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Spring 2014

DIPL 6704 NA Economic Development of Africa

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Economic Development of Africa (DIPL 6704 NA)
The School of Diplomacy and International Relations
SETON HALL UNIVERSITY
DIPL 6704 NA
Spring 2014

Professor: Naaborle Sackeyfio, PhD

Thursday: 5pm-7:10pm, Duffy Hall Rm. 82

Office Hours: Tuesdays 3:30-4:30pm and by appointment-McQuaid Hall Rm.109

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Course Description

Although we are often bombarded with images of a continent in flux, prone to wars, unrelenting conflict, poor governance and political upheaval, the course aims to move beyond prevailing notions of what Africa is and is not. The goal of this course is to provide a more comprehensive understanding of the continent's political and economic development. In doing so we will consider why the continent has developed more slowly than other parts of the world; to what extent post-colonial realities of the continent are informed by a colonial legacy and how the resource curse shapes the political economy of modern African states. The course will explore questions of economic 'agency', the politics of aid and donor dependency and examine prevailing economic paradigms that have structured the landscapes of African states. The purpose of this course is to examine the reasons advanced to explain the under-development of Africa through a primarily political economy framework, as the African continent is testament to the fact that economic development is affected by political contexts. We will examine the impact of neo-patrimonialism, the quandary of poor leadership and external factors like international assistance and neo-colonialism. In addition, given that Africa is a continent made up of specific countries, with different experiences, the course will also aim to make known some of these differences and variations across different regions and countries.

*Please note that I may make adjustments to the syllabus during the course of the semester and reserve the right to add, delete or make modifications to the readings as deemed fit.

Course Objectives

- Describe and analyze key concepts, debates, and theoretical perspectives regarding Africa's development
- Evaluate the nature of political economy on the continent as well as the intersection between historical and contemporary variations in development through case studies

Required Texts

The following texts are available through the campus bookstores or you may order them online. During the course of the semester, articles and other supplementary reading materials will be included for our class discussions.

William Easterly, *The White Man's Burden*, the Penguin Press, New York, 2006

Adam Hoschchild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Houghton-Mifflin, 1998

Todd J. Moss, *African Development: Making Sense of the Issues*, Boulder: Lynne Rienner, 2007

Recommended Texts

Leonard, K and Scott Straus. *Africa's Stalled Development: International Causes and Cures*, Lynne Rienner, Boulder and London, 2003 (LS)

COURSE REQUIREMENTS/ASSIGNMENTS

- 1. Attendance and participation-** This course follows a seminar format, so it is imperative that you attend regularly, complete the readings and actively participate in class discussions.
- 2. Leading class discussions and class handout-**Each student will start off a class discussion by presenting a 5-10-minute summary and analysis of readings on select days to be determined. In an effort to participate fully, each student will provide concise arguments on the readings and controversies within them. You will be asked to consider whether the arguments presented are logically coherent; whether the author provides empirical evidence in support of the main thesis; and offer your own well-reasoned ideas on the topic.

You will be graded on the following criteria:

- a). Grasp of the reading materials as evidenced by the class handouts. Ability to identify the independent and dependent variables, if applicable, the thesis statement, the main argument, and the author's key points.
 - b) Quality of your critiques of the readings
 - c) Ability to present this material to the class—do not read your handouts.
 - d) Quality of questions for discussion, and overall familiarity with all materials for the week.
- 3. Country Presentations-**As you know, Africa is a continent and not a country. In order to familiarize you with some of the specific contexts and realities of various countries, you will be asked to select one country in sub-Saharan Africa from a given list. You are expected to become a country expert for this country (two students cannot select the same country) and use it for your country presentations, short papers and final development policy report. To familiarize yourself with this country's political and economic development, you will be expected to read a foreign newspaper regularly as well as draw on academic journal articles, primary survey data and analysis of economic and other facts from sources like the Afrobarometer, Freedom House, Transparency International, International Crisis Group, World Bank and UNDP. My hope is that exposure to varied data sources will help you develop an in-depth understanding of the history and development trajectory of your focus country. **Presentations will take place on April 24.**

You will be expected to make one (ten-minute) class presentation that relates the key readings/issues for that week to your country in some way. This presentation should be a tangible illustration of course themes for that week as well as flesh out one or more aspects of this theme. My expectation and hope is that as you become a country expert, you are also able to situate the country's political and development trajectory in comparative perspective.

