

RPOS 355: Politics of Sub-Saharan Africa

Spring 2013
MW 2:45-4:05 pm
ES 245

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1) Course Description:

This course is an introduction to the nature of political institutions, political rule, and political processes in post-colonial to contemporary sub-Saharan Africa. A number of governments in these countries began independence as democratic regimes and gave way to authoritarian rule that lasted for nearly three decades. We will examine certain key topics ranging from the colonial political inheritance and its effect on ethnicity and social characteristics of African societies, the nature of and role of the military, political parties, legislatures, patronage networks, external powers, and the role economic conditions play in shaping African politics. In the second half of the course, we will undertake a more contemporary, and theoretical, approach to the study of Africa through analysis of, 'The Third Wave,' of democracy that swept across the region in the last decade of the 20th century. We conclude by considering whether this current trend toward democratization will endure.

2) Course Objectives:

There are three main objectives for students taking this course. Although we will be spending much time exploring the key concepts, themes, and theories, mentioned above in the Course Description, this course will also provide you the opportunity to become **an expert** on a single sub-Saharan African country. Extensive knowledge on the history and dynamics of the political landscape of a particular country makes it easier for you to evaluate the arguments we read about African politics in general. That means you are expected to independently research the politics, economy, and culture of a country in order to serve as a class expert. I will assign countries on a first-come-first-served basis, and then allocate the remaining countries to students who are yet to identify a country of choice. Secondly, this class will run as a hybrid **seminar and lecture**. As such, approximately half of our time in this course will be spent discussing class material assigned for the week; I will lecture for the remaining time. A successful seminar relies heavily on the contribution of students. Do not take this demarcation literally. Some classes may be all lecture while others may be all discussion; however, on average, class will be evenly composed of both lecture and discussion. Lastly, this seminar is designed to help hone your research skills. You will produce a **10-**

page research project at the end of the semester establishing expertise on your country of choice using themes discussed in class.

3) Course Requirements

- **Class Preparation & Attendance:** Your success in this class depends upon your attendance and participation. You are expected to come to class having read the day’s assigned material and to synthesize the material in order to produce constructive class discussion.
- **Class Discussion:** You and a classmate (one week there will be three of you) are expected to lead classroom discussion for a particular day of class. You will only lead class once. In doing so, you will identify the major themes consistent among the assigned readings to be covered in the class period (Monday or Wednesday) that you and your partner are assigned. On the day of class that you are responsible, you and your partner will hand in a three-page (double-spaced) outline of topics to be covered. Students should study the “course schedule and reading assignments” section below to familiarize yourself on the topic you will be leading class discussion on. ****Refer to sample outline in appendix as a template to follow.**** You will begin each class period with a 7-10 minute overview of topics to be discussed, and end with thoughtful questions aimed at leading class discussion and conversation.
- **Country Memos:** On weeks where you **are not** responsible for leading class discussion, 8-9 of you are expected to hand in a two-page (double-spaced) country memo covering the readings of the day. The memo should focus on a *specific* aspect of politics in your country of specialization as it pertains to the topic discussed in class that day, and they should advance and defend an argument. ****Refer to sample memo in appendix as a template to follow.**** The best memos will not only convey information in a concise manner but will also reflect on what the case tells us about general theories. If you review carefully the “Seminar Scheduling of Class Discussant Leaders & Country Memo Writers” section of the syllabus, you will notice that in a given two week span (4 class periods), each of you are responsible for submitting one country memo as long as you are not scheduled to lead class for a particular day within those two weeks. If you are responsible for leading class discussion in a given two week period, you will not be submitting any country memos for those weeks.
- **Midterm Exam:** The midterm exam will take place in class on Wednesday, March 13.
- **Research Paper:** You will submit a 10 page research paper as your final for this course. ****Refer to Final Paper Instructions in appendix for more information.****

➤ **Grading:**

Attendance & Participation	10%
Leading Class Discussion	10% (You will lead class discussion ONCE)
Quizzes	10% (6 quizzes each worth 2% - I drop lowest)
Memos	20% (4 country memos each worth 5%)
Midterm	25%
Final Paper	25%
<hr/> Total	<hr/> 100%

4) Course Policies

- **Absences:** Success in this course is contingent on attendance and participation; therefore, multiple absences will result in a reduction of your overall letter grade, while excessive absences will result in an automatic failure of the course. You are permitted three unexcused absences through the semester. Any absence in excess of this allowance must be supported with a written excuse or will be detrimental to your overall grade. Please plan accordingly. More than five absences (unexcused or not) will result in an automatic failing grade.
- **Missed Assignments:** Late assignments will not be accepted. Memos are due, typed, at the beginning of the class period. You may print two copies; one to hand in, and the other to aid you in class discussion for the day. Missed assignments will be counted as a 0 which will inevitably reduce your overall grade for the course.
- **Cheating & Academic Dishonesty:** Any student found to be in violation of the university's policy on plagiarism and academic dishonesty will receive an F in this course and be reported to the appropriate authorities. If in doubt, please consult the university handbook.

