Professor: Deborah Bräutigam
Office: BOB 733
Tel: 202-650-5412 (but email is always a better way to reach me)
Email: dbrautigam@jhu.edu
Office Hours: Tuesdays 2:00-4:00 (sign up with Signup Genius). I can sometimes also be available to meet you at other times. Contact Ada Ho for an appointment.

Course Description

This International Development Program seminar undertakes critical examination of China's rapidly growing economic, political, and social ties with African countries, in comparative and historical perspective. We focus on the actors, institutions, domestic and international factors driving this engagement, and the impact it has on development prospects in Africa. Each week we will have from 100 to 150 pages of reading. The class is structured as a seminar. Therefore, there will be few lectures, although the professor and outside speakers will contribute expertise to our discussions.

Learning Objectives

1. To understand differences among “investment” “trade” and “aid” and be able to discuss significant trends and limitations in the data used to analyze the China-Africa relationship.
2. To deepen understanding of Chinese tools and instruments used to promote African engagements.
3. To improve critical reading skills and ability to probe an argument and evaluate evidence.
4. To be able to use original primary materials to conduct analysis of a specific topic in China-Africa relations, either as a scholarly research paper, or as policy briefs.

As you do the readings, be sure you can answer these questions: (1) What is the research question (if any)? (2) What is this author(s) main argument? (3) What is the nature of the evidence this author brings to bear on his/her question? (4) Is there a clear methodology? (5) How solid are the findings, given the research design and methodology? (6) What are the paper's strengths and weaknesses? (7) What are the important policy implications?

Academic Integrity (from the SAIS Red Book):

Plagiarism is defined as “the presentation of someone else’s ideas or words as your own” (The Allyn & Bacon Handbook). JHU sets forth the following guidelines:
• Students should document any idea that is derived from another and any fact that is important to their analysis and is not common knowledge by citing the author, title, edition and page reference of the work in which they appear. Ideas and facts derived from Internet sources are to be held to the same standard. Familiar or noncontroversial facts need not be annotated.

• Any crucial term and any phrase, sentence or longer passage derived from a text other than the student’s own should be enclosed in quotation marks or typed as a separate, indented paragraph and identified in the text or in a footnote.

• When a student paraphrases someone else’s analysis or follows someone else’s line of reasoning, including arguments that the student may only have heard and not seen in print, the student should acknowledge that fact in the text or in a footnote. The diction and phrasing should not duplicate or closely parallel the language of the source, but should show the student can digest rather than just repeat what was heard.

Required Textbooks:


Recommended Books: These are on reserve. If you are a China scholar, please read the Stephen Ellis book. If you are an Africa scholar, please read the Odd Arne Westad book. If you don’t know China or Africa very well, it would be helpful for you to read both of these before the class begins.

David Shinn and Joshua Eisenman (2012) *China and Africa: A Century of Engagement*, University of Pennsylvania Press. Selected chapters provide historical depth and breadth on issues we are not covering closely, such as military and security ties.

Requirements:

(1) Active Participation. Prepare for class by doing all the required readings and taking notes. Students will send a copy of their reading notes to me at the latest by noon the day of class. Those who must miss class due to an excused travel obligation or illness should also submit their reading notes on the day of class (or a day after recovering from an illness).

(2) Discussion Points/Questions. In preparing for each class, you must submit along with your reading notes a separate document with at least three questions about things that you did not understand when doing the reading (you can list more), or three critical points where you disagree or want to challenge a reading, or three interesting observations that came out of your reading – or any combination of these. You can use these to ask for further information or to
stimulate discussion. This is also due by noon the day of class (as I will try to read these before class, please submit earlier if possible).

(3) **Kick-starter.** Starting with week 2, students will each choose one week in which they will be responsible for reading one of the *recommended* readings and briefing the class on this reading (no more than 5 minutes), and then posing discussion questions from the entire set of readings to kick-start our discussion. (Please sign up for this under “Discussions” on Blackboard.) If you would like to present a reading not on the list, that would be great – but clear it first with me. By 10 pm the evening before the class, the kick-starter will have coordinated with me, and then circulated by email to class participants, no fewer than five discussion questions for the class. Each discussion question should be followed by two or three sentences that provide further context or reasons that make it clear why you thought this would be an interesting thing to discuss.

(4) **A substantial and original research paper** OR **three policy briefs.** An original research paper of about 6000 words, using primary materials -- OR three policy briefs -- will count for 75% of your grade; the rest of the grade will be based upon class participation, your reading notes, and discussion comments. Guidelines for writing this paper or the three policy briefs can be found on Blackboard. Please note that the field is moving very rapidly. Although there are a few exceptions, work on China’s current engagement in Africa published before 2009 is not likely to be very useful for your research. Check with me if you are uncertain. The paper and policy briefs will be submitted on Blackboard, through the “Turn it in” portal, which will check for appropriate citation practices. The best papers and policy briefs will have an opportunity of being published in our [SAIS-CARI Policy Brief and Working Paper](#) series.

