1. Preliminaries

Course Title: Agricultural & Economic Development of Africa, Spring 2022
Course number: AAE 477
Meeting Dates/ Times: TR 9.30:10.45
Meeting Location: RUSSEL Labs 150
Instructor: Osaretin Olurotimi (olurotimi@wisc.edu)
Canvas Site: https://canvas.wisc.edu/courses/277686
Student hours: Mondays 2.00-4.00PM on Zoom on Canvas or by appointment.

2. Course description

Official course description:
Composition, organization, and techniques of agricultural production; economic change and development of agriculture, economic policies, special problems of developing African agriculture.

Official Prerequisites: AAE 215, ECON 101, or 111, or graduate/professional standing.
This version: January 20, 2022

Introduction:
In this course, we will analyze African countries' economic challenges, opportunities, and development strategies. Together, we will explore major current issues in development economics with a special emphasis on how they relate to Sub-Saharan Africa. We will analyze several types of explanations for the various levels of economic growth in the region: macroeconomic (e.g., growth determinants, the role of foreign aid), microeconomic (e.g., health and nutrition, human capital, poverty dynamics), and institutional explanations (corruption, business climate). Understanding these topics will help us better understand and evaluate policymaking in the region.

Learning Objectives:
By the end of the semester, the hope is that you will be able to:

1. Apply the tools of economic analysis (both theoretical and empirical) to evaluate specific policy proposals, especially as they relate to contemporary issues in African development.
2. Understand how to use empirical evidence to evaluate an economic argument, including interpreting and explaining economic data.
3. Communicate effectively in written and graphical forms about issues in African development.
4. Explain the social, economic, and environmental dimensions of the sustainability challenges of development of African nations.

Method of instruction: The course will achieve its learning objectives by deploying a combination of lectures, readings, videos, debates, active learning, and, where possible, interviews with field and policy practitioners.

Canvas: The course page can be found at the top of the syllabus. My goal is to manage our assignments, quizzes, readings, and projects online. The Canvas schedule will link to topic pages, which will outline what you are expected to read/listen to / complete before coming to class. In addition, I will post course announcements through Canvas. Please check all your Canvas settings to ensure you receive my notifications. Do you have general questions about the course? Please post them in the Course questions
discussion on Canvas. Others might have the same question, and this way, we save everyone extra emails! If you have individual-specific emails, you can, of course, address them to me by email or in person.

**Course credits:**
This course will be face-to-face, and we will interact both in class and outside of class via office hours and consultations on projects. We will meet for two 75-minute class periods each week over the spring semester. In addition, the course carries the expectation that you will work on course learning activities (reading, writing, problem sets, studying, teamwork, etc.) for about 3 hours out of the classroom for every class period.
3. Semester Outline:

<table>
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<tr>
<th>Wk</th>
<th>Date</th>
<th>Theme</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 24-28</td>
<td>Introduction</td>
<td>• Course overview</td>
<td>Map Test</td>
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<td>• Economic History of Africa</td>
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<td>• Stylized Facts about Africa</td>
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<td>2</td>
<td>Jan 31-Feb 4</td>
<td>Theories of Economic growth &amp; development</td>
<td>• Definition “why do we care?”</td>
<td>Reading reflection(individual)</td>
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<td>• Measurement “How do we model it?”</td>
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<td>• Solow growth model</td>
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<td>3</td>
<td>Feb 7-11</td>
<td>Poverty</td>
<td>• Poverty Traps</td>
<td>Homework 1: Growth</td>
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<td>• Poverty and Inequality</td>
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<td>4</td>
<td>Feb 14-18</td>
<td>Economic growth in Africa</td>
<td>• Why are there more poor people in Africa in 2021 versus 1960?</td>
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<td>5</td>
<td>Feb 21-25</td>
<td>Agriculture and Growth</td>
<td>• Structural transformation</td>
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<td>• The role of agriculture in growth</td>
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<td>6</td>
<td>Feb 28-March 4</td>
<td>Africa in the Global Food System</td>
<td>• African farming systems</td>
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<td>• Value Chains: “Business of Agriculture in Africa”</td>
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<td>• Food Trade: Can Africa feed itself? Should it?</td>
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<td>7</td>
<td>March 7-11</td>
<td>Midterm Exam</td>
<td>• Review class</td>
<td>Midterm Exam (individual)</td>
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<td>• Exam in Class</td>
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<td>8</td>
<td>March 21-25</td>
<td>Human Capital</td>
<td>• Health</td>
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<td>• Nutrition</td>
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<td>• Education</td>
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<td>9</td>
<td>Mar 28-Apr 1</td>
<td>Capital</td>
<td>• Capital</td>
<td>Homework 3: Capital</td>
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<td>• Private Sector Development</td>
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<td>10</td>
<td>April 4-8</td>
<td>Foreign Aid</td>
<td>• Foreign aid aka</td>
<td>Class Debates(group)</td>
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<td>• Aid versus trade “Is Dambisa Moyo right?”</td>
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<td>11</td>
<td>April 11-15</td>
<td>Institutions</td>
<td>• Is stealing Corruption?</td>
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<td>• Business Climate</td>
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<td>12</td>
<td>April 18-22</td>
<td>Made in Africa</td>
<td>• Islands of Excellence “Can it scale?”</td>
<td>Policy briefs(group)</td>
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<td>• Measuring Development Impact (RCT) “What should we scale?”</td>
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<td>13</td>
<td>April 25-29</td>
<td>Global Shocks and Africa</td>
<td>• Changing world and Africa (Covid19, Climate Change)</td>
<td>Class Reflection(individual)</td>
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<td>14</td>
<td>May 2-6</td>
<td>Putting it all Together</td>
<td>• Policy briefs presentations</td>
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<td>15</td>
<td>May 8-13</td>
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<td>• Finals’ week:</td>
<td>Final Exam</td>
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4. Assessment

