

CSUS 826
International Development: Theory and Practice

Spring 2018
Wednesdays 3:00-5:50 PM
306 Natural Resources Building

Instructor : John M. Kerr, Professor
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Office hours : by appointment

MSU course catalog description: Evolution of international development theory across disciplines. Changing conceptualizations, measurements, processes and effects of development and poverty. Ethnicity, social class, gender, and community influences on socioeconomic processes. Current issues, concerns, and strategic alternatives.

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”
3. The beginnings of “development”
4. Economic modernization and neo-Marxist theories of development
5. Agriculture and development
6. Trade policy debates, globalization & WTO

7. The debt crisis and structural adjustment
8. Governance and development
9. Improving governance
10. Foreign aid and development assistance
11. Assisting bottom-up development
12. Helping the market work for the poor
13. Environment and development (sustainable development)
14. Human capital development and social protection

Course Approach and Format

Current issues, concerns, and strategic alternatives are discussed and related to actual cases of international development. 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, leading class discussion, 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.

Details about these assignments and the way they are graded are available on D2L (Assignment Descriptions), but a short summary is as follows:

Reflections

Each student will write 8 reflections on the weekly readings; four will be prior to spring break and four will be after spring break. You **MUST** turn them in before class or they will not earn credit. Also, if you turn it in by 6 PM on the day before class, I promise to read it prior to class and give you feedback on it. Reflections should be between about 1 and 1.5 pages single spaced (minimum 1 page, maximum 2 pages) and they should demonstrate that you have read and thought about all the readings. For details please see the Assignment Descriptions tab in D2L.

Term paper

A relatively short term paper will be required at the end of the semester (due May 2). The purpose of this paper is to apply ideas from the class to an area of interest to you. 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.

Presentation

Each student will give one short presentation to the class. These will be spread out over the course of the semester, with one or two students presenting each week. The presentations will be short and they need to be prepared very carefully in order to both complete and concise. The main purposes of this assignment are: 1) raise some good points for discussion, 2) practice giving a good, short presentation. For more details on what is expected and tips on how to prepare your presentation, see the Assignment Descriptions tab in D2L.

Leading class discussion

On the day of your presentation you will also be responsible for leading class discussion for a portion of the class. Most likely this will be related to your presentation, but it doesn't have to be. I will be happy to help you come up with an approach for this. For details please see the Assignment Descriptions tab in D2L. We will discuss this in class.

Class participation

Participation refers to attending class, contributing to class discussion (either in class or on line), and generally being a good citizen of the class. Please keep in mind that dominating the discussion is not the same as contributing! Please do not dominate the discussion. 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. In the middle of the term I will give you a preliminary assessment.

Overall grades for the class will be determined as follows:

Reflections on readings (at least 8 during the semester)	30%
Term paper	40%
Presentation	10%
Leading class discussion	10%
Class participation	10%
Total:	100%

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 enrolled in master's and doctoral degree programs at MSU. For more information see <http://casid.isp.msu.edu/academics/graduate-specialization/> or contact the student advisor for the Graduate Specialization in International Development, at gencenad@msu.edu. *(Please keep in mind that there is more flexibility in the courses you may choose than may be apparent on the CASID web site. If you have questions ask the student advisor.)*

The course is also an approved specialization for the Ethics and Development graduate specialization: <http://www.msu.edu/unit/phl/EandDWebsite/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. I can help you with this if you are interested.

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.

MSU Grief Absence Policy

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the "Grief Absence Request" web form (<https://www.reg.msu.edu/sitemap.aspx?Group=7>) no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

Disability Accommodations

Any student who feels that she or he may need accommodations based on a disability should discuss this with me as early as possible in the semester. It can either be after class or we can make an appointment to meet in my office.

MSU Guidelines for Handling Emergencies

In the event of an emergency arising within the classroom, the instructor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode

during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the instructor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

Academic Integrity

MSU recommends including the following language in all course syllabi:

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.

Spartan Code of Honor: Student leaders have recognized the challenging task of discouraging plagiarism from the academic community. The Associated Students of Michigan State University (ASMSU) is proud to be continuing awareness of the Spartan Code of Honor academic pledge, focused on valuing academic integrity and honest work ethics at Michigan State University. The pledge reads as follows:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

You can learn more about the Spartan Code of Honor at honorcode.msu.edu.

Title IX

"Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu."

