



## PRESENTACIÓN

### Introduction

**Course description:** This is a course for those interested in the challenge posed by massive and persistent African poverty. First, we will study the different facets of human development: education, health, gender, the family, land relations, risk, informal and formal norms, public policy and institutions. Second, we will use some of the key theoretical and empirical ideas for why and how politics and institutions affect African economic development. We will also look at a variety of empirical examples drawn from throughout the developing world and you will be exposed to modern empirical methods in economics. At the end of this course, you should have a good sense of the key questions asked by scholars interested in African economic development today, and a few answers as well, viewed through an economic lens.

The questions we will take up include: Is extreme poverty a thing of the past? What determines the decisions of poor households in developing countries? What constraints are they subject to? Is there a scope for policy (by government, international organizations, or NGOs)? What policies have been tried out? Have they been successful? Should we leave economic development to the market? Should we leave economic development to non-governmental organizations? Does foreign aid help or hinder? Where is the best place to intervene? And many others.

- **Degree:** Degree in Economics + Leadership and Governance
- **Module and field:** Módulo 7: Optativas Materia 7.2: Optativas Específicas no oficiales
- **Type of subject:** Required (OB)
- **Number of Credits:** 3 ECTS
- **Year and semester:** 5th year / 2nd Semester
- **Language:** English
- **Title:** African Economic Development
- **Instructor:** Sandra Polanía-Reyes (e-mail spolania@unav.es)
- **Lecture schedule:** Monday and Tuesday from 10:00 -12:00, starting on February the 26th.
- **Aula:** Ed. Amigos. Monday, Piso 0 Seminar 12 and Tuesday, S1- Aula B3
- **Department:** Economics
- **Office:** Ed. Amigos, Torre, 2490, second floor
- **Prerequisites:**
  - **Math:** Calculus and Algebra. (Eb+IF: Quantitative methods I, II, III). The lectures will occasionally discuss simple mathematical models that economists find helpful to describe some aspects of the data.
  - **Intermediate Microeconomics and Macroeconomics:** We will cover a large set of different topics in economics and examine some of them from the lens of micro and macro concepts, mechanisms and models. The intuition behind those models will always be made clear.
  - **Probability and Statistics:** For each topic, we will study several concrete examples chosen from around the world, and use statistics to understand these examples quantitatively. Almost all of the required readings and lectures will use elementary statistics.



# Universidad de Navarra

- **Econometrics:** You must know what a linear regression is. Some readings will use more advanced statistical tools (such as correlations and regressions) to dig deeper into the data. Econometrics is not a prerequisite for this class. I will provide all the materials you may need.
- **Applied tools:** Confidence with at least one software that allows you analyze data and produce results and graphs (Excel works) is a must.

## COMPETENCIAS

### Competences

#### Goals

- Develop a perspective on African development
- Master critical issues and controversies
- Employ systems thinking
- Employ data and evidence to frame recommendations
- Prepare to be a highly professional policy analyst

#### Specific Competencies

SSOP11 Acquiring principles of leadership, argumentation, and/or communication that allow for navigating complex and globalized economic environments.

SSOP12 Acquiring basic principles of philosophy and understanding their relationship with economics in a globalized environment.

SSOP13 Acquiring basic knowledge of law and understanding its relationship with economics in a globalized environment.

SSOP14 Acquiring basic principles of politics and understanding their relationship with economics in a globalized environment.

SSOP15 Acquiring basic principles of international relations and understanding their relationship with economics in a globalized environment.

## PROGRAMA

### Program

Course Syllabus (subject to change). Check the [Schedule](#)

#### Topics

1. A Collaborative Online International Learning (COIL) experience
2. African Development Contemporary and Historical: Long-run trends of development in Africa
3. Mapping African Economic Development

Policy briefs

Other Topics (focused on African case studies).



# Universidad de Navarra

- History of Thought in Development Economics
- Productivity
- Family and Cooperation
- Risk and Insurance
- Credit and Savings
- Agriculture, Land and Property Rights
- Deep Determinants of Economic Development I: Macro Evidence
- Deep Determinants of Economic Development II: Micro Evidence

## ACTIVIDADES FORMATIVAS

### Educational Activities

#### Activities

##### I. Classroom activities

We will have a combination of formal lectures, interactive games, class discussions, presentations and teamwork. This will only be possible if you consistently work on the new material. The material for each topic will be posted weekly, and you should keep pace with the rest of the class. Please don't be shy about seeking help if something is unclear or confusing! Ask questions as they arise during lectures and make sure you read all mandatory background readings. Be ready to discuss their content on the day that they are due.

