

**WWS 571a**  
**Fall 2004**  
**Topics in Development: Development Policy in Africa**

**Jennifer Widner**

Investment, macroeconomic openness, and economic liberalization do not account for patterns of growth and poverty in Africa to the degree many scholars anticipated. Increasingly, economists have pointed to institutional capacity as an important variable. Using this recognition as a point of departure, this seminar asks how to make public services work under the conditions that prevail in different parts of continent today. It uses an eclectic array of resources, drawn from several fields, to provide background and stimulate discussion and research.<sup>1</sup>

The course is open to policy students and Ph.D. candidates, including those with no experience in Africa. In most weeks, the instructor will use the last 30 or 40 minutes of the seminar to introduce the subject matter for the coming week and to fill in some facts. Beginners are welcome to meet with the instructor during office hours for additional background.

Course requirements include: 1) preparation of reading assignments and active participation in weekly discussions (15%), 2) one 6- to 8-page discussion paper submitted by the end of the 4<sup>th</sup> week (15%), 3) one 3-page single-spaced memo to the class that describes and diagnoses an institutional innovation, reform, or success story, due by the end of the 8<sup>th</sup> week (15%) and 4) one 15- to 20-page paper that identifies, describes, and compares at least one successful and one unsuccessful example of service provision in a particular sector (55%). There is also a special bounty (i.e., extra credit) for anyone who finds a good account of institutional reform by an African author or who draws our attention to an African initiative not yet the subject of much discussion and writing. Additional details follow at the end of the syllabus.

In the list below, asterisked selections are books available through the bookstore. All other selections are available in a collection of course readings. Some are also available on line. Please read the hints section before purchasing selections.

**September 15            Introduction: Why focus on institutions?**

Concepts & Explanations

Philip Keefer and Stephen Knack, "Why Don't Poor Countries Catch Up? A Cross-National Test of an Institutional Explanation," *Economic Inquiry*, 35, 3 (July 1997): 590-601.

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<sup>1</sup> In Fall 2004 the focus of this course is on institutional design and capacity. Themes and topics will vary from year to year.

Paul Collier, "The Role of the State in Economic Development: Cross-Regional Experiences," *Journal of African Economies*, 7, 2 (1998): 38-76.

Benno J. Ndulu and Stephen A. O'Connell. "Governance and Growth in Sub-Saharan Africa," *Journal of Economic Perspectives*, 13, 3 (Summer 1999): 41-66.

Daniel Kaufmann and Aart Kray, "Growth Without Governance," Manuscript, The World Bank, July 2002 available via papers.ssrn.com

Robert Jackson and Carl Rosberg, "Why Africa's Weak States Persist: The Empirical and the Juridical in Statehood," *World Politics*, 1982: 1-24.

### New Contexts

Kennedy School Case Program, "The New Partnership for Africa's Development" Case and Epilogue.

The World Bank. "Strategic Framework for Assistance to Africa: IDA and the Emerging Partnership Model," Washington, D.C.: The World Bank, 2004, pp. 1-17 and 31-48.

## **September 22            The Context: Does Africa present special challenges?**

### Geography & Authority

Jeffrey Herbst, *States and Power in Africa: Comparative Lessons in Authority And Control*. Princeton: Princeton University Press, 2000. Chapters 1-2, 4-5, 8-9. \*

### Competing Value Systems/Continuity & Discontinuity in Values

Cheikh Amadou Kane, *Ambiguous Adventure*. Portsmouth: Heinemann, \*

Mike Tidwell, *The Ponds of Kalambayi*. New York: Lyons & Burford, 1990, pp. 5-18, 42-52, 78-91, 257-261.

### Kin Ties, Colonialism, and Contemporary States

Peter P. Ekeh, "Colonialism and the Two Publics in Africa: A Theoretical Statement," *Comparative Studies in Society and History*, 17, 1 (January 1975): 91-112.

### Disease Patterns

Alex de Waal, "How Will HIV/AIDS Transform African Governance?," *African Affairs*, 102 (2003): 1-23.

David Bloom and Jeffrey Sachs, "Geography, Demography, and Economic Growth in Africa," *Brookings Papers on Economic Activity*, 2 (1998): 207-273. (optional)

*Part I: Macro-Level Concerns in Institutional Design & Management*

**September 29      Risks of Big Government: Economic liberalization as a way to combat rent seeking**

Concepts & Explanations:

Robert Bates, *Markets & States in Tropical Africa*. Berkeley: University of California Press, 1983. \*

“Why Africa Had to Adjust,” *Adjustment in Africa*. Washington: The World Bank, 1994, pp. 17-41.

