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Fall 2019

DIPL 6704 NA Economic Development of Africa

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DIPL 6704 NA: Economic Development of Africa
Fall 2019 (online)

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Course Description¹

Of the four major less developed regions in the world (East and South Asia, Latin America and Africa), Sub-Saharan Africa (hereafter SSA) has performed the worst economically since 1975. Explaining this poor economic development has occupied development theorists, aid agencies, international institutions and African governments and people alike. The purpose of this course is to examine the reasons advanced to explain the under-development of Africa through a primarily political economy framework, as the African continent is testament to the fact that economic development is affected by political contexts. We will explore explanations that include history (the legacy of a colonial past); internal factors (neo-patrimonialism, poor leadership) and external factors (international assistance, neo-colonialism). In addition, given that Africa is a continent made up of specific countries, with different experiences, the course will also aim to make known some of these differences and variations across different regions and countries.

Course Objectives:

By the end of this course, students will be able to

1. Articulate the basic concepts, theories and perspectives about political economy of development in Africa
2. Understand historical and contemporary variations in the development of individual countries
3. Apply theories of economic development in SSA to concrete case studies
4. Produce an evidence-based policy paper that will assess the literature on development, and creatively apply these insights to a concrete case.

Course Requirements

Required Texts:

1. Moss, Todd *African Development. Making Sense of Issues and Actors*, Lynne Rienner, Boulder and London, 2018 (3rd ed). (henceforth TM)
2. Easterly, William. *The White Man's Burden*, the Penguin Press, New York, 2006 (WE)

¹ This is a draft syllabus, and is subject to change. I reserve the right to add, delete or make modifications to the readings as deemed fit.

3. Leonard, K and Scott Straus. *Africa's Stalled Development: International Causes and Cures*, Lynne Rienner, Boulder and London, 2003 (LS)
4. Other readings will be made available to you to avoid the cost of purchasing a reader.

Assessment of Students

Students participating in the course will be graded based on the following:

1. **Active participation in group discussions and blogs (40 points):**

While each forum officially will begin on Monday of each week, you will have access to forum content and information at any time. However, forums will remain open for discussions, blog posts and assignment submissions until 11:59 p.m., Sunday. Please note that first response to discussion questions is due on Friday, and at least one response to colleague posts are due two days later, on Sunday. You **must** do both for your responses to be considered complete. Submitting one without the other will result in loss of points. Students will also be graded on the quality and thoughtfulness of their contributions as per the discussion board and blog assignment rubrics posted on blackboard. Since our class does not meet in person, it is your contributions on the material, your reflections around the subject matter and your engagement on these issues with each other that will greatly enhance the course. Both discussion and blog posts **must** reference class readings for that week. Not only is it expected that your responses will draw specifically on the readings, you are also expected to have a list of works cited, using Chicago style format. While readings for the week must be referenced, students can also bring in outside readings, which must also be included in the works cited.

2. **Short Country Reports (20 points):**

Your country case studies will form the basis for writing two short papers in response to questions posed during the course of the semester. You will be required to answer the question through analysis and application to your focus country/countries. You will also be expected to go beyond class readings in completing this assignment, and use supplementary material, which include, but are not limited to, academic journal articles, books, and websites with economic data such as the World Bank and UNDP. Please note, Wikipedia is *not* an acceptable source of information.

Questions will be posted on Blackboard and should be submitted electronically (via the upload tool on Blackboard), by 11pm on the due date. A four to six page answer is expected. Late submissions will be penalized by one point for every day late.

3. **Abstract/Outline (10 points):**

You will need to prepare a one-paragraph abstract of your paper **and** an outline that details how the paper is to be structured and its key components that will be posted as a blog post during week 5. This abstract and outline is due on March 3rd, 2019. Then, based on the recommendations and questions that you'll receive, you should research and write the final paper.

