

The American University
School of International Service
International Development
SIS 637 – 001, Spring 2013
Tuesdays, 5:30 – 8:00 PM
Class meets in Ward, room 205



Professor: Eve Z. Bratman

Phone: 202- 885- 1860

Office: SIS building room 304

Office Hours: drop-in hours on Mondays, 2:30 – 3:30 pm, Tuesdays 4:00 – 5:00 pm, Thursdays 3:30 – 5:00 pm, and other meetings by appointment. Email bratman@american.edu to schedule an appointment.

Course Description:

International Development (SIS-637) introduces you to the field of international development through examining both the history of the field and the current debates and challenges faced by development practitioners. Many academic disciplines study international development — geographers, sociologists, anthropologists, political scientists, and economists. Some researchers do pure research, others critique the development process, while still others mix practice with research. Across and within these disciplines and approaches, there are vigorous debates regarding the best strategies to produce development, and even over the meaning of development itself.

The purpose of this course is to explore and critically evaluate the basic assumptions underlying the major competing theories and visions of international development. It focuses on the following as central questions: How did “development” develop? What are the ends and means of poverty alleviation? Why are some countries so rich while others remain so poor – and why are there so often huge development gaps within countries themselves? In what ways are poverty, human development, and quality of life best measured? How do different political actors wield influence over development decisions? This course offers a foundation for uncovering and assessing how development theories influence institutions and also development policies. You will analytically examine some of the propositions that emerge from these theories, focusing on the merits and trade-offs of development strategies and programs. Particular attention will be paid to the impacts of development strategies on the most vulnerable members of society.

Course Methods: Class time involves a mix of lectures, discussion, and in-class activities. The course assignments as well as class time are intended to be a means of fostering your skills of written and verbal communication, sharpening your analytic abilities and skills of synthesizing information, and honing your abilities to pursue research. You will also be required to reflect on your own values and how these might influence you as a researcher and practitioner in this field.

Learning Objectives:

- Define and understand central terms and concepts of international development
- Examine the history and trajectory of the field of international development in a critical manner
- Understand how a variety of social science methods may be used to respond to real-world problems
- Evaluate the merits of different approaches to international development on the basis of values at stake, including ethical, political, social, and economic ramifications.
- Enhance communication skills through presentations, debates, discussions, and writing.

Course Structure: There are three main components to this course:

- I. What is international development and how has the field changed? (weeks 1 – 5)**
- II. Aid in practice (weeks 6-7)**
- III. Thematic evaluation of development dilemmas, challenges and successes (weeks 8-14)**

Required Texts:

Jeffrey Sachs, *The End of Poverty* (New York: Penguin Press, 2005). ISBN: 1594200459

William Easterly, *The White Man's Burden* (New York: Penguin Books, 2006). ISBN: 798-0-14-303882-5

Michael Seligson and John T. Passé-Smith, *Development and Underdevelopment: The Political Economy of Global Inequality*. (Boulder: Lynne Reinner, 2008). ISBN: 978-1-58826-584-5

Moyo, Dambisa. *Dead Aid*. (New York: Farrar, Straus, and Giroux, 2009).

The above have been ordered by the campus bookstore. If you want to purchase them at a local bookstore or anywhere else, that is fine with me. All other course readings are available through the course Blackboard site.

Course Requirements:

- **Participation (includes presence and active in-class contributions (15%), quizzes/Blackboard (10%): 25%**
- **Debate (10%) : 10%**
- **Development Theory Analysis Paper (1): 25%**
- **Policy Paper based on Case Study (Presentation: 10%, Paper: 10%) : 20%**
- **Final Exam: 20%**

Participation: There are many ways to participate constructively in class: asking questions, making comments when solicited, responding to your peers, and even using non-verbal communication like nodding your head and making eye contact helps to show that you're a part of the learning going on in the classroom. At a bare minimum: you won't learn nearly as much if you don't come to class. I will take attendance. Missing more than one class session will negatively affect your grade except in the case of excused absences. Opportunities for both impromptu and prepared contributions to the class will be available. Please see me in the first two weeks of the semester if you tend to be shy/ concerned about your in-class participation.

I ask that you prepare for class or reflect on a class session by posting *at least 10 questions and/or comments about the readings (during the semester)* on the course Blackboard site in order to get an "A" grade in this category. Blackboard postings will be available 1 week prior to class and for one week after

class. It's best to get in the habit of posting each week after you do the course readings, or immediately after class, so that you have a space to prepare for class and reflect on lessons learned.

