COURSE SYLLABUS

Course Summary
This course provides the tools for understanding the evolution of African economies after independence and their current situation in the global economy. Understanding African countries today requires both an understanding of history and the importance of the interactions between political institutions and economic systems in determining economic and social outcomes. In addition, it is important to understand the epistemological perspectives from which Africa and African countries are viewed. The course will begin with a discussion of how our perspectives inform our view of the world. This will be followed by a quick overview of pre-colonial and colonial Africa followed by a selection of topics on independent Africa. The topics include: The post-independence search for alternative economic systems, economic crisis of the 1970s and 1980s, the economics of growth, impact of structural adjustment policies, the role of the state and governance in economic development/transformation, the resurgence of growth and prospects for the future. A series of student led presentations of country case studies will also be done.

The aims of this course are both to understand African economies and their trajectory specifically and more generally to build students ability to critically evaluate and respond to economic arguments. In addition, the course will seek to help students understand that economic arguments themselves are a blend of both facts and ideology and understanding them requires a broader understanding of World and African economic and political history and socio economic stratification. In order to do this, the course though not officially a writing course, is a writing and reading intensive course. Students will be expected to complete 6 written assignments ranging from 3-page response papers to a 6-8 page short research exam. Students will also participate in peer reviewing a colleague’s work. To be able to critically engage in classroom discussion students will be expected to keep up with the readings and the occasional assignments/quizzes on the readings and other required classroom material. To understand and critically evaluate modern economics requires some familiarity with basic statistical measures. In order to build this capacity some of the assignments will have obligatory statistical modules. Grades on these assignments will therefore depend on both the presentation and analysis of the statistical measures in addition to the other written analysis.
The course is designed via the material and specific exercises to allow students to reflect on the international economic system, the role of nations both weak and strong and the role of the students themselves as student, global citizen and as a citizen of a specific nation-state in the development African.

**Prerequisites**
1) Principles of Microeconomics (Econ 103)
2) and Principles of Macroeconomics (Econ 104)
3) or written approval of the instructor

*By taking this course, you have fulfilled one course requirement for the Five Colleges African Studies Certificate. Find out more about the certificate and other Five College African Studies courses, events, and programs at: [https://www.fivecolleges.edu/african](https://www.fivecolleges.edu/african). To register to receive more information on the certificate and Africa themed events please go to: [https://www.fivecolleges.edu/african/certificate](https://www.fivecolleges.edu/african/certificate)*

**OUTLINE OF THE COURSE**

**Topic I: Introduction**
- Goals of the course
- Defining Africa, Thinking about development/transformation and thinking about Africa,
- A Quick History of Pre-colonial Africa.

**Topic II: The Colonial Economy**
- Why colonialism?
- Colonialism as an economic system
- The political, social and economic inheritance of colonialism

**Topic III: The search for alternative economic systems African Socialism or Socialist Africa: State led development**
- What economic systems for independent African nations?
- Capitalism vs. socialism: opportunities and controversies. Illustration with Tanzanian socialism (Nyerere's Ujamaa) and Kenya’s “African Socialism”
- Sankara’s Burkina Faso-The continued search for an alternative

**Topic IV: Neoliberalism, Globalization, and Structural Adjustment**
- Growth performance in a comparative perspective
- Key determinants of African (slow) growth
- Growth versus transformation
- Why did Africa 'have' to adjust? Assessment of structural adjustment programs
- Constraints to macroeconomic policy: monetary and fiscal policy. Neoliberalism and Globalization

**Topic V: CASE STUDIES**
Case studies on individual country experiences- This will be presented by groups of 2/3 students.

**Topic VI: Political Economy of Structural Transformation**
What is to be done? A critical view of the State, democracy and the possibility of transformation
Course requirements and grade distribution

Requirement #1: Class participation, 20% of the course grade: (1) class attendance, (2) participation in class discussions, (3) Occasional assignments/in class writing assignments/quizzes on reading or class material (4) What’s happening in Africa today Report?

- This class is built around class participation and discussion. Attendance is therefore very important. **You must attend at least 75% of the class sessions to pass.** If you miss six or more classes without a written excuse (submitted in a timely manner) you will automatically fail the course.
- If you miss 2 or more classes consecutively, depending on the topics, you may have to do an extra written assignment to cover the material. This written material will not count towards attendance but will be to ensure that you are on the same page as other students and are able to participate productively in future class discussion.

Most of the following assignments require the students to reflect on a specific African country. Early in the semester students will be asked to pick a country that they follow. Students are encouraged to stick to one country so that they can get in depth knowledge of the country to which they can then apply the general principles discussed in class.

