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The University of Mississippi
Tuesday Thursday 9:30-10:45

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This is a study of power and how it operates.

Elizabeth Eldridge, Power in Colonial Africa

The History and Politics of African Development

PPL 498 – Fall 2009

Course Description

This course will introduce you to the study of African politics, and African development, as individuals and as a collective. It focuses on the institutions, processes, and substance of development and policy issues through a historical and policy lens. This is an upper division class, and is intended to sharpen your critical faculties. Readings include theory, method, and case study material; writing requirements include short, analysis/reflection assignments, a power point presentation and a semester-long research project. Class sessions emphasize discussion, and problem-solving, with limited time for lecture.

Course Goals

After successfully completing this course you will be able to:

- describe the most important institutions, processes and problems in African development.
- demonstrate a strengthened understanding of the historical roots of Africa's present
- evince a knowledge of the history of colonialism, and its aftermath.
- demonstrate your knowledge of specific policy areas with regard to develop, both those covered in the course and on which you do your own research;
- critique the hegemonic discourse of development, shatter stereotypes, and think clearly, and without dogmatic acceptance of misconceptions regarding Africa
- apply what you have learned to better understand and help identify development problems.
- learn how to think more strategically, analyze more rigorously, and communicate more effectively.

Readings

The following are available at the university bookstore, and at Amazon.com. I will also place them at square books. Please bring the day's readings to class.

White Man's Burden, William Easterly

How Europe Underdeveloped Africa, Walter Rodney

When Things Fell Apart, Robert Bates

The Anti-politics Machine, James Ferguson

Resources

The professor will prepare a course packet with remaining readings. It may be purchased at Copy Time. Copy Time is next door to off square liquors, and near Tom Davis State Farm Insurance on 11th Street.

Course Demeanor

Class attendance is a must. All absences must be accompanied by a signed doctor's note or a written letter of explanation. After three unexcused absences, the student's grade will drop a letter grade. Students who miss more than four classes will be asked to withdraw from the course. If it is too late in the semester to withdraw, students who miss more than four classes will receive a D in the course.

Be polite. I have absolutely no tolerance for rude, impolite or disrespectful behavior, whether towards me or your colleagues. (Punitive version) Alternatively, (polite version) I kindly ask you to be as polite to me as you would be to your boss, and as polite to your colleagues as you would to a co-worker. Students must be polite and kind at all times. Impolite behavior will have very negative results on your grade, and my mood. Alternatively, polite, kind, and respectful behavior will be rewarded, and will make me happy.

Be prepared. Read all assignments. Expect to be called on. Submit assignments on time. Show up to class on time. If you do all of these things all semester long, expect good things to happen to your grade. Consider the converse

No texting, face-booking, surfing or other disruptive electronic behavior: Computers and phones can help us communicate, but they can also be serious distractions. I am not a fan of laptops. I prefer if students use pen and ink to take notes.

Course Assignments

Writing Assignments – 40 pts

You will have seven short written assignments due at the start of class worth 3 points each. These will be no longer than two pages and should be based on the reading for that day. Sometimes I will ask you to do some research on your own. I will collect these assignments and grade them on a $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ system. At the end of the term I will be able to determine how many points each assignment is worth and the point values for the check system. (However, you can generally expect $\sqrt{+} = A$, $\sqrt{ } = B$, and $\sqrt{-} = C$.) Late assignments will *only* be accepted in cases of documented illness or emergency, although you may turn in any assignment early.

Policy paper – 40 pts

You will research and analyze one development problem in one country over the course of the semester, writing one ten page paper, single spaced, 12 point font. This paper will utilize and applying the concepts in our course readings. This will give you an opportunity to apply what you are learning in class to a policy area of interest to you and to gain specific policy expertise. More detailed information will be provided.

Class participation—20 points

This includes all speaking in class, as well as the power point presentation you will make regarding your research towards the end of class.

Grading Scale

- A: 90-100 pts D: 60-69 pts
 B: 80-89 pts F: Below 60 pts
 C: 70-79 pts

Academic Honesty and Plagiarism

Plagiarism is unacceptable in this and every other class. The consequences of plagiarism are severe, so if you aren't familiar with university policies regarding what constitutes plagiarism and the steps that follow when faculty members suspect academic dishonesty, you should review the *University M Book*. If you are at all in doubt about your use of sources and citations or your collaborative work with other students, please consult with me *before* you submit your work.

Accommodations

If you are a student with a disability and need reasonable academic accommodations and/or auxiliary aids, please contact the Office of Student Disability Services to obtain an Instructor Notification of Classroom Accommodations form as soon as possible. Complete information on student disability services is available at: <http://www.olemiss.edu/depts/sds/> or by calling SDS at 662-915-7128.

