# New Course Proposal

**Submit completed form electronically**

1. **Course prefix and course number:** SOAN ~~???~~ 453

2. **Course title:** Democracy in Africa

3. **Abbreviated title for class schedule** (30 characters or less): Democracy in Africa

4. **Credit hours:** 4
   *(note: if credits are variable, list range of credits (e.g. 1-8 credits)*

5. **Catalog description:** In the past few decades, many African nations have overthrown colonial regimes and police states in favor of some form of democratic governance. But what does this ideological and political shift mean for the future of a country and its people? In this course, we will use texts from anthropology and related disciplines to explore the diverse history of independence movements on the African continent. In doing so, we will look both at the great diversity in democratic and human rights ideals across the continent as well as the Western perception that Africa has "failed" to democratize. We will use a variety of examples from recent history to examine these issues. In doing so, students will gain a critical awareness of the diverse issues facing contemporary democracies with culturally diverse populations.

6. **Prerequisites (*to add each additional prerequisite, start a new line*):** One lower level SOAN course

7. **Co-requisites (including labs, if any):** none

8. **Major/Class restrictions: Please indicate any class or major restrictions:** Junior standing or above.

9. **Is course repeatable? Yes No** X **If Yes, list maximum credits:**

10. **Labs requirements: If course includes a lab: # of hours lecture:** N/A **; # of hours lab:**

11. **Fees: List any course fees:** N/A

12. **Grade Mode:** ~~Graded only~~ Optiom

13. **CIP Code: Six-digit CIP code** (check with your Division Director): ? 45.0201 ~~45.1102~~

14. **Special qualifications; Is course proposed for (yes/no):**
    A. University Studies? No If yes, list Strand(s)

B. Honors? no

**15. Cross-listing: List any cross-listing:** N/A

**16. Strategic justification for proposed course:**

A. **Rationale**: What is the overall strategic rationale for offering this course? This course has been offered previously as a special topics senior seminar (SOAN 407). It introduces sociology and anthropology upper level students to the basic theories of democracy from a cross-cultural perspective. It also gives them extensive regional knowledge on the contemporary politics of the African continent.

B. **Alignment**:

1. How does this course align with the unit's mission plan? This course develops students' critical thinking skills by asking them to analyze theoretical texts and complete an in-depth research project on a topic of their choice. It encourages cross-cultural awareness and looks at global power inequalities, which are core missions of the SOAN major.

2. How does the course fit into the rest of the unit's curriculum? This course will allow students interested in either the study of Africa or political anthropology advanced coursework in these areas. It will count towards an upper division major elective.

C. **Enrollment**: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 15; Year 2 20; Year 3 25

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:
   a. Who will teach the course? Amber Reed
   b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Amber Reed has been teaching this class the past two spring terms, and will continue to do so. She has regional and theoretical expertise in this area.
   c. If additional faculty members are needed, how will that need be met? If needed, adjunct faculty could be brought in to teach the course on a term basis.

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. N/A

3. *Other*:

a. Are Hannon Library resources sufficient to meet the needs of this course? Yes

b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university? None, a course like this is not currently offered.
**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No
**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

7/29/19
Date

*4/29/16*

**SOAN 407: Democracy in Africa**
**Dr. Amber Reed, reeda4@sou.edu**

**Description:** In the past few decades, many African nations have overthrown colonial regimes and police states in favor of some form of democratic governance. But what does this ideological and political shift mean for the future of a country and its people? In this course, we will use texts from anthropology and related disciplines to explore the diverse history of independence movements on the African continent. In doing so, we will look both at the great diversity in democratic and human rights ideals across the continent as well as the Western perception that Africa has "failed" to democratize. We will use a variety of examples from recent history to examine these issues, such as South Africa's attempt to deal with witchcraft in its legal system, Tanzania's complex intersection of indigenous politics and democratic ideology, and Uganda's violent anti-LGBT legislation. In doing so, students will gain a critical awareness of the diverse issues facing contemporary democracies with culturally diverse populations.

**Learning Objectives:**
- Use anthropological tools and ethnographic case studies to analyze the varying forms of democracy on the African continent.
- Build a critical awareness of the problems raised by attempts to translate democratic ideals within cross-cultural contexts.
- Strengthen ability to read, analyze, and write about social science scholarship.

**Expectations:**
- Complete all readings by the date listed on the syllabus and come prepared for discussion.
- Technology should only be used for class purposes. If it becomes a distraction, I will ask you to put it away.
- Check your SOU email address regularly; I will use it to communicate with you outside of class.
- LATE ASSIGNMENTS WILL LOSE ONE LETTER GRADE PER DAY LATE.
- I do not give extra credit – your efforts should be directed towards the assigned work from day one!