*Please also note that a number of assignments in the class will be turned in via MOODLE to TURNITIN. As a condition of continued enrollment in this course, you agree to submit your research paper and midterm exam to the TURNITIN and/or MYDROPBOX services for textual comparison or originality review for the detection of possible plagiarism. All submitted assignments will be included in the UMass Amherst dedicated databases of assignments at TURNITIN and/or MYDROPBOX. These databases of assignments will be used solely for the purpose of detecting possible plagiarism during the grading process, during this term and in the future. Students who do not submit their papers electronically to the selected service will be required to submit copies of the cover page and cited pages of each source listed in the bibliography with the final paper in order to receive a grade on the assignment. Nearer the due date of the assignment instructions on submission of paper to the database will be distributed.*

Requirement #2: one midterm review essay (as take-home exam), 15% of the course grade: The essay is 5-pages long maximum, double spaced, 12pt font size. The essay will address specific questions (to be assigned) related to the material covered in class, videos viewed in class, and any other material used in class. Students will need to integrate the class material with additional research. Questions and instructions on the essay will be handed out at least one week before the essay is due. This needs to be turned in on TURNITIN on Moodle.
Requirement #3: A Research Final Exam, 25% of the course grade. The essay is 8-pages long maximum, double spaced, 12pt font size. The essay will address specific questions (to be assigned) related to the material covered in class, videos viewed in class, and any other material used in class. Students will need to integrate the class material with additional research. Questions and instructions on the essay will be handed out at least one week before the essay is due. This needs to be turned in on TURNITIN on Moodle.

Requirement #4: 15% of the class grade. Group Case Study
Each group will present the case study of their country which will be available on MOODLE. There will be a 30 minute in class presentation in which you are expected to present the highlights of the study and critically discuss whether the study does a good job or not of explaining growth in the country. Please comment on whether the relationship between economics, politics and history is adequately addressed. Are there areas that the explanations for growth can be improved? Explain why! How has the country done since 2000 – Compare the growth between 1960-80 and 2000-2020 to the case study period which covers 1980-2000(in most cases). Has the country done better or worse and why in these other periods? In addition please critically examine the role of the international community (including other African countries) in the development of your chosen country. Is there/Should there be a role for the international community in an individual countries development?

There are 3 products expected from this work.
1. A 20-30 minute in class group presentation ( length depends on number of groups)
2. A copy of the PowerPoint slides to be handed in before presentation.
3. A memo from each person evaluating in a minimum of 4-5 sentences each group member’s contribution to the work and discussions as well as a letter grade. This memo should also include a one page discussion that reflects on what are the (possible) roles that the student plays or can play in the development of the specific country chosen both as a global citizen and as a citizen of another country that may have a specific political and economic relationship with the case study country.

Your grades in this assignment will be based on the following
1. 75% based on presentation and slides
2. 25% based on peer evaluation and reflection memo (this includes how thorough a job you have done of the evaluation of your peers)

Requirement #5: 10% of the class grade. Review essay and Group discussion on an African economy along with reflection on Mazrui documentary. This essay will require basic statistical reporting of trends of growth and employment on the chosen country.

This assignment is designed to get the student familiar with some of the issues in African Development as well with one African country (in comparison to others) and the databases available in the library for your research. To do this you need to pick an African country that you are interested in. Try and pick a country that you will follow throughout the semester.
This paper will be preceded by an in class group discussion of the documentary as well as of the economic history of the country that the student has chosen to follow in the semester in relation to countries other students have chosen. In order to help guide those discussions students will be required to have collected data on the country as per the questionnaire outlined in Appendix 1. This information will be useful for the student in writing the paper and a copy will be collected after the class. Completion of the questionnaire on time will count toward 1/3rd of the points of this assignment.

In 5-6 double spaced pages (not including tables and illustrations) give a short economic history of the country you picked above. Discuss in detail whether the documentary is an accurate portrayal of the economic history/development of the country you have chosen or how the Mazrui film relates to the country you have chosen. Note it could be the case that the Mazrui documentary is accurate only for a period of the country’s history. In discussing this please provide evidence based on at least two articles from academic economic journals. Make sure you cite all resources that you use.

Resources: Use databases from the World Bank, UN, FAO and ILO to present basic statistics and trends to illustrate your narrative. At minimum you must provide statistics on:

- the average growth rate of the country from independence to 2010 both in per capita terms, and overall GDP. Are these growth rates high or low?
- The education levels
- The size of the agriculture, industry and service sectors as a proportion of the economy.
- The size of the labor force in these three sectors
- Which of these sectors is the most important for the economy and why.

Reading Chapter 1 and 2 from Nnodzie, African Economic Development, as well as Peter Lawrence “The African Tragedy” would be useful. These readings will be available on the web in the readings section under introduction. Make sure you provide a synopsis of the documentary and what its main claims are, and a comparison to your country of choice.

