

**FALL 2017**  
**PLSC338/AAMS 338**  
**GOVERNMENT AND POLITICS OF AFRICA**

Instructor: Dr. Hye-Sung Kim

Office: Bancroft 326

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Classroom: KINA 201

Class Time: MW 11:00 AM - 12:15 PM

**COURSE DESCRIPTION AND OBJECTIVES**

In this introductory course in African Politics, students will be introduced to the major issues of contemporary African politics in various topics, including the pre-colonial and colonial legacy, state and society, ethnicity, clientelism, political institutions, underdevelopment, democratic transitions and consolidation, etc. The classes will alternate between lecture and seminar formats. In seminar classes, students will read and discuss the current debate of each theme presented in lecture-based classes. Although we will not cover every country in Africa, we will attempt to discuss the present day dynamics in many states within the continent. In the end, this course will provide students with the tools to better analyze the news they hear about Africa and further develop their interest in an important region of the world.

This course participates in the **Global Learning Initiative (GLI)** by its very nature. It also assists students in mastering three **University Level Competencies (ULCs)**:

**1. Winthrop graduates think critically and solve problems.**

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

**3. Winthrop graduates understand the interconnected nature of the world and the time in which they live.**

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

**4. Winthrop University graduates communicate effectively.**

Winthrop graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

## STUDENT LEARNING OUTCOMES (SLOs)

At the end of this course, students should be able to:

- (1) identify myths and misconceptions about the continent of Africa;
- (2) recognize differences between pre-colonial, colonial, and post-colonial Africa;
- (3) understand the processes of democratization, regime change, democratic consolidation in Africa since independence;
- (4) identify the diversity of political, cultural, and economic issues facing several contemporary post-colonial African nation-states;
- (5) discuss a contemporary country case study that they have pursued individually through an in-depth research paper.

## WHO SHOULD AND SHOULD NOT TAKE THIS CLASS?

This course assumes no prior knowledge in African Politics or African studies. In addition, though some readings for seminar classes present statistical evidence, statistical expertise is not a prerequisite for the course. In principle, anyone can be successful in this class. However, students will inevitably get much more out of this course if they have a good knowledge of current African affairs. Therefore, it is highly recommended that students keep up to date with politics in Africa by frequently referring to online resources such as the daily *Africa Today* podcast from the BBC, [allafrica.com](http://allafrica.com), etc. In addition, although you may not be expected to have statistical understanding beyond what your instructor provides you, you will be expected to understand the *theories, arguments, findings and implications* of the reading. It is not prior knowledge of Africa or a statistical background that are the key ingredients for successfully completing this course, but instead a genuine interest in learning about African politics and consistent effort in actively learning and critically analyzing the issues and debates of African politics.

## REQUIRED TEXTS

This course has three required text books, which can be found at the university bookstore or online.

- Thomson, Alex. *An introduction to African politics*. Routledge, 2016. (ISBN-13: 978-1138782846; ISBN-10: 113878284X)
- Herbst, J. (2014). *States and power in Africa: Comparative lessons in authority and control*. Princeton University Press.
- Bates, R. H. (2015). *When things fell apart*. Cambridge University Press.

Other required readings from outside the textbooks will be posted to Blackboard.

You are expected to read each required reading before the assigned class period and be able to intelligently discuss the readings on that day.

## OTHER RESOURCES

There are many online resources that can help you keep up to date with politics and current affairs of Africa. The following sources are especially recommended:

- BBC Africa Today podcast – <http://www.bbc.co.uk/podcasts/series/africa>.
- <http://allafrica.com>
- <http://www.democracyinafrica.co.uk>

## COURSE REQUIREMENT

Your Grade Composition will be as follows:

Class Participation /Discussion (10%)	10%	
Exams (40%)		
• Midterm	20%	October 2
• Final	20%	December 7
Research Paper (50%)		
• 2-Page Country Fact Sheet/Proposal	10 %	September 18
• Constructing a dataset	10 %	October 9
• Annotated Bibliography	10 %	October 23
• Final Paper	20 %	November 27

**Class Participation and Discussion (10%)** Attending class and being engaged in discussions is an important part of this course. It will help you to fulfill the course objectives. You are expected to come to class prepared to discuss the day's reading. You are expected to attend all classes. Your class participation grade is based on attendance; attention to lectures; and your informed discussion and participation in class. *Class participation points will be based on both the quality and quantity of your contributions throughout the semester.* Also, participating as an active audience when other students present their case study is an important part of class participation. All the expectations for class participation (attendance, completing the reading materials, actively participate in discussion) apply to classes assigned for final paper presentations.

