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School of Diplomacy and International
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Spring 2022

Economic Development of Africa

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DIPL 6704 NA: Economic Development of Africa
Spring 2022 (online)

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Student hours: Mondays 9:00 am to 1pm and by appointment (Microsoft Teams)

Course Description¹

Of the four major less developed regions in the world (East and South Asia, Latin America and Africa), Sub-Saharan Africa (hereafter SSA) has performed the worst economically since 1975. Why has this been the case? Explaining this poor economic development has occupied development theorists, aid agencies, international institutions and African governments and people alike. The focus is often on what has gone wrong; with little attention paid to the inherent strengths that African cultures and societies possess.

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 explore explanations that include history (the legacy of a colonial past); internal factors (neo-patrimonialism, poor leadership) and external factors (international assistance, neo-colonialism). We will also focus on what is working well, and the various ways in which African countries and leaders have negotiated with the outside world and sought to exercise their autonomy. 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.

Course Objectives:

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

1. Articulate the basic concepts, theories and perspectives about political economy of development in Africa
2. Understand historical and contemporary variations in the development of individual countries
3. Apply theories of economic development in SSA to concrete case studies
4. Produce an evidence-based policy paper that will assess the literature on development, and creatively apply these insights to a concrete case.

Course Requirements

¹ This is a draft syllabus and is subject to change. I reserve the right to add, delete or make modifications to the readings as deemed fit.

Required Texts:

1. Moss, Todd and Danielle Resnick, *African Development. Making Sense of Issues and Actors*, Lynne Rienner, Boulder and London, 2018 (3rd ed). (henceforth MR)
2. Easterly, William. *The White Man's Burden*, the Penguin Press, New York, 2006 (WE)
3. Leonard, K and Scott Straus. *Africa's Stalled Development: International Causes and Cures*. Lynne Rienner, Boulder and London, 2003 (LS)
4. Claude Ake, *Democracy and Development in Africa*, Brookings Institution Press, 1996. (CA).
5. Thomas Sankara, *Thomas Sankara Speaks: Burkina Faso Revolution 1983-1987*, Pathfinder Press, 2007. (Recommended)
6. Other readings will be available on blackboard to avoid the cost of purchasing a reader.

Assessment of Students

Students participating in the course will be graded based on the following:

1. Active participation in group discussions and blogs (35 points):

While each forum officially will begin on Monday of each week, you will have access to forum content and information at any time. However, forums will remain open for discussions, blog posts and assignment submissions until 11:59 p.m., Sunday. Please note that first response to discussion questions is due on Friday, and at least one response to colleague posts is due two days later, on Sunday. You **must** do both for your responses to be considered complete. Submitting one without the other will result in loss of points. Students will also be graded on the quality and thoughtfulness of their contributions as per the discussion board and blog assignment rubrics posted on blackboard. Since our class does not meet in person, it is your contributions on the material, your reflections around the subject matter and your engagement on these issues with each other that will greatly enhance the course. Both discussion and blog posts **must** reference class readings for that week. Not only is it expected that your responses will draw specifically on the readings, but you are also expected to have a list of works cited, using Chicago style format. While readings for the week must be referenced, students can also bring in outside readings, which must also be included in the works cited.

2. Presentation on the Readings (10 points)

Students are responsible for making oral presentations of readings (in powerpoint) that should facilitate learning, for one week of class (starting from the third week). You will be expected to present the assigned readings for class during that week, along with a colleague(s). You will also post discussion questions for your peers to reflect on based on the readings. Both the powerpoint presentation, handout and discussion questions will be uploaded as a discussion post. I will

automatically create the groups and you will be assigned randomly a presentation week. Your colleagues are expected to provide feedback on your presentation as part of a discussion post.

3. *Short Country Report (15 points):*

Your country case study will form the basis for writing one short paper in response to a question posed during the course of the semester. You will be required to answer the question through analysis and application to your focus country/countries. 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. Please note, Wikipedia is *not* an acceptable source of information.

The question will be posted on Blackboard and should be submitted electronically (via the upload tool on Blackboard), by 11:59 pm on the due date. A four-to-six-page answer is expected, outside of sources. Late submissions will be penalized by one point for every day late. **The paper is due March 27th.**

4. *Final paper (abstract, oral presentation of final paper idea) (10 points):*

You will need to prepare a one-paragraph abstract of your paper **and** an outline that details how the paper is to be structured and its key components that will be posted as a blog post during week 5. This abstract, outline and presentation are due on March 18th 2022. Please provide comments and feedback for others by March 20th 2022. Then, based on the recommendations and questions that you'll receive, you should research and write the final paper.

