

# **POLI 267: Model African Union Spring 2022 Express I**

Maybank Hall 307 TR 12:15-1:30  
Professor Christopher Day  
Office: 9 Liberty St. Room 210  
Office Hours (virtual): Tuesday 8-11am  
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## **Course Syllabus**

### **Course Description**

This course simulates the politics and the procedures of the African Union (AU). The AU is a regional organization comprised of 54/55 African member states. This overarching partnership attempts to address collectively some of the more pressing contemporary African issues in security, the rule of law, democracy, institution building, economic growth, and human development. In this course, students will climb into the heads of African diplomats and simulate how they pursue their particular national/regime interests. After spending several weeks preparing, we perform in a virtual simulation online.

The course has three intersecting goals. The first is theoretical, encouraging students to look more broadly at how Africa's international relations work as a distinct region of the world. The second is practical, allowing students to examine how these relations play out through the nuts and bolts of high diplomacy, which involves making arguments, charming, cajoling, arm-twisting, and horse-trading in the context of a legislative body. Finally, students will learn the formal rules of parliamentary procedure, which involves drafting resolutions, making amendments, and voting.

### **Course Objectives**

- Demonstrate knowledge of African political systems including their institutions, processes, laws and constitutions and the relations between and among nations
- Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces, especially in diplomatic relations
- Distinguish their own views from those of others and can defend their own perspective
- Develop competency in the rules of parliamentary procedure
- Demonstrate mastery of the independent research process

### **Technological Requirements**

1. A computer with Internet access, sound card, microphone, and speakers. You must have a reliable Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can determine if this course will be manageable for you.
2. OAKS and Zoom proficiency. This course is administered through OAKS, so students

must have a thorough working knowledge of the platform. Please spend some time educating yourself about its organization and use. Tutorials are available here: <http://blogs.cofc.edu/oaks/students/tutorials/>

### **Course Requirements**

*Attending class and participating in the virtual Model AU.* In addition to regularly attending class sessions, students will be expected to conduct a great deal of independent research and present this research to one another in preparation for virtual Model. In doing so, students will develop expertise on **Sudan**. They will also become experts on a range of agenda items within a particular AU committee.

### **Prerequisite(s):**

Minimum cumulative 2.500 GPA; permission of instructor.

### **Course Materials**

Your main resource is the **Model AU Delegation and Officer's Handbook** available here:

[https://modelafricanunion.org/National\\_Model\\_African\\_Union/Model\\_AU\\_Delegation\\_Handbook\\_Link\\_files/DelegationHdbook21.pdf](https://modelafricanunion.org/National_Model_African_Union/Model_AU_Delegation_Handbook_Link_files/DelegationHdbook21.pdf)

Here is our text on Africa (available at the CofC bookstore):

Beth Elise Whitaker and John C. Clark. 2019. *Africa's International Relations: Balancing Domestic and Global Interests*. Boulder, CO: Lynne Rienner Publishers

### **Course Policies**

*Communication.* This is in-person course. In the event that we shift online, it will be a *synchronous course*, which can be crowded on a screen. Students are strongly encouraged to direct any substantive comments and questions about the course content to the discussion board in order to encourage the development of an online community.

All inquiries to me should be made via email, and I will make every effort to respond to emails promptly. Students can expect replies within 24 hours for messages received between 9am and 5pm on Monday through Friday. I generally do not respond to emails on weekends. Students are also encouraged to arrange a Zoom appointment with me anytime they would like during the week to discuss anything they would like.

*Community Standards.* You are sharing the experience of working through important issues with other people – not just usernames on a discussion board. Please bear this in mind when engaging with each other and be thoughtful in your contributions and generous in your interpretations.

