

The American University  
School of International Service  
**International Development**  
**SISU-637-001, Spring 2015**



**Class meets:**

**Mondays, 2:35 PM – 5:15 PM, SIS 333**

Professor: Eve Z. Bratman  
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**Office Hours (drop-in):** Mondays, 1 PM – 2 PM, 5:15 PM – 6:15 PM, and Thursdays, 2:30 PM – 4:30 PM.  
Please email to schedule an appointment, if needed.

**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:**

- Gain familiarity with different theories of international development and the basic history of the

field.

- Assess how development theories influence institutions and also development policies.
- Understand a range of current development topics and policy strategies, and critically assess different strategies for measuring development intervention impacts upon the most vulnerable members of society.

### **Learning Outcomes:**

- Define and understand historical and current landmarks and trajectories international development.
- Explain concepts, theories, and assumptions of international development in comparative perspective.
- Apply analysis of strengths and limitations of approaches, programs and projects on the basis of theory, evidence, and normative values at stake in specific development contexts.
- View and debate development challenges and opportunities with foundations in theory and analysis that is suitable for thinking, researching and writing about development and inequality.

Recommended Texts: *These texts are available through the library, at the campus bookstore, in local bookstores, and online. All course readings are available through the course Blackboard site.*

Philip McMichael, *Development and Social Change; A Global Perspective* (5<sup>th</sup> Edition).

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* (4<sup>th</sup> Edition).

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

### **COURSE REQUIREMENTS:**

- **Participation: 20%**  
Attendance: 10%  
In-class contributions: 10%
- **Written assignments: 60%**  
Class 5 Response Paper (20%)  
Class 8 Concept map (10%)  
Class 9 Debate policy paper (10%)  
Class 14 Case Study (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. 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 or are otherwise concerned about your ability to participate in class so that we can talk about how you will learn best. I will take attendance. Computer use is discouraged in the classroom.

**Response Papers:** There are several short papers due for this course based on critical thinking and analysis of course readings. Proper citations are expected, although no substantial research beyond course readings is required. See each homework assignment description for details.

**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. The debate will be judged by former students of International Development. A specific debate proposition and teams will be assigned one week prior to the debate.

**Final Exam:** There will be a take-home cumulative final exam for this course. It will be made accessible via Blackboard and you may complete it remotely during a specific window of time during the final exam period.

Stylistic questions: 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: +/- 300 words is fine for response papers, including footnotes, which *do* count in the word count. A rubric for grading these papers is posted in Blackboard under “Additional Information.”

**FOR ALL ASSIGNMENTS, PLEASE NO HARD COPIES OF PAPERS – you may email your papers instead to: [bratman@american.edu](mailto:bratman@american.edu)** Save your file in .odt, .doc, or .docx format, so that I can make comments in track-changes and email your work back to you. Also, save the file beginning with your last name, e.g. YourLastName\_paperX.doc. Longer (and shorter) papers will be penalized, as will papers that do not follow this protocol. Thank you for paying attention to detail! ☺

**Late Policies:** All late assignments will be penalized immediately by a drop of 2 points per day if they are not turned in by the start of class on 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](mailto:bratman@american.edu)). I will use the day and time of the email as the end of the penalty period.

**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	Excellent	79-81	B-	Satisfactory
91-94	A-	Very Good	75-78	C+	Acceptable, but basic adequacy
86-90	B+	Good, competent	72-74	C	Lacking competency, concerning
82-85	B	Fair, average	68-72	C-	Barely adequate, below average
				...	and so on

*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.

