

**IPEC 4308 Political Economy of Africa**  
**May 23, 2019-August 5, 2019**

**Days: Monday, Wednesday**  
**Time: 3:00pm-5:15pm**  
**Class Location: MC 2.410**  
**Instructor: John Taden**

**Office: GR 2.816**  
**E-mail: John.Taden@utdallas.edu**  
**Office Hours: Mon, Wed 11:30am-2:30pm**  
**& by appt.**

### **Course Objectives**

This course examines the challenges of development in Africa since independence. By drawing on political and economic theories, it examines the effect of a multitude of factors on Africa's development. These factors include colonization, globalization, democratization, external aid, conflict, natural resources, and political institutions. It also examines other contemporary developments such as China's increased presence in Africa and the new Africa Continental Free Trade Agreement.

### **Learning Outcomes**

At the end of this class, students are expected to:

- Know how to read and summarize the literature through weekly journal entries
- Know how to compare and contrast competing theoretical arguments about the determinants of political and economic outcomes in Africa.
- Be able to determine and formulate their own theoretical arguments about various political and economic phenomena in Africa
- Be able to provide theoretically grounded policy recommendations for multiple development challenges in Africa
- Pick up critical research, writing, and presentation skills through the research, writing, and presentation of a final paper

### **Pre-requisites**

There are no prerequisites. Some familiarity with micro-economic theory can be helpful at times

### **Course Readings**

Students are not required to purchase textbooks. Instead, required readings will be made available on e-Learning. These materials mostly include peer reviewed journals and relevant chapters from books. Most of these materials should also be available on the library's website at <http://www.utdallas.edu/library/>. You can request a book chapter by using the interlibrary loan request form on the website. These electronically available materials are not required to be printed.

A recommended book however is:

William Moseley. *Taking Sides: Clashing Views on African Issues, 4th Edition*. 2012  
McGraw-Hill Higher Education ISBN-10 0078050081, ISBN-13 9780078050084

### **Technical Equipment**

Students are encouraged to bring their laptops to class.

## **Class Schedule and Reading Assignments**

**Required reading is indicated by ‘\*’.**

**Part A indicates Monday, Part B indicates Wednesday**

### **Part 1: Colonization, History, and Theory**

#### **Week 1: Colonial Legacy, Institutions, and History of Economic Growth**

##### **PART A:**

- \*Grier, Robin. (1999). Colonial Legacies and Economic Growth. *Public Choice*, Vol. 98, No. 3/4, pp. 317-335

##### **PART B:**

- \*Englebert, P. (2000). Pre-colonial institutions, post-colonial states, and economic development in tropical Africa. *Political Research Quarterly*, 53(1), 7-36.
- Mosley Issue 4: Did Colonialism Distort Contemporary African Development?

#### **Week 2: Economic Theory and Application**

##### **PART A:**

- \*Amin, S. (1972). Underdevelopment and dependence in Black Africa—origins and contemporary forms. *The Journal of Modern African Studies*, 10(04), 503-524.
- \*Easterly, W., & Easterly, W. R. (2001). *The elusive quest for growth: economists' adventures and misadventures in the tropics*. MIT press. Pp. 47-69.

##### **PART B:**

- \* Tony Killick, “Trends in Development Economics and Their Relevance to Africa,” *The Journal of Modern African Studies*, Vol. 18, No. 3, September 1980: 367-386
- Leys, C., & Shaw, D. J. (1996). The rise & fall of development theory (p. 64). EAEP.

### **Part 2: Globalization, Industrialization, Foreign Aid, and International Trade**

#### **Week 3: Globalization – Trade Reform and Foreign Aid**

##### **PART A:**

- \*Collier, P., & Gunning, J. W. (1998). Globalization: implications for Africa. *Trade Reform and Regional Integration in Africa*. Washington, DC, International Monetary Fund. Pp 147-181.

- \*Iqbal, Z., & Khan, M. S. (Eds.). (1998). Trade reform and regional integration in Africa (Vol. 763). International Monetary Fund. Volume 763. Pp. 34-66
- Mosley Issue 5: Have Free Market Policies Worked for Africa?