Feel free to add new discussion topics through Blackboard, and to use the site to post additional materials or references of interest to the entire class.

Debate: More details on the debate will follow later in the course; the debate aims to ground class discussion on the merits of the principles and implementation of foreign aid in the field of international development. Teams will be assigned, and the debate will be judged by former students of SIS 637.

Debate Paper: The paper component to this assignment is a 2-page double spaced paper due on the day of the debate which synthesizes your thoughts on the question of 'what, if any, are the merits of giving foreign aid for international development?'

Development Theory Analytic Paper: This paper is due at the start of **Class 7**. The assignment involves writing a 2,500 word paper (approx. 6 pgs.) which critically examines a particular development approach, evaluating evidence of the development approach in practice by discussing historical example(s) of that approach. Based on evidence, the paper should make a grounded argument about its merits or lack thereof of the particular development approach. A development approach covered in weeks 2-7 should be the focus of your paper. Empirical content is otherwise up to you.

NO HARD COPIES OF THE PAPER ARE NECESSARY – you should email it instead to:

bratman@american.edu

Specifics: Outside research will be required, though you can primarily base the theoretical discussions off of the material in the course syllabus. You may also do comparative work, based upon contrasting approaches or how a single approach was applied in several places. The paper should be based on scholarly sources, and consistent footnotes and bibliographic content are required (any style for these is acceptable, but be consistent in your formatting). Cite your sources! Please do not print out your paper – email it to me instead. I have no preferences re/ single vs. double spaced nor about footnote style – use what you're most comfortable with, but make sure the paper is easily legible and that the writing (and citations) are consistent. Please make the paper as close to the target range as possible: +/- 500 words is fine, including footnotes, which don't count in the word count. Longer (and shorter) papers will likely be penalized. A rubric for grading these papers is posted in Blackboard under "Additional Information."

Case Study Paper and Discussion facilitation: This assignment offers you a chance to research a current development issue or policy in a particular country, using it as a case-study through which to ground your understanding of development theories from the course readings for the particular week in which you sign up to do the case study. In so doing you will gain skills of leading discussion, hone your applied analytic abilities, and deepen your knowledge of a current topic in international development. You will sign up for the case study paper and discussion day during the first week of classes (via Blackboard link).

Activity Facilitation: This component of the assignment involves leading class discussion or class activity as a group of 4-5 people in regard to the central topic question of the case study. Note, *this is not a presentation* -- readings discussion and lecture is something we will cover in class under my direction. Instead, think of this assignment as a chance to discuss with your peers the specifics of how development decisions apply to policy choices and what the real-life implications are as different development theories come into practice. Activity leadership should be collaborative; that is, your group should prepare before class so that main themes from what you've written in your papers becomes clear, and so that the whole class has a chance to grapple with the issues at stake. Strive to make your discussion accessible to the

“audience” of your peers. You can do this in any format, and I encourage you to think out of the box; try to set up thematic round-table discussions, dramatic interpretations, “Crossfire” debates, or to design a game.

The total time for each team *should not exceed 40 minutes* – please feel free to consult with me as you plan your activity. You are expected to provide the class with a means of engaging with the case study (discussion questions, presentation, etc.) and to collaborate with your peers who signed up for the week’s case study so that there is some cohesion and central themes highlighted between the case studies for the week. The case study presentation in class is graded according to: evidence of creativity, clarity of presentation, collaboration with your group, integration of theory into analysis, organization (includes time management). You will be graded as a group for this portion of the assignment, but I will follow up with team members such that unbalanced work within a group is penalized or rewarded individually.

Case Study Policy Paper: You are graded individually for the paper. The particular country or specific policy is of your own choosing; I have offered several suggestions for each case study prompt in order to help simplify the process of choosing topics. The length of this paper should not exceed 3000 words (approx. 7 pages). You may rely on the course readings to inform the theoretical basis of the presentation, but you should primarily use your own independent research on the case study topic (scholarly journal articles, reports, books, conference proceedings, data and statistics from research organizations) to ground the analytic dimensions of your particular case study. The paper should include 1) basic overview of the problem (history, political context, etc.), 2) analysis of central debates implicated; 3) policy options; 4) justification and recommendations (even if bullet-points) for how you suggest addressing the problem.

Final Exam: There will be one cumulative final exam. The exam will be accessible one time only, and for a limited time period (*likely, 2 ½ hours). It will be available to be taken via Blackboard during the final exam period, so that you can individually plan on taking it at an optimal time. It will be accessible starting at 9:00 AM on May 4 and will be accessible until May 7 at 12 AM (midnight)*.

