

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

I) **General information**

**Instructor:** Dr. Isaac Odoom

**Student Hours:** Tuesdays 2:40 pm - 4:40 pm or by appointment

**Email:** [isaac.odoom@carleton.ca](mailto:isaac.odoom@carleton.ca)

**Contact Policy:** Email is the best way to contact me. I normally reply within 24-48 hours, weekends excluded. All email must be through official Carleton University email accounts. For longer questions I recommend scheduling a Zoom appointment or regular office hours.

II) **Course description**

**Overview:** This course explores the politics and political economy of development in Africa. Students will engage in a critical analysis of key development interventions and processes, encompassing a blend of general theoretical frameworks and specific country case studies. The course examines the multifaceted experiences and trajectories of African nations, highlighting the enduring impacts of the colonial legacy.

Throughout the course, attention is directed towards understanding the constraints and opportunities shaped by African countries' positions within the global economy. Special consideration is given to the concept of 'homegrown solutions' and an examination of the significant role played by foreign actors and institutions in the development landscape.

The course is structured in three parts. In the first part we will take a quick tour of Africa's (pre)colonial structures, as well as the impact of colonialism on the post-colonial development process. Secondly, we will explore the influences of external and internal factors during the post-independence era, focusing on social, political, and economic changes engendered through state-building efforts and their consolidation. Thirdly, as the 21st century has been widely touted as the time for Africa to make the push, we will explore some contemporary development trends and discourses in Africa, which would affirm, or challenge such a position.

**Aims and objectives:** The goal is to learn about specific cases, develop a nuanced understanding of political development in Africa as well as the promises and pitfalls of proposed solutions, learn practical tools for assessing the effectiveness of different interventions, and appreciation for the complexities of African development.

III **Course Format**

This is a lecture course designed to be accessible to all but requires students to spend time in reading assigned literature and follow current events in Africa to broaden their knowledge and motivate contribution in the class discussion. The instructor will lecture during the first half of class. And the second half will be used for presentations and discussions. Lectures will not summarize the weekly readings but focus on key components and approaches and provide

further elaboration on the themes. The class is expected to be interactive and involves small group presentations. Each student will turn in a total of three different short essays/reflection papers and one term paper by the end of the semester.

**IV Learning outcomes**

By the end of this class, students should be able to

1. Critically assess and discuss key features of Africa’s development, such as the colonial legacy, structural adjustment policies, democratisation, the politics of aid and the various actors of development.
2. Analyze how Africa relates to the world and African state-society relationship in a variety of contexts and from different theoretical perspectives.
3. Engage with the theoretical debates and literature through concrete case studies from different African countries and regions.
4. Reflect on the nature of 'Africa' and 'African politics' as a discrete unit of study
5. Develop and employ effective writing, research, analytical and communication skills in the assessment of the theories and practices of development in Africa.

**V Texts**

There is no required textbook for this course. The required readings for each week are listed below. All the course materials can be found on ARES and via Brightspace. I have also included a list of some useful websites for accessing news and data on development in Africa and specific countries.

A (non-exclusive) list of resources to stay up to date on African politics [Al Jazeera Africa](#), [allAfrica](#), [Africa Is a Country](#), [BBC Africa](#), [Economist](#), [Monkey Cage](#), [CBC World](#), [New York Times](#), [Washington Post](#), [CGTN](#)

We will start each lecture with a roundtable chat on ‘What’s in the news (about Africa) this week’.

**VI Evaluation at a glance**

Evaluation of the following course requirements will determine students’ grades

<b>Component</b>	<b>Weight</b>	<b>Due Date</b>
1. Attendance/Participation	15%	Throughout the course
2. Reflection Papers (2X)	30%	First Due by Feb 6 and Last one due by March 19.
3. Presentation/Student led discussion	20%	Student chosen date
4. Final Exam	35%	Exam Period
<b>Total</b>	<b>100%</b>	

## VII Evaluation in detail

### 1. Attendance and Participation (15%)

The course requires that you interact with your peers (especially the second half of class) and with the instructor during class. The mark for participation is a cumulative score which involves the following: Quality of participation in class discussion, small in-class group exercise and other related activities. (You cannot receive a participation mark if you do not attend class. If you are absent without a valid excuse, you will receive zero (0) for that seminar). To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare their own weekly reading notes, including questions for discussions, and actively participate in discussions. Students should note that listening and raising good questions are as important as making comments. Instructor will take attendance in class.