4. **Short Country Report (20 points):** Your country case study will form the basis for writing **one** short paper in response to questions posed in the course of the semester. You will be required to answer the question through analysis and application to your focus country. You will also be expected to go beyond class readings in completing this assignment, and use supplementary material, which include, but are not limited to, academic journal articles, books, and websites with economic data such as the World Bank and UNDP. Questions will be posted on Blackboard a week before the due date (via the upload tool on Blackboard). Your country report is due in class. A three to five page (not more!) answer is expected. **Your short country report is due on March 6.**

5. **Development Report (Final Paper)-** you are expected to submit a policy development brief between 12-15 pages in length. For this report, you will assume the role of a key development policy analyst. Your task is to analyze a development issue or challenge currently facing your country and offer policy recommendations to address this issue. For the first part of the report, you are expected to concisely describe and analyze the issues(s), and in the second part, advise on what course of action the government should take to address this problem. In advising the Ministry of Development, you must draw on one or more of the approaches that we will cover in class. More instructions on this assignment will be given at a later date. Be sure to follow APA or Chicago style. For style guides see <http://owl.english.purdue.edu/owl/section/2/>. **Your development Report is due on May 1st**

COURSE POLICY

1. In an effort to be considerate to fellow classmates and the professor, it is expected that once class begins cell phones are cut off or placed on a silent ring tone.

2. Academic Integrity/Plagiarism- Students are expected to honor the standards of academic integrity as outlined in the university catalog and indicated here: <http://www.shu.edu/offices/community-development/community-standards/> <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>. Any work, drawn from sources other than one's own must be properly documented-that is cited and attributed accurately. If any policies seem unclear, feel free to contact the professor for additional clarification.

3. From time to time, I will include articles accessible in PDF form. I may periodically include articles accessible on **blackboard, through the library or other sources.**

4. **Laptops-** Laptops are allowed for note taking as long as they do not distract you from participation in discussion.
5. **Email Policy-** I will do my best to get back to you within a minimum of 24 hours. However, I am not available on weekends.

Grading:

Leading class discussions	20%
Country presentations	20%
Short country Report	20%
Development policy report (Final Paper)	40%

Evaluation: Final Grades will based on the following scale:

A 94-96	B+87-89	C+ 77-79	D+ 67-69
A- 90-93	B 83-86	C 73-76	D 60-66
	B- 80-82	C-70-72	F 0-59

Course Schedule

Week 1 (Jan 16) Introduction and course overview

Week 2 (Jan 23) The Nature of the Colonial state

- Berman, Bruce J. 1997. Review: The perils of bula matari: Constraint and power in the colonial state. *Canadian Journal of African Studies / Revue Canadienne des Etudes Africaines* 31 (3):556-570. (PDF)
- Guest Lecture

Week 3: (Jan 30) Nature of the Colonial State

- Adam Hochschild, King Leopold's Ghost-A Story of Greed, Terror, and Heroism in Colonial Africa.
Online discussion on blackboard

Week 4 (Feb 6) The Post-Colonial African State: Implications of Leadership and the Ruled

- TM, "Big Men, Personal Rule and Patronage Politics" Ch. 2
- R. Jackson and C. Rosberg. 1984. "Personal Rule: Theory and Practice in Africa" *Comparative Politics*. 421-442. (PDF)
- LS "The Contemporary African State", Ch. 1, pp. 1-20 (PDF)
- Hyden, Goran. "Introduction and overview to the special issue on Africa's moral and affective economy." *African Studies Quarterly* 9. 1-2 (Fall 2006): NA. General OneFile. Gale. University of Florida . 30 Jan. 2009 <<http://www.africa.ufl.edu/asq/v9/v9i1a1.htm>>
- Ekeh, Peter P. (1974). "Colonialism and the Two Publics in Africa: A Theoretical Statement." *Comparative Studies in Society and History* 17 (1): 91-112. (PDF)
- **Recommended:** Englebert, Pierre (2000). "Pre-Colonial Institutions, Post-Colonial States, and Economic Development in Africa." *Political Research Quarterly*, 53 (7), pp 7-36.

Week 5 (Feb 13) Conflict and civil war

- Chimamanda Ngozi Adichie, (2009) The danger of the single story, presentation for TED, July, Oxford, England Available at:
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html
- Binyavanga Wainana "How to write about Africa":
<http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1>
- TM, "Violent conflict and civil war" Ch. 4
- Berdal, Mats. (2005). "Beyond greed and grievance – and not too soon", Review of International Studies, 31, 687–698 (On Blackboard)
- Collier, P. et al (2003). Breaking the Conflict Trap: Civil War and Development Policy. The World Bank. Ch. 3 (On Blackboard)
- Menkhaus, Ken (2003), "State Collapse in Somalia: Second Thoughts." Review of African Political Economy, Vol. 30, No. 97, The Horn of Conflict (Sep., 2003), pp. 405-422. (On Blackboard).

Comment [NS1]: you could also do how to write about Africa as a short comparative reading.