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

- I. **Landmarks in international development** (weeks 1-5)  
History; Colonialism; Defining development and inequality; Measuring development
- II. **Approaches to development** (weeks 6-9)  
Foreign aid; actors and institutions; globalization; theoretical background in the field.
- III. **Issues facing international development and sustainability** (weeks 10 -14)  
Gender/Health/Geography; Urban Development; Rural Livelihoods & Food systems; Sustainability

## **COURSE POLICIES**

### **Safe and Inclusive Classroom Statement:**

- As community, in this classroom and at American University, we value diversity and aim to foster a safe and supportive environment for our students. The classroom environment should be especially conducive to the productive exchange of ideas, particularly including minority views.
- Topics may arise in class readings and discussion that may be sensitive to some class participants, including but not limited to issues of racism, disability, gender inequality, sexuality, and violence. In the interest of promoting the wellness of all students in the class, I will do my best to present "trigger warnings" for such content, and students should take due measures to protect their own sense of safety and wellness in the case of acute sensitivities.
- To facilitate our communication, if there is a particular name and/or pronoun you would like used, please let me know what it is and what pronoun you prefer.
- Students found responsible for sexual misconduct, in the classroom or outside of it, can face penalties that include suspension or expulsion from American University, and they may be subject to criminal charges.

### **A few ground rules:**

1. **Listen** thoughtfully before judging, and be considerate of your peers.
2. **Be present.** Come to class on time, come prepared for learning, and don't get distracted. In that vein: absolutely no IM'ing, turn cell phones off, and please keep internet use to a bare minimum.
3. **Help each other.** We're on a journey to learn together; the more you push each other to debate and discuss ideas, the more you'll all benefit. Respectfully disagree. If someone is nodding off, nudge them. Think of your classmates as allies, and your professor as facilitator, coach, and teacher.
4. **Remember humility.** Remember no one has all the right answers. Be open to new ideas. Challenge authority.
5. **Honor your learning process.** Challenge yourself. Clarify your educational goals early on. Take initiative to ask discussion questions. Forming study groups. Come in to office hours. Strive to indulge your curiosity, read 'recommended' readings, and hone your analytic skills. Respect the university's honor code (especially, don't cheat or plagiarize!), or face serious disciplinary consequences.

**Support Services:** If you are experiencing special difficulties in this course, please do not hesitate to let me know. In addition to resources at SIS, a wide range of services are 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.

Survivors of Sexual Assault have numerous resources (on- and off-campus) available for support. These resources can be found at: <http://www.american.edu/.../sexual-assault-resources.cfm/>

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.

**Academic Integrity:** Standards of academic conduct are set forth in the University's Academic Integrity Code, and will be strictly adhered to. For details, see [http://american.edu/handbook/policies\\_guidelines.htm](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. If in doubt as to whether you are at risk of plagiarism, the best precaution is to cite your sources whenever possible.

**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](http://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 course readings, 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](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>

Society for International Development (DC): <http://www.sidw.org/>

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

[The Guardian - Global Development: http://www.theguardian.com/global-development](http://www.theguardian.com/global-development)

## Class Schedule<sup>1</sup>

### **1 – 1/12/2015 - Introduction and Development's History**

*Welcome to class. Syllabus overview, know your prof, group activity.*

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.

Freire, Paulo. 1970 (2005). "Introduction" (by Richard Shaul), and Chapter 1. *The Pedagogy of the Oppressed*. (New York: Continuum International Publishing Group) pp. 29-34, 43-70.

#### Recommended:

Dichter, Thomas W. (2003). "The Evolution of the Idea of Development." in *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, just for some extra recommended reading).

Chambers, Robert. (1997). "Professional Realities" in *Whose Reality Counts?* (Intermediate Technology Publications) pp. 33-55.

### **2– 1/26/2015 – Colonialism's Legacy and in Development Studies**

Baker, Andy. (2014). Chapter 4, Slavery and Colonialism. In *Shaping the Developing World*. Sage: New York, pp. 79-101.

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.

Silver, Marc (2015). "If you Shouldn't Call it the Third World, What Should you Call it?" January 4, 2015. NPR. <http://www.npr.org/blogs/goatsandsoda/2015/01/04/372684438/if-you-shouldnt-call-it-the-third-world-what-should-you-call-it?>

#### Recommended:

Sidaway, James A. (2012). "Geographies of Development: New Maps, New Visions?" *The Professional Geographer* 64: 1, pp. 49-62.

