AFRICAN ECONOMIC DEVELOPMENT (ECO 362)

GEORGE MASON UNIVERSITY

AFRICAN ECONOMIC DEVELOPMENT (ECO 362)

FALL 2022 Online

Department: Economics
Class Location: Online
Meeting Times: Asynchronous in Blackboard

Course Title: African Economic Development
Course No.: Eco 362 – D01 (3 Credits)
Course Term: Fall 2022

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

Blackboard Login Instructions:
Access to MyMason and GMU email is required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar...
to the left, you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

**Technical Requirements:**

This course requires that the student possess or has access to an adequate amount of computer hardware and software materials to successfully complete the course. Technical requirements include, but are not limited to:

1. **Hardware/Software Requirements**
   - A well-functioning computer equipped with a microphone
   - Supported Operating Systems
   - Productivity Tools (MS Word, PowerPoint, Zoom etc.)

2. **Stable Internet Access/Internet Connections**
   - Email
   - Supported Browsers
   - Browser Settings
   - Plug-ins

3. **Hardware Specifications**
   - Computer Internet Security
   - Operating System Updates

**Technical Assistance:**

If you need technical assistance any time during the course or to report a problem with Blackboard, students can:

1. Contact the GMU IT support at 703-993-8870 or via email at support@gmu.edu
2. Blackboard Courses Support (Information Technology Services, GMU)

**Student Engagement Schedule (Optional):** There will be four optional student engagement sessions throughout the semester. These live Zoom sessions are designed to help the student with any questions they may have on writing the Development Policy Report, or any questions of general interest to the course. Many students find these sessions useful, as they provide the student with the opportunity to seek clarifications on the instructions for Checkpoint Assignments and any other course-related content as well.
Prior to joining these sessions, it is imperative that students thoroughly review the course syllabus and the course map/course schedule, review the instructions for Checkpoint Assignments, and prepare questions that they would like addressed.

**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 and regular class discussions. While working on an individual research project, students will encounter issues in 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 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 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, data analysis, and class discussions to comprehensively analyze the development and growth performance of Sub-Saharan Africa compared to the other economic regions of the world. After identifying the grave and common economic challenges that have retarded the growth performance of the sub-region, students will be tasked to propose policy solutions to address the problems.

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 telecommunication 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 policy 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 assigned readings, thought-provoking class discussions, and a policy-oriented research paper.

The topics selected for this course will be supported by a comprehensive reading list. It is imperative that students read the required text. To delve deeper into (and to see different perspectives of) some of the issues discussed in the required text, students are urged to also read 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 are excellent ways to keep informed on contemporary economic and development issues in Africa. Familiarization with these materials would enable students to actively participate in class discussions and successfully complete the course.

Students will complete the following assignments:

1. **Module Quizzes**: There are four modules in this course and each module will have a quiz that covers the chapters completed in that module. Students will have only one attempt at taking these quizzes. The questions on these quizzes are taken directly from the required text. For these reasons, it is very important for students to thoroughly read the textbook prior to attempting the quizzes.

2. **Class Discussions**: There are online class discussions scheduled for most of the weeks in this term. Most of these questions have multiple parts and students will be expected to comprehensively answer all parts of the questions in order to earn the maximum points. It is important that students review the discussion grading rubric prior to posting in order to maximize their score on these assignments.

3. **Development Policy Report**: Students will complete a Development Policy Report. This exercise is designed to reinforce the concepts taught in this course and to sharpen the writing, critical thinking, and research skills of the student. Students will be expected to complete and submit various parts of this report throughout the semester (Checkpoint Assignments).

**Note 1**: The deadlines for all assignments will be rigorously enforced and late submissions - regardless of the reasons - will be subject to the course’s late work policy. All assignments must be completed by the assignment due date and time. Under extreme extenuating circumstances, students will be given alternative assignments with a higher degree of difficulty in lieu of late or missing assignments. Please note that the standards for eligibility for doing alternative assignments are very high. Claims of extenuating circumstances MUST be supported by documented proof that is verifiable. Even when there are extenuating circumstances, requests for resets will be granted at the sole discretion of the instructor. Approval for such requests will be on a case-by-case basis and determined mainly by a thorough review of the circumstances leading to the student’s failure to complete the assignment on time.

