

**China in Africa BLHS-403**

**Dates: May 23 to August 20, 2022**

**Location: China in Africa is an asynchronous online course conducted using Zoom software. Zoom tutorials are available at** [**https://uis.georgetown.edu/zoom/**](https://uis.georgetown.edu/zoom/) **Course content is organized and managed using the Canvas LMS. To learn more about Canvas, please consult the Canvas instructional videos at canvas.georgetown.edu/student-resources**

**Professor: Paula S. Harrell**

**Professor contact information: psh24@georgetown.edu 301-980-7748**

**Course**

**Course Description**

**What is the potential for productive partnerships between China, a powerful country of 1.4 billion aging, increasingly affluent consumers, and the countries of Africa, an entire continent whose billion-plus population is notably young, poor and expected to double by 2050? How can we make sense of China’s current record of infrastructure lending in Africa or the recent uptick in China-Africa trade or the fact that the top mobile phone seller in Africa is a Chinese company we’ve never heard of? To provide some answers, China in Africa (BLHS 403) will explore the on-the-ground realities of China’s increasingly complex engagement with African countries in aid, trade, investment, agribusiness, and technology transfer. It will look at China’s Africa policy as a work in progress, evolving over several decades as China’s economic success sparked Africans’ interest in China as a possible growth model and source of outside finance. It will use country-specific case studies to illustrate the diversity of the Africa response to China: how such factors as local African governance systems, socioeconomic conditions, and negotiating skills have affected the outcomes of Chinese-financed projects. While the China-Africa story is the main event, the course will also assess competing or complementary activities of U.S., European, and Japanese investors and the work of multilateral assistance agencies. Overall, “China in Africa” aims to encourage an evidence-based assessment of the past and future of China-Africa partnership, a key piece in the globally-connected puzzle that represents our future.**

**Course Learning Objectives**

**The student who has mastered the content of this course will be able to**

**1. Utilize data analysis/case studies by leading think tanks and other research and reporting organizations to assess China’s evolving economic engagement with Africa**

**2. Compare China and Africa by resources, socioeconomic indicators, and enduring historical features**

**3. Explain China’s economic takeoff and incremental transition from plan to market beginning in 1979**

**4. Describe China’s Belt and Road Initiative (BRI) and how its development financing approach accords with G7 donor funding and the priorities of borrowing countries**

**5. Discuss China’s loans and investments in Africa by sector, source, financing terms and socioeconomic impacts**

**6. Evaluate the capacity of African borrowers to negotiate and manage Chinese lending in Africa**

**7. Assess prospects for productive China-Africa economic partnerships and civil society relations in the 2020s and beyond**

**Assigned Materials and Course Requirements**

**The China in Africa phenomenon is complex, fast-changing, and the subject of a recent outpouring of research and public commentary. To keep current with this dynamic scene, students are required to purchase a three-month subscription ($25) to the China-Africa Daily Brief (**[**https://chinaafricaproject.com/**](https://chinaafricaproject.com/) **). Assigned materials, listed week by week on the Canvas site, will consist of articles/book chapters available through Lauinger e-reserves; reports/studies accessible through online links; and videos of conferences, instructor videos, book talks, and interviews.**

**Course Assignments and Grading Criteria**

**Graded Assignments**

**Class assignments count 60% toward your final grade in the course. These include nine short (500-750 word) discussion papers and two 3-4 minute video presentations (40%) and seven posts referencing articles from the China-Africa Daily Brief (20%). These assignments will be the building blocks of the centerpiece of the course, a 5000 word research paper which represents 40% of the final grade. Students are expected to select a research topic by week 7 from a list provided by the instructor.**

**Grading Scheme**

**93-100%=A, 90-92%=A-**

**87-89%=B+, 83-86%=B, 80-82%=B-**

**77-79%=C+, 73-76%=C, 70-72%=C-**

**67-69%=D+, 60-66%=D, Below 60%=F**

**Grading Criteria for Written Materials  
 Note: the basis for grading all papers is as follows: written expression (grammar/spelling/word use)=20%; organization (clarity of thesis statement/logical construction of argument)=30%; evidence (use of solid, carefully considered data in support of main points=30%; and creativity (original observations and broad insights derived from deep understanding of course material)=20%.**

