

SOC 43510-01 -- Governance and Africa
MW 11:45AM - 1:00PM
DeBartolo 347

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Office Hours: Wednesday 9AM to 11AM, or by appointment

In this course we will try to understand both the successes and failures of statecraft on the African continent. Why do some states provide reasonably peaceful political climates while others have been torn by decades of civil strife? What effect did the colonial past have on the governments we see today? Why have some states developed a reputation for reasonably effective governance while others are among the most corrupt governments on the planet? How have states dealt with varied health and educational challenges, like low literacy rates and high infant mortality? These are just a few of the questions we will address in this course. Each student will become an expert on one of the countries on the continent, as well as governance on the continent in general, and assignments are designed to help cultivate that expertise.

Course Goals

By the end of this course, you will be able to...

- Think and speak knowledgably about governance and statecraft in Africa
- Read critically and contribute intelligently to conversations about Africa
- Possess a deep understanding of historical, social, environmental, and political causes of governance challenges in Africa
- Contribute to the creation of original knowledge needed by a development professional working with the government of Rwanda.

My ultimate goal for this course is that you become more of a college educated person with the ability to read, write, think, analyze and communicate at the college level.

Teaching Philosophy

I aim for class to take the form of a dialogue. My job as your teacher is to make your lives easier, not more difficult. If at any time, I am not accomplishing this goal, please speak up.

By the end of this course, I hope you will be a more curious and thoughtful human being, and I will endeavor to create the classroom environment that will make that possible. Educational research shows, however, that students learn

more when they engage with difficult and complex ideas themselves. So please expect to roll up your sleeves and “get dirty” in the business of your own education.

Ground Rules for Discussion

Listen and respect each other’s opinions. Critique the idea, not the person. What is said in discussion stays in the room. Dare to be a devil’s advocate. We want to challenge ideas and assumptions.

Required Texts: Coursepack

Recommended Text: Joseph M Williams. *Style: The Basics of Clarity and Grace.*

Policy for Grading & Evaluation

- All papers are due at the *beginning* of class on the assigned date. Papers turned in after this time will be penalized half a letter grade for each additional day late.
- You are expected to take exams in class on the day they are scheduled (the only exception are students who take exams through the Office of Disability Services).
- Please review the dates for exams and papers as laid out in this syllabus. If you have any conflicts that cannot be changed, it is your responsibility to notify me in writing within the first two weeks of class so we can resolve the issue. If you do not notify me within the first two weeks of class, then you are expected to be able to attend the dates for exams and papers as laid out in the syllabus.

5% Academic Integrity Quiz (multiple retakes until final exam)

5% Africa Map Quizzes (multiple retakes until final exam)

20% Class participation, attendance, and preparation

10% Country Brief: Major Political Timeline

10% Country Brief: Revenue

25% Governance Briefs (select any 5 of the 8 options; 5% each)

25% Country Final Report & presentation for “client”

Grading Scale:

98-100 (A+)

88-89 (B+)

78-79 (C+)

68-69 (D+)

93-97 (A)

83-87 (B)

73-77 (C)

60-67 (D)

09-92 (A-)

80-82 (B-)

70-72 (C-)

0-59 (F)

Assignments Overview:

Country Brief: Major Political Timeline. Construct an overview timeline showing key dates (and figures) in your country's colonization and independence. Complete the brief political timeline through today by noting all the heads of state, their dates in office, and how they left office (coup, death, election etc). Provide brief commentary on your country's political timeline by drawing on ideas from two or more of our readings from class.

Country Brief: Revenue. This revenue report should include 1) lists of the five major exports at two or more times in history, 2) line graphs of revenue (taxation) as a percentage of GDP for as many years as data is available 3) a brief discussion of how your country's pattern of exports and taxation relates to the readings on taxation and state capacity.

Governance Briefs:

Governance Briefs should be double spaced in a 12 point font. They should be as long as you feel they need to be to convey what is interesting and exciting about the topic, but a good suggestion is about 5 pages of writing.

#1: (*May turn in at any time before last class; May only do one of this type*). Find a current news story on your country. Briefly explain the situation, and then provide a smart analysis (more informed, more critically, more historically etc) by relating it to some topic covered from readings or class. You may find articles for national newspapers via LexusNexus or <http://www.economist.com/world/africa>.