**Note 2**: All written assignments in this course will be submitted electronically via Blackboard, by the prescribed deadlines. Be sure to keep copies of all files submitted electronically. Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.
III. Course Evaluation Criteria:

<table>
<thead>
<tr>
<th>Course Evaluation Criteria</th>
<th>Raw Points</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Questions</strong></td>
<td>2000</td>
<td>40</td>
</tr>
<tr>
<td>Discussion Question 1 (Chapter 1)</td>
<td>150</td>
<td>3</td>
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<td>Discussion Question 2 (Chapter 2)</td>
<td>150</td>
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<td>Discussion Question 3 (Chapter 3)</td>
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<td>Discussion Question 4 (Chapter 4)</td>
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<td>Discussion Question 5 (Chapter 7)</td>
<td>150</td>
<td>3</td>
</tr>
<tr>
<td>Discussion Question 6 (Chapters 8 &amp; 9)</td>
<td>200</td>
<td>4</td>
</tr>
<tr>
<td>Discussion Question 7 (Chapter 12)</td>
<td>150</td>
<td>3</td>
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<tr>
<td>Discussion Question 8 (Chapter 13)</td>
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<td>Discussion Question 9 (Chapter 14)</td>
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<td>Discussion Question 10 (Chapter 15)</td>
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<td>Discussion Question 11 (Chapter 16)</td>
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<tr>
<td>Discussion Question 12 (Chapter 22)</td>
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</tr>
<tr>
<td>Discussion Question 13 (Chapter 23)</td>
<td>150</td>
<td>3</td>
</tr>
<tr>
<td><strong>Module Quizzes</strong></td>
<td>1000</td>
<td>20</td>
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<tr>
<td>Quiz 1</td>
<td>250</td>
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<td>Quiz 2</td>
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</tr>
<tr>
<td>Quiz 4</td>
<td>250</td>
<td>5</td>
</tr>
<tr>
<td><strong>Course Research Paper</strong></td>
<td>2000</td>
<td>40</td>
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<tr>
<td>Country Profiles</td>
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<td>3.6</td>
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<tr>
<td>Plotting of Graphs (Figures, Tables etc)</td>
<td>425</td>
<td>8.5</td>
</tr>
<tr>
<td>Comparative Analysis of Results - Line Graphs</td>
<td>425</td>
<td>8.5</td>
</tr>
<tr>
<td>Policy Recommendations - Line Graphs</td>
<td>60</td>
<td>1.2</td>
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<tr>
<td>Plotting of Scatterplots</td>
<td>75</td>
<td>1.5</td>
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<tr>
<td>Analyses of Results - Scatterplots</td>
<td>75</td>
<td>1.5</td>
</tr>
<tr>
<td>Policy Implications - Scatterplots</td>
<td>60</td>
<td>1.2</td>
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<tr>
<td>Course Research Report - <strong>Abstract</strong></td>
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<tr>
<td>Final Report</td>
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<tr>
<td><strong>Total Raw Points/Percent</strong></td>
<td>5000</td>
<td>100</td>
</tr>
</tbody>
</table>

IV. Course Policies

Passing this course requires that students thoroughly read the required text, participate regularly in online class discussions, and complete assignments to meet deadlines.
Participation/Attendance:
Participation and attendance will be measured principally by discussion board activity. Students who excessively fail to participate in online discussions – without the permission of the instructor - will not only lose the points associated with those activities but may be subject to an administrative withdrawal from the course.

Netiquette:
"Netiquette" is an abbreviation for "Internet etiquette"--simply, basic rules of the road for the "Information Superhighway." Below are guidelines for online communication using email, bulletin boards, chats, and other methods:

1. Anonymity - While anonymity is often, and justifiably, desired in many Internet communications, maintaining your identity is essential in an online course. If at any time you have concerns about your privacy in an online course, please let your instructor know.

2. Brevity - Very few people want to read long messages. Other than for special situations, try to keep most of your communications brief and to the point. Others will thank you, and you'll be equally grateful to everyone else.

3. Communication - Use the Subject Line. Make your entry in the Subject Line concise and informative. Focus on one subject per message and always include a pertinent subject title for the message; that way the user can locate the message quickly. Include your name at the bottom of email messages. Be careful when using sarcasm and humor. Without face-to-face communication, your joke may be viewed as criticism.

4. Inappropriate material - Suggestive or pornographic content or links do not belong in online courses, nor does anything promoting hatred or discrimination.

5. Large files - Avoid sending unnecessarily large files and attachments. Many of those cute screen savers and computer games circulated via email place a heavy load on email systems and create large downloads, particularly for those who are on slower modems or using older computers. They often may also carry malicious content such as viruses.

