

Emory University
Department of Sociology

Course: Economic Development in Africa

Instructor: Sam Cherribi

Semester: Fall 2011

Level: 400

Introduction

I will be teaching this course in the fall, but unfortunately I wasn't able to add new books for next semester. But the next time I teach the course (I do teach the course regularly), I would like to include a book which explicitly deals with sustainability - either as a general sustainability overview (such as Edwards's *The Sustainability Revolution: Portrait of a Paradigm Shift*) or a specific topical issue.

I grappled with the problem of how to incorporate sustainability into my sociology course for many years. I wanted to avoid any ornamental treatment or usage of the concept of sustainability since it became a buzzword and my discipline of sociology was slow to address it properly. When I joined the sustainability workshop (Piedmont Project) last May, I grasped the opportunity to reflect on sustainability in society and its essentially contested nature from the vantage point of interdisciplinarity. The workshop pushed me to look within my discipline and its rich history using the lenses of Pierre Bourdieu and Norbert Elias to problematize and theorize issues of sustainability.

I have changed the syllabus in several ways after reflecting on our workshop discussions and exercises. First, I think it is important to explicitly state a "sustainable development" angle for the course which will serve as an orienting perspective throughout the semester. I have added language dealing with this to the course description. During the initial class sessions, I will provide an overview of perspectives on sustainable development, which will serve as valuable orienting axes for the whole semester. I have added a course objective specifically dealing with the ability to apply the triple bottom-line model to development material.

I have also added two new topical units (and appropriate readings) to the syllabus (Sustainable Agriculture, October 12 and Sustainable Development and Resource Efficiency, October 26 to cover six hours of class time). One writing exercise will focus on campus sustainability. I have included an exercise Scott Lacy assigned his students in order to make the link between global sustainability challenges and Emory's campus, while also encouraging students to explore place

at Emory (see September 21 blog assignment). I will also ask students to explore the valuable resources on Emory's Sustainability Initiatives website.

Sustainability will also come into my curriculum, I hope, in less structured and more creative ways. I will encourage students to consider dealing specifically with sustainability challenges in their group projects and final papers, allowing them the opportunity to spend much of the semester independently researching sustainability material. I hope students will also pose critical sustainability-related questions to our visiting development practitioners.

SOC 468: Economic Development in Africa

Fall 2011

"The greatest challenge that we face in this modern world, particularly young people like you, is what we do about the situation in the poor parts of the world".

—President Carter, speaking to class

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Classes: Wednesday 5:30-8:00 PM, Tarbutton105

Course Description

Today, particularly amid the current worldwide economic crisis, it is more difficult than ever to attract foreign aid or non-governmental assistance to less developed countries. The very notion of economic development in low-income countries is fluid and contested, invoking contradictory goals and measures. This course will investigate and scrutinize development theories, policies and practices and envision concrete possibilities for new paths toward economic development. A main objective of the course is to question and understand the social, political, and cultural behaviors that inform economic behavior. How can insights from the social sciences and humanities help us to understand economic development? We will explore how new social scientific perspectives on economic development may enhance practice, policy and theory. We will study how different forms of capital -- social, economic, cultural, symbolic, and ecological, etc. -- may mobilize or demobilize the human or financial capital necessary for avenues of sustainable development.

We will focus on five key themes of development: Official Development Aid, migration and remittances, social entrepreneurship, infrastructure, and the importance of environment and civil society. How might economic development proceed without damaging the global ecosystem and local livelihoods? What are the social, environmental, and economic costs to African villages of large-scale industries such as mining and oil extraction?

Special Angle: Throughout the semester the necessary overlap between economic development and sustainability will be emphasized. The commonly acknowledged “triple bottom-line” of sustainability (environmental, social, and economic facets) will guide many of our discussions of development issues.

Key practitioners in the fields of development and finance will be invited to speak to the class alongside a series of optional master classes on topics such as financial stability and development standards. Additionally, we will be video conferencing with a number of authors of class readings. The course will focus especially on Mali, Senegal, Liberia, Nigeria, Egypt, Sudan and the Maghreb.

