

Carleton University
Winter 2016
Department of Political Science

PSCI 3100A
The Politics of Development in Africa
Wednesdays: 11:35 am - 2:25 pm
Please confirm location on Carleton Central

Instructor: Toby Moorsom
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Meanings of development have changed over time and across cultures. In present-day North America, most people hold two conceptions of development simultaneously. On one hand, it refers to forms of seemingly imminent change in society. Yet there is an additional concept that makes reference to interventions and planned change often invoked in response to catastrophe or change spurned on by previous 'development'. While this course will examine both concepts, at its core will be an exploration of processes of raising productivity of human labour as it is applied to resources. The search for economic growth within nations is associated with processes of broad social transformation such as the creation of new classes, changing gender relations, urbanization and corresponding transport and communications infrastructures. The associated expansion of scientific and technical knowledge can also be used to increase health and well-being of populations. While we all have tacit understandings of these things, there is no consensus on how these processes of change are triggered and why they come about. Many institutions claim to know how to start it, promote it and are prolific in generating policy frameworks that political actors are compelled to follow. The most obvious of these institutions is the International Bank for Reconstruction and Development, now more commonly known as the World Bank. It is not alone, however, as there are such bodies such as the World Economic Forum, G7 (Russia is currently excluded), G20, regional organizations such as the EU, AU and ASEAN, as well as the UN. These, and many non-governmental organizations, develop their founding principles in relation to these arguments. Of course, most resulting policy recommendations and financial commitments target the nation-state and its functions in the international system. So when we talk of economic development we tend to do so in relation to systems of national accounting and all the power-relations set within the structure of the state. This is the case, even if one sees the greatest contribution to 'development' arriving from a private sector considered as analytically separate from the state form.

This course will examine key debates on the promotion of development in Africa beginning from those that emerged in the late-colonial era. The syllabus draws a balance between competing goals of providing breadth and depth on the subject. A one-term course is too brief to take on a complete survey. Instead, lectures and class time will help fill in some gaps so that we can dig into some very significant writings. The first half of term deals with broad historical processes and key arguments while the latter addresses highly contemporary issues that represent the cutting edge of the fields of political science, international political economy and development economics as it pertains to Africa. While we address the politics of economic growth, students do not need any foundation in the discipline of economics to succeed in this course.

We will engage with gender politics as well as issues such as ethnicity, subaltern histories, children's and labour rights, conservationism, ecological and environmental history with an integrative approach. That is to say we will not be devoting separate weeks to these subjects, which are important in their own right. They will, however, be regularly discussed. Many of the readings are challenging, and as an upper-level class we assume students have covered necessary background. Nevertheless, any enthusiastic student who can read is capable of succeeding in the course.

Some key questions we will examine are:

- Why have African countries had low growth rates for most of their post-colonial history?
- Why have African countries remained marginal in their levels of world trade?
- Do some forms of economic growth have greater developmental capacities than others?
- What kinds of ruling classes exist in African countries today and do they contribute to or hinder efforts at development?
- What were the main achievements of post-colonial developmental states in Africa and why did they so often fail?
- What are the lasting impacts of colonialism on African countries and how might they be addressed by future generations?
- Is there a relationship between liberal democracy and economic development?
- Do international organizations aid or obstruct development in Africa?
- Do international relations aid or obstruct development?
- Do recent changes in the global political economy offer greater developmental possibilities for African countries (i.e. the BRICS)?
- What impacts do regional wars and humanitarian crisis have on the economies of African countries?

Course Objectives

Upon completing this course, students can expect to have gained:

- Some awareness of broad historical shifts in the geo-political economy of Africa over the past 200 years and the regional tendencies within them
- A critical knowledge of dominant economic growth models from the late colonial period to the present
- Knowledge of the social context and political basis of anti-colonial struggles in Africa.
- Awareness of debates on the nature of the African state over the past 50 years.
- Knowledge of competing theories of imperialism and underdevelopment as they relate to Africa.
- Historical and contemporary perspectives on the impact of international aid and development assistance on African countries.
- A comprehension of key challenges facing states in Africa amidst current shifts in the global political economy.
- Deeper understanding of contemporary (and potentially seismic) shifts in international political economy and their impact on African states.