*subject to change.

Grading: Specific criteria for evaluation will be specified when assignments are given. Instructions for all assignments will be posted on Blackboard. I will post updates or clarifications of assignments as needed, so please don't hesitate to ask if you are unclear about expectations or need extra guidance.

Standards for Performance Evaluation:

100-95	A	Outstanding	77-80	C+	Basic adequacy, needs more work
91-94	A-	Excellent	72-76	C	Lacking competency, needs substantial improvement
86-90	B+	Very Good	68-72	C-	Mediocre, concerning
82-85	B	Satisfactory, competent			...and so on
79-81	B-	Fair, adequate but room for improvement			

Also consider: You will only get out of your education as much as you put into it; learning involves work. The most successful students contribute to discussions, engage their peers, relate course materials to other fields and to current events, are curious, and seek help and learning opportunities whenever possible. I hope you will all be successful students in this course! *If you get a grade of a C or lower on an assignment, I will give you the possibility to do a re-write.* Otherwise, there are no re-writes allowed. Extra credit opportunities may be available, see instructor personally for specifics.

Late Policies: All late assignments will be penalized immediately by a drop of 2 points per day if they are not handed in to me at the start of class, the day they are due. Plan ahead! *The only exception to this is if*

you have contacted me beforehand, in writing, with a serious, appropriate reason (e.g. illness is ok, overloaded with other work is not ok). In order to stop your late penalty, email your late paper to me (bratman@american.edu). I will use the day and time of the email as the end of the penalty period.

Add-on Credit Connecting Course and Community Issues: The Community Service-Learning Program (CSLP) add-on credit option allows students to earn an additional (pass-fail) credit when they engage in a community or nonprofit project that is linked to the subject matter of this course. The CSLP entails the completion of an online registration form (www.bit.ly/AUCSLP), 40 hours of service throughout the course of the semester at one nonprofit or school site, participation in three on campus reflection sessions, and the completion of a course related assignment as determined by the professor. For more information about AU's service-learning option, stop by the Center for Community Engagement & Service, MGC 273 or contact Meg Rego, Program Coordinator for Community-Based Learning (rego@american.edu). The deadline to register for CSLP is Monday, January 28th.

Academic Integrity: Standards of academic conduct are set forth in the University's Academic Integrity Code. For details, see http://american.edu/handbook/policies_guidelines.htm.

Plagiarism: To plagiarize is to use the work, ideas, or words of someone else without attribution. Plagiarism may involve using someone else's wording without using quotation marks--a distinctive name, a phrase, a sentence, or an entire passage or essay. It may also involve misrepresenting the sources that were used."

Please be careful to avoid plagiarism! If you are not certain about citations, writing procedures or anything else related to academic conduct to please seek assistance from your professor or the Writing Center before submitting your work. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. *Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.*

Support Services: If you are experiencing special difficulties in this course, please do not hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements and to succeed as a student at American University.

The Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

The Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

Emergency Preparedness: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community so that our educational commitments are not compromised. Specific strategies will vary from

class to class, depending on the format of the course and the timing of the emergency. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

Green Course: This is a Certified Green Course. This means, for example, that I will not hand out (m)any printed materials, but I will use Blackboard extensively, collect and return assignments digitally, and provide you with feedback on assignments. Your own learning needs should take top priority, but I encourage you to opt for used textbooks, minimize paper use by submitting assignments electronically as instructed, and read course readings online rather than printing copies. If you choose to print, please print double-sided, and recycle the paper after the end of the semester.

A Few Useful Web Resources:

Development research, news, jobs, analysis: <http://www.eldis.org/> , <http://www.devex.com/>, <http://zunia.org/>, <http://www.id21.org/>

Information about international development NGOs:

http://www.unitar.org/dfm/resource_center/Links/NGOs.htm

Statistics and data, presented remarkably intelligibly: <http://www.worldmapper.org>,

<http://www.gapminder.org>, and <http://www.earthtrends.wri.org>

“TED Talks” (Technology - Environment - Design conference) videos: <http://www.ted.com/>

“Commanding Heights” PBS series on the global economy. Numerous case studies, interviews, timelines, video resources: <http://www.pbs.org/wgbh/commandingheights/>

Class Schedule¹

1 – January 15, 2013

Introduction

Welcome to class. Syllabus overview, know your prof, discussion on readings.

Admin note: cards, sign-ups for case studies

Before class (if possible) read:

Leftwich, A. (2000). “Progress, Growth, and Modernization: Antecedents of the Development Idea,” *States of Development: On the Primacy of Politics in Development*. Oxford: Polity Press, pp. 16-39.

