



Course and Examination Fact Sheet: Spring Semester 2022

8,355: Political Economy of Development in African States

ECTS credits: 4

Overview examination/s

(binding regulations see below)

Decentral - Active participation (20%)

Examination time: term time

Decentral - examination paper written at home (individual) (30%)

Examination time: term time

Decentral - examination paper written at home (individual) (50%)

Examination time: term time

Attached courses

Timetable -- Language -- Lecturer

[8,355,1.00 Political Economy of Development in African States](#) -- Englisch -- [Opalo Kennedy](#)

Course information

Course prerequisites

There are no formal pre-requisites for this course.

Learning objectives

- Critical reading and understanding of academic works and their policy implications
- Exposure to the political and economic histories of different African countries
- Development of research and writing skills

Course content

Political economy is about the intersection of economic activities and the law and government. To that end, the subject involves interrogating the relationship between economic production, public policies, and the (re)distribution of national incomes and wealth.

The primary goal of this class is to train students to think critically about the political economy of development in low-income countries. Although the course will focus on the political economy of development in Africa, some of the readings and case studies will come from other developing parts of the world. At the end of the class students should be able to cogently articulate the key drivers of different developmental outcomes as well as conduct research on related topics. Key questions to be addressed in the class include:

- What explains the historical divergence in long-run economic growth and political stability among developing countries?
- Why have some African countries seen growing incomes, elite political stability, and general welfare-improvement while others have either stagnated or declined?
- What roles have powerful external actors, including China, the United States, and the European Union, played in driving the specific economic and political outcomes observed in Africa?
- What principles should guide policymaking in the quest to accelerate the processes of economic and political change in Africa?
- What is the role of African elites in African development?

The first part of this course explores the historical origins of contemporary developmental outcomes in Africa. These include endowments such as natural resources and demography, as well as political factors such as state development, colonial rule, and regime types. The second part of the course examines the political economy of reforms and policymaking in Africa over the last



five decades. In this part we shall explore how political and economic factors interact to structure the incentives of both policymakers and the African public. This course is designed to give students a broad exposure to current theoretical debates and empirical works in the field of international development. The major themes of this course are at the intersection of rigorous academic research and real-world policymaking. Students will be exposed to case studies and are strongly encouraged to link theoretical perspectives explored in class to actual histories of specific African countries. No prior expertise in quantitative social science research is required for this class.

Course structure and indications of the learning and teaching design

This course will be delivered as a blocked seminar. The course structure will include detailed discussion of specific research papers and book chapters, and their implication for a broader understanding of the processes of economic development in African states. Students will be required to apply readings for each block to a specific African country of their choosing. Students will be assessed based on class attendance and participation, two reviews of assigned readings, and a final term paper project. The term paper will be based on a rigorous examination of a specific theme (e.g. the resource curse) as applied to a specific African country, or an examination of a policy process in a given sector (e.g. agricultural productivity improvements). This will take place in a mix of short lectures and discussions among students. Further information will be provided in class.

Course literature

There is no required textbook for this course. The reading materials will comprise of electronically available academic papers and book chapters that will be provided by the instructor. The following readings serve as examples:

Required Readings Part I:

- Executive Summary, [Economic Report on Africa 2015](#), United Nations Economic Commission for Africa
- Manson, Katrina. 2015. "[The Ethiopia Paradox](#)," *Financial Times*, July 24, 2015
- Mkandawire, Thandika. 2001. "[Thinking About Developmental States in Africa](#)," *Cambridge Journal of Economics*, Vol. 25, No. 3 pp. 289-313
- Wainaina, Binyavanga. 2005. "How to Write About Africa," *Granta* 92

Recommended Readings Part I:

- Sala-i-Martin, Xavier and Maxim Pinkovskiy. 2010. "[African Poverty is Falling.... Much Faster Than You Think!](#)" *NBER Working Paper* No. 15775
- Economist, Jan 10th 2015: [The twilight of the resource curse?](#)
- Deloitte, 2012: [The African Middle Class](#).

Required Readings Part II:

- Acemoglu, Daron and James Robinson. 2013. "[Economics versus Politics: Pitfalls of Policy Advice](#)," *Journal of Economic Perspectives*, Vol. 27, No. 2 pp. 173-192
- Ferguson, James and Larry Lohmann. 1994. "[The Anti-Politics Machine: Development and Bureaucratic Power in Lesotho](#)," *The Ecologist*, Vol. 24, No. 5 pp. 176-181
- Banerjee, Abhijit and Esther Duflo. 2007. "[Economic Lives of the Poor](#)," *Journal of Economic Perspectives*, Vol. 21, No. 1 pp. 141-167
- Easterly, William. 2001. "[The Lost Decades: Developing Countries' Stagnation in Spite of Policy Reform 1980-1998](#)," *Journal of Economic Growth*, Vol. 6 pp. 135-157

Recommended Readings Part II:

- Cowen, Tyler and Alex Tabarock. 2012. Basic facts about economic development: <http://mruniversity.com/courses/development-economics/basic-facts-growth-and-development>
- Kpundeh, Sahr and Brian Levy. 2004. *Building State Capacity in Africa*. Washington, DC: World Bank Publications
- Heldring, Leander and James A. Robinson. 2012. "[Colonialism and Economic Development in Africa](#)," *NBER Working Paper* No. 18566



Additional course information

Ken Opalo is an Assistant Professor at Georgetown University's School of Foreign Service. His research interests include legislative politics, subnational administration and local government and the political economy of development. Opalo's current research projects include studies of the politics of service provision and accountability under devolved government in Kenya and education sector reforms in Tanzania.