**Exams (40%)** The midterm (20%) will take place on October 2<sup>nd</sup>. The final exam (20%) will not directly cover the first half of the course, but concepts and theories in the first half of the course are needed to address the second half of the course. The final will be on December 7<sup>th</sup>. The exams will include questions from the reading assignments, class discussions and lectures. Anything we discuss in class could be on the exams. The exams will be a combination of multiple choice, short answer and essay.

**Make-up exams** will only be approved when you have a **documented** reason for missing the exam. ***You must notify me prior to the exam.*** Unchangeable, documented circumstances are the only acceptable reasons for missing the exam. If you get a note from a doctor (or student health services) it must state that you were so ill at the time of the exam that you could not attend.

**Research Paper (50%):** You will also be required to complete a four-part country study project, culminating in a research paper of 3,000 words based on a country case study that you will select this semester. In this paper, you are expected to apply the concepts and theories presented in class to the country of your choosing. You may choose any African country and any topic relevant to the study of African Politics you learn in class. This research paper project is designed to help you with your

reading comprehension and critical thinking skills, as you apply the concepts we will be discussing in class to a country of your choosing and learn how to present evidence to support your argument.

The research paper requirement will have four parts:

- (1) A 2-page Country Fact Sheet and Proposal that includes a 1-page Country Fact Sheet and a 1-page proposal of the case study including the topic, research question, thesis statement, variables and hypotheses; due on September 18<sup>th</sup>. (10%)
- (2) A complete dataset; due on October 9<sup>th</sup>. (10%)
- (3) A 10-source annotated bibliography with 150-word annotations per source; due on October 23<sup>rd</sup>. (10%)
- (4) A research paper of approximately 3,000 words, including the analysis and interpretation; due on November 27<sup>th</sup>. (20%)

Students will present their findings on November 29 or December 4. Which date of the three you will be presenting will be randomly selected. See the Appendix for detailed instructions for each component. The presentation and audience participation will be graded and counted towards the class participation grade. Presenting students must upload their papers on the course website in Blackboard by November 27<sup>th</sup>, 48 hours prior to their presentation. All students are expected to have read the papers to be presented before coming to class.

**ALL written assignments must be submitted to Turnitin.com by the due date in order to be graded. The Class ID is 15923166 and the Enrollment Password is afr1canp0li.**

## GRADING

A	93-100 = A 90-92 = A-	<p><i>Designates work of superior quality</i></p> <p>Class participation is voluntary, frequent, relevant, and reflects that you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well-organized, thought-provoking, and free of grammatical or mechanical errors.</p>
B	87-89 = B+ 82-86 = B 80-81 = B-	<p><i>Designates work of high quality (B+)</i></p> <p>Class participation is voluntary, frequent, and reflects that you are keeping up with the assigned materials. Performance on exams is strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors.</p> <p><i>Designates work that meets the course requirements (B and B-)</i></p> <p>Class participation is voluntary but occasional, and reflects that you are keeping up with the assigned materials. Performance on exams demonstrates satisfactory mastery of facts and concepts with minor errors. Written work reflects a good understanding of the issues and concepts with minor errors. Writing is clear with minimal errors.</p>
C	77-79 = C+ 72-76 = C 70-71 = C-	<p><i>Designates work that minimally meets the course requirements</i></p> <p>Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams</p>

		demonstrates an acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors.
D	67-69 = D+ 62-66 = D 60-61 = D-	<i>Reflects minimal clarity and comprehension</i>  Class participation is minimal, never voluntary, and reveals that you have either not read the assigned materials or did not understand the readings. Performance on exams demonstrates minimal mastery of facts and concepts. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred by errors.
F	0-59 = F	<i>Unsatisfactory performance</i> along most (or all) measures.

### The “N” Grade

This semester, the deadline to withdraw from a course with an automatic grade of “N” is Friday, October 20<sup>th</sup>. Students may not withdraw from the course after this date without documented extenuating circumstances.

### COURSE CALENDAR

Note: The need may arise to make changes to this schedule depending upon the development of the class. Any and all changes will be communicated to the class. It is the responsibility of each student to be aware of such changes.