2 – January 22, 2013

What is Development and How do you Measure Development? Capabilities, Quality of Life, and Well-Being

Sen, A. K. (1999). “The Ends and Means of Development” and “Poverty as Capabilities Deprivation.” *Development as Freedom*. New York: Knopf. Chapters 2 and 4, pp. 35-53, 54-86.

Stiglitz, J. et al. (2008). Issues Paper. Commission on the Measurement of Economic Performance and Social Progress. 25/07/08. Available from: http://www.stiglitz-sen-fitoussi.fr/documents/Issues_paper.pdf

Chambers, Robert. “Normal Error,” in *Whose Reality Counts?* (London: ITDG Publishing, 1997), pp. 15-32.

Meadows, D. (1988). Quality of Life. *Earth '88: Changing Geographic Perspectives*. Washington, DC: National Geographic Society. pp. 332-349.

Lomborg, Bjorn. (2012). “The Problem with a Green Domestic Product.” *Slate.com* July 15, 2012 http://www.slate.com/articles/health_and_science/project_syndicate/2012/07/the_rio_20_summit_focused_too_much_greener_ways_to_calculate_wealth_and_gdp.html

Recommended:

Cobb, Clifford, Tedd Halstead, and Jonathan Rowe. “If the GDP is Up, Why is America Down?” *The Atlantic Monthly*, 276:4 (October 1995), pp. 59-78.

McMahon, Derrin. “The Quest for Happiness.” *The Wilson Quarterly* Vol. 29, No. 1 (Winter, 2005), pp. 62-71.

Note – January 28 is last day to add/drop

3 – January 29, 2013

Post-World War II Development Theories: Modernization, Structuralism & Dependency

Rostow, W.W. “The Five Stages of Growth” in Seligson, M. A. and Passe-Smith, J.T., eds., *Development and Under Development*. 4th Ed., Boulder: Lynne Reinner Publishers, 2008. 173-180.

William J. Baumol, “Productivity Growth, Convergence, and Welfare: What the Long-Run Data Show.” in Seligson and Passé-Smith, eds. *Development & Underdevelopment* Boulder: Lynne Reinner, 2008, pp. 181-194.

De Long, J. Branford. “Productivity Growth, Convergence, and Welfare: Comment.” in Seligson and Passé-Smith, eds. *Development & Underdevelopment* Boulder: Lynne Reinner, 2008, pp. 195-207.

¹ Disclaimer: Readings and assignment dates may be added, subtracted, or shifted during the semester. Stay flexible and stay tuned via BLACKBOARD for updates, amendments, and addenda to this syllabus. ☺

Gunder-Frank, A. (2008). "The Development of Under-Development." in Seligson, M. A. and Passe-Smith, J.T., eds., *Development and Under-Development*. 4th Ed., Boulder: Lynne Reinner Publishers, pp.257-267.

Valenzuela, J. Samuel and Arturo Valenzuela. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Development," *Comparative Politics* 10: 4 (July 1978), 535-557.

Recommended:

Franko, P. M. (1999). "Import Substitution Industrialization: Looking inward for the source of economic growth" in *The Puzzle of Latin American Economic Development*. Lanham, MD: Rowman & Littlefield Publishers, pp. 55-76.

Arrighi, Giovanni, et. al., "Industrial Convergence, Globalization, and the Persistence of the North-South Divide." 2001. Paper on file.

Handelman, H. (2009). "Understanding Underdevelopment" in *The Challenge of Third World Development*, 5th Ed., Upper Saddle River, NJ: Pearson. pp. 1-26.

4 – February 5, 2013

Post-Development and Beyond

Cheru, Fantu. (1990). "Please Don't Develop Us Any More." *Middle East Report*, No. 166. (Sep. - Oct., 1990), pp. 26-27.

Esteva, G. (2011). "What is Development?" In Robert Denemark et al. eds. *The International Studies Compendium Project* (Oxford: Wiley-Blackwell).

Pieterse, Jan Nederveen. (2000). "After Post-Development." *Third World Quarterly*, 21:2 (Apr.il), pp. 175-191.

Bratman, Eve. (2011). "Development's Paradox: Is Washington, DC a Third World City?" *Third World Quarterly* 32:9, 1541-1556.

Recommended:

Mohan, Brij. (2009). "The entropy of developmentalism: modernity's challenge to human dignity." *Journal of Comparative Social Welfare*, 25:2, pp. 173-184.