#2: (September 5th): We have read several different ideas about what a good or effective government and society should be, do, or accomplish. Select several aspects that seem particularly important to you, and argue why they are better or more important conditions than some of the others we've read about. Be sure to clarify what ideas come from our readings and what, if any, conditions you think are important that were not mentioned in the readings.

#3 (September 21st): A friend of yours tells you "Everything that's wrong with Africa today is because of colonialism." Do you agree or disagree with this statement? Select one or two of the arguments from class or the readings and, in your own words, summarize the argument. Then take a stance on whether or not we can blame all (or most) of Africa's governance issues on colonialism.

#4 (October 5th): Imagine you can go back in time and serve as the advisor to the President of a fledgling African state after Independence. Would you encourage them to pursue industrialization? Why or why not? Explain some of the pitfalls of how African states pursued industrialization and then advise the President what he should do differently.

#5 (October 31st): Compare and contrast Bates' and Kohli's view of government intervention in the economy. Whose argument do you find more compelling and why?

#6 (November 9th): Your mother hears you are taking a class on African Governance, and she asks you, “Why is there so much violence in Africa, and why do their leaders always seem to be so corrupt and selfish?” Drawing from class readings, help explain the phenomena to your mother.

#7 (November 21st): Explain the concept of institutional isomorphism. What does it mean and how does it happen? What are the limits of institutional isomorphism to create (or force) organizational change? Apply the concept briefly to explain both the popularity of SOEs and the subsequent rise in privatizations.

#8 (November 30th): In what ways have NGOs take over some of the functions formerly performed by state governments? Based on evidence from the readings and class, do you think this is a good or bad trend for African citizens? For African governments?

Participation Attendance & Preparation Policy

- This class uses discussion, the cornerstone of your college experience. Reading and thinking will make you a student, but debating ideas in a public forum will make you an intellectual. Therefore, in this course, **YOU NEED TO TALK**. Expressing your ideas with the others in the class is the ideal way to learn (and it is an integral part of your grade).
- If you are a student who struggles to communicate your ideas in front of a group, please arrange to see me privately during office hours and we will discuss strategies for helping you be more actively involved in class.
- **YOU CANNOT PARTICIPATE WITHOUT ATTENDING CLASS**. If you cannot attend class for a legitimate and urgent reason (e.g., illness), please notify me as soon as possible beforehand.
- It is remarkably difficult to meaningfully participate if your body is in class but your eyes and your mind are on twitter, facebook, or elsewhere. We will decide collectively what the class’ policy on the use of laptops and electronic devices will be, and all students will be expected to abide by that policy. Violations of the agreed-upon policy will result in a reduction of the student’s participation grade.
- If you are not prepared for class, then you are not ready to be a member of our learning community. I have taught long enough to know the difference between a student who has read and thought about the material and a student who is trying to coast.
- Any student with a verified disability requiring special accommodations should speak to me and to the Office of Disability Services (574-631-7157) as early as possible in the quarter, preferably within the first two weeks of the course. All discussions will remain confidential.

Academic Integrity

You are expected to know, understand and abide by all the guidelines on academic honesty as described in the University of Notre Dame Academic Code of Honor located at www.nd.edu/~hnr/code. This course will hold you accountable to the strictest standards of academic integrity. Failures of academic integrity include, but are not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person, resubmitting your own previously used work without informing the instructor, or tampering with the academic work of other students.

Plagiarism undermines the entire enterprise of learning. It harms you and your fellow students. It destroys the trust and fellowship between students and the teacher. If you borrow someone else's *words* or *ideas*, whether in print or on the internet, in whole or in part, you must give credit where that credit is due. If you are ever in doubt, ask someone qualified to help you. This includes your instructor or someone at the writing center. *You would always be better off taking a late penalty on a paper than turning in a plagiarized paper for lack of time.*

Students who are found to have violated academic integrity standards will be subject to academic sanctions and will be reported to the Departmental Honesty Committee.

Students in this course will be required to pass the Academic Integrity Quiz with a score of 100%. You must retake the quiz as many times as is necessary to score 100%, up to the final exam period.

