Course title: Democracy and Governance in Africa
Course code: POLI 3001 SNDS
Programs offering course: Development Studies
Language of instruction: French
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Fall 2020

Course Description
This course seeks to examine different political institutions in Africa and the way they shape the creation and implementation of public policy across the continent. The course also aims at analyzing strategies implemented by African governments to ensure that decision-making processes respond to the needs of efficiency, representativeness and accountability. In this course, we will emphasize factors of democratic governance that include political systems (organization of the executive branch and its decision-making processes, interactions between the executive branch, the legislative branch and the public sector), political regimes, political participation, human rights, the rule of law, representative democracy etc., in a continent that has one of the highest concentration of poor countries in the world.

Learning Objectives
By completing this course, students will:

- Analyze the nature and operational modes as well as the main effects of the institutional and normative framework that African constitutions impose on public administrations;
- Develop their critical thinking as applied to the concepts of democracy and governance;
- Differentiate the mechanisms through which political and administrative branches interact in a democratic state, and analyze the implications associated with such interactions.
- Deconstruct the main principles and processes associated with decision-making in governmental policies.
- Analyze key democratic and administrative challenges relating to some important trends in matters of public management, particularly concerning recent theoretical, empirical, normative and ideological developments on democratic governance and the emergence of new forms of regulations and governance.

Course Prerequisites
This course requires the following prerequisites:

Having taken the courses Introduction to Political Analysis and Introduction to Political Systems, Democracy and Governance.

Proficiency in French and a basic knowledge on public policy principles. As well as the following skills:

Critical thinking and ability to summarize, the ability to analyze political, economic and cultural aspects of states, particularly in Africa, interest in organization and debates, interest for current political events in Africa, interest for public policies in Africa, literary understanding.

Reading is key to understanding this course.

Methods of Instruction
Class sessions will be lecture based, but student participation is highly encouraged. The questions that will be analyzed in this course will be both from theoretical and practical angles. The practical aspects will be through field trips to visit Senegalese civil society organizations and political parties (Articles XIX, RADDHO, Political parties...) where students will be able to apply theories.

We will also watch films relating to important aspects of public policy in Africa to facilitate student learning.

The suggested work method for students is to read in advance the different assignments and articles assigned every week. Lectures relating to each assigned reading will therefore be
mandatory, but the presentations will also be sent via email along with important notions before the class meets. Furthermore, the last part of the course will be dedicated to the creation of seminars, where students will present on their research done throughout the semester. Students are invited to read / watch the local news in order to support their analysis.

NB Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Assessment and Final Grade**

1. Periodic Evaluations 20%
2. Research & in-class Presentation on African State 20%
3. Survey 10%
4. Final Report 30%
5. Participation 20%

TOTAL 100%

**Course Requirements**

**Periodic Evaluations**

We will have periodic evaluations to assess and monitor students’ knowledge acquisition. The goal of the periodic evaluations is to insure that the information taught in class is well understood. Three evaluations will be organized in the form of in-class exams, with dates determined in consultation with students.

**Research & in-class Presentation on African State**

The objective of the research presentations is to not only encourage students to improve their oral presentation skills in French, but also to verify their capacity to analyze different questions. This part seeks to evaluate both oral and written skills. The presentation will last 15 minutes and will be done on PowerPoint.

Each presentation will determine the challenges and issues of the chosen theme, as well as the interests and methods suggested and the actors. Debates and discussions will follow the presentation in class. The professor will complement the presentation afterwards if necessary.

**Survey**

In order to become more aware of the issues of democracy for the population, each student will be asked to prepare a questionnaire with a maximum of ten (10) questions, in order to obtain the views of African citizens on the issue.

This qualitative and quantitative data will allow us to have a reversed opinion of the issues that will be more practical because going beyond the theories studied in class and in the readings.

**Final Report**

Students will choose an African state and will research the state of democracy in this state. Student will need to retrace the evolution of democracy in the country they select, examining political and societal factors, institutions, crises and reforms and their impact on the country.

The report will be between 7 and 10 pages on the theme already presented in class. It will allow for the evaluation of the written analysis capacities of the student. Emphasis will be put on the quality of the report as well as its substance, wording, clarity, conciseness, rather than the quantity of information submitted.

**Participation**

In order to make class more active, a participation grade will be given to each student at the end of the semester. This grade will depend on the quantitative and qualitative interventions of the student during class discussions.

In accordance with the regulations set up by CIEE, attendance and punctuality are required of all learners under penalty of sanction. In the same order, deadlines for assignments will also be non-negotiable. However, derogation outside the power of the teacher may be granted on presentation of valid evidence.
Attendance

Class attendance standards at CIEE Dakar are as outlined below.