PowerPoint Presentation Instructions

Each student will prepare a 5-minute presentation for the class in one of two formats: either a PowerPoint slide presentation with recorded voice. OR a self-recorded video (see links below). For this presentation, students should prepare at least 3-5 PowerPoint slides taking colleagues through their paper idea and provide an oral/video presentation of the slides. Given that there is limited space to discuss the paper idea, the oral presentation provides an opportunity to expand on what the paper will be about.

Thus, the PowerPoint presentation is really just an oral and (if you choose, visual). presentation of your paper. It is up to you how you would like to structure it and present it, as long as it describes/discusses/elaborates on your paper presentation, including your thesis, potential argument and the sources that you are thinking of using.

There are TWO options for the presentation portion of the assignment.

1. Make an oral recording of yourself speaking about

your PowerPoint presentation and showing it for your classmates and professor. See this resource from Microsoft Office for more information: <https://support.office.com/en-us/article/Record-your-screen-in-PowerPoint-0b4c3f65-534c-4cf1-9c59-402b6e9d79d0>

OR

2. Record yourself using a webcam with the use of visual aids like PowerPoint slides (via your Seton Hall OneDrive through PirateNet or via YouTube by sharing a link). Tutorials here:

See this resource for the OneDrive option: https://shuprod.service-now.com/selfservice/kb_main.do?sysparm_kb=4a4f8f534f6d92008fcaecce0210c7ae

See this resource for the YouTube option: <https://support.google.com/youtube/answer/57409?hl=en>

Once you have done the PowerPoint presentation and recorded it, simply attach it to your blog post in blackboard. Again, the discussion post and PowerPoint presentation due date is **11:59 pm of Friday March 18, while comments and feedback are due March 20 at the end of Week 5** of the course.

5. Development Policy Report (30 points):

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, or related responsible political institution, you must draw on one or more of the approaches that we will cover in class. Reports should be 10-12 pages in length, excluding sources. Again, late submissions will be penalized by one point for every day late. The paper is due May 1, 2022.

Citation Style

For all written assignments, it is expected that you will cite your class texts, supplemental readings, and other sources. Be creative and give your own opinions supported by evidence. Do not describe – be analytical and creative. Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

Again, please be sure to include either footnotes or in-text citations in ALL work, including blogs and discussion posts. Failure to do so will result in points taken off. Please also ensure that the papers are double-spaced, spell-checked, and legible. They should be in 12-point characters in the ‘Times’ font. Please use Word document

format. All material submitted for the class should be your own work and must not be copied or otherwise plagiarized.

Assignments Weighting and Grading: There are a total of 100 possible points for this course. The relative weight of each assignment is as follows:

Presentation on the Readings	10 points
Discussion Forum/Blogs	35 points
Abstract/Outline	10 points
Country report	15 points
Development policy report	30 points

Module	Readings Presentation	Group discussion	Blogs	Paper (graded)	Total percentages
Ongoing assignment across modules 2- 10	10				10
1		5			5
2		5			5
3					
4			10		10
5				10 (Paper abstract)	10
6				15	15
7			10		10
8					
9				30	30
10		5			5
Total	10	15	20	55	100

Grading Scale

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	66-69
B-	80-82	F	65 and below

Course Policies

Late Work

All blogs, discussion postings and papers are due by 11:59 pm on the noted day and will

be considered late if submitted after this time. No late blogs and discussion posts will be accepted without prior discussion and approval from the instructor. Absent prior communication, failure to complete an assignment on its due date will result in a grade penalty. All late assignments will be penalized by one-third letter grade per day (i.e., an A assignment turned in one day late is an A-, two days late a B+, etc.) except in cases of medical/family emergency or COVID-related issues.

I understand that emergencies happen; please contact me sooner, rather than later, if you find it difficult to keep up with your work, are falling behind in the class, or are having problems and difficulties of any kind. We are in a global pandemic and these are particularly difficult and scary times. I will work with you, and if I can't help you, will direct you to someone who can. There are LOTS of campus resources (both virtual and in-person) available; so do use them, and again, I will do my best to work with you on whatever you might be facing. However, I cannot help you if you do not let me know ahead of time, so please let me know beforehand, so that we can work something out.