4. Development Policy Report (40 points):

For this report, you will assume the role of a key development policy analyst. Your task is to analyze a development issue or challenge currently facing your country and offer policy recommendations to address this issue. For the first part of the report, you are expected to concisely describe and analyze the issues(s), and in the second part, advise on what course of action the government should take to address this problem. In advising the Ministry of Development, or related responsible political institution, you must draw on one or more of the approaches that we will cover in class. Again, late submissions will be penalized by one point for every day late.

Citation Style

For all written assignments, it is expected that you will cite your class texts, supplemental readings, and other sources. Be creative and give your own opinions supported by evidence. Do not describe - be analytical and creative. Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

Again, please be sure to include either footnotes or in-text citations in ALL work, including blogs and discussion posts. Failure to do so will result in points taken off. Please also ensure that the papers are double-spaced, spell-checked, and legible. They should be in 12-point characters in the 'Times' font. Please use Word document format. All material submitted for the class should be your own work and must not be copied or otherwise plagiarized.

Assignments Weighting and Grading: There are a total of 100 possible points for this course. The relative weight of each assignment is as follows:

Discussion Forum/Blogs	40 points
Abstract/Outline	5 points
Country reports (2)	20 points
Development policy report	35 points

Module	Group discussion	Blogs	Paper (graded)	Total percentages
1	5			5
2	5			5
3			10	10
4		10		10
5			10 (paper abstract)	10
6			10	10
7		10		10
8				
9			35	35

10	5			5
Total	15	20	65	100

Grading Scale

A	94-100	C+	77-79
A-	90-93	C	73-76
B+	87-89	C-	70-72
B	83-86	D	66-69
B-	80-82	F	65 and below

Course Policies

Late Work

Late discussion posts without prior discussion and approval will not be accepted and will be subject to penalties on the discretion of the instructor. There are penalties for papers submitted late. For each day a paper is late, 1 point will be deducted. I understand that emergencies happen; **please** contact me sooner, rather than later, if you find it difficult to keep up with your work, are falling behind in the class, or are having problems and difficulties of any kind.

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

Technical Help:

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu.

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. Outside of these hours, the Technology Service Desk phone is answered by an external technology support service that provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite. For more tips and technical information, go to [Seton Hall's Tech Help Community](#).

Special Library Resources for Online Students

Seton Hall online students have electronic access to vast information resources of the University Libraries. Students have immediate access to collections of databases, articles, journals, and eBooks from the [library homepage](#). Access to most electronic materials requires the use of a Seton Hall PirateNet ID and password. If the Seton Hall University Library does not include a certain article, the [library will obtain a digital copy from another library](#) and email it within 24 to 48 hours of request. Additionally, online instructors post items from the library's collection to the course's [Blackboard site](#).

Online students and faculty receive personal assistance from our expert library faculty in a number of ways. General queries can be handled by the Reference Desk, at (973-761-

9437) or through our [Ask a Librarian](#) page. [Subject librarians](#) offer in depth assistance via phone by appointment. The library's [research guides](#) provide guidance to finding subject-specific electronic materials.

Communication, Feedback and Email

The instructor will respond to student's emails within 48 hours. If instructor is away from email for more than one day, she will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

- Syllabus
- Frequently Asked Questions (FAQs)
- Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
- Blackboard videos on how to use Blackboard features
- Blackboard Q&A, and
- Technology Requirements.

Grades and feedback will be posted to Blackboard (see My Grades) within 2 to 3 days for blogs and discussions and within a week for papers after the assignment is due.