In the case of the President's Board having to implement new directives due to the SARS-CoV-2 pandemic in SpS2022, the course information listed above will be changed as follows:

- The course is conducted online via the platform Zoom;
- The recordings of the course are available for 30 days;
- The lecturer informs via StudyNet and e-mail on the changed implementation modalities of the course;
- There are no changes necessary to the course information.

The examination information listed below would be changed as follows:

- The discussions will be conducted online;
- No changes are necessary for the take-home paper;
- The topics, deadline, scope, and allowed examination aids are communicated via StudyNet and e-mail.

Examination information

Examination sub part/s

1. Examination sub part (1/3)

Examination time and form

Decentral - Active participation (20%)

Examination time: term time

Remark

Discussion of the readings

Examination-aid rule

Active classroom participation

In the "Active classroom participation" examination form, regular participation in class is assessed.

The assessment criteria can be as follows:

- Requests to speak enrich the discussion (productive) / requests to speak disturb the discussion (counterproductive);
- Requests to speak are correct/requests to speak are incorrect;
- Requests to speak are frequent/average/rare;
- No requests to speak, but students follow the lesson/no requests to speak and students do not noticeably follow the lessons.

Supplementary aids

none

Examination languages

Question language: English

Answer language: English



2. Examination sub part (2/3)

Examination time and form

Decentral - examination paper written at home (individual) (30%)

Examination time: term time

Remark

Two reviews of readings

Examination-aid rule

Term papers

Written work must be written without outside help according to the known citation standards, and a declaration of authorship must be attached, which is available as a template on the StudentWeb.

Documentation (quotations, bibliography, etc.) must be carried out universally and consistently according to the requirements of the chosen/specified citation standard such as e.g. APA or MLA.

The legal standard is recommended for legal work (cf. by way of example: FORSTMOSER, P., OGOREK R., SCHINDLER B., Juristisches Arbeiten: Eine Anleitung für Studierende (the latest edition in each case), or according to the recommendations of the Law School).

The reference sources of information (paraphrases, quotations, etc.) that has been taken over literally or in the sense of the original text must be integrated into the text in accordance with the requirements of the citation standard used. Informative and bibliographical notes must be included as footnotes (recommendations and standards e.g. in METZGER, C., Lern- und Arbeitsstrategien (latest edition)).

For all written work at the University of St.Gallen, the indication of page numbers is mandatory, regardless of the standard chosen. Where page numbers are missing in sources, the precise designation must be made differently: chapter or section title, section number, article, etc.

Supplementary aids

No restrictions.

Examination languages

Question language: English

Answer language: English

3. Examination sub part (3/3)

Examination time and form

Decentral - examination paper written at home (individual) (50%)

Examination time: term time

Remark

Final paper

Examination-aid rule

Term papers

Written work must be written without outside help according to the known citation standards, and a declaration of authorship must be attached, which is available as a template on the StudentWeb.

Documentation (quotations, bibliography, etc.) must be carried out universally and consistently according to the requirements of the chosen/specified citation standard such as e.g. APA or MLA.

The legal standard is recommended for legal work (cf. by way of example: FORSTMOSER, P., OGOREK R., SCHINDLER B., Juristisches Arbeiten: Eine Anleitung für Studierende (the latest edition in each case), or according to the recommendations of the Law School).

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Supplementary aids

No restrictions.

Examination languages

Question language: English

Answer language: English

Examination content

- **Active Participation (20%):**

Students are required to come prepared to discuss the required readings. Active informed participation is highly encouraged. Students may use laptops to take notes. Cell phone use is not allowed in class.

- **Reviews of Readings (30%):**

Each of the two reviews should be approx. 5-7 pages double-spaced, and should address major themes in the assigned readings. You are strongly encouraged to read the recommended readings very closely for the topic you chose to write a review. Additional instructions will be provided in class.

- **Final Paper (50%)**

Students will write a final research paper (approximately 15 pages, double spaced) focusing either on a specific theme in the course or the political economy of development in a specific African country. The topic of the final paper will be chosen in consultation with the instructor. Once I approve the proposal students are expected to continue working on the paper in consultation with me. The final paper is due on June 15, 2022. Late papers will be penalized.

Examination relevant literature

A full list of compulsory and recommended readings will be made available in the syllabus on StudyNet/Canvas at the beginning of the course.



Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 12 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 27 January 2022);
- Examination information (regulations on aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 21 March 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 12 (Monday, 21 March 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before the end of the registration period in CW 15 (Monday, 11 April 2022).