5) Textbooks & Class Materials

There are two required textbooks for this course. All books should be available at the student bookstore and can also be ordered through Amazon. Please make sure you are in possession of these texts by the fourth week of classes as we will be reading extensively from them. Additional reading assignments can be found electronically on JSTOR, the library reserve, or will be circulated as handouts. The majority of these additional readings will be academic articles. At the beginning of the semester, I will devote some time on how to critically read and engage with academic articles; therefore, if you have missed the first few lectures, please come talk to me during office hours. Please refer to the course schedule for assigned readings for the week. The responsibility of obtaining class notes in the event of an absence rests solely with the student.

The required texts for the course are:-

- 1) Goran Hyden, *African Politics in Comparative Perspective* (New York: Cambridge University Press, 2006 or 2012 editions).
- 2) Diamond, Larry and Marc Plattner. 2010. *Democratization in Africa: Progress and Retreat* (2nd edition). Baltimore: Johns Hopkins University Press.

6) Course Schedule and Reading Assignments

Week 1: Introduction to the politics of sub-Saharan Africa- Why study Africa?

Wednesday, January 23

- Review of Syllabus
- Hyden, Goran. 2006. *Chapter 1*

- Young, Crawford. 2002. "Deciphering Disorder in African Politics: Is Identity the Key?" *World Politics* 54: 4, pp. 532-557.

Week 2: Political Science Basics and Research Tips

Monday, January 28:

- **No Class**

Wednesday, January 30: Theory, Hypotheses, and Variables and Concepts

- Van Evera, Stephen. 1997. *Guide to Methods for Students of Political Science*. Ithaca: Cornell University Press (Pp 7-21).
- Shively, W. Phillips. 1998. *The Craft of Political Research*. New Jersey: Prentice-Hall, Incorporated. (Chapter 4)

Week 3: Pre-colonial Africa

Monday, February 4: **(Quiz 1)**

- Crowder, M. 1964. "Indirect Rule: French and British Style," *Africa* 34 (July), 197 – 205
- Vail, Leroy. 1976. "Mozambique's Chartered Companies: The Rule of the Feeble," *Journal of African History* 17: 3, pp. 389-416.

Wednesday, February 6

- Ekeh, Peter P. 1975. "Colonialism and the Two Publics in Africa: A Theoretical Statement," *Comparative Studies in Society and History* 17: 1, pp. 91-112.
- Hyden, Goran. 2006. *Chapter 2*

Week 4: The African State

Monday, February 11

- Hyden 2006. *Chapter 3*

Wednesday February 13

- Jackson, Robert and Carl Rosberg. 1982. "Why Africa's Weak States Persist: The Empirical and Juridical in Statehood." *World Politics* 35: 1, pp. 1-24.
- Reno, William. 1997. "War, Markets and the Reconfiguration of West Africa's Weak States," *Comparative Politics* 29:4, pp. 493-510.

Week 5: Authoritarianism, Personal Rule, Patrimonialism and Corruption

Monday, February 18 **(Quiz 2- Map Quiz)**

- Hyden, 2006. *Chapter 4 & 5(skim)*

- Bratton and van de Walle. 1994. Neopatrimonial Regimes and Political Transitions in Africa. *World Politics*. Vol 46 No 4

Wednesday, February 20

- Patrick McGowen, "African Military Coups d'Etat, 1956-2001," *Journal of Modern African Studies* 41:3 (2003), pp. 339-343 and 355-359.
- Jackson, Robert and Carl Rosberg. 1984. "Personal Rule: Theory and Practice in Africa", *Comparative Politics*, 16(4): 421-442.

Week 6: Ethnicity, Nationalism and Conflict

Monday, February 25

- Hyden, 2006. *Chapter 9*
- Fearon, James, and David Laitin. 2003. Ethnicity, Insurgency, and Civil War. *American Political Science Review* 97(1): 75-90.

