**Democracy in Divided Societies: 50 Years of Power Sharing**

*Initial Syllabus*

Q-Team, Winter Semester 2019/20

Universitätsstraße 3b, Room 005

Tuesdays, 16:15 - 17:45

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| Humboldt University of BerlinInstitute of Social Sciences and bologna.lab |
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## Course Description

This is an unusual course; it is neither a seminar nor a lecture but rather a Q-Team. It is based on the principles of inquiry-based learning. It is highly collaborative; we will work in groups and we will do a lot of practical, working sessions. Collectively, we want to answer the following question: *What is known from the existing literature published between 1969 and 2018 about how power sharing contributes to democratic stability across the globe?* 1969 is chosen because the power sharing theory was first conceptualized and heavily influenced by Arend Lijphart, whose 1969 article *Consociational Democracy* is considered the classic expression of the theory (Lijphart 2008, 3). Power sharing was first applied to four European consociational democracies namely Austria, Belgium, the Netherlands and Switzerland but has since been studied in several countries across the globe.

Students will be divided into groups based on regional interest: Africa, Asia, Europe, Latin America, etc. Together we will carry out a pioneering scoping review of the vast power sharing literature. A scoping review is a more advanced and structured form of a literature review. It maps the concepts in addition to evidence sources and types in a particular field (Mays, Roberts, and Popay 2001, 194). Contrary to systemic reviews or meta-analysis that synthesize and evaluate evidence supporting or contradicting a specific research question, a scoping review maps the field and points out to research gaps (Arksey and O'Malley 2005, 20). The Q-Team will use Arksey and O'Malley’s (2005) widely-cited methodological framework on how to carry a scoping review. The framework consists of five stages: 1) identifying the research question, 2) identifying the relevant studies, 3) study selection, 4) charting the data and 5) collating, summarizing and reporting the results. The outline of the Q-Team is organized around these five stages.

## Course Goals and Learning Outcomes

The course aims to produce a scoping study of the power sharing literature between 1969 and 2018 that meets high academic methodological standards to qualify for publishing in an academic journal.

By the end of the course, students will be able to:

* Understand and explain the following terms to others: power sharing and its different types, divided societies, a scoping review.
* Apply the latest methodological advances in undertaking scoping reviews.
* Analyze the content of articles to judge whether they meet the scoping review’s inclusion and exclusion criteria.
* Evaluate the quality of other scoping reviews.

## Teaching Philosophy

I strongly believe in inclusion and equity. I understand that some people are introverts while others are extroverts. I will respect who you are. My responsibility is to provide an environment where everyone is encouraged to ask questions, voice opinions even if they go against the course majority’s opinion. This does not mean to become cynical. This is unhealthy and unproductive. I believe that a balanced critical mindset is important.

I do not believe that students are lazy by nature. I believe psychology professor Devon Price who argues that [laziness does not exist](https://humanparts.medium.com/laziness-does-not-exist-3af27e312d01). I believe that every human procrastinates at some point. Most of the time, it goes back to the structural conditions and context that you surround yourself or are surrounded with. If you found yourself procrastinating, think about what is holding you back. It is not about you, rather the strategies that you use or the context that you are immersed in.

I believe in mutual and horizontal accountability: my accountability towards you, your accountability towards me and your accountability towards each other. We all have joined the course for a purpose and we want to achieve the course goals by the end of the semester.

I do not claim to know or have all the answers. I will do however my best to guide you to find answers to your questions. In order to do that, you first need to voice your questions.

## Office Hours and Communication

Office hours will be scheduled by appointment. Please feel free to email me to schedule an appointment. My office address is: Luisenstr. 56, 10099 Berlin (Berlin Graduate School of Social Sciences, room 402).

Please communicate to me via email.

Please allow 48 hours for a response. If you need an urgent response such as feedback on an upcoming assignment, please write “Urgent” in the title.

When you write to me, please start your very first line in the email with the goal of the email saying for example: “I am writing to inquire whether… or Could you please tell me ….?” Being clear about what you want will help me in providing the best answer I can.

## Course Material

The course readings and material will be uploaded to Moodle.

## Course Requirements

Q-teams are not graded courses. You will not receive a grade at the end of the semester. You will receive 5 ECTS points (LPs) if you passed the course and met the requirements below. Failing to meet the requirements below will result in failing the course.

Please bring your laptop with you to the course. We will do a lot of working sessions. If this is not possible, please ensure that at least each group has two laptops per session.

