

POL 337
POLITICS OF DEVELOPMENT
SYLLABUS
Fall Semester 2009

Dr. Ken Menkhaus
Office: Chambers 2031
Phone: 2291

Chambers 1003
T-Th 11:30-12:45

“The widening gap between the developed and the developing countries has become the central problem of our times”

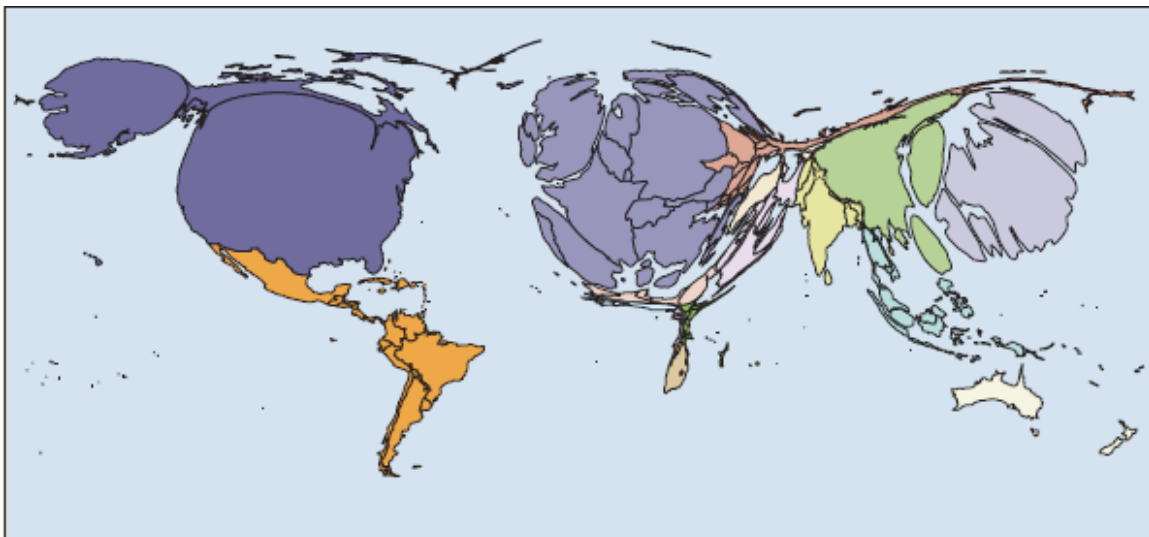
The Pearson Commission, 1974

“Over the past three decades the income gap between the world’s richest fifth and its poorest fifth has more than doubled, to 74 to 1. And with that gap comes migration, environmental pressure, conflict, instability, and other problems rooted in poverty and inequality.”

UNDP Human Development Report 1999

“The events of September 11, 2001 taught us that weak states, like Afghanistan, can pose as great a danger to our national interests as strong states. Poverty does not make people into terrorists and murderers. Yet poverty, weak institutions, and corruption can make weak states vulnerable to terrorist networks and drug cartels within their borders.”

White House, *The National Security Strategy of the United States 2002*



The relative size of countries and regions by Gross Domestic Product; from the World Bank, *World Development Report 2009*.

This course explores the political, economic, and social challenges of Third World development. It covers a wide range of contemporary issues affecting developing countries, and focuses especially on aid and development policies aimed at reducing poverty and underdevelopment. In a world where 840 million people are malnourished, where nearly 1.3 billion people live on less than a dollar per day, and where dozens of countries constitute “failed states,” the development challenges faced by Third World areas are unquestionably one of the most important public policy concerns of our time.

Purpose of the Course:

- 1) to provide you with a survey of the major theoretical and conceptual tools available to us for the analysis of development and underdevelopment;
- 2) to familiarize you with the particular features of Third World politics and economics, and to engage in comparative assessment of the problems of development in different regions of the world;
- 3) to expose you to some of the most innovative public policy solutions for managing and meeting the challenges of development in the Third World;
- 4) to critically examine the notion of "development" as a concept and an enterprise both at home and abroad;
- 5) to provide you with an opportunity to enhance your research and analysis skills by producing a policy-oriented development research paper.