**Course Schedule**

**China in Africa is divided into an orientation module and 13 additional modules covering key course themes as follows: Modules 1-3 provide a comparative, birds-eye view of China-Africa economic engagement; modules 4-6 discuss China's own growth model as a possible template for developing countries in Africa; modules 7-11 zero in on the realities of Chinese financing to date using case study examples; and, finally, modules 12-13 draw up a balance sheet of future challenges and opportunities. Click on "modules"in the Canvas navigation bar for week by week topics and assignments. For an additional, quick overview of course organization, click on the syllabus heading in the navigation bar.**

**The Transformative Potential of China-Africa Engagement**

**Module 1: A Snapshot of Chinese Lending to Africa Today  
 Module 1 provides an overview of the current state of Chinese lending to Africa. It defines standard terms in the development assistance vocabulary, identifies key agencies involved in channeling Chinese aid, and highlights features of Chinese lending projects in Africa that complement or contrast with those of other donor countries. Module 1 also highlights the essential “bigness” of China and Africa, underscoring the significance of their relationship globally. The intent in both cases is to establish a foundation for topics explored in modules to follow.**

**Read: Usman, Z. (2021, June 2). What Do We Know About Chinese Lending in Africa? Carnegie Endowment for International Peace**. [**What Do We Know About Chinese Lending in Africa?**](https://carnegieendowment.org/2021/06/02/what-do-we-know-about-chinese-lending-in-africa-pub-84648) **- 8pg Salvador Santino F. Regilme, Jr & Obert Hodzi (2021) Comparing US and Chinese Foreign Aid in the Era of Rising Powers, The International Spectator, 56:2, 114-131 - 17 pg** [**“Comparing US and Chinese Foreign Aid in the Era of Rising Powers,” Jan 2021**](https://www.tandfonline.com/doi/full/10.1080/03932729.2020.1855904)

**Watch: Instructor Video “Chinese Lending/Bigness”**

**Module 2: Sizing Up China and Africa   
 Module 2 is designed to extend the knowledge base about China in Africa we established in Module 1. It will 1) apply standard development indicators to compare Africa’s developing countries with China as a successful late developer, and 2) identify current research initiatives that track, assess, and write about Chinese loans and investments in Africa and the potential for partnership. Gaining preliminary insights into data and resources in this way will help you define your own research project, the centerpiece of the course.**

**Watch: Instructor video “Country/Continent Comparisons”  
Consult:** [**africaprogram@ceip.org**](mailto:africaprogram@ceip.org)[**China Africa Research Initiative Loans Database**](https://chinaafricaloandata.bu.edu/)[**GLOBAL CHINA INITIATIVE | Global Development Policy Center**](https://www.bu.edu/gdp/research/gci/)[**Africa Program | Center for Strategic and International Studies**](https://www.csis.org/programs/africa-program)[**Africa in Focus**](https://www.brookings.edu/blog/africa-in-focus/)[**The China Africa Project**](https://chinaafricaproject.com/) **Global China Database** [**Global China Databases | Global Development Policy Center**](https://www.bu.edu/gdp/research/databases/global-china-databases/)

**Module 3: Sweeping Views of China, Africa, and the West  
 Module 3 will encourage you to think broadly about the shifts in global economic power over time, a possible bellwether of things to come. In particular, we will focus on the 19th-20th century outward thrust of Western power to Asia and Africa fueled by the Industrial Revolution and its impact on the mindset of Chinese and Africans today.**

**Read: Angus Maddison (2007) *Development Centre Studies*,** [**Chinese Economic Performance in the Long Run**](http://piketty.pse.ens.fr/files/Maddison07.pdf) **Summary and Conclusions, 13-22  
 Shinn, & Eisenman, J. (2012). China and Africa a century of engagement (1st ed.). University of Pennsylvania Press. A Historical Overview of China-Africa Relations 17-55.** [**https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC\_GUNIV/15eloc1/alma9910841152704101**](https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC_GUNIV/15eloc1/alma9910841152704101) **Alison Kaufman (2011)** [**The “Century of Humiliation” and China's national narratives**](https://www.uscc.gov/sites/default/files/3.10.11Kaufman.pdf) **1-10  
  
Watch: Instructor video: “Sweeping Views”** [**AFRICA: A Voyage of Discovery - Episode 6 - The Magnificent African Cake**](https://www.youtube.com/watch?v=4B3K0VjbQBg) **China’s Go-fast Development Model and its Implications for Africa’s Developing Countries  
  