* 1. **Regular participation:** The session are built on each other. Missing one session could significantly affect your ability to catch up and contribute to your group work. I however understand that emergencies happen. Only three unjustified absences will be allowed. Any additional absences will result in automatic course failure unless justified by evidence such as a doctor’s note in the case of illness.
	2. **Contributing to group work:** Much of the work will be done via group work. As we strive towards one goal, we need to equally contribute to the end goal, that is the scoping review. Free riding is therefore not acceptable. If you are not contributing to the group work, your group can decide to remove you from the group. If this happens, it will be your responsibility to find another group that will accept you to join them. If you could not find another group, this might lead to your inability to continue the course and thus failing the course. It is natural that each of us has particular strength. Try to know each other and divide the work of the group in order to capitalize on your strengths. Some of you might be good at research, others at writing or visualization, etc. Use your strengths, but divide the work equally!
	3. **Four short papers (five pages) to be presented by each group:**

*Papers:* These short papers prepared by each group should be five pages each (double spaced, Times New Roman or Garamond 12 font size or Arial 11 font size, 2.5 cm all margins). The papers should include the following: 1) a cover page with the title, names of group members and an abstract, 2) introduction, 3) body text (divided into sections) on the analysis, 4) conclusion and 5) references if applicable.

The papers are due at 18:00 on Monday the day before the course as follows:

First paper: Deadline is 18.11 2019 at 18:00

Second paper: Deadline is 09.12.2019 at 18:00

Third paper: Deadline is 13.01.2020 at 18:00

Fourth paper: Deadline is 10.02.2020 at 18:00

The papers document the progress of each group on undertaking the scoping review and present the findings and challenges so far. It will also justify the decisions taken by each group. I will provide more details on the content of each paper in due course. The papers should be uploaded on Moodle to be accessible by everyone before the deadline.

*Presentations:* Each group will present their paper in the session, due the following day after submitting the paper. Each group will be given only 15 minutes to present their paper using a power point presentation. You have three options: bring the presentation on a flash drive and I will show it on my laptop, send me the presentation at 11 am at the latest on the same day of the course or bring your laptop with you to show the presentation.

## Publishing the Scoping Review

All students who successfully pass the course will be automatically listed as contributors to the scoping review, once hopefully published in an academic journal.

If you want to become a co-author, please let me know at the end of the semester. A co-author will contribute to extra work required after the official end of the course to put the findings of the different groups into a coherent academic paper to be potentially published. This will require more time and effort from you. There is also the possibility that after putting this effort, the paper could be rejected from publication. In this case, we will try to revise and resubmit to another journal. A journal that accepts the article could also ask for revisions, be it significant or minor.

## Session Plan

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| Session 115.10.2019 | **Welcome and introduction to the Q-Team** |
| Session 222.10.2019 | **Power sharing and its critics**A debate activity on the virtues and criticisms of power sharing. Without reading the articles, you will not be able to contribute to and benefit from the debate! *Required readings (please read the first article and either the second or third article):** Lijphart, Arend. 2008. *Thinking about Democracy: Power Sharing and Majority Rule in Theory and Practice.* Oxon, New York: Routledge (Chapter 1, 3-22).
* Binningsbø, Helga M. 2013. “Power sharing, peace and democracy: Any obvious relationships?” *International Area Studies Review* 16 (1): 89–112. doi:10.1177/2233865912473847.
* Horowitz, Donald L. 2014. “Ethnic Power Sharing: Three Big Problems.” *Journal of Democracy* 25 (2): 5–20.