### 2. Reflection Papers (30%)

Each student is required to submit two (2) reflection papers over the duration of the course. These reflection papers are not a summary of the readings, but rather a reflection and critique of the required readings. Reflection papers will critically synthesize the arguments developed in the required readings for that day and develop a response to those arguments. You will be expected to identify the central argument and draw out the points of commonality and differences in the authors' arguments. You should discuss how convincing the authors' arguments are and what you have learned from them. You should also contemplate linkages between previous week's readings, if any. The paper must include at least two discussion questions arising from the readings.

Students can choose to prepare their reflection on any of the weekly seminar topics, **but they are not allowed to do a reflection for the same week as their presentation**. Students are only required to use the course readings for the week, but they will document the sources properly in citing ideas from the readings and other sources in their reflection papers.

Reflection papers should be between 700-750 words in length (double spaced, Times New Roman 12 font, 1" margins). Students will use APA citation format and list of references at the end of your paper.

The use of generative AI for this assignment is prohibited. Critical Review papers will not be accepted after the topic or readings have been discussed in class.

Additional assignment instructions will be provided to students.

### 3. Case study Presentations (20%)

Each student will be assigned a group, and each group will collaborate to prepare and present a case study related to the week's lecture topic. These case studies, which must match the topic for the week, must be selected by the students in consultation with the instructor (at least a week before, if not earlier). The purpose of the presentation is to conduct an in-depth examination of an issue in Africa's development using an example of a case study.

In the presentation, while some summary of the material may be necessary to refresh people's memory and kick start the discussion, the presentation should not be a long summary of the readings. Presenters should assume that everyone in the class has completed all the readings.

**Overall, the group should aim to demonstrate how well they have understood the topic and readings for that week through the use of the case study.**

The presentation will use visual aid (PowerPoints, audio/video etc) where appropriate and will not be longer than 20 minutes, followed by Q & A. It is the responsibility of the group to manage the duration of the presentation and the Q & A. A single grade will be assigned for the presentation and will be attributed to all students in that group. All presenters have equal share in leading the presentation and discussion.

Instructor will assign topics/date of presentation to students guided by students' selections. Student will be given an option to pick their top Three (3) preferred Topic/Date of presentation.

Additional information about the presentation will be provided to students.

#### **4. Final examination (35%):**

Students will answer essay-type long answer questions related to course content. Review questions will be discussed in class on April 9. The examination will be held in the official examination period at a time and date scheduled by the University

## VIII Course schedule

The weekly reading list are subject to changes by the instructor in the course of the term.  
Instructor will inform students of any changes ahead of time.

### Week 1

Jan 9

#### Course Introduction and Organisation

TED Talk (Video): Chimamanda Adichie, 'The Danger of a Single Story', 2009. [Available online <https://www.youtube.com/watch?v=D9Ihs241zeg>]

### Week 2

Jan 16

#### Overview of Africa and Development Discourses

##### Required Readings:

T. Jayne, R. Mkandawire, F. Owusu (2022) "Is Africa truly rising?" Chapter 6, In Moseley, W.G., & Otiso, K.M. (Eds.). (2022). *Debating African Issues: Conversations Under the Palaver Tree* (1st ed.). Routledge. <https://doi.org/10.4324/9780429259784>

Matthews. S., "Post Development Theory and the Question of Alternatives: A View from Africa," *Third World Quarterly*, 25, 2 (April 2004): 37384.

