CSUS 826
International Development Theory and Practice
Fall 2014

Tuesdays 3:00-5:50 PM
223 Natural Resources Building

Instructor: John M. Kerr, Professor
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Office phone: 517-353-0762
Email: jkerr@msu.edu (best way to reach me)
Office hours: by appointment


This course serves: graduate students from all over campus interested in international development, including those pursuing the graduate specialization in international development.

Course outcomes:
- Students will gain an interdisciplinary, historical perspective of the origins and evolution of current ideas in international development and world poverty alleviation since World War II.
- Students from different disciplinary backgrounds will improve their understanding of the concept(s) of development, the dominant paradigms of international development, the shifts in development paradigms over time, and the cyclical evolution of ideas in international development.
- The purpose is practical as well as critical, that is, to assist in the search for approaches to international development that work.
- Given that students in the class tend to come from many countries and many departments, they will learn from each other’s different disciplinary and national perspectives on international development issues.

Overview: The course will cover the following topics:

1. Definitions and concepts of poverty and development
2. Economic modernization theories of development
3. Neo-Marxist and self reliance theories of development
4. Agriculture and development
5. Trade policy debates, globalization & WTO
Current issues, concerns, and strategic alternatives are discussed and related to actual cases of international development cooperation. Key concepts are introduced through background readings, case studies, discussions, and group exercises. As a broad survey course, CSUS 826 will not go into depth on any particular issue, but students can use their writing and presentation assignments to delve more deeply into issues that interest them.

Class sessions will follow a seminar format that combines brief lectures, student presentations, and group discussions. Class discussion will focus on concepts and problems raised in weekly readings that each student is expected to have read prior to each session. The instructor will facilitate discussion through writing assignments and in-class exercises.

On-Line Course Management

This course uses Desire to Learn (D2L), MSU’s on-line course management system (www.D2L.com). All information about the course is posted on D2L; most course readings can be found there, and all assignments will be posted there.

Required Text


The reason for requiring this book is that it is a very thorough, unbiased summary of theoretical literature about international development in the second half of the 20th century. It is a good sourcebook for most topics we discuss.

This will be available at bookstores in East Lansing. Note that the first and second editions are identical, in case you buy it on line.

Other readings will be available on D2L. Some of them are from books from which we’ll only read a chapter or two but you might consider buying the book if you think you will write a paper related to the topic or would like to have a good reference book handy. Most books we will use in the class are available very cheaply on-line if you buy them used. Some other books to consider buying if you want to build your library in this field are:

(This book is very comprehensive.)
(An interesting book on the increasingly popular approach of using randomized controlled experimental trials for studying what works in poverty alleviation)

(This book has chapters on several topics we will cover)

Easterly, William. 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.  
(Written as a direct rebuttal to Sachs – see below. Very readable and informative but sometimes kind of snide.)

(A very thoughtful, eclectic set of ideas by a former asst. chief economist at the World Bank who thinks that money as the focal point of development assistance prevents it from actually working.)

(A short, very interesting book on an approach with growing popularity worldwide.)

Karlan, Dean, and Jacob Appel. *More than good intentions: how a new economics is helping to solve global poverty.* Dutton.  
(Similar to Bannerjee and Duflo. Very readable, excellent.)

(A leftist criticism of the big ideas of development. Thought provoking but sometimes overly cynical in my view.)

(A famous but controversial book that we will read a little bit from; not my favorite but good to be familiar with.)

(A classic, even though we will only read a little bit from it. Takes a broad view of what constitutes development.)

(A very long, very readable textbook on the economics of development that is a good reference for just about any topic related to economic development. There are at least 10 editions. The newest edition is extremely expensive but slightly earlier editions are quite inexpensive if you buy them used.)

**Assignments and Evaluation**

Graded assignments include weekly reflections, a short presentation, and a term paper. These assignments are designed to help students achieve the course learning objectives of increasing their understanding of the evolution of ideas about how to achieve international development, while also strengthening their writing and presentation skills. Students also will be graded on class participation.
1. Reflections on each week’s reading
Each student should submit reflections on the readings at least 8 times during the semester. **These should be at least 1 single spaced page and not more than 2 single-spaced pages** and should make it clear that you’ve read all the assigned readings. (Please aim for a page to a page and a half.) Basically the reflections will contain your observations or comments on what you find interesting, controversial or useful in the readings. Please see the assignment description on D2L. These reflections must be posted to the course web site in advance since they will contribute to class discussion. We will decide as a group the schedule for posting reflections. (Normally for a Tuesday afternoon class the agreed upon time ends up being the early morning on Monday.)

