



Politics of Global Development

SISG-768

Professor: Eve Z. Bratman



Course Description:

Politics of Global Development (SISG-768) offers examination into to the field of international development through examining the history, theory, and current approaches towards alleviating poverty and global inequality. The course focuses especially on who decides, how decisions are made, and what the impacts are of development strategies on the environment and on the most vulnerable members of society. This course emphasizes critical analysis of the central assumptions and power relations that have influenced the field, and resulting discourses, policies, programs, and political arrangements. In the course, we explore what development means, how to measure it, and how to understand attempts to balance between economic, ecological, and equity concerns. The course engages the key propositions that emerge in contemporary international development debates, and offers frameworks for evaluating theories, interventions and policies. The course offers a foundation for uncovering and assessing social structures, institutions, inequalities, and development policies as theories meet practice.

Course Methods:

Asynchronous class time involves a mix of lectures, engaged response questions, videos and other media content. Synchronous class time primarily entails discussions 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 Outcomes:

- Define and understand central concepts of international development, including measurement of development, actors, theoretical approaches, and the history and trajectory of the field.
- Gain greater ability to apply knowledge and analysis to specific development contexts and cases in order to evaluate the strengths and limitations of theoretical approaches, programs and projects;
- Evaluate the merits of different approaches to international development on the basis of values at stake, including ethical, political, social, environmental, and economic ramifications.
- Foster development of a skill set in the areas of theory, critical analysis and methodology that is suitable for thinking, researching and writing about development and inequality.

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

- I Basic concepts: What is international development and how do you measure it? (weeks 1 – 3)
- II Theoretical underpinnings and central debates (weeks 4 – 8)
- III Thematic evaluation of key development policy dilemmas, challenges and successes (weeks 9-15)

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).

All other course readings are available through the link provided in the 2IR platform.

Course Requirements:

Assessment	% value	week due
Midterm: Development Theory Paper	25%	prior to asynch unit 7, right after l/s week 6
Debate Briefing Paper	10%	due right before l/s 8
Case Study: Brief written summary or lecture outline on Case Study presentation (policy-oriented issues), Weeks 9 - 14, staggered due dates per student, 2-3 persons per session	5%	due 24 hrs prior to respective l/s
Case Study Presentation: In-class discussion facilitation on case study issue, staggered Weeks 9 - 14 (provide the discussion notes prior to class)	10%	in different learning sessions, sign-up at beginning of course
Final Exam	25%	Time limited: 2 ½ hours long. Available for 56 hours, starting 24 hours after live session 15.
Participation	25%	Includes attendance and live session engagement.
Total:	100%	

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. Attendance will be taken. Missing more any 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.

Debate Paper: The paper is intended as a preparatory tool for the debate. It is an opportunity for you to prepare and flesh out a position before the debate. Stylistically, the paper can be either a policy paper, which concisely and effectively makes the case for a particular course of action, or it can be a reflection you're your personal views, which can include bulleted lists of pros and cons or key factual evidence, as long as the points are explained and contextualized, supported by explanation. You can also use your briefing paper as a reference during the debate; therefore, you may want to print a hard copy for the live-session class. You should use the readings (and you may also use outside sources, your own logical thinking, or other research) as you craft the paper, which should be not more than 1,000 words (or no more than 3 pages double-spaced) in length. This paper is due 24 hours in advance of the week 8 live session.

Development Theory Analytic Paper: This paper is due after the week 6 live session and prior to starting asynchronous week 7 (specific due date is 24 hours in advance of week 7 live session). The assignment involves writing an approximately 2,000-word paper (approximately twelve pages, double-spaced) that critically examines a particular development approach and evaluates evidence of the development approach in practice by discussing historical example(s) of that approach. A development topic covered in weeks 2 through 6 should be the focus of your paper, though it may be comparative between two topics. Empirical content is otherwise up to you.

Your paper should evaluate the merits of the theoretical approach based on evidence of some of the intervention's successes and failures, making a grounded argument about its merits, or lack thereof, of the particular development strategy. Strong papers will offer brief background into a specific development theory or approach, and will then explain the history and rationale for the specific development intervention to deepen your analysis. Emphasize questions of who wins, who loses, and how the intervention might have looked different if it had involved a different theoretical orientation. Empirical content is up to you—the more specific, the better!

Specifics: Outside research will be required, though you can primarily base the theoretical discussions on 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. I encourage you to tackle an original question and to go about answering "old" questions in novel ways! 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! I expect you to use at least 10 sources from books and academic journals in your work, and ideally, more. More details can be found on the course website.

