standard Time. (6 - 8 Pages)</td>
</tr>
<tr>
<td>Midterm PowerPoint Presentation</td>
<td>20%</td>
<td>Due Week Four Sunday at 09:00 P.M. Central Standard Time. (10 - 15 Slides)</td>
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<tr>
<td>Final Essay</td>
<td>40%</td>
<td>Due Week Seven Wednesday at midnight Central Std. Time. The topics for the final exam will be available in BlackBoard on Monday of Lesson 6. (12 - 15 Pages)</td>
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Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 59% and below.

### Course Organization:

**Lesson 1: Setting the Context for Security in Africa - Weak and Failing States**

Before analyzing the various security issues in Africa today, one must begin by understanding the
general context for security in Africa. Africa is a large continent composed of over fifty countries and nearly one billion people. In addition, Africa has a cultural diversity that is unmatched anywhere in the world. Africa also has a historical legacy of colonialism. More recently, Africa has emerged as a region of strategic importance for the United States. All of these factors influence security issues in Africa.

A fundamental security issue in Africa is the prevalence of weak and failing states. Year after year, the majority of the weakest states in the world are located on the African continent. The twelve most common measures of weak and failing states are demographic pressures, large numbers of refugees, high levels of group grievances, human flight, uneven development, economic decline, lack of state legitimacy, inadequate public services, human rights abuses, lack of security or security apparatus oversight, high levels of factions, and external intervention. By these measures, many African countries are either weak or failing.

Lesson 2: Ethnic Conflict and Civil Wars

Warfare has had a constant presence in Africa. Much of this fact stems from ethnic conflict between rival groups. Not only is there significant cultural diversity in Africa, but the colonial legacy also left Africa with political boundaries that did not match the cultural affinities actually represented by the people in those states. The result has been largely artificial states that attempt to combine diverse and sometimes antagonistic groups into one population. Such a situation has led to significant ethnic conflict and repeated civil wars.

Lesson 3: Natural Resources and Environmental Security

Africa has a plethora of natural resources and a diverse range of environments. Africa has significant oil, gold, silver, copper, diamonds, iron, and uranium, just to name a few. Africa also has multiple environments such as tropical rain forests, woodland savannas, deserts, and coastal forests. Unfortunately, Africa has not been able to maximize the benefits from such abundant resources, leading many analysts to conclude that Africa evidences a “natural resource curse.”

Lesson 4: Terrorism

Terrorism in Africa is not a new phenomenon. For instance, in 1998 terrorists bomb the U.S. embassies in Dar es Salaam, Tanzania and Nairobi, Kenya. In addition, al Qaeda has operated in Africa for much of the past decade. As a result, Africa has become a critical location in U.S. counterterrorism efforts against al Qaeda. More recently, new forms of terrorism in Africa have emerged. Al Shabaab in Somalia and Boko Haram in Nigeria have become the predominant African terrorist threats to the United States.

Lesson 5: Piracy and Maritime Security

Piracy off the coast of Africa has increased significantly over the past two decades. It has resulted in the overall degradation of maritime security in the region. Since significant commercial shipping routinely transits through major trade routes just off the coast of Africa, countering piracy and ensuring maritime security there has become an important priority for African nations, the United States and the international community.

Lesson 6: Food Security

No understanding of security issues in Africa is complete without an appreciation of food security in the region. Food security impacts Africa like no other continent in the world. Many of the most food insecure countries in the world are located in Africa. Chad, Sudan, Eritrea, Ethiopia, and Angola all suffer from chronic food shortages. The irony in many cases is that African agriculture is often quite robust. Other structural factors such as politics, failed government policies, insufficient storage
facilities, and inadequate transportation networks all have a detrimental impact on food security in Africa.

Lesson 7: Assessment

This week is set aside for students to complete a 12-15 page essay assignment. The purpose of this assignment is to measure student mastery of the course objectives.

Course Bibliography and Required Readings:


Food and Agriculture Organization of the United Nations, “Regional Overview of Food Insecurity,” 2015.


Jones, Sam, “Sub-Saharan Africa and the ‘Resource Curse’: Limitations of Conventional Wisdom,”


Kishi, Roudabeh “Resource-Related Conflict in Africa,” Armed Conflict Location and Event Data Project (ACLED), November 19, 2014.

Knopf, Kate Almquist “South Sudan: Options in Crisis,” U.S. Senate Committee on Foreign Relations, September 21, 2016.


Reinl, James, “Africa: Front-line in Battle against Terrorism” Voice of Russia (London) radio interview, April 18, 2012.


Ross, Michael L., “What Do We Know about Natural Resources and Civil Wars?” *Journal of Peace Research*, vol. 41, no. 3 (May 2004), 337-56.


Traub, James, “In the Beginning, There Was Somalia,” *Foreign Policy*, July/August 2010.


Williams, Paul D., “State Failure in Africa: Causes, Consequences and Responses.


Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.
Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs  
University Center, Suite 112  
325-942-2047 Office  
325-942-2211 FAX

**Student absence for religious holidays**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

**Title IX**
The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

**Michelle Boone, J.D.**  
*Director of Title IX Compliance/Title IX Coordinator*  
Mayer Administration Building, Room 210  
325-942-2022  
michelle.boone@angelo.edu

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**Required Use of Masks/Facial Coverings by Students in Class**

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory [Facial Covering Policy](https://www.angelo.edu/title-ix) to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.