Measurement

Luc Christiaensen, Lionel Demery, and Stefano Paternostro, “Macro and Micro Perspectives of Growth and Poverty in Africa,” *World Bank Economic Review*, 17, 3 (2003): 317-347.

Second Thoughts & Fine Tuning

Joseph Stiglitz, “Broken Promises,” from *Globalization and Its Discontents*, New York: W. W. Norton, 2002, pp. 23-52.

Paul Collier, “The Failure of Conditionality,” Overseas Development Council Policy Essay No. 22. Washington, D.C.: Overseas Development Council.

Nicolas van de Walle, from *African Economies and the Politics of Permanent Crisis, 1979-1999*. pp. 152-187. Cambridge: Cambridge University Press, 2001.

Christian Lucky. “Public Theft in Early America and Contemporary Russia,” *East European Constitutional Review*, 6, 4 (Fall 1997): 91-98. (optional)

Case

Kennedy School Case Program, “Liberalization of the Mozambican Cashew Industry” and Epilogue.

**October 6      Building Accountability: Democracy, distrust, and government performance**

Concepts & Explanations (Theories within Theories)

Amartya Sen, “Democracy as a Universal Value,” from Larry Diamond and Marc Plattner, eds., *The Global Divergence of Democracies*. Baltimore: Johns Hopkins University Press, 2001, pp. 3-17.

Celestin Monga, *The Anthropology of Anger: Civil Society and Democracy in Africa*. Boulder: Lynne Rienner, 1996, pp. 24-27 and 79-125.

Richard Westebbe, "Structural Adjustment, Rent Seeking, and Liberalization in Benin," in Jennifer A. Widner, *Economic Change and Political Liberalization in Sub-Saharan Africa*. Baltimore: Johns Hopkins University Press, 1994, pp. 80-100.

Robert Bates, "The Impulse to Reform," in Jennifer A. Widner, *Economic Change and Political Liberalization in Sub-Saharan Africa*. Baltimore: Johns Hopkins University Press, 1994, pp. 13-28.

#### Measurement

Jonathan Isham, Daniel Kaufmann, Lant Pritchett. "Civil Liberties, Democracy, and the Performance of Government Projects," *World Bank Economic Review*, 11, 2 (1997): 219-242`.

#### Second Thoughts & Fine Tuning

Celestin Monga, "Eight Problems With African Politics," in Larry Diamond and Marc Plattner, eds., *Democratization in Africa*. Baltimore: Johns Hopkins University Press, 2001, pp. 48-62.

Michael Bratton. "Second Elections in Africa," in Larry Diamond and Marc Plattner, eds., *Democratization in Africa*. Baltimore: Johns Hopkins University Press, 2001, pp. 18-33.

Nicolas van de Walle, "Presidentialism and Clientelism in Africa's Emerging Party Systems," *Journal of Modern African Studies*, 41, 2 (2003): 297-321.

Robert Mattes and Michael Bratton, "Learning About Democracy in Africa: Awareness, Performance, and Experience," Working Paper No. 31, Afro-Barometer. October 2003.

#### More on Practice (optional)

Jorgen Elklit and Palle Svensson, "What Makes Elections Free and Fair? In Larry Diamond and marc Plattner, eds., *The Global Divergence of Democracies*. Baltimore: Johns Hopkins University Press, pp. 200-213.

Gisela Geisler, "Fair? What has Fairness Got to Do With It? Vagaries of Elections Observations and Democratic Standards," *Journal of Modern African Studies*, 31, 4 (1993): 613-637.

Thomas Carothers, "The Observers Observed," *Journal of Democracy*, pp. 15-31.

## ***Part II: Organizational Microdynamics & Institutional Leadership***

### **October 13 Organizational Microdynamics & Institutional Leadership**

#### Concepts & Explanations

Mary Hilderbrand and Merilee Grindle. "Building Sustainable Capacity in the Public Sector: What Can Be Done?," *Getting Good Government*, edited by Merilee Grindle. Cambridge: HIID, 1997, pp. 31-62.

Daniel Carpenter. *The Forging of Bureaucratic Autonomy*. Princeton: Princeton University Press, 2001, chapter one (pp. 14-36).