**Please visit the following link for a detailed description of SOU's academic policies, disability resources, academic support, and emergency notification procedures:**
**https://drive.google.com/file/d/0B6wCikx36bF5cFFyRHBpR0JVVloyZEJZNTB1eEZHdlhQS2Jv/view?usp=sharing**

**Readings** (available in the bookstore or online for purchase)
1. *Witchcraft, Violence, and Democracy in South Africa* by Adam Ashforth
2. Various articles/chapters posted on Moodle.

**Assignments:**
1. Attendance/Participation (15%)
   a. Attendance is mandatory. You are allowed a maximum of TWO excused absences for any reason. All other absences are not excused, with the exception of religious holidays or college athletic participation.
   b. If you are physically present but obviously not engaged (on Facebook, listening to headphones, texting), you will NOT get credit for attendance.
   c. If you are late, you will receive half credit for that day.

d. Your final grade in the class will either be positively or negatively impacted by your level of participation in class. This means: coming to class prepared, participating in discussion and group activities, and listening attentively to your professor and classmates.

2. Weekly Reading Diary (20%)
   a. Each week, you must write an approximately 500-word reflection on the readings for that week. This should both show that you have done all the required reading as well as provide evidence that you are thinking critically about the ideas we are addressing. This should be in essay format, and should cohesively tie the readings together (as opposed to just a list of notes).
   b. Due: Every Thursday by 10AM on Moodle
3. Current Event on Democracy (10%)
   a. Each student will be assigned a class session to bring in a current news story from a major news outlet related to our course topic. You are asked to post the article to Moodle *the night before* our class meeting. If you are unsure if your source is appropriate, please ask first.
   b. You should spend about 10-15 minutes describing the article for your classmates and drawing connections to our course material. In addition, you should prepare at least three discussion questions for us to consider as a class.
4. Proposal for Research Paper (20%)
   a. For this assignment, you should give your paper a working title, describe what you plan to investigate and why you are interested in this topic, cite and describe at least 3 potential *academic* (peer-reviewed) sources from outside our class that you might use to conduct your research, and include a conclusion that shows what you hope to accomplish with this paper. What will you learn? What might you offer in the way of greater understanding of your topic? What kind of perspective do you plan to take on the topic of your choice ?
   b. Details: 750-1,000 words, any recognized citation style (MLA, APA, etc.) is fine.
   c. Deadline: APRIL 18th on Moodle
5. Draft Research Paper (10%)
   a. This is the rough draft of your research paper (see detailed instructions below). Although it is a working draft, it must be complete and in formal essay format. Note: I will look for significant improvement based on my and your peers' comments in the final paper. The formatting details are the same for the final paper.
   b. Deadline: May 30th, hard copy in class
6. Final Research Paper (20%)
   a. Your assignment is to write a *research paper* in which you analyze some facet of the transition to or attempt at "democracy" (you should interpret this loosely and be critical of the term, as we will discuss in great length throughout the class) in an African nation within the last couple decades. This topic is flexible: you can choose what country you discuss and what particular issues within its recent political history you investigate (warning: do not take on too much!). However, you MUST engage with at least THREE of the course readings and an additional three academic sources outside of our class, using their theoretical ideas to analyze your chosen case study. You should be critical in your analysis of both the concept of democracy and the recent political events you discuss, and should have an overall *argument*.
   b. Details: 2,000-3,000 words plus bibliography (including the three course readings and at least three *academic* outside sources).
   c. Deadline: Tuesday, June 11th by 11:59PM on Moodle
7. Paper Presentations (5%)

a. The last week of class will be devoted to presentations and discussions of your research papers. You do not need to hand anything in, but you should be finished with your research and be able to present your findings and argument to the class. Visuals, such as Powerpoint, posters, etc., are not necessary but are recommended to aid in your discussion. Be prepared to answer questions about your topic! Time length will depend on final amount of presenters, but expect around 10 minutes.

**Schedule of Classes:**

April 2 – Introduction to Class
- Roundtable Introductions
- Syllabus Review

April 4 – What is Democracy?
- Assign current event dates
- Readings:
  - Brown, "Democracy's Lack," Public Culture 10(2): 425–429
  - De Tocqueville, selection from "Democracy in America" in The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations and Documents of Freedom and Human Rights Worldwide. Ed. Ravitch and Thernstrom, Harper Collins, 1992.

April 9 - Politics: The View from Anthropology
- Readings:
  - Asad, "From the History of Colonial Anthropology to the Anthropology of Western Hegemony." In Colonial Situations: Essays on the Contextualization of Ethnographic Knowledge. Ed. George Stocking. Madison, WI: University of Wisconsin Press, 1991. 314-324.
  - Wolf, Introduction. Europe and the People Without History. 3-23.