Wednesday, February 27

- Dan Posner, "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi," *American Political Science Review* 98:4 (2004), pp. 529-545.

Week 7: Civil Society and Political Protests in Africa

Monday, March 4: **(Quiz 3)**

- Chazan, Naomi, Peter Lewis et al. *Politics and Society in Contemporary Africa*. Lynne Reiner Publishers 1999. *Chapter 7*

Wednesday, March 6

- Bratton, Michael and Nicolas van de Walle. *Democratic Experiments in Africa: Regime Transitions in Comparative Perspective*. Cambridge University Press. 1997. *Chapter 4*

Week 8: Explaining Political Violence in Africa

Monday, March 11

- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War," *American Political Science Review* 97: 1, pp. 75-90.
- Ross, Michael L. 2004. "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases," *International Organization* 58: 1, pp. 35-67.

Wednesday, March 13

- **Midterm**

Week 9: SPRING BREAK (March 18-22)

Week 10: Africa and Foreign Aid

Monday, March 25

- Easterly, William. "Can the West Save Africa?" *Journal of Economic Literature* 47:2, sections 1 and 2, pp. 373-391.

Wednesday, March 27

- Pitcher, M. Anne. 2004. "Conditions, Commitments and the Politics of Restructuring in Africa," *Comparative Politics* 36:4, pp. 379-398.

Week 11: The Politics of Economic Reform

Monday, April 1

- Chazan, Naomi, Peter Lewis et al. *Politics and Society in Contemporary Africa*. Lynne Reiner Publishers 1999. *Chapter 9*

Wednesday, April 3

- Chazan, Naomi, Peter Lewis et al. *Politics and Society in Contemporary Africa*. Lynne Reiner Publishers 1999. *Chapter 10*

Week 12: Transitions to Democracy: Political Reform (Quiz 4)

Monday, April 8

- Diamond, Larry. Chapter 4, "The Rule of Law versus the Big Man," in Diamond and Plattner.
- Michael Bratton and Nicholas Van de Walle, *Democratic Experiments in Africa* (New York: Cambridge University Press, 1997), Chapters 3 & 7.

Wednesday, April 10:

- Clark, John. Chapter 6, "The Decline of the African Military Coup," in Diamond and Plattner.

Week 13: Transitions to Democracy: Africa's Hybrid Regimes

Monday, April 15:

- Bratton, Michael and Robert Mattes. 2001. Support for Democracy in Africa: Intrinsic or Instrumental? *British Journal of Political Science*. Vol 31 No: 3.

Wednesday, April 17:

- Larry Diamond, "Thinking about Hybrid Regimes," *Journal of Democracy* 13:2 (2002), pp. 21-35.
- Roque, Paula Cristina, 2009. "Angola's Façade Democracy," *Journal of Democracy*. 20: 4.

Week 14: Democratic Consolidation: Issues and Debates (Quiz 5)

Monday, April 22:

- Schedler, Andreas 1997. Concepts of Democratic Consolidation. Paper prepared for delivery at the 1997 meeting of the Latin American Studies Association (LASA), Continental Plaza Hotel, Guadalajara, Mexico, 17–19 April 1997.
- Schedler, Andreas 2001. Measuring Democratic Consolidation. *Studies in Comparative International Development*, Spring 2001, Vol. 36, No. 1, pp. 66–92.

Wednesday, April 24:

- Posner and Young, Chapter 5, “The Institutionalization of Political Power in Africa,” in Diamond and Plattner.
- Bratton, Michael. Chapter 8, “Formal versus Informal Institutions in Africa,” in Diamond and Plattner.

Week 15: Africa and the World

Monday, April 29:

- Van de Walle, Nicolas. 2010. “US Policy Towards Africa: The Bush Legacy and the Obama Administration,” *African Affairs*. 109: 1-21.
- Chazan, Naomi, Peter Lewis et al. *Politics and Society in Contemporary Africa*. Lynne Reiner Publishers 1999. *Chapter 12* Pp 421-449

Wednesday, May 1:

- Broadman, Harry. 2010. “More Resilient Than Meets the Eye: Africa and the Global Economic Crisis,” *African Analyst*, 5-14.
- Chazan, Naomi, Peter Lewis et al. *Politics and Society in Contemporary Africa*. Lynne Reiner Publishers 1999. *Chapter 12* Pp 450-464

Week 16: Africa Portrayed Through the Eyes of a Foreigner

Monday, May 6: (**Quiz 6**) & Showing of the "The Last King of Scotland" (2006)

Wednesday, May 8: "The Last King of Scotland" continued.