Requirement #6: Group Discussion and three page reflection 5% on an African Economy and on Sankara –Upright Man. Students will be divided into groups in class after watching the documentary to reflect on the movie. In the groups you will be expected to discuss how closely the documentary reflects the situation in your chosen country. Also please reflect on the role of the international community and you as a member of the international community in both the case of Burkina Faso and your chosen country. At the end of the discussion each group will report to the class, stating what issues raised in the Burkina Faso case are similar to those of their chosen country. Students will also need to individually produce a two page reflection, which will be peer reviewed.

Requirement #7: 10% of the class grade. Review assignment and Group Discussion on the major exports of an African economy along with reflection on the documentary Black Gold. Students are expected to complete the questions (appendix 2) on an African country of their choice. These questions help the student in contrasting and comparing their country with Ethiopia the country portrayed in the movie and in discussion with other countries as presented by their colleagues. In addition it helps
student reflect on their role as consumers of African products and the role that they may or may not play in the development or underdevelopment of African countries.

Resource: Use COMTRADE DATA BASE at http://comtrade.un.org/ to find statistics on the country’s exports and imports. Other data may be found at the World Development Indicators data base available through the library.

CLASSROOM PROTOCOL.
In order to ensure that there is minimal disruption and distraction and a conducive learning environment, the following rules should be followed:

- Please come to class on time, I shall occasionally call roll at the beginning of class and if you miss it you will be marked as absent. During the semester you are allowed 2 unexcused absences. However you are responsible for assignments due on the dates you are absent.

- No electronic devices are permitted to be used during lectures and presentations. This includes (but is not limited to) computers, PDAs and telephones. If you have written documentation for the need to use an electronic device in class please see me.

- Please do not talk during presentations or lectures. If you have something to say please ask to address the class by raising your hand. If you miss a point being made in a presentation or a lecture please asks the presenter to repeat it. Do not ask someone sitting close to you as you disrupt their following the presentation and disturb the entire class.

Assignments
There will be a number of written assignments in this class –each of these will be accompanied by clear instructions, in addition please note the following general instructions. Unless otherwise indicated all written assignments are to be handed in class at the beginning of the class period.

- All assignments must be typed.

- Grading of assignments depends on how well you actually answer the question and provide the requested information. You should therefore make sure that you carefully read all instructions. You may want to make a check list of the requested items in the assignment and at the end check if you have completed all.

- All work must be correctly cited. If you do not know how to cite please talk to me. For some basic citation guides please consult: http://library.umass.edu/services/instruction/instructional-services-for-students/using-citation-styles/.

- In general while I encourage you to read encyclopedias for a quick overview of topics, however citations should be from academic sources primarily and not encyclopedias (this includes Wikipedia)
Important Due Dates and Deadlines

Important note: Late papers will be assessed a penalty of 5% daily. All assignments are due at the beginning of class. Assignments handed in at the end of class will be considered one day late and penalized accordingly. Changes to this calendar will be posted on MOODLE. You are responsible for checking both the MOODLE site and your UMASS email for updates.

1. Library visit – meet in Calipari Room in basement of Library – (January 28-To be finalised)
2. Group discussion of Mazrui documentary and sharing of data on your county of choice. Requirement #5 - (Jan 30).
3. Appendix 1 Data Sheet to be handed in (Feb. 4) keep a copy to help you with your response essay.
4. Response essay on Mazrui documentary (Requirement #5) (Feb. 7)
5. February 18 -MONDAY SCHEDULE
7. Midterm Handed out (Feb. 27)
8. Midterm due-On Turnitin - (March 8th by 5pm.)
9. Response Assignment to Black Gold and in class Group discussion (April 10)
10. Case Study Presentations (April 14,16)
11. Group reflection on” An African election” (April 23 )
12. Group Discussion on future of Africa and role of International community in development (April 27.)
13. Final Exam question handed out (April 28)
14. Final exam due electronically via turnitin (May7th.)

Schedule may change depending on the pace of the class. You are responsible for checking the website and your UMASS email and ensuring your assignments are on time.

READINGS AND OTHER MATERIAL

The book by Mkandawire and Soludo is available at via the web at: http://www.idrc.ca/en/ev-9389-201-1-DO_TOPIC.html. All other readings will be available via class website. It is the student’s responsibility to have the latest copy of the Adobe PDF reader in order to be able to download readings.