Formatting: Papers will be submitted via the 2IR platform. I will comment using track-changes, so please save your file as a .doc or .docx format, with YOUR LAST NAME as the beginning of the file name. I prefer double-spaced, Chicago Manual of style footnotes (superscript numbers instead of in-text parentheses), and to have a list of "Literature Cited" at the end. This is suggested, not mandatory. You should make the paper as close to the target range as possible: +/- 300 words is fine, including footnotes, which do count in the word count. Significantly longer (and significantly shorter) papers will be penalized. A rubric for grading these papers is posted on our course website.

Case Study Paper Notes and Policy 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 discussion day during the first week of classes.

Discussion Facilitation: This component of the assignment involves leading class discussion as a team of 2-3 people in regard to a central topic question of the case study. 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. You should discuss from a policy perspective what various options are for coping with a problem, and substantiate through analysis the case for why one specific type of policy may be best for a given place. Your team should prepare before class so that main themes from what you've researched becomes clear, and so that the whole class has a chance to grapple with the issues at stake. Your team may decide as a group to all focus on one single country, or you may choose to each research different case studies, based on the prompts, and to make your presentation cohesive by drawing out common themes. It is up to you, as a team, to work this out. Either way, strive to make your presentation and discussion facilitation accessible to your peers. This does not have to be purely a formal power-point presentation: I encourage you to think out of the box, especially given the unique technologies available to us. Consider setting up thematic smaller-group discussions, role-plays, "Crossfire" debates, etc.

The total time for each team *should not exceed 30 minutes* – please feel free to consult with the instructor as you plan your activity. 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 Discussion Notes: You are graded individually for this portion of the assignment. The particular country or specific policy of focus is of your own choosing, but you may find agreement upon a common topic for all group members, so as to have a more focused discussion, if you so choose. I have offered several suggestions for each case study prompt in order to help simplify the process of choosing topics and cases to focus on. The length of this assignment should not exceed 1500 words. The paper overview 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. 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.

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 the online platform during the final exam period, so that you can individually plan on taking it at an optimal time between **9:00 AM on the day after the Week 15 live session and extending for a 56 hour window until 4:50 PM three days after the Week 15 live session** (the exam cannot be taken starting at 4:50 PM - that is the last time that it is to be submitted).

Grading: Specific criteria for evaluation will be specified when assignments are given. Instructions for all assignments will be posted on our course website. 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 loaded to the course website by the start of the live session on the day they are due. (In other words, if your live session begins at 3:30 PM EST, the late clock starts ticking at 3:31 PM if your paper is not uploaded). 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.

Academic Integrity: All students must adhere to American University's Academic Integrity Code, which you can find at: <http://www.american.edu/academics/integrity/code.cfm>. As the code states, "By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors."

Section II.A.

A. Violations Adjudicated under the Academic Integrity Code

1. Plagiarism

Plagiarism is the representation of someone else's words, ideas, or work as one's own 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. Misrepresenting sources is another form of plagiarism. The issue of plagiarism applies to any type of work, including exams, papers, or other writing, computer programs, art, music, photography, video, and other media.

[NOTE: 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.]

2. Inappropriate Collaboration

Inappropriate collaboration occurs when work that the professor presumes is original to the student is in fact the product of collaboration so close that the originality is no longer individual to the student. Professors often expect students to study together, to brainstorm together, and to read and criticize each other's work; group projects also require much collaboration. However, these forms of appropriate collaboration become inappropriate when the originality of the work is lost. In addition, for many assignments, such as take-home examinations and some homework assignments, professors specifically limit or restrict collaboration, requiring that all of the work is entirely the student's own. Before submitting work, students should clarify with their professors what forms of collaboration are appropriate for that assignment.

3. Dishonesty in Examinations (In Class or Take Home)

Dishonesty or cheating in examinations is the use of inappropriate or unauthorized materials, information, or study aids in a test. Unless the instructor directs otherwise, an examination is assumed to be solely a student's own work. No communication is allowed among students either through voice, written, electronic, or any other form of transmission, nor are students permitted to consult books, papers, study aids or notes without explicit permission. Dishonesty in examination includes but is not confined to copying from another's paper, giving or receiving unauthorized assistance, obtaining unauthorized advance knowledge of questions on an examination, and using mechanical or marking devices or procedures to achieve false scores on machine-graded examinations. Specific policies regarding examinations may vary with individual professors.

4. Dishonesty in Papers

Dishonesty in papers covers but is not limited to submitting material obtained from another person or company or purchased from either. All papers and materials submitted for a course must be the student's original work unless the sources are cited.