Structure of the Course:

The course format will draw on both lectures and seminar-style group discussion of required reading and current events. Discussions will sometimes be devoted to critical assessment of required reading. It is expected that participants attend class regularly, complete reading assignments, and keep closely informed on current events occurring in developing countries.

Evaluation:

Course grades will be determined as follows:

review #1:	20%
review #2:	25%
final exam:	25%
policy paper:	20%
class participation:	10%

Numerical grades will be translated into letter grades as follows:

- 93-100 A
- 90-92 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- and so on.

Reviews #1 and #2 are in class exams with a take home component. The final exam is self-scheduled during final exam week. A short study guide will be provided prior to all tests.

The participation component of the grade is based on a combination of quiz scores and active class participation. Quality of input is more valuable than quantity – a good question is as good as a good observation. Students are expected to arrive in class having read and carefully considered required reading.

Each student is required to produce a short policy paper. Details on this assignment are provided in an appendix to the syllabus.

Office Hours:

Monday: 9:30-10:30
Tuesday: 2:00-3:00
Wednesday: 11:00-12:00
Thursday: 2:00-3:00
Friday: 9:30-13:00

I suggest that you schedule meetings with me in advance – drop-ins during office hours are welcome but may face a queue. I will place an appointment schedule on my office door if you wish to secure a fixed appointment. Brief queries can also be handled via email. Please use polite and appropriate style and tone in emails. Email responses will be sent back to you within 24 hours unless I am traveling.

Reading Material:

Paul Collier, *The Bottom Billion: Why Poor Countries are Failing and What Can Be Done About It* (Oxford 2008).

World Bank, *World Development Report 2009: Reshaping Economic Geography* (World Bank Pub, 2009)

Brainard and Chollet, eds., *Global Development 2.0* (Brookings 2008)

Amartya Sen, *Development as Freedom* (Anchor Books, 2000)

All other required reading will be placed on electronic reserve, sent as attachments, or will be available via the web.

You are expected to keep closely informed about all current events related to the Third World. The *New York Times* is mandatory reading; please subscribe at the Bookstore or follow the NY Times website. There are a number of other websites which you should use as a supplement for news on the Third World:

BBC News: <http://news.bbc.co.uk/>

One of the best news sources in the world. Check regional news and special feature

stories related to the Third World.

UN, IRIN: <http://www.irinnews.org/>

UN's Integrated Regional Information Network, provides daily stories on underreported countries and crises in Africa and Asia.

Reliefweb: <http://www.reliefweb.int/w/rwb.nsf>

Another UN news website, this one devoted to countries with humanitarian emergencies.

Human Security Research Project: this is a wonderful email service that provides a monthly summary (with links) of key development studies and reports. To [subscribe](#) to *Human Security Research*, send an email to hsilist@sfu.ca with 'subscribe HS Research' in the subject field.

Human Security Report: A summary of top news stories related to human security, also distributed by email. To [subscribe](#) to *Human Security News*, send an email to hsilist@sfu.ca with 'subscribe HS News' in the subject field

Miscellaneous course policies:

Honor code. The Honor Code is of course in effect at all times. Please be especially careful not to plagiarize. **When in doubt, consult me.** *Do not jeopardize your academic career through careless or intentionally inadequate footnoting.*

Accommodations for religious observances. Should a class obligation conflict with a faith observation, students are encouraged to seek alternative arrangements with me.

Accommodations for students with disabilities. Full accommodations are the legal right of students with learning and physical disabilities. If you are a student with a learning disability documented by Davidson College who might need accommodations, please identify yourself to me within the first week or two of class, so that I can learn from you as early as possible how to best work with your learning style. If I do not hear directly from you I will presume you are not seeking any accommodations and will structure exams and assignments accordingly.

