

**Democracy- Global South INTA 4241**

**GEORGIA INSTITUTE OF TECHNOLOGY  
Sam Nunn School of International Affairs**

**Democracy- Global South INTA 4241**

**Fall 2024**

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This is a Core IMPACTS course that is part of the **Social Sciences** Area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion.

**Course Description**

What are contemporary African democracies designed to accomplish, and under what conditions do they operate successfully? Can an “engineering” or “design” approach be useful for analyzing the processes of democratic and human development in Africa?

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In this course, we will examine the relationship between democracy and human development in sub-Saharan Africa. We will try to apply “engineering thinking” to the study of politics, and try to better understand which institutions, practices, and technologies have helped, and which have hindered, the achievement of health, education, infrastructure, and other outcomes, including human dignity. We will investigate many of the challenges and dilemmas of democratic practice in poor, diverse, and unequal societies, while inviting students to propose practical interventions.

### **Learning Outcomes**

Students:

1. Enhance your ability to analyze critically the different theories that have been applied to conflict, politics, economic development, and civil society in Africa and the empirical data on which those theories rest.
2. Enable your ability to argue persuasively from a comparative or analytical perspective will be demonstrated during the semester.
3. Enable you to think comparatively and empirically about contemporary economic and political challenges facing African countries.

### **Required Textbook**

Reading links will be available on Canvas.

### **Attendance and Participation**

Students are expected to attend **all class meetings in person. Students are additionally expected to complete all required reading for each week before class and come prepared to discuss the material in class.** Beyond generally reading the course material, students will be assigned to research a particular country to research during the semester, culminating in a final paper focused on that country. Students should read news and other sources about their assigned country and be able to relate each week’s material to that country. 2 Absences from class meetings or failure to actively participate in class discussions can negatively impact your class participation grade. If you anticipate missing a class meeting due to an acceptable reason (such as illness or bereavement, religious holiday or observance, or approved university-sponsored activity or event), please inform instructor in advance and, when applicable, complete a written assignment to be given in lieu of attendance for that meeting. If you are absent for an unexpected reason, please contact your professor as soon as you can after the meeting to discuss the missed material and possible make-up assignment. A note on class discussions and inclusion: Nothing in the course is intended to shock or offend, but we will be reading and discussing ideas, policies and practices that may contain shocking or offensive

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content. There will presumably be disagreements and divergent viewpoints within the class, which are key parts of academic discourse. I ask that you approach readings and discussions with an open mind and heart, and that you show yourselves and your classmates respect and grace as you engage with one another. Please reach out to me (or if you are uncomfortable doing so, speak with a resident advisor) if at any point you become uncomfortable or distressed by class material or discussion.

### **Readings**

Readings are drawn from academic journals, scholarly books and news sources and can be accessed through the course website. Some readings may change to reflect current events – changes will be announced and posted to the course website. Readings present a variety of perspectives, some of which may qualify, contradict or oppose perspectives from other readings. Documents on this list have been chosen for a variety of reasons. The inclusion of a reading on this syllabus should not be considered an endorsement of the content or viewpoints expressed in that reading. All readings should be approached critically. A note on “how” to read for this class: There are several assigned readings for this course. Most of them are required, and you are expected to have completed these before each meeting. When reading, generally read first and foremost for main ideas, points and motivations of each article. What are the authors trying to say, and why are they trying to make these points? Additionally, the texts are rich in details and examples that you can think about and even explore based on what you are reading. Don’t get bogged down trying to read footnotes (though they are there if you want to explore a particular point from the reading in greater depth), and don’t worry if some of the articles contain technical details (quantitative analysis, game theory, etc.) that might be unfamiliar. If you understand these analytical tools, great! If not, try to focus on the main substantive points the author is trying to make.

### **Preparation for class**

Please do all readings, attend all meetings, and grapple with the material independently. I would ask you to not “collectively” prepare readings prior to our course meetings... but of course, you should feel free to continue any discussions *after* class. Discussions will follow-up on materials covered in lecture.

