POL 255
African Politics and Globalisation
X2 2012

Modern History, Politics and International Relations

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**General Information**

Unit convenor and teaching staff
Unit Convenor
Geoffrey Hawker
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Contact via geoffrey.hawker@mq.edu.au
W6A 428
Thursday 5-6pm or by appointment

Credit points
3

Prerequisites
12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description
Globalisation poses special challenges for Africa. The history of African countries has been turbulent in the post-colonial period and the capacity of the state to govern is now questioned in some. The unit examines contemporary debates about the political processes of globalisation by focusing on sub-Saharan Africa and the relations of its polities with others in Africa and the world. Issues of poverty, development, aid and trade are considered.

**Important Academic Dates**
Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

**Learning Outcomes**
On successful completion of this unit, you will be able to:

- **Political knowledge**: ability to outline the chronology of the continent, showing, with maps or short points, the major divisions of countries, cultures and political systems.
- **Expressive skill**: demonstrate, in oral and written presentation, an ability to summarise key ideas about African politics and issues of globalisation and their relationship.
- **Defined expertise**: show a knowledge of the detail of the political life of at least two African countries, especially over the last thirty or so years.
- **Facility with information retrieval**: use a wide range of written and digital resources
related to African politics.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>Assignment One</td>
<td>25%</td>
<td>Friday 24 August</td>
</tr>
<tr>
<td>Assignment Two</td>
<td>45%</td>
<td>Monday 29 October</td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
<td>To be advised</td>
</tr>
</tbody>
</table>

Assignment One

Due: **Friday 24 August**  
Weighting: **25%**

Short, issue-oriented paper: 750 words

On successful completion you will be able to:

• Political knowledge: ability to outline the chronology of the continent, showing, with maps or short points, the major divisions of countries, cultures and political systems.
• Expressive skill: demonstrate, in oral and written presentation, an ability to summarise key ideas about African politics and issues of globalisation and their relationship.
• Facility with information retrieval: use a wide range of written and digital resources related to African politics.

Assignment Two

Due: **Monday 29 October**  
Weighting: **45%**

Essay 2 000 words

On successful completion you will be able to:

• Political knowledge: ability to outline the chronology of the continent, showing, with maps or short points, the major divisions of countries, cultures and political systems.
• Expressive skill: demonstrate, in oral and written presentation, an ability to summarise key ideas about African politics and issues of globalisation and their relationship.
• Defined expertise: show a knowledge of the detail of the political life of at least two
African countries, especially over the last thirty or so years.

- Facility with information retrieval: use a wide range of written and digital resources related to African politics.

## Examination

**Due:** To be advised  
**Weighting:** 30%

Short answers and mini-essay, two hours + 10 mins reading time

## Delivery and Resources

The ‘year of Africa’ is a phrase with a number of meanings. It was originally and widely used to refer to the year 1960, when a large number of African nations moved to independence after years of colonial rule. Then, in 2005, some observers spoke of a new ‘year’ because rich nations of the North began to pay serious attention to issues of politics and economics in African nations that arguably the North had contributed to in major ways. Last year, 2011, was perhaps the ‘year of Africa’ in the Australian context, since a parliamentary inquiry made a major report arguing for a re-orientation of Australia towards Africa nations after a long period of indifference.

These different meanings point to themes that we will explore in the unit:

- The colonial history of Africa and outcomes in current dilemmas of politics and policy
- The responsibility of the North for the past and present condition of Africa
- The part played by Australia – its people, its governments and its businesses – in a globalising world where African nations are rising in significance in strategic, cultural and economic terms.

The last few years might indeed be remembered as the "Years of Africa". The release in March 2005 of the report "Our Common Interest Report of the Commission for Africa", sponsored by then British Prime Minister Tony Blair, and the decisions of the G8 Group meeting in Scotland later that year, could show that Africa was brought to the attention of Western governments in new ways. Since then African issues have remained in the news, but not always in positive ways that show the G8 objectives being met. In this unit we will assess these and other recent events, building on an historical knowledge of the politics of the continent.