*Additional readings:** Andeweg, Rudy B. 2000. “Consociational Democracy.” *Annu. Rev. Polit. Sci.* 3 (1): 509–36. doi:10.1146/annurev.polisci.3.1.509.
* Lijphart, Arend. 1969. “Consociational Democracy.” *World Pol.* 21 (02): 207–25.
* Bogaards, Matthijs. 1998. “The Favourable Factors for Consociational Democracy: A Review.” *Eur J Polit Res* 33 (4): 475–96. https://doi.org/10.1023/A:1006887312649.
 |
| Session 329.10.2019 | **The why and how of scoping studies - What are the relevant studies and how to identify them?**A group activity on the different stages of scoping studies. You will also understand how to idenitfy the studies and how to add them to a cloud-project such as Citavi or JBI Sumari. A group working session on identifying study. *Required readings:** Arksey, Hilary, and Lisa O'Malley. 2005. “Scoping studies: towards a methodological framework.” *International Journal of Social Research Methodology* 8 (1): 19–32. doi:10.1080/1364557032000119616.
* Levac, Danielle, Heather Colquhoun, and Kelly K. O'Brien. 2010. “Scoping Studies: Advancing the Methodology.” *Implementation Sci* 5 (1): 1–9. <https://doi.org/10.1186/1748-5908-5-69>.
* Peters, Micah D. J., Christina M. Godfrey, Hanan Khalil, Patricia McInerney, Deborah Parker, and Cassia Baldini Soares. 2015. “Guidance for Conducting Systematic Scoping Reviews.” *International journal of evidence-based healthcare* 13 (3): 141–46. https://doi.org/10.1097/XEB.0000000000000050.

*Examples of scoping reviews:** Tricco, Andrea C., Erin Lillie, Wasifa Zarin, Kelly O’Brien, Heather Colquhoun, Monika Kastner, Danielle Levac et al. 2016. “A Scoping Review on the Conduct and Reporting of Scoping Reviews.” *BMC Med Res Methodol* 16 (1): 1–10. <https://doi.org/10.1186/s12874-016-0116-4>.
* Campana, Aurélie, and Luc Lapointe. 2012. “The Structural “Root” Causes of Non-Suicide Terrorism: A Systematic Scoping Review.” *Terrorism and Political Violence* 24 (1): 79–104. <https://doi.org/10.1080/09546553.2011.611547>.

*Examples of article datasets:** Pelke, Lars, and Paul Friesen. 2019. “Democratization Articles Dataset: an introduction.” *Democratization* 26 (1): 140–60. <https://doi.org/10.1080/13510347.2018.1504778>.
* Schedler, Andreas, and Cas Mudde. 2010. “Data Usage in Quantitative Comparative Politics.” *Political Research Quarterly* 63 (2): 417–33. https://doi.org/10.1177/1065912909357414.
 |
| Session 405.11.2019 | **Identifying relevant studies: Progress made, challenges faced and how to overcome them**Group exchange on identified studies so far and challenges faced. Discussion on how to overcome challenges based on other groups’ experience. In-class group working session.  |
| Session 512.11.2019 | **What studies have we found so far and what are the gaps?**Group exchange on identified studies so far, the gaps and discussion on how to overcome them. In-class group working session. |
| Session 619.11.2019 | **Finalizing identification of relevant studies**Group presentations by students on the final list of identified studies by region. Celebrating the first milestone! |
| Session 726.11.2019 | **Inclusion and exclusion criteria of identified studies**Why inclusion and exclusion criteria? Developing the criteria together. A practical group working session to apply criteria by the students.  |
| Session 803.12.2019 | **What have we included so far and challenges faced?** Group exchange on included and excluded studies so far and challenges faced. Discussion on how to overcome challenges based on other groups’ experience. |
| Session 910.12.2019 | **Finalizing study selection** Group presentations by students on the final studies included. Celebrating the second milestone! |
| Session 1017.12.2019 | **Which data to extract and how to add?** What data to extract and how to do that in a cloud-based platform? A practical group working session to apply criteria.  |
| Break24.12.2019 and 31.12.2019 |
| Session 1107.01.2020 | **Charting the data and challenges faced** Group exchange on extracted data studies so far and challenges faced. Discussion on how to overcome challenges based on other groups’ experience. |
| Session 1214.01.2020 | **Finalizing charting data** Group presentations by students on charting the data. Celebrating the third milestone! |
| Session 1321.01.2020 | **How to collate and summarize data?** Methodological best practice on collating the data. A practical group working session to apply criteria by the students.  |
| Session 1428.01.2020 | **Collating and summarizing data** Group exchange by students on collated and summarized data and challenges faced. Discussion on how to overcome challenges based on other groups’ experience. |
| Session 1504.02.2020 | **No class**No full session will be held to give students time but Q-Team leader will hold group individual appointments to discuss progress and presentation of results.  |
| Session 1611.02.2020 | **Collating and summarizing data: Preliminary results** Group presentations of preliminary results. Celebrating the fourth and final milestone! |

## Additional readings on power sharing

Ansorg, Nadine, Felix Haass, and Julia Strasheim. 2013. “Institutions for Sustainable Peace: From Research Gaps to New Frontiers.” *Global Governance* 19 (1): 19–26.