**Paper due dates:**

1. One page: description of the topic, specific research question, proposed methodology, and 10 item (minimum) bibliography

   OR first policy brief

   Week 5 (Sunday)

2. Individual meetings with professor on research paper and policy briefs

   Weeks 3-8

3. Second policy brief

   Week 9 (Sunday)

4. Submit draft paper for feedback (optional)

   Weeks 10-11 only

5. Final paper or policy brief

   Week 13 (Sunday)

**Late work will be penalized unless arrangements are made a week in advance.**

It is recommended that you read the readings in the order presented in the syllabus. This allows for introductory material to be read first.

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**I. BACKGROUND AND TOOLS FOR ANALYSIS**

**Week 1. Setting the Stage**


Recommended for further reading:


Week 2. History of China-Africa Engagement

February 3

1. Do any of the patterns developed in early China-Africa relations still reverberate today? Which seem to have changed? Why?

2. What, if anything, was transferred from China to Africa in the first decades after 1949?

3. What were the key events and facts of this period that shaped the current period (c2000 onward)?


Recommended for further reading:


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**Week 3. China Going Global: Actors and Institutions**


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Recommended for further reading:


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**Week 4. Data: Trade, Aid, Finance, and Investment**

Don’t get alarmed: a lot of these readings are very short.


Visit and browse around the China Aid Data website. [http://china.aiddata.org/](http://china.aiddata.org/)
Brautigam, Deborah. Ch. 6, “Apples and Lychees,” in The Dragon’s Gift, pp. 131-188.
Brautigam, Deborah. “Rubbery Numbers on Chinese Aid,”
http://www.chinaafricarealstory.com/2013/04/rubbery-numbers-on-chinese-aid.html
State Council. 2014. “China’s Foreign Aid,” Beijing, People’s Republic of China
http://en.people.cn/n/2014/0710/c90883-8753777.html

Recommended for further reading:

Week 5: Implementation: How Chinese Aid & Loans Really Work February 24
Brautigam, Deborah. 2011. Ch. 5 “Orient Express,”
II. ISSUES AND CONTROVERSIES


Film: When China Met Africa – we will be screening this film in our classroom, 12:30 to 2:00, i.e. during lunch – bring a sandwich and come see it.

Guest speaker: Dr. Yoon Jung Park


Recommended for further reading:


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Week 7: Labor, Environment, and Corporate Responsibility Challenges

CSR Roundtable Small Group Work: We will divide the class into four groups in the second half of class. Instructions can be found on Blackboard.


We will come back to these issues later in the class, in the context of several sectors (agriculture, mining, etc.)

**Recommended for further reading:**


“China/Africa: the next big plan,” in *Africa-Asia Confidential*, 4, 2, December 2010 (about CSR)


**March 16: No class/Spring Break**

**Week 8. Agriculture**


**March 23**

Recommended for further reading:


Week 9. Mining March 30

Required Case Study: Zambia Copper Mining:
Zambia Privatization (I will hand this out in class)

Recommended for further reading:

Week 10: Oil April 6


Recommended for further reading:


Michael W. Hansen, Lars Buur, Ole Therkildsen and Mette Kjær, “The political economy of local content in African extractives: lessons from three African countries.”

**Week 11. Manufacturing April 13**


Brautigam, Deborah. 2011. Ch. 7 “Flying Geese,” and Ch. 8 “Asian Tsunami” in *The Dragon’s Gift*.


Brätigam, Deborah and Tang Xiaoyang. 2014. “‘Going Global in Groups’: Structural Transformation and China’s Special Economic Zones Overseas,” *World Development*


Recommended for further reading:


April 20

Guest Speaker (TBC)

“The Dragon’s Embrace: China’s Soft Power is a Threat to the West,” der Speigel July 28, 2010.

Center for Global Development. “Cutting development assistance after a coup may be a bad response.”


Rucker, Philip. “Obama’s officials to revamp digital diplomacy at State Department,” Washington Post, September 19, 2013. [“Can he make the world “like” America?”]


Recommended for further reading:


### III: RESEARCH PRESENTATIONS

**Week 13. Student Research Panel Presentations**  
April 27

Please note: We will start this class session at 12:30 with pizza!


Chan-Fishel, Michelle. 2006."Environmental impact: More of the same?"


French, Howard. 2014. China’s Second Continent: How a Million Chinese Migrants are Building a New Empire in Africa.


roba_20120327.pdf. Accessed 30 April 2012. [skim paper; read sections on counterfeiting, including survey results and Annex 1]

Peacekeeping operations: http://dspace.mit.edu/handle/1721.1/53085


Shen, Xiaofang. “Private Chinese Investment in Africa: Myths and Realities,” World Development


Yun Sun, Africa in China’s Foreign Policy. 2014

http://www.brookings.edu/research/papers/2014/04/10-africa-china-foreign-policy-sun