The unit requires a focus both on Africa – the continent, its people and their politics – and on the place of Africa in the world of international relations and globalisation. Historical knowledge is important in making a critique of current ideas and practices, but the unit does not presuppose much existing knowledge of the complexities of the many nations and movements of the continent. The first part of the unit approaches Africa in a descriptive and analytical way, noting continuities in political argument and raising themes for discussion. The second part is concerned with the debates around ‘globalisation’ and uses material from the first half to assess African futures at local and international levels.
Africa is still the unknown, or mythically known, continent. A review of the continent and its peoples in historical times, and the political struggles especially of the last thirty years, shows turbulence and loss (the massacres of Rwanda-Burundi and the Angolan famine, amongst many) but also the triumph of a negotiated end to apartheid (South Africa) and an apparent recovery of democratic practices (Ghana and other countries). The politics of each country has a distinctive pattern, and the nature and relations of more than fifty countries – let alone their relations with the rest of the world – are sure to appear complex. But the ‘African story’ is also connected, perhaps in new ways in a post-colonial age, though the continuing boundaries of those polities (states) are largely a product of the colonial era.

The second part of the unit sees Africa globally, and from perspectives that may transcend the old categories of state and empire. Africa is said to be the poorest continent, but it is also said to be a beneficiary of globalisation, and both propositions are tested in the unit. The difference made by ‘September 11’ is assessed in understanding Africa in the world, as is the move from the Organisation of African Unity (OAU, 1963) to the African Union (AU, 2002) and what can be seen as a response in the West through the Commission for Africa and the G8 decisions.

Lectures and Tutorials

For *internal students*, lectures are given on Monday at 5pm (E6A 102) and on Friday at 12 noon (E7B 100). Tutorials (one hour) are Wednesday noon and 1pm.

Notes on each component will also appear on the iLearn of the unit.

Assessment (submission) dates

1. Assignment One (750 words, excluding bibliography) is due by 17:00 (5 pm) on Friday 24 August. Papers handed in after this date and time will be deemed late and penalised accordingly (20% per week or part thereof). No extensions will be given under any circumstances other than for medical reasons, and with a medical note.

2. Assignment Two (2,000 word essay, excluding bibliography) is due at 17:00 (5 pm) on Monday, 29 October. Essays handed in after this date and time will be deemed late and penalised accordingly (20% per week or part thereof). No extensions will be given under any circumstances other than for medical reasons, and with a medical note.

3. The examination will be held during the formal examination time in November / December. You will be notified of the exact time, date and venue in due course.

Read the regulations on plagiarism. If you do not understand what plagiarism is, ask. Also, see [http://www.student.mq.edu.au/plagiarism/](http://www.student.mq.edu.au/plagiarism/). Ignorance is not acceptable.

Be aware that assessed work with significant grammatical, syntactical and/or structural errors will not pass this unit. Make sure that you proof-read all assessed work prior to submission. See the Style Guide provided on the Blackboard page for instructions and guidelines regarding written work.

Essay topics and tutorial allocations

During the first lecture students will be allocated to a tutorial group for the semester if a tutorial has not already be allocated. Students are not allowed to move from one group to another except with the permission of the convener and tutor(s) concerned, and for substantive reason.
Specific topics for both Assignments One and Two will be handed out during the first lecture.

**Tutorial participation**

You should start with and make good use of the recommended readings when preparing your assessed work. Browsing the library, other universities’ libraries and online databases and journals is also a good research technique (go to [http://www.lib.mq.edu.au](http://www.lib.mq.edu.au)).

Be aware, especially when researching for and preparing your assessed work, that you will find relevant reading in many places and should consult beyond the readings supplied in this outline. The reading lists provided here are not exhaustive; they are intended to aid research and the preparation of class and essay topics.

One of the skills you should gain from extensive reading is the ability to identify the theoretical position(s) that inform an author’s writing. Never assume that the authors of the suggested readings share similar assumptions or write from the same theoretical background. In fact, they were often chosen because they differ—be sensitive to and always try to expose these differences.