Netiquette

Netiquette refers to the good manners we use when communicating online. For online discussion netiquette:

1. Think of your comments as printed in the newspaper... your online comments will be seen, heard and remembered by others in this class. Before you make an emotional, outrageous, or sarcastic remark on-line, think about whether or not you would care if it was seen in your local newspaper.
2. Don't be overcome by your emotions. Take a few breaths and step away from your computer if need be.
3. Sign your real name. It is easier to build a classroom community when you know to whom you are responding.
4. Avoid self-centered comments. If you have a great idea, great. If you want to contribute to an ongoing discussion, terrific. But, don't just tell others about your problems ("I'm frustrated", "My audio doesn't work today") unless it contributes in some way to the class.
5. Avoid negativity. You can disagree. You should disagree. You can challenge ideas and the course content, but avoid becoming negative online. It will impact you negatively, hinder the class discussion, and may give the wrong impression of you to others.
6. There is no need to be aggressive online. No flaming, all caps, or !!!!, or ????
7. Be polite, understate rather than overstate your point, and use positive language. Using bold, frank, overstated language conveys an emotional aggressiveness that hinders your message.

8. Disagree politely. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
9. Don't disrupt. Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but, if you have something entirely different to bring up, wait or post it in another thread.
10. Don't use acronyms that not everyone would understand and know.

Statement on Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester.

For more information or to register for services, contact DSS at:

Email: <mailto:dss@shu.edu>

Phone: 973-313-6003

Fax: 973-761-9185

Duffy Hall room 67

Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Academic and Professional Integrity Policy

Work submitted in the course *must be the product of each individual student*.

Contributions of others to the finished work must be appropriately cited and acknowledged. Any work not following these guidelines may be found to be plagiarism. Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal

from the School of Diplomacy. See University and School standards for academic conduct here:

<<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>>

<<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>>

I strongly encourage you to read a brief piece by Rebecca Moore Howard and Amy Rupiper Taggart from Research Matters, entitled, “Using information and avoiding plagiarism,” that is posted on blackboard, under course information, in the section on “Academic and Professional Integrity Policy.” This work provides additional guidance on how to avoid plagiarism.

In addition, to not plagiarizing, students are expected to show the following:

1. **Dependability:** students are reliable, timely, and consistent in their presence and preparation for courses at the university.
2. **Respect & Empathy:** students are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and fellow students.
3. **Open-mindedness:** students respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, discussion, and blog posts.
4. **Integrity:** students submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. Original student work is expected.

Class Calendar

Part 1: Principles and Concepts

Week 1: January 28

Subject: Introduction, syllabus overview, African Development: Framing the debate, a look at the big picture

Subject:

- Binyavanga Wainana “How to write about Africa”: <http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1>
- TM “The complexities and uncertainties of development”, Ch. 1
- Rist, Gilbert. 2002. *The history of development: From western origins to global faith*. New ed. London; New York: Zed Books, Chapter 1
- WE chapter 1
- *Recommended: If interested in the Easterly/Sachs debate, you can look at*
- W. Easterly, Review of Jeffrey Sachs, *The End of Poverty*, Washington Post Book http://www.nyu.edu/fas/institute/dri/Easterly/File/A25562-2005Mar10_a%20modest%20proposal.pdf
- and Jeffrey Sachs reply and reviewer’s response, Washington Post Book World,

March 27, 2005, <http://www.washingtonpost.com/wp-dyn/articles/A64541-2005Mar24.html>

- Amartya Sen, 1999. *Development as Freedom*, Anchor Books: NY, Introduction

Video:

- “Africa is Poor and 5 Other Myths”

<https://www.youtube.com/watch?v=Go4Xsd53Qqw>

Part 2: The African Context

Week 2: February 4

Subject: Colonialism and the Nature of the State

- Schraeder, Peter J. 2004. *African politics and society: A mosaic in transformation*. 2nd ed. Belmont, CA: Thomson/Wadsworth, Chapter 3, 1884-1951 (On Blackboard)
- TM, “History and legacy of colonialism,” Ch. 2
- WE, “From Colonialism to post-modern imperialism”, Ch. 8
- Berman, Bruce J. 1997. Review: The perils of bula matari: Constraint and power in the colonial state. *Canadian Journal of African Studies / Revue Canadienne des Etudes Africaines* 31 (3):556-570. (On Blackboard)
- Mahmood Mamdani, 1996. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton, NJ. Chapter 2. (On Blackboard).