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

Technical Help:

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu.

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. Outside of these hours, the Technology Service Desk phone is answered by an external technology support service that provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite. For more tips and technical information, go to [Seton Hall's Tech Help Community](#).

Special Library Resources for Online Students

Seton Hall online students have electronic access to vast information resources of the University Libraries. Students have immediate access to collections of databases, articles, journals, and eBooks from the [library homepage](#). Access to most electronic materials requires the use of a Seton Hall PirateNet ID and password. If the Seton Hall University Library does not include a certain article, the [library will obtain a digital copy from another library](#) and email it within 24 to 48 hours of request. Additionally, online instructors post items from the library's collection to the course's [Blackboard site](#).

Online students and faculty receive personal assistance from our expert library faculty in a number of ways. General queries can be handled by the Reference Desk, at (973-761-9437) or through our [Ask a Librarian](#) page. [Subject librarians](#) offer in depth assistance via phone by appointment. The library's [research guides](#) provide guidance to finding subject-specific electronic materials.

Communication, Feedback and Email

The instructor will respond to student's emails within 48 hours. If instructor is away from email for more than one day, she will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

- Syllabus
- Frequently Asked Questions (FAQs)
- Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
- Blackboard videos on how to use Blackboard features
- Blackboard Q&A, and
- Technology Requirements.

Grades and feedback will either be posted to Blackboard (see My Grades) or as a general announcement to all students, within 5 to 7 days for blogs and discussions and within two weeks for papers after the assignment is due.

Netiquette

Netiquette refers to the good manners we use when communicating online. For online discussion netiquette:

1. Think of your comments as printed in the newspaper. Your online comments will be seen, heard and remembered by others in this class. Before you make an emotional, outrageous, or sarcastic remark on-line, think about whether or not you would care if it was seen in your local newspaper.
2. Don't be overcome by your emotions. Take a few breaths and step away from your computer if need be.
3. Sign your real name. It is easier to build a classroom community when you know to whom you are responding.
4. Avoid self-centered comments. If you have a great idea, great. If you want to contribute to an ongoing discussion, terrific. But, don't just tell others about your problems ("I'm frustrated", "My audio doesn't work today") unless it contributes in some way to the class.
5. Avoid negativity. You can disagree. You should disagree. You can challenge ideas and the course content but avoid becoming negative online. It will impact you negatively, hinder the class discussion, and may give the wrong impression of you to others.
6. There is no need to be aggressive online. No flaming, all caps, or !!!!, or ????
7. Be polite. Understate rather than overstate your point, and use positive language. Using bold, frank, overstated language conveys an emotional aggressiveness that hinders your message.
8. Disagree politely. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.

9. Don't disrupt. Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but, if you have something entirely different to bring up, wait or post it in another thread.
10. Don't use acronyms that not everyone would understand and know.

Statement on Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester.

For more information or to register for services, contact DSS at:

Email: dss@shu.edu

Phone: 973-313-6003

Duffy Hall room 67

Coronavirus Safety:

In accordance with the Seton Hall pledge, students must wear a mask in class, maintain required social distancing, and not come to class if you are ill. No mask, no class. The pledge can be found here: <https://www.shu.edu/health-intervention-communication/seton-hall-pledge.cfm>

CAPS:

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>

Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of

receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Academic and Professional Integrity Policy

Work submitted in the course *must be the product of each individual student*. Contributions of others to the finished work must be appropriately cited and acknowledged. Any work not following these guidelines may be found to be plagiarism. Plagiarism and other forms of academic dishonesty will be reported to the administration and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

<<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>>

<<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>>

Resources for academic integrity are on the course Blackboard page. Please read the brief piece by Rebecca Moore Howard and Amy Rupiper Taggart from Research Matters, entitled, "Using information and avoiding plagiarism," that is posted on blackboard, under course information, in the section on "Academic and Professional Integrity Policy." This work provides additional guidance on how to avoid plagiarism.