Attendance policy. I will not take attendance for each and every class session – it takes up too much time. And I do not have a fixed formula for the number of acceptable unexcused absences over the course of the semester. However, students who have a high number of absences will be penalized in their participation grade for the course, on the grounds that your absences prevent you from participating.

Late papers/late take-home reviews. Work turned in late is not acceptable and will receive a half letter grade (or 5 pt.) penalty for each day past the due date. Excused delays on assignments will only be considered for emergency cases – a death in the family, a severe illness, etc. Excuses based on illness or events occurring within 24 hours of the

due date will not be accepted if the student cannot provide evidence of significant progress on the incomplete assignment. Computer-related excuses are not accepted – please save your work often and on a diskette or CD as well as hard drive. Print a hard copy of partially completed drafts too.

Communications. E-mail queries are welcome for issues which do not merit an office visit. Please allow 12-24 hours for a response. Use this wonderful tool of communication judiciously – random questions sent at 3:00am create unnecessary back-logs of email.

Syllabus adjustments. I reserve the right to adjust the syllabus to account for new emerging topics, speakers, and unforeseen travel obligations. I occasionally am asked at short notice to participate in policy meetings in DC or elsewhere that might require a bit of creative rescheduling on our part. I thank you in advance for your flexibility! In all cases, I will try to give as much advance notice as possible to you and provide you with an updated syllabus.

Course Schedule

Part I: History of an Idea: Development in Theory and Practice

In this section of the course, we explore a variety of competing theories which claim to explain the nature of third world poverty and underdevelopment, and which (usually) purport to provide a course of action for achieving political and economic development. These theories are thus said to be both “explanatory” and “prescriptive.”

In few other domains of social science has theory had as dramatic an impact on public policy as in the field of development. Billions of dollars of foreign aid have been allocated and hundreds of thousands of development projects have been launched on the basis of models and theories of development. So here, “theory” is not some abstract discussion confined to the university. It is a tool which can make the difference between success and failure, between food self-sufficiency and starvation, for communities on the receiving end of development assistance.

These competing theories have not arisen in a vacuum, but are instead reflections of different periods of time and events since the 1950s. This section of the course presents a series of development theories in roughly chronological order, linking them to trends and events of each decade, and noting the impact that each theory had on the shaping of foreign assistance and political organization in the Third World. Look then for three parallel themes in this section: (1) the variety of competing development theories; (2) the context in which these theories emerged; and (3) the impact of these theories on actual policies of both development agencies and Third World states.

Tuesday, Aug. 25: Introduction to the course; Introduction to the study of development and the Third World

Read: Kristof, ‘The Women’s Crusade,’ *New York Times* (August 2009) (sent as attachment)

In class, we will watch a 20 minute video, the “Rosling Lecture (2006)” and discuss. If you’d like to view it again, go to:

http://www.ted.com/index.php/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html

Thursday, Aug 27: Defining the field of inquiry (What do we mean by the “Third World?” What do we mean by “Development?”)

Read:

1. Paul Collier, *The Bottom Billion*, ch. 1.
2. Sen, *Development as Freedom*, Introduction.
3. Todaro, excerpts (electronic reserve)

Tuesday, Sept 1: Development in historical context – When, how and why did the gap between “the West and the rest” occur?

Read:

1. Jeffrey Sachs, *The End of Poverty*, ch. 2-3 (electronic reserve).

2. Hausman, "Prisoners of Geography" *Foreign Policy* (2001) pp. 45-53 (electronic reserve)

Thursday, Sept. 3: Development in the Context of the Cold War and Decolonization; the Rise of Foreign Aid and Aid Agencies

Read:

1. Easterly, "The Ideology of Development" *Foreign Policy* 2007 (electronic reserve)

Tuesday, Sept. 8: Orthodox Economic and Political Development Models; Modernization Theory

Read:

1. Rostow, *The Stages of Economic Growth*, excerpts (electronic reserve)
2. Inkeles and Smith, *Becoming Modern*, excerpts (electronic reserve)

