

HIS/PSC 227 (Spring 2012)
Power and Authority in Non-Western Societies
Owino/Muego
MC 406
MWF 1:30-2:35PM

COURSE SYLLABUS

Instructors' contact information

Dr. Meshack Owino
Office: RT 1357
Phone: 216-523-7264
E-mail: m.owino@csuohio.edu
Office Hours: MWF 12-1 pm
History Homepage:
www.csuohio.edu/class/history

Dr Benjamin N Muego
Office: RT 1742
Phone: 216-687-4548
E-mail: b.muego@csuohio.edu
Office Hours: MWF 11:30am-1:30 pm
Political Science Homepage:
www.csuohio.edu/polisci

COURSE OBJECTIVES

History/Political Science 227 is an introduction to a facet of social behavior in non-western societies—the use of power and authority. In this course we will examine ways in which authority is challenged and power tested in the cases of Sub-Sahara Africa (Kenya) and Southeast Asia (Philippines).

This is an interdisciplinary course that subsumes the disciplines of Political Science and History. In the course of instruction, students will learn about some of the differences in approach employed by these two fields of inquiry.

At the end of the course, students will be able to understand the concepts of “power” and “authority,” and will be able to understand the ways in which power and authority are universal, and the ways in which the concepts vary according to cultural context.

The instructors in this class have chosen to focus on the concept of dissent. The case studies will recount situations in which there is a challenge to the dominant order, and where the authority of the government is being questioned. Inevitably, such cases test the power of the government and the rival group(s). Often, such tests are resolved by violence. The specific cases we have chosen will thus suggest a set of generalizations about the nature of violence as a tool of governmental control or as a means toward revolutionary outcomes.

COURSE MATERIALS

Kenya Module:

The required textbook for the “Kenya Module” is B.A. Ogot and W.R. Ochieng’, Decolonization and Independence in Kenya, 1940-93 (Athens, Ohio: Ohio University Press, 1995). In addition, students are required to read the following books: Jomo Kenyatta, Facing Mt. Kenya (New York: Vintage Books, 1965), and Ngugi wa Thiong’o, The River Between (Longman, 2008). The books are available at the university bookstore. Students should visit the Daily Nation (www.nation.co.ke) and the East African Standard (www.standardmedia.co.ke) websites for current news on Kenya. Other relevant materials for the module will be placed on the university electronic reserve system.

Philippine Module:

The required textbook for the Philippine module is Benjamin N Muego, The Philippines: A Self-Study Guide (Washington, DC: National Foreign Affairs Training Center/US Foreign Service Institute, 2011).

For contemporary events, students are encouraged to read any or all of the following on-line English-language publications: The Philippine Center for Investigative Journalism (<http://www.pcij.org>), The Philippine Daily Inquirer (<http://www.inquirer.net>), Philippine Star (<http://www.philstar.com>), The Daily Tribune (<http://www.tribune.net.ph>) and Malaya (<http://www.malaya.com.ph>), among others.

EVALUATION

Students will be evaluated according to the following formula:

Class Participation	30%
Three Exams	30%
Final Exam	40%

COURSE MODULES

A. Brief Description of Kenya Module

The first module for the course focuses on the nature and exercise of power and authority, and their transformation in Kenya from around the second half of the nineteenth century to the 1990’s. Specifically, the module examines the nature and exercise of power and

authority among African communities in pre-colonial Kenya; the colonial invasion, and establishment of colonial rule in Kenya; the nature of power and authority in colonial Kenya; African protests and agitations against colonial rule; the achievement of independence in Kenya; and the nature and exercise of power and authority in independent Kenya. The module concludes with an examination of the struggle against one-party system of government, and the re-introduction of a multi-party system of government in Kenya.

B. Brief Description of Philippine Module

The second module for the course focuses on the Philippines, the second most populous nation in Southeast Asia and the first country in the region to gain independence from a foreign power; first from Spain, on 12 June 1898 and later, from the United States on 4 July 1946. The Philippines is a former Spanish colony (1543-1898) and has lived and continues to live, in the shadow of the United States. Or to paraphrase David Joel Steinberg in his seminal work, The Philippines: A Singular and a Plural Place, the Philippines uniqueness derives from having spent “three and a half centuries in a convent and fifty years in Hollywood.”

The country’s bastardized political culture is marked by a great deal of ambivalence, i.e., a governmental system modeled after that of the United States even as the Catholic Church, a legacy of protracted Spanish colonial rule, continues to dominate important aspects of public policy especially with respect to marriage, family-planning and education. Indeed, in spite of the United States’ withdrawal of direct political control over the Philippines in 1946, more than sixty years ago, Filipinos continue to be dependent on the United States on matters of national defense and foreign policy in classic “neo-colonial” fashion. Parenthetically, Filipinos are also heavily influenced by a wide array of indigenous value systems like those of *utang na loob* (debt of gratitude; reciprocity), *pakikisama* (smooth inter-personal relations) and *hiya* (shame), and the like.

COURSE OUTLINE

January 19—Course introduction, logistics, expectations

Unit I—KEY TERMS AND CONCEPTS

January 18—Defining non-western

What is “non-western” about non-western? What is “western culture”?