INTRODUCTION

Wednesday, August 24, 2011

- How will we as a class foster an environment of respect and responsibility?
- When you think of "Africa" or "governance" what do you think of?

Course overview

Discussion of electronic device usage policy

Discussion of class food policy

Discussion of Academic Integrity

Overview of governance brief assignments, choice & responsibility

PART I: OVERVIEW

WHAT IS SUCCESSFUL GOVERNANCE?

- What are the different ways that a successful government or society is defined?
- What concrete outcomes are associated with “good” or “successful” governance?

Monday, August 29, 2011

Hall, Peter A., and Michéle Lamont. 2009. “Introduction” p1-22 in *Successful Societies* Peter A. Hall and Michéle Lamont, eds. Cambridge University Press: New York.

Migdal, Joel S. 1988. “Introduction” pp 3-9 in *Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World*. Princeton, NJ: Princeton University Press.

Wednesday, August 31, 2011

Bo, Rothstein, and Teorell Jan. 2008. "What Is Quality of Government? A Theory of Impartial Government Institutions." *Governance* 21:165-190.

See also:

Barkey, Karen. 1991. "Comparative Perspectives on the State." *Annual Review of Sociology* 17:523-49.

SEEING LIKE A STATE

- What means does the state have for seeing or imagining its populace?
- What biases are built into these ways of seeing?
- What capacities do the demands of “seeing a citizenry” impose on a state?
- How do these means of making the population legible relate to the goals of successful governance/successful societies?

Monday, September 05, 2011

Scott, James C. 1998. “Introduction” p1-8 and “Cities, People and Language” p53-83 in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press.

See also:

Dean, Mitchell. 2010. “Basic Concepts and Themes” p16-24 in *Governmentality: Power and Rule in Modern Society*. 2nd Edition. Thousand Oaks, CA: SAGE Publications Inc.

Douglas, Mary. 1986. *How Institutions Think*. Syracuse, NY: Syracuse University Press.

DiMaggio, Paul and Walter W. Powell. 1983. “The Iron Cage Revisited” *American Sociological Review* 48: 147-160.

Spruyt, Hendrik. 1994. “The Victory of the Sovereign State” in *The Sovereign State and Its Competitors*. Princeton, NJ: Princeton University Press.

HOW DO WE GET GOOD GOVERNANCE?

- How do the features of Weberian bureaucracy help promote effective or impartial government?
- What conditions are related to high quality of government?

Wednesday, September 07, 2011

Weber, Max. 1978. "Bureaucracy" p956-963 in *Economy and Society: An Outline of Interpretive Sociology Vol II*. Berkeley, CA: University of California Press.

La Porta, R., F. Lopez-de-Silanes, A. Shleifer, and R. Vishny. 1999. "The quality of government." *Journal of Law, Economics, and Organization* 15:222-279.

See also:

Clapham, Christopher. 1982. "Clientelism and the State." in *Private Patronage and Public Power*, edited by Christopher Clapham. New York: St Martin's Press.

Huber, John D., and Nolan McCarty. 2004. "Bureaucratic capacity, delegation, and political reform." *American Political Science Review* 98:481-494.

DUE: Governance Brief #2

ADMINISTRATIVE STRENGTH IN HISTORICAL PERSPECTIVE

Monday, September 12, 2011

Ertman, Thomas. 1997. "Introduction" p 1-34 in *Birth of the Leviathan*. Cambridge, England: Cambridge University Press.

PART II: PRECOLONIAL & COLONIAL LEGACIES

Wednesday, September 14, 2011

Meredith, Martin. 2005. "Introduction" p1-16 in *The Fate of Africa*.

Kohli, Atun. 2004. "Precolonial Nigeria" pp 291-301 in *State Directed Development*. Cambridge: Cambridge University Press.

See also:

Mudimbe, V.Y. 2008. *The Invention of Africa*. Indianapolis: Indiana University Press.

Jonathan Kriekhaus, "Comparative Colonialism," in *Dictating Development: How Europe Shaped the Global Periphery* (Pittsburgh: University of Pittsburgh Press, 2006), pp. 31-59.

Mahmood Mamdani, "Decentralized Despotism," in *Citizen and Subject* (Princeton: Princeton University Press, 1996), pp. 37-61.