- An ability to critically engage in debate on issues of immediate relevance on matters of 'land-grabbing', economic and development policies pertaining to a range of social issues.
- Familiarity with specialized discourses on development economics

Texts:

Copies of all bound texts will be on 4-hour reserve at MacOdrum
Journal articles and book chapters will be available via ARES and library electronic subscriptions.

Required texts (available at Octopus Books):

Frantz Fanon (1959) *The Wretched of the Earth*, Grove Press ISBN 9780802150837, 08021-50837

Morten Jerven, (2015) *Africa: Why Economists Get It Wrong*, Zed ISBN: 9781783601325

Supplemental:

Crawford Young, *The Postcolonial State in Africa*, Madison: University of Wisconsin Press, 9780299291440

This will be available at Octopus Books, and in MacOdrum on 4-hour reserve. Although it is not essential for completing the course, it provides concise historical background and an authoritative overview of major analytical tools that political scientists have used to make sense of the African state since independence.

Walter Rodney's, *How Europe Underdeveloped Africa* is not currently available in print. Some inexpensive copies are still available on Amazon. Chapter 1 will be available on ARES, though you will have to access additional chapters via reserve (only chapters 1 and 6 are assigned, though the significance of the book makes it worth a complete reading on your own time).

On the translations of Fanon:

There are different versions available with limitations and advantages of each. For a discussion on the translations see Nigel C. Gibson, (2007) "Relative Opacity: A New Translation of Fanon's *Wretched of the Earth**Mission Betrayed or Fulfilled?" *Social Identities*, Vol. 13, No. 1, January, pp. 69-95

A pdf of the most recent Philcox translation is available online: <http://warriorpublications.files.wordpress.com/2013/01/wretched-of-the-earth-frantz-fanon.pdf>

I recommend that students avoid reading the preface (by J.P. Sartre or H.K. Bhabha) before we discuss the chapters in class as they can be misleading.

Additional recommended text for background:

John Illife (2007) *The Africans: The History of a Continent*, Cambridge: Cambridge

Frederick Cooper (2002) *Africa Since 1940: The Past of the Present*, Cambridge University Press ISBN 0-521-77600-7 \$29.95 Octopus Books

A Comment on Readings:

I expect students to read 50-60 pages a week. Some weeks the listed readings will total more. You are not expected to read it all, but you are encouraged to examine the broader selection and try to pull the arguments out in a quick skim. In some weeks we engage with World Bank reports. While they may be 200 pages long, the arguments are summarized and you can selectively read key sections. I will devote a lot of time examining direct text and prefer students read closely (with a dictionary), even if it means reading less. I will give advice on what to focus on in upcoming readings as the course progresses.

Evaluation:

Reading reviews (4x5% 2 before winter break, 2 after): 20%

In-class presentation: 15%

Post-Presentation Extended Review paper: 20%

Participation: 20%

Final Exam (in exam schedule): 25%

Reading Reviews:

Students may choose to review the readings from any weeks (to a total of 4). However, two must come before the Winter break and two must come after. The reviews of the assigned readings should begin with a brief summary of the main argument(s) made by the author(s). They should also include your critical commentary on the readings. Remember: "critical" commentary includes highlighting both strengths and weaknesses. The reviews must be no more than one page in length; longer reviews will not be accepted. Reviews must be submitted no later than the beginning of the class in which the readings are to be discussed; reviews of readings that have already been discussed in class will not be accepted. To receive a grade for this component of the course, students must hand in all four reviews, i.e. if you hand in three or fewer reviews your grade on this component will be zero.