Visiting Guests: TJ Holmes (CNN), Benoît Standaert (Consul General of Belgium), Mark van Wegen (AT Kearney), Vuvu Manseka (Coca-Cola Company), Hope Masters (Leon H. Sullivan Foundation), Nell Diallo (Med-Share), Thierry Flamant (Expert on doing business in Africa), David Ames (Green USA and Giving Back), Marilee Holmes (Alston LLP), Isaac Farris (King Center), Cynthia Nash (Consul of Liberia), Rebecca Posey (Acumen Fund), Ambassador Andrew Young.

Course Objectives

Students will be able to:

- Understand theories, methods and practices of development.
- Gain competence in creatively envisioning soundly-researched development projects.
- Articulate critical perspectives on development
- Critically assess development projects and organizations.
- Pursue independent research on development issues
- Apply the “triple-bottom line” model for sustainable development

Critical Perspectives

- a- Assessing ODA: Developed nations aid developing countries through various forms of Official Development Aid (ODA), which range from humanitarian aid to debt reduction practices. Through the past few decades, the effectiveness of this aid has come into question by many prominent economists, sociologists and politicians. The think-tank ‘eStandards Forum’ attempts to document ODA figures, practices and member countries in order to determine how aid is being used, who it is affecting, and how it is being lost.
- b- Diaspora and homeland development: What needs to be done to go from “brain drain” to “brain gain”? Does this simply unfold through return migration and

remittances projects or are there more creative ways such as also considering displaced people as potential agents of development?

- c- Infrastructure and Sustainable Development (water, solar, wind energy, etc). How might we envision a model for sustainable development that could reduce poverty while simultaneously ensuring the thriving of ecologies and livelihoods?
- d- Create a manual on best practices for sustainable micro-enterprise start-ups in various countries.

Course Requirements and Evaluation

Your grade for the course will be based upon your class attendance and participation, a team project proposal, project presentation, and a final exam.

Class Participation	10%
Blog Posting	10%
Team Project and Presentation	50%
Final Paper	<u>30%</u>
	100%

Class Participation

It is essential that you keep up with the reading and that you do all of the reading assignments for any given class. Your participation grade will be based on your regular attendance, preparation for class discussion, and active participation. During each class meeting a group of three students will lead the class discussion. If you are scheduled to lead discussion, you will be required to read weekly reading assignments especially carefully and conduct a small amount of additional research (newspaper or journal articles) as an application of the principles outlined in the readings. It is also recommended that you collaborate with your group members in advance.

Blog Posting:

Every student will be required to write **at least 9 blog posts throughout the semester** as reflections on the reading. Blog posts will be published in the Emory Economic Development Initiative weekly newsletter or website (<http://www.emoryedi.org>). These reflections must be spread out over the entirety of the semester – meaning no more than one post in a week. **A minimum of 300 words per post.** Blog posts must be submitted through the class Learnlink conference or Blackboard . Your TA will demonstrate how to do this during the first class. Blog posts are due before class each week and late submissions will result in a lower grade.

Blog posts are meant to act as an opportunity to respond to the week's assigned readings. DO NOT submit summaries of the readings. These posts are meant to encourage you to critically engage with the readings, so share your opinion of the readings, not simply what the author said.

One of the blogs (September 21) will focus closer to home. You will reflect on ONE of the following questions that Dr. Scott M. Lacy (formerly at Emory, now at Fairfield Univ.) formulated about campus sustainability:

A: Visit one of Emory's "green dormitories" (Turman Hall, Evans, Few, Longstreet or Means). What specifically makes this building different from other dorms? Describe your subjective experience of the visit/self-tour.

B: Visit the Math & Science Center. What specifically makes this green building different from other campus buildings? Describe your subjective experience of your visit/self-tour.

C: Take a ride for a loop on a campus shuttle. Where did you ride and who was riding in the shuttle? Describe your subjective experience of your trip.

Group Project Proposal

The group project will stress rigorous research and analysis and encourage creativity. We will provide feedback as you develop your projects. A first draft bibliography, executive summary, and outline are due on September 28, 2011. A revised draft is due on October 19, 2011. A tentative final draft may be submitted before November 21. Projects will be presented on November 30, 2011.