DATE	TOPICS	ASSIGNMENTS DUE
August 23	<b>WHAT IS AFRICA: AN INTRODUCTION</b> • Thompson, Chapter 1	
<b>TOPIC 1. HISTORICAL LEGACY</b>		
August 28	<b>PRECOLONIAL AND COLONIAL AFRICA (L)</b> <u>Required Readings</u> • Thompson, Chapter 2 • Case Study: Kenya	
August 30	<b>DISCUSSION: PRECOLONIAL AFRICA (D)</b> <u>Required Readings</u> • Herbst, J. (2000). States and Power in Africa: Comparative Lessons in Authority and Control. Chapters 1 – 2 <u>Optional Readings</u> • Michalopoulos, S., & Papaioannou, E. (2013). Pre-Colonial Ethnic Institutions and Contemporary African Development. <i>Econometrica</i> , 81(1), 113-152.	
September 4	<b>Labor Day, No class</b>	

September 6	<p><b>DISCUSSION: COLONIAL AFRICA (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>Herbst, J. (2000). States and Power in Africa: Comparative Lessons in Authority and Control. Chapter 3</li> </ul> <p><u>Additional Readings</u></p> <ul style="list-style-type: none"> <li>Nunn, N. (2008). The Long-term Effects of Africa's Slave Trades. <i>The Quarterly Journal of Economics</i>, 123(1), 139-176.</li> <li>Acemoglu, D, Johnson, S. &amp; Robinson, J. (2001) The Colonial Origins of Comparative Development: An Empirical Investigation. <i>American Economic Review</i>, 91(5), 1369-1401.</li> </ul>	
<b>TOPIC 2. CHALLENGES IN POST-COLONIAL STATE-BUILDING AND ETHNIC COMPETITION</b>		
September 11	<p><b>DECOLONIZATION, CHALLENGES IN STATE-BUILDING AND NATIONALISM IN AFRICA (L)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>Thompson, Chapter 3</li> <li>Case Study: Tanzania</li> </ul>	
September 13	<p><b>DISCUSSION: DECOLONIZATION IN AFRICA, CHALLENGES IN STATE-BUILDING AND NATIONALISM (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>Herbst, J. (2000). States and Power in Africa: Comparative Lessons in Authority and Control. Chapters 4 – 5</li> <li>Miguel, E. (2004). Tribe or nation? Nation building and public goods in Kenya versus Tanzania. <i>World Politics</i>, 56(03), 328-362.</li> </ul>	
September 18	<p><b>ETHNICITY AS POLITICAL IDENTITY (L)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>Thompson, Chapter 4</li> <li>Case study: Nigeria</li> </ul>	2-Page Country Fact Sheet/Proposal
September 20	<p><b>DISCUSSION: ETHNICITY AS POLITICAL IDENTITY (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>Bates, R. H. (1974). Ethnic competition and modernization in contemporary Africa. <i>Comparative Political Studies</i>, 6(4), 457-484.</li> <li>Posner, D. N. (2004). The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi. <i>American Political Science Review</i>, 98(04), 529-545.</li> </ul> <p><u>Optional Readings</u></p>	