In-Class Presentation:

At the beginning of the term I will provide a supplementary list of monographs (book-length academic studies) for weeks 7-11. They each examine aspects of development theory in view of particular case histories. Students will choose one of these monographs and provide an extended review in light of; 1) the other supplementary books assigned for that week and, 2) the course content. This will be done in two steps. First, students will discuss the monograph as part of a group presentation (in groups of roughly 4). Students assigned to the other books in that week are expected to get together outside of class time to discuss themes from the books and consider them in relation to each other. Therefore, you are to teach each other about the sources and then collectively plan a strategy for teaching the class about them all. The class presentation should take 20-30 minutes (no more). Following the presentation the rest of us will then have an opportunity to ask you further questions about the books and you are expected to be somewhat of an 'expert' on them. The intention is to animate the debates with recourse to analysis of actual cases. It will also allow us to get a broader

survey of the literature. Students will be graded for work as a group and for their individual contribution (and I will poll students for their feedback on how others functioned in the group).

Post-Presentation Extended Review Paper

Exactly one week after the group presentation students will submit a paper that reviews their chosen monograph, compares it with the other additional sources for that week, and discusses its relevance in relation to other readings from the syllabus. You are expected to answer the question: “what relevance does the work have in relation to development theory and how can it be instructive for future development policy creation?”

Participation

Participation represents a significant portion of the grade. Participation means coming to class having read the materials and paying attention during class time. It also means asking questions or making helpful, informed comments. Inaccurate comments can be helpful if they help further discussion or a line of inquiry being encouraged (I will often poll students for thoughts and opinions, including asking them to make informed guesses). Students should also be considerate of other students in the class, and in some instances refrain from talking too much so that others can step in. Silence is ok at times. More timid students can get grades by appearing attentive, although I expect all people to make efforts to speak up. I do not see teaching as a process of filling empty vessels with information. I believe students learn by engaging with material, making efforts to communicate their understanding and revise positions through dialogue. As a student in this course I expect you to take responsibility for your own education and I commit to aiding you in the process through a variety of engaging methods.

In this class we will spend time examining parts of the texts (especially in weeks 1-6). I understand that many read from their computers, however, I highly recommend printing relevant sections. I expect students to have copies of texts with them when they come to class (ideally in hard copy).

Some weeks I will take attendance for my records, and others I will not. It is understandable that some weeks students are sick or overloaded with deadlines. I expect you to communicate with me over these matters and take the initiative to catch up (at the very least, but making arrangements with another student willing to share grades).

Exam

If students have kept up with the readings and taken effective notes and summaries, then the exam should not be intimidating. It will consist of two questions to be answered in essay format. Students will be allowed to bring some notes into the exam (based on criteria to be determined before the last week of class).

Technology: phones, computers and tablets

THIS CLASS IS SUBJECT TO A PARTIAL LAPTOP/PHONE/TABLET BAN.

As this is a seminar class the priority is on listening and engaging with the ideas and with

others. It has been my experience that electronic devices are an impediment to this and my position is strongly supported by research. If one has approval from the Paul Menton Centre they may use a laptop for note-taking. Otherwise, they are not allowed, except for the purpose of classroom presentation.

Computers are now essential for academic participation. Nevertheless, they are most often unhelpful in the classroom. Recent studies based out of McMaster and York University¹ add to a growing body of research suggesting that using computers during lectures lowers grades *and* lowers those of classmates. The most important issue is that multi-tasking or divided attention reduces the quality and quantity of information stored. When you multi-task on a device visible to others it also distracts them from the content of the lecture or discussion. [Students who take notes with laptops generally learn less than those who use a pen.](#)

On lecturing and the need to learn build attention span: [link](#)

I hope that students will come to appreciate the time to concentrate in our classroom without distraction.

I WILL NOT PROVIDE NOTES for those who miss classes. If you miss a class, it is your responsibility to find out what happened in your absence.