Team projects focus on mastering data and finding connections between knowledge and practice in Africa, bridging the gap between business models and applicability, identifying the necessary elements to promote successful economic development, and positing possible business models for countries in Africa. Each team member must participate in the project presentation and the development of the project. The goal is to develop the analytical and communicative skills that are critical to positions of leadership in development. Projects are team efforts, and ultimately you will be asked to rate your group members' project participation. These ratings will impact your final grade.

Possible projects could be related to specific infrastructure, sustainability, poverty reduction, education, and health needs, i.e., reviewing the current situation and programs and suggesting additional programs and initiatives.

Project Categories

Social Entrepreneurship Project: Focus on fusing a for-profit business model with products or services that possess a significant social justice initiative. Not-for-profits or non-profits do not qualify because their supply-chain does not have to reflect a better bottom-line like the private

sector, but rather just focuses on “doing good.” Social enterprises are "enterprises"; however, their model is to build and provide a good product or service while delivering profits to stakeholders. For example, Grameen Bank or infrastructure development via private sector.

ODA Project: Focus on developing a strategy for an alternative to aid. During the course, we discuss the impact and backlash of aid; therefore, it is important to examine adequate substitutes to giving unchecked aid. For example projects can include designs for debt reduction or education programs. This can also include diasporas or homeland development.

Civil Society Project: Focus on examining current governments and their involvement in development, and devise a plan for governments to take larger stake in social institutions. A theme within the class is to create a linear relationship between states and their development. It is important to examine how countries can be early adopters of this practice. For example, assuming the capacity exists, look to large development organizations (ie Aga Khan Development Network or Bill & Malinda Gates Foundation) and see how their current projects could expand to areas where they currently do not have a presence.

Sustainable Development and Resource Efficiency

Resource efficiency is paramount given the limited resources and carrying capacity of global ecosystems. Africa is the last continent with abundant resources that could be depleted by the rush that characterizes globalization of production. Students should choose one of the following topics: safe drinking water, fertile soil, clean air, green energy, affordable sanitation, sustainable tourism, food security, ecological literacy, or fair trade. Critically apply the “triple bottom-line” model of sustainability to your topical issue and use this as the starting point for formulating a sustainable development project.

Final Paper

You will research and write a 10-15 page paper on a topic of your choice relevant to development in Africa. The instructor must approve your topic. Attending class regularly, keeping thorough notes, and staying current with the reading assignments throughout the semester will serve you well as you plan, research, and write your final course paper. The paper should reflect readings and discussions during the course of the semester. Paper topics may be related but cannot be the same as your group project. I will begin approving paper topics at the beginning of November, since your paper must reflect course material. Your final paper will be due December 7. There will be no extensions without a legitimate written medical excuse and papers received after the deadline without an excuse will be heavily penalized.

Plagiarism

All students enrolled in this class are required to abide by the honor code of Emory College summarized in the statement below: **“I pledge to pursue all academic endeavors with honor and integrity. I understand the principles of the Emory College Honor System, and I**

promise to uphold these standards by adhering to the Honor Code in order to preserve the integrity of Emory College and its individual members.”

Internships

If you have an interest in development work beyond the scope of the course, I may be able to help you locate an internship in various fields for the duration of the semester and potentially beyond. Please see me during my office hours if you are interested.

Required Reading List:

The required reading for this course includes books, journal articles, and attention to current events in the media. Most of the journal readings will be provided to you electronically. You must purchase or borrow the books.

Books to Purchase:

Moyo, Dambisa. *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*. Farrar, Straus and Giroux (2009).

Sachs, Jeffery D. *The End of Poverty: Economic Possibilities for Our Time*. Penguin (2006).

Collier, Paul. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford University Press (2007).

Sen, Amartya. *Development as Freedom*. Anchor Books (2000).

Easterly, William. *The White Man's Burden*. Penguin (2007).

Hunter-Gault, Charlayne. *New News Out of Africa*. Oxford University Press (2008).

Readings on Blackboard:

Vojta, George. *Globalization For All*.