**(Last add/drop day: September 8)**

### **3 – 2/02/2015 -- How do we Measure and Count Development?**

"How's Life" Video (bottom right corner of page): <http://www.oecd.org/statistics/howslife.htm>

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

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

- Global Development Podcast. “Big Ideas for Development after 2015.” Available from: <http://www.theguardian.com/global-development/audio/2013/sep/25/global-development-podcast-2015-goals> (37 minutes)
- 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>.
- 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\\_focus\\_ed\\_too\\_much\\_greener\\_ways\\_to\\_calculate\\_wealth\\_and\\_gdp.html](http://www.slate.com/articles/health_and_science/project_syndicate/2012/07/the_rio_20_summit_focus_ed_too_much_greener_ways_to_calculate_wealth_and_gdp.html)
- USAID, 2013 “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>

Recommended:

- 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](http://www.stiglitz-sen-fitoussi.fr/documents/Issues_paper.pdf)
- Handelman, H. (2009). “Understanding Underdevelopment” in *The Challenge of Third World Development, 5<sup>th</sup> Ed.*, Upper Saddle River, NJ: Pearson. pp. 1-26.
- 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.

**4 – 2/09/2015 – Freedom, Inequality and Equity**

- Sen, A. K. (1999). “The Ends and Means of Development” in *Development as Freedom*. New York: Knopf. Chapter 2, pp. 35-53.
- Milanovic, B. (2008). “Globalization and Inequality.” in Seligson and Passé-Smith, eds. *Development & Underdevelopment* Boulder: Lynne Reinner, pp. 377-390.
- Moellendorf, Darryl. (2009). “Global Inequality and Injustice.” *Journal of International Development* 21, pp. 1125-1136.
- 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 Reinner.

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.
- Wade, Robert Hunter (2008). “The Rising Inequality of World Income Distribution.” in *Development and Underdevelopment: The Political Economy of Inequality*. Boulder: Lynne Reinner, pp. 11-29.
- 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. Bradford. "Productivity Growth, Convergence, and Welfare: Comment." in Seligson and Passé-Smith, eds. *Development & Underdevelopment* Boulder: Lynne Reinner, 2008, pp. 195-207.

### 5 - 2/16/2015 -- Institutions and Agency in Development Practice

**Response paper: Choose a specific country to ground your argument about what, if any, importance the legacy of colonialism has in informing development problems and how those problems are measured and addressed. Your paper might describe what you think are the most important dimensions of development objectives, and what methods are best suited to measure the those objectives, or you may explore the implications of standing by certain development discourses of what 'development', 'poverty' and 'inequality' mean and how development problems are portrayed. I encourage you to choose a specific country to ground your argument. Due at start of Week 5 class. 2,000 words max., with citations and reference to course readings (\*I encourage you to read the week 5 readings before writing the paper as they may likely help inform your argument).**

This American Life. Episode 408; "Island Time." (download free from:

<http://www.thisamericanlife.org/radio-archives/episode/408/island-time> ) TIP: Take notes as you listen, especially about new things learned, questions you have, areas of agreement or disagreement, so that the content doesn't go in one ear and out the other.

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

Hermann, Cassandra (2015). 'An African's Message for America' *The New York Times* VIDEO (6 minutes) and article: <http://www.nytimes.com/2015/01/06/opinion/an-africans-message-for-america.html?smid=fb-share>

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

Chambers, Robert (1995). "Poverty and Livelihoods: Whose Reality Counts?" *Environment and Urbanization* 7:1, pp. 173-204.

#### Recommended:

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

Roth, Silke (2012). "Professionalisation Trends and Inequality: Experiences and Practices in Aid Relationships." *Third World Quarterly* 33:8, pp. 1459-1474.

Esser, Daniel, and Williams, Benjamin. (2014). Tracing Poverty and Inequality in International Development Discourses: An Algorithmic and Visual Analysis of Agencies' Annual Reports and Occasional White Papers, 1978–2010. *Journal of Social Policy*, 43: 1, pp.173–200.

### 6 – 2/23/2015 – Post-World War II Development Theories: Modernization, Structuralism, and Dependency Theories

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/minitextlo/ess\\_leninscritique.html](http://www.pbs.org/wgbh/commandingheights/shared/minitextlo/ess_leninscritique.html)

Rostow, W.W. "The Five Stages of Growth" in Seligson, M. A. and Passe-Smith, J.T., eds., *Development and Under Development. 4<sup>th</sup> 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. 4<sup>th</sup> Ed.*, Boulder: Lynne Reinner Publishers, pp.257-267.