Module 4: China’s Economic Growth Post-1979: Reforms in the Countryside   
 You have all heard references to the “China’s Rise” story, China’s stunning economic growth from poor country to economic superpower over the past forty years. How did China grow so big so fast? Does this imply a unique, Chinese-style economic development model? Has China’s experience proved replicable in Africa or has China had to adapt to local needs? Module 4 will introduce you to the first chapter of the story, reforms in the countryside, including basic infrastructure building, after “reform and opening” got started in 1979. We will proceed to fill out the story in Module 5 with discussion of expanded relationships with foreign businesses through special economic zones (SEZs) and early attempts to replicate this model in Africa.  
  
Read: Kroeber. (2020). China’s Economy: What Everyone Needs to Know. Oxford University Press, Preface, Ch 1, 2  
 Infrastructure, Growth and Poverty Reduction in China (2004)** [**https://web.worldbank.org/archive/website00819C/WEB/PDF/CHINA\_IN.PDF**](https://web.worldbank.org/archive/website00819C/WEB/PDF/CHINA_IN.PDF) **Executive Summary 2-5 China: An Evaluation of World Bank Assistance (2005), 5-10**  
<https://ieg.worldbankgroup.org/sites/default/files/Data/reports/china_cae.pdf>   
 **Areddy, James. “What the U.S. Can Learn from China’s Infatuation With Infrastructure”**  [https://www.wsj.com/articles/what-the-u-s-can-learn-from-chinas-infatuation-with- infrastructure-11617442201](https://www.wsj.com/articles/what-the-u-s-can-learn-from-chinas-infatuation-with-infrastructure-11617442201)   
  **Watch: Instructor PPT video**

**Module 5: Module 5: “Going global”: Boosting Export-Led Growth  
 In Module 5, we will continue to track China’s economic growth path, in particular, government support for expanded trade and foreign investment and China’s emergence as both aid donor and possible development model for Africa from the 1990s on. The focus will be on early experience with the “Shenzhen model” of special economic zones, inputs, outcomes, and potential. The more recent story of Chinese-financed industrial zones will be elaborated on in Module 10.**

**Read: Brautigam. (2009). The dragon’s gift : the real story of China in Africa. Oxford University Press. Ch 3 “Going Global,” 71-103** [**https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC\_GUNIV/nnbgrj/alma991030286639704111**](https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC_GUNIV/nnbgrj/alma991030286639704111)

**Bräutigam, & Tang (2011). African Shenzhen: China’s special economic zones in Africa. The Journal of Modern African Studies, 49(1), 27–54.** [**https://doi.org/10.1017/S0022278X10000649**](https://doi.org/10.1017/S0022278X10000649)

[**https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC\_GUNIV/1hdki3o/cdi\_proquest\_journals\_851304224**](https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC_GUNIV/1hdki3o/cdi_proquest_journals_851304224)

**“Is China’s model of SEZ-led Development viable? 3/2021** [**https://journals.sagepub.com/doi/full/10.1177/1868102621993487**](https://journals.sagepub.com/doi/full/10.1177/1868102621993487) **248-262**

**Moghalu, K. C. (2014). Emerging Africa: How the Global Economy’s “Last Frontier” Can Prosper and Matter Part I: The Philosophical Foundations of Prosperity, “The New Brand Africa: An Interrogation”(2nd ed.). Penguin, Lauinger scanned copy, 2/22.**

**Listen: Instructor Podcast “Going Global”**

**Module 6: China’s Belt and Road Initiative**

**China’s Belt and Road Initiative (BRI), launched in 2013, is an extension on a grander scale of the go-global strategy of encouraging trade and outward investment that began at the start of the century with China’s accession to the World Trade Organization. Much talked about in the media, the BRI is at the heart of China’s foreign policy on all fronts with all LDCs, including the diverse developing economies in Africa. Module 6 will examine the BRI as it has evolved over the past decade as an alternative model of overseas development lending.**