Week 17: Final Papers Due: Monday, May 13

AFRICA



APPENDICES

Seminar Scheduling of **Class Discussant Leaders** & *Country Memo Writers*

WEEK 4 : The African State	WEEK 5: Authoritarianism, Personal Rule, Patrimonialism and Corruption
<p><u>Monday, February 11th 2013</u></p> <p>Alkurabi, Eyad Mohamed</p> <p>Wanda, Mukwana</p> <p><i>Catt, Christopher</i></p> <p><i>Cohen, Andrew Brandon</i></p> <p><i>Cosme, Jessica</i></p> <p><i>Dietz, Jeffrey Scott</i></p> <p><i>Ramos, Victoria Lee</i></p> <p><i>Sheehan, Robert Alan</i></p> <p><i>Fox, James Michael</i></p> <p><i>Freedensfeld, Dana Theresa</i></p>	<p><u>Monday, February 18th 2013</u></p> <p>Basilion, Alec Christian</p> <p>Tschantret, Joshua Carmack</p> <p><i>Lavin, Zorana</i></p> <p><i>Leitner, Sarah Rebecca</i></p> <p><i>Jang, Mini</i></p> <p><i>Meddleton, Meghan Anna</i></p> <p><i>Carvalho, Kaysi Anne</i></p> <p><i>Morris, Zechariah Thomas</i></p> <p><i>Morrissey, Ethan</i></p> <p><i>Murray, Joel A</i></p> <p><i>Napolitano, Christian F</i></p>
<p><u>Wednesday, February 13th 2013</u></p> <p>Uzamere, Ehizena Ifabunmi.</p> <p>Hassan, Taufiq</p> <p><i>Fryxell, Sean</i></p> <p><i>Galperin, Mason</i></p> <p><i>Gasu, Nayram Sybil</i></p> <p><i>Ginsberg, Jordan</i></p> <p><i>Cohen, Tal</i></p> <p><i>Gustafson, Daniel James</i></p> <p><i>Holmes, Brandon Joseph</i></p> <p><i>Inuzuka, Hikaru</i></p> <p><i>Santiago, Juan</i></p>	<p><u>Wednesday February 20th 2013</u></p> <p>Campbell, Brian Patrick</p> <p>Taylor, Sydney Iree</p> <p><i>Qua, Caitlin Ashley</i></p> <p><i>Rush, Nicholas James</i></p> <p><i>Seok, February Jade</i></p> <p><i>Sikkema, Lucas F</i></p> <p><i>Slattery, John Kenneth</i></p> <p><i>Smith, Danielle April</i></p> <p><i>Stapf, Jessica Lynne</i></p> <p><i>Beemer, Luke</i></p> <p><i>Parker, Shatika</i></p>

WEEK 6: Ethnicity, Nationalism and Conflict	WEEK 7: Civil Society and Protests in Africa
<p><u>Monday, February 25th 2013</u></p> <p>Catt, Christopher</p> <p>Stapf, Jessica Lynne</p> <p><i>Alkurabi, Eyad Mohamed</i></p> <p><i>Wanda, Mukwana</i></p> <p><i>Ramos, Victoria Lee</i></p> <p><i>Sheehan, Robert Alan</i></p> <p><i>Fox, James Michael</i></p> <p><i>Freeddenfeld, Dana Theresa</i></p> <p><i>Inuzuka, Hikaru</i></p> <p><i>Santiago, Juan</i></p>	<p><u>Monday, March 4th, 2013</u></p> <p>Slattery, John Kenneth</p> <p>Cosme, Jessica</p> <p><i>Basilion, Alec Christian</i></p> <p><i>Tschantret, Joshua Carmack</i></p> <p><i>Lavin, Zorana</i></p> <p><i>Leitner, Sarah Rebecca</i></p> <p><i>Jang, Mini</i></p> <p><i>Meddleton, Meghan Anna</i></p> <p><i>Carvalho, Kaysi Anne</i></p> <p><i>Morris, Zechariah Thomas</i></p> <p><i>Morrissey, Ethan</i></p>
<p><u>Wednesday February 27th 2013</u></p> <p>Cohen, Andrew Brandon</p> <p>Smith, Danielle April</p> <p><i>Uzamere, Ehizena Ifabunmi.</i></p> <p><i>Hassan, Taufiq</i></p> <p><i>Fryxell, Sean</i></p> <p><i>Galperin, Mason</i></p> <p><i>Gasu, Nayram Sybil</i></p> <p><i>Ginsberg, Jordan</i></p> <p><i>Cohen, Tal</i></p> <p><i>Gustafson, Daniel James</i></p> <p><i>Holmes, Brandon Joseph</i></p>	<p><u>Wednesday, March 6th 2013</u></p> <p>Dietz, Jeffrey Scott</p> <p>Sikkema, Lucas F</p> <p><i>Campbell, Brian Patrick</i></p> <p><i>Taylor, Sydney Iree</i></p> <p><i>Qua, Caitlin Ashley</i></p> <p><i>Rush, Nicholas James</i></p> <p><i>Seok, February Jade</i></p> <p><i>Beemer, Luke</i></p> <p><i>Parker, Shatika</i></p> <p><i>Murray, Joel A</i></p> <p><i>Napolitano, Christian F</i></p>