#### Cases: Rural Development (everyone should read)

David K. Leonard. *African Successes: Four Public Managers of Kenyan Rural Development*. Berkeley: University of California Press, 1991. \*

David K. Leonard, "Putting the Farmer in Control: Building Agricultural Institutions," pp. 184-214 in Robert J. Berg and Jennifer Seymour Whitaker, eds., *Strategies for African Development*. Berkeley: University of California Press, 1986. (optional)

#### Cases: Treasury & Finance (option one)

Bruce Bolnick, "Establishing Fiscal Discipline: The Cash Budget in Zambia," *Getting Good Government*, edited by Merilee Grindle. Cambridge: HIID, 1997, pp. 297-332.

Graham Glenday, "Capacity Building in the Context of the Kenya Tax Modernization Program," *Getting Good Government*, edited by Merilee Grindle. Cambridge: HIID, 1997, pp. 333-367.

#### Cases: Reaching the Poorest (option two)

John Iliffe. *The African Poor*. Cambridge: Cambridge university Press, 1987, pp. 1-8, 230-259.

Howard White and Tony Killick, *African Poverty at the Millennium*. Washington, D.C.: The World Bank. 2001, pp. 1-23.

World Bank. *Attacking Poverty*, World Development Report, 2000/01. Washington, D.C.: World Bank, 2001, pp. 61-96.

World Bank. *Making Services Work for Poor People*, World Development Report, 2004, Washington, D.C.: World Bank, 2004, chapters 3-6. \*

Cases: Decentralization (option three)

Moses Golola. "Decentralization, Local Bureaucracies, and Service Delivery in Uganda," pp. 254-276 in Steve Kayissi-Mugerwa, ed. *Reforming Africa's Institutions*. Tokyo: WIDER, 2003.

**October 20 Incentives & Disincentives in Public Goods Provision**

Concepts & Explanations

Elinor Ostrom. *Governing the Commons*. New York: Cambridge University Press, 1990, pp. 29-102.

Second Thoughts & Fine Tuning

Ted Miguel & Mary Kay Guggerty. "Ethnic Diversity, Social Sanctions, And Public Goods in Kenya," manuscript

Gary Cox and Mathew McCubbins, "The Institutional Determinants of Economic Policy Outcomes," pp. 21-63 in Stephan Haggard and Mathew McCubbins, *Presidents, Parliaments, and Policy*. New York: Cambridge University Press. (optional for policy students; required for Ph.D. candidates)

Case(s)

Bessie Head, *When the Rainclouds Gather*. Portsmouth: Heinemann. \*

World Bank. *Making Services Work for Poor People*, World Development Report, 2004, Washington, D.C.: World Bank, 2004, chapter 9. \*

**November 3 Fire Alarms versus Police Patrols: Taming Corruption**

Case

Archbishop Kabanga of Lubumbashi, Zaire, Pastoral Letter

Concepts & Explanations

Mathew McCubbins and Thomas Schwartz, "Congressional Oversight Overlooked: Police Patrols versus Fire Alarms," *American Journal of Political Science*, 28, 1 (1984): 165-179. (important conceptual piece that is not about Africa per se)

Susan Rose-Ackerman. *Corruption and Government: Causes, Consequences, And Reform*. New York: Cambridge University Press, 1999. \*

Petter Langseth, Rick Stapenhurst, and Jeremy Pope. "National Integrity Systems," Shahrzad Sedigh and Alex Muganda, "The Fight Against Corruption in Tanzania," pp. 127-151 in Rick Stapenhurst and Sahr Kpundeh, *Curbing Corruption*. Washington, D.C.: The World Bank, 1999. Also Shahrzad Sedigh and Augustine Ruzindana, "The Fight Against Corruption in Uganda," in the same, pp. 179-205.

#### Second Thoughts & Fine Tuning

Frank Anechiarico and James B. Jacobs, *The Pursuit of Absolute Integrity: How Corruption Control Makes Government Ineffective*. Chicago: University of Chicago Press, 1996. (an optional but very interesting history and analysis of U.S. anti-corruption initiatives, with lessons for others) \*

### **November 10 Independent Monitors: Building influence without the power of the purse or the sword**

#### Concepts & Explanations

Guillermo O'Donnell, "Horizontal Accountability in New Democracies," and Commentary, pp. 29-51 and 58-67 in Andreas Schedler, Larry Diamond, and Marc F. Plattner, *The Self-Restraining State: Power and Accountability in New Democracies*, Lynne Rienner, 1999.

#### Case One

Jennifer Widner. *Building the Rule of Law*. New York: W. W. Norton, 2001. \*

#### Case Two

E. Gyimah-Boadi, "Institutionalizing Credible Elections in Ghana," pp. 105-121 in Andreas Schedler, Larry Diamond, and Marc F. Plattner, *The Self-Restraining State: Power and Accountability in New Democracies*, Lynne Rienner, 1999.