- Regular class attendance is required throughout the program.
- Excessively tardy (over 15 minutes late) students will be marked absent, and the student will be reminded of the policy at the time of the infraction.
- Students must notify their instructor beforehand, if they will miss class for any reason. Notification must be made via Canvas, and an email copy should be sent to the Center Director and the Program Assistant for Academic Affairs.
- Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.
- Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and provide appropriate documentation to the Center Director and the Program Assistant for Academic Affairs. Make-up opportunity will be provided to the extent this is feasible.
- Students are not permitted to travel away from the program site while classes are in session, unless part of a CIEE-organized excursion.
- Personal travel and/or travel delays are not considered justifiable reasons for missing class.
- Excused absences will not result in a grade reduction (up to the 20% absentee point), and the expectation is that, when possible, the missed classwork will be made up either by an alternative or additional means of assessment appropriate to the missed material.
- Excused absences will continue to count toward total percentage accumulation of missed classes, and more than 20% total class time missed may still result in removal from the course or program (reviewed on a case-by-case basis with the CIEE Regional Director of Operations and Academic Affairs in consultation with the Center Director).

An absence in a CIEE course will only be considered excused if:

- a doctor's note from a local medical professional is provided;
- a CIEE staff member verifies that the student was too ill to attend class;
- evidence is provided of a family emergency;
- the CIEE Center Director approves an absence related to an observance of a religious holiday.

Absences & Grade reduction
Subsequent absences totaling 20% or more of class time may result in failure and dismissal from the class and / or program, at the discretion of CIEE.

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Weekly Schedule

Week 1
Class: Introduction: Political System and Governance

Objectives: At the end of the session, students will be able to understand the concepts of system and governance; the relationship between political system and governance, including the impact of the nature of the system on governance.

Students will be able to understand the different theories on the notion of system, including those of David Eston; the elements of the system; the interactions of the system; the diversity of systems and their mutual influence, and finally the functions of the system.

Reading:


Week 2
Class: Democratization process in Africa

Objectives: to understand the democratization of African states. At the end of the session the
students will be able to identify the stages of this democratization; the conditions and means of this democratization; and to explain why, after a few years of democracy, some newly independent African states will sink into dictatorship, before returning to democracy, and why other Maghreb countries in particular will suddenly start their democratic process after more than 50 years of democracy, 'independence'.

Reading:


**Week 3**

**Class:** Political regimes in Africa

The place of presidentialism.

The rehabilitation of parliamentarism.

**Objectives:** to understand the nature of the political regimes of African states and their impact on the functioning of the institutions

At the end of the session, students will be able to demonstrate that there is neither a pure presidential regime nor a pure parliamentary system in Africa; that African political regimes are presidential, hybrid or mixed and that this has an influence on the mode of governance of states.

Comparison of African Parliaments: Botswana, Niger, Rwanda and Senegal

Reading:


**NB: First Evaluation (Class 2)**

**Week 4**

**Class:** Rural Visits

These visits should enable learners, on the basis of a questionnaire developed in advance, to learn about the level of knowledge of Africans, their political systems, the progress of democracy and the interest they carry. to this one. They will be able, on the basis of the results obtained, to have quantitative and qualitative data, which will enable them to have an objective judgment on all these elements.

**Week 5**

**Class:** Political Parties in Africa

**Visit to Political Parties:**

Senegal has more than 277 legally constituted political parties, but fewer than 10 parties are visible on the political scene. This visit will allow students to discuss with the permanent political parties and better understand the partisan phenomenon in Senegal: creation of parties, party financing, participation in elections, animation of political life...

At the end of this session, the students will be able to explain that the first parties in Africa were African parties before becoming national parties. They will be able to specify from which period multipartism became reality in most African states. They will be able to explain the role of political parties in democracy in Africa.

**Week 6**

**Class:** Religion and Politics in Africa

**Objectives:** At the end of the session, the students will have noticed that Africa, religion and politics intertwine. That public policies are influenced by religion.

Several Islamist movements have settled in the continent and regularly disrupt the political and...
economic governance of African states. These include AlQuaida in Mali and BokoHaram in Nigeria.

*Senegal case study

**Week 7**

Class: Institutional Instability in Africa and Possible Remedies

**Objectives:** At the end of the session, students will understand the evidence of instability, identify the causes of instability and these consequences, and finally appreciate the recommended solutions.

Chronic instability can be a source of institutional blockage leading to undemocratic changes or coups d'etat.

