

The American University
School of International Service

International Development

SISU-240-001, Spring 2014



Class meets:

Wednesdays, 8:55 AM – 11:35 AM

Professor: Eve Z. Bratman

Office: SIS 209

Phone: 202- 885- 1860

Email: bratman@american.edu

Office Hours: Drop-in (no appointment necessary) hours on Wednesdays 12:00 – 2:30 PM and Thursdays 12:30 – 2:00 PM. I will also schedule meetings by appointment if needed. Email bratman@american.edu to schedule an appointment.

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. The course provides an introduction 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 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.

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.

Required Texts:

Acemoglu, Daron, and Robinson, James A. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown Publishers. ISBN: 0307719227

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

Recommended:

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).

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

Course Requirements:

- **Participation: 30%**
 - Attendance: 10%
 - In-class contributions: 10%
 - Quizzes/Homework/Blackboard: 10%
- **Response paper: 25%** Due February 12, 2014
- **Debate: 10%** Due February 19, 2014
 - Participation 5%
 - Briefing paper: 5%
- **Final Exam: 35 %** Due April 30, 2014

Participation: There are many ways to participate constructively in class: asking questions, making comments when solicited, responding to your peers, and even using non-verbal communication like nodding your head and making eye contact helps to show that you're a part of the learning going on in the classroom. At a bare minimum: you won't learn nearly as much if you don't come to class. I will take attendance. 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.

Homework/Quizzes/Blackboard: There are several short assignments required in this course; a concept map diagram, and some other short writing assignments that I may assign at the beginning of each class. You should prepare for class or reflect on a class session by posting *questions and/or comments about the readings (during the semester)* - aim to post on the course Blackboard site at least 10 times in

order to get an “A” grade in this category. Blackboard postings will be available 1 week prior to class and will stay open for one week after class. It’s best to get in the habit of posting each week after you do the course readings, or immediately after class, so that you have a space to prepare for class and reflect on lessons learned.

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

Response Paper: What are the development field’s key objectives, and what actors and methods are best suited to achieve those objectives? Your paper may explore the implications of certain development discourses or certain central dimensions of the field itself. Papers should be not more than 2000 words in length, and should make a substantiated argument based on course readings and your own analytic skills. Proper citations are expected, although no substantial research beyond course readings is required.

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.

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

NO HARD COPIES OF PAPERS ARE NECESSARY – you may email your papers instead to: bratman@american.edu

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: +/- 500 words is fine, including footnotes, which *do* count in the word count. Longer (and shorter) papers will likely be penalized. A rubric for grading these papers is posted in Blackboard under “Additional Information.”

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

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). The deadline to register for CSLP is **Monday, September 10th** at Midnight.

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; Major theoretical approaches to development; globalization; theoretical critiques.
- III. **Issues facing international development and sustainability** (weeks 10 -14)
Gender; Health; Geography; Urban/ Rural; Food systems; Microfinance

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

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

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

Support Services: If you are experiencing special difficulties in this course, please do not hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to

support you in your efforts to meet the course requirements and to succeed as a student at American University.

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

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

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

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

Emergency Preparedness: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community so that our educational commitments are not compromised. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

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

A Few Useful Web Resources:

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

Information about international development NGOs:

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

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

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

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 – January 15, 2014 - Introduction and Development's History

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

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).

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

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.

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

2– January 22, 2014 – Whither the Third World? What is Development?

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

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.

Last add-drop day: Jan. 27

3 –January 29, 2014 -- How do we Measure and Count Development?

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

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.



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>

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>. “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).

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_focused_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 – February 5, 2014 – 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.

IMF Fiscal Affairs Department, “Should Equity Be a Goal of Economic Policy?” in Seligson and Passé-Smith, eds. in *Development and Underdevelopment: The Political Economy of Inequality*. Boulder: Lynne Rienner.

Milanovic, B. (2008). “Globalization and Inequality.” in Seligson and Passé-Smith, eds. *Development & Underdevelopment* Boulder: Lynne Rienner, 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.

- 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 - February 12, 2014 -- Agencies and Agency in Development Practice

Response paper due today.

What is the best way to describe the most important dimensions of development's key objectives and what methods are best suited to achieve those objectives? Your paper may explore the implications of standing by certain development discourses of what 'development', 'poverty' and 'inequality' mean, rather than others. Papers should be not more than 2000 words in length, and should make a substantiated argument based on course readings and your own analytic skills. Proper citations are expected.

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/>

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.

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.

6 – February 19, 2014 – Foreign Aid

DEBATE DAY (in class)

****along with the in-class debate preparation, you should prepare a briefing paper, not more than 2 pages in length, which summarizes the main factual and/or analytical points an argument about foreign aid. Due at the beginning of class (via email).***

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.

Recommended:

The Economist. (2009). “Money, Votes, and Politics.” *The Economist*. 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#>

7 – February 26, 2014 -- 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.

8 – March 5, 2014 – Globalization and Neo-Liberal Capitalism

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. 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.

9 – March 19, 2014 -- 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).

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.

10 – March 26, 2014 - 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, 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.

11 – April 2, 2014-- 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.

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>.
- 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>

12 - April 9, 2014 – 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](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)

13 – April 16, 2014 - Microfinance, Conditional Cash, or Trade?

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

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Recommended:

- Gauri, Varun and Gluppen, Siri. 2012. Policy Research Working Paper #5938. "Human Rights Based Approaches to Development Concepts, Evidence, and Policy." World Bank Development Research Group.
- 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.
- Moyo, D. (2009) "Let's Trade." *Dead Aid*. Oxford: Oxford University Press, pp. 112-125.
- Utting, P. (2009) "The Struggle for Corporate Accountability." *Development and Change* pp. 959-975.

14 - April 23, 2014 - WRAP-UP: LAST 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

15 – April 30 – FINAL EXAM

Available via Blackboard from 4/27 – 4/30 for one 3 hour window (exact timing is of your choosing – you may only access the exam once). The exam is a mix of multiple-choice, short answer, and essay.