January 20-23—Defining Power and Authority

January 25—First Examination (bluebook required)

Unit II—KENYA

January 27-February 3 (4 meetings)—Kenya Part I: The Geographical, Historical, Social, Economic and Political Setting of Pre-colonial Kenya

January 27/30 (2 meetings)—The Migration and Settlement of People in Kenya up to the end of the 19th Century

Available on Electronic Reserve: “The Lake Plateau of East Africa,” in Robert O. Collins and James M. Burns, A History of Sub-Saharan Africa (Cambridge: Cambridge Press, 2007), pp. 114-127

February 1/3 (2 meetings)—The Exercise of Power in Pre-colonial Kenya: The Example of Agikuyu Jomo Kenyatta, Facing Mt. Kenya

February 6-March 1 (9 meetings)—Kenya Part II: Colonial Kenya (The Nature and Exercise of Power and Authority in Colonial Kenya)

February 6/8/10 (3 meetings)—The Scramble and Establishment of Colonial Rule in Kenya

B.A. Ogot and W.R. Ochieng’, Decolonization and Independence in Kenya, pp. xi-xviii, 1-24

February 13/15/17 (3 meetings)—Kenya Under Colonial Rule

B.A. Ogot and W.R. Ochieng’, Decolonization and Independence in Kenya, pp. xi-xviii, 1-24
Ngugi wa Thiong’o, The River Between

February 20—President’s Day (No Class)

February 22/24 (2 meetings)—African Protests against Colonial Rule in Kenya up to 1945

B.A. Ogot and W.R. Ochieng’, Decolonization and Independence in Kenya, pp. xi-xviii, 1-24
Ngugi wa Thiong’o, The River Between

February 27/29 (2 meetings)—African Protests against Colonial Rule from 1945 to 1963

B.A. Ogot and W.R. Ochieng', Decolonization and Independence in Kenya, pp. 25-79

March 2/5/7 (3 meetings)—Kenya Part III: Independent Kenya

(The Nature and Exercise of Power and Authority in Independent Kenya)

March 3/5/7 (3 meetings)—Independent Kenya from 1963 to 1990's

B.A. Ogot and W.R. Ochieng', Decolonization and Independence in Kenya, pp. 81-261

March 9—Second Examination (bluebook required)

March 11 to 18—Spring Break (No Classes)

March 19/21/23 (3 meetings)—Political Culture/Dynamics: Acephalous, and Centralized Political Systems in Kenya and Africa

Available on Electronic Reserve: "African Traditional Institutions" in Vincent Khapoya, The African Experience: An Introduction, pp. 21-63

Unit III—THE PHILIPPINES

March 26/28/30 (3 meetings)—Land and People

The Land and People
Lingo-Cultural Groups
Cultural and Political Identify
Religion and the Indigenous Culture

April 2/4/6/9/11 (5 meetings)—Post-Colonial Period/Independence

The Philippines Under Spain
The Philippines Under American Rule
Japanese Interregnum
Second Philippine Republic
Third Philippine Republic

April 13—Third Examination (bluebook required)

April 16/18/20/23/25/27 (6 meetings)—The Philippines Today

Governmental System
Key Political Actors

Political-Economic Elite
Armed Forces of the Philippines
Roman Catholic Church
Technocratic Elite
Communist Threat
Political Parties
The Economy
Foreign Policy

April 30/-May 2/4 (3 meetings)—Source/Nature of Power and Authority

Formal—1935/1987 Constitution, statutes, court decisions, elections, best practices
Informal—kinship-*consanguinal*, *affinal* and *fictive*; indigenous values-*utang na loob*, *pakikisama*, *hiya*; peer-group; informal associations-*barkada*; civic organizations; college fraternities

May 11 (1:00-3:00 pm)—Final Examination (bluebook required)

GENERAL EDUCATION REQUIREMENTS

Social Science

A course approved for the Social Science requirement must meet all of the following criteria:

1. Courses must be offered at the 100/200 level in a social science discipline, including, but not limited to: Anthropology, Economics, History, Political Science, Psychology, or Sociology. Courses offered in other disciplines may be approved if they meet the other conditions indicated below.
2. Courses must explain, through empirical investigation and theoretical interpretation, the behavior of individuals and groups in societies, economies, governments, and subcultures.
3. Courses must introduce students to basic concepts used in the respective social scientific discipline.
4. Courses must introduce students to how data are collected and analyzed in the respective social scientific discipline.

Additional criteria for courses not specifically focused on Asia, Latin America, Africa or the Middle East:

Courses must be survey courses that provide an overview of a broad topic or field of knowledge.

Additional criteria for courses focused on Asia, Latin America, Africa, or the Middle East:

1. The primary focus of the course must be on a society or societies in Asia, Latin America, Africa and/or the Middle East. Courses that compare these societies to those of North America and/or Europe may be approved only if the majority of the course material concerns the first group of societies and the principal purpose of the course is to improve students' understanding of those societies.
2. Content must be presented from the perspective(s) of the societies being studied, not simply European and/or American perceptions of those societies.

Writing

To qualify in the skill area of writing a course must:

1. Designate that at least 15% of the student's grade in the course is based on an evaluation of writing.
2. Include writing assignments that directly relate to the course goals.
3. Include instruction in writing-to-learn and/or writing-to-communicate. While writing-to-learn emphasizes the student's experience, writing-to-communicate highlights the reader's experience. Both are necessary to produce a thoughtful text that observes academic writing's conventions.
4. Require that students write a total of 2,000 words (8 pages, double-spaced, in 12-point font, with 1" margins) in multiple assignments.
5. Assign writing throughout the semester.

Critical Thinking

To qualify in the skill area of critical thinking a course must:

1. Designate that at least 15% of the student's grade in the course is based on an evaluation of critical thinking.
2. Require students to attain skills beyond lower-level knowledge, thereby requiring:
 - a. higher-order thinking (analysis, synthesis, evaluation); **OR**
 - b. skills that involve the use of content knowledge (e.g. finding information to solve a problem); **OR**
 - c. the recognition of the importance and usefulness of knowledge and skills gained in the course (e.g. recognize the ability to and importance of working with others to solve intellectual problems).

****This syllabus is subject to change**