PART B:

- \*Todd Moss, Gunilla Pettersson, and Nicolas van de Walle, “An Aid-Institutions Paradox? A Review Essay on Aid Dependency and State Building in Sub-Saharan Africa,” Center for Global Development, Working Paper 74, January 2006: 1-28.
- \*Easterly, W. (2003). Can foreign aid buy growth? *The journal of economic perspectives*, 17(3), 23-48.
- Mosley Issue 8: Does Foreign Aid Undermine Development in Africa?

**Week 4: Globalization – Industrialization and Economic Production**

PART A:

- \*Collier, P., & Gunning, J. W. (1999). Why has Africa grown slowly? *The Journal of Economic Perspectives*, 3-22.
- Mosley Issue 10: Is food production in Africa Capable of Keeping Up with Population Growth?

PART B:

- \*Page, John. “Can Africa Industrialize?” *Journal of African Economies* 21 (2012).

**Week 5: Midterm**

PART A:

- \* Midterm Review

PART B:

- \* Midterm

**Week 4: Globalization – China and the African Continental Free Trade Agreement**

PART A:

- \*Kaplinsky et al. (2008). *The-Impact-of-China-on-Sub-Sahara-Africa.pdf*

PART B:

- \* United Nations Economic Commission for Africa. (2012). *Assessing Regional Integration in Africa: Towards an African Continental Free Trade Area. Chapter 3, pp 29-36.*
- \*United Nations Economic Commission for Africa. (2012). *Assessing Regional Integration in Africa: Towards an African Continental Free Trade Area. Chapter 8, pp 124-138.*

**Part 3: Politics, Governance, and Conflict**

**Week 7: Natural Resources and Conflict**

PART A:

- \*William Easterly and Ross Levine, "Africa's Growth Tragedy: Policies and Ethnic Divisions," *Quarterly Journal of Economics*, Vol. 112, No. 4, Nov., 1997: 1203-1250.

PART B:

- \*Paul Collier and Anke Hoeffler, "Resource Rents, Governance, and Conflict," *Journal of Conflict*

### **Week 8: Democratic Change and Political Leadership**

Part A:

- \*Alence, Rod. Democracy and Development in Africa," *Journal of the International Institute (University of Michigan)* 16, no. 2 (2009)
- \*Mattes, R., & Bratton, M. (2007). Learning about democracy in Africa: Awareness, performance, and experience. *American Journal of Political Science*, 51(1), 192-217.
- Mosley Issue 16: Is Multiparty Democracy Taking Hold in Africa?

Part B:

- \* Rotberg, Robert. The roots of Africa's leadership deficit. Center For Public Leadership
- Scott, Gerald. (1998). Who Has Failed Africa? IMF Measures or the African Leadership?
- Mosley Issue 18: Is Corruption the Result of Poor African Leadership?

### **Week 9: A New Era: Lions on the Move, External and Internal Partnerships**

Part A:

- \*McKinsey Global Institute, *Lions on the Move: Progress and Potential of African Economies*, June 2010
- \*Rodrik, D. (2014). An African Growth Miracle? (No. w20188). National Bureau of Economic Research.
- Xavier Sala-i-Martin and Maxim Pinkovskiy, *African Poverty is Falling...Much Faster than You Think!*, NBER Working Paper No. 15775, February 2010,

Part B:

- \* Final Paper Reviews

### **Week 10: Finals**

Part A:

- \* Paper Presentations
- \* Final Papers Due

### **Grading**

Grades are based on five course requirements:

- Weekly journal entries - 140 (35%)
- Contribution to class discussions - 40 (10%)
- In-class mid-term examination – 100 (25%)

- Presentation of research paper - 20 (5%)
- Final research paper – 100 (25%).
- TOTAL - 400

The grading structure is:

A = 96.5 - 100.0 A- = 93.0 - 96.4

B+ = 89.5- 92.9 B = 86.0 - 89.4 B- = 82.5 - 85.9

C+ = 79.0- 82.4 C = 75.5 - 78.9 C- = 72.0 - 75.4

D+ = 68.5- 71.9 D = 65.0 - 68.4 D- = 61.5 - 64.9 less than 64.9% = F (0.00)

