DEVELOPMENT AND FOREIGN POLICY ISSUES IN AFRICA

I  SCOPE, CONTENT AND EXPECTED LEARNING OUTCOME:
The course will examine African development as a context and concern for contemporary foreign policy. The course will analyze the mobiles of foreign policy of African states in the post cold war era. Focus is on flux; states of the Organization of African Unity (OAU) -- with special attention to West Africa, Ethiopia, Somalia, Tanzania, Kenya and Southern Africa and Central Africa particularly with respect to post-apartheid relations. Socioeconomic conditions, leadership and nation states' ideologies of development will be assessed in terms of their determinative effects of foreign policy decisions. Also will be studied Pan-Africanism as an historic objective of both Africans and Black Americans. The course also evaluates the effectiveness of the African solidarity organizations with reference to the role of non-African influences by paying serious attention to the constraints and opportunities, which challenge the Pan-African theoretic in international relations.
The objectives include the emphasis on the relevance of African affairs in contemporary international relations for modern Americans. They are to correct information about African people and provide pride and dignity, to eliminate myths about African people in order to strengthen confidence in Africans and world people in general.

In sum, the learning outcomes and objectives are the following:

1) to familiarize students with the physical, social, cultural, political and economic environment of Africa;

2) to be aware and integrate knowledge and skills around the big issues of African development (historical and cultural traditions, government and stability, peace and war, capacity building, environment, women’s issues, population, agriculture, industries, education, health, infrastructure, economic underdevelopment and poverty, etc.)

3) to apply knowledge and skills to solve problems such as reversing the process of underdevelopment;

4) to foster an understanding of the major analytical and policy issues surrounding the problems of development, political, economic technical and business in Africa;

5) to be aware and approach cultural, ethnic, or social diversity on the continental level and understand how a given problem or achievement may be experienced differently;

6) to be aware and explore problems and issues brought about by colonialism, imperialism and globalism;
7) to develop capacity for critical analysis and synthesis;

8) to be aware of and explore problems and issues from different disciplinary approaches;

9) to understand and appreciate the complexities presented by the problem of development and be aware of the impact that solutions can have on people, communities, societies and nation-states;

10) and finally to be aware of the limited options of Africa’s new nation-states.

II REQUIREMENTS:
Classes will meet on Monday, Wednesday and Friday (workshops or movies) in a lecture-discussion format from 10:10-11:50 a.m.
All students will join functional or regional policy groups in the third week of the semester. Policy groups are responsible for assigning background reading for panel discussions of their policy topics, occurring during the last month of the course.
Each student will write three 7-typewritten-page book reviews on books selected from the lists given. The first review is due after four (4) weeks, the second due after another set of four weeks, and the third after another set of four weeks. Alternatively, a student can choose to write a major research paper or a policy paper on a problem of his/her choice or emerging from his/her policy group activities, if she/he has the background, based on an outline approved by the instructor before September 7. Papers are due two weeks before the final class meeting. Late papers will be penalized.

III GRADING POLICY:
Grades will be based on two short essay examinations (a midterm and a final counting for 20 percent each), the research paper or book reviews (50 percent) and class participation (10 percent).

IV COURSE MATERIALS:

REQUIRED READINGS: BOOKS FOR PURCHASE:
   or
   or
   or

1e. A. Y. Yansané, READER(e)

2a. Carol Lancaster, Aid to Africa: So Much to Do, So Little Done, Chicago: University of Chicago Press, 1999. or

2b. Paul Collier, The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done


V LIST OF BOOKS ON AFRICA FOR REVIEW

FIRST SET OF BOOKS TO BE REVIEWED


4. David Burch, and Geoffrey Lawrence, (Eds.), Supermarkets and Agri-food Supply Chains:


24). Ashok Chakravarti, Aid Institutions and Development: New Approaches to Growth,
US President,
64). Abraham F. Lowenthal, et al., The Obama Administration and the Americas: Agenda for Change, Washington, DC:
74). Daniel Finke, European Integration and Its Limits: Intergovernmental Conflicts and Their Domestic Origins, NY:
Columbia University, 2010.

SECOND SET OF BOOKS TO BE REVIEWED

5). Janice Love, Southern Africa in World Politics: Local Aspirations and Global
15). Steven E. Lobell et al., (Eds.), Neoclassical Realism, the State and Foreign Policy, New York: Cambridge University Press, 2009.
27). Luca Tacconi, (Ed.), Illegal Logging: Law Enforcement, Livelihoods and the Timber Trade,


43). Helge Pharo and Monika Pohle Fraser, (Eds.), *The Aid Rush: Aid Regimes in Northern Europe during the Cold War*; (two volumes or two books), Portland, OR: International Specialized Book Services (ISBS), 2008.