For the whole semester, these reflections are worth 40 percent of the class grade. If you post 8 reflections during the semester that meet the guidelines posted on D2L you will be guaranteed a score of 85% (34 out of 40). This assumes that the reflections demonstrate that you read everything and thought about it. Your score will go up if you post them on time, if they are particularly thorough and thoughtful, and/or if you write more than 8. If you were to write 10 really good reflections you would definitely earn 100%. It is also conceivable to earn 100% with 8 very strong ones (i.e. that demonstrate a lot of thought), but a score of more like 95% is more likely for a student who turns in 8 strong reflection papers. Early in the semester I will be sure to let you know if your reflections are what I am looking for, and in the middle of the semester I will give everyone feedback about how you are doing on reflections overall.

More details about how the reflections are assessed are available on D2L.

A student who completes less than 8 reflection papers during the semester will receive a grade of Incomplete until at least 8 have been turned in.

The reflections can be written in an informal style; I will not grade for spelling and grammar but if by chance your style is too relaxed for me to understand then I will ask you to sharpen it in subsequent papers. (As an example, once I had a student whose reflections gave me the impression she couldn’t write well and couldn’t get her ideas across on paper. It turned out I was mistaken; she was an excellent writer when she tried. But in her reflections initially she used her own personal style of shorthand, with half-sentences and abbreviations that made it very hard for me to follow. This is the kind of thing I ask you to avoid.)

Try to think of the reflections as a learning exercise, not just summarizing what you have read. What did you learn from the readings? What did they make you think about? In what ways if any did you disagree with them? These are the things I want to know in your reflections. I will try to offer detailed feedback on your reflections (as long as they are turned in on time). Given my heavy teaching load this semester I can only promise to give detailed feedback on at least five of your reflections during the semester, but I will aim for more than five. Hopefully I can say something interesting and useful in response to your reflections if they take the approach I outline here. On the other hand, if all you do is summarize the readings – which is fine if it helps you learn – there won’t really be anything for me to comment on.

If you are worried about your grade, please keep in mind that keeping up on your reflections and doing a thorough job on them is probably the most important thing you can do to earn a good grade in the class. This is because anyone can meet the criteria for a strong reflections paper simply by trying.

2. Presentation
Each week one or two students will give a short presentation on key issues related to the readings. It will be timed and part of the grade is to keep it between 5 and 7 minutes. The main purposes of this assignment are: 1) raise some good points for discussion, 2) practice giving a good, short presentation.
You can present on anything you want to as long as it is related to the week’s topic and helps generate ideas for discussion that link back to what all students have read. Part of the assignment is to offer one or two good discussion questions at the end of your presentation. Also, I encourage you to suggest to me ways in which to structure discussion; if you have ideas about this it’s important to communicate with me in advance of class (at least the day before).

Please keep in mind that if you organize well and practice, then giving a 5-7 minute presentation is very easy. If you don’t organize and practice it can be extremely difficult. In fact it would be much easier to talk for 10 or 15 minutes than 5-7 but the point of the assignment is to organize your thoughts and keep it short. We will use a timer and enforce the time strictly.

Each student will give one or presentation during the semester. It will be worth 5 points out of 100 towards your grade. Assessment criteria are that it should be clearly presented, well organized, linked clearly to other readings so that other students understand why it belongs, get interesting points across, stay within the time allotted, and have useful visual aids as appropriate. (Sometimes visual aids aren’t needed and you don’t have to use Powerpoint if you prefer not to.) The exact rubric is posted on D2L.

**3. Term paper**

A relatively short term paper will be required at the end of the semester. The length will be 3500-4500 words not including references (about 7-9 pages single spaced in 12-pt font with 1-inch margins). (This range is strict – please don’t turn in a paper that is less than 3500 words or more than 4500, not including the references.) You may write this paper on whatever topic you want to related to the course; I ask that you share your idea with me in advance so that I can give you some feedback and to make sure I understand what you are proposing. If you aren’t sure what to right about I am pretty certain I can help you find a topic that is useful and interesting for you. Papers should be analytical, drawing on relevant theory as appropriate, and address the topic from multiple perspectives.

These papers must follow a formal academic style, with all ideas from the literature cited properly. The papers must be free of spelling and grammatical mistakes; if you are not confident about your writing you should consider taking a draft to the MSU Writing Center (http://writing.msu.edu/) or have one of your friends look at it before you turn it in. (Note that I realize that non-native speakers have a disadvantage in writing in English and I am not as picky if they make mistakes. For them and really for all of us, the key objective is to gradually improve.)