Unless identified as a confidential source, all university employees are obligated to promptly report incidents of sexual harassment, sexual violence, sexual misconduct, stalking, and relationship violence that:

- Are observed or learned about in their professional capacity
- Involve a member of the university community or
- Occurred at a university-sponsored event or on university property

Employees are only required to report relationship violence and sexual misconduct of which they become aware in their capacity as a university employee, not in a personal capacity.

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Writing assistance

If you have trouble writing, especially if it is because English is not your native language, please just do your best to get your point across, in your own words. I have a lot of experience in working overseas with people whose first language is not English and I will be very patient as long as you try your best. If you have trouble with writing, I strongly suggest that you visit the MSU Writing Center (www.writing.msu.edu) for assistance. You will find that the Writing Center is an amazing resource for helping you learn an important skill. If you visit the Writing Center every week, by the time you are ready to write your dissertation or thesis or Plan B paper you will be ready. If not, you are likely to really suffer when it comes time to write your dissertation or thesis or Plan B paper. (I have seen several students turn from very poor writer into reasonably good writers simply by working with the Writing Center every week.)

Course Outline and Readings

NOTE: I MIGHT CHANGE SOME OF THESE READINGS IF I FIND BETTER ONES! IF YOU WANT TO READ AHEAD PLEASE ASK ME ABOUT THIS.

Week 1 January 10
Introduction

Week 2 January 17
Definitions and Concepts of Poverty and Development
What is poverty? What is development? Why are people poor?

Required readings:

Todaro, Michael. 2003. Economic Development 9th Edition. Chapter 1, Introduction. pp 15-23: “What do we mean by development?”

Martinussen, John. 1999. Society, State and Market. Chapter 3, pp 32-46 only.

Human Development Index (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/2016_human_development_report.pdf) - it starts on page 198, which is the 206th page of the pdf. (*You can search for Human Development Report 2016 and look for the PDF and you'll find it.*)

Sustainable development goals: all you need to know. The Guardian.
<https://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations>

Anirudh Krishna , Patti Kristjanson , Maren Radeny & Wilson Nindo (2004) Escaping Poverty and Becoming Poor in 20 Kenyan Villages. *Journal of Human Development* 5(2): 211-226.

Also: Each person will choose an additional short reading and will be part of a group that presents it in class next week. We will end up with five groups of four 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 readings, all blog posts, are as follows:

An end in sight to early marriage in Bangladesh?
<http://www.ifpri.org/blog/end-sight-early-marriage-bangladesh>

Fifteen years isn't that long: the SDGs and holistic development
<https://www.cgdev.org/blog/fifteen-years-isnt-long-sdgs-and-holistic-development>

What if we just gave poor people a basic income for life? That's what we're about to test

http://www.slate.com/blogs/moneybox/2016/04/14/universal_basic_income_this_nonprof_it_is_about_to_test_it_in_a_big_way.html

Anti-corruption and happiness go hand in hand

<https://blog.transparency.org/2016/09/20/anti-corruption-and-happiness-go-hand-in-hand/>

Travels on the digital frontier: field notes from Karauli, Rajasthan, India

<https://www.cgdev.org/blog/travels-digital-frontier-field-notes-karauli-rajasthan>

Recommended readings:

Chambers, Robert. "Rural poverty unperceived." (especially pp 10-23, beginning with "The Urban Trap.") Chpt 1 in *Rural Development: Putting the Last First*. London: Longman.

Sen, Amartya. 1999. *Development as Freedom*. New York: Knopf. Chapter 2, The Ends and Means of Development.

Lister, Ruth. 2004. *Defining Poverty*. Chpt 1, pp 12-36 in *Poverty*. 2004. London: Polity

Human Development Report 2003. Overview: the Millennium Development Goals; the Millennium Development Compact.

Chambers, Robert. 1993. Health, agriculture, and rural poverty: why seasons matter. Chpt. 4 in *Challenging the Professions: Frontiers for Rural Development*.

Week 3 January 24

The roots of "underdevelopment"

Do historical factors explain why some parts of the world are more advanced than others?