Lateness policy

2% deduction per day. Exceptions are granted with evidence from a doctor, Carleton counseling services, or in cases where a serious family emergency can be proven.

Grading Policy

I intend to return assignments 2 weeks after they are submitted. There are some instances where scheduling makes this impossible, such as when there are holidays or reading week.

Academic Integrity:

When you write papers, it is expected that you will make use of other people's ideas, but they must be referenced. It is not acceptable to do this without referencing them. It is even less acceptable to take full sentences, paragraphs, or more from books/articles/the Internet and pass them off as your own. Departures from academic integrity also include the use of unauthorized materials, facilitation, forgery and falsification, unapproved and undeclared collaboration and are antithetical to the development of an academic community at Carleton. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. Ignorance of the rules and regulations is not an excuse. Please familiarize yourself with the University guidelines on this:

<http://www1.carleton.ca/studentaffairs/academic-integrity/>

¹ Sana, Faria, Tina Weston and Nicholas Cepeda (2013) "Laptop multitasking hinders classroom learning for both users and nearby peers", in *Computers and Education*, 62

With the proliferation of internet content some students have a difficult time understanding what constitutes scholarly material. Academic journals, university and scholarly publishers have editorial boards of distinguished scholars and rely on peer-review means of evaluating works published. Some websites and blogs incorporate some of these practices for more accessible electronic formats, usually for more immediate scholarly analysis – rather than for the publication of original research. Journalistic publication has additional value in our own research, but it must be critically evaluated by students when they rely on it. Beyond this, everything on the internet should be critically assessed (i.e. who is producing it and for what purposes? How are they producing it, is it referenced and supported by academic sources?). Google searches DO NOT CONSTITUTE academic research. Google alters its algorithm based on commercial targeting of identifying information from your IP address.

Rights, Responsibilities and Accessibility

I take the principles within the university Human Rights Policy very seriously, making a commitment to the values of equal opportunity, equity and social justice. I expect to maintain a learning environment that recognizes the value of diversity in both thought and character of students. I also believe the university is a place where we can act to prevent or remedy discrimination or harassment on the basis of race, gender, sexual orientation, age, disability, ancestry, place of origin, colour, ethnic origin, citizenship, creed, marital status, family status, receipt of public assistance or record of offence. I acknowledge differing people have differing learning patterns and that some will require special accommodations to ensure accessibility. Please do contact me as early as possible if you have any requests and feel free to discuss any related matters with me throughout the term.

For all issues related to human rights and Equity please see:

<http://www2.carleton.ca/equity/human-rights/policy/>

Students with (dis)Abilities are encouraged to familiarize themselves with the resources available at Carleton: www.carleton.ca/pmc

Student Mental Health Framework: www.carleton.ca/student-support/student-mental-health-framework

Course Outline:

Week 1: Introduction, January 6, 2016

Binyavanga Wainaina, 'How to Write about Africa,' *Granta* 92, (2005):
<http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1>

Stefan Andreasson (2006) "Orientalism and African Development Studies: the 'reductive repetition' motif in theories of African Underdevelopment" *Third World Quarterly*, 26:6, 971-986,

Week 2: Legacies of Colonialism, January 13

Walter Rodney (1972) *How Europe Underdeveloped Africa*, Ch. 1, pp. 3-29.

Amilcar Cabral, "Weapon of Theory" and "Tell no lies" (very short)

M.R. Koutonin, "14 African Countries Forced by France to Pay Colonial Tax For the Benefits of Slavery and Colonization" *Silicon Africa*, Jan 28, 2014

<http://www.siliconafrika.com/france-colonial-tax/>

Week 3: Modernization, January 20

Arthur Lewis (1954) *Economic Development with Unlimited Supplies of Labour* (50pp)

Additional/of Interest:

W. Rostow (1960) *Stages of Economic Growth: a Non-Communist Manifesto*

S.M. Lipsett (1959) "Some Social Requisites of Democracy: Economic Development and Political Legitimacy," *American Political Science Review*, 53(1), March, pp. 69-105.