In addition, to not plagiarizing, students are expected to show the following:

1. **Dependability:** students are reliable, timely, and consistent in their presence and preparation for courses at the university.
2. **Respect & Empathy:** students are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and fellow students.
3. **Open-mindedness:** students respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, discussion, and blog posts.
4. **Integrity:** students submit original work, fully cite all sources associated with the development of their work (including information from the internet) and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. Original student work is expected.

Class Calendar

Part 1: Principles and Concepts

Week 1: January 24

Subject: Introduction, syllabus overview, decolonizing our language, African Development: Framing the debate

Subject:

- Mama, A. 2007. "Is It Ethical to Study Africa? Preliminary Thoughts on Scholarship and Freedom," *African Studies Review*. 50(1): 1–26.
- Binyavanga Wainana "How to write about Africa": <http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1>
- Background Paper 10, November 1997. "Talking about "tribe" – Moving from Stereotype to Analysis."
- MR "The complexities and uncertainties of development", Ch. 1
- WE chapter 1
- Ake, "The Development Paradigm and its Politics," Chapter 1
- Rist, Gilbert. 2002. *The history of development: From western origins to global faith*. New ed. London; New York: Zed Books, Chapter 1

Video:

- Chimanda Adichie, "The danger of a single story," https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en
- "Africa is Poor and 5 Other Myths": <https://www.youtube.com/watch?v=Go4Xsd53Qqw>

Recommended:

- The Conversation, An Ansoms. "Power dynamics with researchers on the ground needs a reset," January 13, 2021
- Journalist in Africa Blog, Chika Oduah "That Tribal Word," January 25, 2021
- Amartya Sen, 1999. *Development as Freedom*, Anchor Books: NY, Introduction *If interested in the Easterly/Sachs debate, you can look at*
- W. Easterly, Review of Jeffrey Sachs, The End of Poverty, Washington Post Book and Jeffrey Sachs reply and reviewer's response, Washington Post Book World, March 27, 2005
- Africa Today Podcast, December 31, 2020: How has Africa. Handled the big Challenges?

Part 2: The African Context

Week 2: January 31

Subject: Pre-colonialism, Colonialism and the Nature of the State

- MR, "History and legacy of colonialism," Ch. 2
- WE, "From Colonialism to post-modern imperialism", Ch. 8
- Mahmood Mamdani, 1996. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton, NJ. Chapter 2. (On Blackboard).
- *Sankara*, "Who are the Enemies of the People?" p. 51
- 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. (On Blackboard)

Video

- “The Assassination of Patrice Lumumba”
https://www.youtube.com/watch?v=7A1JoTG73_A

Recommended

- Schraeder, Peter J. 2004. *African politics and society: A mosaic in transformation*. 2nd ed. Belmont, CA: Thomson/Wadsworth, Chapter 3, 1884-1951 (On Blackboard)
- Sankara, “We must fight Imperialism Together,” p. 176
- Samatar, Abdi I, Destruction of State and Society in Somalia: Beyond the Tribal Convention. *The Journal of Modern African Studies* 30 (4) (Online)

Week 3: February 14

Subject: The Post-Colonial African State: Implications on Leadership and the Ruled

- Ake. “A Confusion of Agendas.” Chapter 2
- MR, “Big Men, Personal Rule and Patronage Politics” Ch. 3
- LS “The Contemporary African State,” Ch. 1
- Ekeh, Peter P. (1974). “Colonialism and the Two Publics in Africa: A Theoretical Statement.” *Comparative Studies in Society and History* 17 (1): 91-112. (On Blackboard)
- R. Jackson and C. Rosberg. 1984. “Personal Rule: Theory and Practice in Africa” *Comparative Politics*. 421-442. (On Blackboard)
- Hyden, Goran. “Introduction and overview to the special issue on Africa's moral and affective economy.” *African Studies Quarterly* 9. 1-21 (Fall 2006):NA. General OneFile. Gale. University of Florida Z3950.30 Jan. 2009 <<http://www.africa.ufl.edu/asq/v9/v9i1a1.htm>>

Recommended:

- Sankara, “Building A New Society,” p.76.
- Englebert, Pierre (2000). “Pre-Colonial Institutions, Post-Colonial States, and Economic Development in Africa.” *Political Research Quarterly*, 53 (7), pp 7-36.
- Young, Crawford (2004). “The End of the Post-Colonial state in Africa? Reflections on Changing African Political Dynamics.” *African Affairs* 103 (410).
- Mahmood, M. 2001. “Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism.” *Comparative Studies in Society and History* 43(4): 651–64.
- Gyimah-Boadi. E. 1996. ‘Civil Society in Africa’. *Journal of Democracy*. 7(2): 118- 32.

