

AFRICAN ECONOMIC DEVELOPMENT (ECO 362)

GEORGE MASON UNIVERSITY



SPRING 2024

Department: Economics

Course Title: [African Economic Development](#)

Class Location: Horizon Hall 4008

Course No.: Eco 362 – 03 (3 Credits)

Meeting Times: Tuesdays 4:30 PM – 7:10 PM

Course Term: Spring 2024

Course Duration: January 16, 2024 – May 8, 2024

Instructor: Edward Creppy, MBA; PhD.

Email: gcreppy@gmu.edu (**Best way to contact me**)

Course Description: Issues of economic development as applied to Africa. Includes an overview of early economic history in Africa, post-independence development, and contemporary development problems.

This course is offered by the [Economics Department](#) (Limited to three attempts).

Specialized Designation: Non-Western Culture

Recommended Prerequisite: ECON 103 and 104.

Schedule Type: Lecture

Grading: This course is graded on the [Undergraduate Regular Scale](#)

Mason Core: [Global Understanding](#)

Global Understanding: Learning Outcomes (**LO**)

African Economic Development (Eco 362) is one of the courses approved to satisfy the Global Understanding category of The Mason Core. The course will meet the requirements of the Global Understanding learning outcomes (**LO**) in the following ways:

LO 1: Identify and articulate one's own values and how those values influence their interactions and relationships with others, both locally and globally.

This course was designed with the understanding that everyone has values and embraces the fact that there may be differences in people's values based on events such as the person's culture, religion, personal upbringing, life experiences and many other influences. During the semester, students will have the opportunity to articulate their values through individual research projects and regular class discussions. While working on individual research projects, students will encounter issues on Sub-Saharan African countries, which will give them the opportunity to reflect on their own values and perhaps leverage those guiding principles in their attempts to find policy solutions to problems. By engaging in class discussion exercises, students will hear from multiple perspectives on issues. This is likely to make them moderate their own positions in the interest of seeking solutions that are more likely to be comprehensive.

LO 2: Demonstrate an understanding of how the patterns and processes of globalization make visible the interconnections and differences among and within contemporary global societies.

In this course, students will review the literature on the benefits and adverse effects of globalization and will review attempts by sub-Saharan African economies to form common markets and the challenges that have rendered such initiatives to fall short of the desired outcomes.

LO 3: Demonstrate the development of intercultural competencies.

The continent of Africa has historically remained a very mysterious place known mainly for Slavery, Apartheid and Safaris, to name a few. These misperceptions have fueled a great deal of racial stereotypes about the continent and Africans in general. The topics presented in this course will reintroduce Africa to students and provide them with a deep and a broad understanding of the continent, not only to make them well-informed but most importantly, culturally competent for prospective employers who do business in the region and require their employees to have such skill sets. In addition, in spite of the seemingly intractable problems associated with its economic performance, students will learn about the economic potential of the region and the likelihood that it could become the main driver of economic growth in the world in the future.

LO 4. Explore individual and collective responsibilities within a global society through analytical, practical, or creative responses to problems or issues, using resources appropriate to the field.

The capstone exercise for this course is for the student to apply the knowledge acquired through the readings, lecture presentations, data analysis and class discussions to comprehensively analyze the development and growth performance of two countries in Sub-Saharan Africa. After identifying the grave and common economic challenges that countries in the region have perennially encountered, students will be tasked to propose policy solutions to the problem.

I. Course Overview

It has been over six decades since Sub-Saharan African countries became independent from colonialism. In the post-independence period, countries in the region have made improvements in economic, social, and political conditions. These changes include market-oriented economic reforms, political reforms, investments in physical and telecommunications infrastructure, and changes that have resulted in remarkable enhancements in key indicators, such as governance, literacy, infant mortality, and life expectancy.

In spite of these changes, the region is still plagued by significant challenges, including ethnic and religious conflicts, linguistic barriers, problems associated with its colonial heritage, corruption, political instability, economic mismanagement, flagrant violations of human rights, addictiveness to power and the desire to rule for life, a reprehensible apathy for the plight of the masses languishing in poverty, allergic intolerance for dissenting political views, deficient public services, lack of financial depth, excessive aid dependence, lack of openness to international markets, and unfavorable geographical factors such as lack of access to the sea, infertile soils and poor climatic conditions, to name just a few.