Before coming to class, please make sure that you can summarize each reading and provide some critical assessment of the work. Please come prepared to our meetings with questions and ideas. We expect that you will engage during “lecture” and discussion posts. Please note that I do not consider the assigned reading workload to be particularly *heavy* in terms of number of pages, but sometimes, it may be necessary to re-read a few times in order to really understand what is being argued / explained

**Course Requirements and Evaluation:**

1. Class Participation – 20% of course grade  
Students are **required** to attend lectures and complete all assigned readings **before** the lecture. **Doing the assigned reading prior to each class is essential since class time will regularly feature discussions. Students are expected to participate in classroom discussions on the subjects addressed in the readings and lectures. Lectures during the course may not cover all the readings.** You are responsible for the information contained in the reading, whether it is covered or not in lectures, as well as for the information in the lectures.

Participation grade is based on active and constructive contribution to class discussions and group work (15%), as well as attendance (15%).

Guidelines for Participation

- a. **Participation in class discussion MUST be rooted in class readings and OBJECTIVE.**
  - b. **All students MUST RESPECT other students' views and engage ACADEMICALLY.**
  - c. **Engaging ACTIVELY in class has a positive impact on your grade.**
2. Midterm and Final Exam/Final Research paper – 70% of course grade.

a. **Grade Format (default)**

- Final Presentation 50%
- Midterm group Presentation 20%
- Attendance 10%
- Participation 20%

There is no set list of questions for the research paper assignment. Students should formulate their own question based on their interests and **mandatory** consultation with the instructor or TA during their office hours. In general, the research papers should examine an issue relating to Africa and include empirical evidence in their analysis. By the last third of the semester, you should have enough research to draw up a four-page outline (double-spaced with 1” margin from each side and 12-size font with APA format) that sketches the paper’s topic, preliminary argument, and annotated bibliography of at least 10 academically reputable sources beyond the course material, including books and academic journal articles. The outline is due on **March 9<sup>th</sup>**. The final research paper should be 10 - 12 double-spaced page-long (with 1” margin from each side and 12-size font) and should have a bibliography of at least 10 academically reputable sources beyond the course material, including books and academic journal articles. Papers will be graded based on their originality and logic of argument, quantity and quality of supporting research, and readability and elegance of writing style. **More information or update to follow**

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### Grading and Assessment

A = 89.5-100; B = 79.5-89.4; C = 69.5-79.4; D = 59.5-69.5; F = below 59.5

- A: Outstanding and original work; well-argued, well-organized, without significant error or omission.
- B: Very fine work, reasonably argued, clearly organized, with only slight error or omission; clearly well above the average.
- C: Solid work of a quite satisfactory nature; clear evidence of engagement and comprehension, but with some organizational, factual, or interpretive errors/omissions.
- D: Passing, but only marginally acceptable work with clear deficiencies of length, fact, organization, or interpretation; incomplete work.
- F: Unacceptable work submitted with such significant deficiencies that no credit can be awarded.

### Late Paper Policy

Late submissions will receive 5 points deduction for each calendar day (this includes weekends) they are late.

### Questions, Various Issues, and Concerns

**ALL** questions or concerns will be addressed to your TA. Only when the issue does not get resolved, email Dr. Yahaya.

### Other Class Policies

- Class discussions may lead, from time to time, to contentious issues. I expect all students to be respectful of one another, even if they disagree about certain issues. High levels of civility should characterize our class debates.
- Laptop computers can be used in class **ONLY** when the instructor allows. **Abusing computer privileges will result in loss of participation points.** Moreover, students may be prohibited from using their computer for the rest of the semester (no email, Facebook, twitter, etc)
- Cell phones should be put on silent. Disruptions from such devices will adversely affect your participation grade.
- For assignments that will be submitted through Canvas, students need to ensure that assignments can be opened and are readable. To ensure this, students should attach all written assignments in either .doc or .pdf formats.