	<ul style="list-style-type: none"> <li>Eifert, B., Miguel, E., &amp; Posner, D. N. (2010). Political competition and ethnic identification in Africa. <i>American Journal of Political Science</i>, 54(2), 494-510.</li> <li>Posner, D. N. (2005). <i>Institutions and ethnic politics in Africa</i>. Cambridge University Press. Chapters 1 &amp; 5.</li> </ul>	
September 25	<p><b>DISCUSSION: ETHNICITY AND PUBLIC GOODS PROVISION (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>Franck, R., &amp; Rainer, I. (2012). Does the leader's ethnicity matter? Ethnic favoritism, education, and health in sub-Saharan Africa. <i>American Political Science Review</i>, 106(2), 294-325.</li> <li>Kramon, E., &amp; Posner, D. N. (2013). Who benefits from distributive politics? How the outcome one studies affects the answer one gets. <i>Perspectives on Politics</i>, 11(2), 461-474.</li> </ul> <p><u>Optional Readings</u></p> <ul style="list-style-type: none"> <li>Kasara, K. (2007). Tax me if you can: Ethnic geography, democracy, and the taxation of agriculture in Africa. <i>American Political Science Review</i>, 101(1), 159-172.</li> <li>Kramon, E., &amp; Posner, D. N. (2016). Ethnic favoritism in Education in Kenya. <i>Quarterly Journal of Political Science</i>, 11(1).</li> </ul>	
September 27	<p><b>DISCUSSION: ETHNICITY, VOTING AND ELECTION (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>Bratton, M., Bhavnani, R., &amp; Chen, T. H. (2012). Voting intentions in Africa: ethnic, economic or partisan?. <i>Commonwealth &amp; Comparative Politics</i>, 50(1), 27-52.</li> <li>Carlson, E. (2015). Ethnic voting and accountability in Africa: A choice experiment in Uganda. <i>World Politics</i>, 67(2), 353-385.</li> </ul> <p><u>Optional Readings</u></p> <ul style="list-style-type: none"> <li>Ichino, N., &amp; Nathan, N. L. (2013). Crossing the line: Local ethnic geography and voting in Ghana. <i>American Political Science Review</i>, 107(2), 344-361.</li> <li>Lindberg, S. I., &amp; Morrison, M. K. (2008). Are African voters really ethnic or clientelistic? Survey evidence from Ghana. <i>Political Science Quarterly</i>, 123(1), 95-122.</li> </ul>	
October 2	<b>MIDTERM EXAM</b>	Midterm: Topics 1 - 2
October 4	<b>FILM: AFRICAN ELECTION</b>	
<i>Interim Grade Due on October 5</i>		
<b>TOPIC 3. PROCESSES OF DEMOCRATIC CONSOLIDATION IN CONTEMPORARY AFRICA</b>		