Robert Kowalski, (2010). "The phenomenology of development." *Journal of Comparative Social Welfare*. 26:2-3, 153-164.

Lieten, G.K. (2002). "Faltering Development and the Post-Modernist Discourse." *Social Scientist*, 30, No. 7/8 (Jul. – Aug.), pp. 67-83.

Ferguson, James. (1997) "Development and Bureaucratic Power in Lesotho." in Majid Rahnema, Ed. *The Post-Development Reader* (London: Zed Books), pp.223-233.

Rist, G. (2008). "Definitions of Development" in *The History of Development: From Western Origins to Global Faith*, 3rd Ed. (London and New York: Zed Books), pp. 8-24.

Mosse, David. (2005). Chapter 1 in *Cultivating Development: an Ethnography of Aid Practice*. (New York: Pluto Press), pp. 1-20.

5 – February 12, 2013

Neoliberalism and its Critiques

***Homework (due at start of class): Draw a "concept map" of main international development theoretical approaches (including post-development and neo-liberalism, if you can figure out where they go).**

Morrissey, O. (2002). "Trade Liberalization." In C. H. Kirkpatrick, R. Clarke & C. Polidano (Eds.), *Handbook on Development Policy and Management*, Cheltenham: Edward Elgar, pp. 60-67.

- De Long, J. Bradford, (2004). “Should We Still Support Untrammelled International Capital Mobility? Or are Capital Controls Less Evil than We Once Believed?” *The Economists' Voice* 1: 1, pp.1-6.
- Marber, Peter. (2005).”Globalization and its Contents.” *World Policy Journal*, Vol. 21, No. 4 (Winter, 2004/2005), pp. 29-37.
- Sachs, J. (2005). *The End of Poverty: Economic possibilities for our time*. New York: Penguin. Chapters 1 and 2, pp. 5-25, 26-50.
- Broad, R., and Cavanagh, J. (2006) “The Hijacking of the Development Debate: *How Friedman and Sachs Got It Wrong*.” *World Policy Journal* (Summer) pp. 21-31.

Recommended:

- Sachs, J. (2005). *The End of Poverty: Economic possibilities for our time*. New York: Penguin. Chapters 4-6 (on Bolivia, Poland, and Russia), pp. 90-147.
- Easterly, W. (2006). “Bailing out the Poor.” *The White Man's Burden*. New York: Penguin Press, pp. 210 – 240.
- Grindle, M., (2004). “Good Enough Governance: Poverty Reduction and Reform in Developing Countries.” *Governance: An International Journal of Policy, Administration, and Institutions* 17: 4 (October, 2004), pp. 525–548.
- McGurn, W. (2000). “Failure and progress in East Asia.” in I. Valasquez (ed.), *Global Fortune: The stumble and rise of world capitalism*. Washington, DC: Cato Institute.
- Friedman, T. L. (2007). *The World is Flat: A brief history of the twenty-first century*. New York: Farrar, Straus and Giroux. Chapter 9, pp. 309-338.
- Roy, A. (2003). “Confronting Empire.” *Speech at World Social Forum, January 28, 2003*.
<http://www.zmag.org/znet/viewArticle/11099M>
- Cassidy, J. (2010). “Letter from Chicago: After the Blowup.” *The New Yorker*. January 10, 2010, pp. 28-33.
- Hammond, John L. “The World Social Forum and the Rise of Global Politics.” *NACLA*, June 2003.

6 – February 19, 2013

Myths and Magic Bullets of Development Aid DEBATE DAY (plus debate briefing paper due)

- Sachs, J. (2005). *The End of Poverty: Economic possibilities for our time*. New York: Penguin. Chapters 12-16, pp.228-328.
- Easterly, W. (2006). *The White Man's Burden: Why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press. Chapter 5 and Chapters 10 and 11, pp. 166-209, and 367-384.
- Moyo, D. (2009). “Why Aid is Not Working” and “The Silent Killer of Growth” *Dead Aid*. New York: Farrar, Staus, and Giroux, pp. 10-28, 48-70.
- Troost, J. Maarten, 2001 Chapters 1, 4, and 10 from *The Sex Lives of Cannibals*.
- The Economist. August 13, 2011. “New Sources of Aid: Charity Begins Abroad”
<http://www.economist.com/node/21525836>

Recommended:

- The Economist. (2009). “Money, Votes, and Politics.” *The Economist*.
http://www.economist.com/research/articlesBySubject/displaystory.cfm?subjectid=526358&story_id=E1_TQ_VRQGV

7 – February 26, 2013

The Development of Development: Approaches, Institutions, and Professionals

Analytic Paper Due Today (by start of class, via email: bratman@american.edu). Please save the file as *YOURLASTNAME_whateverelse.doc* so I can keep the files organized.