# THERE WILL BE NO EXTRA GRADE ASSIGNMENT OR POINT IN THIS COURSE!

## Additional Information and Services

1. The Office of Disability Services – – <https://disabilityservices.gatech.edu/> (404-894-5429)

2. Academic Honor Code

The Georgia Tech Academic Honor Code states: “Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is to prevent any Students from gaining an unfair advantage over other Students through academic misconduct. Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records.” Such acts include, for instance, plagiarism.

Plagiarism means using an author’s exact or paraphrased words without citation or acknowledging the source of information. Whether intentional or not, plagiarism is considered cheating and will not be tolerated. If you are unsure whether something should be cited, please ask. All written assignments will be checked by “Turnitin” – please ensure that the format you have submitted in Canvas is readable. A “0%” “Turnitin” result indicates a format that is not appropriate, and you will be asked to resubmit your work. Failure to do so will result in a grade of zero for your assignment.

## Course Outline and Reading Assignments

Note: The schedule is subject to revisions. I will provide ample notice for any change.

Date	Topics and Readings
	Course Introduction
	What is the Legacy of Colonialism? <ul style="list-style-type: none"><li>➤ Adu Boahen. 1987. <i>African Perspectives on Colonialism</i> (Baltimore: Johns Hopkins), ch 4.*</li><li>➤ Frantz Fanon. 1963. “Chapter 1: On Violence,” in <i>Wretched of the Earth</i>. New York: Grove Press. 1-62.</li></ul>

	<ul style="list-style-type: none"> <li>➤ --Browne Onuoha. 2014. "Publishing Postcolonial Africa: Nigeria and Ekeh's Two Publics a Generation After," <i>Social Dynamics</i>, 40, 2: 322-337.</li> </ul> <p>Please learn all the countries in contemporary Africa at</p> <p><a href="http://www.ilike2learn.com/ilike2learn/Continent%20Maps/Africa%20Political%20Large.gif">http://www.ilike2learn.com/ilike2learn/Continent%20Maps/Africa%20Political%20Large.gif</a> And test your knowledge at</p> <p><a href="http://www.sporcle.com/games/africa.php">http://www.sporcle.com/games/africa.php</a></p>
	<p><b>Colonialism in Africa</b></p> <p>Book Review:</p> <ul style="list-style-type: none"> <li>➤ *Mamdani, Mahmood. <i>Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism</i>. London: James Currey Publishers, 1999.</li> <li>➤ Parker, John and Richard Reid. <i>The Oxford Handbook of Modern African History</i>. Oxford: Oxford University Press, 2013. Section on "The Colonial Encounter".</li> <li>➤ Freund, Bill. 2000. "Democracy and the Colonial Heritage in Africa: Revisiting Mamdani's Citizen and Subject." <i>Left History</i> 7, 1.</li> <li>➤ Ekeh, Peter. 1975. 'Colonialism and the Two Publics in Africa: A Theoretical Statement'. <i>Comparative Studies in Society and History</i>, 17(1): 91-112.</li> <li>➤ Lonsdale, John. "Political accountability in African history", in Patrick Chabal (ed), <i>Political Domination in Africa</i> (Cambridge: Cambridge University Press, 1986).</li> </ul>
	<p><b>Power, Politics and Social Fragmentation: Why did Authoritarian Regimes Emerge After Independence?</b></p> <ul style="list-style-type: none"> <li>➤ Cheeseman, <i>Democracy in Africa</i>, chapter 1</li> <li>➤ --Anne Pitcher. 2002. <i>Transforming Mozambique: The Politics of Privatization, 1975-2000</i>. Cambridge University Press, chapter 2: 67-100.*</li> <li>➤ --Bleck and van de Walle, chap. 2, pp. 30-41</li> <li>➤ --Claude Ake, 1991 "Rethinking African Democracy", <i>Journal of Democracy</i>, 2, 1: 32-44.*</li> </ul>

