

Hope College

Hope College Digital Commons

19th Annual Celebration of Undergraduate
Research and Creative Activity (2020)

Celebration of Undergraduate Research and
Creative Activity

4-17-2020

Distinctions between Democratic Developments in Africa: Different Journeys for Similar Outcomes?

Emma DesLauriers-Knop
Hope College

Follow this and additional works at: https://digitalcommons.hope.edu/curca_19



Part of the [Political Science Commons](#)

Recommended Citation

Repository citation: DesLauriers-Knop, Emma, "Distinctions between Democratic Developments in Africa: Different Journeys for Similar Outcomes?" (2020). *19th Annual Celebration of Undergraduate Research and Creative Activity (2020)*. Paper 25.

https://digitalcommons.hope.edu/curca_19/25

April 17, 2020. Copyright © 2020 Hope College, Holland, Michigan.

This Poster is brought to you for free and open access by the Celebration of Undergraduate Research and Creative Activity at Hope College Digital Commons. It has been accepted for inclusion in 19th Annual Celebration of Undergraduate Research and Creative Activity (2020) by an authorized administrator of Hope College Digital Commons. For more information, please contact digitalcommons@hope.edu.

Democratic Developments in Africa: Senegal and Kenya

Emma DesLauriers-Knop
Hope College, Holland, Michigan

For more information, contact:
Emma DesLauriers-Knop
Hope College
141 E 12th St, Holland, MI 49423
952-693-8789
ejdeslauriersknop@gmail.com

Introduction

Democracy has been gaining traction across the continent especially since the early 1990's in the so-called "third wave" of democracy. This study will explore democratic developments in Africa in order to determine potential factors of influence within the creation and "success" of a democracy, as reported by indices such as Freedom House and Corruption Perception Index.

In order to demonstrate these factors, this study will consider two countries, Kenya and Senegal, who have very different origins, yet are both considered democracies today. While Kenya was a colony of the British, Senegal was colonized by the French, and as such, the governmental and social infrastructure put in place by their colonizing countries has played a leading role in how each country developed.

Hypothesis and Variables

I propose that Senegal, a French colony, has experienced more success in its democratic development post-independence than Kenya, a British colony, due to Senegal's experience as a former colony of the French. This hypothesis examines three factors including colonizer-established education system, colonizer treatment of ethnicity, and transition to power at independence.

My independent variable is the colonizing imperial power. My dependent variable is success in democratic development demonstrated by Freedom House and Corruption Perception Index scales.

H_0 : There is no difference between colonial states' success in democratic development.

H_1 : There is a difference between colonial states' success in democratic development.