October 9	<p><b>PERSONAL RULE, ONE-PARTY STATE, AND CENTRALIZATION OF THE AFRICAN STATE (L)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Thompson, Chapter 6</li> <li>• Case Study: Ivory Coast</li> </ul>	Constructing a dataset
October 11	<p><b>DISCUSSION: PERSONAL RULE, ONE-PARTY STATE, AND CENTRALIZATION OF THE AFRICAN STATE (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Herbst, J. (2000). States and Power in Africa: Comparative Lessons in Authority and Control. Chapter 6</li> <li>• Young, C. (2004). The end of the post-colonial state in Africa? Reflections on changing African political dynamics. <i>African Affairs</i>, 103(410), 23-49.</li> </ul>	
October 16	<b>Fall Break, no-class</b>	
October 18	<p><b>COERCION AND MILITARY RULE (L)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Thompson, Chapter 7</li> <li>• Case Study: Uganda</li> </ul>	
<i>Course Withdraw Deadline October 20</i>		
October 23	<p><b>DISCUSSION: COERCION AND MILITARY RULE (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Roessler, P. (2011). The enemy within: Personal rule, coups, and civil war in Africa. <i>World Politics</i>, 63(2), 300-346.</li> <li>• Hassan, M. (2017). The Strategic Shuffle: Ethnic Geography, the Internal Security Apparatus, and Elections in Kenya. <i>American Journal of Political Science</i>, 61(2), 382-395.</li> </ul> <p><u>Optional Readings</u></p> <ul style="list-style-type: none"> <li>• Kposowa, A. J., &amp; Jenkins, J. C. (1993). The Structural Sources of Military Coups in Postcolonial Africa, 1957-1984. <i>American Journal of Sociology</i>, 99(1), 126-163.</li> </ul>	Annotated Bibliography
October 25	<p><b>EXTERNAL INFLUENCE ON DOMESTIC POLITICS (L)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Thompson, Chapters 8 and 9</li> <li>• Case Study: Somalia and Ghana</li> </ul>	
October 30	<p><b>DISCUSSION: EXTERNAL INFLUENCE ON DOMESTIC POLITICS DURING AND POST COLD-WAR (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Dunning, Thad. "Conditioning the effects of aid: Cold War politics, donor credibility, and democracy in Africa." <i>International Organization</i> 58, no. 2 (2004): 409-423.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Collier, P. (1991). Africa's External Economic Relations: 1960–90. <i>African Affairs</i>, 90(360), 339-356.</li> </ul> <p><u>Optional Readings</u></p> <ul style="list-style-type: none"> <li>• Brown, S. (2005). Foreign aid and democracy promotion: Lessons from Africa. <i>The European Journal of Development Research</i>, 17(2), 179-198.</li> </ul>	
November 1	<p><b>DISCUSSION: INTERNATIONAL ORGANIZATIONS AND DOMESTIC POLITICS (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Stone, R. W. (2004). The political economy of IMF lending in Africa. <i>American Political Science Review</i>, 98(4), 577-591..</li> <li>• Crawford, G. (1997). Foreign aid and political conditionality: Issues of effectiveness and consistency. <i>Democratization</i>, 4(3), 69-108.</li> </ul>	
November 6	<p><b>UNDERSTANDING STATE FAILURES IN AFRICAN POLITICS (L)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Thompson, Chapter 10</li> <li>• Case Study: Zaire</li> </ul>	
November 8	<p><b>DISCUSSION: UNDERSTANDING STATE FAILURES IN AFRICAN POLITICS (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Bates, R. H. (2015). <i>When things fell apart</i>. Cambridge University Press.</li> </ul>	
November 13	<p><b>TRANSITION TO MULTI-PARTY DEMOCRACY, DEMOCRATIC CONSOLIDATION IN AFRICA (L)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Thompson, Chapter 11</li> <li>• Case Study: Zimbabwe</li> </ul>	
November 15	<p><b>DISCUSSION: TRANSITION TO MULTI-PARTY DEMOCRACY, DEMOCRATIC CONSOLIDATION IN AFRICA (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Van de Walle, N. (2003). Presidentialism and clientelism in Africa's emerging party systems. <i>The Journal of Modern African Studies</i>, 41(2), 297-321.</li> <li>• Lynch, G., &amp; Crawford, G. (2011). Democratization in Africa 1990–2010: an assessment. <i>Democratization</i>, 18(2), 275-310.</li> </ul> <p><u>Optional Readings</u></p> <ul style="list-style-type: none"> <li>• Bogaards, M. (2004). Counting parties and identifying dominant party systems in Africa. <i>European Journal of Political Research</i>, 43(2), 173-197.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Manning, C. (2005). Assessing African party systems after the third wave. <i>Party Politics</i>, 11(6), 707-727.</li> <li>• Kuenzi, M., &amp; Lambright, G. (2001). Party system institutionalization in 30 African countries. <i>Party Politics</i>, 7(4), 437-468.</li> </ul>	
November 20	<p><b>DISCUSSION: CHANGES IN ELECTORAL POLITICS IN AFRICA (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Thompson, Chapter 12</li> <li>• Weghorst, K. R., &amp; Lindberg, S. I. (2013). What drives the swing voter in Africa?. <i>American Journal of Political Science</i>, 57(3), 717-734.</li> <li>• Horowitz, J. (2016). The Ethnic Logic of Campaign Strategy in Diverse Societies: Theory and Evidence From Kenya. <i>Comparative Political Studies</i>, 49(3), 324-356.</li> </ul>	
November 22	<b>Thanksgiving Break – No Class</b>	
November 27	<p><b>DISCUSSION: CHANGES IN ELECTORAL POLITICS IN AFRICA (D)</b></p> <p><u>Required Readings</u></p> <ul style="list-style-type: none"> <li>• Horowitz and Kim (2016). “Rejecting Ethnic Politics in Urban Africa: Evidence from Nairobi, Kenya.”</li> <li>• Nathan, N. L. (2016). Local ethnic geography, expectations of favoritism, and voting in urban Ghana. <i>Comparative Political Studies</i>, 49(14), 1896-1929.</li> </ul>	
November 29	<b>RESEARCH PAPER PRESENTATION 1</b>	Final paper due
December 4	<b>RESEARCH PAPER PRESENTATION 2</b>	Course evaluation in class
December 7	<b>Final Exam</b>	All readings in Topic 3

## UNIVERSITY LEVEL CLASS POLICIES AND RESOURCES

**Attendance, Class Participation, and Taking Notes:** Regular class attendance is required. Excessive absences will lower your grade in two ways: (1) loss of note-taking from class lecture and discussion; (2) loss of class participation credit. Class participation will raise or lower your grade. If prolonged illness or other problems cause you to be absent for an extended period of time, please let me know. In addition, every student is expected to arrive on time. Arriving late or leaving early disrupts the class and is not acceptable.

