

The American University
School of International Service
International Development
SISU-240-001, Spring 2015



Class meets:
Mondays, 8:55 AM – 11:35 AM
SIS 233

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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.
Email bratman@american.edu to schedule an appointment, if needed.

Course Description:

SISU 240 - *International Development* introduces students to the study of international development. Its purpose is to examine theories, histories and policies that shape the field, both historically and in current practice. The central objective of the course is to enable students to compare and contrast development problems from a number of viewpoints. Students will develop informed opinions as building blocks of context-specific, innovative and effective strategies for economic, policy and social change. Particular attention will be paid to the impacts of development strategies on the most vulnerable members of society.

Learning Objectives:

This is the gateway course for the thematic area of international development. Its purpose is to examine theories, histories and policies that shape the field, both historically and in current practice. The course's central objective is to enable students to compare and contrast development problems from a number of viewpoints, in order to develop informed opinions as building blocks of context-specific, innovative and effective strategies for economic, political and social change.

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.

Learning Objectives:

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

field.

- Assess how development theories influence institutions and development policies.
- Understand a range of current development topics and policy strategies, and hone critical evaluation skills towards assessing the effects of development interventions upon 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.

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.*

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* (4th Edition).

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

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

Course Requirements:

- **Participation: 20%**
 - Attendance: 10%
 - In-class contributions and Blackboard discussion: 10%
- **Written work: 80%**
 - Class 3 Response paper (15%)
 - Class 5 Quiz (12.5%)
 - Class 8 Concept map (12.5%)
 - Class 9 Debate policy paper (15%)
 - Final Exam (25%)

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'll learn best. I will take attendance. Computer use is discouraged in the classroom, but not prohibited.

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. There is a paper due on the day of the debate day, and your participation in the debate will count towards your class participation grade.

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. The exam will involve a mix of essay, short-answer and multiple choice questions.

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, NO HARD COPIES OF PAPERS ARE NECESSARY – **you may email your papers instead to: 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. 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 these details. ☺

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.

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). 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).

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; Major actors in 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)
Alternative Development strategies (Microfinance, ethical consumption, etc.); Gender; 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. 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 in doubt as to whether you are at risk of plagiarism, the best precaution is to cite your sources whenever possible. If you are not certain about how to appropriately integrate citations, or anything else related to academic integrity standards, please seek assistance from your professor and/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.

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>

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>

Class Schedule¹

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

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

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:

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." 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, but it is not mandatory reading).

2– 1/26/2015– Colonialism's Legacy and the Third World 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?>

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

DUE TODAY: Response paper: How does the legacy of colonialism inform development as a field, today? Essays should describe both how colonialism informs our current measures of development, and also how the historical legacy of colonialism may be (or is not) addressed in current practice. 1,200 words maximum, with citations and reference to course readings. Due at start of Week 3 class.

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

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 via BLACKBOARD ANNOUNCEMENTS for updates, amendments, and addenda to this syllabus.

“How’s Life” Video (bottom right corner of page): <http://www.oecd.org/statistics/howlife.htm>
Costanza, Robert et. Al. 2009. “Beyond GDP: The Need for New Measures of Progress.” Pardee Papers, No. 4 (Boston University).
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>

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
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
Handelman, H. (2009). “Understanding Underdevelopment” in *The Challenge of Third World Development, 5th 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.

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.
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.
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 – What are “We” doing “over there”? Agency in Development Practice
QUIZ ON WEEKS 4 and 5 TODAY.**

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.

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.

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

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

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/miniextlo/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. 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.

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
- 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 – 03/02/2015 - 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).
- Marber, Peter. (2005). "Globalization and its Contents." *World Policy Journal*, Vol. 21, No. 4 (Winter, 2004/2005), pp. 29-37.
- 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.

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.
- McGurn, W. (2000). "Failure and progress in East Asia." in I. Velasquez (ed.), *Global Fortune: The stumble and rise of world capitalism*. Washington, DC: Cato Institute.

8 – 03/16/2015 – 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*, 3rd Ed. (London and New York: Zed Books), pp. 8-24.

9 – 03/23/2015 -- Foreign Aid

DEBATE DAY (in class). Last name A-L, argues affirmative. Last Name M – Z argues negative. The proposition is the following: "Financial investments in the form of liberalized trade and value chain development should be significantly increased so as to aid the world's developing countries."

**along with the in-class debate preparation, you should prepare a policy-oriented briefing paper, not more than 2 pages (single spaced) in length.* The paper component to this assignment should synthesize your thoughts on the question of: 'what, if any, are the merits of a trade-based approach towards foreign aid?' It is due via email at the beginning of class on the day of the debate.

- Mark Langan and James Scott. (2014) "The Aid for Trade Charade." *Cooperation and Conflict* 49(2) 143–161.
- Mwenda, Andrew. 2007. TED TALK: "Aid for Africa? No Thanks." (TED talk). June 2007.
http://www.ted.com/talks/andrew_mwenda_takes_a_new_look_at_africa?language=en#t-140549
- Brautigam, Deborah. (2009). Chapter 4. *The Dragon's Gift*. Oxford: Oxford Press.
- Kenny, Charles (2014). Foreign Aid Isn't Charity: It's an investment. *Business Week* June 23, 2014.
<http://www.businessweek.com/articles/2014-06-23/foreign-aid-isnt-charity-its-an-investment>
- Paolo Ghisu, Christophe Bellmann, Vinaye Dey Ancharaz (July 4, 2013). "Assessing the effectiveness of Aid for Trade: Lessons from the ground." ICTSD. <http://www.ictsd.org/bridges-news/bridges-africa/news/assessing-the-effectiveness-of-aid-for-trade-lessons-from-the> (See also the ICTSD website for numerous in-depth case studies on AfT).
- Intelligence Squared debate: "Foreign Aid to Africa is doing More Harm than Good."
<http://intelligencesquaredus.org/debates/past-debates/item/547-aid-to-africa-is-doing-more-harm-than-good>

Recommended:

- 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#>

- 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.

10 – 03/30/2015 – Alternative Development Funding: Microfinance, Trade, and CCTs

NOTE: READ ONLY FOR YOUR GROUP – We will do an in class group 3-way debates and discussion on each sub-topic area.

Groups: Students with birthdays in January – April read group 1, May – August read group 2 readings, and September – December read group 3 readings.

GROUP 1 (Ethical Consumption):

Myers, Paul (2013). "Does Fair Trade Promote International Development?" *Journal of Markets and Morality* 16:1

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11 – 04/06/2015 – Gender and Social Enterprise

Guest Lecture: Neha Misra, Solar Sister (<http://www.solarsister.org/>)

- 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>
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- Simmons, Pam. "Women in Development: A Threat to Liberation." in Majid Rahnema, Ed. *The Post-Development Reader* (London: Zed Books, 1997), pp. 244-255.
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12 – 04/13/2015 – Rural Livelihoods and Food Systems

- Chambers, Robert. 1983. "Integrated Rural Poverty." *Rural Development: Putting the Last First*. Prentice Hall, pp. 103-139.
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- Pascal, Zachary, G. (2004). "Cheap Chickens: Feeding Africa's Poor." *World Policy Journal*. 21: 2 (Summer 2004), pp. 47-52.

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13 – 04/20/2015 - Urban Development: Informality & Property

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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>

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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>.

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14 – 04/27/2015 - Crises and Opportunities in Development

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

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

15 – 05/04/2015 – FINAL EXAM - Available via Blackboard from 5/1/2015 – 5/4/2015 for one single 3 hour window (exact timing is of your choosing – you may only access the exam once). The exam is a mix of multiple-choice, essay, and short answer questions.