Schedule of Classes- fall 2009

◆ Subject to change

Class 1-Tuesday, August 25: Introduction to the Course-precolonial societies

Reading:	<ul style="list-style-type: none"> • A history of Africa in the 19th century. Chapter 1. (handout) • Facing Mount Kenya Chapter 1-2 (handout)
Writing Assignment #1 (2 pages) (due Tue Sept 1)	Give an account of the political social and economic organization of any African state before colonialism. (This will require a little bit of research on your part, so go to the library) What were the strengths and weaknesses of the state you have chosen?

Class 2-Thursday, August 27: Images and perceptions of Africa

Reading:	<ul style="list-style-type: none"> • Ali Mazrui, The Africans-pp. 11-40 (handout) • The Idea of Africa-chapter 1-2 (handout)
Come prepared to discuss:	What are your images of Africa? What do you think of when you think of Africa?

Class 3-Tuesday, September 1: The beginnings of the development idea WRITING ASSIGNMENT #1 DUE

Reading:	<ul style="list-style-type: none"> • How Europe Underdeveloped Africa, Rodney- Ch 1-2 • Africa Must Unite, Kwame Nkrumah, pp. 1-56 (packet) • The colonizer and the colonized, Albert Memmi (packet)
Writing Assignment 2, (2 pages) (due Tuesday, September 8)	What did you think about colonialism before you started this class? What have you learned from the readings that changed your mind? What was the worst aspect of colonialism in your opinion?

Class 4- Thursday, September 3: Aspects of colonialism

Reading:	<ul style="list-style-type: none"> • The Africans, Ali Mazrui, pp. 41-80 (packet) • The Struggle for Mozambique, Eduardo Mondlane, pp. 23-58 (packet) • Portugese Colonial Domination, Amilcar Cabral, pp. 17-28 (packet) • When victims become killers, Mahmood Mamdani, pp. 76-102 (packet)
Writing Assignment 3, (2 pages) (due Thursday September 10)	Was colonialism in the Portugese colonies different than in the British, Belgian or French colonies? Discuss. You may want to do some research into a country like the Congo (Belgian) or Senegal (French). You do not have to compare all different kinds of colonialism. Just compare two: for example, British vs. Portugese, or Belgian vs. French

Class 5-Tuesday September 8: Writing Assignment #2 due

Reading:	<ul style="list-style-type: none"> • How Europe Underdeveloped Africa, remainder of entire book
Writing assignment #4 (two pages) (due Tue sep 15)	<ul style="list-style-type: none"> • Reflect on how Mississippi became underdeveloped before and after the civil war. Reflect on Mississippi as a source of natural resource extraction that fueled the north's development. Think of the "yankee (industrialized) north" as Europe, (forget the West for right now) and the "confederate south" as Africa, what do these regions have in common? What are people talking about when they say "the Global South?"

Class 6- Thursday, September 10: Writing Assignment #3 due

Reading:	<ul style="list-style-type: none"> • The Africans, pp. 81-134 • First things First, World Bank (1981), pp. 61-80 (packet) • This Misconceptions of Development Economics, pp. 85-
Come prepared to discuss:	<ul style="list-style-type: none"> • Questions about development economics

Class 7-Tuesday, September 15: Writing Assignment #4 due

Reading:	<ul style="list-style-type: none"> • The Africans, pp. 135-158 • Encountering Development, Arturo Escobar, pp. 1-54 • Anthropology, Development and Modernities, Alberto Arce and Norman Long, pp. 1-31
Come prepared to discuss:	<ul style="list-style-type: none"> • Critiques of development economics

Class 8-Thursday, Sept 17: Neo-Colonialism

Reading:	<ul style="list-style-type: none"> • Neo-Colonialism, the Last Stage of Imperialism, Kwame Nkrumah, pp. 1-14 and pp. 239-259 • "Imperial Balance Sheet, a summing up," L.H. Gann Burden of Empire.
Writing Assignment #5, due September 29	<ul style="list-style-type: none"> • Define neo-colonialism. Get at least three definitions (may require library research). Give an example of neo-colonialism.