WEEK 8: The Politics of Human Rights Violations	WEEK 10: Africa and Foreign Aid
<p><u>Monday, March, 11th 2013</u></p> <p>Seok, February Jade</p> <p>Ramos, Victoria Lee</p> <p><i>Catt, Christopher</i></p> <p><i>Stapf, Jessica Lynne</i></p> <p><i>Alkurabi, Eyad Mohamed</i></p> <p><i>Wanda, Mukwana</i></p> <p><i>Inuzuka, Hikaru</i></p> <p><i>Santiago, Juan</i></p> <p><i>Morris, Zechariah Thomas</i></p> <p><i>Cohen, Tal</i></p>	<p><u>Monday, March 25th 2013</u></p> <p>Sheehan, Robert Alan</p> <p>Rush, Nicholas James</p> <p><i>Cohen, Andrew Brandon</i></p> <p><i>Smith, Danielle April</i></p> <p><i>Uzamere, Ehizena Ifabunmi.</i></p> <p><i>Hassan, Taufiq</i></p> <p><i>Fryxell, Sean</i></p> <p><i>Galperin, Mason</i></p> <p><i>Gasu, Nayram Sybil</i></p> <p><i>Ginsberg, Jordan</i></p> <p><i>Morrissey, Ethan</i></p> <p><u>Wednesday, March 27th 2013</u></p> <p>Fox, James Michael</p> <p>Qua, Caitlin Ashley</p> <p><i>Slattery, John Kenneth</i></p> <p><i>Cosme, Jessica</i></p> <p><i>Basilion, Alec Christian</i></p> <p><i>Tschantret, Joshua Carmack</i></p> <p><i>Lavin, Zorana</i></p> <p><i>Leitner, Sarah Rebecca</i></p> <p><i>Jang, Mini</i></p> <p><i>Meddleton, Meghan Anna</i></p> <p><i>Carvalho, Kaysi Anne</i></p>

WEEK 11 : The Politics of Economic Reform	WEEK 12: Transitions to Democracy: Political Reform
<p><u>Monday, April 1st 2013</u></p> <p>Napolitano, Christian F</p> <p>Fryxell, Sean</p> <p><i>Seok, February Jade</i></p> <p><i>Ramos, Victoria Lee</i></p> <p><i>Catt, Christopher</i></p> <p><i>Stapf, Jessica Lynne</i></p> <p><i>Alkurabi, Eyad Mohamed</i></p> <p><i>Wanda, Mukwana</i></p> <p><i>Inuzuka, Hikaru</i></p> <p><i>Santiago, Juan</i></p>	<p><u>Monday, April 8th 2013</u></p> <p>Gasu, Nayram Sybil</p> <p>Morrissey, Ethan</p> <p><i>Sheehan, Robert Alan</i></p> <p><i>Rush, Nicholas James</i></p> <p><i>Cohen, Andrew Brandon</i></p> <p><i>Smith, Danielle April</i></p> <p><i>Uzamere, Ehizena Ifabunmi.</i></p> <p><i>Hassan, Taufiq</i></p> <p><i>Cohen, Tal</i></p> <p><i>Meddleton, Meghan Anna</i></p> <p><i>Carvalho, Kaysi Anne</i></p>
<p><u>Wednesday, April 3rd 2013</u></p> <p>Murray, Joel A</p> <p>Galperin, Mason</p> <p><i>Freedensfeld, Dana Theresa</i></p> <p><i>Parker, Shatika</i></p> <p><i>Gustafson, Daniel James</i></p> <p><i>Holmes, Brandon Joseph</i></p> <p><i>Dietz, Jeffrey Scott</i></p> <p><i>Sikkema, Lucas F</i></p> <p><i>Campbell, Brian Patrick</i></p> <p><i>Taylor, Sydney Iree</i></p> <p><i>Beemer, Luke</i></p>	<p><u>Wednesday April 10th 2013</u></p> <p>Morris, Zechariah Thomas</p> <p>Ginsberg, Jordan</p> <p><i>Fox, James Michael</i></p> <p><i>Qua, Caitlin Ashley</i></p> <p><i>Slattery, John Kenneth</i></p> <p><i>Cosme, Jessica</i></p> <p><i>Basilion, Alec Christian</i></p> <p><i>Tschantret, Joshua Carmack</i></p> <p><i>Lavin, Zorana</i></p> <p><i>Leitner, Sarah Rebecca</i></p> <p><i>Jang, Mini</i></p>

