**IB 470 – INTERNATIONAL DEVELOPMENT IN AFRICAN CONTEXT**

SPRING 2021 (Section 101)

010 Business Building, M, W, F 1:25 – 2:15

Prof: Peter Mhando Phone: 814 865 0611

Smeal College of Business

Office: 315 Business Building Email: pxm269@psu.edu

Office hours: Tuesday 12:00 – 2:30pm

Monday & Wednesday 2:30 - 3:30pm and by appointment

**COURSE OBJECTIVES**

This course looks at international development from an African perspective and discusses the prospects for African development in the 21st Century from historic, economic, political and social points of view.

The course introduces economic, business, social, and political issues that confront developing countries in Africa and via success stories, some of the solutions that have been utilized or proposed to confront the various development challenges. This course will provide students with the opportunity to learn first-hand about international development issues. The course will introduce students to definitions of international development terms, data on international development, measures of development and development indices, as well as leading issues in International development.

Using an interdisciplinary approach, the course explores some of the key development issues in sub-Saharan Africa, examines empirical findings to better understand Africa and its nations, and reviews the prospects for successful international business in this emerging growth market. We will review some success stories and the focus will be on international development and business opportunities in Africa. Success stories Case studies focus on successful economic growth that have emerged out of Africa and what how these successes are laying the groundwork for the future.

The overarching theme of this course will revolve around the notion that African countries face many interdependent issues and challenges that require both global and local contextual solutions. The broad objective strives to provide:

* An understanding of the terms and basic concepts in international development, placed within historical and current international development contexts;
* An understanding of how important international development data is for recognizing the extent of the challenges and for the ability to analyze the different development elements.

The study of these numerous issues will provide an ample opportunity to learn how to identify and analyze global issues. Focusing on a specific individual country’s development issues stands to reinforce the learning objectives and outcomes designated for African perspectives.

Upon completion of the course, students are expected to have an understanding of:

* Africa’s environment and the reasons why the African economies have been stagnant.
* Similarities and differences among African countries and independent stakeholders.
* The impact of international aid on Africa
* Trade and Investment – The globalization of Africa
* Opportunities for growth and development, and the current success stories that have spurred this on.
* Africa as a future growth market

**Broad Topic Coverage**

1: Background to African countries and introduction to Economic Development

2: The Issues: Why have African economies stagnated?

3: Governance and development: Role of the states & other stakeholders

4: Africa, the International Aid System & Alternatives to Aid

5: Africa and International Business: Trade and Investment; Opportunities & Risks

6: Opportunities in Africa - African Success Stories, Creating Wealth

7: Country briefs – 54 economic & social cultural propositions

**GRADING**

Course grades will be determined as follows:

Country Presentation 10% Attendance & Participation 10%

Success Story - Case Presentation 20% Group project (Term paper) 30%

Take-home Assignments 30%

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| --- | --- | --- | --- |
| A 93 -100 | B+ 87 - 89 | C+ 77 - 79 | D 60 - 69 |
| A- 90 - 92  | B 84 - 86 | C 74 - 76 | F Below 60 |
|  | B- 80 - 83 | C- 70 - 73 |  |

Presentations

The Success Story - Case Presentation will be held during class. A schedule will be made available in advance, so as to be able to plan accordingly.

Quizzes/Homework

There will be weekly quizzes/ take-home assignments on coverage and readings. In total there will be **12 such tasks**. Your two lowest scores will be dropped. Thus, there will be **no make-ups** for missed quizzes/take-home questions. Please plan accordingly.

Attendance and participation

Attendance is mandatory; a necessary but not sufficient condition to earn high grade in ‘attendance and participation’ category. Each student is required and encouraged to participate actively and engage in class discussions which will be posted on Canvas discussion board. You will be expected to be prepared to engage your classmates in productive discussions.

Group Project

Students will be assigned in teams to each make a class presentation and written report (12-15 pages), on a course topic. The presentation topics and preliminary bibliographies must be approved on a first come basis prior to beginning work and must be submitted **no later than 2/27**. The presentations will be made in class during the last two weeks of class. Each group/individual will make a brief presentation and there will be an opportunity for questions from the class and discussion of the issue(s) raised. **Term Papers are due no later than 5/3.**

In-Class Conduct

You should expect to be treated with respect and you should also treat others with respect. Disruptive behavior in class include, but limited to, talking on the phone, using your laptop or tablet for purposes other than taking notes, engaging in private conversations, reading newspapers/magazines, arriving late or leaving early (without the instructor’s consent), as well as making rude and sarcastic comments will not be tolerated. The instructor will seek removal from the class those whose behavior is disruptive to learning, in accordance with laid down University policies. Please make sure your cell phone is off/ on silence at all times during class.