5. Work Done for One Course and Submitted to Another

This category of violation covers the presentation of the same work in more than one course at any time during a student's academic career without prior consent from both instructors. When incorporating their own past research into current projects, students must cite previous work. This requirement applies even when the work submitted had been originally for a project for another institution. When the previous instructor cannot be consulted, faculty may permit such a submission.

6. Fabrication of Data

Fabrication is the falsification, distortion, or invention of any information or citation in academic work. Examples include, but are not limited to, inventing a source, deliberately misquoting, or falsifying numbers or other data.

7. Interference with Other Students' or Scholars' Work

Interference with the work of others covers but is not limited to acts that deny others access to scholarly resources, or deliberately impede the progress of another student or scholar. Examples include sabotaging laboratory experiments or research, giving misleading information, knowingly

deceiving other members of a project team or group, disrupting class work, making library material unavailable to others, or altering the computer files of another.

8. Bribes, Favors, and Threats

Students may not bribe, offer favors to, or threaten anyone with the purpose of affecting a grade or the evaluation of academic performance.

9. Other Academic Misconduct

No specific set of rules or definitions can embrace every act of academic misconduct. A student who employs any form of academic deceit has violated the intellectual enterprise of the university.

General MAIR Attendance Policy

The synchronous sessions are a crucial component of every class in the MAIR degree. Consequently, attendance is mandatory. You will not receive credit for this course unless you make sure that you regularly can participate in these sessions for the entire class period. You are permitted one excused absence. You must arrange an absence in advance with the session instructor, and make up for your absence by either participating in another synchronous session or viewing the recording of the synchronous section that you missed. Your instructor has the discretion to decide which option is best. Any emergency absence that has not been arranged in advance will only be excused if you provide a note from a physician or a comparable qualified authority who can verify the reason for your absence.

AU Closures for Holidays and Inclement Weather

The MA in International Relations program observes holidays when American University is closed. The holidays that fall during academic terms for the program are:

- Martin Luther King, Jr. Day (third Monday in January)
- Memorial Day (last Monday in May)
- American Independence Day (July 4)
- Labor Day (first Monday in September)
- American Thanksgiving Holiday (fourth Thursday and fourth Friday in November)

In the event of a University closing or delay due to a localized weather event in the Washington, DC metro area, online MAIR class sessions will continue as scheduled. In the event of a declared emergency, American University will implement a plan for meeting the needs of all members of the university community.

Emergency Preparedness

In the event of a declared emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via the AU MAIR learning management system, while students must inform their faculty immediately of any absence. Students are responsible for checking regularly and keeping themselves informed of emergencies.

ACADEMIC AND STUDENT SUPPORT SERVICES:

American University provides student advising and support services customized for

MAIR students. Please contact Colleen Haverkos (SIS Assistant Director of Operations for Online Programs) at haverkos@american.edu - 202.885.6815 with any questions.

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 – Development and Poverty: Basic Concepts

Introduction

Admin note: sign-ups for case studies

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.

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. (Dichter’s Conclusion chapter is also scanned, but it is not mandatory reading).

USAID, 2-13 “Getting to Zero: A discussion paper on ending extreme poverty.” Available from: <http://www.usaid.gov/sites/default/files/documents/1870/USAID-Extreme-Poverty-Discussion-Paper.pdf>

2 –

Inequality, Colonialism and the Third World

Fanon, F. (1961). “Concerning Violence” in *The Wretched of the Earth* (2005). New York, NY: Grove Press, pp. 35–80 (to “We have seen with what results.”) Available from: <http://www.openanthropology.org/fanonviolence.htm>

Acemoglu, Daron, and Robinson, James A. (2012). *Why Nations Fail*. Chapter 2, “Theories that Don’t Work” in *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown Publishers. pp.45-69.

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

Recommended:

Arrighi, Giovanni, Silver, Beverly, and Brewer, Benjamin D. (2003). “Industrial Convergence, Globalization, and the Persistence of the North-South Divide.” *Studies in Comparative International Development*, 38: 1, pp. 3-31.

Appadurai, Arjun. (2007). “Hope and Democracy” *Public Culture* 19:1, pp.29-34.

3 –

Measurement of Development

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

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.

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

Alkire, Sabina. May, 2013. “Why the Poorest of the Poor need MPI 2.0” Development Progress blog, <http://www.developmentprogress.org/blog/2013/05/29/why-poorest-poor-need-mpi-20>.