Week 4: February 21

Subject: Conflict, civil war and its aftermath

- MR, "Conflict, civil war and state fragility" Ch. 5
- LS, "The Causes of Civil War in Africa" Ch. 4
- Berdal, Mats. (2005). "Beyond greed and grievance – and not too soon", *Review of International Studies*, 31, 687–698 (On Blackboard)
- Menkhaus, Ken (2003), "State Collapse in Somalia: Second Thoughts.". Vol. 30, No. 97, *The Horn of Conflict* (Sep., 2003), pp. 405-422. (On Blackboard).
- Medie, P. A. 2013. Fighting Gender-based Violence: The Women's Movement and the Enforcement of Rape Law in Liberia. *African Affairs*. 112 (448): 377-397.
- Film: *Ghosts of Rwanda*: <https://www.youtube.com/watch?v=0Joqnih5jDE>

Recommended:

- LS, "Civil Conflict and International Humanitarian Intervention", Ch. 5
- Elbadawi, E., and N. Sambanis. 2000. "Why Are There So Many Civil Wars in Africa? Understanding and Preventing Violent Conflict." *Journal of African Economies*.9(3): 244-269.
- Bates, Robert. (2008). *When things Fell Apart: State Failure in Late Century Africa*. Cambridge: Cambridge University Press, Chapters 2 & 7. (On Blackboard).

Spring Break: March 7th – March 12th

Week 5: March 14

Subject: Transition to democratic rule

- MR "Party systems and democratic trajectories" Ch. 4
- WE "Planners and Gangsters," Ch. 4
- Pankhurst, Donna and Jenny Pearce. 1996. "Feminist Perspectives on democratization in the South: engendering or adding women in?" In *Women and Politics in the Third World*.
- Ake, Claude (1993). "The unique case of African Democracy", *International Affairs*, Vol. 69, No. 2, 239-244. (On Blackboard)
- Michael Bratton and Eric C. Chang (2006). "State Building and Democratization in Sub-Saharan Africa: Forwards, Backwards or Together," *Comparative Political Studies*, 39, p. 1059 (On blackboard)
- Lynda R. Day. 2008. "'Bottom Power:,' Theorizing Feminism and the Women's Movement in Sierra Leone (1981-2007), *African and Asian Studies* 7: 509-511. (Online).

Recommended

- Van de Walle, Nicolas, 1999. "Economic reform in a democratizing Africa", *Comparative Politics*, 21-41. (On Blackboard)

- Owusu, M. 1992. 'Democracy and Africa: A View from the Village', *Journal of Modern African Studies*. 30(3).369-396.

Paper Abstract Due March 20th 2022

Part 3: Core Development Questions

Week 6: March 21

Subject: A look at the determinants of economic growth: Geography and Natural Resources vs Policy Environment and Institutions

- MR "Growth and Transformation," Ch. 6
- Collier, P. and Gunning, J., 1999 'Why has Africa grown slowly?' *Journal of Economic Perspective*, 13 (3): 3-22.
- Jeffrey Sachs, Andrew Mellinger and John L. Gallup (2001). "The Geography of Poverty and Wealth" *Scientific American* 284 (3): 70-75 (http://www.cid.harvard.edu/cidinthenews/articles/Sciam_0301_article.html)
- 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 (On Blackboard)
- [Rodrik, Dani \(2008\) "Second-best institutions"](#) (On Blackboard)
- UNECA (2007) "[African Traditional Institutions of Governance](#)" ([Relevance_AfricanTradInstGov.pdf](#)) (On Blackboard)

Recommended:

- Boin, Arjen (2008) "Mapping trends in the study of political institutions" *International Studies Review* 10 (1): 87-92 (On Blackboard)
- Jared Diamond, 1997. *Guns, Germs and Steel*. New York: W.W. Norton & Co. Chapter 4 (On Blackboard).
- Sachs, Jeffrey, 2006. Institutions matter but not for everything, *Finance and Development*, pp. 38-41. <http://www.imf.org/external/pubs/ft/fandd/2003/06/pdf/sachs.pdf> (On Blackboard)

Country Report Due on Blackboard March 27th

Week 7: April 4

Subject: Deep dive into development: Governance, Policies and the question of Gender

- Pearson and Jackson, 2005, "[Introduction: Interrogating development: Feminism, Gender and Policy](#)," in *Feminist Visions of Development: Gender Analysis and Policy* (Pearson and Jackson, eds.).
- Pala O. Achola. 2006. "[Definitions of women and Development: An African Perspective](#). In Oyeronke Oyewumi (ed.) *African Gender Studies: A Reader*.