**Debates on:** Constitutional changes and its consequences in Africa from specific examples (Burkina Faso, Burundi, Rwanda, Senegal)

**Week 8**

Class: Anti-Democratic Changes in Africa

**Objectives:** At the end of the session, students will be able to understand why there are many coups in Africa, but also their consequences for governance in Africa. They will be able to distinguish between illegal coups and legitimate coups and to show why they are illegal or legitimate. They will be able to appreciate the effectiveness of the measures planned to avoid them and to propose other solutions.

**Screening of Film:** Thomas Sankara

**Reading (Class 1):** Amadou Tidiane LY, « La démocratie à l'épreuve des coups d'Etats en Afrique subsaharienne », Thèse en science politique, Université Cheikh Anta Diop, 2010


**NB: Second Evaluation (Class 2)**

**Week 9**

Class: Governance and Conflicts in Africa

RADDHO is a non-partisan, non-partisan, non-governmental organization whose aims are to promote, defend and protect human rights in Africa. This visit will allow students to appreciate the effectiveness of human rights in Africa.

**Objectives:** At the end of the course, students will be able to demonstrate the negative impact of conflicts in Africa, especially on democratic governance. They will be able to understand the origins of conflicts and their manifestations, but also to appreciate the existing legal instruments and mechanisms to fight conflicts.

**Discussion on the cases of Mali, Nigeria, DRC and Central African Republic**

**Reading:** Philippe Ardant, Institutions politiques et Droit constitutionnel, LGDJ, 2007, p. 153.

**Week 10**

Class: Visit to RADDHO

**Week 11**

Class: Political participation: Decentralization in Africa (local democracy)

**Objectives:** At the end of the session, the students will be able to make a link between decentralization and democratic governance through the meaning and the modalities of decentralization, the competences of the local communities, the level of citizen participation.

**Restitution of the results of decentralization surveys in Senegal (Class 1)**

**Reading:** (Class 2) Burlone, N., C. Andrew, G. Chiassonet J. Harvey, 2008. « Horizontalité et gouvernance décentralisée: les conditions de collaboration dans le contexte de l'action
Week 12
Class: Governance and Economy: Corruption in Africa

At the end of the course, students will understand that corruption is a phenomenon that plagues public policies in Africa, even if it is not unique to the African continent. They will be able to appreciate the existing legal instruments and mechanisms to combat the phenomenon.

Corruption within the state administration, on elections or the redistribution of natural resources as financial is a phenomenon that grinds honest citizens or those poorly served. It is often a source of socioeconomic conflict, sometimes of political conflict.

Debates: Effectiveness of anti-corruption institutions in some African countries OFNAC case in Senegal

Week 13
Class: Visit at Article XIX

Article XIX is an Association which bears the name of Article 19 of the Universal Declaration of Human Rights which provides that "Everyone has the right to freedom of opinion and expression, which implies the right not to not to be worried about his opinions and that of seeking, receiving and spreading, regardless of frontiers, information and ideas by any means of expression whatsoever ".

The effectiveness of human rights in Africa: the role of civil society

Objectives: At the end of the course, students will be able to appreciate the state of human rights in Africa, including freedom of the press, freedom of expression, the rights of women and children; but also the existence and role of civil society in the field of democracy and the effectiveness of human rights.

Week 14
Class: The Achievements and Weaknesses of Democratization in Africa (review)

At the end of the session, students will themselves be able to appreciate the record of democratization in Africa, identifying successes and resistance. They will be able to distinguish between states that have achieved their democratic process and those that have encountered obstacles. They will also be able to appreciate the reasons for these failures.

NB: Third Evaluation

Week 15
Class: Paper Presentations

Course Materials
Readings

General works and Articles


DodziKokoroko, "Contribution to the study of international election observation", thesis, Poitiers, University of Poitiers, 2005; and "Electoral reformism in French-speaking black Africa"

", Democracy, Fundamental Rights and Vulnerability, Third Scientific Days of the" Fundamental Rights "network of the Agence universitaire de la francophonie, Cairo, 2005.


Official Texts

Constitutions africaines Codes électoraux africains


Protocole A/SP1/12/01 sur la démocratie et la bonne gouvernance additionnelle au Protocole relatif au mécanisme de prévention, de gestion, de règlement des conflits, de maintien de la paix et de la sécurité.

Protocole sur les Amendements à l’Acte constitutif de l’Union africaine, adopté en 2003

Protocol on democracy and good governance additional to the Protocol on the mechanism for the prevention, management, resolution of conflicts, maintenance of peace and security, A / SP1 / 12/01, adopted in December 2001 and entered into effective in 2005.