Kennedy, David. *The Dark Sides of Virtue: Reassessing International Humanitarianism*. Princeton University Press (2004). *(Excerpts Only)*

Lacy, Scott. "Moral Fibers of Farmer Cooperatives: Creating Poverty and Wealth with Cotton in Mali" In *Applying Cultural Anthropology: An Introductory Reader*. Podolefsky, Aaron, Peter J. Brown and Scott M. Lacy, Eds. Boston: McGraw Hill (2009).

"Biofuels Production in Nigeria: The Policy and Public Opinions" (by A. Galadima, Z. N. Garba, B.M. Ibrahim, M.N. Almustapha, L. Leke, I.K. Adam. pp22-31)
Journal of Sustainable Development Vol. 4, No. 4; August 2011)

"Sustainable or Green Construction in Lagos, Nigeria: Principles, Attributes and Frameworks" (By Immaculata Nwokoro, Henry Ndubuisi Onukwube.pp116- 137 Journal of Sustainable Development Vol. 4, No. 4; August 2011)

John Simon; Sechler, Susan. POLICITO: Africa's once-and-future food crisis. Feb2011, Vol. 11 Issue 2, pp1-4, African Journal of For Agriculture, Nutrition & Development

"Exit, Voice and Loyalty in Kenya's French Bean Industry: What Lessons can we Learn from Smallholder Farmers' Past Response to International Food Safety Standards? (by Julius Okello. Jan2011, Vol. 11 Issue 1, p4460- 4475, 16p, African Journal of For Agriculture, Nutrition & Development)

Browse the following websites:

Emory Sustainability Initiatives: <http://sustainability.emory.edu/>

Green Belt Movement: <http://www.greenbeltmovement.org/>

Poverty Reduction Strategy Papers: <http://www.imf.org/external/np/prsp/prsp.aspx>

Recommended Reading:

Inglehart, Ronald and Pippa Norris. *Rising Tide: Gender Equality and Cultural Change Around the World*. Cambridge University Press (2003).

Rogers, Peter, Kazi Jalal, and John Boyd "From Malthus to Sustainable Development" in *An Introduction to Sustainable Development*. Harvard University Press: 20-41. (2006).

Binswanger, H. and Townsend, R. (2000) "The Growth Performance of Agriculture in Sub-Saharan Africa" *American Journal of Agricultural Economics*, 82(5):1075-1086

Svensson, J. (2005) "Eight Questions about Corruption" *Journal of Economic Perspectives*, 19(3): 19-42, Summer.

Ernest Friedrich. Schumacher: *Small Is Beautiful: Economics As If People Mattered*. Hartley & Marks Publishers (1973).

You are required to follow current events by: 1) reading a daily print newspaper, 2) reading a daily online newspaper or news source, or 3) watching a television news program (e.g. Africa Channel).

Class Schedule

8/24 Wednesday Debating Development: Course Overview.

First day of class: To be held in Tarbutton 105; Future meeting location TBD

8/31 Wednesday Aid and Development: A short History

Readings: Dambisa Moyo's *Dead Aid*

Part 1: The World of Aid

1 The Myth of Aid

2 A brief History of Aid

3 Aid is not working

4 The Silent killer of Growth

BBC August 2011: 'using aid as weapon of oppression' ?

<http://news.bbc.co.uk/2/hi/programmes/newsnight/9556288.stm>

9/7 Wednesday Approaches to Development: *The Alarmist Approach*

Readings: Dambisa Moyo's *Dead Aid*

Part II: *A World without Aid*

1 The Republic of Dongo

2 The Radical Rethink of the Aid-Dependency Model

3 A Capital Solution

4 The Chinese Are Our Friends

5 Let's trade

6 Banking on the Unbankable: Dongo Revisited

7 Making Development Happen

David Kennedy: The Dark Sides of Virtue (excerpts)

9/14 Wednesday Approaches to Development: The Participatory Approach

Development

Readings: Paul Collier, *The Bottom Billion*

Part 1: What's the issue?