Video

- “The Assassination of Patrice Lumumba”

https://www.youtube.com/watch?v=7A1JoTG73_A

Week 3: February 11

Subject: The Post-Colonial African State: Implications on Leadership and the Ruled

- TM, “Big Men, Personal Rule and Patronage Politics” Ch. 2
- [R. Jackson and C. Rosberg](#). 1984. “[Personal Rule: Theory and Practice in Africa](#)” [Comparative Politics](#). 421-442. (On Blackboard)
- LS “The Contemporary African State”, Ch. 1
- Hyden, Goran. "Introduction and overview to the special issue on Africa's moral and affective economy." *African Studies Quarterly* 9. 1-21 (Fall 2006):NA. [General OneFile](#). Gale. University of Florida Z3950.30 Jan. 2009 <<http://www.africa.ufl.edu/asq/v9/v9i1a1.htm>>
- Ekeh, Peter P. (1974). “Colonialism and the Two Publics in Africa: A Theoretical Statement.” *Comparative Studies in Society and History* 17 (1): 91-112. (On Blackboard)
- **Recommended:** Englebert, Pierre (2000). "Pre-Colonial Institutions, Post-Colonial States, and Economic Development in Africa." *Political Research Quarterly*, 53 (7), pp 7-36.
- Young, Crawford (2004). “The End of the Post-Colonial state in Africa? Reflections on Changing African Political Dynamics.” *African Affairs* 103 (410).

First Country Report Due on Blackboard, February 17

Week 4: February 18

Subject: Conflict and civil war

- TM, “Violent conflict and civil war” Ch. 4
- LS, “The Causes of Civil War in Africa”, Ch. 4
- Berdal, Mats. (2005). “Beyond greed and grievance – and not too soon”, *Review of International Studies*, 31, 687–698 (On Blackboard)
- Bates, Robert. (2008). *When things Fell Apart: State Failure in Late Century Africa*. Cambridge: Cambridge University Press, Chapters 2 & 7. (On Blackboard).
- Menkhaus, Ken (2003), "State Collapse in Somalia: Second Thoughts.", Vol. 30, No. 97, *The Horn of Conflict* (Sep., 2003), pp. 405-422. (On Blackboard).

Recommended:

- Film: *Ghosts of Rwanda*: <https://www.youtube.com/watch?v=0JoqniH5jDE>

Week 5: February 25

Subject: Transition to democratic rule

- TM “Political change and democratization” Ch. 5
- WE “Planners and Gangsters,” Ch. 4
- Ake, Claude (1993). “The unique case of African Democracy”, *International Affairs*, Vol. 69, No. 2, 239-244. (On Blackboard)
- Michael Bratton and Eric C. Chang (2006). “[State Building and Democratization in Sub-Saharan Africa: Forwards, Backwards or Together](#),” *Comparative Political Studies*, 39, p. 1059 (On blackboard)
- Pankhurst, Donna and Jenny Pearce. 1996. “Feminist Perspectives on democratization in the South: engendering or adding women in?” In *Women and Politics in the Third World*.

Recommended

- Lynda R. Day. 2008. ““Bottom Power:” Theorizing Feminism and the Women’s Movement in Sierra Leone (1981-2007), *African and Asian Studies* 7: 509-511. (Online).
- Van de Walle, Nicolas, 1999. “Economic reform in a democratizing Africa”, *Comparative Politics*, 21-41. (On Blackboard)

Paper Abstract Due March 3rd 2019

Part 3: Core Development Questions

[Spring break March 11-16th No classes]

Week 6: March 18

Subject: A look at the determinants of economic growth: Geography and Natural Resources vs Policy Environment and Institutions