Guest instructor: Dr. Maria Claudia Lopez, Dept. of Community Sustainability

Required readings

Diamond, Jared. 1997. *Guns, Germs and Steel*. Prologue: Yali's question, pp 13-15 only; and Epilogue: The future of human history as a science. Pp 404-417 only. Available at

<http://www.cloverport.kyschools.us/userfiles/3/Classes/308/Jared%20Diamond%20-%20Guns%20Germs%20and%20Steel.pdf>

Acemoglu, Daron, & James Robinson. 2012. So close and yet so different. Chapter 1, pp 7-44. *Why Nations Fail: the origins of power, prosperity and poverty*. New York: Crown. Available at <http://norayr.am/collections/books/Why-Nations-Fail-Daron-Acemoglu.pdf>

Possibly one other required reading to be added.

Recommended:

North, D. (1991). Informal Constraints. In *Institutions, Institutional Change, and Economic Performance* (pp. 36 – 45). Cambridge: Cambridge University Press.

Acemoglu, Daron, and James Robinson. 2012. Reversing development: How European colonialism impoverished large parts of the world. Chapter 9, pp 245-273 in *Why Nations Fail: the origins of power, prosperity and poverty*. New York: Crown.

Acemoglu, Daron. 2003. "Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development," *Finance & Development* (June): 27-30

Acemoglu, Daron, and James Robinson. 2012. Theories that don't work. Chapter 2, pp 45-69 in *Why Nations Fail: the origins of power, prosperity and poverty*. New York: Crown.

Martinussen, John. 2001. Society, State and Market. Chapter 13, Political heritage and forms of regime. Pp 182-199 (the chapter continues to page 202.)

Hochschild, Adam. *King Leopold's ghost: A story of greed, terror, and heroism in colonial Africa*. Houghton Mifflin Harcourt, 1999. Pp 11-15 in the Prologue.

Banerjee, A.V. and Iyer, L., 2002. History, institutions and economic performance: the legacy of colonial land tenure systems in India.

James Mahoney. 2003. "Long Run Development and the Legacy of Colonialism in Spanish America," *American Journal of Sociology* v. 109 (1): 50-106.

Bowles, Samuel, Steven Durlauf, and Karla Hoff. 2016. *Poverty Traps*. Introduction, pp 1-11 (esp. pp 1-3 and 5-9). Princeton University Press.

Week 4 January 31

The beginnings of "development"

What are the roots of the idea of international development assistance?

Required readings:

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

Badeau, John. 1966. The big idea. Chpt 1, pp 1-9 in *Bread from Stones: Fifty years of technical assistance*. Prentice Hall.

Rist, Gilbert. 1997. The invention of development. Chapter 4, pp 69-79, in *The History of Development: From Western Origins to Global Faith*. Zed Books.

Easterly, William. 2013. One day in Bogota. Chapter 5, pp 105-121 in *The Tyranny of Experts*. New York: Basic Books.

Recommended:

Wautenpaugh, Keith David. Humanitarianism's troubled legacies. Chapter 7, pp 183-232, in *Bread from stones: the Middle East and the making of modern humanitarianism*. University of California Press. (See especially pp 190-195 for a criticism of the chapter by Badeau.)

Week 5 February 7

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. (**Only pages 25-33 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.

Martinussen, State, Society and Market, 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 <https://www.youtube.com/watch?v=DoWbm8zUG6Y>. 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.

Please watch all of Episode One by February 8. It is about two hours long.

Recommended (modernization):

Peet, Richard, with Elaine Hartwick. 1999. Chpt 2: Economic theories of growth and development, pp 17-48, and Chapter 4 in *Theories of Development*. New York: Guilford Press.

Rist, Gilbert. 1997. Modernization poised between history and prophecy. Chapter 6, pp 93-108, in *The history of development: from Western origins to global faith*. London: Zed Books.

Rostow, W.W. 1956. The five stages of growth: a summary. Reprinted in: Kanth, Rajani, ed. 1993. *Paradigms in economic development*. Sharpe books. Pp 99-106. (The main point of reading this is to see the author's original words and tone.)

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):

Peet, Richard, with Elaine Hartwick. 1999. Marxist and neo-marxist theories of development. Chpt 4, pp 91-122 in *Theories of development* (1st edition).

Gunder Frank, Andre. 1966. The development of underdevelopment. *The Monthly Review*, vol 18, no. 4 (September): 17-31. Reprinted as chapter 7, pp 149-159 in Kanth, Ranjani, ed. 1994. *Paradigms in Economic Development*.