In just about every key growth and development performance indicator, Sub-Saharan Africa lags behind every other economic region, some with countries that had worse performance records than some countries in Sub-Saharan Africa in the period immediately after independence from colonial rule.

In effect, why is Sub-Saharan Africa poorer than other regions? Why are some countries within Sub-Saharan Africa poorer than others? What do African countries need to do to develop? These questions will be explored using a multidisciplinary approach to help students gain a deeper and broader understanding of how the Sub-Saharan African growth and development experience has been disappointingly dismal in spite of the continent's vast human and natural resource endowments.

II. Course Evaluation

The class will be organized around weekly lecture presentations and class discussions. Student performance will be evaluated on class attendance, class participation, module quizzes, in-class assignments, and a Development Policy Research Report.

The topics selected for this course will be supported by a comprehensive reading list. Students must read the required text, the recommended text, and scholarly articles, as well as follow current events in Africa. It is also recommended that students regularly read Business and Economics sections of reputable newspapers such as the Wall Street Journal, the New York Times, the Financial Times, the Washington Post, etc.; and news magazines such as The Economist, The Economist Intelligence Unit, Journal of Economic Perspectives, etc. Reading these newspapers, magazines, and journals is an excellent way to keep informed on contemporary economic and development issues in Africa. Familiarity with these materials would enable students to actively participate in class discussions and complete assignments.

Students will complete the following assignments:

1. **Syllabus Quiz:** There is a syllabus quiz for this class. It must be completed by the end of the second week of class. This quiz is designed to incentivize students to familiarize themselves thoroughly with the syllabus for the course and the key instructions needed to complete the research paper.
2. **Four Module Quizzes:** Module Quiz1 (chapters 1, 2, 3); Module Quiz 2 (chapters 4, 7, 8, 9); Module Quiz 3 (chapters 12, 13, 14, 15, 16); Module Quiz 4 (chapters 22, 23). Each of these quizzes will be based on selected chapters and will be completed on Blackboard. The questions on these quizzes will be taken directly from the required textbook and are designed to encourage students to read the textbook.
3. **In-Class Assignments:** These assignments will consist of up to three short essay questions based mainly on class lecture presentations and concepts discussed in the textbook.
4. **Development Policy Report:** Students will complete a Development Policy Report (Research Paper). The exercises within the report are designed to reinforce the concepts taught in this course and to sharpen the writing, critical thinking, and research skills of the student.

III. Course Evaluation Criteria:

Course Evaluation Criteria		
Assignments	Raw Points	Weight
Syllabus Quiz	250	2.8
Class Attendance & Participation	1250	13.9
Module 1 Quiz (Chapters 1, 2, 3)	500	5.6
Module 2 Quiz (Chapters 4, 7, 8, 9)	500	5.6
Module 3 Quiz (Chapters 12, 13, 14, 15, 16)	500	5.6
Module 4 Quiz (Chapters 22, 23)	500	5.6
In-Class Assignment	2000	22.2
Development Policy Report (Country Report)	3500	38.9
Total	9000	100.0

IV. Course Policies

Passing this course requires that students thoroughly prepare for each class, attend class regularly, actively participate in class discussions, and complete assignments to meet deadlines.

Class Attendance & Participation

Class Attendance:

Students are required to attend all regularly scheduled class sessions, as attendance will be taken at every class meeting. Should absences be necessary, students are responsible for the material covered in their absence. Please note that it is the student's responsibility to contact other classmates for the material covered in the student's absence. The best way

to obtain these materials is to contact a classmate who was in class during the lecture. Please refrain from emailing the instructor to request an update. To facilitate the desire of students to obtain information on materials covered in their absence, the instructor encourages students to contact their peers in the “Student Lounge” section of the course in Blackboard.

Attendance means being present at the beginning of class (or arriving shortly thereafter) and staying through the end of class. Under certain circumstances, students who provide a written request before the day of class may be allowed to either leave before the end of class or come in late - and will be given full credit for attendance. Please note that an excused absence **does not** make a student **Present**. Having the courtesy to inform the instructor about an absence only assures that in case a graded in-class assignment is given on the day that the student is absent, the student may be allowed to make up the missed in-class assignment.

Students are encouraged to actively participate at all times. Asking and responding to questions is indicative of students’ effort to understand the material and/or the willingness to share their knowledge with classmates – which I consider to be a healthy academic exercise. The instructor appreciates students who actively participate in class. However, in the interest of promoting an environment conducive to learning, and in fairness to all students, it is also important that each student gets a fair chance or opportunity to ask and respond to questions. To open up the process for the full participation of all students, therefore, the instructor requires that students raise their hands and wait to be called upon to answer or ask questions. This is more organized and efficient than yelling out answers or yelling out questions without being called upon.