6. Privacy - It is simple to forward a message you have received from someone else. However, unless it is clear you have their permission to do so, check first. This is particularly important when you post a private message sent to you from someone else to a public bulletin board or email list.

7. Readability - Try to format your messages with lots of breaks and headings. One long paragraph that fills someone else's full screen with no breaks will very likely not be read. Watch for errors: a careful read, as well as a spell-check, will solve most problems--lots of mistakes are extremely annoying.

8. Shouting - What is shouting? THIS IS: TYPING A MESSAGE IN CAPITAL LETTERS IS TYPICALLY UNDERSTOOD AS THE EQUIVALENT OF SHOUTING AT SOMEONE. It is perceived as rude.
**Email:**
The best way to contact the instructor is by email. When students email the instructor, it is important that they include Eco 362 – D01 in the subject line of all email correspondence. The instructor will respond to all emails within 48 hours during weekdays.

**Guidelines for Discussion Posts and Development Policy Report:**
There are two main written assignments in this course: Discussion Board Posts and the Development Policy Report. Students are expected to use APA formatting requirements (i.e., Times New Roman, 12-pt font, 1 to 1.25-inch margins, double-spaced, citations, references, etc.) for all written assignments.

One of the key objectives of this course is to develop student writing skills. Therefore, all written assignments will be evaluated for content and writing quality, which requires that information is clearly and concisely presented. For example, discussion board posts will be rigorously evaluated for relevance to the question asked and assessed on the basis of whether the response comprehensively addressed all parts of the question.

Please refer to the Discussion Rubric and the instructions on the Development Policy Report for complete grading details.

**Late Work Policy:**
Late assignments are strongly discouraged. Students who complete written assignments late will lose 25 points for each day that the assignment is late. Under extreme extenuating circumstances, students who are excessively late in submitting assignments may be given alternative assignments with a higher degree of difficulty in lieu of late or missing assignments. Please note that the standards for eligibility for doing alternative assignments are very high. Claims of extenuating circumstances MUST be supported by documented proof that is verifiable. Even when there are extenuating circumstances, requests for resets will be granted at the sole discretion of the instructor. Approval for such requests will be on a case-by-case basis and determined mainly by a thorough review of the circumstances leading to the student’s failure to complete the assignment on time.

**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 will be subject to all provisions of the University’s policy on Academic Honesty/Integrity. In addition, all deadlines will be strictly enforced without exceptions.

V. University Policies and Resources

**GMU Disability Support Services:**

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. Students with disabilities who require academic accommodations, should contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged in advance through the ODS. Please take care of this during the first two weeks of the semester. More information about ODS is available at [http://www.gmu.edu/student/drc](http://www.gmu.edu/student/drc).

**Diversity and Inclusion:**

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, gender identity, age, marital status, pregnancy status or genetic information. George Mason University shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

The University is dedicated to ensuring access, fairness and equity for minorities, women, individuals with disabilities, and veterans (as covered by law) in its educational programs, related activities and employment. George Mason University shall thus maintain a continuing affirmative action program to identify and eliminate discriminatory practices in every phase of university operations.

Anyone who becomes aware of sexual harassment or other potentially discriminatory behavior must contact Compliance, Diversity, and Ethics. Retaliation against an individual who has raised claims of illegal discrimination or has cooperated with an investigation of such claims is prohibited. For more information about George Mason University’s non-discrimination policy, please visit [https://universitypolicy.gmu.edu/policies/non-discrimination-policy/](https://universitypolicy.gmu.edu/policies/non-discrimination-policy/)

**GMU Add/Drop Policy:**

The last day to drop this class without any penalty is provided on the GMU academic calendar page [http://registrar.gmu.edu/calendar/](http://registrar.gmu.edu/calendar/). It is the student’s responsibility to check to verify that they are properly enrolled as no credit will be awarded to students who are not.
Incompletes:

This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control. Unless the faculty member has specified an earlier deadline, the student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10th week. Additional time may be granted upon approval of an Incomplete Extension form. Faculty members who choose to require an earlier incomplete deadline will be required to file an Incomplete Grade Contract with the local academic unit’s office, detailing the work that remains to be done, the general reason for the incomplete, and the student’s grade at the point of receiving the incomplete. Students who have filed their intent to graduate have only six weeks from the date of degree conferral to resolve any incomplete grades and have the final grades recorded by the University Registrar’s office.