Randall. V., (2004) "Using and Abusing the Concept of the Third World: Geopolitics and the Comparative Study of Development and Underdevelopment," *Third World Quarterly*, Vol. 25 No.1

### Week 3

Jan 23

#### Slavery, Colonialism and its legacy on African development

##### Required readings:

Walter, R. (1972). *How Europe Underdeveloped Africa*. London. Bogle L'ouverture. **(Chapter 4)**

Mahmood Mamdani, "*Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*," Princeton 1996 **(Chapter 2)**

Acemoglu, D., & Robinson, J. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Crown Business, New York. **Chapter 9**

*Recommended readings:*

De Juan A, Pierskalla JH. The Comparative Politics of Colonialism and Its Legacies: An Introduction. *Politics & Society*. 2017;45(2):159-172. doi:10.1177/0032329217704434

Fyfe. C., "The Legacy of Colonialism – Old Colony, New State," *Phylon*, vol. 25, no. 3(3rd Quarter, 1964): 24753.

**Week 4**

**Jan 30**

**The State, Good Governance and Development**

Engelbert, P., (1997) "The Contemporary African State: neither African nor State," *Third World Quarterly*, Vol. 18, No 4.

Mkandawire, T. (2001) "Thinking about Developmental States in Africa", *Cambridge Journal of Economics* Vol. 25 No. 3

Rita Abrahamsen (2012) "The Seductiveness of Good Governance" Chapter 2, In Sundaram, J. K., & Chowdhury, A. (Eds.). (2012). *Is good governance good for development?* A&C Black.

**Week 5**

**Feb 6**

**The IFIs, Reform and Structural Adjustment in Africa**

**Required Readings:**

Kwadwo Konadu-Agyemang (2000) The Best of Times and the Worst of Times: Structural Adjustment Programs and Uneven Development in Africa: The Case Of Ghana, *The Professional Geographer*, 52:3, 469-483,

Sadasivam, B. 1997. "The Impact of Structural Adjustment on Women: A Governance and Human Rights Agenda," *Human Rights Quarterly*. 19(3).

Onyeiwu, S. (2022). "The Nexus of Structural Adjustment, Economic Growth and Sustainability: The Case of Ethiopia." In: Antoniadou, A., Antonarakis, A.S., Kempf, I. (eds) *Financial Crises, Poverty and Environmental Sustainability: Challenges in the Context of the SDGs and Covid-19 Recovery*. Springer, Cham. pp 107–120

## Week 6

**Feb 13**

### **Africa and the Aid Regime**

#### **Required Readings:**

Moyo D. (2009) *Dead Aid: Why Aid is Not Working and How There is Another Way for Africa* Chapters 1 and 3.

Winters M. (2010) "Accountability, Participation and Foreign Aid Effectiveness" *International Studies Review*, Vol.12 No.2, pp. 218-243

Ouedraogo, R, Sourouema, WS, Sawadogo, H. (2021) Aid, growth and institutions in Sub-Saharan Africa: New insights using a multiple growth regime approach. *World Econ.* 2021; 44: 107– 142. <https://doi-org.login.ezproxy.library.ualberta.ca/10.1111/twec.12968>

#### **Recommended Readings:**

Julie Hearn (2000) Aiding democracy? Donors and civil society in South Africa, *Third World Quarterly*, 21:5, 815-830, DOI: [10.1080/713701079](https://doi.org/10.1080/713701079)

Awokuse T. (2011) "Food aid impacts on recipient developing countries: A review of empirical methods and evidence" *Journal of International Development*, Vol. 23 No. 4, pg. 493-514

## Week 7

### Reading Week Break

## Week 8

**Feb 27**

### **Democratization and institutional development**

Ake, Claude. "The Unique Case of African Democracy." *International Affairs (Royal Institute of International Affairs 1944-)*, vol. 69, no. 2, 1993, pp. 239–44

Stephen Brown & Paul Kaiser (2007) Democratisations in Africa: Attempts, hindrances and prospects, *Third World Quarterly*, 28:6, 1131-1149