Monday, September 19, 2011

Lange, Matthew. 2009. Introduction” p1-20 and “The Developmental Legacies of British Colonialism” p21-44 in *Lineages of Despotism and Development: British Colonialism and State Power*. Chicago: University of Chicago Press.

See also:

Matthew Lange, James Mahoney, and Matthias vom Hau, “Colonialism and Development: A Comparative Analysis of Spanish and British Colonies,” *American Journal of Sociology* 111:5 (March 2006): 1412-146

Matthew Lange and Dietrich Rueschemeyer, eds., *States and Development: Historical Antecedent of Stagnation and Advance* (New York: Palgrave Macmillan, 2005), pp. 92-116

James Mahoney, *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective* (Cambridge: Cambridge University Press, 2010)

Davidson, Basil. 1992. *The Black Man's Burden: Africa and the curse of the nation-state*. New York: Three Rivers Press.

Wednesday, September 21, 2011

Boone, Catherine. 1994. "States and ruling classes in postcolonial Africa: the enduring contradictions of power." P108-142 in *State Power and Social Forces: Domination and Transformation in the Third World*.

Colonial Case Study: Nigeria

Monday, September 26, 2011

Kohli, Atun. 2004. “Colonial Nigeria” pp 301-328 in *State Directed Development*. Cambridge: Cambridge University Press.

See also:

<http://tinyurl.com/WB-VoicesNigeria>

Special Topics in Colonialism: Unintended Health Legacies

Wednesday, September 28, 2011

Epstein, Helen. 2007. “Why are HIV cases so High in Africa?” p49-65 in *The Invisible Cure: Why We Are Losing the Fight Against AIDS in Africa*. New York, NY: Picador.

DUE: Governance Brief #3

PART III: INDEPENDENCE

“The best way of learning to be an independent sovereign state is to be an independent sovereign state.” –Kwame Nkrumah (Ghana)

“To be ruled by another nation is an indelible disgrace.” –Julius Nyerere

INDEPENDENCE

Monday, October 03, 2011

Meredith, Martin. 2005. “The Birth of Nations” p141-161 in *The Fate of Africa*

Case study: Freedom Struggle in South Africa

Select one or both of these world historic speeches and listen in your free time:

- <http://tinyurl.com/Mandela-1964>
- <http://tinyurl.com/MacMillan-WindsOfChange>

DUE: Country Brief, Major Political Timeline

Industrialization: Glamour, Hope and Hindsight

Wednesday, October 05, 2011

- Compare and contrast the portrait of industrialization by Kohli and Bates.
- African governments seek to industrialize. How did they pursue this goal?
- Why did they fail? What are the effects of failure for farmers?
- Do you think African countries should give up on the effort to industrialize?

Bates, Robert H. 1981. “The Emerging Industrial Sector” pp 62-77 in *Market and States in Tropical Africa*

Kohli, Atun. 2004. “Sovereign Nigeria: Neopatrimonialism and the Failure of Industrialization” pp 329-366 in *State Directed Development*. Cambridge: Cambridge University Press.

See also:

J. Samuel Valenzuela and Arturo Valenzuela. 1978. “Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment,” *Comparative Politics*: 535-557.

The Decline of African States

Monday, October 10, 2011

Meredith, Martin. 2005. “The Slippery Slope” p275-292 in *The Fate of Africa*

See also:

Joseph, Richard A. 1987. *Democracy and Prebendal Politics in Nigeria: The Rise and Fall of the Second Republic*. Cambridge, UK: Cambridge University Press.

<http://tinyurl.com/WB-VoicesGhana>

DUE: Governance Brief #4

GETTING MONEY

When states want to provide services to citizens or encourage development, either actively or passively, one primary problem they face is getting money for the private or public sector to use to spur growth. States have generally gotten money through five channels: domestic revenue (taxes & tariffs), 'rents' from physical resources, borrowing, foreign aid, and foreign investment. Some states have also engaged directly in production (State Owned Enterprises) though this has not often been profitable enough to be a steady source of revenue. What implications do these different resource types have for states?

TAXATION & LDCs

Wednesday, October 12, 2011

- Historically, how did taxes help strengthen European state-building?
- Have taxes played a similar role in African states? Why or why not?
- Based on the readings, would you counsel African leaders to tax their populations more or no?