1. Lectures. Lectures are given by the professor and guest lecturers on the themes indicated in the syllabus with the help of power point presentations and videos. The professor will post on ADI the power point presentation, the notes for each topic and some recommendations for further reading.

2. Class discussion and case studies

3. Group presentations

##### II. Personal work

Students must understand themes covered early in the course to be able to comprehend information presented later in the course, and will have to be able to integrate material learnt throughout the course. Therefore, it is important that they do not fall behind and try to set aside regular times outside of class to work on the course material on a daily basis.

1. Students must read the assigned reading for a subject before the lecture covering that topic. Being familiar with topics beforehand will allow students to get the most out of the lecture.

2. Students should conduct personal study using the professor's notes, notes taken in lectures and recommended readings.

3. The final exam is a policy brief exercise

There will be several extra points opportunities for those who want to go deeper in the topics.

##### III. Teamwork

Students working in small groups learn essential communication and social skills (active listening, effective speaking, coordination, cooperation, organization, leadership, self-confidence), which is key for success and flourishing in the work place. Evidence also shows



that students demonstrate better retention than students taught in other instructional formats.

There will be presentations and group policy briefs.

**Time Commitment: Credits/hours distribution of the activities. 3 ECTS= 75 h (25 h/ECTS).**

The minimum commitment will be approximately 5 hours per week for attendance (2 hours), doing the readings, and completing the assignments.

1. Lectures	0.48 ECTS	12 h	(16 %)
2. Discussions	0.40 ECTS	10 h	(13.3 %)
3. Group presentations	0.24 ECTS	6 h	(8 %)
4. Individual Policy brief	0.08 ECTS	2 h	(2.7 %)

---

Total classroom activities	1.2 ECTS	30 h	(40%)
----------------------------	----------	------	-------

5. Personal work	1.28 ECTS	32 h	(43%)
6. Teamwork	0.52 ECTS	13 h	(17%)

---

Total	3 ECTS	75 h	(100%)
-------	--------	------	--------

## EVALUACIÓN

### Assessment

#### CONVOCATORIA ORDINARIA

- COIL experience (45%)
- Topic - Group Presentation (20%)
- Topic - Group Brief (20%)
- Participation and discussion (15%)

**Grade System (cfr. Art. 5, Real decreto 1125/2003, Spanish Ministry of Education)**

Point Value over 10	Description	Explanatory Comments	
9,9 to 10	Matrícula de Honor	Truly Exceptional	Excellent with distinction. Work meets or exceeds the highest expectations.*



Universidad  
de Navarra

9 to 9,8	Sobresaliente	Outstanding	Excellent. Superior work in all areas.
8	Notable	Very Good	Superior work in most areas.
7	Notable	Good	Solid work across the board.
6	Aprobado	More than Acceptable	More than acceptable, but falls short of solid work.
5	Aprobado	Acceptable	Work meets all the basic requirements and standards.
0 to 4,9	Suspense		Fail

\* Only 5% of the enrolled students can obtain MH.

### Criteria to pass the course

- Students whose final grade is 5 points or more will pass the course.
- Students whose final grade is below 5 points will not pass the course and will be graded as *Suspense*.
- Students who do not take the final exam will not pass the course and will be graded as *No presentado*.

### Students with special learning needs

Accommodation will be provided for students with special learning needs, either regarding the methodology and/or evaluation of the course, but they will be expected to fulfill all course objectives.

### CONVOCATORIA EXTRAORDINARIA

#### Special assessment

For those who do not pass the course in May or did not take the exam (grades *Suspense* or *No presentado*) there will be an extraordinary exam in June which will account for 30% of the final grade.

#### Evaluation in the extraordinary call



Universidad  
de Navarra

Final exam or Individual Policy Brief . The Exam's rubric and guidelines are in the Resources /Guides and Rubrics/Policy brief 2 your solution and Policy brief guide. The exam will be available in ADI on Wednesday, June 14th at 14:00. You must submit your exam by 14:00, Wednesday, June 21st.