This American Life. Episode 408; “Island Time.” (download free from: <http://www.thisamericanlife.org/radio-archives/episode/408/island-time>)

Visit and read stories posted at: “Admitting Failure” - <http://www.admittingfailure.com/>

Chambers, Robert. “Professional Realities,” and “Poor People’s Realities” in *Whose Reality Counts?* pp. 33-55; 162-187.

Goldman, Michael. (2005). “The Birth of a Discipline: Producing Environmental Knowledge for the World.” *Imperial Nature*. New Haven: Yale University Press. pp.151-180.

Recommended:

Dichter, Thomas W. (2003). “The Evolution of the Idea of Development.” *Despite Good Intentions: Why Development Assistance to the Third World has Failed*. Amherst: University of Massachusetts Press, pp. 48-74.

Podlashuc, Leopold Nicolai (2005). “Deep democracy, Horizontal Exchange and the Praxis of Poop.” *Cultural Studies Review* 11. 2 (September): 161-170.

8 – March 5, 2013

Diplomacy and Democracy: Development and Conflict

Easterly, W. R. (2002). “Polarized Peoples.” in *The Elusive Quest for Growth: An Economists’ Adventures and Misadventures in the Tropics*. Cambridge, MA: MIT Press, pp. 255-283.

Collier, P. “Military Intervention” in *The Bottom Billion*. pp. 124-134.

Adrabi, Tahir, and Das, Jishnu. “In Aid We Trust.” Working Paper. September 2010.

Social Development Department (2006). Community-driven development in the context of conflict-affected: challenges and opportunities (No. 36425 - GLB): World Bank. pp. 5-39.

Brinkley, Joel. (2012). “Afghanistan: Example of How Not to Give Aid.” *Politico July 25, 2012*. <http://www.politico.com/news/stories/0712/79000.html#>

“Failed States Index 2012” *Foreign Policy* - July 2012. <http://www.foreignpolicy.com/failedstates/2012>

Rothkop, David. (2012). “Are all States Failed States?” *Foreign Policy*

<http://carnegieendowment.org/2012/06/18/are-all-states-failing-states/bz83>

Recommended:

Muller, Edward N. and Mitchell A. Seligson, “Inequality and Insurgency.” in *Development and Underdevelopment: The Political Economy of Inequality*. Boulder: Lynne Rienner, pp. 155-172.

Donnelly, J. (1985) “Satisfying Basic Needs in Africa: Human Rights, Markets and the State,” *Africa Today*, 32: 1 / 2, pp. 7-24.

Social Development Department (2006). Community-driven development in the context of conflict-affected: challenges and opportunities (No. 36425 - GLB): World Bank. pp. 5-39.

Rodrik, D. and Subramanian, A., and Trebbi, F. “Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development.” in Seligson and Passé Smith, *Development and Underdevelopment*, pp. 91-98.

Case Study: Why have so many states continued to fail and to suffer from persistent conflict? Are development efforts part of the solution to ending conflict, or rather an aggravating factor in conflict settings? Focus on Afghanistan, Somalia, Iraq, or the Democratic Republic of Congo.

9 – March 19, 2013

Interrogating the Rich-Poor Gap

- IMF Fiscal Affairs Department, “Should Equity Be a Goal of Economic Policy?” in Seligson and Passé-Smith, eds. in *Development and Underdevelopment: The Political Economy of Inequality*. Boulder: Lynne Rienner.
- Kuznets, S. “Economic Growth and Income Inequality.” in Seligson and Passé-Smith, Eds., (2008). *Development & Underdevelopment*. Boulder: Lynne Rienner.
- Handleman, H. (2009). “Agrarian Reform and the Politics of Rural Change.” in *The Challenge of Third World Development*. Upper Saddle River, NJ: Prentice Hall, pp. 172-192.
- Carter, M. (2010). “Social Inequality, Agrarian Reform and Democracy in Brazil,” *Challenging Social Inequality: The Landless Rural Workers Movement and Agrarian Reform in Brazil*, edited by Miguel Carter. Durham: Duke University Press, pp. 1-36.
- Son, Hyun H. (2008). "Conditional Cash Transfer Programs: An Effective Tool for Poverty Alleviation?" Asian Development Bank, ERD Policy Brief Series No. 51.