Class 9-Tuesday, September 22: Dependency Theory

Reading:	<ul style="list-style-type: none"> • The Africans, pp. 159-178 • Literature on Dependency Theory, Dos Santos, Wallerstein, Bello • Africa's Colonial Legacy, Crawford Young, in Strategies for African Development
Come prepared to discuss	<ul style="list-style-type: none"> • Development in Latin America and Africa

Class 10—Thursday, September 29: Privatization and Structural Adjustment

Reading:	<ul style="list-style-type: none"> • The Africans, pp. 179-239 • The Catch 22 of Debt, Kevin Watkins, New Statesman and Society, March 1, 1996 • The Political Economy of Privatization in Developing Countries, Henry Bienen and John Waterbury • The Structural Adjustment of Politics in Africa, Jeffrey Herbst (1990)
Come prepared	<ul style="list-style-type: none"> • The World Bank and debt

to discuss:	
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Class 11—Tuesday, October 1: Sustainable development

Reading:	<ul style="list-style-type: none"> • The Africans, pp. 239-274 • Women and Sustainable Development • Environmental Scarcity and Intergroup Conflict
Writing assignment#6, due Tuesday, October 6.	<ul style="list-style-type: none"> • Look up news articles on the Kenyan famine and environmental crisis. (I suggest looking at the Nation (a Kenyan paper) the Standard, (another Kenyan paper) or the East African online). What policy decisions resulted in these problems? What could leaders do to ensure this does not happen again?

Class 12-Tuesday, October 6: Conflict in Africa

Reading:	<ul style="list-style-type: none"> • The Africans, pp. 275 to 315 (completed) • When Things Fell Apart, Robert Bates (entire book) • We wish to inform you that tomorrow we will be killed with our families, Philip Gourevitch, pp. 1-132
Come prepared to discuss:	<ul style="list-style-type: none"> • Conflict in Africa

Class 13- Thursday, October 8: Conflict continued

Reading:	<ul style="list-style-type: none"> • States and Power in Africa, Jeffrey Herbst pp. 59-172 • We wish to inform you, Gourevitch, pp. 132-208
Come prepared to discuss	The crisis in Darfur. Bring me one news article about it from the New York Times or the Washington Post, and present to classmates.

Class 14-Tuesday, October 13: The Rwandan Genocide

Reading:	<ul style="list-style-type: none"> • The Rwanda Crisis, Gerard Prunier, pp 41-158 • Shake Hands with the Devil, Romeo Dallaire, pp. 168-373
Writing Assignment #7, due October 20. (5 pages)	Using readings from October 6-13, explain what structural causes led to the Rwandan genocide? In other words, tell me a story about colonialism, neo-colonialism, and economic, historical, and structural factors. What was the role of the West in the genocide? Do not tell me a story about “tribal conflict”. You may have to go to the library to read more of the books I have assigned.

Class 15- Thursday, October 15:

Reading:	<ul style="list-style-type: none"> • The Anti-Politics Machine, James Ferguson, Ch 1-4
Come prepared to discuss:	Development and misdevelopment

Class 16, Tuesday, October 20: make up class

Class 18-Tuesday, October 22:

Reading:	<ul style="list-style-type: none"> • The Anti-Politics Machine, James Ferguson, remainder of the book
Come prepared to discuss	<ul style="list-style-type: none"> • The World Bank and IMF

Class 19-Thursday, October 27:

Reading:	<ul style="list-style-type: none"> • White Man’s Burden, Ch. 1-3
Writing assignment:	Start Policy Memo. Give me your country, and turn in 2 pages. The two pages should cover the colonial history, as well as the experience of Independence.
Come prepared to discuss:	

Class 20-Tuesday, October 29: policy memo –office hours

Reading:	• White Man's Burden, Ch. 3-6
Movie	• The Africans

Class 21-Thursday, November 3: policy memo-office hours

Reading:	• White Man's Burden, Ch. 6-end
Movie	• The Africans

Class 22-Tuesday, November 5:

Reading:	No reading. Turn in two more pages of policy memo on the country's current socio-economic status.
Come prepared to discuss:	Begin presenting results of research

Class 23 – Tuesday, November 10:

Reading	Africa Development Indicators http://siteresources.worldbank.org/EXTSTATINAFR/Resources/ADI-200809-essay-EN.pdf
Be prepared to discuss	What did you learn from this reading?

Class 23-Thursday November 12:

Reading:	No reading. Turn in two more pages of policy memo on the development problems facing your country.
Come prepared to discuss:	presenting results of research.

Class 22-Tuesday, November 17:

Reading	<ul style="list-style-type: none"> • Ibrahim Index of African Governance • http://www.moibrahimfoundation.org/the-index.asp • Development as Freedom, Amartya Sen, pp. 87-188
Come prepared to discuss	What does good governance have to do with development in the country you are studying? How does your country rank in terms of governance?

Class 25—Thursday, November 19:

Reading:	No reading, turn in two more pages of policy memo on your recommendations regarding what should be done to improve governance, human rights and development in your country.
Come prepared to discuss:	Power point presentations on research

November 23- 27 Thanksgiving Holidays**Class 26—Tuesday, December 1:**

Reading:	None
Come prepared to discuss:	Power point presentations on research

Class 27-Thursday, December 3:

Reading:	None
Come prepared to discuss:	Power point presentations on research

TBA

Policy Memo Due December 11, 2009