**Read: Hillman. (2020). The emperor’s new road : China and the project of the century. Yale University Press. Ch 1 “Project of the Century,” 3-39** [**https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC\_GUNIV/nnbgrj/alma9912995541704101**](https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC_GUNIV/nnbgrj/alma9912995541704101)[**China's Belt and Road: The new geopolitics of global infrastructure development (2018)**](https://www.brookings.edu/wp-content/uploads/2019/04/FP_20190419_bri_interview.pdf) **- 26 p   
 Dollar, D. (2020, October 1). Seven years into China’s Belt and Road. Brookings** [**https://www.brookings.edu/blog/order-from-chaos/2020/10/01/seven-years-into-chinas-belt-and-road/**](https://www.brookings.edu/blog/order-from-chaos/2020/10/01/seven-years-into-chinas-belt-and-road/)

[**One Belt One Road Initiative: An African Perspective By Tatenda Kunaka**](https://sites.miis.edu/immersivelearning/files/2018/08/one_belt_one_road_initiative-_an_african_perspectivepdf.pdf) **- 23pg** [**Original link - https://sites.miis.edu/immersivelearning/portfolio/tatenda-kunaka-ipd-17/**](https://sites.miis.edu/immersivelearning/portfolio/tatenda-kunaka-ipd-17/) **Watch: Instructor video/PPT: “From the Old Silk Road to the Belt and Road”  
 “Beijing’s Expanding Economic Orbit: Evaluating China’s Belt and Road Initiative” January 19, 2022** [**https://www.youtube.com/watch?v=5aMxyz9mULc**](https://www.youtube.com/watch?v=5aMxyz9mULc) **The BRI Model of Development Financing**

**Module 7: Chinese Financing for Physical Infrastructure  
 Now that we have set the stage for China in Africa definitionally, historically, and in economic policy terms, we will zero in on the realities of Chinese development finance at the project level. In Module 7 we will examine a sample of projects carried out in the energy and transport sectors, the rationale for undertaking them, and the likelihood of achieving stated goals. In studying the assigned materials you will also be introduced to the kinds of evidence-based resources, including case studies, that you will want to consult in writing your course research paper.   
  
Read: Yunnan Chen, “Laying the Tracks: The Political Economy of Railway Development in Ethiopia’s Railway Sector and Implications for Technology Transfer,” Jan 2021** [**Laying the Tracks - 25pg**](https://www.bu.edu/gdp/files/2021/01/GCI_WP_014_Yunnan_Chen.pdf) **Keyi Tang/Yingjiao Shen, March, 2019, CARI** [**Do China-Financed Dams in Sub-Saharan Africa Improve the Region's Social Welfare? A Case Study of the Impacts**](https://static1.squarespace.com/static/5652847de4b033f56d2bdc29/t/5cdc2a755fbd1300012a2aa0/1557932662293/WP-2019-04-Tang-Shen-Bui-Dam.pdf) **pp. 3-5 (Background), pp. 28-30 (Conclusion)  
 Zach Vertin, Brookings, June 2020,** [**Great power rivalry in the Red Sea: China's experiment in Djibouti and implications for the United States**](https://www.brookings.edu/wp-content/uploads/2020/06/FP_20200615_china_djibouti_vertin.pdf) **- 31pg   
 “The Road to Who Knows Where: What One Highway Project in Cameroon Can Tell Us About the Complexities of Chinese Lending in Africa,”** [**http://www.chinaafricarealstory.com/2021/07/the-road-to-who-knows-where-what-one.html**](http://www.chinaafricarealstory.com/2021/07/the-road-to-who-knows-where-what-one.html) **one page  
Watch:** [**Win-Win Situation or Exploitation? The Chinese Role Financing Africa | ENDEVR Documentary**](https://www.youtube.com/watch?v=SYeT25sYBoI&t=541s) **“How Chinese money is changing Africa: Tanzania bridge"** [**How Chinese Money is Changing Africa | China/Africa Big Business | ENDEVR Documentary**](https://www.youtube.com/watch?v=Hc5S51im21w)

**Module 8: Chinese Financing for ICT Infrastructure  
 Module 7 focused on China’s big physical infrastructure projects in Africa, heavily concentrated in energy and transport. Our look at individual projects showed the complexities of implementation with some successes but also instances of lender-borrower disagreements, delayed completion dates, and the need for debt restructuring. In Module 8 we put the spotlight on another sector essential to 21st century economic growth: internet communications technology (ICT) and how China has gotten into the ICT business in Africa as part of its global Digital Silk Road (DSR) strategy. Here you will gain insights into the full spectrum of China’s involvement in African ICT from cable laying, to extension of 5G technology, “smart city”/”safe city” projects, mobile phone businesses, and fintech.   
  