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

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

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Modernization, Dependency, and Structuralism

- Essay, "Lenin's Critique of Global Capitalism." Excerpt from *Introduction to International Political Economy* by David N. Balaam and Michael Veseth, 2nd ed., 2001, pp. 76-78. (via *Commanding Heights* website)
http://www.pbs.org/wgbh/commandingheights/shared/miniextlo/ess_leninscritique.html
- Freidrich von Hayek, Excerpts from *The Road to Serfdom* by Friedrich von Hayek, Routledge, 1944, pp. 13-14, 36-37, 39-45. From:
http://www.pbs.org/wgbh/commandingheights/shared/miniextlo/ess_serfdom.html
- 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.
- 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.

5 –

Neo-liberalism, Globalization, Shock Therapy and Structural Adjustment

- 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.
- 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.
- 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.

Recommended:

- Cassidy, J. (2010). "Letter from Chicago: After the Blowup." *The New Yorker*. January 10, 2010, pp. 28-33.
- 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.

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Post-Development and Alternative Development

- 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.
- 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.
- 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.
- Roy, A. (2003). "Confronting Empire." Speech at World Social Forum, January 28, 2003.
<http://www.zmag.org/znet/viewArticle/11099M>

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

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Institutions and Actors in Development

Analytic Paper Due (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 (1995). “Poverty and Livelihoods: Whose Reality Counts?” *Environment and Urbanization* 7:1, pp. 173-204.
Roth, Silke (2012). “Professionalisation Trends and Inequality: Experiences and Practices in Aid Relationships.” *Third World Quarterly* 33:8, pp. 1459-1474.

Recommended:

Podlashuc, Leopold Nicolai (2005). “Deep democracy, Horizontal Exchange and the Praxis of Poop.” *Cultural Studies Review*, 11: 2, p. 161-170.
Rodrick, Dani, Arvind Subramanian, Francesco Trebbi. “Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development” *Development and Underdevelopment* New York: Lynne Rienner Publishers, Inc., pp. 91-94.
Goldman, Michael. (2005). “The Birth of a Discipline: Producing Environmental Knowledge for the World.” *Imperial Nature*. New Haven: Yale University Press. pp.151-180.

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**Development and Foreign Aid
DEBATE DAY (in live session)**

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.
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*.
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9 –

Urban and Rural Development: Inequality, Property, and Participation

Chambers, Robert. 1983. “Integrated Rural Poverty.” *Rural Development: Putting the Last First*. Prentice Hall, pp. 103-139.
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- DeSoto, Hernando. 2000. Chapter 1, "The Five Mysteries of Capital." *The Mystery of Capital*. Basic Books. Available from: <http://www.nytimes.com/books/first/d/desoto-capital.html>.
- Chambers, Robert. 1983. "Practical Action." *Rural Development: Putting the Last First*. Prentice Hall, pp. 190-215. Available from: <http://www.communityhealth.in/~commun26/wiki/images/d/dd/Rc217.pdf>

10 –

Gender, Health, and Geography

- 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 Reinner, pp. 83-90.
- Karlan, Dean and Appel, Jacob. Chapter 10, "To Stay Healthy." in *More than Good Intentions* Plume Books, 2012, pp. 223 – 252.
- Baden, Sally. 2013. "Women's Collective Action in African Agricultural Markets: The Limits of Current Development Practice for Rural Women's Empowerment," *Gender & Development*, 21:2, 295-311.
- Useem, Andrea. "Early Lessons from Walmart's Sourcing from Women Entrepreneurs." Devex, January 15, 2013. <https://www.devex.com/en/news/early-lessons-from-walmart-s-ambitious-bid-to/80113>

Recommended:

- Arostegui, Julia. 2013. " *Gender & Development*, 21: 3, pp. 533–549.
- Simmons, Pam. "Women in Development: A Threat to Liberation." in Majid Rahnema, Ed. *The Post-Development Reader* (London: Zed Books, 1997), pp. 244-255.
- 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.

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-

Conflict and Development

- Acemoglu, Daron, and Robinson, James A. (2012). "Why Nations Fail Today" Chapter 13 in *Why Nations Fail*, (New York: Crown Publishing Group), pp. 368-403.
- Collier, P. "The Conflict Trap" and "Military Intervention" in *The Bottom Billion*. pp. 17 – 37, 124-134.
- Adrabi, Tahir, and Das, Jishnu. (2010) "In Aid We Trust." Working Paper. September 2010.
- Brinkley, Joel. (2012). "Afghanistan: Example of How Not to Give Aid." *Politico* July 25, 2012. <http://www.politico.com/news/stories/0712/79000.html#>
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- 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.