In class: Handout summary of Tilly's Coercion & Capital argument

Moore, Mick. 2004. "Revenues, State Formation, and the Quality of Governance in Developing Countries." *International Political Science Review* 25:297-319.

Bräutigam, Deborah. 2008. "Contingent Capacity: Export Taxation and State-Building in Mauritius" p135-159 in *Taxation and state-building in developing countries: capacity and consent*. Bräutigam, Deborah, Odd-Helge Fjeldstad, and Mick Moore, eds. New York: Cambridge University Press.

See also:

Moore, Mick. 1997. "Death Without Taxes: Democracy, state capacity and aid dependence in the fourth world." in *Towards a Democratic Developmental State*, edited by G. White and M. Robinson. Oxford: Oxford University Press.

Campbell, John L. 1993. "The State and Fiscal Sociology." *Annual Review of Sociology* 19:163-185.

Centeno, Miguel Angel. 1997. "Blood and Debt: War and Taxation in Nineteenth-Century Latin America." *American Journal of Sociology* 102:1565-1605.

Monday, October 17, 2011 NO CLASS -- Midterm break

Wednesday, October 19, 2011 NO CLASS -- Midterm break

SPECIAL SESSION: DISCUSSION WITH DEVELOPMENT PROFESSIONAL

Monday, October 24, 2011

In Class:

- Skype discussion with Garron Hansen, development professional working in Rwanda on what it is like working in and with an African government. Mr Hansen overviews some of the pressing challenges and policy decisions currently facing the Rwandan state. This discussion will structure your final projects.
- The second-half of class we will meet with a librarian from Hesburg to overview how you can get data and research resources for your final project.

DUE: Country Brief, Revenue.

STATE INTERVENTION IN THE ECONOMY

- Why did governments “intervene” in the economy?
- How did they do so? What tools were they able to use?
- Compare and contrast Bates and Kohli’s view of government intervention, paying special attention to export-promoting vs import-substituting interventions

Wednesday, October 26, 2011 & Monday, October 31, 2011

**Note: this will be a week-long topical session. Please balance your reading load.*

Bates, Robert H. 1981 “Introduction” and “Policies Toward Cash Crops for Export” p1-29 in *Markets and States in Tropical Africa*. Berkeley: University of California Press.

Kohli, Atun. 2004. “Introduction: States and Industrialization in the Global Periphery” pp 1-26 in *State Directed Development*. Cambridge: Cambridge University Press.

Woods, Dwayne. 2004. "Predatory Elites, Rents and Cocoa: A Comparative Analysis of Ghana and Ivory Coast." *Commonwealth & Comparative Politics* 42:224-241.

RESOURCES, GOVERNANCE AND CONFLICT

Wednesday, November 02, 2011

No reading.

MOVIE: [The Empire in Africa](#) (2006) OR
[Diamonds of War: Africa's Blood Diamonds](#) (2007)

DUE: Governance Brief #5

See also:

Muller, Edward N. 1985. "Income Inequality, Regime Repressiveness, and Political Violence." *American Sociological Review* 50:47-61. (tough statistical read)

Monday, November 07, 2011

Political Consequences of Market-Based Power

Bacevich, A.J. Charles J., Jr. Dunlap, Richard H. Kohn, and Edward N. Luttwak. 2006. "American Doup d'Etat: Military Thinkers Discuss the Unthinkable." *Harper's*, April, pp 43-50.

Reno, William. 1997. "War, Markets, and the Reconfiguration of West Africa's Weak States" *Comparative Politics* 29(4): 493-510

See also:

Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97:75-90.

That ethnicity doesn't make states more likely to have civil war. Rather it is the factors that contribute to insurgency, including poverty.

Structure of Resource Industries

Wednesday, November 09, 2011

Snyder, Richard and Ravi Bhavnani. 2005. "Diamonds, Blood, and Taxes: A Revenue-Centered Framework for Explaining Political Order" *Journal of Conflict Resolution*, Vol. 49, No. 4, 563-597

See also:

Okruhlik, G. 1999. "Rentier Wealth, Unruly Law, and the Rise of Opposition: The Political Economy of Oil States." *Comparative Politics* 31:295-315.