Videos
A selection of videos will be shown to illustrate the material covered in class. Most of these will be streamed via MOODLE

Course web page
The course material including reading list is available via MOODLE. Occasionally as new material becomes available articles may be added to the list.
Class Outline and Readings

Topic I: Introduction and Thinking about Africa
(Jan 21-Feb 6)
- Mudimbe, “Discourses of Power and Knowledge and Otherness”
- Kathryn Mathers (2012) “Mr. Kristof, I Presume”
- Africa Action, Talking about Tribe; Moving from Stereotype to Analysis
- http://www.ifitweremyhome.com/compare/US/AO Compare your country to US

Topic II: The Colonial Economy
(Feb 11-13)
- Video: Colonial Inheritance http://johnpilger.com/videos/apartheid-did-not-die

Topic III: The search for alternative economic systems African Socialism and Socialist Africa
(Feb 20 - March 10)
- Nyerere, J (1966) Ujamaa Chapters 1-2
- Sankara – Hippolyte Fofack, Africa Business, December 2012
- Chilcote, R (1991) Amilcar Cabral’s Revolutionary Theory and Practice – Chapter 4 and 5
- Babu, A. M. (1981) African Socialism or Socialist Africa – Chapter 4
- Video: “Sankara-Upright Man”
ECON 397EA-Political Economy of African Growth and Transformation

Spring 2020

Topic IV: Overview of African Economic Growth: Globalization and Structural Adjustment (March 21- April 9)

- The Political Economy of Africa, Vish Padayachee Chapters 2-4 Taylor and Francis (2010)
- Movie –Black Gold

Supplementary reading


Topic V: CASE STUDIES Case Studies available on Moodle (April 14-16)

Topic VI: Political economy of Development and Future Prospects: What is to be done? (April 21-April 29)

- Mkandawire & Soludo (1999) Chapter 4

• ACET – African Transformation Report.

• Movie: An African Election

• VIDEO: Prof Anyang Nyong’o “Elections, Electoral Politics and Coalition Building in Africa”

• TED TALK
  http://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen.html
  http://www.ted.com/talks/jacqueline_novogratz_on_patient_capitalism.html

Supplementary Reading


In order to assist you with writing your response essay to the Mazrui documentary. Please use the World Development Indicators available through the library website. (Due Feb 3rdth)

1. What was the average growth rate (GDP and GDP per capita) for your county over its entire history from independence to the present

2. Construct two graphs (one for GDP another for GDP per capita) on them plot four trends
   a. Yearly growth
   b. 5 year moving average
   c. 10 year moving average

   Do you notice any trends in these two sets of series? Discuss the trends and how these two series relate to each other in a couple of paragraphs.

3. In a separate graph compare the five-year average rate to the five year average rate for the World, Sub-Saharan Africa and the Middle East and North Africa Region. Discuss how your country compares to these regions. Would you consider your country a slow or fast grower? Explain why?

4. Do similar comparisons to all the countries bordering your country using the five year moving average. Compare the group un-weighted average as well as the group population weighted average growth rates to your country’s growth rates. What does this tell you?

5. What is the average enrollment rate at Primary secondary and tertiary levels in your country for the latest year available? Is it different for boys and girls?

6. Similar to question 2 produce graphs by gender for the enrollment rates for 5 year moving averages

7. What is the size of the agriculture, industry and service sectors as a proportion of the economy for the latest year available?

8. What is the size of the agriculture, industry and service sectors in employment terms for the latest year available?

9. Trace the changes in the size of this sectors since independence

10. Given your answers above which is the most important sector? Explain why? Has this changed over time? What does this suggest to you about the structure of the economy and development or industrialization?
Appendix 2. Questionnaire for Trade Assignment. Due April 9th.

Name:

Pick an African Country and answer the following questions after watching the documentary Black Gold available on Moodle. Resource: Use COMTRADE DATA BASE at [http://comtrade.un.org/](http://comtrade.un.org/) to find statistics on the country’s exports and imports. Please note it will take a little bit of time to figure out COMTRADE so do NOT wait till the last minute to do the assignment. Additional data can be found at World Development Indicators (World Bank Database) which is available via web.

Due Thursday (April 9).

Name of Country:

1. What were the 5 main exports of your country for the most recent available years? Please indicate the year.

2. What were the 5 main exports of your country in 1970 or the closest available year? Please indicate the year.

3. Have the exports of your country changed?

4. What per cent of total exports were made up by the top five exports in both periods? Is there a difference? Is the change in the periods good or bad for your country? Explain!

5. What were the top 3 partners (countries it exported to) for the most recent year available and also for 1970 (or closest year). Have these changed over time?

6. What were the 5 main imports of your country for the most recent available years? Please indicate the year.

7. What were the 5 main imports of your country in 1970 or the closest available year? Please indicate the year.

8. Have the imports of your country changed? Describe the changes
9. What were the top 3 partners (countries it imported from) for the most recent year available and also for 1970 (or closest year). Have these changed over time?

10. Does your country’s trade with the world resemble Ethiopia’s trade as depicted in the film *Black Gold*? Explain.

11. In a few paragraphs, do you think the pattern of trade that you have shown can lead to transformation? Explain why or why not?

12. In the documentary, the main protagonist is engaged in trying to obtain higher prices for Ethiopian Coffee producers. Reflect on this and discuss whether you think there is a role for you as a consumer and also as a citizen of another country in the development of Ethiopia and also the specific African country you have chosen.