- London: Palgrave Macmillan: 299-311
 PDF, click on title for full access
- Booth and Cammack. 2013. Governance for Development in Africa: Solving Collective Action Problems. Zed Books (Chapters 1 and 5)
 - Sankara, "The Revolution Cannot Triumph Without the Emancipation of Women," p. 335
 - Erik S. Reinert, "Get the Economic activities right', or, the Lost Art of Creating Middle-Income Countries", in Erik Reinert, 2008, *How Rich Countries Got Rich...And Why Poor Countries Stay Poor*, Chapter 8, p. 271 (On Blackboard).
 - Mkandawire, T. 2001. "Thinking About Developmental States in Africa." Cambridge Journal of Economics, 25(3): 289-313.

Recommended:

- Sankara, "Fight Imperialism Together," p. 180
- Steady, Filomina C. 2006. "An Investigative Framework for Gender Research in Africa in the New Millennium. In Oyeronke Oyewumi ed. African Gender Studies: A Reader. Palgrave Macmillan (Reader: p. 4)
- Seguino, Stephanie and Were, Maureen. "Gender, Development and Economic Growth in sub-Saharan Africa" in *Journal of African Economies*, December 2012. Vol. 23, AERC Supplement 1, i18-i61. doi:10.1093/jae/ejt024, can be accessed at: <http://www.uvm.edu/~sseguino/pdf/SSA.pdf>
- Emmanuel Akyeampong and Hippolyte Fofack, 2013. *The Contribution of African Women to Economic Growth and Development in Post-Colonial Africa Historical Perspectives and Policy Implications*, The World Bank Poverty Reduction and Economic Management Network Gender and Development Unit
- April A. Gordon, "Women and Development", in Gordon and Gordon (eds), 2006, Understanding Contemporary Africa. Chapter 10, p. 293
 PDF, click on title for full access
- Beneria, Lourdes. 2003. Chapter 2. "The Study of Women and Gender in Economics: An Overview. In Gender, Development and Globalization: Economics as if all People Mattered. Great Britain: Routledge, pp 31-62
 PDF, click on title for full access
- Steady, Filomina C. 2006. "An Investigative Framework for Gender Research in Africa in the New Millennium. In Oyeronke Oyewumi ed. African Gender Studies: A Reader. Palgrave Macmillan
 PDF, click on title for full access

Part 4: Core development questions in the international context

Week 8: April 11

Subject: Economic reforms and conditionalities

- MR "The political economy of policy reform", Ch. 7
- WE Ch. 6 "Bailing out the Poor"

- LS “Debt and Aid: Righting the Incentives”, Ch. 2
- Ake Chapter 3
- Sankara. What is the Non-Aligned Movement Doing? And “A United Front Against Debt,” p. 373
- B. Sadasivam. 1997. “The Impact of Structural Adjustment on Women: A Governance and Human Rights Agenda,” in: Human Rights Quarterly. 19(3). http://muse.jhu.edu/journals/human_rights_quarterly/v019/19.3sadasivam.html (On Blackboard)

Recommended

- WE “You can’t plan a market,” Ch. 3
- 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)

[Easter Break April 14-18th]

Week 9: April 25

Subject: International Assistance and economic development [China] and Health

- Ake Chapter 4
- MR “The International Aid System”, Ch. 8
- LS “Technical Assistance” Ch. 3
- WE “The rich have markets, the poor have bureaucrats”, Ch.
- Aubry Hruby, 2019. “Deconstructing the dragon, China’s commercial expansion in Africa. Issue Brief: Atlantic Council, Africa Centre. (from week 10)

Podcast

- **December 2020: The China-Africa Project Podcast, “Special Edition: The Year Ahead in China-Africa Relations”**
- The Africa-China Project, “China’s Role in Africa’s Economic Transformation. <https://podcasts.apple.com/us/podcast/the-china-in-africa-podcast/id484409506?i=1000500411529> (November 27, 2020)