**Class Listserv Participation:** Class cancellations, changes in schedule, relevant global cultural events, guest speakers, etc., will be announced via the class listserv, to which you will be

automatically subscribed through your winthrop.edu e-mail address if you are registered for the class by the time the listserv population is generated. If you register later and need to subscribe to the class listserv, go to:

[http://www.winthrop.edu/technology/default.aspx?id=7081&ekmense1=bfef63b6\\_489\\_491\\_7081\\_1](http://www.winthrop.edu/technology/default.aspx?id=7081&ekmense1=bfef63b6_489_491_7081_1).

The class number is **PLSC207001**. Check your WU e-mail frequently. You may use the listserv for discussion or to share information with classmates, review for exams, or ask questions about course material. *Note that anything you post to the listserv will be seen by everyone in the class.*

**Technology:** You are welcome to use a computer to take notes in class. However, using the computer to check Facebook or engage in other non-course related activities is prohibited. This class follows the College of Arts and Sciences policy on use of technology in the classroom. Please turn off all cell phones and other electronic devices during class meetings. If you need to leave your phone on during a particular class for emergency reasons, please place it on vibrate. *The use of any kind of electronic device, including a phone, iPod or Internet access, during an exam constitutes academic dishonesty.*

<http://www.winthrop.edu/uploadedFiles/artscience/AppropriateUseOfHandHeldWirelessTechnologyApprovedPolicyMar2010.pdf>

**Office of Disability Services (ODS):** Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

**Winthrop's Academic Success Center** is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu) or [www.winthrop.edu/success](http://www.winthrop.edu/success).

**Winthrop University's Office of Nationally Competitive Awards (ONCA)** identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222B. Please fill out an online information form at the bottom of the ONCA webpage [www.winthrop.edu/onca](http://www.winthrop.edu/onca) and email [onca@winthrop.edu](mailto:onca@winthrop.edu) for more information.

### **Plagiarism**

Using the words or ideas of others as one's own is plagiarism. Quoting or paraphrasing material from books or articles without properly citing the source is also plagiarism. All sources used must be properly cited in your papers. Consult your Writing 101/HMXP Writing Manual for proper citation techniques.

## **POLITICAL SCIENCE DEPARTMENT STATEMENT ON PLAGIARISM AND ACADEMIC MISCONDUCT**

The Winthrop University Political Science department abhors all forms of academic misconduct, and faculty members aggressively investigate all incidents of suspected cheating. This includes, but is not limited to, using turnitin.com. Plagiarism, whether intentional or unintentional, is by far the most common form of academic misconduct in the department. Plagiarism includes, but is not limited to:

- Using the words or ideas of others as one's own;
- Reproducing, in whole or in part, principal ideas from a fellow student's work;
- Granting a fellow student permission to copy one's paper, or to reproduce some or all of its principal ideas;
- Quoting or paraphrasing material from sources without any citation;
- Quoting or paraphrasing material without sufficient and/or proper citation;
- Omitting some or all sources used in a paper; and
- Submitting a paper written for one course -- whether in Political Science or another discipline -- to meet a course requirement in a second course, *without the express permission of all instructors involved*. This is the case even though many paper topics may be relevant to several different courses.

All incidents of suspected academic misconduct are investigated with equal vigor. When a faculty member suspects that a student engaged in academic misconduct, the faculty member will follow the appropriate procedures outlined in the *Student Handbook*. The faculty member will apply whatever sanctions s/he deems appropriate. Possible sanctions include, but are not limited to:

- Failing the assignment;
- Requiring a student to repeat an assignment for reduced credit;
- Requiring a student to repeat an assignment for no credit; or
- Failing the course.

Academic misconduct applies equally to required assignments and extra credit assignments.

*All incidents of academic misconduct will be reported to the Department Chair, the Dean of Students, the Dean of Arts and Sciences and the student's academic advisor. The University may impose its own sanctions in addition to sanctions imposed by the faculty member or the department. The University may impose sanctions even after a student has graduated, and may include revoking a student's diploma.*

In addition, students who engage in more than one incident of academic misconduct may be declared ineligible for departmental awards, ineligible for employment in the department or its affiliated programs, and ineligible to volunteer as a peer advisor.

*Adopted August 14, 2007.*

## APPENDIX

### I. Country Fact Sheet and Research Proposal: Due September 18<sup>th</sup>

#### 1. Country Fact Sheet (On Page 1)

You must use the most recent UNDP Human Development Report, published annually and available online. Type into the Google Search Engine: HUMAN DEVELOPMENT REPORT. Then, look for and Click on the link for HUMAN DEVELOPMENT INDICATORS or GET DATA or GET STATISTICS. You should be able to SEARCH BY COUNTRY.