**Guidelines to the examination**

A two-hour examination will be held on a day during the university’s examinations period in November/December. This examination will cover issues discussed in each of the lectures. You will be given a list of possible exam questions during the first lecture in week 13.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in draft form approximately eight weeks before the commencement of the examinations and in final form approximately four weeks before the commencement of the examinations. Find information and updates regarding the examination timetables at [http://www.timetables.mq.edu.au/exam](http://www.timetables.mq.edu.au/exam)

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at [http://www.reg.mq.edu.au/Forms/APSCon.pdf](http://www.reg.mq.edu.au/Forms/APSCon.pdf)

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

It is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

**Language and other support services**

Macquarie University provides a range of academic student support services. Please do consult the range of services provided for you (such as counselling and writing skills), a list of which is available at [http://www.student.mq.edu.au](http://www.student.mq.edu.au). The University provides many different kinds of support services for you. If you are unclear about planning, preparing for and writing any form of assessment you should refer to these sources. You should of course contact the convener and/or your tutor in the first instance if you are struggling with any course issues and/or need help. We are here to see that you do the best that you possibly can—so do not struggle in silence.
Language support workshops are an excellent resource for all students who are unsure of their language competency, whether English is their native language or not. It is strongly recommended that students attend these workshops, which are run by the National Centre for English Language Teaching and Research (NCELTR). You do not have to register; just turn up. Information on the workshops can be accessed at [http://www.pol.mq.edu.au/mir/index.htm](http://www.pol.mq.edu.au/mir/index.htm).

Reading

No single text covers the unit in full but if one text is to be bought then recommended is:


Copies are available at the University Coop Bookshop.

A number of reference texts, which are held in Library Reserve, should be consulted throughout the unit. These are:


These volumes are used in lectures throughout and are good background to the themes of the unit. They will be useful for essays. In addition, the following can be consulted as general introductions to the history and societies of Africa; none is exclusively a politics text, but the background contained in each is useful, and at least one should be worked through fairly quickly.


For an introduction by an African writer, see


The library's holdings in African politics are somewhat limited, especially in the current period of the last decade or so, but many of the older volumes repay study. They give a good background that can be updated quite quickly if you know what you are looking for, such as recent political developments in a particular country. So do browse the shelves (most around DT30–38 at Macquarie and, for the second part of the course especially, the globalisation literature at JZ).

The i-Learn facility also contains selected readings from a variety of sources (see under “Selected Readings”) and these documents should be kept under review across the course. *The readings listed for each week (see below) are found here. Note that further readings,
some drawn from contemporary sources, will be added to iLearn across the course of the unit. Please keep your eye on iLearn!

Reading for the unit will also require the use of journals and periodical literature. The library holds (as hard-copy) a number of journals that are worth browsing over a period of time as sources of detail and argument. These include *Africa Quarterly*, the *Bulletin of the School of Oriental and African Studies*, the *Journal of Modern African Studies* and the *Journal of Southern African Studies*. It is expected, however, that you will do most of your search and retrieval of journals from the Web-based databases available through the Library; please let the convener know urgently if you have any problem accessing and using (for example) Ingenta or Worldwide Political Science Abstracts.

From other Web sources will come a high proportion of the material used in the unit, including cultural and popular manifestations of political struggle. Film and video are used in the unit, but the books and journals indicated above must form the core of your reading, around which resources from the Web and other resources should be fitted.

Following is a basic list of Web Guides to Africa and African Politics:

- [http://www.africa-confidential.com](http://www.africa-confidential.com) (the electronic form of the subscription newsletter)
- [http://www.bbc.co.uk/worldservice/africa](http://www.bbc.co.uk/worldservice/africa) (the BBC’s *Focus on Africa* magazine)
- [http://www.mbendi.co.za](http://www.mbendi.co.za) (a commercial South African source with politics as well as finance)
- [http://www.allAfrica.com](http://www.allAfrica.com) (a commercial news service)
- [http://www.afrika.no/](http://www.afrika.no/) (the site of the Norwegian Council for Africa)
- [www.idasa.org.za](http://www.idasa.org.za) (the homepage of the Institute for Democracy South Africa with useful links)

Other useful websites include:
A selection of other sites with interesting material includes:


Lecture & tutorial outline

Following is a list of lecture subjects for each week, showing also the reading and discussion topics for each week.

The readings listed are found on Blackboard. Appropriate chapter references to the prescribed textbook (Gordon, A. & Gordon, D. (eds) (2007) Understanding Contemporary Africa, 4th ed. Lynne Rienner, Boulder) are also included.
Part 1  Africa: chronology, countries, themes and issues

Week 1 (week commencing 30 July)

Lecture: The map of the continent in history: peoples, places, periods
The ‘big picture’: politics and economics
Guidance on sources & course overview


No tutorials in week 1

Week 2 (week commencing 6 August)

Lecture: The European Empires 1650–1960 (or 1994?)
The Scramble for Africa; the idea of state and nation in Africa

Review reading:


Tutorial question:

Compare and contrast the motivations of any two of the European empires in the “scramble for Africa”.