For more details about approaches you can take, what I am looking for, and how the papers will be graded please see the assignment description in D2L.

**The paper will be due on Tuesday, December 9.** If it suits your schedule to turn it in early I encourage you to do so.

**4. Class participation**

Participation refers to attending class, writing your entry statement, contributing to class discussion (either in class or on line), and generally being a good citizen of the class. Attendance in class is part of participation; if you cannot make it to class please alert me. The grade will be established as follows: everyone begins with a score of 90/100 and it goes up or possibly down based on the instructor’s assessment. It will go up for anyone who is engaged in the class – a highly engaged student will earn 100%. In the middle of the term I will give you a preliminary assessment.

The entry statement is simply a paragraph or so that introduces you and your interest in international development, what the term means to you, and anything else you would like others in the class to know.
**Overall grades for the class will be determined as follows:**

- Reflections on readings (at least 8 during the semester plus entry paper) 40%
- Term paper 40%
- One 5-7 minute presentation 10%
- Class participation 10%

**Total:** 100%

**Grading scale for the course**

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<tr>
<th>Percentage Range</th>
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<tr>
<td>95 to 100%</td>
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<td>90 to 94.9%</td>
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**Graduate Specializations**

This course may be taken for credit for the CASID/WID Graduate Specialization in International Development. This specialization is available as an elective for students who are enrolled in master's and doctoral degree programs at Michigan State University. The specialization in international development is designed to: (a) provide an opportunity for graduate students to obtain a comprehensive and contemporary academic experience in the field of international development studies; (b) sensitize graduate students with an interest in development studies to their professional obligations and responsibilities; and develop an intellectual environment that will foster the growth of research and teaching in the area of development studies. For more information see [http://www.isp.msu.edu/CASID/students/specializations/graduate.html](http://www.isp.msu.edu/CASID/students/specializations/graduate.html) or contact Rob Glew at CASID.

The course is also an approved specialization for the Ethics and Development graduate specialization: [http://www.msu.edu/unit/phl/EandDWebsite/index.htm](http://www.msu.edu/unit/phl/EandDWebsite/index.htm)

It also can be used to meet the FLAS (Foreign Language and Area Studies). FLAS students must take one language course and one course that is at least 25% related to their geographic area of interest. You can easily satisfy the 25% requirement by focusing some of your assignments on a geographic area. (If your papers and some of your reflections address your geographic area of interest you will meet the requirement.)

**Academic Honesty**

MSU recommended language on Academic Honesty

Article 2.III.B.2 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, (insert name of unit offering course) adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you
completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

**Unexpected Events**

Unexpected events take place and factors out of our control can obstruct our plans. I will be highly sensitive to such things, and students with personal circumstances that hamper their ability to carry out certain tasks on time are encouraged to contact me in advance. I will do everything I can to help you. By contrast, it is much more difficult to be flexible if students do not make the effort to contact me in advance.

**Course Outline and Readings (some readings will be updated)**

**Week 1**

September 2

**Introduction**

**Week 2**

September 9

**Definitions and Concepts of Poverty and Development**

*What is poverty? What is development? What are the best ways to reduce poverty and achieve development according to different thinkers?*

**Required:**


Truman, Harry. 1949. Point Four. Part of President Harry Truman’s Inaugural Address, January 20, 1949. (1 page)

Film: Commanding Heights: The Battle of Ideas. Episode 1: The Battle of Ideas. This video is available on the web at [http://www.pbs.org/wgbh/commandingheights/lo/story/ch_menu.html](http://www.pbs.org/wgbh/commandingheights/lo/story/ch_menu.html). Also go to the Commanding Heights home page [www.pbs.org/commandingheights](http://www.pbs.org/commandingheights) for information about the entire video series. See the reading guide for a discussion of the first episode. I have a copy you can borrow; so does the library.

*Please watch all of Episode One by September 23.* It is about two hours long.

Also: Each person will choose an additional short reading and will be part of a group that discusses them in class. Hard copies will be available in class. Please select one with which you are not familiar, and preferably one that reflects a view very different from what you normally think about. We will end up
with five groups of 4-5 people choosing each reading; the groups will give a 5-minute presentation about this reading to share with the rest of class. (That means that each student speaks for only one minute. Speaking for exactly one minute requires careful preparation.)