WEEK 13: Transitions to Democracy: Africa's Hybrid Regimes	WEEK 14: Democratic Consolidation: Issues and Debates
<p><u>Monday, April 15th 2013</u></p> <p>Carvalho, Kaysi Anne</p> <p>Cohen, Tal</p> <p><i>Napolitano, Christian F</i></p> <p><i>Fryxell, Sean</i></p> <p><i>Seok, February Jade</i></p> <p><i>Ramos, Victoria Lee</i></p> <p><i>Catt, Christopher</i></p> <p><i>Stapf, Jessica Lynne</i></p> <p><i>Alkurabi, Eyad Mohamed</i></p> <p><i>Wanda, Mukwana</i></p>	<p><u>Monday, April 22nd 2013</u></p> <p>Inuzuka, Hikaru</p> <p>Leitner, Sarah Rebecca</p> <p><i>Gasu, Nayram Sybil</i></p> <p><i>Morrissey, Ethan</i></p> <p><i>Sheehan, Robert Alan</i></p> <p><i>Rush, Nicholas James</i></p> <p><i>Cohen, Andrew Brandon</i></p> <p><i>Smith, Danielle April</i></p> <p><i>Uzamere, Ehizena Ifabunmi.</i></p> <p><i>Hassan, Taufiq</i></p>
<p><u>Wednesday, April 17th 2013</u></p> <p>Gustafson, Daniel James</p> <p>Meddleton, Meghan Anna</p> <p><i>Murray, Joel A</i></p> <p><i>Galperin, Mason</i></p> <p><i>Freeddenfeld, Dana Theresa</i></p> <p><i>Parker, Shatika</i></p> <p><i>Dietz, Jeffrey Scott</i></p> <p><i>Sikkema, Lucas F</i></p> <p><i>Campbell, Brian Patrick</i></p> <p><i>Taylor, Sydney Iree</i></p> <p><i>Beemer, Luke</i></p>	<p><u>Wednesday, April 24th 2013</u></p> <p>Jang, Mini</p> <p>Holmes, Brandon Joseph</p> <p><i>Morris, Zechariah Thomas</i></p> <p><i>Ginsberg, Jordan</i></p> <p><i>Fox, James Michael</i></p> <p><i>Qua, Caitlin Ashley</i></p> <p><i>Slattery, John Kenneth</i></p> <p><i>Cosme, Jessica</i></p> <p><i>Basilion, Alec Christian</i></p> <p><i>Tschantret, Joshua Carmack</i></p>

WEEK 15: Africa and the World	WEEK 16: Africa Portrayed Through the Eyes of a Foreigner
<p><u>Monday, April 29th 2013</u></p> <p>Lavin, Zorana</p> <p>Santiago, Juan</p> <p>Beemer, Luke</p> <p><i>Gustafson, Daniel James</i></p> <p><i>Holmes, Brandon Joseph</i></p> <p><i>Dietz, Jeffrey Scott</i></p> <p><i>Sikkema, Lucas F</i></p> <p><i>Campbell, Brian Patrick</i></p> <p><i>Taylor, Sydney Iree</i></p> <p><i>Murray, Joel A</i></p> <p><i>Napolitano, Christian F</i></p> <p><u>Wednesday, May 1st 2013</u></p> <p>Freedенfeld, Dana Theresa</p> <p>Parker, Shatika</p>	

Sample Outline

Introduction to the Study of Democratization

Instructions

- a) Identify main theme consistent among readings for the day
- b) Give *brief* overview of articles/books
- c) Locate any inconsistencies and contradictions between texts
- d) Provide an opinion of the strengths and weaknesses of the readings
- e) What are the most insightful points of the assigned readings? What are the least?
- f) Formulate questions (10-15), that will help guide class discussion for the day.