## Grading Policy

- Journal Entries (25%): Students would be required to write a journal entry based on the readings for each week, totaling up to 15 journal entries. A question concerning the readings will be posted on e-Learning for each week. Each journal is worth 10 points. However, the lowest score will be dropped, given each student a chance to earn the maximum points from the remaining 14 journal entries. Journal entries have a word limit of 300 words. They are open-book so that you can use all the notes that you have taken when you did the readings. The journal entries have to be submitted by the beginning of each lecture. Each journal entry is graded with either 'not completed' (0 points), 'check minus' (3 points), 'check' (6 points) or 'check plus' (10 points). Journal submission will be done on eLearning.
- Midterm (25%): This will be an in-class exam
- Class Attendance and contribution to discussions (10% points): The instructor will take note of each student's attendance and participation in discussions.
- Research Paper (25%): The paper is a 10 page (double-spaced) document that explores a current development challenge in Africa or for a specific African country. The structure of the paper would be to identify the roots of the challenge(s), analyze its implications in light of the literature, theories, and concepts evaluated throughout the course, and produce at least FOUR theoretically grounded policy recommendations on how Africa or the specific country can address the challenge(s). Examples would be challenges presented by events such as the AfCFTA, increasing international presence (from China and the West) in Africa, ethnic conflicts in the Congo, high population growth rates in Nigeria, Ebola in Central Africa, etc. There is no limitation on topics, other than the obvious one of having something to do with the course. Students are required to discuss the potential topic with the instructor by the fifth week of class.
- Presentation of research paper (5%): Students will present their research paper on the last day of class before turning in the final papers.

## Late Work and Missed Exams

Lateness is bad. Please stay away from it. If you fail to submit an item before the deadline, it is considered missed. Missed journal entries are not re-takable because your lowest score will be dropped. If you miss an exam however, a makeup exam will be given only if you have an excused absence. This requires that you notify the instructor before the deadline of the assignment. The only excusable reasons per the University's policy are verifiable illness, serious family emergencies, subpoenas, jury duty, military service, religious holidays, and participation in-group activities sponsored by the University.

**Student Conduct and Discipline :** The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Ch. VI, Section 3, and in Title V, Rules on Student Services and Activities of The University's Handbook of Operating

Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting rules and regulations (SU 1.602, 972/883-6391). A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

**Academic Integrity:** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**Withdrawal from Class:** The administration of this institution has set deadlines for withdrawal of any college level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

**Student Grievance Procedures :** Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

**Incomplete Grades:** As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

**Disability Services:** The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22, PO Box 830688, Richardson, Texas 75083-0688, (972) 883-2098 (voice or TTY) Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is

hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

**Religious Holy Days :** The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

*All descriptions and timelines above are subject to change at the discretion of the Professor.*

**F. Africa Resources:** There exist many different types of online resources that can be accessed and used productively in conjunction with the course and its requirements:

1. A World Map site with a lot of interesting and fun things to do on the Africa map if into such things. <http://worldmap.harvard.edu/africamap/>
2. Afrobarometer, a research project that measures social, political, and economic atmospheres in Africa. <http://www.afrobarometer.org/>
3. Columbia University Africa web-page <http://www.columbia.edu/cu/lweb/indiv/africa/cuvl/>
4. University of Delaware Africa web page <http://www2.lib.udel.edu/subj/african/internet.htm>
5. Stanford University Africa web page <http://www-sul.stanford.edu/depts/ssrg/africa/guide.html>
6. Access to a lot of African newspapers: <http://www.world-newspapers.com/africa.html>
7. The African Union (successor to the Organization of African States) <http://www.au.int/en/>
8. The African Studies Association of the United States <http://africanstudies.org/>
9. News and information consolidation site <http://allafrica.com/>
10. Council for the Development of Social Science Research in Africa, an important Africa research consortium <http://codesria.org/>
11. Human Rights Watch <http://www.hrw.org/>
12. Secretariat of the Economic Community of West African States (ECOWAS) <http://ecowas.int/>
13. United Nations Economic Commission for Africa <http://www.uneca.org/>
- 14 The World Bank <http://www.worldbank.org/>
- 15 The African Development Bank <http://www.afdb.org/en/>

There are also some reputable scholarly journals:

Africa  
Africa Development  
Africa Today  
African Affairs  
African Studies

African Studies Review  
Afrique Contemporaine  
Afrique et Histoire  
Cahiers d'Etudes Africaines  
Canadian J. of African Studies  
Int'l. J. of African Historical Studies  
Journal of African History  
Journal of Modern African Studies  
Journal of Southern African Studies  
Politique Africaine  
Rev. of African Political Econ