Read: "China's DSR: The Tech Arm of the BRI," (Council on Foreign Relations),** [**https://www.cfr.org/china-digital-silk-road/**](https://www.cfr.org/china-digital-silk-road/) **Gagliardone, Iginio. China, Africa, and the Future of the Internet. Zed Books, 2019. Ch 1, pp. 1-30** [**#68: Iginio Gagliardone - Is China exporting authoritarian politics via its technology? (part 1 of 4**](https://www.youtube.com/watch?v=MStRmtBRzK8)**)   
 Yu, S. (2021, June 18). Three reasons why Africa’s digital future is deeply   
intertwined with China. Africa at LSE.** [**https://blogs.lse.ac.uk/africaatlse/2021/03/01/three-reasons-why-africas-digital-future-is-deeply-intertwined-with-china/**](https://blogs.lse.ac.uk/africaatlse/2021/03/01/three-reasons-why-africas-digital-future-is-deeply-intertwined-with-china/)

**Watch: Instructor video “Chinese Financing for ICT Infrastructure”**“[**What Happens When China Builds Your Country’s Internet?”**](https://www.youtube.com/watch?v=w2tsWmJiLYo)   
[**How Shenzhen is fueling Ethiopia’s burgeoning startup scene**](https://www.youtube.com/watch?v=_3z9Rc5joVE)

**Module 9: Chinese Financing for African Extractive Industries  
 Module 9 introduces you to Chinese financing in Africa’s mining sector, a topic drawing renewed attention in the context of the zero carbon emissions goals outlined at COP26. We will examine China’s global share of mining investments, China’s control over African mine production by type of entity, location, and amount invested, and what the future might look like given the current emphasis on a “green” energy transition.   
  
Read: Ericsson, M. (2020, July 22). Chinese control over African and global mining—past, present and future. SpringerLink.** [**https://link.springer.com/article/10.1007/s13563-020-00233-4?error=cookies\_not\_supported&code=41883978-e4aa-4ef9-9d87-24d978f3518a#Sec4**](https://link.springer.com/article/10.1007/s13563-020-00233-4?error=cookies_not_supported&code=41883978-e4aa-4ef9-9d87-24d978f3518a#Sec4) **- pages on original downloaded paper, 153-154, 167-177  
 Brautigam, D. (2021, September)** [**How China and Zambia Co-Created a Debt 'Tragedy of the Commons"**](https://static1.squarespace.com/static/5652847de4b033f56d2bdc29/t/615263af0820b159230eccb1/1632789426031/WP+51+%E2%80%93+Brautigam+%E2%80%93+Zambia+Tragedy+of+the+Commons.pdf,) **(Sept 2021) - 37pg  
 Larrarte, A. M., & Claudio-Quiroga, G. (2019, April 3).** [**The DRC and China's Sicomines: why future deals should be different**](https://theconversation.com/the-drc-and-chinas-sicomines-why-future-deals-should-be-different-114571) **Olander, E. (2021, October 20). DRC: Tshisekedi wants to mend relationships with Chinese mining companies. The Africa Report.Com.** [**https://www.theafricareport.com/137750/drc-tshisekedi-wants-to-mend-relationship-with-chinese-mining-companies/**](https://www.theafricareport.com/137750/drc-tshisekedi-wants-to-mend-relationship-with-chinese-mining-companies/) **Chifamba (Nov 2021)** [**“Will Zimbabwe be left in the dark when China pulls financing from its coal mines?”**](https://theconversation.com/the-drc-and-chinas-sicomines-why-future-deals-should-be-different-114571)

**Watch/Listen: 1. Expert Interview  
2. Christoph Nedopil Wang, Green BRI Center (Aug 2021)** [**New Trends in Chinese Energy & Development Finance**](https://www.youtube.com/watch?v=aYVD61pwHQQ)

**Module 10: Chinese Private Investments in African Manufacturing  
 Module 10 revisits a topic from Module 5: the Chinese or Shenzhen model of industrial development. In the present module, we will elaborate on this theme of jump starting industry by exploring a range of public/private players from current investors in industrial zones to joint venture companies and small-time Chinese migrant entrepreneurs.**