Recommended:

- Milanovic, B. (2008). “Globalization and Inequality.” in Seligson and Passé-Smith, eds. *Development & Underdevelopment* Boulder: Lynne Rienner, pp. 377-390.
- Wade, Robert Hunter (2008). “The Rising Inequality of World Income Distribution.” in *Development and Underdevelopment: The Political Economy of Inequality*. Boulder: Lynne Rienner, pp. 11-29.
- Pablo Villatoro, "Conditional cash transfer programmes: experiences from Latin America." CEPAL Review, 86 (August 2005).

Case Study: What policies are most effective as a response to entrenched inequality, and why? Discuss land reform OR Conditional Cash Transfers (suggested countries: Brazil, South Korea, Mozambique, Mexico)

10 – March 26, 2013

Development's Persistent Thorns: Demographics, Health, and Gender

- Sachs, J. (2005). “The Voiceless Dying: Africa and Disease.” *The End of Poverty: Economic possibilities for our time*. New York: Penguin. Chapter 10, pp. 188-209.
- Diamond, J. (2008). “Why Did Human History Unfold Differently on Different Continents for the Last 13,000 Years?” in Seligson and Passé-Smith, eds. *Development and Underdevelopment* Boulder: Lynn Rienner, pp. 83-90.
- Paducel, Anca Hermina and Paducel, Jennifer Erin. (2011). “Gender Equality and Fragile States Policy and Programming: A Comparative Study of OECD/DAC and Six OECD Donors.” North-South Institute: Ottawa, Canada. Available from: <http://www.nsi-ins.ca/images/documents/paducelandsalahubgeinfs.pdf>

Recommended:

- Collier, Paul. "The Natural Resource Trap" and "Landlocked with Bad Neighbors" in *The Bottom Billion*. Oxford: Oxford University Press, 2008, pp.38-52, 53-63.
- Simmons, Pam. "Women in Development: A Threat to Liberation." in Majid Rahnema, Ed. *The Post-Development Reader* (London: Zed Books, 1997), pp. 244-255.
- Lipton, M. "Urban Bias and Inequality." in Seligson and Passé-Smith, eds. *Development and Underdevelopment* Boulder: Lynn Reinner, 2008, pp. 345-350.
- Frankel, J. "The Natural Resource Curse: A Survey" NBER Working Paper No. 15836, Issued in March 2010. (48 pgs)
- Rahnema, Majid. (1997). "Development and the People's Immune System: The Story of Another Variety of AIDS." in Majid Rahnema, Ed. *The Post-Development Reader* London: Zed Books, pp. 111-129.

Case Study: What are some of the most effective strategies for incorporating treatment of health, demographic, or gender issues into development interventions? Make an argument with examples from Malawi, Swaziland, Zimbabwe, or Kenya.

11 – April 2, 2013

Magic Bullets or New Directions? CSR, Microfinance, and Investment

- Moyo, D. (2009) "Let's Trade." *Dead Aid*. Oxford: Oxford University Press, pp. 112-125.
- Yunus, Muhammad (2007). *Creating a World Without Poverty*. New York: Public Affairs, Chapter 3 (skim Chapter 4). PLUS: Therani, Neha. February 12, 2012. "A Conversation with Muhammad Yunus." *The New York Times blog* <http://india.blogs.nytimes.com/2012/02/22/a-conversation-with-muhammad-yunus/> AND: Keller, Doug. September 25, 2011. "Downturn Giving Microcredit Second Chance in U.S." <http://www.reuters.com/article/2011/09/25/us-microcredit-usa-yunus-idUSTRE78O1QU20110925>
- Utting, P. (2009) "The Struggle for Corporate Accountability." *Development and Change* pp. 959-975.
- Pollin, R. (2007). "Microcredit: False Hopes and Real Possibilities" *Foreign Policy in Focus*, June 21, 2007. http://www.fpif.org/articles/microcredit_false_hopes_and_real_possibilities
- May, Meredith. (2010). "Microfinance's Next Frontier." *Stanford Social Innovation Review*. 8:4, (Fall 2010): pp. 63-64.
- Otero, Maria. (2012). "[Smart Power](#)": The U.S. Government's Role in Promoting Financial Inclusion by Under Secretary of State for Civilian Security, Democracy and Human Rights" **CGAP blog**.

Recommended:

- TED talk by Durreen Shahnaz, founder of the socially-responsible stock exchange in Asia: <http://tedfellows.posterous.com/this-weeks-ted-fellows-talk-durreen-shahnaz>
- Lydia Polgreen and Vikas Bajaj, "India Microcredit faces Collapse from Defaults" *New York Times*, November 17, 2010. http://www.nytimes.com/2010/11/18/world/asia/18micro.html?_r=1&src=me&ref=general
- Lanzi, Diego. 2008. "Microfinance at a Crossroads." *Economic Notes* by Banca Monte dei Paschi di Siena SpA, 37:2, pp. 203–210.