BOOKS & SUPPLEMENTARY READINGS

Required Textbooks:

[Marcelo M. Giugale](http://www.amazon.com/Marcelo-M.-Giugale/e/B00EAC81Y6/ref%3Ddp_byline_cont_book_1) (2014). *Economic Development: What Everyone Needs to Know*. Oxford,

New York; Oxford University Press

Paul Collier (2007). *The Bottom Billion: Why the Poorest Countries Are Failing and What Can*

*be Done About It.* Oxford, New York; Oxford University Press

Punam Chuhan-Pole and Manka Angwafo (ed.). *Yes Africa can: success stories from a dynamic*

*continent*. World Bank, 2011 (CA)

Recommended Readings:

Morten Jerven. Why Economists get It Wrong. Zed Books, 2015.

Morten Jerven. Poor Numbers: How We Are Misled by African Development Statistics and

What to Do about It, Cornell University Press, 2013.

Steven Radelet (2010). *Emerging Africa: How 17 Countries Are Leading the Way*. Center for

Global Development.

Todd Moss (2007). *African Development: Making Sense of the Issues and Actors.* Boulder

Colorado; Rienner Publishers.

Jeffrey Sachs (2005). *The End of Poverty: Economic Possibilities for Our Time*. New York, New

York; Penguin Books.

**COURSE SCHEDULE**

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| --- | --- | --- | --- |
| **Date** | **Major Topic** | **Sub-Topic** | **Readings** |
| 1/20 | Introduction & Overview | Canvas |
|  | Introduction to Economic Development | Socio-economic backgroundEconomic Development | Giugale Chp 1; Bottom Billion Chp 1; Moss: Complexities & Uncertainties of Development; Poor Numbers: How We Are Misled by African Development Statistics; Misunderstanding Eco Growth in Africa (Canvas);Big Questions & Poor Economics (Canvas); |
| 1/22 | Is Africa Different?Africa falling behind? |
| 1/25 | Contemporary Africa | The Traps: Conflict,Land locked, Natural resources, Governance, Poverty, Fiscal;Economic policy;Social policy | Bottom Billion Chp 2 – 5. Emerging Africa Chp1. Sachs – Chp 3 (Canvas). Giugale Chp 2, Chp 3.Quest for Prosperity (Canvas). |
| 1/27 |
| 1/30 |
| 2/1 |
| 2/3 |
| 2/5 |
| 2/8 | Why Economic StagnationGovernance & Development | Africa’s growthMyths & Magic Bullets | Moss: Africa’s Slow Growth Puzzle; (Canvas)Emerging Africa Chp 2, Sachs Chp 16 (Canvas) |
| 2/10  | Form of Government | Emerging Africa Chp 3Democracy Can & Cannot Solve (Canvas) |
| 2/12 |
| 2/15 | Human Dev – Identities & socio-cultural factors | Moss: Poverty & Human Development (Canvas) |
| 2/17 |
| 2/19 | Term Paper Project Workshop |
| 2/22 | Africa & Globalization  | Globalization Rescue? | Bottom Billion Chp 6; Emerging Africa Chp 4Africa-EU: Trade Relations (Canvas) |
| 2/24 | Aid to the Rescue | Bottom Billion Chp 7-9; Dead AID (Canvas) |
| 2/26 | Debt – Burden or Relief? | Moss: Debt burden & debt relief; (Canvas)Emerging Africa Chp 5 (Canvas) |
| 3/1 | Alternatives to Aid | Donor Failings (Canvas) |
| 3/3 |  | Development & Inclusion | Giugale Chp 4; Giugale Chp 5AfDB: Using Ag & Ag Business (Canvas) |
| 3/5 |  | Other Aspects of Development |
| 3/8 |  | Opportunities at Bottom of the Pyramid: | Bottom Billion Chp 10; Lions on the Move: Serving Africa’s markets (Canvas) |
| 3/10 | African Potential | Trade potential, Opport & Risks | AfCFTA readings (Canvas)  |
| 3/12 | Realizing the Potential | McKinsey: Lions on the Move – Industrial Rev |
| 3/12 | McKinsey: Lions on the Move – Corp Africa |
| 3/22 | Africa Success Stories | Botswana | CA: Botswana’s Success (Canvas) |
| 3/24 | Mauritius | CA: Mauritius – An Economic Success (Canvas) |
| 3/26 | Mali  | CA: Linking farmers to market (Canvas) |
| 3/29 | Rwanda | CA: Economic liberalization (Canvas) |
| 3/31 | Lesotho | CA: Apparel Exports in Lesotho (Canvas) |
| 4/2 | Creating Wealth | CA: Moneymaker Pumps (Canvas) |
| 4/5 | Africa Success Stories – Engaging the private sector | Energy  | Quantum: Financing Green Energy (Canvas)Emerging Africa Chp 6 |
| 4/7 | Mobile banking  | Africa Mobile Banking readings (Canvas) |
| 4/9 | Sovereign Wealth Fund | Promoting African Sovereign Wealth funds (Canvas) |
| 4/12 | Investor Opportunities | Investors coming to Africa (Canvas); |
| 4/14 | Local Entrepreneurs | Improving Entrepreneurship (Canvas); Africa Block Chain (Canvas) |
| 4/16 | African Business Leadership | Leadership Lessons from Africa (Canvas); |
| 4/19 | Africa’s Future Success  | Next Growth Market? | Chironga, Desvaux, Leke (2016) (Canvas) |
| 4/21 | Can Africa Claim the 21st Century? (Canvas)Emerging Africa Chp 8 (Canvas) |
| 4/23 |
| 4/26 | Africa: Fastest Growing Cities (Canvas) Infrastructure Dev inSSA: A Scorecard (Canvas) |
| 4/28 |  | Africa - What Next | Bottom Billion Chp. 11; Sachs Chp. 13 (Canvas) |
| 4/30 |  | Africa – Last Frontier | Giugale Chp. 6 |