	<p><b>From Authoritarianism to Eectoral Autocracies</b></p> <ul style="list-style-type: none"> <li>➤ Terrence Lyons, 2016. "From Victorious Rebels to strong authoritarian parties: prospects for post-war democratization". <i>Democratization</i>. 23, 6: 1026-1041.*</li> <li>➤ --David Booth and Frederick Golooba-Mutebi. 2012. "Developmental Patrimonialism? The Case of Rwanda", <i>African Affairs</i>, 117/466: 146-60.*</li> <li>➤ --Justin Pearce, Didier Peclard and Ricardo Soares de Oliveira, 2018. Angola's Elections and the Politics of Presidential Succession". <i>African Affairs</i>, 111/444: 379-403*</li> <li>➤ --Bleck and van de Walle, chapter 2, 41- 61</li> </ul>
	<p><b>Historical and Geographic legacies for Democracy and Human Development in Africa</b></p> <ul style="list-style-type: none"> <li>➤ Nunn, N., &amp; Wantchekon, L. (2011). The slave trade and the origins of Mistrust in Africa. <i>American Economic Review</i>, 101, 3221–3252. <a href="http://doi.org/10.1257/aer.101.7.3221">http://doi.org/10.1257/aer.101.7.3221</a></li> <li>➤ Sachs, J.D., A.D. Mellinger, and J.L. Gallup. 2001. "The geography of poverty and wealth." <i>Scientific American</i> 284 (3):70-5.</li> <li>➤ Herbst, J. (2000). <i>States and Power in Africa</i>. Princeton, N.J.: Princeton University Press, chapters 2-3 (pp.35-96).</li> <li>➤ Mamdani, M. (1996). <i>Citizen and subject: Contemporary Africa and the legacy of late colonialism</i>. Princeton, N.J.: Princeton University Press, 3-32.</li> </ul>
	<p><b>The impulse to democratic politics? What is a democracy? What role for engineering / design thinking?</b></p> <ul style="list-style-type: none"> <li>➤ Bratton, Michael, and Nicolas Van De Walle. 1992. "Popular Protest and Political Reform in Africa." <i>Comparative Politics</i> 24(4): 419–42. <a href="http://www.jstor.org/stable/422153">http://www.jstor.org/stable/422153</a>.</li> <li>➤ Ake, C. (1991). "Rethinking African Democracy." <i>Journal of Democracy</i>, 2 (1): 32–44.</li> <li>➤ Gyimah-Boadi, Emmanuel. 1997. "The Challenges Ahead." <i>Journal of Democracy</i> 8(2): 78–91.</li> <li>➤ Nic Cheeseman, "How Can We Design Democracy So it Better Fits African Realities," available at: <a href="http://tinyurl.com/zlfoj5n">http://tinyurl.com/zlfoj5n</a></li> </ul>
	<p><b>Elections and violence</b></p>