### **November 17 Civic Associations, Participatory Development, & Government Performance**

#### Concepts & Explanations

Short essays by Light, de Souza Briggs, and Rohe in "Symposium: Using Social Capital to Help Integrate Planning Theory, Research, and Practice," *Journal of the American Planning Association*, 70, 4 (Spring 2004), pp. 145-165. (optional for those who already know this material)

Pierre Landell-Mills. "Governance, Cultural Change, and Empowerment," *Journal of Modern African Studies*, 30, 4 (1992): 543-567.

### Measurement

Stephen N. Ndegwa, *The Two Faces of Civil Society: NGOs and Politics in Africa*, West Hartford: Kumarian Press, 1996.\*

Stephen Knack and Philip Keefer, "Does Social Capital Have an Economic Payoff? A Cross-Country Investigation," *Quarterly Journal of Economics* (November 1997): 1251-1288.

Jonathan Isham, Deepa Narayan, and Lant Pritchett. "Does Participation Improve Performance? Establishing Causality with Subjective Data" *World Bank Economic Review*, 9, 2 (1995): 175-200.

Peter Woodward, "Cereal Banks in Burkina Faso," pp. 185-205 in Mary B. Anderson and Peter J. Woodrow, *Rising From the Ashes: Development Strategies in Times of Disaster*. Boulder: Lynne Rienner,

### Second Thoughts & Fine-Tuning

Thomas Carothers, "From the Bottom Up: Civil Society," *Aiding Democracy Abroad: The Learning Curve*, Washington, D.C.: Carnegie Endowment for International Peace, 1999, pp. 207-251.

### Case

Kennedy School of Government Case Program, "The Role of NGOs in Civil Society: South Africa and the Draft Bill Tempest"

## ***Part III: The Special Challenge of Post-War Reconstruction***

### **November 24 Minerals & Warlords: Re-establishing government in failed states**

#### Concepts & Explanations

Paul Collier, "Doing Well Out of War: An Economic Perspective," in Mats Bernal and David M. Malone, eds., *Greed and Grievance: Economic Agendas in Civil Wars*. Boulder: Lynne Rienner, pp.

#### Case

William Reno, "Sierra Leone: Warfare in a Post-State Society," in Robert I. Rotberg, ed., *State Failure and State Weakness in a Time of Terror*. Washington, D.C.: Brookings/World Peace Foundation, 2003, pp. 71-99.

Greg Campbell. *Blood Diamonds*. Boulder: Westview, 2002. \*

Report of the Panel of Experts on Violations of Security Council Sanctions Against UNITA (Fowler Report)

### Recent Thinking

Paul Collier et. al.. *Breaking the Conflict Trap: Civil War and Development Policy*. Washington: The World Bank, 2003, pp. 119-188.

### Another perspective (optional)

Walter Clarke and Robert Gosende. "Somalia: Can a Collapsed State Reconstitute Itself?" in Robert I. Rotberg, ed., *State Failure and State Weakness in a Time of Terror*. Washington, D.C.: Brookings/World Peace Foundation, 2003, pp. 129-159.

Rakiya Omaar, "Somaliland: One Thorn Bush at a Time," *Current History*, 93, 583: 232-236.

Gerard Prunier, "Somaliland Goes it Alone," *Current History*, 97, 619 (May 1998): 225-228.

## **December 1 Ethnic Clashes & Genocide: Manufacturing tolerance and intolerance**

### Concepts & Explanations

Paul Collier. "The Political Economy of Ethnicity," *Annual World Bank Conference on Development Economics* 1998. Washington, D.C.: The World Bank, 1999: 387-399.

### Case(s)

Gerard Prunier. *The Rwanda Crisis*. New York: Columbia University Press, 1995. \*

### Second Thoughts & Fine Tuning

Lisa Malkki. *Purity & Exile*. Chicago: University of Chicago Press, 1996, pages as assigned\*

Myriam Gervais. "Human Security and Reconstruction Efforts in Rwanda: Impact on the Lives of Women," *Development in Practice*, 13, 5 (November 2003): 542-550.

(Film: Frontline on the Rwandan Genocide)

## **December 8 Extrication and Post-Conflict Reconstruction**

### Concepts & Explanations

Donald Rothchild. "Settlement Terms and Postagreement Stability," in Stephen Stedman, Donald Rothchild, and Elizabeth Cousens, eds., *Ending Civil Wars: The Implementation of Peace Agreements*, Boulder: Lynne Rienner, 2002, pp. 117-139.