Monday

- Dahl, Robert A. 1971. *Polyarchy: Participation and Opposition*. Yale: Yale University Press (pp 1-16)
- Philippe C. Schmitter and Terry Lynn Karl, "What Democracy Is ... and Is Not," Ch. 4 in *The Global Resurgence of Democracy* (pp. 49-62)
- Haerpfer et al. 2009. *Democratization*. Oxford: Oxford University Press (pp 11-17).

What is Democracy?

The concept of democracy, how this form of governance differs from other types of rule and the specific attributes needed for a country to be deemed democratic is at the fore-front of this week's readings and will provide the thematic template upon which discussion will be focused.

As is evinced through the respective readings this week, the reference to Dahl's conception of "Polyarchy" is repeated by Haerpfer et al's and Schmitter and Karl's initial attempts in defining what it is to be a democracy. As such, commencing my course outline with a brief discussion of Dahl's concept of polyarchy is seemingly the correct way to proceed in light of the seminal nature of his work.

Dahl proposes an ideal-type conceptual parameter of what it is to be a democracy where he posits many attributes and qualifications are necessary, yet insufficient to comprise of what he refers to as a full or complete democracy. A 'polyarchy' on the other hand, is a regime that contains some of the core attributes and requirements a polity must be in possession of in order to be characterized as a "full" democracy. The necessary yet insufficient conceptual claims in Dahl's reasoning, I find to be especially important due to the stress put on the exhaustiveness of

the specific attributes needed for inclusion. The author here is well aware that no one polity can be in possession of such an extensive list of elements, and thus concedes or rather leverages his argument in the claim that only those (none) that are in possession of ALL attributes shall be referred to as complete or full democracies, and the rest of the “incompletely democratized” regimes be deemed “Polyarchies.”

Clearly Dahl’s work has resonated in the democratization literature for a variety of reasons. One of the more thought-provoking elements found here however, is the seemingly problematic nature of a crisp, concise *definition* of the *concept* of democracy. Democracy, a term which has come to occupy a significant place in everyday vocabulary, cannot be so elusive of a concept that it takes over twenty specific attributes to capture its true essence; or, can it? Schmitter and Karl seem to grapple with the ambiguity of Dahl’s conceptual framework of “democracy” and “polyarchy” by an outright statement of the author’s “vain” attempt in achieving greater conceptual precision. However, in the authors’ attempts here at delineating between the conceptual parameters of the term, the procedures which make democracy possible and operational principles that guide behavior, I am unsure whether the authors here clarify their primary objections to Dahl’s work or simply further muddy the waters. Their contribution, I find is implicit in their discussion of ‘What democracy is not’ as it sheds light more on the opposite tack of the discussion of ‘What democracy is’ Although, I am left unsure as to exactly how the authors here elucidate the concept of Dahl’s definition of democracy by *adding* two conditions of their own to further capture its essence.

The discussion of categorical differences between minimalist and broader definitions of democracy brought to light in Haerpfer et al’s overview text is suggestive of the view that *there is* a simple and concise conception of democracy, of which the other readings for the week seem

to gloss over. Elections, as a defining feature seems to be a component the author's here stress as a starting point to the conception of democracy (13-14), although this is rebuked as a distinguishing feature and referred to as a "fallacy" by Schmitter and Karl (52).

I end my course discussion outline with a number of questions I feel can help guide our weekly discussion of democracy and what exactly it is:

- 1) According to Dahl, what is a Polyarchy?
- 2) Dahl posits the notion of Contestation and Inclusiveness, as a way to differentiate specific types of political regimes and places a 'polyarchy' at the upper right corner. Why?
- 3) How does Dahl's discussion of a polyarchy increase, or further our knowledge of what it is to be a democracy?
- 4) Why is Dahl's study of "Polyarchy" such a seminal book in the study of democracy? What does he advocate that resonates with many democratization scholars after him?
- 5) According to Schmitter & Karl, how do concepts, procedures and operative principles differ when defining democracy? Is this a necessary distinction?
- 6) Why does 'society' play a role in the type of democracy witnessed in an area? S&K suggest this may be the case (also Dahl). Shouldn't democracy look the same everywhere?
- 7) What common attributes and features do Dahl and S&K mutually accept as inclusive in democracy? Which ones do they disagree about?
- 8) Let's think of democracy as a concept, that has 5 specific attributes. What would they be and why?
- 9) How does a minimalist definition, as opposed to one that is broader in construct help or hinder our understanding of democracy?