Thursday, Sept. 10: Conflict theories

Read:

1. Samuel Huntington, *Political Order in Changing Societies*, excerpts (electronic reserve)

Tuesday, Sept. 15: The 1970s and the Crisis of Confidence in Development: Theories of underdevelopment; reformist and Marxist theories of development; "Small is Beautiful" approach; anthropological critiques of development

Read:

1. "Dependency" readings (electronic reserve)
2. Franz Fanon, *The Wretched of the Earth*, excerpts (electronic reserve).
3. Scott, *The Moral Economy of the Peasant* (1976), pp. 1-34 (electronic reserve)

Thursday, Sept. 17: The Rise of the NICs and competing theories to explain them

Read:

1. Vogel, *The Four Little Dragons*, excerpts (electronic reserve)

Tuesday, Sept. 22: **Review #1, in class and take-home component**

Part II: Contemporary Trends, Challenges, and Best (and Worst!) Practices in Development

Thursday, Sept. 24: The Debt crisis, Neo-liberal orthodoxy, the rise of conditionality

Read:

1. Shah, "Structural Adjustment: A Major Cause of Poverty"
<http://www.globalissues.org/article/3/structural-adjustment-a-major-cause-of-poverty>
2. "Debt Crisis" readings (electronic reserve)

Tuesday, Sept. 29: The end of the Cold War and the political impact on the Third World:
The wave of democratization

Read:

1. Samuel Huntington, *The Third Wave*, excerpts (electronic reserve)

Take home component of review #1 due in class

Thursday, Oct. 1: Democratization trends and debates in the developing world

Read:

1. Carothers, "Democracy Assistance: Political vs. Developmental?" (electronic reserve)
2. Carothers et al, "A Quarter Century of Promoting Democracy" (electronic reserve)
3. Sen, ch. 6.

Tuesday, Oct. 6: China and India rising – Implications for global development in theory and practice

Read:

1. Jeffrey Sachs, *The End of Poverty*, ch. 8-9 (electronic reserve)
2. Varshney, "India's Democratic Challenge," *Foreign Affairs* (2007) (electronic reserve)
3. "India Accelerating" (four part series, New York Times) (electronic reserve)

Thursday, Oct. 8: Geographic Dimensions of Development

Read:

1. World Bank, *Human Development Report 2009: Reshaping Economic Geography*, all

Submit proposed country case study for research paper, in class (I need only a single sheet of paper with your name and the name of the country)

Tuesday, Oct. 13 – **Fall break**

Thursday, Oct. 15: Sustainable Development and the Environment

Read:

1. Friedman, "The Inflection is Near" (electronic reserve)
2. Brandt Commission Report, excerpts (electronic reserve)

Tuesday, Oct. 20: The Bottom Billion

Read:

1. Collier, *The Bottom Billion*, ch. 2-6.

Thursday, Oct. 22: Failed and Fragile States

Read:

1. OECD, "Principles for Good International Engagement in Fragile States and Situations" (2007) (electronic reserve)
2. OECD, "Ensuring Fragile States are Not Left Behind" (2009) (electronic reserve)
3. USAID, "Fragile States Strategy" (2005) (electronic reserve)

4. Chataigner and Gaulme, “Beyond the Fragile State” (2009) (electronic reserve)
5. Goldstone, “Deteriorating Fragile States” (2009) (electronic reserve)

Tuesday, Oct. 27: Conflict and Development; The Security/Development Nexus;
Securitization of Foreign Assistance

Read:

1. Collier, ch. 2 (again)
2. Powell, “No Country Left Behind” (electronic reserve)
3. Brookings/CSIS, “Civil Military Relations” workshop report (2009) (electronic reserve)
4. Muggah (electronic reserve)
5. USAID, Conflict Vulnerability Assessment, excerpts (electronic reserve)

Thursday, Oct. 29: Humanitarian Intervention and Humanitarian Relief; The Debate over
Sovereignty

Read:

1. Collier, ch. 8
2. Weiss and Collins, *Humanitarian Challenges and Intervention* (2000) (excerpts) (electronic reserve)
3. ICISS, *Sovereignty as Responsibility* executive summary (electronic reserve)

Tuesday, Nov. 3: Post-Conflict Rebuilding and Assistance

Read:

1. “Post-Conflict” readings (electronic reserve)

Thursday, Nov. 5: **Review #2 – in class**

Tuesday, Nov. 10: More Aid? Smarter Aid? Trade vs. Aid? More Accountability? The
Millennium Challenge, Paris Declaration, and the Quest for Reform of the Aid Industry

Read:

1. Collier, ch. 7, 11
2. Paris Declaration (2005) (electronic reserve)
3. “US and Foreign Aid Assistance” <http://www.globalissues.org/article/35/us-and-foreign-aid-assistance>
4. World Bank, *Assessing Aid* (excerpts) (electronic reserve)
5. USAID, “US Foreign Aid, White paper” (2004) (electronic reserve)

Thursday, Nov. 12: Broader Critiques of Foreign Aid

Read:

1. Ringle, “Writing from the Inside. . .” (electronic reserve)
2. Dichter, “Time to Stop Fooling Ourselves About Foreign Aid” (2005) (electronic reserve)
3. Easterly, “Reliving the 50s. . .” (2005) pp. 1-9, 30 (the middle of the paper is detailed statistical analysis, you can skip) (electronic reserve)
4. Hancock, ‘Lords of Poverty’ excerpts (electronic reserve)

Tuesday, Nov. 17: Rural Development and the Livelihoods Approach

Read:

1. World Bank, *World Development Report 2008*, overview (electronic reserve)

Thursday, Nov. 19: New Sources of Funding: Diasporas, Micro-finance, New Philanthropists

Read:

1. “Millions for Millions” (electronic reserve)
2. “Migration’s New Payoff” Foreign Policy (2003) (electronic reserve)

Tuesday, Nov. 24: The Impact of the 2008 Global Economic Crisis on Developing Countries

Read:

1. “Swimming Against the Tide” (2009) (electronic reserve)
2. “Just When Africa” (2008) (electronic reserve)
3. IRIN, “NGO Double Whammy” (2008) (electronic reserve)

Thursday, Nov. 26: **Thanksgiving**

Tuesday, Dec 1: New Approaches and Partnerships

Read: Brainard and Chollet, *Global Development 2.0*, all

Thursday Dec. 3: New Approaches and Partnerships

Read: Brainard and Chollet, *Global Development 2.0*, all.

Policy paper due in class

Tuesday Dec 8: In Conclusion: Posing the Question Again – What is Development?

Read: Sen, *Development as Freedom*

Dec. 10: Reading day

Dec 11-17 final exam week

Appendix A The POL 337 Short Paper Assignment

The World Bank's *World Development Report 2009*, which we are using as a text in the class, focuses on the role of economic geography in development. Specifically, it argues that three factors – density, distance, and division (corresponding to human geography, physical geography, and political geography) – are central in creating opportunities for, or imposing constraints on, development both *between and within* countries.

We will discuss the WDR 2009 in class as a general analysis. But in this short paper, you will be asked to apply the Report's "3 D" analytic framework to a country of your choice. Your specific assignment is to take on the role of a development advisor to the government of country X, which is interested in understanding the implications of the WDR09 report on its own development prospects.

Your report must provide the following:

1. **Analysis.** Provide an analysis of country X's past record of development, *both nationally and sub-regionally*, through the 3-D framework. Specifically, to what extent have issues of density, distance, and division either catalyzed or restricted (or both) development for country X? And how does the 3-D framework help to explain variations in development within the country regionally? Include in this section a short assessment of the explanatory value of the 3-D framework. Is it in fact adequate as a lens through which to assess country X's development challenges, or does it obscure more important factors? (this is the main body of the paper, and must demonstrate your grasp both of the economic geography framework and your country case study) (5-6 pages)
2. **Assessment.** What are the implications of this analysis for development prospects for country X in the future? (the "so what?" question) (1-2 pages)
3. **Prescription.** Given this analysis, what policy recommendations follow naturally? What can the government do to shape density, distance, and division factors in ways that improve the country's prospects for development? (the "so what do we do?" question). This section needs to be realistic, working within the known constraints faced by the government. (1-2 pages).