	<ul style="list-style-type: none"> <li>➤ --Dorina Bekoe, Stephanie Burchard. 2017. The contradiction of Pre-election Violence: The Effects of Violence on Voter Turnout in Sub-Saharan Africa. <i>African Studies Review</i> 60: 2: 73- 92.</li> <li>➤ --Scott Straus, 2011. “It’s Sheer Horror Here: Patterns of Violence during the First Four Months of Cote D’Ivoire’s Post-Electoral Crisis,” <i>African Affairs</i>, 110/440: 481-489.*</li> <li>➤ --James Long, Karuti Kanyinga, Karen Ferree, and Clark Gibson, 2013. “Kenya’s 2013 Election: Choosing Peace over Democracy”, <i>Journal of Democracy</i>, 24, 3: 140-155.*</li> <li>➤ Arthur Goldsmith, 2015. "Electoral Violence in Africa Revisited". <i>Terrorism and Political Violence</i>. 25, 5: 818-837.*</li> <li>➤ --Demarest, Leila, and Arnim Langer. 2018. “The Study of Violence and Social Unrest: A Comparative Analysis of Three Conflict Event Datasets,” <i>African Affairs</i>, pp. 1-16. Advance Access.</li> </ul>
	<p><b>“Knowing the user”: The characteristics, preferences and identities of African citizens</b></p> <ul style="list-style-type: none"> <li>➤ Gottlieb, Jessica, Guy Grossman, and Amanda Lea Robinson. 2016. “Do Men and Women Have Different Policy Preferences in Africa? Determinants and Implications of Gender Gaps in Policy Prioritization.” <i>British Journal of Political Science</i>, pp. 1–26.</li> <li>➤ Lieberman, Evan and Gwyneth McClendon. (2013). The Ethnicity-Policy Preference Link in Sub-Saharan Africa. <i>Comparative Political Studies</i>, 46(5), 574–602.</li> <li>➤ World Bank. (2015). <i>World Development Report 2015: Mind, Society, and Behavior</i>. (Washington, D.C.: The World Bank). Available <a href="#">here</a>. Read chapter 2.</li> </ul>
	<p><b>Constitutions and choices about electoral rules and governance -- i.e. Proportional Representation vs. Single Member District; Parliamentary vs Presidential systems; Unitary vs Federal</b></p> <ul style="list-style-type: none"> <li>➤ Lerner, Making Democracy Fun ch3: <a href="http://mitpress-ebooks.mit.edu.libproxy.mit.edu/pdfreader/making-democracy-fun">http://mitpress-ebooks.mit.edu.libproxy.mit.edu/pdfreader/making-democracy-fun</a></li> <li>➤ Diamond, L. J., &amp; Plattner, M. F. (2006). <i>Electoral systems and democracy. Journal Of Democracy</i>. Chapters 1, pp.3-15 (Horowitz), 11, pp.121-134 (Reynolds)</li> <li>➤ Akech, Migai. 2011. “Constraining Government Power in Africa.” <i>Journal of Democracy</i> 22(1): 96–106.</li> <li>➤ Cheeseman, Nic. 2015. <i>Democracy in Africa: Successes, Failures, and the Struggle for Political Reform</i>, New York: Cambridge University Press, conclusion: 202-32.</li> <li>➤ Case study on power-sharing: <a href="https://successfulsocieties.princeton.edu/publications/kenya-powersharing-">https://successfulsocieties.princeton.edu/publications/kenya-powersharing-</a></li> </ul>

	<p><a href="https://www.cabinet.gov.ug/cabinet?utm_source=March+2016+Power+Sharing+Tunisia+%26+Kenya+US&amp;utm_campaign=March+Newsletter&amp;utm_medium=email">cabinet?utm_source=March+2016+Power+Sharing+Tunisia+%26+Kenya+US&amp;utm_campaign=March+Newsletter&amp;utm_medium=email</a></p>
	<p><b>Do democratic systems improve service delivery? Preliminary evidence. How / why (not)?</b></p> <ul style="list-style-type: none"> <li>➤ Stasavage, D. (2005). "The Role of Democracy in Uganda's Move to Universal Primary Education." <i>The Journal of Modern African Studies</i> 43(1): 53-73.</li> <li>➤ Khemani, Stuti. (2016). <i>Making Politics Work for Development: Chapters 5, 7</i> (pp.129-160; 213-42.)</li> <li>➤ Harding, R. (2015). Attribution and Accountability: Voting for Roads in Ghana. <i>World Politics</i>, 67(4), 656–689.</li> <li>➤ DeKadt, Daniel and Evan Lieberman (2017). “Nuanced Accountability: Voter Responses to Service Delivery in Southern Africa,” MIT Manuscript.</li> </ul>
<p><b>TBD</b></p>	<p>➤ <b>Final Presentation</b></p>