ACADEMIC INTEGRITY

According to the Penn State Principles and University Code of Conduct:

Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. According to the University's Code of Conduct, you must neither engage in nor tolerate academic dishonesty. This includes, but is not limited to cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, or work previously used in another course without informing the instructor, or tampering with the academic work of other students.

Any violation of academic integrity will be investigated and, where warranted, corrective academic and/or disciplinary action will be taken. For every incident where a penalty is assessed, an Academic Integrity Incident Report form must be \_led. The form can be found on the Smeal College Intranet at this URL: <https://intranet.smeal.psu.edu/students/integrity/index.html>. This form is to be used for undergraduate courses. The report must be signed and dated by both the instructor and the student, and then submitted to Gus ColCanvaso, Interim Associate Dean for Undergraduate Programs, 202 Business Building.

In addition, the Smeal College has adopted the following Honor Code:

We, the Smeal College of Business Community, aspire to the highest ethical standards and will hold each other accountable to them. We will not engage in any action that is improper or that creates the appearance of impropriety in our academic lives, and we intend to hold to this standard in our future careers.

AFFIRMATIVE ACTION & SEXUAL HARASSMENT

The Pennsylvania State University is committed to a policy where all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualications as determined by University policy or by Commonwealth or Federal authorities. Penn State does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, gender, sexual orientation, or veteran status. Related inquiries should be directed to the Affirmative Action Office, 328 Boucke Building.

AMERICANS WITH DISABILITIES ACT

The Smeal College of Business welcomes persons with disabilities to all of its classes, programs, and events. If you need accommodations or have questions about access to buildings where Smeal College activities are held, please contact us in advance of your participation or visit. If you need assistance during a class, program, or event, please contact the member of our staff or faculty in charge. Access to International Business courses should be arranged by contacting the Risk Management Department Office: (814) 863-1807.

An Invitation to Students with Learning Disabilities

It is Penn State's policy to not discriminate against qualified students with documented disabilities in its educational programs. If you have a disability related need for modifications in your testing or learning situation, your instructor should be notified during the first week of classes so that your needs can be accommodated. You will be asked to present to the Office of Disability Services (located in 116 Boucke Building (814) 863-1807) documentation that describes the nature of your disability and the recommended remedy. You may refer to the Nondiscrimination Policy in the Student Guide to University Policies and Rules