Jones, Andrew. 2010. Systemic Thinking: Immanuel Wallerstein. Chapter 2, pp 19-35 in *Globalization: Key Thinkers*.

Various original articles discussed in Martinussen.

Week 6 February 14

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.

World Development Report 2008. Agriculture. Chapter 1, pp 26-44. Growth and poverty reduction in agriculture's three worlds, and pp 45-49, Focus A on declining rural poverty.

Morris, M. L. and Bellon, M. R. (2004). Participatory plant breeding research: opportunities and challenges for the international crop improvement system. *Euphytica* 136:21–35 (21-29 required)

Recommended

Pingali, Prabhu. 2012. Green Revolution: Impacts, limits, and the path ahead. *Proceedings of the National Academy of Science*. 109(32): 12302-12308.

Staatz, John, and Carl Eicher. 1998. Agricultural development ideas in historical perspective. Chapter 1, pp 8-38, in Eicher and Staatz. *International Agricultural Development*.

Von Braun, Joachim. 2007. Food Policy Report No. 18 The World Food Situation New Driving Forces and Required Actions. IFPRI, Washington D.C.

Binswanger H.P., and J. von Braun. 1993. Technological change and commercialization in agriculture: Impacts on the poor. In *Including the Poor*, M. Lipton and J. van der Gaag, eds. Washington, D.C.: The World Bank.

Ferguson, Anne E. 1994. Gendered Science: A Critique of Agricultural Development. *American Anthropologist*, 96(3): 540-552.

von Braun, Jochim, and Eileen Kennedy. 1994. Food Policy Statement No. 19. Food Policy Statements. Agricultural Commercialization, Economic Development, and Nutrition. IFPRI, Washington.

Hazell, Peter, and Lawrence Haddad. 2001. Agricultural research and poverty reduction. 2020 Discussion Paper No. 34. International Food Policy Research Institute (IFPRI).

Byerlee, D. 1996. Modern varieties, productivity and sustainability. *World Development* 24(4): 697-718.

Chambers, Robert, Arnold Pacey and Lori Ann Thrupp. 1989. *Farmer First: Farmer Innovation and Agricultural Research*. London: Intermediate Technology Publications.

Leaf, J.M. 1983. The green revolution and cultural changes in a Punjab Village, 1965-1978. *Economic Development and Cultural Change* 31(2) (January): 227-270.

IFPRI, 2002. Green revolution: curse or blessing? 4 pages.

Kerr, John, and Shashi Kolavalli. 1999. *The Impact of Agricultural Research on Poverty Alleviation: Conceptual Framework with Illustrations from the Literature*. EPTD Discussion Paper 56, IFPRI, Washington.

Week 7 February 21

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?

Required (subject to change!):

Todaro, Michael, and Steven Smith C. 2012. *Economic Development*, 11th edition. Excerpts on trade theory and trade policy:

- Pp 564-575, sections 12.1: Economic Globalization: an Introduction, and 12.2: International Trade: Some Key Issues
- 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 New International Economic Order. 140-157, in *The History of Development*, chapter 9.

Rosenberg, Tina. 2002. The Free Trade Fix. *New York Times Magazine*, August 18, 2002.

Three short articles on sweatshops in the *New York Times*: 1) Let them Sweat, editorial by Nicholas Kristoff; 2) Clothed in Misery, editorial by M.T. Anderson, and 3) Fast and Flawed Inspections of Factories Abroad, by S. Clifford and S. Greenhouse.

Recommended

United Nations. 1977. General Assembly Resolution 3362(S-VII), Sept 16, 1975: Development and International Economic Cooperation. *American Journal of International Law*, 70(1): 204-216. (*This is the original text of the NIEO resolution.*)

Bradford, Colin. 1986. East Asian Models: Myths and Lessons. Chapter 5, pp 115-128 in Lewis, John, and Valeriana Kallab, eds., *Development Strategies Reconsidered*. New Brunswick: Transaction Books.

Rodrik, Dani. 2011. Why doesn't everyone get the case for free trade? Chpt 3, pp 47-66 in *The Globalization Paradox*. New York: Norton.

Collier, Paul. 2007. Trade policy for reversing marginalization. Chpt 10, pp 159-172 in *The Bottom Billion*.

World Development Report 2012: Gender equality and development. Chpt 6, pp 254-272: Globalization's impact on gender equality: what's happened and what's needed.