**Read: Yoon Jung Park "Chinese investment in Africa involves more than megaprojects. Private enterprises are also making their mark" (April 2021)** [**Chinese investment in Africa involves more than megaprojects**](https://www.washingtonpost.com/politics/2021/04/17/chinese-investment-africa-involves-more-than-megaprojects-private-enterprises-also-are-making-their-mark/)

[**The other side of Chinese investment in Africa**](https://www.ft.com/content/9f5736d8-14e1-11e9-a581-4ff78404524e)**, Financial Times 3/2019**

**Yunnan Chen, Africa's China:** [**Chinese Manufacturing Investments in Nigeria,"**](https://static1.squarespace.com/static/5652847de4b033f56d2bdc29/t/5ea7317f6ed4781cebc9c0ce/1588015487828/WP+36+-+Chen+-+Manufacturing+Nigeria.pdf) **31pg** [**Manufacturing urbanism: Improvising the urban–industrial nexus through Chinese economic zones in  
 Africa - Tom Goodfellow, Zhengli Huang, 2021**](https://journals.sagepub.com/doi/full/10.1177/00420980211007800) **- 22pg**

**Howard French, *China’s Second Continent: How a Million Migrants Are Building a New Empire in Africa,* Ch 1, “Mozambique” and Ch 4, “Liberia”** [**China's Second Continent.pdf**](https://georgetown.instructure.com/courses/132342/files/7566291?wrap=1) **-20 pg (e-reserves)**

**Watch:** [**The Chinese Automaker Changing the Market in Africa | China/Africa Big Business | ENDEVR Documentary**](https://www.youtube.com/watch?v=_WEmuyBSLDk)

[**Yoon Jung Park "Chinese Migrants in Africa" Belt and Road Initiative Conference, March 2, 2019**](https://www.youtube.com/watch?v=DNiNVAfKl7Y) **(March 2019)**

**Expert interview**

**Module 11: Chinese Lessons for African Agriculture  
 An overall objective of our course is to evaluate the transferability of Chinese models of successful economic growth to the developing countries of Africa. In Module 10, we examined the distinctive and diverse outcomes of Shenzhen-style industrial zones in the African setting. In Module 11 we will turn to the agriculture sector and explore the extent to which lessons from China’s reform experiments may or may not be applicable to sub-Saharan Africa where poor, smallholder farmers make up about 60 percent of the population.  
  
Read: ATDCs:** [**China's Agricultural Technology Demonstration Centers: Do They Help Africa's Food Security Needs? – Development Reimagined**](https://developmentreimagined.com/2020/05/11/chinas-agricultural-technology-demonstration-centers/) **Wu/Vaidyanathan (2021) “Diversity in China-Zambia Agricultural Cooperation: ATDC” and Vaidyanathan, “Perspectives from the Grassroots,” China-Zambia Economic Relations, 82-103** [**https://www.icsin.org/uploads/2021/05/31/6d702e36d280d186f36c66638001270e.pdf**](https://www.icsin.org/uploads/2021/05/31/6d702e36d280d186f36c66638001270e.pdf)

[**Digital technology and African smallholder agriculture, Brookings**](https://www.brookings.edu/blog/africa-in-focus/2021/08/16/digital-technology-and-african-smallholder-agriculture-implications-for-public-policy/)

**Watch/Listen:**

[**What Is a Taobao Village?**](https://www.youtube.com/watch?v=GwQQt7g3MO0)[**https://www.youtube.com/watch?v=GwQQt7g3MO0**](https://www.youtube.com/watch?v=GwQQt7g3MO0)

**Instructor Podcast**

**China in Africa Balance Sheet and Prospects for Productive Partnerships  
  
Module 12: China's Projection of Soft Power in Africa: a trend? A missed opportunity?**

**Thus far we have evaluated China’s economic engagement with Africa at a pragmatic, project level factoring in diversity country by country. In Module 12 we will take a look at cultural interaction, including continent-wide African attitudes towards China, educational exchanges, Covid diplomacy, and relations between Chinese and African workers. Is expansion of a soft power approach feasible?  
  