Calling on students to ask questions or to provide answers to questions, serves as an important feedback mechanism for the instructor to know the extent to which concepts taught in class are getting across to students, therefore the instructor reserves the right to call on any student to answer questions. This will ensure that the instructor reaches as many students as possible instead of having just a few students monopolize and dominate class discussions.

Rewarding Attendance and Participation:

Student Participation will be monitored closely. Participation points are combined with Attendance points (see Grade Point Distribution spreadsheet). However, at the discretion of the instructor, 100 extra credit points will be awarded using one or a combination of the following criteria:

- Consistently asking course-relevant questions. These questions must show a clear indication that the student has been paying attention in class (and/or reading the text or class notes).
- Consistently making attempts to provide a reasonable response to questions asked by the instructor or a classmate.
- Making comments that further clarify a concept or promote the class’s understanding of a concept will be rewarded.
- Any behavior, however, that is disruptive or socially inappropriate will certainly not be rewarded. More serious infractions of this policy will result in sanctions (consistent with provisions in the University Student Handbook) imposed on the student.
- At the end of the semester, the number of points available for Class Attendance and Participation will be pro-rated over the number of classes held. For example, suppose there are 120 points available for Attendance and Participation. Suppose also that 10 classes are held during the semester. If, for example, a student attends only 5 of

the 10 classes held, the Attendance points earned will be calculated as follows: $(6/10) * 120$, which is 60% of the number of Attendance points awarded to the student (or 72 points).

Use of Laptops and other Electronic Devices:

1. **Laptops:** Students who intend to use laptops, notebooks, recorders, or tablets during class are required to seek permission from the instructor before using such devices and be willing to sit in a designated area where the instructor can monitor the use of such devices. In addition, a student who seeks permission to use such electronic devices to take notes in class must be able to do so without using an electrical outlet. Please note that permission given for using electronic devices will be rescinded, and the student will be barred from using the device for the rest of the semester if the student is caught using the device for purposes other than taking notes in class.
2. **The Use of Mobile Phones and Other Electronic Devices:** The use of all telecommunication devices is prohibited during class without permission. **All mobile phones must be set on vibrate or turned off when class is in session.** Students are not allowed to take calls in class. If an incoming call is urgent and the student feels the need to take it, the student can step out of the classroom to take the call. **The use of recording devices is only allowed with the permission of the instructor.**
3. **Texting or any other form of communication** with any electronic device is prohibited without permission when class is in session. Students who are caught texting in class while in session may be asked to leave the classroom.

The instructor will be more than happy to accommodate requests for the use of any electronic devices that are deemed necessary for students with special needs if the proper authorization for the use of such equipment is provided by the college.

Email:

The best way to contact the instructor is by email. When students email the instructor, they must include Eco 362 in the subject line of all email correspondence. The instructor will respond to all emails within 48 hours during weekdays.

Research Report and Other Written Assignment Guidelines:

Students are expected to thoroughly read the instructions and guidelines provided for the completion of all written assignments in this course. Failure to follow such guidelines or violations of deadlines will result in the student losing a significant number of points for the assignment. Students are also expected to use standard formatting (i.e., Times New Roman, 12-pt font, 1 to 1.25-inch margin, double-spaced). It is also important to follow page requirements for all assignments, where provided. Student writing skills are one of the key objectives of this course. Therefore, all written assignments will be evaluated for content and writing quality, which will be determined by the use of grammatically correct sentences and the extent to which information is clearly and concisely presented.

Late assignments:

Late assignments are strongly discouraged. Students who complete assignments late will lose 15% of the value of the assignment each day that the assignment is late.

Academic Honesty/Integrity

George Mason University holds its students to high standards of academic integrity and will not condone any acts of academic dishonesty. These acts include but are not limited to plagiarism (copying someone else's work or an idea and presenting it as your own) in any form, copying materials from electronic sources without proper citation, or use of information and materials not authorized by the instructor during an examination. For a complete statement on the college's academic dishonesty policy, please refer to the [Code of Student Conduct](#). Any student who perpetrates an act considered to be intellectually dishonest will be given a failing grade (F) for that piece of work or for the course, depending on the severity of the misconduct. In addition, the perpetrator(s) of this act may be referred to the appropriate University authorities for further disciplinary action, including possible expulsion from the college.