"Raul Prebisch: Latin America's Keynes". *The Economist* . March 5, 2009.  
<http://www.economist.com/node/13226316>

Recommended:

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.

Friedrich 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/minitextlo/ess\\_serfdom.html](http://www.pbs.org/wgbh/commandingheights/shared/minitextlo/ess_serfdom.html)

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.

### **7 – 3/02/2015 - Globalization and Neo-Liberal Capitalism**

Video: PBS, "Commanding Heights." The New Rules of the Game. Episode 3. From:  
<http://www.pbs.org/wgbh/commandingheights/lo/story/index.html> (see "chapter menu" for all the shorter videos, or look up the library's copy to watch with greater continuity).

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.

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.

Recommended:

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.

Easterly, W. (2006). "Bailing out the Poor." *The White Man's Burden*. New York: Penguin Press, pp. 210 – 240.

### **8 – 3/16/2015 – Post-Development and Beyond; Critiquing the Mainstream**

**Homework (due at start of class): Draw a "concept map" of main international development theoretical approaches, including post-development. NOTE: DO THIS ASSIGNMENT AFTER DOING THIS WEEK'S COURSE READINGS.**

- Esteva, G. (2011). "What is Development?" In Robert Denemark et. al. eds. *The International Studies Compendium Project* (Oxford: Wiley-Blackwell).
- Escobar, Arturo (1992). "Reflections on 'Development'" *Futures* (June 1992), 411-434.
- Pieterse, Jan Nederveen. (2000) "After Post-Development." *Third World Quarterly*, 21:2 (Apr., 2000), pp. 175-191.
- 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:

- 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.
- Roy, A. (2003). "Confronting Empire." Speech at World Social Forum, January 28, 2003.  
<http://www.zmag.org/znet/viewArticle/11099M>
- Rist, G. (2008). "Definitions of Development" in *The History of Development: From Western Origins to Global Faith*, 3<sup>rd</sup> Ed. (London and New York: Zed Books), pp. 8-24.

**9 – 3/23/2015 -- Foreign Aid**

**DEBATE DAY (in class). Last name A-L, argues affirmative. Last Name M – Z argues negative.**

**The proposition is the following:** "Development aid from wealthy nations to poor nations should be significantly increased so as to ultimately improve conditions for the world's poor."

**\*along with the in-class debate preparation, you should prepare a policy-oriented briefing paper, not more than 2 pages in length.** 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?' It is due via email at the beginning of class on the day of the debate.

- 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 Chapter 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, Strauss, and Giroux, pp. 10-28, 48-70.
- Brautingam, Deborah. (2009). *The Dragon's Gift: The Real Story of China in Africa*. Chapter 4, "Eastern Promises" Oxford: pp. 105-130.

Recommended:

- The Economist. (2009). "Money, Votes, and Politics." *The Economist*.  
[http://www.economist.com/research/articlesBySubject/displaystory.cfm?subjectid=526358&story\\_id=E1\\_TQVRQGVT](http://www.economist.com/research/articlesBySubject/displaystory.cfm?subjectid=526358&story_id=E1_TQVRQGVT)

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

**10 – 3/30/2015 -- Alternative Development Approaches: Microfinance, Ethical Trade, Rights-Based, and CCTs**

**NOTE: READ ONLY FOR YOUR GROUP – We will do in-class group presentations on each sub-topic area.**

**Groups: Students with birthdays in January – March read group 1, April – June read group 2, July – September read group 3 readings, October – December read group 4 readings.**

GROUP 1 (Ethical Consumption):

- Myers, Paul (2013). "Does Fair Trade Promote International Development?" *Journal of Markets and Morality* 16:1
- Talpalaru, Margrit (2014). "Blake Mycoskie, TOMS, and Life Narratives of Conspicuous Giving." *Biography*, 37(1), 168-190,373.
- Brand, H. (2004, Summer). Fair trade and the world's poor. *Dissent*, 51, 105-109.