Case Study: Mobutu and Zaire

Monday, November 14, 2011

Meredith, Martin. 2005. "The Great Plunderer" p293-308 in *The Fate of Africa*

Evans, Peter. 1989. "Predatory, Developmental, and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State." *Sociological Forum* 4:561-587.

DUE: Governance Brief #6

State-Owned Enterprises

Wednesday, November 16, 2011

- Why did African governments create State-Owned Enterprises (ideologically, politically, economically etc)?
- What sorts of state-owned enterprises did governments enter into?

- How did different governments acquire or begin their SOEs?

“Chapter XI: Public and Private Enterprises” in *Beyond Economic Growth*

*Online: <http://www.worldbank.org/depweb/beyond/global/chapter11.html>

Tangri, Roger. 1999. “The Political Economy of Africa’s Parastatals” p18-37 in *The Politics of Patronage in Africa: Parastatals, Privatization and Private Enterprise*. Trenton, NJ: First Africa World Press, Inc.

Swanson, Daniel and Teferra Wolde-Semait. 1989. “Background on Africa’s Public Enterprise Sector” through “Financial Indicators and Productivity” p 3-21 in *Africa’s Public Enterprise Sector and Evidence of Reforms*. World Bank Technical Paper Number 95.

ONLINE: <http://tinyurl.com/WB-PubEnterprise>

Monday, November 21, 2011

Privatization

- What is “institutional isomorphism” and how does it apply to African states?
- What mechanisms help spread “institutional isomorphism”?
- What have been the primary drivers of privatization?
- How have African governments responded to privatization?
- What conditions promote more successful privatization?

DiMaggio, Paul J., and Walter W. Powell. 1983. "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields." *The American Sociological Review* 48:147-160.

de Castro, Julio O. and Klaus Uhlenbruck. 1997. “Characteristics of Privatization: Evidence from Developed, Less-Developed, and Former Communist Countries” *Journal of International Business Studies* 28(1): 123-143

Resources:

<http://rru.worldbank.org/Privatization/>

Recommended:

Prizzia, Ross. 2001. “Privatization and Social Responsibility” *The International Journal of Public Sector Management* 14: 450-464.

Wednesday, November 23, 2011

NO CLASS -- Thanksgiving

Monday, November 28, 2011

Parker, David and Colin Kirkpatrick. 2005. “Privatisation in Developing Countries: A Review of the Evidence and the Policy Lessons” *Journal of Development Studies* 41(4): 513-541

Henisz, Witold J., Bennet A. Zelner, and Mauro F. Guillén. 2005. "The Worldwide

Diffusion of Market-Oriented Infrastructure Reform 1977-1999." *American Sociological Review* 70:871-897.

See also:

Herbst, Jeffrey. 1993. *The Politics of Reform in Ghana, 1982-1991*. Berkeley: University of California Press.

Hutchful, Eboe. 1995. "Why Regimes Adjust: The World Bank Ponders Its "Star Pupil"." *Canadian Journal of African Studies* 29:303-317.

DUE: Governance Brief #7

GLOBALIZATION AND THE FUTURE OF AFRICAN STATES

Non-Governmental Actors and States

Wednesday, November 30, 2011

Rosenau, James. 2002. "NGOs and Fragmented Authority in Globalizing Space" p 261-280 in *Political Space: Frontiers of Change and Governance in a Globalizing World*, Ferguson and Jones eds. New York: SUNY Press

Monday, December 05, 2011

- What are the expressed goals of the Fairtrade movement?
- What benefits and costs does Fairtrade industry have for farmers? For governments?
- As you read, compare and contrast Dolan's description of fairtrade to our previous readings on African "state marketing boards" for primary commodities (e.g. Ghana's Cocoa Marketing Board)

Dolan, Catherine. 2010. "Virtual moralities: The mainstreaming of Fairtrade in Kenyan tea fields" *Geoforum* 41(1): 33-43

DUE: Governance Brief #8

Wednesday, December 07, 2011

Last Day of Class

No Reading.

IN CLASS WORKSHOP FOR FINAL PROJECTS

Monday, December 12, 2011 FINAL EXAM PERIOD (4:15-6:15 PM)