Sachs, Jeffrey. "Bangladesh: on the ladder of development. Pp. 10-14 in *The End of Poverty*. New York: Penguin.

Rodrik, Dani. 2011. *The Globalization Paradox*. New York: Norton. Especially chapter 7 (Poor countries in a rich world), and chpt 8 (Trade fundamentalism in the tropics).

Oxfam. 2002. *Rigged rules and double standards: trade, globalization, and the fight against poverty*. (Overview). (14 pp).

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>

Stiglitz, Joseph. 2005. *The Overselling of Globalization, in Globalization: What's New*, edited by Michael M. Weinstein, Columbia University Press, 2005, pp. 228-261.

Stiglitz, Joseph. 2006. Democratizing globalization. Chpt 10, pp 269-292 in *Making Globalization Work*. WW Norton and Co.

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

Week 8 February 28
Debt and Structural Adjustment

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

Required readings:

Todaro, Michael. 2012. *Economic Development*, 11th edition. Excerpts from chpt 13: Balance of payments, debt, and macroeconomic stabilization policy. Pp. 650-664 only.

Hays-Mitchell, Maureen. Resisting austerity: a gendered perspective on neo-liberal restructuring in Peru. *Gender and Development* 10(3) July, 2002, pp 71-81

Varma, Sonia. 2006. Debt Relief, Debt Sustainability, and Growth in Low Income Countries. Chapter 5 in Bhargava, Vinay. *Global Issues for Global Citizens*. World Bank. (pp 7-13 only – "The international community's response.")

IMF Factsheet, 2016. *Poverty Reduction Strategies in IMF-supported Programs*. (2 pages)

Wilhelm, Vera, and Philipp Krause, Eds. 2008. *Minding the gaps: integrating poverty reduction strategies and budgets for domestic accountability*. Executive summary (7 pages). (*It begins on the 17th page of the pdf containing the entire report.*)

Recommended:

IMF Factsheet 2013. *Poverty Reduction Strategy Papers*.

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.*)

Killick, Tony. *Making adjustment work for the poor*. ODI Poverty Briefing, May 5, 1999.

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

Stein, Howard. 2008. *Beyond the World Bank Agenda: An Institutional Approach to Development*. The University of Chicago Press.

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

Birdsall, Nancy, and John Williamson. 2002 Delivering on Debt Relief: From IMF Gold to a New Aid Architecture. Center for Global Development. Chapter 2: The HPIC Initiative: Background and Critiques.

March 7

Spring break, no class

Week 9 March 14

Governance and Development

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

Required readings:

Acemoglu, Daron, and James Robinson. 2012. The making of prosperity and poverty. Chapter 3, pp 70-95 in *Why Nations Fail: the origins of power, prosperity and poverty*. New York: Crown. Available at <http://norayr.am/collections/books/Why-Nations-Fail-Daron-Acemoglu.pdf>

World Development Report 2017. Governance and the Law. Overview: pp 1-12 only.

Radelet, Steven. 2010. Emerging Democracies, Chpt. 3, pp 47-62 in *Emerging Africa: How 17 countries are leading the way*. **Only 62-67 required (but pp 47-62 also recommended)**.

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

Recommended:

Acemoglu, Daron. 2003. "Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development," *Finance & Development* (June): 27-30.

Martinussen, John. 2001. Society, State and Market. Chapter 13, Political heritage and forms of regime. Pp 182-199 (the chapter continues to page 202.)

Martinussen, Chpt 16. The state and the development process. pp 225-227 on Myrdal's idea of 'the soft state' only.

Martinussen, Chpt 17, The political economy of development. pp. 237-256.

Martinussen, Chpt 18. State or Market? Pp 257-274.

Hyden, Goran. 2007. Governance and poverty reduction in Africa. Proceedings of the National Academy of Science. 104 (43) 16751-16756

Bradford, Colin. 1986. East Asian Models: Myths and Lessons. Chapter 5, pp 115-128 in Lewis, John, and Valeriana Kallab, eds., *Development Strategies Reconsidered*. New Brunswick: Transaction Books.

Grugel, Jean, and Pia Riggirozzi. 2012. Post neoliberalism in Latin America: rebuilding and reclaiming the state after crisis. *Development and Change* 43(1): 1-21.

Collier, Paul. 2007. Bad governance in a small country. Chapter 4, pp 64-75 in *The Bottom Billion*. Oxford, UK: Oxford University Press.