Week 3 (week commencing 13 August)
Lecture: Patterns of Settlement and Revolt 1650-1994; the rise and fall of empires; the twentieth century

Review reading:


Tutorial question:

Why were Marlow and Kurtz in Africa? Answer from the perspectives of (a) Marlow (b) Kurtz and (c) a member of the crew of the boat.

Week 4 (week commencing 20 August)

Lecture: The liberation movements 1880 – 1996

French and British Africa compared; Cold War diplomacy and Africa

Review reading:


Stephen R Weissman, "Congo-Kinshasa" (news report), 22/7/02

Tutorial question:

What is the significance of the assassination of Patrice Lumumba? Why has the DRC been so unstable for so long?

Week 5 (week commencing 27 August)

Lecture: The Empires Revisited - Europe and Islam

The African diaspora and “Black Power”

The “Clash of Civilisations” revisited. The view from the USA after 9/11.

The new nation(s) of Sudan and the “Arab Spring” – lessons for SSA?

Review reading


Tutorial question:

Compare and contrast Mazrui’s view of African civilization with Huntington’s. Does the “Arab Spring” fit better with one or the other or with neither?
Week 6  (week commencing 3 September)

Lecture: The new world order and “structural adjustment” in Africa
Economic and political forces in the post-Cold War era
The "Commission on Africa" and the "G8 Africa Action Plan".

Review reading:

* Jeffrey Sachs, "Doing the Sums on Africa", *The Economist*, 22/5/04.


Tutorial question:

What are the major problems facing African societies? Are these African or world problems?

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Week 7  (week commencing 10 September)

No lectures are given or tutorials held in this week and time should be spent on early preparation for the essay. In addition, consultation time will be available throughout the week for consultation with your tutor. If you wish to take advantage of this, please make a time with your tutor.

(mid-semester break)
Part 2 Globalisation and current issues of “development”

- Week 8 (week commencing 5 October)

Lecture: The “special case” of South Africa (1)
The mhekane; the liberation struggle
Truth and reconciliation?

Review reading:


Tutorial question:

Nominate Mandela’s greatest success, and his greatest failure.

Week 9 (week commencing 8 October)

Lecture: South Africa (2)
HIV/AIDS, ‘development’ and the presidencies of Mbeki and Zuma.

Review reading:

* Virginia van der Vliet, "AIDS: Losing the 'New Struggle'?", *Daedalus* (Winter 2001), 151-84.

* Jeffrey D Sachs, "The voiceless dying" extract from *The End of Poverty Economic Possibilities*

Tutorial question:

Why was South Africa so slow to deal with the HIV/AIDS crisis?

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**Week 10**  (week commencing 15 October)

Lecture: Zimbabwe, Darfur and the Sudan

The African Union in action?

Review reading:


Tutorial question:

Explain why Robert Mugabe (or another leader of an African country in crisis) is as he is.

**Week 11**:  (week commencing 22 October)

Lecture: Options for Africa; state-building, insurgency and other perspectives

Regional associations in Africa; African membership of world organizations

The African Union and NEPAD; the "Commission for Africa" revisited.
Review reading:


Tutorial question:

What would it take to ‘make poverty history’ in Africa?

Week 12 (week commencing 1 November)

Lecture: Australia and African Aid, Trade and Diplomacy

The Joint Standing Committee on Foreign Affairs, Defence and Trade report into “Australia’s Relations with the Countries of Africa”

Australian miners in Africa

A ‘White Paper’ on Africa; an Australia-Africa Council

Review reading:

Selected evidence from the parliamentary inquiry (posted on Blackboard)

Tutorial question:

Consider one recommendation of the parliamentary inquiry and give two reasons in support and two against the recommendation; be prepared to then justify your own recommendation in summary.