47). Seema Shekhwat & Debidatta Aurobinda Mahapatra, (Eds.), *Afro-Asian Conflicts: Changing Contours, Costs*


64). Jorgen Dige Pedersen, *Globalization, Development and the State: Performance of India and Brazil since 1990*, NY:

THIRD SET OF BOOKS TO BE REVIEWED
14) Marie-Soleil Frere, *The Media and Conflicts in Central Africa*, Boulder, CO:
36) Joseph F. François, Ganeshan Wignararaja and P. Rana, (Ed.), *Pan-Asian Integration:
46). Ives Bourdet, et al. (Eds.), The European Union and Developing Countries: Trade, Aid and Growth in an Integrating World, Northampton, MA: 2009.

73) Maria João Rodrigues, (Ed.), *Europe, Globalization and the Lisbon Agenda*, Northampton,
COURSE OUTLINE

WEEKS 1 & 2

Introduction: Read a fictional novel or AYY, “Elements of Cultural, Political & Economic Universals in West Africa”.

Africa’s Facts

WEEKS 3-4

Read:
1. AYY(a), or
2. AYY(b), or
3. AYY(c), or
4. or AYY(d), or
5. or A.Y.Y (e)

Read all the READER, by the end of the fourth week.

Decolonization & Development as a Context and Concern for Foreign Policy:
Dependency & Clientelism
Africa in the 1980s, 1990s & Beyond.

WEEKS 5-6

Read:

One book from the second set on Aid.
Lectures on Alternative Theories & Strategies: Transformationist or Incremental
TNCs & FDI
TRADE/AID/CLIENTELISM and Dependency/Imperialism

WEEKS 7-8
Read:
Read on Africa’s Problem Areas: Ethnic Conflicts, AIDS, etc.

WEEKS 9-10
Read on Economic Development and Lectures on
World Economic Structural Factors/ Africa in International Relations
Analysis of Policy Potentialities of African Development:
Constraints & Limited Options

WEEKS 11 & 12
Read:
Economic, Political & Military Relations with Europe & the World:
The LOME Accord; The OAU & Attempt at Economic & Political Integration; Sources of Conflict;
Political Trends; Strategies for Change

WEEKS 13 & 14
Read Expert Opinions
Recent Policy Papers A Call for a Higher Level International Cooperation

SUGGESTED POLICY GROUPS AND PANEL DISCUSSION TOPICS OR CASE STUDIES if we have times to do so.
1. The Global World & Africa (Africa/Europe, Africa/USA, Africa/Saudi Arabia & Middle East,
Africa/China and India).
2. Terrorism and Africa.
3. Conflict in Central Africa.
5. Conflict in the Horn of Africa.

OUTLINE OF GRADUATE PAPERS
Selection of a hypothesis in the field of economic, political, and business development (for graduate students). Formulate it in an operational way and state the alternative hypotheses that purport to explain the phenomena. State the implications of the hypotheses. Design and present data whereby the hypothesis could be tested. (You do not have to do the calculations or conduct significance tests; only describe the method you would follow, present your data and state your reasons for expecting that the test would be a good one). Please discuss with the instructor the paper that you propose to write no later than the end of the third week of class. The paper will account for 50% of the final grade, with the two brief exams and class participation making the balance.
AFRICAN FICTION LIST
Peters, Lenrie, The Second Round (1965) Gambia
Sokko, H., The Gathering Sun (1977) Tanzania
Why Are We So Blessed? (1973)
Season of Anomy (1973)
Ake: The Years of Childhood (1981)
No Longer at Ease
Man of the People
Arrow of God
Aluko, T.M., One Man, One Machet (1965) Nigeria.
The Great Ponds (1969)
Sunset in Biafra (1973)
Ike, V.C., The Chicken Chasers (1980)
Sunset at Dawn (1976)
Sellassie, Sahle, Shinega’s Village (1964) Ethiopia.
When Stars are Scattered (1979)
The River Between (1965)
Sembene, Ousmane, God’s Bits of Wood
Aidoo, Ama Ata The Dilemma of a Ghost and Anoma (1965)
No Sweetness Here
Our Sister Killjoy
Fall, Aminata Sow, The Beggars Strike
Djebar, Assia, Fantasia: An Algerian Cavalcade
Diaollo, Nafissaton, A Dakar Childhood
Gordine, Nadime, July’s People
Head, Bessie, A Question of Power
Matshoba, Mtutuzel, Call Me Not a Man (1979)
Mzamahe, Mobulelo V., The Children of Soweto (1982)
Nwapa, Flora, Efuru
Okpewho, Isidoro, The Last Duty (1976)
Okri, Ben, Flowers and Shadows (1980)