S. Huntington, "Political Development and Political Decay," *World Politics*, 17(3), April 1965, pp. 386-430.

Paul T. Zeleza, 'Colonial Developmentalism' in his *Manufacturing African Studies and Crises* (Dakar: CODESRIA 1997), pp. 218 – 240.

Week 4: Underdevelopment, January 27

G. Arrighi, "Labour Supplies in Historical Perspective: A Study of the Proletarianization of the African Peasantry in Rhodesia", *Journal of Development Studies*

Frantz Fanon, *The Wretched of the Earth*, Chapter 4 "On National Culture"

* Note that we will be reading Fanon in REVERSE, for a reason.

Additional/of Interest

Samir Amin (1972), 'Underdevelopment and Dependence in Black Africa-Origins and Contemporary Forms', *The Journal of Modern African Studies*, Vol. 10, No. 4 (Dec., 1972), pp. 503-524.

A.G. Frank, "The Development of Underdevelopment," in R.I. Rhodes (ed.), *Imperialism and Underdevelopment*, 1970, Ch. 1, pp. 4-17.

I. Wallerstein (1976), 'The three stages of African involvement in the world economy', in P. Gutkind & I. Wallerstein (eds), *The Political Economy of Contemporary Africa*, pp. 30-57. [HC800.P65 1985 4th floor](#)

Week 5: The Anti-Colonial Challenge, February 3

Frantz Fanon, *The Wretched of the Earth*, Chapter 3: "The Pitfalls of National Consciousness"

Helpful discussion on the challenges of the translations:

Nigel C. Gibson, (2007) "Relative Opacity: A New Translation of Fanon's *Wretched of the Earth**Mission Betrayed or Fulfilled?" *Social Identities*, Vol. 13, No. 1, January, pp. 69-95

Week 6: The Anti-Colonial Challenge, cont. February 10

Frantz Fanon, *The Wretched of the Earth*, Chapter 2, and Chapter 1

Week 7: READING WEEK, February 15-19

Week 8: Developmentalism and Decline, February 24

World Bank (1981), *Accelerated Development in Sub-Saharan Africa: An Agenda for Action*, aka: "the Berg report" Ch 1, 5 and 9

Thandika Mkandawire, 'Thinking about Developmental States in Africa,' Cambridge, *Journal of Economics* 25, no. 3 (2001), pp. 289 – 313

* Bill Freund (2010) "The Social Context of African Economic Growth, 1960-2008", in Padayachee (ed) *The Political Economy of Africa*, London: Routledge, 39-59 (this can be read over the following week)

Additional/of interest

Crawford Young (2012) *The Postcolonial State in Africa* Chapter 3

Frederick Cooper, 'Development and Disappointment: Social and Economic Change in an Unequal World, 1945-2000' Chapter 5 in his *Africa Since 1940: the Past and the Present* (Cambridge: Cambridge University Press, 2002), pp. 91-132

Week 9: Structural Adjustment and Democracy, March 2

Achille Mbembe, *On the Post-Colony*, Intro and Ch. 2

Bill Freund (2010) "The Social Context of African Economic Growth, 1960-2008", in Padayachee (ed) *The Political Economy of Africa*, London: Routledge, 39-59

Week 10: Do African States have "Anti-growth Syndromes"? March 9

Morten Jerven, (2015) *Africa: Why Economists Get It Wrong*, p1-45

Additional/of Interest

R.H. Bates, *When Things Fell Apart: State Failure in Late-Century Africa* (2008) JC328.7 .B38 2008, Floor 4 Books

Anne Pitcher, Mary H. Moran, and Michael Johnston (2009) 'Rethinking Patrimonialism and Neopatrimonialism in Africa', *African Studies Review*, Volume 52, Number 1 pp. 125–56.