Read:** [**Vaccine Diplomacy: China and SinoPharm in Africa | Council on Foreign Relations**](https://www.cfr.org/blog/vaccine-diplomacy-china-and-sinopharm-africa) **(Jan 2021)**  
 [**Trines (2019) “New Benefactors? How China and India are influencing education in Africa”**](https://wenr.wes.org/2019/04/how-china-and-india-are-influencing-education-in-africa)  **Watch:** [**Carnegie Endowment/Georgetown, Afrobarometer 2021 Survey "Responding to African priorities in U.S.-Africa relations"**](https://carnegieendowment.org/2021/10/28/responding-to-african-priorities-in-u.s.-africa-relations-insights-from-afrobarometer-event-7720) **Chinese soft power in Kenya Quartz** [**China's 'soft power' in Kenya**](https://www.youtube.com/watch?v=VEgS6JEu-wM)  
**Listen: Paul Nantulya, Chinese soft power in Africa in the Covid 19 era** [**Chinese Soft Power in Africa in the COVID-19 Era**](https://www.youtube.com/watch?v=BTsuJI5vgAc) **Module 13: China and Africa: “A Partnership of Equals”?**

**Course wrap-up from a bird’s eye perspective: the assigned discussion post on the topic of “Can the BRI and the B3W co-exist in Africa?” will provide ready-made paragraphs for the conclusion to your research paper.**

**Course-specific and Georgetown-standard Practices**

**Course management**

**Late assignments will be accepted on a case by case basis with evidence provided for the delay (e.g., a doctor’s note). All other late submissions will be subject to point deductions.**

**Communications: I check emails frequently. If you have a concern and send me a message, either to my Georgetown email or through Canvas, you can expect a rapid response. Also, please feel free to schedule a virtual office hour.**

**Announcements will be posted on Canvas on a regular basis. Please check announcements when you log in as they will contain important information about upcoming projects and assignments.**

**Respect guidelines: To promote the highest standard of liberal thought, Georgetown asks each student to respect the opinions of others and respond courteously both in class and online. The topics in this course are often controversial and debate is a good thing, but the language of discourse must be uniformly respectful. For a full discussion of SCS student conduct expectations please review the policy found in the Bachelor of Arts in Liberal Studies Undergraduate Bulletin. For questions about the Code of Student Conduct, please review the information provided by the Office of Student Conduct.**

**Disabilities: If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu. This must be done before the start of classes to give the Center time to review documentation.**

**Technical requirements: Be sure to consult the Canvas instructional videos at canvas.georgetown.edu/student-resources before the start of class so you are fully up to speed on how to navigate the website. For 24-hour Canvas support by phone, call the Canvas Support Hotline at 855-338-2770.**

**Georgetown ethical/legal guidelines and support services**

**Academic integrity: All students are expected to follow Georgetown’s honor code unconditionally. We assume you have read the following documents available at http://scs.georgetown.edu/academic-affairs/honor-code : Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course may be submitted to turnitin.com for checking.**

**Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge as follows:**

***“In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: to be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.”***

**Copyright: The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes. More information about intellectual property and copyright can be found here: https://www.library.georgetown.edu/copyright More information about computer acceptable use policy and intellectual property can be found here:** [**https://security.georgetown.edu/it-policies-procedures/computer-systems-aup**](https://security.georgetown.edu/it-policies-procedures/computer-systems-aup)

**Religious observances: Georgetown University promotes respect for all religions. Any student who is unable to to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the rescheduled work. Students will remain responsible for all assigned work.**

**Title IX at Georgetown: For a full discussion of Title IX, see https://titleix.georgetown.edu/ As part of the Title IX provisions, Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: https://titleix.georgetown.edu/student-pregnancy.**

**More broadly, Title IX prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. Information about campus resources can be found at https://sexualassault.georgetown.edu/get-help and importantly include Jen Schweer, MA, LPC at (202) 687-0323 and Erica Shirley, Trauma Specialist at (202) 687-6985. For general counseling services see Counseling and Psychiatric Services 202-687-6985.**

**Academic/library support services: SCS offers a variety of support systems for students that can be accessed online at the School of Continuing Studies downtown location and on the main Georgetown campus:**

**Academic Resource Center 202-687-8354 | arc@georgetown.edu**

**Of special importance to BLHS-403 is Georgetown’s Writing Center** [**https://writingcenter.georgetown.edu/**](https://writingcenter.georgetown.edu/) **Please see a detailed account of writing center assistance in the Orientation module for this course.**

**Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the Library’s Homepage by using their University username (NetID) and password (this is the same login information used to access email, Canvas, etc.). This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the Services & Resources Guide for Online Students for additional information.**