Information to include on Page 1 clearly labeled in sentence/paragraph form:

- Country Name
- Type of Government
- Year(s) of Constitution(s)
- Key Moments in Political History
  - Indigenous, Colonial, Independence Periods if applicable
- Economy: Per Capita GDP (PPP\$), Basic imports and exports, agricultural, industrial, service sector labor
- Culture: Language/Ethnicity/Religion

#### 2. Proposal (On Page 2)

- **Topic (1 sentence)**  
Once you have chosen your country case study, you will decide on a topic on which to write a research/concept paper. You should look through the topics raised throughout the semester to determine what country and what concept you may be interested in exploring more closely. To learn more about selecting your topic, read chapters that discuss the topic you are most interested in.
- **Research question (1 sentence)**
- **Thesis statement (1 sentence)**
- **Variables:**  
Include the list of variable names that you will include in your analysis between five to seven variables among which at least one variable must be a dependent variable.  
You can choose your variables from the following three sources of database
  - 1. UNDP Human Development Report**
  - 2. World Bank's Database of Political Institutions 2015 (DPI2015)**
    - (1) Go to:
    - (2) [http://www.iadb.org/en/research-and-data/publication-details,3169.html?pub\\_id=IDB-DB-121](http://www.iadb.org/en/research-and-data/publication-details,3169.html?pub_id=IDB-DB-121)
    - (3) Click on "Download Dataset in English"
  - 3. Center for Systemic Peace's Polity IV database**
    - (1) Go to:
      - (1) <http://www.systemicpeace.org/inscrdata.html>
      - (2) Find the User's Manual and the dataset (either in excel or SPSS format) for "Polity IV Annual Time-Series, 1800-2016"
- **Time Period (1 sentence):** Specify the period during which your analysis will be based and briefly comment on why you choose the specific period of time. Pay attention to the availability of information for the time period in the database for your selected country.

- **Hypotheses (1 to 2 sentences):** Briefly state the relationships between the variables you expect to find to support your thesis statement.

## **II. Dataset (Due October 9<sup>th</sup>)**

In an excel sheet or any other data format of your choice, complete your dataset using the following template:

year	Variable 1	Variable 2	Variable 3	Variable 4	Variable 5	Variable 6	Variable 7
1960							
1961							
1962							
...							
2014							
2015							
2016							

The variables and period included in the dataset should match the information in your proposal. You may submit your dataset in the following format (.doc, .docx, xls, xlsx, dta, or .RData).

## **III. Annotated bibliography (Due October 23<sup>rd</sup>)**

An annotated bibliography is a listing of sources that you have read for your research paper which briefly summarizes the relevant content from those sources for the purposes of the research being done. You may use approximately 150 words summarizing each source. If your reading has caused you to change your paper topic, the topic and research question should be clearly articulated at this point in the assignment. You must use at least six different scholarly sources of research, including books, journal articles, and other international or country reports. Internet sources such as Wikipedia and Dictionary.com cannot be your references in a scholarly research paper. You can read this for background information but you should not cite this in a scholarly research paper.

You may use either MLA, APA, or Chicago style, but be consistent throughout your bibliography. A template can be found at the Purdue University Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/614/03/>

## **IV. Research Paper (Due November 27<sup>th</sup>)**

The paper should be 3,000 words (excluding the references) and include a minimum of 6 outside sources other than the data used in the paper. Students will use either MLA, APA or Chicago style.

- Title page
  - Title
  - Student's affiliation
  - Abstract

- Keywords
- Introduction
  - Research question, including justification of importance of the research question
  - Thesis/Main argument
  - Brief justification of case selection (your country)
  - Brief preview of findings (optional)
- Literature review
  - Clear description of main schools of thought relevant to your research question, including the current debate (if there is any)
  - Clear description of how your paper is connected to the existing literature
- Hypothesis
  - Briefly discuss the relationships between the variable you expect to observe from your data, if your data supports your thesis statement.
- Data and Method
  - Description of your data, including data sources and variables, how you plan to present your data
- Findings
  - Present your findings and provide your interpretation of the evidence that supports your thesis statement.
- Conclusion