Students will be assessed in the following way:

1. **Class participation (15%)**:  
Class sessions will mix lectures, discussion, case studies, and problem-solving to explore the themes of the course. I expect you to participate in class actively and to diligently complete assigned exercises and readings. Class discussions will only be productive if you all do the assigned readings.
before class, show up, and participate in the discussions. The educational literature also clarifies
that “retrieval practice” (the act of repeatedly retrieving information) is crucial for learning.
Therefore, the more you prepare for class and practice retrieving the information you already
digested through readings and lectures, the more you will learn!

Class participation will be measured by occasional low stake pop quizzes and short reflection
assignments that will be undertaken as discussions in Canvas (10%), and a class debate- 5%

2. **Map quiz (5% of your grade)**

All students must pass a map test to receive a passing grade in this class. The test requires students
to correctly identify the location of countries in Africa and is available at http://www.jetpunk.com/quizzes/map-quiz-africa.php. You need to get 51 out of 54 countries right
to pass. We will complete this test in the first week.

3. **Homework (15%)**: We will have three substantial homework assignments. I hope that these will
help you apply the course material in new and engaging ways. These problem sets are quite
involved, so get started on them early. I will post the assignments on Canvas and expect your
submissions there too.

4. **Midterm Exam- 25%**: An in-class midterm exam will give you a chance to demonstrate what you
have learned so far.

5. **Policy brief-15%**

A cumulative policy brief on a single country will give you a chance to apply the material in the
course. Also, you gain invaluable skills by participating in a team project. Please don’t be a free
rider. Part of your grade in the team project will be an assessment by your group on your
participation.

6. **Final Exam – 25%**: An in class final exam will cover the materials covered during the second half
of the course after midterms.

**Some Thoughts on Assessment**

*Note all assignments must be submitted on the due date with no exceptions, except for communicated
difficulties (at least one week) or a life emergency (e.g., death of a loved one or health crisis). Canvas will
be programmed to deduct 10% automatically for each day of late submission.*

All requests for regrades must be made in writing with a no more than 1-page written explanation of why
the student thinks they deserve a regrade and the grade they think they deserve. In that case, a review can
be done, but instructor grading decisions after regrades are final.

Grading Scheme: A: 92-100; AB: 85-92; B: 78-85; BC:71-78; C:64-71; D:57-64. Don’t worry too much
about grades. If you focus on learning and completing all your deliverables, then good grades should follow¹

5. **Values**

**Nuance**

¹ This is not a guarantee of good grades. It’s just a teaching philosophy.
One of the goals of this class is to encourage scholarly attitudes of inquiry, curiosity, debate, thoughtfulness, and nuance. Hence, the best written and verbal communication in assignments shows that careful and respectful consideration has been given to viewpoints, theories, or perspectives that one may not initially possess or do not necessarily agree with. Before class starts, please watch this Ted talk on the danger of a single story, by Chimamanda Adichie.