*Netiquette.* Please bear in mind that online communication precludes many of the non-verbal cues that normally facilitate face-to-face communication. This being the case, it is important to err on the side of generous interpretation and civility. What was written as a simple statement

can easily come across as aggressive or argumentative. Vignette: “Texting Confusion” from Key & Peele (Content warning: some spicy language): <https://vimeo.com/121923151>

*Grading Scale*

A	93-100	A-	90-92	B+	88-89	B	83-87	B-	80-82
C+	78-79	C	73-77	C-	70-72	D+	68-69	D	63-67
D-	60-62	F:	Below 60						

*Submission of Work.* Students are expected to submit their work on the day it is due. In the event that students cannot submit work on time because of Life Circumstances, they must inform the professor at least 24 hours beforehand, and provide a concrete date for submission. After this date, work will not be accepted. Also, please note that “My computer crashed” = “My dog ate my homework”.

*Honor Code and Academic Integrity.* Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: <https://deanofstudents.cofc.edu/honor-system/studenthandbook/student-handbook-2020-2021-8.27.20.pdf>

*Accommodations for students with disabilities.* Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

*OAKS.* OAKS will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

*Incident Weather, Pandemic or Substantial Interruption of Instruction.* If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a

web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

*Center for Student Learning:* The Center for Student Learning's (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

*Mental & Physical Wellbeing:* At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

*Food & Housing Resources:* Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

*Inclusion:* The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

[Preferred Name and Pronoun Information](#)

[On Campus Gender Inclusive facilities](#)

[Campus Resources](#)

[College of Charleston Reporting Portals](#)

[National Resources for Faculty & Staff](#)

[GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry](#) (CofC Addlestone Library Special Collections Project)

[College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)

*Other Special Circumstances.* I normally will do business with anyone who lets me know in advance of any special circumstances. But please note that the expression “it is better to ask for forgiveness than permission” was not invented by a College Professor.

*Extra Credit.* Periodic extra credit opportunities may be available during the semester. Please note that these opportunities are EXTRA credit, not SUBSTITUTION credit for missed assignments. Also, keep in mind extra credit also does not mean extra work for your professor.

*Attendance Policy.* Attendance is required. Tardiness is not acceptable.

## Course Outline (adjustable)

### **1. Tuesday January 11**

Read: *Entire Model AU Delegation and Officer's Handbook*

- Introduction to the class
- Africa Overview I
- Country, Committee, and Country Report Assignments

### **2. Thursday January 13**

- Guest Speaker Dr. Jack Parson
- Africa Overview II
- Agenda Item Selection
- Briefing on Parliamentary Procedure

### **3. Tuesday January 18**

Read: Whitaker and Clark Part I

- Country Report 1: Pre-Colonial Period
- Begin research on agenda items

### **4. Thursday, January 20**

- Country Report 2: Colonial Period to Independence
- Committee Briefing: Peace and Security Committee
- Resolution First Draft: Peace and Security Committee

### **5. Tuesday, January 25**

Read: Whitaker and Clark Part II

- Country Report 3: Politics of the Ordinary
- Committee Briefing: Technical Committee on Social Matters
- Resolution First Draft: Technical Committee on Social Matters

### **6. Thursday, January 27**

- Country Report 4: Politics of the Extraordinary
- Committee Briefing: Technical Committee on Economic Matters
- Resolution First Draft: Technical Committee on Economic Matters

## **7. Tuesday, February 1**

Read: Whitaker and Clark Part III

- Country Report 5: Regional Relations
- Committee Briefing: Democracy, Governance & Human Rights
- Resolution First Draft: Democracy, Governance & Human Rights

## **8. Thursday, February 3**

- Country Report 6: What's Happening Now
- Committee Briefing: Pan Africanism and Continental Unity
- Resolution First Draft: Pan Africanism and Continental Unity

## **9. Tuesday, February 8**

Read: Whitaker and Clark Part IV

- Committee Briefing: Executive Council and Crisis Simulation
- Resolution Second Drafts – All Committees

## **10. Thursday, February 10**

- Resolution Final Drafts – All Committees
- Simulated Meeting

## **11. Tuesday, February 15**

Read: Whitaker and Clark Part V

- Simulated Meeting

## **12. Thursday, February 17**

- Simulated Meeting

## **13. Tuesday, February 22**

- Simulated Meeting

**Model AU February 23-27**