Week 11: Do African States have “Anti-growth Syndromes”? part 2 March 16

Morten Jerven, (2015) *Africa: Why Economists Get It Wrong*, ISBN: 9781783601325, Chapters 2-4 plus conclusion

Week 12: “Africa Rising” March 23

Kingsley Chiedu Moghalu (2014) *Emerging Africa” How the Global Economy's 'Last Frontier' Can Prosper and Matter*. Penguin, Ch 1,2 and 3

Additional/ of interest:

Toby Leon Moorsom (2011) *Is Africa Rising or Flailing?*, Pambazuka, <http://www.pambazuka.net/en/category/features/76251>

R.I. Rotberg, *Africa Emerges*, 2013, Ch. 9, pp. 151-172.

I. Taylor, “The Growth of China in Africa,” in J.W. Harbeson and D. Rothchild (eds.), *Africa in World Politics*, 5th ed., 2013, Ch. 13, pp. 283-309.

J.E. Davies, “Washington’s Growth and Opportunity Act or Beijing’s ‘Overarching Brilliance’: Will African Government’s Choose Neither?” *Third World Quarterly*, 32(6), July 2011, pp. 1147-1163.

Week 13: The BRICS and “Africa Rising”, March 30

Patrick Bond, Chapter 1: “BRICS and the Sub-Imperial Location”, in Patrick Bond and Ana Garcia (2015) *BRICS: An Anti-capitalist Critique*, P. 15-25

Amisi, Bond, Kamidza, Maguwu and Peek, Chapter 7 “BRICS Corporate Snapshots During African Extractivism” in Patrick Bond and Ana Garcia (2015) *BRICS: An Anti-capitalist Critique*, 97-116

Timothy M. Shaw (2014) *African agency? Africa, South Africa and the BRICS*, *International Politics* Vol. 52, 2, 255–268

Additional/ of interest:

Toby Leon Moorsom (2011) *Is Africa Rising or Flailing?*, Pambazuka, <http://www.pambazuka.net/en/category/features/76251>

R.I. Rotberg, *Africa Emerges*, 2013, Ch. 9, pp. 151-172.

I. Taylor, “The Growth of China in Africa,” in J.W. Harbeson and D. Rothchild (eds.), *Africa in World Politics*, 5th ed., 2013, Ch. 13, pp. 283-309.

J.E. Davies, “Washington’s Growth and Opportunity Act or Beijing’s ‘Overarching Brilliance’: Will African Government’s Choose Neither?” *Third World Quarterly*, 32(6), July 2011, pp. 1147-1163.

Week 14: 'Accumulation by Dispossession' and the Biopolitics of the 'Next Green Revolution', April 6

Paul Collier and Stefan Dercon (2009) African Agriculture in 50 Years: Smallholders in a Rapidly Changing World, working paper

Carol Thompson (2014) Philanthrocapitalism: Appropriation of Africa's Genetic Wealth, *Review of African Political Economy*, Vol. 41, No. 141, 389–405

Deborah Fahy Bryceson (2009) Sub-Saharan Africa's Vanishing Peasantries and the Specter of a Global Food Crisis, *Monthly Review*, Jul/Aug; 61, 3

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.

Alternate subjects:

Aid, March 10, 12

J-F. Bayart, 'Africa in the World: a history of extraversion', *African Affairs* 99, 395 (April 2000), 217-67.

Carlos Oya (2010) "Aid, Development and the State in Africa" Ch. 9 in Padayachee (ed) *The Political Economy of Africa*, London: Routledge 172-198

T. Mkandawire, "Aid, Accountability and Democracy in Africa," *Social Research* 77(4), January 2010, pp. 1149-1182.

T.L. Moorsom (2010) "The Zombies of Development Economics: Dambiso Moyo's *Dead Aid* and the Fictional African Entrepreneurs" in *Review of African Political Economy*

Patrick Bond on FDI,

<http://www.pambazuka.net/en/category.php/features/95434>