Week 6 (Feb 20) Transition to democratic rule

- TM, "Political change and democratization" Ch. 5
- Van de Walle, Nicolas, 1999. "Economic reform in a democratizing Africa", *Comparative Politics*, 21-41. (On Blackboard)
- WE "Planners and Gangsters," Ch. 4
- Ake, Claude (1993). "The unique case of African Democracy", *International Affairs*, Vol. 69, No. 2, 239-244. (On Blackboard)
- Alfio Cerami, Social Conflicts and the Politics of Inequality in Sub-Saharan Africa (PDF)

Week 7 (Feb 27)

Part 3: Core Development Questions: Determinants of economic growth

- TM "Africa's Slow Growth Puzzle", Ch. 6
- Collier, P. and Gunning, J., 1999, 'Why has Africa grown slowly?' *Journal of Economic Perspective*, 13 (3): 3-22.
- Easterly, William, and Ross Levine. (1997). "Africa's growth tragedy: policies and ethnic divisions", *Quarterly Journal of Economics*, 112, 1203-1250.
- World Bank's "Economic Growth in the 1990's: Learning from a Decade of Reform." Ch. 1 pgs. 1-26, Available Online at:
<http://www1.worldbank.org/prem/lessons1990s/> (On Blackboard)

Week 8 (March 6) Policy Environment, politics and institutions

- Mbaku, J.M., 2004, *Institutions and Development in Africa*, "General Introduction" (PDF)
- Boin, Arjen (2008) "Mapping trends in the study of political institutions" *International Studies Review* 10 (1): 87-92 (PDF)
- Rodrik, Dani (2008) "Second-best institutions" (PDF)

UNECA (2007) "African Traditional Institutions of Governance" ([Relevance AfricanTradInstGov.pdf](#)) (On Blackboard)

Helmke and Levitsky (2004) "Informal Institutions and Comparative Politics: A research agenda" ([A framework for studying informal-institutions.pdf](#)), G Helmke and S Levitsky / The Weatherhead Center for International Affairs, Harvard University (PDF)

- Sachs, Jeffery, 2006. Institutions matter but not for everything, *Finance and Development*, pp. 1203-1250.
<http://www.imf.org/external/pubs/ft/fandd/2003/06/pdf/sachs.pdf>
- **Short Country Report due in class!**

Week 9 (March 13) Spring Break!!! No Class

Week 10 & 11 (March 20 & 27) Structural Adjustment

Part 4: Core development questions in the international context: Economic reforms and conditionalities

- *The Politics of Economic Reform: Structural Adjustment and donor dependency may I*
- Jeffery Sachs, "Can Extreme Poverty Be Eliminated?" *Scientific American* (September 2005), pp. 56- 65.
- William Easterly, "The Big Push Déjà Vu: A Review of Jeffery Sachs' The End of Poverty: Economic Possibilities for Our Time," *Journal of Economic Literature* 44 (March 2006), pp. 96-105.
- Documentary: T-Shirt Travels
- Howard Stein, Policy Alternatives to Structural Adjustment in Africa: An Introduction (PDF)
- Erika Weinthal and Pauline Jones Luong, *Combating the Resource Curse: An Alternative Solution to Managing Wealth, Perspectives on Politics*, 4, no. 1 March 2008 pp 35-53
- Paul Collier and Jan Willem Gunning, *Why has Africa Grown Slowly, Journal of Economic Perspectives*, 13 No. 3 Summer 1999 pp 3-22
- TM "Economic Reform and the Politics of Adjustment", Ch. 7
- WE "You can't plan a market," Ch. 3 and WE Ch. 6 "Bailing out the Poor"
- Kicking the habit" Oxfam Briefing Paper 96, 2006 - online at:
http://www.oxfam.org/en/files/bp96_kicking_the_habit_061127.pdf/download
(On Blackboard)

Week 12 (April 3)

International Assistance and economic development

- TM "The International Aid System", Ch. 9
- LS "Technical Assistance" Ch. 3 and "Civil Conflict and International Humanitarian Intervention", Ch. 5 (PDF)
- WE "The rich have markets, the poor have bureaucrats", Ch. 5
Mallaby "NGOs: Fighting poverty or hurting the poor?"

Week 13 (April 10) Regionalism, globalization and investment

- Richard Mschomba, "Africa and the World Trade Organization, 2009 Cambridge University Press (PDF chapter)
- TM, "Africa and world trade" Ch. 12
- TM "Private investment and the business environment", Ch. 13
- Tull, "China's Engagement in Africa", in, Harbeson, J and Rothchild, D. (eds) (2009), *Africa in World Politics: Reforming Political Order*, Westview Press: Colorado. (PDF)
- Akwe, Amosu, "China in Africa, It's (still) the governance, stupid." *Foreign Policy* (On Blackboard)

Week 14 (April 17) Holy Thursday, No Class!!!

Week 15 (April 24) Part 5: Other Issues

- WE "The healers: triumph and tragedy", Ch. 7
- **Country Presentations**

Week 16 (May 1) Last day of Class!!!

Concluding thoughts

- TM "Some concluding thoughts", Ch. 14
- LS "Conclusion", Ch. 6 (PDF)
- WE "Homegrown Development", Chapter 10 &
- WE "The Future of Western Assistance", Ch. 11

Papers are due in class!!!