This course, ‘governed by the academic rules and regulations set forth in the University Calendar and the Senate,’ focuses on the contemporary political economy of Africa. It begins with an overview of the political and economic change in African states and the issues of development since independence up to the contemporary context of ‘globalisation’ and the position of Africa in the capitalist world system. This leads to an extended analysis of the multi-faceted crisis that overwhelmed most African states during the 1980s: debt and structural adjustment, foreign aid and investment, industrialisation, and agriculture and food shortages. We will extend this into a consideration of the resulting general crisis of the nation-state in Africa and problems of political reform and democratisation. We will end with a consideration of the political and economic alternatives open to African countries in the opening decades of the twenty-first century.

**Course Structure**

The course, which has a bright-space site set-up, is organized around a weekly three-hour seminar. It is expected that each student will have completed the assigned readings prior to the class meetings and will participate actively in the seminar discussions. In addition, each student will be responsible, at least once, during the term for leading seminar discussions. Where two students will lead seminar discussions, there should be some co-ordination prior to class to avoid redundancy. Each student will be assigned 15 minutes for presentation. The presentations should be based primarily on the assigned readings, but additional material should also be consulted. Keep in mind that leading a seminar presentation is NOT merely summarizing the assigned readings. A good presentation requires an awareness and knowledge of the author’s main argument and a brief assessment of the strengths and weaknesses of the author’s central argument or concepts. Comment here on whether the authors’ evidence really supports what they set out to do and their conclusions. Say why you agree or disagree with their argument and conclusions, drawing on questions and issues that have been raised in other readings, lectures, and/or discussions from the course. Finally, the presentation should involve identifying the key issues that deserve discussion, preferably in the form of questions that can generate debate and reflection. There would also be an in-class mid-term test on 11th October 2018, based on topics discussed by then. Also, between October 18th and 1st November 2018, each student should write one short ‘position’ paper/critique (4 pages) in which you take a stance vis-à-vis the assigned material. The position paper must focus on the substantive topic of that week’s readings (so, for example, if you turn in a paper on October 18th, it must focus on the ECONOMIC DECLINE, THE SEARCH FOR EXPLANATIONS & ECONOMIC REFORMS/STRUCTURAL ADJUSTMENT PROGRAMMES (SAPs). In the position paper,
you would be expected to select any two required readings, identify the central questions, main points, concepts and compare and contrast between the different points and arguments made. Rather than analyzing all the ideas that the authors present, you should focus in depth on one or two significant questions. Keep in mind that a position paper or critique is not the same as a summary. A good synthesis of a text requires an awareness and knowledge of the author’s style of thinking, not just the facts that are presented to support an argument. Finally, each student would write a major research paper, (after consulting the instructor) on an aspect or sub-theme of one of the broad topics discussed in class and should conform to standard academic style and format. The papers are due on 30th November 2018. Extensions will be granted only for illness (verified by medical certificate) or other extraordinary (and verifiable) personal event. Late papers will be penalised 2% per working day.

**Evaluation**

**Attendance and Participation:** (Students are expected to read the assigned works closely and will be graded throughout the course on both their knowledge of the material and their contributions in the seminar discussions). 15%

**Seminar Presentation** 10%

**Mid-term test** (October 11th) 30%

**Position Paper/Critique (Oct 18-Nov. 1st)** 10%

**Research Paper (due 29th November 2018)** (10 pages, double-spaced) 35%

The grading thresholds are as follows for undergraduates:

- 90-100 = A+
- 77-79 = B+
- 65-69 = C+
- 50-54 = D
- 85-89 = A
- 73-76 = B
- 60-64 = C
- below 50 = F
- 80-84 = A-
- 70-72 = B-
- 55-59 = C-

In order to receive a final grade for the course, each student must complete all five components of the course.

Please note that the deadline by which a student may withdraw without a ‘W’ is 1st October, and October 30th with a ‘W’ (early deadline: 18th September 2018).

**Required Readings**

Majority of the required readings can be accessed on the Dalhousie Library system (Novanet). The ones not available through the Novanet system would be posted on Brightspace.

**TOPICS AND ASSIGNMENTS**

Class One (September 6th): INTRODUCTION TO THE COURSE & ORGANIZATIONAL MEETING
Class Two (September 13th) INTRODUCTION TO THE REGION, RISE OF NATIONALISM & IMPACT OF COLONIALISM:

Required Readings:


Recommended:


Class Three (September 20th) DEVELOPMENT THEORY & AFRICAN INDUSTRIALIZATION

Required


Recommended:


**Class Four (September 27th) AGRICULTURE, FOOD PRODUCTION, FOOD SECURITY AND THE CRISIS OF RURAL SOCIETY**

**Required Readings**


**Recommended:**


**Class Five (October 4th) WOMEN, POLITICS AND DEVELOPMENT**

**Required Readings**


**Recommended**


**Class Six: (October 11th) (Mid-Term Test).**

**Class Seven (October 18th) ECONOMIC DECLINE, THE SEARCH FOR EXPLANATIONS & ECONOMIC REFORMS/STRUCTURAL ADJUSTMENT PROGRAMMES (SAPs)**

**Required Readings:**


**Recommended:**


Class Eight (October 25th) FOREIGN AID, DEBT RELIEF AND DEVELOPMENT

Required Readings


Recommended:


Moyo, Dambisa (2009), Dead Aid: Why aid is not working and how there is a better way for Africa, New York: Farrar, Straus & Giroux.

Class Nine: (November 1st): Developmental “Models” & Politics of “Success” (Botswana & Mauritius).

Readings


Matadeen, Jeevita & Seetanah, Boopen (2015), “Stock market development and economic growth:


**Recommended**


**Class Ten (November 8th) MILITARISM, THE CRISIS OF 'GOVERNANCE' & PEACE BUILDING**

**Required Readings**


**Recommended**


**Class Eleven (November 22nd) DEMOCRATIZATION AND DEVELOPMENT**

**Required Readings**


**Recommended:**


**Class Twelve: November 29th: REGIONALISM IN AFRICA**

**Required**


**Recommended**


**Other Important Information**

**Academic Integrity**

[http://www.dal.ca/dept/university_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Students are reminded that *plagiarism* (handing in another person's work as one's own or exact copying of the words of another author without attribution), submitting the same essay to more than 1 course, and close *paraphrasing* (reliance on a source with only minor alterations in wording) are unacceptable. Any paper submitted by a student may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dal web at: (read more: [https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Syllabus_Statement](https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Syllabus_Statement))

- **Accessibility**
  
  The Advising and Access Services Centre is Dalhousie's Centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

  Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of the term. Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain the Request for Accommodation – Form A.
Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class (read more: http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html)

• **Student Code of Conduct**
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

**Diversity and Inclusion – Culture of Respect**
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). (read more: http://www.dal.ca/cultureofrespect.html)

**University Policies and Programs**

Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures
http://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices.html

Scent-Free Program
http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

**Learning and Support Resources**

General Academic Support – Advising
http://www.dal.ca/campus_life/student_services/academic-support/advising.html

Fair Dealing Guidelines

Library
http://libraries.dal.ca

Black Students
http://www.dal.ca/campus_life/student_services/black-student-advising.html;

International Students
http://www.dal.ca/campus_life/student_services/international-centre.html)

Student Health Services
http://www.dal.ca/campus_life/health-and-wellness/health-services.html

Counselling
http://www.dal.ca/campus_life/student_services/health-and-wellness/counselling.html

Copyright Office
http://www.dal.ca/dept/copyrightoffice.html

E-Learning website
http://www.dal.ca/dept/elearning.html