Bratton, M., & Gyimah-Boadi, E. (2016). Do trustworthy institutions matter for development? Corruption, trust and government performance in Africa. Afrobarometer 2016  
[https://www.africaportal.org/documents/15860/ab\\_r6\\_dispatchno112\\_trustworthy\\_institutions\\_and\\_development\\_in\\_africa.pdf](https://www.africaportal.org/documents/15860/ab_r6_dispatchno112_trustworthy_institutions_and_development_in_africa.pdf)

## Week 9

**March 5**

### **Conflict and Post -Conflict Development.**

Zezeza, P.T. "The Causes and Costs of War in Africa: From Liberation Struggle to the 'War on Terror'," in A. Nhema and P.T. Zezeza (eds.), *The Roots of African Conflicts: The Causes and Costs*, 2008, Introduction, pp. 1-35.

Andrews, N., & Siakwah, P. (2020). *Oil and development in Ghana: Beyond the resource curse*. Routledge. Chapter 1

Busumtwi-Sam J., (2004) "Development and Peace building: Conceptual and Operational Deficits in International Assistance" in Ali and Matthews (eds) *Durable Peace: Challenges for Peace Building in Africa* (University of Toronto, Toronto)

## Week 10

**March 12**

### **Gender and Development in Africa**

Bawa, S. (2016). Paradoxes of (dis) empowerment in the postcolony: women, culture and social capital in Ghana. *Third World Quarterly*, 37(1), 119-135.

Chant Sylvia and Caroline Sweetman. "Fixing women or fixing the world? Smart economics, efficiency approaches, and gender equality in Development." *Gender and Development* 20, no. 3 (2012): 517-529

Hickel, Jason. (2014) "The 'Girl Effect': Liberalism, Empowerment and the Contradictions of Development," *Third World Quarterly* 35(8): 1355-1373.

## Week 11

**March 19**

### **The Politics of NGOs, Volunteers and their Implications for Development**

Firoze Manji, Carl O'Coill,(2002) The missionary position: NGOs and development in Africa, *International Affairs*, Volume 78, Issue 3, July 2002, Pages 567–584,

Hedayat Allah Nikkhah & Ma'rof Bin Redzuan (2010) The Role of NGOs in Promoting Empowerment for Sustainable Community Development, *Journal of Human Ecology*, 30:2, 85-92,

Tiessen Rebecca and Barbara Heron.(2012) "Volunteering in the developing world: the perceived impact of Canadian Youth" *Development in Practice* 22, no. (2012): 44-56

## Week 12

**March 26**

### **South-South cooperation, China and Africa's Development**

Deborah Bräutigam, (2011), "Aid 'with Chinese Characteristics': Chinese Foreign Aid and Development Finance Meet the OECD-DAC Aid Regime," *Journal of International Development*, v. 23 pp. 752-64.

Odoom, Isaac (2018) "South-South Cooperation, SDGs, and Africa's Development: A Study of China's Development Intervention in Ghana" in Hanson et al (eds.) *From Millennium Development Goals to Sustainable Development Goals: Rethinking African Development* (New York: Routledge)

Mawdsley, Emma. 2020. "Queering Development? The Unsettling Geographies of South–South Cooperation." *Antipode* 52 (1): 227–45

## Week 13

**April 2**

### **Diaspora, COVID-19 and African Development**

Hélène Pellerin & Beverley Mullings (2013) The 'Diaspora option', migration and the changing political economy of development, *Review of International Political Economy*, 20:1, 89-120

Lloyd G. Adu Amoah (2021) COVID-19 and the state in Africa: The state is dead, long live the state, *Administrative Theory & Praxis*, 43:3, 355-365, DOI: [10.1080/10841806.2020.1840902](https://doi.org/10.1080/10841806.2020.1840902)

## Week 14

**April 9 Course Overview and Conclusion**

## Appendix

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### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Academic consideration for medical or other extenuating circumstances:** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***Pregnancy accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***Religious accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline).

## **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

## **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or

examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

## **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

## **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

## **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

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

## **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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which

aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

### **Official Course Outline**

The course outline posted to the Political Science website is the official course outline.