Case Study: Should micro-finance be supported on a wider scale as a national-level development strategy? Choose a case study from Zambia or Bangladesh to ground your answer. Note: If you would like to research Conditional Cash Transfer programs, trade policy, or CSR for your case study this is also possible, please run your topic past me for approval.

12 – April 9, 2013

Agriculture, Trade, and Rural Development: From the Green Revolution to the Food Crisis

- Colman, D. (2002). "Agricultural Development Policy." In C. H. Kirkpatrick, R. Clarke & C. Polidano (Eds.), *Handbook on Development Policy and Management*. Northampton, MA: Edward Elgar, pp. 78-85.
- Zachary, G. Pascal, "Cheap Chickens: Feeding Africa's Poor." *World Policy Journal*. 21: 2 (Summer 2004), pp. 47-52.
- James C. Scott, "Taming Nature: An Agriculture of Legibility and Simplicity." in *Seeing Like a State* (New Haven: Yale University Press, 2001), pp. 262-307.
- Kaufman, Fred. 2010. "The Food Bubble: How Wall Street Starved Millions and Got Away with It." *Harper's* July 2010. pp. 27-34.
- Lappé, Francis Moore. (2003). "Food, Farming, Fear – The Power of Ideas to Create the World We Want." Speech to Iowa State University's Pesek Colloquium.
http://www.rightlivelihood.org/fileadmin/Files/PDF/Literature_Recipients/Moore_Lappe/Moore-Lappe - Food Farming Fear.pdf

Case Study: Are mechanization and technological innovations in agricultural development policy the missing ingredients for addressing food insecurity? Case studies may focus on Ghana, India, the United States, Brazil, or the Philippines.

Recommended:

- Helene York, "What's the Fairest way to Eat Food?" *Huffington Post*, Dec. 22, 2009
<http://food.theatlantic.com/sustainability/whats-the-fairest-way-to-eat-food.php>
- Richard Manning, "The Oil We Eat." *Harper's Magazine* February, 2004.
- Shiva, Vandana. (2008). "Soil Not Oil." in *Soil Not Oil: Environmental Justice in an Age of Climate Crisis*. Cambridge: South End Press, pp. 95-132. ("Food for Cars or People" is optional)

13 – April 16, 2013 - Sustainable Development, Present and Future

- McMichael, Philip. 2009. "Contemporary Contradictions of the Global Development Project: geopolitics, global ecology and the 'development climate'." *Third World Quarterly*, 30:1, 247–262.
- McKibben, Bill. (2009). "After Growth." from *Deep Economy*
- Robert H. Frank, "Post-Consumer Prosperity" *The American Prospect* March 24, 2009.
http://www.prospect.org/cs/articles?article=postconsumer_prosperity
- Brad Plumer, "Have we Reached the End of Economic Growth?" *Washington Post* blogs, Sept. 11, 2012.
<http://www.washingtonpost.com/blogs/wonkblog/wp/2012/09/11/have-we-reached-the-end-of-economic-growth/> and response on the "Post-Productive Economy" from *The Technium*:
http://www.kk.org/thetechnium/archives/2013/01/the_post-product.php

Recommended:

- Li, M. (2009). "Capitalism, Climate Change and the Transition to Sustainability: Alternative Scenarios for the US, China and the World." *Development and Change* 40(6): 1039–1061.
- Alier, J.M. (2009). "Socially Sustainable Economic De-Growth." *Development and Change* 40(6): 1099–1119.
- Hopwood, Bill, Mary Mellor and Geoff O'Brien. (2005). "Sustainable development: mapping different approaches." *Sustainable Development*. 13: 1 (Feb 2005). pp. 38-52.
- Agrawal, A. (1997). *The Politics of Development and Conservation: Legacies of colonialism*. *Peace and Change* 22, no. 4 (October, 1997): 463-482.

Case Study: To what extent is sustainable consumption and sustainable production an obstacle or opportunity for poverty reduction? Ground your answer in discussion of energy issues in Brazil (you may want to specify a particular dam, mining project, or biofuel issue), climate change, or consumer behavior in the US, India, or Japan.

14 – April 23, 2013

Final exam review session, wrap-up (in class)

FINAL EXAM – May 1 – 6, 2012, via Blackboard. Details TBA.