## HORARIOS DE ATENCIÓN

**Office Hours and feedback**

**Prof. Sandra Polanía-Reyes**

**Office:** 2490. Ed. Amigos, Torre, Planta 2.

**Office hours:** by appointment

E-mail ([spolania@unav.es](mailto:spolania@unav.es)) to request an appointment, in person or virtually.

Website: <https://spolaniareyes.github.io/>

### E-mail policy

Please add in the subject line the name of the course: AFR.

Subject: AFR+Group+topic+subject. Examples: AFR G6 Ghana feedback ppt.

Do not expect responses outside during week-ends or holidays.

Questions about reading assignments, assessment, class schedules, dates and venues should be clarified with the info here in ADI or in class.

## BIBLIOGRAFÍA

### Bibliography and Resources

The instructor will also provide additional materials and handouts of the class slides. We will build up a Handout file with excellent resources on Dev Econ. We will also refer to other resources (videos, book chapters and articles) that will be available every week. The instructor will refer you to course notes or further readings if you want to dig deeper into certain topics.

### Required readings

Abhijit Banerjee's and Esther Duflo's *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. PublicAffairs, 2011. ISBN: 9781586487980. [It's available in the library](#).

Frankema, Ewout, Hillbom, Ellen, Kufakurinani, Ushehwedu and Meier zu Selhausen, Felix (Eds.) (2022). The History of African Development. An Online Textbook for a New Generation of African Students and Teachers. African Economic History Network. Chapters 1-4. We will go through this book during the following sessions. <https://www.aehnetwork.org/textbook/>

### Other readings



Universidad  
de Navarra

Glennerster, R., & Takavarasha, K., (2013). Running Randomized Evaluations: A Practical Guide, Princeton University Press, Princeton, NJ. Chapter 1. <http://assets.press.princeton.edu/chapters/s10085.pdf>

Duflo, Esther, Pascaline Dupas, and Michael Kremer. "Peer effects, teacher incentives, and the impact of tracking: Evidence from a randomized evaluation in Kenya." American Economic Review 101, no. 5 (2011): 1739-74. [here](#).

Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. 2016. [Impact Evaluation in Practice](#), second edition. Washington, DC: Inter-American Development Bank and World Bank. doi:10.1596/978-1-4648-0779-4

Africa's growth performance and outlook amid the Covid-19 pandemic. African Economic Outlook 2021 [HERE](#)

Artuc et al (2020) Toward Successful Development Policies: Insights from Research in Development Economics. [HERE](#)

"The Indiana Jones of Economics," [Part I](#) ; [Part II](#) ; [Part III](#) ( *Freakonomics* blog post by Robert Jensen on his work on Giffen goods)

WB 2015 World Development Report 2015: Mind, Society, and Behavior. Overview [HERE](#)

VIDEO [Behavioral Science for Development: A Storytelling Event](#)

UK Behavioural Insights Team. "EAST: Four simple ways to apply behavioural insights." Behavioural Insight Team, London (2014). Executive summary. Pp 1-7.

IDB 2018. Lessons from the Behavioral Sciences for Policy-Making in the Social Sector [HERE](#)

### **Optional BUT extremely useful for your PBs**

Manning, Lauren; Dalton, Abigail Goodnow; Afif, Zeina; Vakos, Renos; Naru, Faisal. 2020. Behavioral Science Around the World Volume II: Profiles of 17 International Organizations (English). eMBED report. Washington, D.C.: World Bank Group [HERE](#)

Bryan, C. J., Mazar, N., Jamison, J., Braithwaite, J., Dechausay, N., Fishbane, A., Vakis, R. (2017). Overcoming behavioral obstacles to escaping poverty. Behavioral Science & Policy, 3(1), 81–91. [HERE](#)

IDB 2020 Rapid Toolkit for Behavioral Interventions and COVID-19 [HERE](#)

IDB 2017 Behavioral Insights for Development : Cases from Central America [HERE](#)

WB 2022 The behavioral professional. [HERE](#)

We will also have some guest lectures from the [African History through the lens of Economics](#) . An initiative by the Wheeler Institute for Business and Development. This course will cover recent contributions in economic history that, using geospatial data from anthropological maps, colonial archives and secondary sources, will explore current economic and development challenges by drawing parallels between the past and present.