INTD 497: RESEARCH SEMINAR ON INTERNATIONAL DEVELOPMENT:
CONTEMPORARY ISSUES IN AFRICAN DEVELOPMENT

Professor: Rick Stapenhurst  
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Class: Monday 4.05-6.55pm  
Class Location: EDUC 338  
Office Hours: Monday : Monday  
2.00-4.00 or by appointment

Course Description

This course presents an in-depth look at a variety of contemporary issues facing African countries, ranging from broad themes like governance and leadership, corruption and conflict to more specific issues such as the impact of telecommunications and growing Chinese interest and investment.

While there will be an emphasis on examining issues from a business and/or investment perspective, the broader developmental context will also be considered. Throughout, the focus will be on practical, rather than on solely academic applications.

The class will be a combination of lecture and class discussions, with the latter centered around particular development, institutional and business case studies. A heavy degree of student participation is required, both as individuals (through country briefings and participation in class and on-line discussions) and in groups (case study reports and presentations and research papers).

Each student will be required to write and present a short country briefing, to write (in group) a case study, to write (in group) a major paper; and to participate in in class debates and discussions and in on-line discussions. There will not be a final exam – but there will be two short in-class quizzes and two on-line quizzes.

Grading

Country Briefings (10%) Each student is required to prepare a 5-7 page report on a country of their choice in sub-Saharan Africa. The report should cover key social, political and economic factors and present a three year outlook. An 8 minute in-class presentation, with powerpoints, is
also required. Both the report and powerpoint are due in electronic form by 9.00 pm the day before class. Hard copies of the report and powerpoints are to be given to the professor at the beginning of class and one-page ‘executive summaries’ should be distributed to students in class. A short Q and A (with the class) will follow the presentation.

**Case Study (20%)** In groups of three, students will select one of the eleven case studies, prepare a 15 page report (double spaced; annexes optional but recommended) make a 15 minute in-class presentation (with powerpoints). Both the report and powerpoint are due in electronic form by 9.00 pm the day before class. Hard copies of the report and powerpoints are to be given to the professor at the beginning of class and one-page ‘executive summaries’ should be distributed to students in class. A short Q and A (with the class) will follow the presentation.

**Group Project (20%)** In groups of five, students will select any a research project on any topic related to the class. A 5-page proposal (5%) is due Oct. 22; these will be graded and returned no later than Nov 5. Once approved, groups should prepare a 20 page report (15%; double spaced; annexes optional but recommended) which is due Nov. 26. Both the proposal and the report are due in electronic form by 9.00 pm the day before class. Hard copies of the proposal and report are to be given to the professor at the beginning of class. Groups are encouraged to meet with the professor at an early stage of the proposal development and periodically as the proposal and project are being researched and written.

**Quizzes (4, each worth 5% for a total of 20%).** Two quizzes will be held in class, and two on-line. These will comprise multiple choice and/or short question/answer type questions. The professor reserves the right to switch from in-class to on-line quizzes, or vice versa. If a student misses the quiz, for any reason, the mark for that quiz will be zero; there will be no opportunity for make-up.

**Attendance and Participation (15%)** A high degree of student participation in class is required. Non-attendance (for any reason) is marked ‘zero’. Obviously, non-attendance also affects participation – students who miss class cannot expect a mark for participation. Part of this grade will be given for an in-class discussion of ‘what’s in the news’ – each student should be prepared to summarize and discuss an article in the press from the previous week on Africa. Students will be selected at random – but over the semester, each student can expect to be selected at least once.
On-line Discussions (15%) Questions will be posted periodically through mycourses discussions pages. Answers, comments and thoughts are due within seven days of the posting of each question/topic.

Summary:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Country Briefing (individual)</td>
<td>10%</td>
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<tr>
<td>Group Case Study</td>
<td>20</td>
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<tr>
<td>Group Project</td>
<td>20</td>
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<td>2 x In-class Quizzes (5% ea.)</td>
<td>10</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>15</td>
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<tr>
<td>On-line Discussions</td>
<td>15</td>
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<tr>
<td>2 x On-line Quizzes (5% ea.)</td>
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Required Readings

The principal text book will be “Yes Africa Can: Success Stories From a Dynamic Continent” edited by Punam Chuhan-Pole and Manka Angwafo (World Bank, 2011).

In addition, a course pack, comprising cases and required readings, will be available. Readings from current newspapers, magazines and journals will be discussed during the course.