Recommended

- Mallaby “NGOs: Fighting poverty or hurting the poor?” (On Blackboard)
- Calabrese, Linda and Xiaoyang Tang. 2020. Africa’s Economic transformation: the role of Chinese investment (moved from Week 10)
- Tull, “China’s Engagement in Africa”, in Harbeson, J and Rothchild, D. (eds) (2009), *Africa in World Politics: Reforming Political Order*, Westview Press: Colorado. (On Blackboard)

Final Report Due May 01

Week 10: May 2

Subject: Regionalism, globalization and investment [and what next!]

- TM, "The African Union and Regional Institutions" Ch. 12; "World trade and late industrialization" Ch. 13; "Private investment and the business environment", Ch. 14; "Uncertainty and optimism", Ch. 15
- Ake Chapter 5
- LS "Conclusion", Ch. 6
- Sankara, "There is Only One Colour: That of African Unity." P. 120

Podcast

Recommended

- Akwe, Amosu, "China in Africa, It's (still) the governance, stupid." *Foreign Policy* (On Blackboard)
- Mkandawire, T. 2010. "How the New Poverty Agenda Neglected Social and Employment Policies in Africa." *Journal of Human Development and Capabilities: A Multi-Disciplinary Journal for People-Centered Development*. 11(1): 37 – 55.
- Rodrik, Dani. (2004) *Industrial Policy for the 21st Century* (On Blackboard)
- UNDP HDR 2005, Chapter 4: International Trade: Unlocking the Potential for Human Development, http://hdr.undp.org/sites/default/files/reports/266/hdr05_complete.pdf
- Schraeder, Peter. "African International Relations" in Gordon and Gordon (eds) 2006, *Understanding Contemporary Africa. Chapter 10, p. 293* (On Blackboard).
- WE "Homegrown Development", Chapter 10 & "The Future of Western Assistance", Ch 11
- 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)

Resources to help keep up to date with African news, issues, and politics

Africa News Websites

<http://news.bbc.co.uk/1/hi/world/africa/default.stm>

<http://allafrica.com/>

<http://www.africanews.org>

Africa news (LexisNexis)

<http://www.aljazeera.com/news/africa/>

<http://www.irinnews.org>

<http://www.mg.co.za>

<http://www.iol.co.za>

<http://www.economist.com>

<http://www.nytimes.com>

<http://www.washingtonpost.com>

<http://www.latimes.com>

Africa-related Radio Stations/Podcasts

<http://www-sul.stanford.edu/depts/ssrg/africa/radio.html> <http://allafrica.com/partners/bbc/>
(Direct link to focus on Africa:

http://allafrica.com/partners/bbc/focus_on_africa.ram)

http://allafrica.com/partners/rfi/en_rfi.html (RFI)

BBC World Service: <https://www.bbc.co.uk/programmes/p02nrtyw/episodes/downloads>

CSIS: Into Africa: <https://www.csis.org/podcasts/africa>

China-Africa Project: <https://chinaafricaproject.com>

Africa Past and Present: <http://afripod.aodl.org>

Data Sources for African Countries

http://www.africa.upenn.edu//Home_Page/Country.html

<http://www.afrobarometer.org>

<http://www.afrika.no/>

<http://www.freedomhouse.org>

http://www.odi.org.uk/WGA_Governance/

<http://osiris.colorado.edu/POLSCI/RES/comp.html>

http://store.eiu.com/ep/index_countrydata.asp

<http://www.uneca.org/>

<http://unstats.un.org/unsd/default.htm>

<http://www.transparency.de>

<http://www.worldbank.org/af/>

<http://worldviews.igc.org/awpguide/>

A few blogs on African economic development debates, and other Africa-related items

- Africa Can: <http://blogs.worldbank.org/africacan/>
- Africa Unchained: <http://africaunchained.blogspot.com/>
- Aid Watch: <http://aidwatchers.com/> (a blog by William Easterly) (archived)
- Africa is a country: <http://africasacountry.com/about/>
- The Abdul Latif Jameel Poverty Action Lab:
- <http://www.povertyactionlab.org/about-j-pal>
- Chris Blattman's Blog: <http://chrisblattman.com/>