Bruce Jones, "Challenges of Strategic Coordination," in Stephen Stedman, Donald Rothchild, and Elizabeth Cousens, eds., *Ending Civil Wars: The Implementation of Peace Agreements*, Boulder: Lynne Rienner, 2002, pp 89-115.

Jon Elster, "Ways of Constitution Making," in Axel Hadenius, ed., *Democracy's Victory and Crisis*, Cambridge University Press, 1997

Nat J. Colletta, Markus Kostner, Ingo Wiederhofer, *The Transition from War to Peace in Sub-Saharan Africa, Directions in Development Series*. Washington, D.C.: The World Bank, pp. 1-43.

### Case

Allister Sparks. *Tomorrow is Another Country*. New York: Hill and Wang, 1995.  
\*

and *either...*

Susan Collins Marks. *Watching the Wind: Conflict Resolution during South Africa's Transition to Democracy*. Washington, U.S. Institute of Peace, 2000 (second printing 2001)\* (for practitioners and those who want immersion in the story)

...or

James Gibson and Amanda Gouws, *Overcoming Intolerance in South Africa: Experiments in Democratic Persuasion*. New York: Cambridge University Press, 2003.\* (for hard-core social scientists and pollsters)

### Optional

Nat J. Colletta, Marcus Kostner, and Ingo Wiederhofer, "Uganda: Consolidating Peace," in *Case Studies in War-to-Peace Transition*. Washington: World Bank Discussion Paper no. 331 (Africa Technical Department Series), 1996, pp. 270-331.

(Films: Mandela & de Klerk)

## **More about the Course**

It is easy to feel overwhelmed by the subject matter of any continent as diverse as Africa. To study African politics one needs facts about places (at least 48 of them) and societies (hundreds). Familiarity with other disciplines is important in order to understand agricultural policy, famines, identity change, structural adjustment. Because much of the writing on Africa by African scholars has taken the form of satire or novel, a chance to read literature is clearly vital. And at the center of it all are big debates about theory and policy that stretch us to think not only as social scientists and policy analysts but also as philosophers or ethicists and as strategists.

Given the inevitable limitations, what objectives should a course of this type aim to fulfill? One aim is to develop familiarity with the core theories and approaches in the field—to extend the background you have acquired in your introductory courses. To this end, each unit introduces and debates a theoretical insight that has practical importance for policy. On occasion, we borrow material about other regions of the world to set forth the issues. Unlike the “boot camp” courses in the curriculum, another aim of this class is to *begin* to build a repertoire of fact as a point of departure for your future work. That is, you actually need to remember some of the “data” in this kind of course—not everything, but at least enough to explain an event or trend to others. You should also aim to build your knowledge of the resources available to Africa specialists.

A third ambition of this course is to engage you in a dialogue among policy makers and social scientists about “good practice guidelines.” In the best of all possible worlds, the guidelines aid agencies issue to policy makers would flow from well-tested and convincing social science theories. In reality, the academic world often ignores important issues and the judgment of experienced, insightful policy makers proves more reliable. The mix of materials used in the course should enable us to entertain a conversation about the adequacy and limits of current guidelines.

If you plan to develop an expertise in the study of African politics or if you plan to work in Africa, you will want to take several courses about the region. This course varies in subject matter from one offering to the next to try to accommodate that need. The history, politics, and anthropology departments offer other classes.

### ***What can you do to make yourself feel more at home?***

Whenever you come to the name of a country, culture, or person you don’t know, look up basic background information on the web. The web resources on Africa are impressive and some useful links appear on our Blackboard site. Better still, try old-fashioned print yearbooks. *Africa South of the Sahara* is an annual yearbook that contains histories of each country, along with some basic data. *Africa Contemporary Record* offers summaries of events by country every two years (roughly). The *Africa Research Bulletin Political Series* provides month by month summaries of political information (there is an economics edition too).

Follow the news through the BBC Focus on Africa Program or other web resources. You will find several quick links in a folder on the Blackboard site.

### ***Where to find materials***

Asterisked selections are available for purchase. All other materials, including optional selections, appear in a coursepack prepared by the Woodrow Wilson School. Books on Africa are expensive because of small press runs. Remember that all materials are available on reserve at the library.

### ***Reading***

Each week you will receive a handout that provides some background about the intellectual history of the next week’s subject matter, key debates, and new directions. You

should skim the handout before you begin the reading. (A handout for the first week's readings will be available on the Blackboard site before the term begins.)