1 Falling behind and Falling Apart: The Bottom Billion

Part 2: The traps

2 The conflict trap

3 The natural resources trap

4 Landlocked with bad neighbors

5 Bad governance in a small country

6 Silent and lethal: How quiet corruption undermines Africa's development In *African Development Indicators*. (2010).

9/21 Wednesday *Campus Sustainability: Blog Presentations*

Readings: Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*

Part 4: The Instruments

7 Aid to rescue

8 Military Intervention

9 Laws and Charters

10 Trade policies for Reversing Marginalization

Part 5: The Struggle for the Bottom Billion

11 An Agenda for Action

9/28 Wednesday *Is Moral Capitalism Possible? The Challenge of Globalization*

Readings: Paul Collier, *The Bottom Billion*

Part 3: An interlude: Globalization to rescue?

6 On missing the boat: The marginalization of the bottom billion in the World Economy

Chap.11 of *The End of Poverty*

Readings: Jeffery D. Sachs, *The End of Poverty*

1 A Global Family Portrait

2 The Spread of Economic Prosperity

3 Why Some Countries Fail to Thrive

4 Clinical Economics

10/5 Wednesday

Approaches to Development: The Deterministic Approach

Readings: Jeffery D. Sachs, *The End of Poverty*

12 The Ground Solutions for the End of Poverty

13 Making the investments needed to End Poverty

14 A Global Compact to End Poverty

15 Can the Rich Afford to Help the Poor?

16 Myths and Magic Bullets

17 Why we should do it

18 Our Generation's Challenge

10/12 Wednesday An Agenda for Development 1: Sustainable Agriculture

Readings: Jules Pretty's Sustainable Agriculture

Part 3: Landscapes Lost and Found

Part 5: Reducing Food Poverty by Increasing Agricultural
Sustainability in Developing Countries

Scott Lacy. Moral Fibers or Farmer Cooperatives:

Creating Poverty and Wealth with Cotton in Mali

10/19 Wednesday The Nihilist Approach

Readings: William Easterly, *The White Man's Burden*

Part 1: Why Planners Cannot Bring Prosperity

Ch 1 Planners Versus Searchers

Ch 2 The Legend of Big Push

Ch 4 Planners and gangsters

Part 2: Acting out the Burden

Ch 5 The rich have markets and the poor have bureaucrats

Ch 6 Bailing out the Poor

Ch 7 The Healers: Triumph and Tragedy

Revised Project Proposals DUE

10/26 Wednesday Sustainable Development and Resource Efficiency

Readings: “Biofuels Production in Nigeria: The Policy and Public Opinions” (by A. Galadima, Z. N. Garba, B.M. Ibrahim, M.N. Almustapha, L. Leke, I.K. Adam. pp22-31)

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Lessons can we Learn from Smallholder Farmers' Past Response to
International Food Safety Standards? (by Julius Okello. Jan2011, Vol.
11 Issue 1, p4460- 4475, 16p, African Journal of For Agriculture,
Nutrition & Development).

William Easterly, *The White Man's Burden*

Part 3: The white Man's Army

Ch 9 Invading the Poor

Ch 10 Homegrown Development

Ch 11 The Future of Western Assistance

11/2 Wednesday

The Reflexive Approach

Readings: Amartya Sen, *Development as Freedom*

1 The perspective of freedom

2 The ends and the means of development

3 Freedom and the foundation of justice

-FINAL PAPER OUTLINE DUE-

11/9 Wednesday

The Social Foundations of Freedom

Readings: Amartya Sen, *Development as Freedom*

5 Markets, States and Social Opportunity

8 Women's Agency and Social Choice

11 Social Choice and Human Rights

12 Individual Freedom as a Social Commitment

11/16 Wednesday

The Good Governance and Freedom Approach

Readings: Amartya Sen, *Development as Freedom*

Chapter 6: The importance of Democracy

Charlayne Hunter-Gault: *New News Out of Africa.*

Chapter 1. South Africa Then and Now

11/23 Framing Development: Africa in the Media

Readings: Charlayne Hunter-Gault: *New News Out of Africa.*

Chapter 2. Baby Steps to Democracy

Chapter 3. Reporting Renaissance

If time permits, we will practice your group presentations in class.

11/30 Final Projects and Group Presentations (No Reading Assigned)

12/7 Final Paper Due

***Note: All scheduling, grading, class policies and syllabus contents are subject to change during the semester. Please be flexible as opportunities arise we may alter the schedule to accommodate our distinguished speakers and guests.**