April 11 – Politics: The View from Anthropology
- Reading:
  - Paley, "Toward an Anthropology of Democracy" Annual Review of Anthropology 31:469-496

April 16 – African Democratic Transitions
- Readings:
  - Dowden, 1993. "Reflections on Democracy in Africa." *African Affairs* 92(369):607-613.
  - Barkan, 2002. "The Many Faces of Africa." *Harvard International Review* 24(2).

April 18 – African Democratic Transitions
- Readings:
  - Owusu, "Domesticating Democracy." Comparative Studies in Society and History 39(1): 120-152
  - Allman, 2013. "Chapter 12: Between the Present and History: African Nationalism and Decolonization." In *The Oxford Handbook of Modern African History*. Oxford: Oxford University Press.

April 23 - Human Rights and Democracy

- Reading:
  - Donnelly and Whelan, 2018. "Chapter 1: Human Rights in Global Politics: A Historical Perspective." In *International Human Rights*. Fifth Edition. New York: Westview Press.

April 25 - Human Rights and Democracy

- Readings:
  - Von Schnitzler, "Performing Dignity: Human Rights, Citizenship, and the Techno-Politics of Law in South Africa." American Ethnologist 41(2):336-350.
  - Comaroffs, "Criminal justice, cultural justice: The limits of liberalism and the pragmatics of difference in the new South Africa." American Ethnologist 31(2):188-204.

April 30 – Gender (In)Equalities

- Readings:
  - Van Allen, 1972. "Sitting on a Man: Colonialism and the Lost Political Institutions of Igbo Women." *Canadian Journal of African Studies*. 6(2):165-181.
  - Hassim, "Democracy's Shadows: Sexual Rights and Gender Politics in the Rape Trial of Jacob Zuma." *African Studies* 68(1): 57-77.

May - 2 Gender (In)Equalities

- Readings:
  - Shell-Duncan, Bettina. 2008. From Health to Human Rights: Female Genital Cutting and the Politics of Intervention." *American Anthropologist* 110(2):225-236.
  - Christoffersen-Deb, 2008. "Taming Tradition: Medicalized Female Genital Practices in Western Kenya." *Medical Anthropology Quarterly*. 19(4).

May 7 - Economic Restructuring and Democracy

- Readings:
  - Goldman, "Tracing the Roots/Routes of World Bank Power" *International Journal of Sociology and Social Policy* 25(1/2): 10-29.
  - Smith, Daniel Jordan. 2004. "The Bakassi Boys: Vigilantism, Violence, and Political Imagination in Nigeria." *Cultural Anthropology* 19(3): 429-455.

May 9 - Economic Restructuring and Democracy

- Readings:
  - Anne-Maria Makhulu, "The Question of Freedom: Post-Emancipation South Africa in a Neoliberal Age," in Ethnographies of Neoliberalism. 131-145.
  - Weiss, Street Dreams: Inhabiting Masculine Fantasy in Neoliberal Tanzania. In *Producing African Futures*, 193-228.

May 14 – Art as Political Protest

- Readings:
  - Erlmann, 2013. "Chapter 24: Music in Modern African History." In *The Oxford Handbook of Modern African History*. Oxford: Oxford University Press.
  - Gueye, 2013. "Urban Guerrilla Poetry: The Movement *Y' en a Marre* and the Socio-Political Influences of Hip Hop in Senegal." *The Journal of Pan African Studies*. 6(3):22-42.

May 16 - Spiritual Insecurity and Modernity

- Readings:
  - Ashforth, *Witchcraft, Violence and Democracy in South Africa*, Introduction – Ch. 3
  - Gluckman, "Psychological, Sociological and Anthropological Explanations of Witchcraft and Gossip: A Clarification." Man 3(1): 20-34.

May 21 - Spiritual Insecurity and Modernity

- Readings:
  - Ashforth, *Witchcraft, Violence and Democracy in South Africa*, Ch. 4-6
  - Comaroffs, "Occult Economies and the Violence of Abstraction: Notes from the South African Postcolony." American Ethnologist 26: 279–309.

May 23 - Spiritual Insecurity and Modernity

- Readings:
  - Ashforth, *Witchcraft, Violence and Democracy in South Africa*, Ch. 11, 12, epilogue
  - West, "Govern Yourselves! Democracy and Carnage in Northern Mozambique" in *Democracy: Anthropological Approaches*. 97-121.

May 28 – Citizenship, Ethnicity and Indigeneity

- Readings:
  - Kymlicka and Norman, 2000. "Chapter 1: Citizenship in Culturally Diverse Societies: Issues, Contexts, Concepts." In *Citizenship in Diverse Societies*. Oxford: Oxford University Press.
  - Nyamnjoh, "From Bounded to Flexible Citizenship." Citizenship Studies 11(1): 73-82.

May 30 – Writing Workshop – bring a HARD COPY of your rough draft for peer editing/discussion.

June 4 – Paper Presentations

June 6 – Paper Presentations

June 11- Final Research Paper due