Important Note: Please note that all assignments including the Research Project will be subject to the provisions of the University's policy on Academic Honesty/Integrity. In addition, all deadlines will be strictly enforced without exceptions. Any student who fails to complete any assignment to meet the deadline-regardless of the reasons for missing the assignment - will lose 15% for each day that the assignment is late. In extenuating circumstances related to severe illness or a death in the family, students will be given the option to complete a proctored assignment (to make up for the points lost) instead of the assignment missed.

V. Reading List and Course Schedule

The reading materials for this course consist of a required textbook, other equally important intellectually stimulating recommended texts, periodicals, and blogs, where students can listen to discussions on contemporary development-related issues in Africa. The recommended texts can easily be obtained through the reserve collections of the Fenwick Library or borrowed through the Washington Research Library Consortium (WRLC). It is also important that students read the recommended articles as some of them serve as sources of more current or contemporary information on Africa.

Required Text:

1. Title: African Economic Development. 2nd Edition. (2019).
Editors: Nnadozie, E. U. & Jerome, A. (Eds.).
Publishing Company: Emerald Publishing Limited
ISBN:
978-1-78743-784-5 (Print);
978-1-78743-783-8 (Online);
978-1-78743-976-4 (E-pub)

Recommended Texts:

1. Title: African Economic Development: Making Sense of the Issues and Actors. 3rd Edition. (2018).
Authors: Todd J. Moss & Danielle Resnick (2018).
Publishing Company: Lynne Rienner Publishers, Inc.
ISBN:
13: 978-1626377240.

10: 1626377243

2. Title: Development Economics 1st Ed. (2016)

Author: Gerard Roland

Publishing Company: Routledge (Taylor & Francis Group)

ISBN:

13: 9780321464484

3. Title: African Economic Development 1st Ed. (2018)

Authors: Steven Langdon, Archibald R. M. Ritter and Yiagadeesen Samy

Publishing Company: Routledge (Taylor & Francis Group)

ISBN

978-1-138-91500-8 (Hard copy)

978-1-138-91501-5 (Paperback)

978-1-315-69050-6 (e-text)

4. Title: Economics of Development 7th Ed. (2013)

Authors: Perkins, Radelet, Lindauer & Block

Publishing Company: W.W. Norton Publishing Company

ISBN:

13: 978-0393123524

10: 0393123529

5. Title: Homegrown Development in Africa: Reality or illusion? 1st Edition (2015)

Authors: Chukwumerije Okereke, Patricia Agupusi

Publishing Company: Routledge (Taylor & Francis Group)

ISBN:

13: 978-1138291997

10: 1138291994

TENTATIVE COURSE OUTLINE – ECON 362 SPRING 2024

Week	Date	Chapters Covered	Topic	Due Date
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1	1/16	N/A	Course Overview	
2	1/23	1	Why Study African Economic Development?	
		2	Overview of African Development	
			Syllabus Quiz	1/28
3	1/30	3	Definition and Measurement of Growth and Development	
		4	Geo-Economy and History	
4	2/6	7	Population	
		8	Poverty and Development	
		1, 2, 3	Module 1 Quiz	2/11
5	2/13	9	Growth-Poverty-Inequality Nexus: Toward a Mutually Inclusive Relationship in Africa	
		12	Institutions and African Economic Development	
6	2/20	13	Health and Economic Development	

		14	Education and Economic Development	
		4, 7, 8, 9	Module 2 Quiz	2/25
	3/5	SPRING BREAK		
7	3/12	15	Leadership and Development in Africa	
		16	Corruption and Economic Development	
8	3/19	22	Restarting and Sustaining Growth and Development	
		23	Sub-Saharan Africa's Development Experience and Policy Practice	
		12, ,13, 14, 15, 16	Module 3 Quiz	3/24
9	3/26	Research Paper Workshop		
		22,23	Module 4 Quiz	3/31
10	4/2	Research Paper Workshop		
11	4/9	Research Paper Workshop		
12	4/16	Research Paper Workshop		
13	4/23	Research Paper Workshop		
		Research Paper DUE		Friday 4/26

14	4/30	Reading Week for Finals
15	5/7	Final Exam Week

NOTE: Should there be a conflict between the dates specified on this outline and those specified in Blackboard, please note that the dates in Blackboard will take precedence over those specified in the Syllabus.