The following (marked with **) are the ones to choose from:

**Francisco Menezes. 2001. Food Sovereignty: A vital requirement for food security in the context of globalization**


Other recommended readings:


Wade, Robert. The rising inequality of income distribution. in Seligson and Passe Smith –pp 31-39

Week 3  September 16
Economic Modernization Theories of Development

*What were the early economic development theories; what policies did they call for, and how did they play out?*

**Required:**
Easterly, William. 2001. The elusive quest for growth. Chpt 2, pp 25-44, Aid to investment. (*pages 25-32 required, the rest optional but encouraged.* The key idea is to understand the motivations for the modernization school of thought.)

Martinussen, chapters 4-5, pp 49-73. Major theoretical currents in development economics; Theories of growth and modernization.

Read one of the following two original articles:


Lewis, W. Arthur. 1954. Economic development with unlimited supplies of labour. The Manchester School vol XXII, no. 2 (May): 139-91. NOTE: only sections 2, 5 and 8 (pp 1-4, 10-13, and 20-22 in the PDF on D2L) are required. The others add details to the model and the main point of reading this is to get the key ideas.

Film: Commanding Heights: The Battle of Ideas. Episode 1: The Battle of Ideas. This video is available on the web at [http://www.pbs.org/wgbh/commandingheights/lo/story/ch_menu.html](http://www.pbs.org/wgbh/commandingheights/lo/story/ch_menu.html). Also go to the Commanding Heights home page [www.pbs.org/commandingheights](http://www.pbs.org/commandingheights) for information about the entire video series. See the reading guide for a discussion of the first episode. I have a copy you can borrow; so does the library.

*Please watch all of Episode One by September 23.* It is about two hours long.

**Recommended:**


Various original articles discussed in Martinussen (e.g. Rosenstein-Rodan, Nurske, Hirschman, etc.) Many are available on the web.

Week 4  September 23
Neo-Marxist development theories and self-reliance

*What are the neo-Marxists theories and their variations, what policies did they call for, and how have they played out?*

**Required:**
Martinussen, chapter 7, pp 85-100. Neo-Marxist theories of underdevelopment and dependency.


Film: Commanding Heights: The Battle of Ideas. Episode 1: The Battle of Ideas. This video is available on the web at http://www.pbs.org/wgbh/commandingheights/lo/story/ch_menu.html. Also go to the Commanding Heights home page www.pbs.org/commandingheights for information about the entire video series. See the reading guide for a discussion of the first episode. I have a copy you can borrow; so does the library.

*Please watch all of Episode One by September 23.* It is about two hours long.

**Recommended:**


Martinussen, chapter 6, pp 73-84. Structuralist theories and industrial development

Martinussen, chapter 8, pp 101-113. Neo-Marxist theories of underdevelopment and dependency; Modes of production and social classes.

Various original articles discussed in Martinussen.

**Week 5 September 30**

**The Role of Agriculture in Economic Development**

*What role should agriculture play in the economy at different levels of development? What kind of agricultural policy should a country pursue? What is the role of new technology in agricultural development?*

**Required:**


Martinussen, chapter 10, Focus on agricultural development 129-142.


**Recommended**


World Development Report 2008. Several chapters may be useful to those of you interested in agriculture.


Week 6 October 7
Trade policy debates, globalization and the WTO
What are the theoretical benefits of trade? How does the theory play out in reality? What trade policies should a country pursue? What is globalization and what difference does it make?


- Pp 581-584: the traditional arguments of trade theory and the intro to the critique of traditional theory
- Pp 593-603, section 12.5: traditional trade strategies for development: export promotion vs. import substitution
– Pp 620-623, trade policies of developed countries: the need for reform

(Note: these page numbers will be different if you have a different edition but the headings are likely to be the same.)

Rist, Gilbert. The Triumph of Third Worldism. Chapter 9, pp. 140-170, in The History of Development. (Please focus on pp 140-157 on the New International Economic Order.)


Recommended


See Joseph Stiglitz’s home page for numerous readings related to this and many other topics related to the course. http://www2.gsb.columbia.edu/faculty/jstiglitz/papers.cfm


International Monetary Fund. 2000. Globalization: threat or opportunity?

Watkins, Kevin, and Joachim von Braun. No date. Time to stop dumping on the world’s poor. IFPRI, Washington, DC.


**Week 7 October 14**

**The environment and economic development**

*How important is environmental protection in the context of development? What are different theories about how and whether to direct attention to environmental protection?*

**Required:**

Ho, Peter. 2006. Trajectories for Greening in China: Theory and Practice. *Development and Change* 37(1): 3-28. *(pp 1-18 required; the rest describes the other articles in the special issue and you can skim that part.)*


**Recommended**


DFID: Impact of Climate Change on the Vulnerability of the Poor


UNDP, Poverty and Climate Change: Reducing the Vulnerability of Poor Through Adaptation


The Economist. 2006. Clean water is a right: but it also needs to have a price. The Economist, November 6, 2006.

