CSUS 826
International Development: Theory and Practice
Spring 2016
Wednesdays 5:00-7:50 PM
19 Natural Resources Building

Instructor: John M. Kerr, Professor
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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, students will gain insight on 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. The roots of “underdevelopment” and the beginnings of “development”
3. Economic modernization and neo-Marxist theories of development
4. Agriculture and development
5. Trade policy debates, globalization & WTO
6. Governance and development
7. Improving governance
8. The debt crisis and structural adjustment
9. Foreign aid and development assistance
10. Assisting bottom-up development
11. Helping the market work for the poor
12. Environment and development (sustainable development)
13. Human capital
14. Social protection and safety nets

Course Approach and Format

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; all course readings can be found there, and all assignments will be posted there.

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 for details about what is expected from this assignment and how it is graded.* These reflections must be posted to the course web site in advance since they will contribute to class discussion. They will be due on Tuesdays at 5 PM (but if this is impossible for you please explain and we can make arrangements).

Please note that you must turn in 8 reflections in order to earn a grade in the class. A student who has submitted less than 8 reflections will receive a grade of Deferred (DF) until they submit their 8th reflection.

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.
3. Term paper
A relatively short term paper will be required at the end of the semester. 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 Wednesday, May 4.

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.

Overall grades for the class will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections on readings</td>
<td>40%</td>
</tr>
<tr>
<td>Term paper</td>
<td>40%</td>
</tr>
<tr>
<td>One 6-8 minute presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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Grading scale for the course

- 95 to 100%: 4.0
- 90 to 94.9%: 3.5
- 80 to 89.9%: 3.0
- 75 to 79.9%: 2.5
- 70 to 74.9%: 2.0
- 65 to 69.9%: 1.5
- 60 to 64.9%: 1.0
- <60%: no credit

Graduate Specializations

This course may be taken for credit for the CASID 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://casid.isp.msu.edu/academic/graduate_specialization.htm](http://casid.isp.msu.edu/academic/graduate_specialization.htm) or contact Rob Glew at CASID. *(Please note that the list of courses for the graduate specialization is out of date on the CASID web site. If you have questions ask Rob Glew. Keep in mind that there is more flexibility in the courses you may choose than may be apparent on the CASID web site.)*

The course is also an approved specialization for the Ethics and Development graduate specialization: [http://www.msu.edu/unit/phl/EaNDWebsite/index.htm](http://www.msu.edu/unit/phl/EaNDWebsite/index.htm). *(This course list is also out of date; for example it lists CSUS 826 as RD 826.)*
This course also can be used to meet the FLAS (Foreign Language and Area Studies) requirements. 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

Week 1 January 13
Introduction

Week 2 January 20
Definitions and Concepts of Poverty and Development
What is poverty? What is development? Why are people poor?

Required:


HDI: read the short description of the HDI (http://hdr.undp.org/en/content/human-development-index-hdi) and explore the data (http://hdr.undp.org/sites/default/files/2015_human_development_report.pdf) - it starts on page 222, which is the 236th page of the pdf. (You can search for Human Development Report 2015 and look for the PDF and you’ll find it.)


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 February 4. It is about two hours long.

Also: Each person will choose an additional short reading (a news article) and will be part of a group that presents it in class next week. 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 idea is not to report every detail of the article but to put it in context, report on the main points, and discuss its implications.

The articles to select are as follows:

Let the poor have fun. Sept. 2013.
India’s right to know law. June, 2010.
The next wireless revolution, in electricity. September, 2013.
**Recommended readings:**


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


**Week 3 January 27**

The roots of “underdevelopment” and the beginnings of “development”

**Required readings**


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


**Recommended:**


Week 4 February 3
Economic Modernization and Neo-Marxist 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. The key idea is to understand the motivations for the modernization school of thought.)

Martinussen, State, Society and Market, chapter 5, pp 56-73. Theories of growth and modernization.


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 February 4. It is about two hours long.

Recommended (modernization):


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.

Martinussen, chapter 6, pp 73-84. Structuralist theories and industrial development
**Recommended (neo-Marxist theories):**


Various original articles discussed in Martinussen.

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**Week 5 February 10**

**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 February 17**

**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 of this book 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](http://www2.gsb.columbia.edu/faculty/jstiglitz/papers.cfm)


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

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**Week 7 February 24**

**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 225-227 on Myrdal’s idea of ‘the soft state’ only.


Radelet, Steven. 2010. Stronger Economic Management, Chpt. 4, pp 71-90 in Emerging Africa: How 17 countries are leading the way.


Recommended:


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


Week 8 March 2
Improving governance and decentralization
What determines the extent to which a country is able to improve the way it is governed?

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:


March 9
Spring break, no class

Week 9 March 16
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 10 March 23**

**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. Planners vs. Searchers. Chapter 1, pp 3-33 in 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.


**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 11 March 30**

**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 12 April 6**

**Helping make 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


Week 13 April 13

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 14 April 20**

**Human capital development**

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

**Required:**


Karlan, Dean, and Jacob Appel. 2011. “To learn: the importance of showing up.” Chapter 9, pp 191-222 in *More than good intentions: how a new economics is helping to solve global poverty.* Dutton.

**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?


Week 15 April 27
Social protection

Required


Recommended


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

Week 16 May 4
Final exam period is scheduled for Monday, May 2 2016 5:45pm - 7:45pm in 001 Natural Resources Bldg

No meeting planned as of yet.

Term paper is due on D2L on May 4.