10) How does the 'stretching' of democracy as a concept occur; and, why is this considered undesirable?

Sample Country Memo

Instructions

- a) Identify **theme** of reading
- b) Present a **response/argument** that pertains to your country about the reading
- c) What are the **most insightful points** of the assigned readings? What are the **least**?
- d) How do the readings help you **better understand** politics in your country?

The Politics of Multiethnic States

Based on my brief previous understanding of multiethnic politics, I naively proceeded to think such a dynamic was relatively simplistic: because of tensions within multiethnic states due to fractionalization of ethnic groups, political instability is more prone in heterogeneous habitats than in homogenous societies. Needless to say, I have now discovered how complex and multifaceted politics of multiethnic states really are. In light of my youthful like excitement that Nigeria is a premiere example of a country worthy of multiethnic studies, I will in this essay place rigorous focus on Nigeria and show how this country evinces several aspects and dynamics of multiethnic politics seen throughout this week's readings.

Overall, the central themes to this week's readings revolve around the nature of how politics work in states where there are many ethnic groups, and in particular, what factors foster the cooperation between ethnic groups and additionally what factors discourage interethnic relations leading to possible crises and civil war. How divided and fractionalized states become unified, and the relative effect such a dynamic has on society, is a secondary point of concern.

Drawing on Geertz, work, it is interesting to notice how the colonial or preexisting institutions shape the politics of certain states en route to a unified country. Nigeria in 1963 (the year Geertz work was written) was just removed from colonial rule and unequivocally a divided state. Colonial administration stressed ethnic and regional differences which continued to

intensify even after former rulers had left. Unlike Gellner's (1964) propositions that nationalism is a necessary component of modernity and political legitimacy, Nigeria instead intentionally sought to unify around ethnicities which ultimately led to the civil war of 1963. Despite the heavy criticism and points of contention which arrived from Gellner's study, I do believe a valid argument is made in the way of Nationalism not being the "awakening" of nations to self-consciousness but rather the inventing of nations.

Incorporating the arguments set forth by Laitin and Fearon (2003) and using Nigeria as an example, points of dispute are brought to light. Especially given Nigeria's unstable politics and the amalgamation of politics and religion and ethnicity, it is quite possible for insurgency to roughly equate to religious and ethnic tensions. Despite their impressive results, I find it rather difficult to buy into their argument. The reason Nigeria is always considered on the verge of civil war is primarily due to the struggle of different ethnic groups vying for political power. When ethnic struggles and political melees become intertwined, especially when there is a predominant ethnic group and an envious minority, insurgency and ethnic antagonism, I argue, take on a similar meaning.

Needless to say, the intricacies of nationalist sentiment combined with multiethnic politics is surely a phenomenon whose scope remains too large for full exhaustion within the confines of this essay. Nevertheless, the dynamics seen in Nigeria over the last 40 years can shed empirical light on multiethnic politics and its effects on society: whether positive or negative.

Final Paper Instructions

A) For your final research paper, as a primary objective, you will be responsible for evaluating a political dynamic(s) or process in your country of expertise according to the respective theories and themes explored this semester.

B) A second objective of your research paper will be to provide an argument about how politics operates in your country. For example, if democracy and democratization is the theme you choose to pursue for your final paper, a good argument will take a firm stance on whether democratization will continue to ensue or, eventually fail. You will be expected to show how, and why, you argue the position taken, and what specific evidence, traits, and features, you can point to in arguing your case.

C) Throughout the course of the semester you will hand in FOUR two-page country memos discussing how the particular readings assigned for the day pertain to your country of expertise. I advise you construct these memos with purpose as they can significantly aid you in the research you conduct for your final paper. Ideally, toward the end of the semester you will have an 11 page document (one 3 page outline of reading themes you and a partner will lead class on, and FOUR 2-page country memos you will submit over the course of the semester) that should assist your final write up (which is 10 pages). With this method, it is possible you will have written a good portion (if not most) of your research paper before it is due at the end of the semester.