The focus of the course will be 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 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 major 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 9th February 2015, based on topics discussed by then. Also, between 23rd February and 16th March 2015, each student should write one short ‘position’ paper/critique (4 pages) in which you take a stance vis-à-vis the assigned material. 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 particular 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 March 2015. 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.

“Students with disabilities are encouraged to register as quickly as possible at the Student Accessibility Services if they wish to receive academic accommodations. To do so please, phone 494-2836, email access@dal.ca, drop in at the new Mark A. Hill Accessibility Centre or visit the website www.studentaccessibility.dal.ca. Students are also reminded that, for your convenience, all forms are now available on our website.”

Furthermore, Students are reminded that plagiarism (using another author’s words without attribution or otherwise presenting another person’s work as one’s own) is considered to be a serious academic offence at Dalhousie. Likewise, close paraphrasing of another author’s work and self-plagiarism, including submitting the same, or substantively the same, work for academic grade more than once are unacceptable practices and, if discovered, will result in academic penalty.

Evaluation
Attendance and Participation 15%
Seminar Presentation 10%
Mid-term test (9th February 2015) 30%
Position Paper/Critique (Feb 23rd to 16th March) 10%
Research Paper (due 30th March 2015) 35%
(10 pages, double-spaced)

The grading thresholds are as follows for undergraduates:

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

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

Majority of the required readings can be accessed on the Dalhousie Library system (Novanet). The ones not available through the novanet system can be picked up from me for photocopying.
TOPICS AND ASSIGNMENTS

Class One (January 5th): INTRODUCTION TO THE COURSE & ORGANIZATIONAL MEETING

Class Two (January 12th) INTRODUCTION TO THE REGION, RISE OF NATIONALISM & IMPACT OF COLONIALISM:

Required Readings:


Recommended:


Class Three (January 19th) DEVELOPMENT THEORY & AFRICAN INDUSTRIALIZATION

Required


**Recommended:**


**Class Four (January 26th)**
**AGRICULTURE, FOOD PRODUCTION, FOOD SECURITY AND THE CRISIS OF RURAL SOCIETY**

**Required Readings**


**Recommended:**


Class Five (Feb. 2nd) WOMEN, POLITICS AND DEVELOPMENT

Required Readings


Recommended


Class Six: (February 9th) (Mid-Term Test).

Class Seven (February 23rd) ECONOMIC DECLINE, THE SEARCH FOR EXPLANATIONS & ECONOMIC REFORMS/STRUCTURAL ADJUSTMENT PROGRAMMES (SAPs)

Required Readings:


Recommended:


**Class Eight (March 2nd) 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.


Fraser, Alastair (2005), “Poverty Reduction Strategy Papers: Who Calls the Shot?” *Review of

Class Nine: (March 9th): Developmental “Models” & Politics of “Success” (Botswana & Mauritius).

Readings


Recommended


Class Ten (March 16th) MILITARISM, THE CRISIS OF 'GOVERNANCE' & PEACE BUILDING
Required Readings


Recommended


Class Eleven (March 23rd) DEMOCRATIZATION AND DEVELOPMENT
Required Readings


Recommended:


Class Twelve: March 30th: REGIONALISM IN AFRICA

Required


Recommended


Class Thirteen (April 6th) ALTERNATIVES & FUTURE PROSPECTS

**Required**


**Recommended**