- TM “Africa’s Slow Growth Puzzle”, Ch. 65
- Collier, P. and Gunning, J., 1999, ‘Why has Africa grown slowly?’ *Journal of Economic Perspective*, 13 (3): 3-22.
- Jeffrey Sachs, Andrew Mellinger and John L. Gallup (2001). “The Geography of Poverty and Wealth” *Scientific American* 284 (3): 70-75 (http://www.cid.harvard.edu/cidinthenews/articles/Sciam_0301_article.html)
- Helmke and Levitsky (2004) "Informal Institutions and Comparative Politics: A research agenda" ([A framework for studying informal-institutions.pdf](#)), G Helmke and S Levitsky / The Weatherhead Center for International Affairs, Harvard University (On Blackboard)
- [Rodrik, Dani \(2008\) "Second-best institutions"](#) (On Blackboard)

Recommended:

- Boin, Arjen (2008) “Mapping trends in the study of political institutions” *International Studies Review* 10 (1): 87-92 (On Blackboard)
- Jared Diamond, 1997. *Guns, Germs and Steel*. New York: W.W. Norton & Co. Chapter 4 (On Blackboard).
- Sachs, Jeffrey, 2006. Institutions matter but not for everything, *Finance and Development*, pp. 38-41. <http://www.imf.org/external/pubs/ft/fandd/2003/06/pdf/sachs.pdf> (On Blackboard)
- UNECA (2007) "African Traditional Institutions of Governance" ([Relevance AfricanTradInstGov.pdf](#)) (On Blackboard)

Second Country Report Due on Blackboard March 24

Week 7: March 25

Subject: Gender and Economic Development in Africa

- April A. Gordon, “Women and Development”, in Gordon and Gordon (eds), 2006, *Understanding Contemporary Africa*. Chapter 10, p. 293 (On Blackboard).
- Pala O. Achola. 2006. “Definitions of women and Development: An African Perspective. In Oyeronke Oyewumi (ed.) *African Gender Studies: A Reader*. London: Palgrave Macmillan: 299-311 (Reader: p. 1)
- Beneria, Lourdes. 2003. Chapter 2. “The Study of Women and Gender in Economics: An Overview. In *Gender, Development and Globalization: Economics as if all People Mattered*. Great Britain: Routledge, pp 31-62.
- Boserup, E. “Women’s role in economic development,” in *The Women Gender & Development Reader*, Nalini Visvanathan, Lynn Duggan, Nan Wiegersma and Laurie Nisonoff, eds. Zed Books: London. Pp. 38-40

Media

Recommended:

- Steady, Filomina C. 2006. “An Investigative Framework for Gender Research in Africa in the New Millenium. In Oyeronke Oyewumi ed. *African Gender Studies*:

Part 4: Core development questions in the international context

Week 8: April 1

Subject: Economic reforms and conditionalities

- TM “Economic Reform and the Politics of Adjustment”, Ch. 7
- WE “You can’t plan a market,” Ch. 3
- B. Sadasivam. 1997. “The Impact of Structural Adjustment on Women: A Governance and Human Rights Agenda,” in: Human Rights Quarterly. 19(3). http://muse.jhu.edu/journals/human_rights_quarterly/v019/19.3sadasivam.html (On Blackboard)
- LS “Debt and Aid: Righting the Incentives”, Ch. 2
- Kicking the habit” Oxfam Briefing Paper 96, 2006 - online at: http://www.oxfam.org/en/files/bp96_kicking_the_habit_061127.pdf/download (On Blackboard)

Recommended

- WE Ch. 6 “Bailing out the Poor”

Week 9: April 8

Subject: International Assistance and economic development

- TM “The International Aid System”, Ch. 8
- LS “Technical Assistance” Ch. 3 and “Civil Conflict and International Humanitarian Intervention”, Ch. 5
- WE “The rich have markets, the poor have bureaucrats”, Ch. 5
- Mallaby “NGOs: Fighting poverty or hurting the poor?” (On Blackboard)

Final Report Due April 14.

Week 10: April 15

Subject: Regionalism, globalization and investment [and what next!]