IN has no effect on the GPA and remains on the record until the work is completed and a final grade is submitted by the instructor. If the work has not been completed and no final grade has been submitted by the established deadline, the grade of IN is changed by the University.

Other Useful Campus Resources:

1. Writing Center: A114 Robinson Hall; 703.993.1200; http://writingcenter.gmu.edu
3. Counseling and Psychological Services (CAPS); 703.993.2380; http://caps.gmu.edu
4. University Policies: The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.

For other important University policies, students are urged to visit the university catalog.

VI. Student Success Strategies

Generally, college work requires that for every one credit hour taken, students should, at the minimum spend two hours on independent work. So, for a three-credit hour class, such as this course, the student is expected to spend at least six hours per week on independent work.

In addition to the minimum amount of independent work required to be successful in this course, students are also encouraged to adopt the following techniques:

1. Frequently review the course syllabus, the course schedule, and discussion board rubrics.
2. Thoroughly read the required textbook before attempting the quizzes.
3. Log into Blackboard frequently to work on Discussion Questions (initial posts and classmate replies), and to check if there are any Course Announcements for which student action is required.

4. Read the assigned chapters as well as the other materials provided in Blackboard.

5. Complete assignments to meet deadlines.

6. Attend Student Engagement Sessions or email the instructor to seek clarifications on concepts you are not comfortable with. Should the student have the need to speak to the instructor on an issue considered private like health, grades, etc., it is best to email the instructor.

7. Be respectful in discussion boards by following Netiquette protocols.

8. Refer to Successful Online Learning Strategies for more tips!

**VII. Reading List and Course Schedule**

The reading materials for this course consist of one required textbook and other equally important intellectually stimulating recommended texts, periodicals, and blogs - where you 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:**

   
   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:**

   
   
   Publishing Company: Lynne Rienner Publishers, Inc.

   ISBN:
   
   13: 978-1626377240.
   10: 1626377243

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

Authors: Chukwumerije Okereke, Patricia Agupusi
Publishing Company: Routledge (Taylor & Francis Group)
ISBN:
13: 978-1138291997
10: 1138291994
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<tr>
<th>Module</th>
<th>Week</th>
<th>Lesson</th>
<th>Assignment</th>
<th>Due Dates</th>
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</thead>
</table>
| Module 1 | 1 | Introduction:  
- Economic Growth Concepts and Patterns  
- Theories of Economic Growth | Read Lecture Notes  
Watch Videos | |
| | 1 | Why Study African Economic Development | Read Chapter 1  
Participate in Online Discussion | Initial Post by Thursday, August 25  
Reply by Sunday, August 28 |
| | 2 | Overview of African Development | Read Chapter 2  
Participate in Online Discussion | Initial Post by Thursday, September 1  
Reply by Sunday, September 4 |
| | 3 | Definition and Measurement of Growth and Development | Read Chapter 3  
Module 1 Quiz (Ch. 1, 2, 3)  
Participate in Online Discussion | Initial Post by Thursday, September 8  
Reply by Sunday, September 11 |
| | | **Course Research Paper**: Checkpoint 1: Select 6 countries from each economic region for Country Profile exercise | | Sunday, September 11 |
| | | Student Engagement Session (Synchronous) | Optional | Sunday, September 11 |
| Module 2 | 4 | Geo-Economy and History | Read Chapter 4  
Participate in Online Discussion | Initial Post by Thursday, September 15  
Reply by Sunday, September 18 |
| | 5 | Population | Read Chapter 7  
Participate in Online Discussion | Initial Post by Thursday, September 22  
Reply by Sunday, September 25 |
| | 6 | Poverty and Development / Growth-Poverty-Inequality Nexus | Read Chapter 8 & 9  
Watch Videos (RFK critique of GDP)  
Module 2 Quiz (4, 7, 8 & 9)  
Participate in Online Discussion | Initial Post by Thursday, September 29  
Reply by Sunday, October 2 |
| | | **Course Research Paper**: Checkpoint 2: Submission of all graphs (Figures, Tables etc.) scatterplots for the Research Paper | | Sunday, October 2 |
| | | Student Engagement Session (Synchronous) | Optional | Sunday, October 2 |
| Module 3 | 7 | Governance, Institutions & Economic Development | Read Chapter 12  
Participate in Online Discussion | Initial Post by Thursday, October 6 |
<table>
<thead>
<tr>
<th>Module 3 Quiz (12, 13, 14, 15, 16) Sunday, November 6</th>
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<tbody>
<tr>
<td>Module 4 Quiz (22, 23) Tuesday, November 22</td>
</tr>
<tr>
<td>Module Research Paper Due Date: Submitted in Blackboard by 11.55PM Sunday, December 4</td>
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<tr>
<th>Health and Economic Development</th>
<th>Read Chapter 13 Participate in Online Discussion Initial Post by Thursday, October 13</th>
<th>Reply by Sunday, October 16</th>
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<tbody>
<tr>
<td>Education and Economic Development</td>
<td>Read Chapters 14 Participate in Online Discussion Initial Post by Thursday, October 20</td>
<td>Reply by Sunday, October 23</td>
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<tr>
<td>Leadership and Economic Development</td>
<td>Read Chapters 15 Participate in Online Discussion Initial Post by Thursday, October 27</td>
<td>Reply by Sunday, October 30</td>
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<tr>
<td>Corruption and Economic Development</td>
<td>Read Chapter 16 Module 3 Quiz (12, 13, 14, 15, 16) Sunday, November 6 Participate in Online Discussion Initial Post by Thursday, November 3</td>
<td>Reply by Sunday, November 6</td>
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<tr>
<td>Restarting and Sustaining Growth and Development</td>
<td>Read Chapter 22 Participate in Online Discussion Initial Post by Thursday, November 13</td>
<td>Reply by Sunday, November 16</td>
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<tr>
<td>Sub-Saharan Africa’s Development Experience and Policy Practice 1960-2018 Part 1</td>
<td>Read Chapters 23 Participate in Online Discussion Initial Post by Thursday, November 20</td>
<td>Reply by Sunday, November 23</td>
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<tr>
<td>Sub-Saharan Africa’s Development Experience and Policy Practice 1960-2018 Part 2</td>
<td>Module 4 Quiz (22, 23) Tuesday, November 22</td>
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Student Engagement Session (Synchronous) Optional Sunday, November 6
### University Calendar Fall 2022