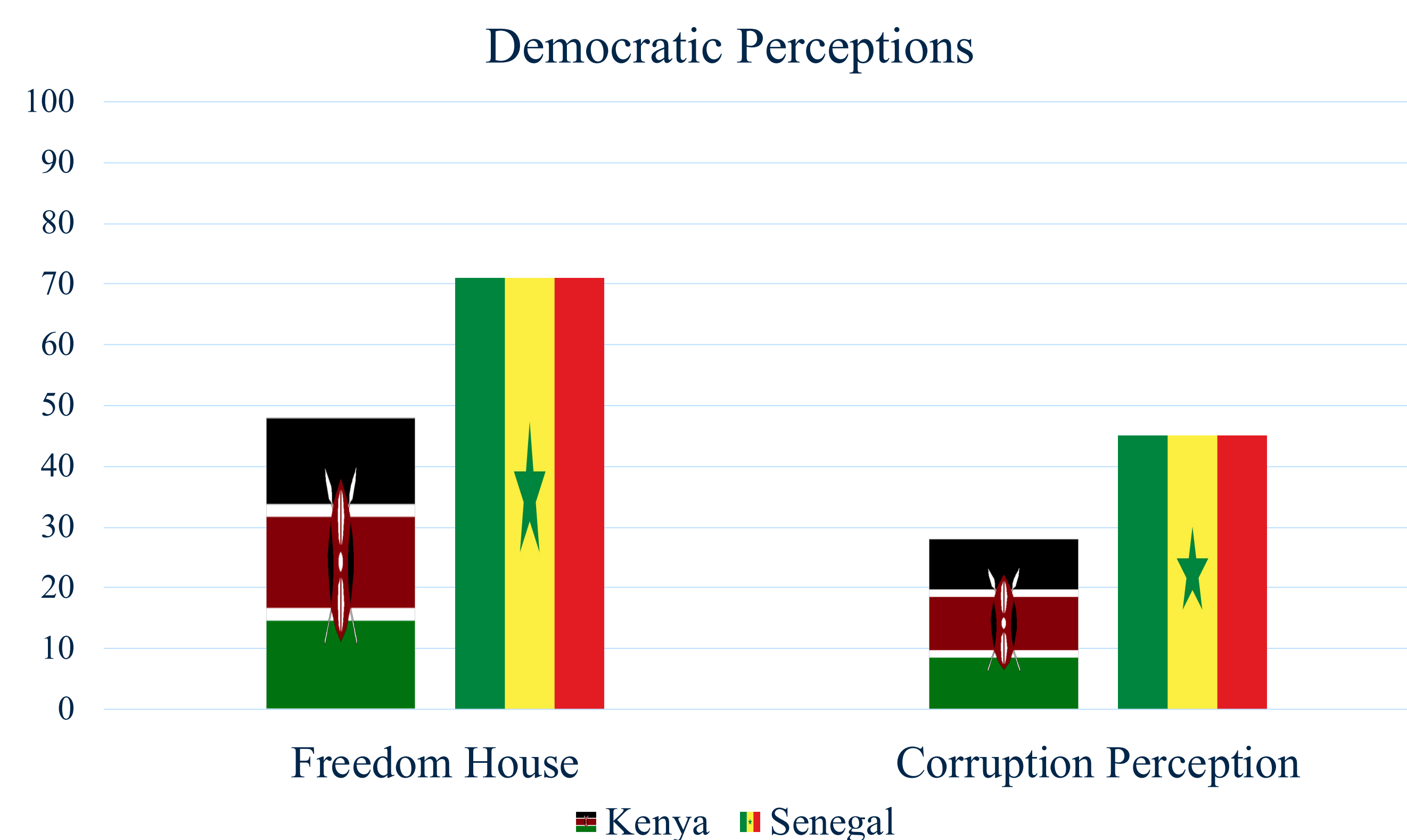
Research Question

Do colonies managed by a certain imperial power have a better chance at becoming democracies in independence?



Methods and Initial Data

This study will be an analysis of both primary and secondary sources. The primary sources Freedom House and Corruption Perception Index provide recent perceptions of democratic values and practices in each country. Results from the year 2019 display a difference between each country. Secondary source analysis will be used to examine potential explanations as to why, namely the education system, treatment of ethnicity, and political institutions in place at the time of independence.



Anticipated Findings

While more research needs to be done in order to draw stronger conclusions, it appears that Senegal's history as a French colony has provided the country with ripe conditions to develop democratic norms and foster personal and civil liberties. With a more unified treatment of the population and less hurried departure at independence, France's colonial treatment, in comparison to that of the British towards their colonies, left Senegal in a position where they had the right tools to democratize.

Limitations

One clear limitation is the small comparison of this study. While Kenya and Senegal are good choices for the purposes of a research proposal, the study of only two countries will not yield significant results, therefore, should this research move forward, the number of French and British-colonized countries would need to be much larger in order to draw meaningful conclusions.

It could also be of interest to expand the research beyond French and British colonies to include all imperial powers that colonized Africa for a more complete comparison.

Selected References

- Freedom House. "Global Freedom Scores." 2019.
- Finkel and Smith 2011 Finkel, Steven E., and Amy Erica Smith. "Civic Education, Political Discussion, and the Social Transmission of Democratic Knowledge and Values in a New Democracy: Kenya 2002." *American Journal of Political Science* 55, no. 2 (April 2011): 417-35. <https://doi.org/10.1111/j.1540-5907.2010.00493.x>.
- Kramon and Posner 2011 Kramon, Eric, and Daniel N. Posner. "Kenya's New Constitution." *Journal of Democracy* 22, no. 2 (April 1, 2011): 89-103.
- Kuenzi, Michelle. "Education, Religious Trust, and Ethnicity: The Case of Senegal." *International Journal of Educational Development* 62 (September 2018): 254-63. <https://doi.org/10.1016/j.ijedudev.2018.05.007>.
- Kuenzi, Michelle. "Nonformal Education, Political Participation, and Democracy: Findings from Senegal." *Political Behavior* 28, no. 1 (March 2006): 1-31. <https://doi.org/10.1007/s11109-005-9000-3>.
- Mutua, Makau. "Kenya's Quest for Democracy: Taming Leviathan". Boulder, Colorado: *Lynne Rienner Publishers*, 2008.
- Transparency International. "Corruption Perceptions Index." 2019.