Optional/supplementary readings are recommended. These may help in your group project work. These include:


“It’s Our Turn to Eat: The Story of a Kenyan Whistle-Blower” by Michela Wrong (Harper, 2009)

“African Parliamentary Reform” ed. by Frederick Stapenhurst, Rasheed Draman, Andrew Imlach, Alexander Hamilton and Cindy Kroon (Routledge, 2011)

“Skin of the Snake” by Steven Langdon (Seabooks, 2011)

“Long Walk to Freedom” by Nelson Mandela

COURSE OUTLINE

1. SEPT 10: INTRODUCTION, COURSE OVERVIEW - PRE-COLONIAL AFRICA (1)
   Lecture: Introduction + Course Overview;
   Student Presentations: -
   Case Study: -
   Film: Ancient African Kingdoms- Nubia
   Readings: Chuhan-Pole & Angwafo – Overview (pp 1-18)
   “Cracking the Next Growth Market – Africa”

2. SEPT 17: PRE-COLONIAL AFRICA (2)
   Lecture: Timbuktu – a Lesson in Underdevelopment (Skype with Riccardo Pelizzo, tbc)
   Student Presentations: Country Briefings
   Case Study: -
   Film: Ancient African Kingdoms- Ethiopia
   Readings: Pelizzo – Timbuktu a Lesson in Underdevelopment

3. SEPT 24: PRE-COLONIAL AFRICA (3) & COUNTRY RISK ASSESSMENTS
   Lecture: Country Risk Assessment
   Student Presentations: Country Briefings, cont.
   Case Study: -
   Film: Ancient African Kingdoms- Great Zimbabwe
   Readings: “Providing Country Intelligence”
   “Country Analysis – Briefing Note”

4. OCT 1: PRE-COLONIAL AFRICA (4)
   Lecture: -
   Student Presentations: Country Briefings, cont.
   Case Study: -
   Film: Ancient African Kingdoms- Benin
   Readings: -
   Optional Reading: Jeremy Taylor - “The Lost Kingdoms of Africa”

5. OCT 8: THANKSGIVING – NO CLASS

6. OCT. 15: COLONIAL AFRICA & FOREIGN INVESTMENT (1)
   Lecture: -
   Student Presentations: Country Briefings, cont.
Case Study: “East of Africa, West of China”
Film: The Scramble for Africa
Readings: -
Optional Readings: Thomas Pakenham - “The Scramble for Africa”

7. OCT 22: GOVERNANCE & LEADERSHIP
Lecture: -
Student Presentations: Country Briefings, final.
Case Study: “Doers Profile”
    “Remaking the Rainbow Nation”
Film: -
Readings: -
NB: Group Proposals Due

8. OCT. 29: GOVERNANCE & CORRUPTION
Lecture: Corruption
Student Presentations: -
Case Study: “About Jack Stanley”
    “Veracity Worldwide: Evaluating FCPA Risks in West Africa”
Reading: High Road or Low- Corruption Perceptions Index
Optional Readings: Steven Langdon “The Skin of the Snake”
    Michaela Wrong “It’s Our Turn to Eat”

9. NOV 5: GOVERNANCE & PARLIAMENTS
Lecture: Core Functions of Parliament
Student Presentations: -
Case Study: Parliament’s Role in the Development Agenda - Tanzania
    Parliament’s Role in the Development Agenda - Zimbabwe
Readings: -
Optional Reading: Frederick Stapenhurst et al. “African Parliamentary Reform”

10. NOV 12: CONFLICT AFFECTED COUNTRIES
    Video Conference with the World Bank (tbc)
    Film Clip on Somalia
Student Presentations: -
Case Study: Blessed Are the Peace Makers: Senator Danforth Special Envoy to Sudan
Reading: Chuhan-Pote Chapter 7
Optional Reading: O’Brien et al “Parliaments as Peacebuilders”
11. NOV 19: PRIVATE SECTOR DEVELOPMENT
   Lecture: -
   Student Presentations: -
   Video Clip on Lesotho
   Case Study: Market and the Mountain Kingdom: Change in Lesotho’s Textile Industry
   Reading: Chuhan-Pote  Chapter 13

12. NOV 26: TELECOMMUNICATIONS REVOLUTION
   Lecture: -
   Student Presentations: -
   Case Study: Crossing Borders: MTC’s Journey Across Africa
   Video Clips on MTC
   Required Reading: Chuhan-Pote  Chapter 19,20
   Group Projects Due

13. DEC 3: ENTREPRENEURSHIP IN AFRICA
   Class Discussion: An Entrepreneurs Journey (Simi Nwogogu)