Week 13 (week commencing 8 November)

Unit review; Discussion of the exam

**Unit Schedule**

**Unit schedule at a glance**

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<thead>
<tr>
<th>Week</th>
<th>Lecture date</th>
<th>Lecture topics</th>
<th>Tutorial topics</th>
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<tbody>
<tr>
<td>1</td>
<td>30 July</td>
<td>Unit overview: What is ‘Africa’?</td>
<td>No tutorial</td>
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<td><strong>Note: No Friday lecture</strong></td>
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<td>2</td>
<td>6 &amp; 10 August</td>
<td>The age of empire</td>
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<td>3</td>
<td>13 &amp; 17 August</td>
<td>Settlement and revolt</td>
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<td>4</td>
<td>20 &amp; 24 August</td>
<td>Liberation: the colonies strikes back</td>
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<td>24 August : Assignment 1 due</td>
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<tr>
<td>5</td>
<td>27 &amp; 31 August</td>
<td>New empires write back; the Arab revolutions</td>
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<tr>
<td>Week</td>
<td>Date(s)</td>
<td>Topic</td>
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<tr>
<td>6</td>
<td>3 &amp; 7 September</td>
<td>Africa in the new world order</td>
<td>It’s not paranoia if they’re really out to get us</td>
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<tr>
<td>7</td>
<td>10 September</td>
<td>Essay prep and consultation week</td>
<td>See unit notes and Blackboard</td>
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<td></td>
<td></td>
<td><strong>TWO-WEEK BREAK</strong></td>
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<tr>
<td>8</td>
<td>5 October</td>
<td><em>Sui generis</em> South Africa (1)</td>
<td>Mandela: Messiah, or feet of clay?</td>
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<td><strong>NOTE: No Monday lecture</strong></td>
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<tr>
<td>9</td>
<td>8 &amp; 12 October</td>
<td><em>Sui generis</em> South Africa (2)</td>
<td>Will AIDS destroy the Rainbow Nation?</td>
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<td>10</td>
<td>15 &amp; 19 October</td>
<td>Zimbabwe, Darfur, the Sudan</td>
<td>Making sense of rotten apples</td>
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<tr>
<td>11</td>
<td>22 &amp; 26 October</td>
<td>Finding a governance model</td>
<td>Washington or Beijing consensus?</td>
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<td><strong>29 October: Essay 2 due</strong></td>
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<td>12</td>
<td>1 &amp; 3 November</td>
<td>Australia and/in Africa</td>
<td>(How) should Australia engage with Africa?</td>
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<tr>
<td>13</td>
<td>8 &amp; 10 November</td>
<td>Summary issues</td>
<td>Wrap-up tutorial</td>
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</tbody>
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**Policies and Procedures**

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

https://unitguides.mq.edu.au/unit_offerings/33968/unit_guide/print
Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary
solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

- Political knowledge: ability to outline the chronology of the continent, showing, with maps or short points, the major divisions of countries, cultures and political systems.
- Defined expertise: show a knowledge of the detail of the political life of at least two African countries, especially over the last thirty or so years.

**Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcomes**

- Political knowledge: ability to outline the chronology of the continent, showing, with maps or short points, the major divisions of countries, cultures and political systems.
- Expressive skill: demonstrate, in oral and written presentation, an ability to summarise key ideas about African politics and issues of globalisation and their relationship.

**Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcomes**

- Expressive skill: demonstrate, in oral and written presentation, an ability to summarise key ideas about African politics and issues of globalisation and their relationship.
- Facility with information retrieval: use a wide range of written and digital resources related to African politics.

**Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We
want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcome**

- Expressive skill: demonstrate, in oral and written presentation, an ability to summarise key ideas about African politics and issues of globalisation and their relationship.

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**

- Expressive skill: demonstrate, in oral and written presentation, an ability to summarise key ideas about African politics and issues of globalisation and their relationship.
- Facility with information retrieval: use a wide range of written and digital resources related to African politics.

**Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcomes**

- Political knowledge: ability to outline the chronology of the continent, showing, with maps or short points, the major divisions of countries, cultures and political systems.
- Defined expertise: show a knowledge of the detail of the political life of at least two African countries, especially over the last thirty or so years.

**Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active
participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcomes**

- Political knowledge: ability to outline the chronology of the continent, showing, with maps or short points, the major divisions of countries, cultures and political systems.
- Defined expertise: show a knowledge of the detail of the political life of at least two African countries, especially over the last thirty or so years.

**Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

**Learning outcomes**

- Defined expertise: show a knowledge of the detail of the political life of at least two African countries, especially over the last thirty or so years.
- Facility with information retrieval: use a wide range of written and digital resources related to African politics.

**Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

**Learning outcomes**

- Defined expertise: show a knowledge of the detail of the political life of at least two African countries, especially over the last thirty or so years.
- Facility with information retrieval: use a wide range of written and digital resources related to African politics.