<table>
<thead>
<tr>
<th>Description</th>
<th>Full Semester</th>
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<tbody>
<tr>
<td><strong>First Day of Fall Classes:</strong></td>
<td>Mon. Aug 22</td>
</tr>
<tr>
<td><strong>Last Day to Add: All Individual Sections Forms Due</strong></td>
<td>Mon. Aug 29</td>
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<tr>
<td><strong>Labor Day: University Closed</strong></td>
<td>Mon. Sept 5</td>
</tr>
<tr>
<td><strong>Last Day to Drop: With 100% Tuition Refund</strong></td>
<td>Tues. Sept 6</td>
</tr>
<tr>
<td><strong>Last Day to Drop: With 50% Tuition Refund</strong></td>
<td>Tues. Sept 13</td>
</tr>
<tr>
<td><strong>Unrestricted Withdrawal Period: 100% Tuition Liability</strong></td>
<td>Wed. Sept 14 - Tue. Sept 27</td>
</tr>
<tr>
<td><strong>Fall Break (Classes Do Not Meet)</strong></td>
<td>Mon. Oct 10</td>
</tr>
<tr>
<td><strong>Monday Classes/Labs Meet</strong></td>
<td>Tue. Oct 11</td>
</tr>
<tr>
<td><strong>(Tuesday Classes Do Not Meet This Week)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-term Evaluation Period: 100-200 level classes - Grades Available via PatriotWeb</strong></td>
<td>Mon. Sept 19 - Fri. Oct 14</td>
</tr>
<tr>
<td><strong>Selective Withdrawal Period - Undergraduate Students Only (100% Tuition Liability)</strong></td>
<td>Wed. Sept 28 - Mon. Oct 24</td>
</tr>
<tr>
<td><strong>Last Day of Class</strong></td>
<td>Sat. Dec 3</td>
</tr>
<tr>
<td><strong>Reading Day(s): Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held.</strong></td>
<td>Mon. Dec 5 - Tue. Dec 6</td>
</tr>
<tr>
<td><strong>Examination Period</strong></td>
<td>Wed. Dec 7 - Wed. Dec 14</td>
</tr>
<tr>
<td><strong>Winter Graduation</strong></td>
<td>Thu. Dec 15</td>
</tr>
<tr>
<td><strong>Degree Conferral Date</strong></td>
<td>Sat. Dec 17</td>
</tr>
</tbody>
</table>