GROUP 2 (Rights-based approaches):

- Gauri, Varun and Gloppen, Siri. 2012. Policy Research Working Paper #5938. "Human Rights Based Approaches to Development Concepts, Evidence, and Policy." World Bank Development Research Group.
- Aaronson, Susan, and Zimmerman, Jaime A. (2006). "Fair Trade? How Oxfam Presented a Systemic Approach to Poverty, Development, Human Rights, and Trade." *Human Rights Quarterly* 28, 4: pp. 998-1030.
- 7-minute video interview: <http://www.ecdpm-talkingpoints.org/video-human-rights-based-approach-to-development-danish-minister-friis-bach-talks-to-ecdpm/>

GROUP 3 (Microfinance):

- Yunus, Muhammad (2007). *Creating a World Without Poverty*. New York: Public Affairs, Chapter 3.
- 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>
- Rouf, Kazi Abdur. (2012). "Green Microfinance Promoting Green Enterprise Development." *International Journal of Research Studies in Management*. 1:1, pp. 85-96.

GROUP 4 (Conditional Cash Transfers):

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

- Barnes, Taylor (2013). "Brazil's Bolsa Família: Welfare model or menace?" *Christian Science Monitor* November 17, 2013.
- 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](http://www.ssireview.org/up_for_debate/article/impact_investing)

Recommended:

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

**11 – 04/06/2015 -- Gender, Health, and Entrepreneurship**

- Hackett, Michelle. 2011. "Can social enterprise deliver gender 'appropriate technology' in rural Bangladesh?" *Outskirts* 11/2011. p. N/A.
- 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, Conflict, and Peace-building: How Conflict can Catalyse Positive Change for Women." *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.
- 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.

**12 – 4/13//2015 – Rural Livelihoods and Food Systems**

- Chambers, Robert. 1983. "Integrated Rural Poverty." *Rural Development: Putting the Last First*. Prentice Hall, pp. 103-139.
- 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.

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.rightlivelivelihood.org/fileadmin/Files/PDF/Literature\\_Recipients/Moore\\_Lappe/Moore-Lappe - Food Farming Fear.pdf](http://www.rightlivelivelihood.org/fileadmin/Files/PDF/Literature_Recipients/Moore_Lappe/Moore-Lappe - Food Farming Fear.pdf)

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](http://articles.washingtonpost.com/2012-01-25/business/35438269_1_crops-green-revolution-small-farms)

Recommended:

Pascal, Zachary, G. (2004). "Cheap Chickens: Feeding Africa's Poor." *World Policy Journal*. 21: 2 (Summer 2004), pp. 47-52.

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)

### 13 – 4/20/2015 - Urban Development: Informality & Property

Davis, Mike. 2004. "Planet of Slums." *New Left Review* 26 (Mar/April), pp. 6 – 37.

Berner, Erhard. 2002. "Learning from Informal Markets: Innovative Approaches to Land and Housing Provision." in David Westendorff and Deborah Eade, eds., *Development and Cities* (Oxford: Oxfam) pp.226-247.

Benzioni, Sharon. (July 15, 2013) "Crowded House: Accra Tries to Make Room for a Population Boom." *NextCity.org*, <http://nextcity.org/forefront/view/crowded-house>

Recommended:

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>.

### 14 – 4/27/2015 - Crises and Opportunities in Development

**Paper:** What, if anything, can be done to address the challenges of urban and rural development to make viable livelihoods for people living in both areas? Critically analyze a specific development initiative or policy of your choosing, focusing on theoretical underpinnings of possible approach(es), power dynamics and policies at stake, and relations of interactions between topics (e.g. industry / sustainability / land / gender etc.). **1500 words max. Due at start of week 14 class.**

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](http://www.un.org/millenniumgoals/pdf/Think%20Pieces/17_sustainable_development.pdf)

Haddad, Lawrence. "Five Assumptions of Dominant Thinking in International Development." *Development* (2012) 55(1), 34–44.

**15 – 5/4/2015 – FINAL EXAM - Available via Blackboard from May 1 – May 4 2015 for one 2 hour window (exact timing is of your choosing – you may only access the exam once). The exam is primarily multiple-choice and short answer questions.**