You will select the country you wish to study (you must submit the proposed countries to me by October 8 for my approval).

The paper should be about *8-10 double-spaced pages in length*, not counting the cover page and bibliography. It must be based on thorough research of all appropriate sources (see Appendix A).

Evaluation:

Evaluation of the paper will be based on a combination of the following:

- *thoroughness and depth of research* (25%). You should be drawing on and citing a wide range of the very best, most reliable and up-to-date sources on countries X and Y (see Appendix B). Under-researched papers are painfully obvious to readers. Be sure to begin your research early, and to pursue sources aggressively. A pointer: simply using the computer search engine in the library to locate articles is a HUGE mistake, as it usually identifies only a fraction of sources available. Be sure to include all sources in your bibliography, fully and correctly cited. Make extra efforts to research “gray” literature (unpublished agency reports) – they are often the most detailed and useful.
- *quality of analysis* (50%). Make sure your paper goes beyond description and engages in thoughtful, careful, and critical comparative analysis. Comparative analysis is absolutely essential -- papers which fail to move beyond description or which do not actively compare the two cases are simply unacceptable and will receive an F.
- *quality of writing and presentation*. (25%). Write with clarity (avoid vague, elusive, or jargon-laden language); make sure that each paragraph starts with a thesis sentence, backed up by evidence, and that the entire paper is organized logically, so that ideas and arguments flow from one to the next; and take care to proofread for misspellings, grammatical errors, awkward sentences, and so on. The evaluation of the executive summary will be included in this portion of the grade. An excellent habit to get into is writing a first full draft of the paper well in advance of the deadline, so that you can reread it a few days later and find areas for improvement. Few policy papers and reports in the post-collegiate world are ever submitted without extensive editing and rewriting!

(note: you will only receive a single numerical grade for your paper, not one broken down into these three categories. This is provided to you as a general guide for how I assess papers)

Citations: You must use footnotes, not endnotes. I attach some examples and guidelines below. Use footnotes to acknowledge any intellectual debt to another author for ideas or language. Do not risk a charge of plagiarism by being careless with footnoting! Create a system for keeping track of sources and page numbers where information was acquired to facilitate footnoting.

Bibliography: Your paper must include a bibliography which provides full citations for all sources used in the text, including those which are not footnoted. See the guide for this attached below.

Deadlines:

- **October 8:** choice of country to study. Note: I reserve the right to veto choices I do not think are appropriate or doable. International students may not write about their home country.
- **December 1:** final paper due in class. Late papers are penalized 5 pts per day up to 15 pts maximum; papers delivered after that receive an “F.”

Appendix B

Footnote and Bibliography Style Guidelines

General principle: All footnotes and bibliographic entries must be *complete* and *consistent*. Footnotes must have page numbers unless referring to a website where no pages are provided. Indent bibliographic entries. Use the following style.

Examples:

Book:

fn

John Smith, *History of Africa* (Boulder: Westview Press, 1999), pp. 4-5.

Bib

Smith, John. *History of Africa*. Boulder: Westview Press, 1999.

Journal article

fn

John Smith, "Africa's Democracy Challenge," *African Affairs* vol. 50, no. 3 (Summer 2008), p. 34.

Bib

Smith, John. "Africa's Democracy Challenge." *African Affairs* vol. 50, no. 3, Summer 2008, pp. 1-35.

Chapter in edited book:

fn

John Smith, "Africa's Democracy Challenge," in Lisa Miller, ed., *Africa in the New Century* (Boulder: Westview Press, 2009), p. 80.