The reading assignments span a range of genres. Be prepared for variety. Remember that some of the readings provide theories. Others measure and test. Still others distill guidelines or prompt you to generate guidelines from other readings and use these to resolve a problem or react to a case study. Before you jump in, figure out what you want to extract from any particular selection and then go after that particular point. ...And, yes, all of the reading is required unless otherwise indicated, though it is sometimes possible to skim.

- ❑ Explanation or diagnosis is one part of our enterprise in this course. When you read the explanatory theories, first identify exactly what the author wants to explain (in social science parlance, the dependent variable). Then pick out the elements of the explanation (key factors or independent variables). Finally, note the story line that connects the independent variables (causes) to the dependent variable (effect).
- ❑ How adequate are our ways of measuring the subject of the week's discussion? What do the standard measures include or leave out? Do any authors suggest innovative ways to assess the state of the subject matter? Remember that both practitioners and social scientists have to think about how they will assess results or progress!
- ❑ Do the best practice guidelines follow from the explanations discussed? From other plausible explanations? Or are they poorly grounded in logic and evidence?
- ❑ If the case presents a dilemma, how might you resolve the problem posed, drawing on the explanations and best practice guidelines available? Does your gut tell you that following these guidelines makes sense? If not, what is the source of your unease? Does the case lead you to suggest revisions in the guidelines or expansion or them?
- ❑ Some readings draw on a knowledge of statistics, but the instructor will provide some guidelines to help those unfamiliar with these methods of analysis. Do not give up.

Please remember that unfamiliar names tend to slow the pace of reading. Luckily, almost all African names and terms are phonetic. They are evenly accented, or accented lightly on the second syllable. Try sounding out the names and saying them aloud before you read, and your speed will improve.

### ***Participation***

This course is a seminar. You should plan to participate actively. Membership in a community of scholars means being willing to put forward one's ideas, joining in discussions of evidence and offering constructive criticism.

### ***Written Assignments***

There are three types of written assignments.

- ❑ First, everyone must submit a 6- to 8-page discussion paper by the beginning of the fourth class. Select the topic during the first four weeks (counting the opening session) that interests you most. Choose two or more reading selections from that week. Do one of the following: compare and contrast the answers two authors offer to the same question; discuss whether good practice guidelines presented in one reading flow logically from the arguments offered as well as from the theories others provide; use the explanations offered by one author to clarify or resolve the policy dilemma presented in a case. Submit your paper at the beginning of the class that addresses the subject.
- ❑ Second, everyone must prepare a three-page single-spaced memo on an African institutional success, reform, or initiative not well covered in academic writing. Use the web-based resources on the Blackboard site, Lexis-Nexis, or personal experience to secure information. Send your memo to the instructor for posting in a class case collection. Due on or before the eighth week of the course.
- ❑ The third assignment is a paper that describes, then compares and contrasts a successful and an unsuccessful effort to enhance institutional capacity in a single policy area. You may extend the analysis beyond two cases and are encouraged to do so to enhance ability to draw clear conclusions...if the data exist. (A success and a failure in relatively similar settings will suffice, however.) You may draw your cases from your own experience, from data available on the web or in working papers and consultants' reports, from interviews with visitors during the term, or from conventional library sources. Pay attention to measures of success and failure. How do you know which is which? If possible, choose settings that are relatively similar so that it is easier to pinpoint the causes of variation in performance. (Social science translation: If the number of sources of variation exceeds the number of case studies, you won't be able to draw clear causal inferences.) Try to tell the story of success or failure. At the least, draw out the main contributing factors and explain how they are logically linked to the outcome.  
  
(You may look at success and failure in the same ministry or program over time if you wish.)

### *Bounty Program*

Writing by African authors and good writing about successful African initiatives is often hard to obtain. It is vitally important to listen to local perspectives, however. The instructor offers a limited number of bounty points (extra credit) for discoveries of especially interesting and insightful writing by African authors on a topic germane to the course and for information about new initiatives pertinent to the subject matter. Submit a photocopy of the materials and a persuasive 1- to 3-paragraph account of the significance of the material.

### *Communicating*

Office hours are currently scheduled for Thursday afternoons, 2:00-4:00 or by appointment. Questions via email are welcome, although it may take a few hours to receive a response. The email address is [jwidner@princeton.edu](mailto:jwidner@princeton.edu). The office is somewhere on the fourth floor of Robertson Hall.