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: To what extent may foreign aid be leveraged as a solution to ending conflict, or rather, to what extent does foreign aid aggravate conflict settings? Focus on Afghanistan, Somalia, Iraq, or the Democratic Republic of Congo.

12 –

Trade, Microfinance, and Welfare States: Microfinance vs. CCTs

Son, Hyun H. (2008). "Conditional Cash Transfer Programs: An Effective Tool for Poverty Alleviation?" Asian Development Bank, ERD Policy Brief Series No. 51.

Moyo, Dambisa (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>

Pollin, R. (2007). "Microcredit: False Hopes and Real Possibilities" *Foreign Policy in Focus*, June 21, 2007. http://www.fpiif.org/articles/microcredit_false_hopes_and_real_possibilities

Brest, Paul, and Born, Kelly. (2013). "When can Impact Investing Create Real Impact?" *Stanford Social Innovation Review*, http://www.ssireview.org/up_for_debate/article/impact_investing

Recommended:

Utting, P. (2009) "The Struggle for Corporate Accountability." *Development and Change* pp. 959-975.

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

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.

May, Meredith. (2010). "Microfinance's Next Frontier." *Stanford Social Innovation Review*. 8:4, (Fall 2010): pp. 63-64.

Ariel Fiszbein, Norbert Rüdiger Schady, Francisco H. G. Ferreira. *Conditional Cash Transfers: Reducing Present and Future Poverty*. (Washington DC: World Bank, ISBN: 978-0-8213-7352-1), pp.165-200.

Barnes, Taylor (2013). "Brazil's Bolsa Família: Welfare model or menace?" *Christian Science Monitor* November 17, 2013.

Case Study: Should micro-finance be supported on a wider scale as a national-level development strategy? Choose a case study from Zambia, Morocco, or Bangladesh to ground your answer.

Note: If you would like to research Conditional Cash Transfer programs, corporate social responsibility, or impact investing for your case study, this is also possible, but please run your topic past me for approval.

13-

Food Systems: Production, Consumption, Security, and Livelihoods

- 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.
- 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
- Pascal, Zachary, G. (2004). "Cheap Chickens: Feeding Africa's Poor." *World Policy Journal*. 21: 2 (Summer 2004), pp. 47-52.
- Scott, James C. (2001) "Taming Nature: An Agriculture of Legibility and Simplicity." in *Seeing Like a State* New Haven: Yale University Press, pp. 262-307.
- Schneider, Howard. *Washington Post* (January 25, 2012). "Bill Gates Pushes 'Green Revolution' for Small Farms in the Developing World." http://articles.washingtonpost.com/2012-01-25/business/35438269_1_crops-green-revolution-small-farms

Recommended:

- York, Helene (2009). "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>
- Manning, Richard (2004). "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)

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.

14 –

Appropriate Technology: Inventing our Path Toward Progress?

- Bilger, Burkhard (2009). "Hearth Surgery," *The New Yorker*, December 21, 2009, p. 84.
- McMichael, Philip. (2009). "Contemporary Contradictions of the Global Development Project: geopolitics, global ecology and the 'development climate'." *Third World Quarterly*, 30:1, 247–262.
- McDonough, William and Braungart, Michael. (2009). *Cradle to Cradle: Remaking the Way We Make Things*. Waste = Food. pp. 92-117.
- UN System Task Team on the Post-2015 Development Agenda, (2012). "Building on the MDGs to Bring Sustainable Development to the Post-2015 Development Agenda." Thematic Think Piece. Available from: http://www.un.org/millenniumgoals/pdf/Think%20Pieces/17_sustainable_development.pdf

Recommended:

- Guha, Ramachandra (2000). "The Paradox of Global Environmentalism" *Current History*. (October) pp. 367-370.

- Gaillard, J.C. (2010). "Vulnerability, Capacity, and Resilience: Perspectives for Climate and Development Policy." *Journal of International Development* 22: 218-232.
- Plumer, Brad. (2012). "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
- Brand, Ulrich. (2012). "Green Economy: The Next Oxymoron?" *Gaia* 21:1, pp. 28-32.
- Agrawal, Arun. (1997). The Politics of Development and Conservation: Legacies of colonialism. *Peace and Change* 22: 4, pp. 463-482.

Case Study: To what extent is technological advancement an obstacle or opportunity for poverty reduction? Ground your answer in discussion a particular energy project, climate change adaptation project, or consumer product example in the India, Turkey, Ecuador, or Cambodia.

15 –

Asynchronous: Development in the Anthropocene Age.

Live Session: Wrap-up and review. No readings this week.

Asynchronous, after week 15 live session: FINAL EXAM.