Bib

Smith, John. "Africa's Democracy Challenge." In Lisa Miller, ed., *Africa in the New Century*. Boulder: Westview Press, 2009, pp. 76-96.

News article:

Fn

John Smith, "Nigeria's Elections Create Tension in the Region," *New York Times* (6 August 2009), p. A10.

Bib

Smith, John. "Nigeria's Elections Create Tension in the Region." *New York Times*, 6 August 2009, p. A10.

Government, UN, or other organization report:

Fn.

United Nations, Office for the Coordination of Humanitarian Affairs, "Nutritional Survey Results for Eastern Ethiopia," (Addis Ababa: UN-OCHA, July 2009), p. 42.

Bib

United Nations, Office for the Coordination of Humanitarian Affairs. "Nutritional Survey Results for Eastern Ethiopia." Addis Ababa: UN-OCHA, July 2009.

Web-based material:

(note – this is trickier and requires more flexibility, the most important thing is to provide reader with as much information as possible, the url, and date accessed by the writer)

Fn

Ken Menkhaus, "Somalia: Too Big a Problem to Fail?" *Foreign Policy* (web version) (6 August 2009)

http://www.foreignpolicy.com/articles/2009/08/06/somalia_too_big_a_problem_to_fail
[accessed August 18 2009]

bib

Menkhaus, Ken. "Somalia: Too Big a Problem to Fail?" *Foreign Policy* (web version), 6 August 2009.

http://www.foreignpolicy.com/articles/2009/08/06/somalia_too_big_a_problem_to_fail [accessed August 18 2009]

Other material – follow the basic principles established above.

Footnote repeat citations:

If using the same source as immediately previous footnote:

Ibid. or *Ibid.*, p. 34.

If drawing on a source previously footnoted but not the note immediate previously, shorten the citation:

Smith, "Nigeria's Elections," p. 2.

Appendix C Sources for Research Project

A good research paper relies on a wide range of reputable sources. You **must** conduct a thorough search of sources for your research paper. That includes not only identifying all the relevant sources, but reading through them and determining which are the most authoritative and reliable. **Do not rely solely on a handful of sources, and do not restrict yourself to only one or two types of sources.** I will look over both your footnotes and bibliography carefully; if I am aware of important articles or reports on your topic which you do not reference, your grade will be marked down. Be aware that there is an ENORMOUS amount of material out there, on even the most minor country. Don't stop your search too soon; keep digging. **Your inventory of sources should probably include at least one reference from each of the categories of sources listed below.**

- a) Published books – useful more for background than current analysis, as books take over a year to come into print and tend to be a bit dated for current analysis. But because this paper requires you to look back as far as the 1970s, some books will prove very useful.
- b) Chapters in edited books. These can be harder to find if the title of the book isn't self-evident. Example: if researching Somalia, you wouldn't want to miss an article by two of your own professors -- Ken Menkhaus and Lou Ortmayer, "Somalia: Misread Crises and Missed Opportunities." In *Preventive Diplomacy in the Post-Cold War World: Opportunities Missed, Opportunities Seized, and Lessons to be Learned*, edited by Bruce Jentleson, 211-237. New York: Carnegie Endowment, 1999.
- c) Articles in refereed journals – refereed journals are periodicals for which experts "peer review" submissions and only accept for publication those which pass review. That generally means the reader can have a high level of confidence in the article. Depending on the type of journal, articles can either be fairly topical or quite theoretical. These articles usually have excellent, up-to-date bibliographies which will point you to other sources. Use these bibliographies as guides to help you determine which sources are most authoritative – if everyone is citing a certain report or article, that's a good sign it's worth relying on. For Third World politics, the following are some of the refereed journals which you should definitely check (this is not an exhaustive list, and uses Africa-focused journals as an example):
 - Journal of Modern African Studies
 - Review of African Political Economy
 - Africa
 - African Affairs
 - Africa Today
 - African Studies Review
 - Development and Change

- Third World Quarterly
- Journal of Democracy

Most of these journals have websites which allow you to review an index of articles, making it easy to check if they have anything on your subject. Some allow you to view entire articles on-line (check via the library website for journals we subscribe to).

d) Policy journals. These are journals which specialize in very topical issues, written for the policy-making community (often by policy analysts, not academics) and with a more prescriptive tone. They often have few footnotes or a bibliography. There is a quick turn-around time with these articles so they can be especially valuable for current analysis. These journals also have websites with indices.