**Week 8 October 21**

**Governance and Development**

*What constitutes good governance? What is the role of government and governance in development?*

**Required readings:**


Martinussen, Chpt 16. The state and the development process. Pp 219-236. (Please read pp 225-227 on Myrdal’s idea of ‘the soft state’. The rest is optional)

Martinussen, Chpt 17, The political economy of development. pp. 237-251 only. *(The rest of the chapter on new institutional economics is optional.)*

**Recommended:**


**Week 9 October 28**

**Improving governance and decentralization**

*What determines the extent to which a country is able to improve the way it is governed?*

Guest host of the class: Dr. Maria Claudia Lopez, Dept. of Community Sustainability

Guggenheim, Scott. 2006. Crises and contradictions: understanding the origins of a community development project in Indonesia. In A. Bebbington, S. Guggenheim, E. Olson, & M. Woolcock (Eds.), The search for empowerment. Social capital as theory and practice at the World Bank. West Hartford: Kumarian Press. *(No need to read the entire paper – read the first 2-3 pages to understand how the program works.)*


**Recommended:**


Martinussen, chpt. 15, pp. 210-216. Decentralization and local-level politics.


Week 10  November 4
Debt Crisis and Structural Adjustment

What was (is) the debt crisis? What responses did it trigger by international donors and with what consequences?

Required readings:


IMF Factsheet: Poverty Reduction Strategy Papers. (2 pages)


Recommended:
Easterly, William. Think again: debt relief. In Foreign Policy November/December 2001 (and several letters to the editor responding to him in the March/April 2002 issue.)


Stiglitz, Joseph. The burden of debt. Chapter 9, pp 211-244, in Making Globalization Work.


Cornia, Jolly, and Stewart. 1987. Adjustment with a Human Face,


Week 11  November 11

Foreign Aid

*What are different philosophies about foreign aid? What difference has aid made and what is the best way to make it effective according to different thinkers?*

**Required readings:**

Easterly, William. 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 1, Planners vs. Searchers, Chapter 10, Homegrown Development (pp 345-347 and 363-364 only), and Chapter 11, The Future of Western Assistance.


**Recommended:**
See Center for Global Development web site for a wide variety of articles on foreign aid and other issues related to international development.


Collier, Paul. 2007. Aid to the rescue? In The Bottom Billion.


Karlan, Dean, and Jacob Appel. More than good intentions: how a new economics is helping to solve global poverty. Dutton.

Easterly, William. 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.

**Week 12 November 18**  
**Assisting bottom-up development?**

*Is it possible to use foreign assistance in a way that promotes bottom-up, decentralized development or is that an oxymoron?*

**Required:**


**Recommended:**


**Week 13 November 25**  
**Making the market work for the poor?**

*In a world where market economies dominate, what can be done to give poor people a better shot at success in operating in the market?*

**Required:**


**Recommended:**


Cousins, Ben, et al. 2005. Will formalizing property rights reduce poverty in South Africa’s ‘second economy’? Policy Brief 18, Program for Land and Agrarian Studies, University of Western Cape. (6 pp.)


See the following web page for more info on microfinance: [http://www.gdrc.org/icm/icm-documents.html](http://www.gdrc.org/icm/icm-documents.html)


Hazell, Peter, and Jerry Skees. 2005. Insuring against bad weather: recent thinking. *(pp 1-5 required; the rest is optional.)* Forum for Agricultural Risk Management in Development. [www.agriskmanagementforum.org](http://www.agriskmanagementforum.org)


**Week 14 December 2**

**Human capital development and social protection**

*What are the best ways to achieve human capital development and social protection in developing countries?*
**Required:**


**Recommended:**


Todaro, chpt. 9. Human capital: education and health in economic development. (pp 360-379 only)


Easterly, William. The elusive quest for growth. Chapter 4, pp 71-84. Educated for what?


Santiago Levy lecture
http://www.youtube.com/watch?v=s-dt_sz5spE&playnext=1&list=PL697984547755D783&index=1
http://www.youtube.com/watch?v=eFRst5sfDhQ&list=PL697984547755D783&index=3&playnext=2


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**Week 15**  
**Finals week**

Final exam period is 3-5 PM, Thursday, December 11

No meeting planned as of yet.

Term paper is due on D2L Tuesday, December 9.