Barry, Brian. 1975. “Review Article: Political Accommodation and Consociational Democracy.” *British Journal of Political Science* 5 (4): 477–505. doi:10.1017/S0007123400008322.

Bogaards, Matthijs. 2000. “The Uneasy Relationship between Empirical and Normative Types in Consociational Theory.” *Journal of Theoretical Politics* 12 (4): 395–423. doi:10.1177/0951692800012004002.

Cammett, Melani, and Edmund Malesky. 2012. “Power Sharing in Postconflict Societies: Implications for Peace and Governance.” *The Journal of Conflict Resolution* 56 (6): 1–35.

Graham, Benjamin A. T., Michael Miller, and Kaare W. Strom. 2017. “Safeguarding Democracy: Powersharing and Democratic Survival.” *American Political Science Review* 111 (4): 686–704.

Hartzell, Caroline, and Matthew Hoddie. 2003. “Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management.” *American Journal of Political Science* 47 (2): 318. doi:10.2307/3186141.

———. 2015. “The Art of the Possible: Power Sharing and Post—Civil War Democracy.” *World Pol.* 67 (01): 37–71. doi:10.1017/S0043887114000306.

Lijphart, Arend. 1968. “Typologies of Democratic Systems.” *Comparative Political Studies* 1 (1): 3–44.

———. 1977. *Democracy in Plural Societies: A Comparative Exploration.* New Haven, CT: Yale University Press.

———. 1985. *Power-Sharing in South Africa.* Policy papers in international affairs 24. Berkeley: Inst. of Internat. Studies Univ. of California.

———. 2000. “Definitions, Evidence, and Policy: A Response to Matthijs Bogaards' Critique.” *Journal of Theoretical Politics* 12 (4): 425–31. doi:10.1177/0951692800012004003.

———. 2004. “Constitutional Design for Divided Societies.” *Journal of Democracy* 15 (2): 96–109. doi:10.1353/jod.2004.0029.

Linder, Wolf, and Andrea Bachtiger. 2005. “What Drives Democratisation in Asia and Africa?” *Eur J Political Res* 44 (6): 861–80.

Lustick, Ian. 1979. “Stability in Deeply Divided Societies: Consociationalism versus Control.” *World Pol.* 31 (03): 325–44. doi:10.2307/2009992.

———. 1997. “Lijphart, Lakatos, and Consociationalism.” *World Politics* 50 (1): 88–117. doi:10.1017/S0043887100014738.

Merkel, Wolfgang, and Brigitte Weiffen. 2012. “Does Heterogeneity Hinder Democracy?” *Comparative Sociology* 11 (3): 387–421.

Noel, S. J. R., ed. 2005. *From power sharing to democracy: Post-conflict institutions in ethnically divided societies.* Montréal: McGill-Queen's University Press.

Nordlinger, Eric A. 1972. *Conflict Regulation in Divided Societies.* Occasional Papers 29. Cambridge, Mass. Center for International Affairs, Harvard Universit.

Norris, Pippa. 2008. *Driving Democracy: Do Power-Sharing Institutions Work?* Cambridge, New York: Cambridge University Press.

McEvoy, Joanne, and Brendan O'Leary, eds. 2013. *Power Sharing in Deeply Divided Places.* National and ethnic conflict in the twenty-first century. Philadelphia, Pennsylvania: University of Pennsylvania Press.

Roeder, Philip G., and Donald Rothchild, eds. 2005. *Sustainable Peace: Power and Democracy After Civil Wars.* 1. publ., 1. print. Ithaca, N.Y., London: Cornell Univ. Press.

Sisk, Timothy D. 1996. *Power Sharing and International Mediation in Ethnic Conflicts.* 1. print. Washington, DC: United States Institute of Peace Press.

Spears, Ian S. 2002. “Africa: The Limits of Power-Sharing.” *Journal of Democracy* 13 (3): 123–36. doi:10.1353/jod.2002.0057.

Steiner, Jürg. 1981a. “Research Strategies beyond Consociational Theory.” *The Journal of Politics* 43 (4): 1241–50.

———. 1981b. “Review: The Consociational Theory and Beyond.” *Comparative Politics* 13 (3): 339–54.

van Schendelen, M.P.C.M. 1985. “Consociational Democracy: The Views of Arend Lijphart and Collected Criticisms.” *Political Science Reviewer* 15 (1): 143–83.