Check the following:

- Foreign Affairs
- Foreign Policy
- Washington Quarterly
- World Policy Review
- SAIS Review
- Fletcher Forum on World Affairs
- Current History
- Journal of Humanitarian Affairs (web-based journal)

e) *News periodicals and magazines.* Several are devoted exclusively to a region of the Third World: Others are general news sources which occasionally feature a country: Newsweek, The Economist, The Atlantic Monthly, The New Republic, Time, etc. Search engines in the library make finding these articles easy.

f) *Newspaper and media articles and features.* The worldwide web makes monitoring news stories on Africa much easier than before. Nearly all of the world's best newspapers and multimedia news sources (like CNN) are now at our fingertips. Indeed, you can easily be overwhelmed by the flood of news stories on a country. A few of the best sites include the following:

- *BBC website.* www.bbc.co.uk, click "Africa" on the left-side menu.
- *All-Africa News Group* <http://allafrica.com/> This is the largest source of news on Africa on the web, posting over 700 stories per day from a wide range of media sources. An excellent resource.
- *The New York Times* www.nytimes.com. On the left-side menu, click "international," then click the region of your choice.

g) *Internet-based news services.* A number of internet sites are devoted exclusively to reporting on general or specialized news items on Third World regions and countries.. But take care – some sites are operated by political partisans from a country, and can be very biased. The most useful internet news services for developing countries include::

- *Relief Web.* An excellent UN information network on news related to zones of humanitarian and development work, at: <http://www.reliefweb.int/w/rwb.nsf>.

Click on “by country” and select a country – daily updates are provided on this site.

- *Lexis- Nexis Search Engine*. More info than you can handle – but beware, some of the sources may be questionable. Go to the Davidson College website, select Library, select Reference, select On-Line Reference Tools, scroll to “Political Science” in the “Indexes and Databases” icon, scroll down to “Lexis-Nexis Country Analysis” and enter the country you want to monitor. The search engine allows you to select the period of time for your search and prioritize entries by date or relevance.

h) “*Gray*” literature. One of the most valuable but often least accessible sources for political and economic trend analysis are unpublished reports by governments, the UN, international organizations, think tanks, advocacy groups, databases, businesses, and non-profit organizations. Happily, the internet has greatly increased access to this type of analysis, but you still have to look hard. For a small sampling of websites where valuable country reports or data might be found (as well as links to other sites), see:

- US Department of State <http://www.state.gov/>
- US Agency for International Development <http://www.usaid.gov/>
- UK Department for International Development <http://www.dfid.gov.uk>
- UN (check especially Security Council reports) <http://www.un.org/>
- UNDP Emergency Unit for Africa
http://www.africa.upenn.edu/eue_web/eue_mnu.htm
- UNICEF <http://www.unicef.org/>
- World Bank <http://www.worldbank.org/>
- Africa Action <http://www.africaaction.org/>
- Center for Strategic and International Studies <http://www.csis.org/>
- International Crisis Group <http://www.crisisweb.org/> NOTE: This is one of the single most important sources on countries at risk of conflict; a must-read site.
- Human Rights Watch <http://www.hrw.org/>
- Freedom House <http://www.freedomhouse.org/>

i) *Specialized news analysis/intelligence services*. This is not always an easy option for you, as many of these sources are too expensive for our library. But you should be aware of their existence. *Africa Confidential*, *Oxford Analytica*, *Jane’s Information Group* and *Indian Ocean Newsletter* are among the most valuable sources of inside news in this category but are not accessible through the library.