**Diversity and inclusion**

I endorse the UW-Madison statement on diversity. Diversity constitutes a source of strength, creativity, and innovation for the university and for the country. I value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich our community.

**Accommodations for students with disabilities**

**McBurney Disability Resource Center syllabus statement:** “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” [http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php](http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php)

**Academic integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. In addition, I will forward substantial or repeated cases of misconduct to the Dean of Students Office for additional review. For more information, or if you have any doubts about how the above terms are defined, please refer to this. The UW Writing Center has a handout on acknowledging, paraphrasing, and quoting sources. Many borderline plagiarism cases could have been avoided if the students had a clearer sense of the rules of how to cite sources.

**Religious observances**

If a religious observance requires that you miss class time, please notify me of the specific days or dates on which you request relief within the first two weeks of class. If the date you will miss is an exam, we will schedule a make-up exam time either before or after the regularly scheduled Exam.

**Electronics**

**Technology use:** Learning requires attention and focus. When students use technologies (phones, laptops, tablets) during class, they often disrupt the instructor and their fellow students. The best available evidence shows that personal technological aids lead to poor performance in courses and negative externalities for other students’ ability to learn.
This Brookings report, “For better learning in college lectures, lay down the laptop and pick up a pen,” details the compelling evidence and links to detailed research papers. Therefore, our course will have a strict ban on personal technology. This includes cell phones, laptop computers, and tablets.

**Accommodation:** Please see me if you have a disability or other verifiable reasons for using electronic devices in class. I will be glad to make an exception for you. However, to prevent negative externalities due to technology use, I expect students with exemptions to use the technology as inconspicuously as possible if granted an exemption.

**Disruptive behavior**
The first offense will result in a verbal warning in class. The second offense will result in being dismissed from the class for that day and may carry a formal reprimand via email. The third offense will result in disenrollment from the course for repeated disruptive behavior.

6. **Readings List**

**Required Readings:**
1. Taylor, J. Edward and Travis J. Lybbert *Essentials of Development Economics* Oakland: University of California Press. 2015. (“TL” in the reading list). Other course readings include briefs, news articles, and research papers, podcasts available as links on the syllabus or in the Canvas module page

**Week 1: Introduction to development and Africa**
1. TL Chapter 1 “What is Development Economics all about?”

**Week 2: Economic growth & development**
1. TL Chapter 3 “Income”
2. TL Chapter 6 “Human Development”. Read only the portion on the Human Development Index.

**Recommended**

**Week 3: Poverty, Inequality and Poverty Traps**
1. TL, Chapter 4 “Poverty”
2. TL, Chapter 5 “Inequality”
Week 4: Economic growth in Africa
1. TL, Chapter 7 “Growth”

Week 5: Agriculture and Growth
1. TL, Chapter 10 “Structural Transformation”

Week 6: Africa in the Global food System
   Recommended

Week 7: Midterm Week

Week 8: Growth explainers & levers (Micro): Human Capital
1. TL, Chapter 6 “Human Development” Health
2. Bleakley, Hoyt. 2010. “Health, Human Capital, and Development.” Annual Review of Economics 2, no. 1: 283–310. There’s a bit of advanced maths in here. However, you don’t have to comprehend all of it. The text is rich enough without the maths.
Week 9: Growth explainers & levers (Macro): Capital. The role of Business and Private Sector in Development
1. Barret Christopher (2018). *Overcoming Persistent Poverty in Africa. How businesses can help*

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Week 10: Growth explainers & levers (Macro): Trade and Foreign Aid
1. TL, Chapter 13 “International Trade”
3. Dambisa Moyo (2009). Dead Aid. *Chapters 1, 2 and 3*

Recommended
5. AEI (2021) You can watch this podcast. *The US international emergency food aid program: Time for change?*
6. There are a series of TED talks arguing about the damage of foreign aid. Examples include Abhishek Parajuli, Efosa Ejomo and Andrew Mwenda. Hear one defending foreign aid here by Joe Cerell

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Week 11: Growth explainers & levers (Institutions): Public goods & Corruption
1. TL, Chapter 8 “Institutions”

Recommended
Week 12: Made in Africa


Week 13: Global Shocks and Africa


Recommended