- TM, “Africa and world trade” Ch. 12 and “Private investment and the business environment”, Ch. 13
- Tull, “China’s Engagement in Africa”, in Harbeson, J and Rothchild, D. (eds) (2009), *Africa in World Politics: Reforming Political Order*, Westview Press: Colorado. (On Blackboard)
- Akwe, Amosu, “China in Africa, It’s (still) the governance, stupid.” *Foreign Policy* (On Blackboard)
- Erik S. Reinert, “Get the Economic activities right', or, the Lost Art of Creating Middle-Income Countries”, in Erik Reinert, 2008, *How Rich Countries Got Rich...And Why Poor Countries Stay Poor*, Chapter 8, p. 271 (On Blackboard).
- UNDP HDR 2005, Chapter 4: International Trade: Unlocking the Potential for

Recommended

- Rodrik, Dani. (2004) [Industrial Policy for the 21st Century](#) (On Blackboard)
- Schraeder, Peter. “African International Relations” in Gordon and Gordon (eds) 2006, *Understanding Contemporary Africa. Chapter 10, p. 293* (On Blackboard).
- TM “Some concluding thoughts”, Ch. 14
- LS “Conclusion”, Ch. 6
- WE “Homegrown Development”, (could go under china 0; Chapter 10 & “The Future of Western Assistance”, Ch 11
- World Bank’s “Economic Growth in the 1990’s: Learning from a Decade of Reform.” Ch. 1 pgs. 1-26, Available Online at: <http://www1.worldbank.org/prem/lessons1990s/> (On Blackboard)

Resources to help keep up to date with African news, issues, and politics

Africa News Websites

<http://news.bbc.co.uk/1/hi/world/africa/default.stm>

<http://allafrica.com/>

<http://www.africanews.org>

Africa news (LexisNexis)

<http://www.aljazeera.com/news/africa/>

<http://www.irinnews.org>

<http://www.mg.co.za>

<http://www.iol.co.za>

<http://www.economist.com>

<http://www.nytimes.com>

<http://www.washingtonpost.com>

<http://www.latimes.com>

Africa Radio Stations

<http://www-sul.stanford.edu/depts/ssrg/africa/radio.html> <http://allafrica.com/partners/bbc/>
(Direct link to focus on Africa:

http://allafrica.com/partners/bbc/focus_on_africa.ram)

http://allafrica.com/partners/rfi/en_rfi.html (RFI)

Data Sources for African Countries

http://www.africa.upenn.edu/Home_Page/Country.html

<http://www.afrobarometer.org>

<http://www.afrika.no/>

<http://www.freedomhouse.org>

http://www.odi.org.uk/WGA_Governance/

<http://osiris.colorado.edu/POLSCI/RES/comp.html>

http://store.eiu.com/ep/index_countrydata.asp

<http://www.uneca.org/>

<http://unstats.un.org/unsd/default.htm>
<http://www.transparency.de>
<http://www.worldbank.org/afr/>
<http://worldviews.igc.org/awpguide/>

A few blogs on African economic development debates, and other Africa-related items

- [Africa Can](http://blogs.worldbank.org/africacan/): <http://blogs.worldbank.org/africacan/>
- [Africa Unlocked](http://africaunlocked.blogspot.com/): <http://africaunlocked.blogspot.com/>
- [Africa Works](http://africaworksgpz.com/): <http://africaworksgpz.com/>
- [Aid Watch](http://aidwatchers.com/): <http://aidwatchers.com/> (a blog by William Easterly)
- Africa is a country: <http://africasacountry.com/about/>
- Africa's Turn: <http://blog.africasturn.com/>
- The Abdul Latif Jameel Poverty Action Lab:
- <http://www.povertyactionlab.org/about-j-pal>
- Can? We? Save? Africa?: <http://savingafrica.wordpress.com/>
- Chris Blattman's Blog: <http://chrisblattman.com/>
- Texas in Africa: <http://texasinafrica.blogspot.com/>