Rodrik, D., 2000. Institutions for high-quality growth: what they are and how to acquire them. *Studies in Comparative International Development*, 35(3), pp.3-31.

Rodrik, D., Subramanian, A., & Trebbi, F. (2004). Institutions rule: the primacy of institutions over geography and integration in economic development. *Journal of economic growth*, 9(2), 131-165.

Bates, Robert. 1988. Governments and agricultural markets in Africa. Chpt. 24, pp 333-346 in Seligson, Mitchell, and John Passé-Smith. *Development and underdevelopment*. Rienner.

Williamson, John. 2008. A Short History of the Washington Consensus, Chapter 3 in *The Washington Consensus Reconsidered: Towards a New Global Consensus* edited by Narcis Serra and Joseph Stiglitz.

Bratton, Michael. 2007. Formal vs. informal institutions in Africa. *Journal of Democracy* 18(3): 96-110.

Wade, Robert. 1985. The market for public office. *World Development* Vol 13, No 4, pp 467-497.

Rose-Ackerman, Susan. 1997. "The Political Economy of Corruption", in Kimberly Ann Elliott (ed.) *Corruption and the Global Economy* (Institute for International Economics), pp. 31- 59.

Week 10 March 21

Improving governance and decentralization

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

Required:

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.)***

Gonçalves, S., 2014. The effects of participatory budgeting on municipal expenditures and infant mortality in Brazil. *World Development*, 53, pp.94-110.

Paul, S. (2007). Citizen Report Cards in Bangalore, India. Chapter 13, pp 347-377 in Narayan, Deepa, and Elena Glinskaya, Eds. *Ending Poverty in South Asia*. Washington, DC: World Bank.

World Development Report 2017. Governance and the Law. Overview: pp 12-32 only.

Recommended:

- Faguet, Jean-Paul. 2014. Decentralization and governance. *World Development* 53(1): 2-13.
- Grindle, Merrilee. 2004. Good enough governance. *Governance: An International Journal of Policy, Administration, and Institutions*, Vol. 17, No. 4
- Grindle, Merrilee. 2007. Good enough governance revisited. *Development Policy Review* 25(5): 553-574.
- World Development Report 2016. Digital Dividends. Chpt 3, pp 152-181: Delivering services.
- DFID. 2001. Making government work for poor people: building state capacity. Strategy Paper. London: DFID. (pp11-26 only)
- Timmons, J.F. and Garfias, F., 2015. Revealed Corruption, Taxation, and Fiscal Accountability: Evidence from Brazil. *World Development*, 70, pp.13-27.
- Klitgaard, Robert. 1991. Adjusting to Reality, chapter 8, "Curbing Government Corruption." pp 115-139 in *Adjusting to Reality*.
- Dasgupta, A., and V.A. Beard. 2007. Community-driven development, collective action and elite capture in Indonesia. *Development and Change* 38(20):229-249.
- McCourt, Willy. 2003. Political Commitment to Reform: Civil Service Reform in Swaziland. *World Development* 31(6): 1015-1031.
- Brautigam, Deborah. 2004. The people's budget? Politics, participation and pro-poor policy. *Development Policy Review* 22(6): 653-668.
- Binswanger-Mkhize, Hans, Jacomina De Regt, and Stephen Spector. 2010. Local and Community Driven Development. Chapter 1: Introduction and Executive Summary, pp 3-6 only. Chapter 2: Historical roots and evolution of community driven development. Pp 27-64 required, appendices about impact studies of CDD on pp 65-72 optional.
- Fan, C., Lin, C., Treisman, D. (2009). Political decentralization and corruption: Evidence from around the world. *Journal of Public Economics*, 93 (2009) 14-34
- Fisher, William. 1997. Doing Good? The Politics and Antipolitics of NGO Practices. *Annual Review of Anthropology* 26: 439-464.
- Bebbington, Anthony, Leni Darmawan, Erwin Fahmi, and Scott Guggenheim. 2006. Local capacity, village governance, and the political economy of development in Indonesia. *World Development* 34(11): 1958-1976.
- Ribot, J. C. 2002. Democratic Decentralization of Natural Resources: Institutionalizing Popular Participation, WRI, Washington.
- Klitgaard, Robert. 1991. Adjusting to Reality, chapter 7, "Making Government Institutions Work Better: Improving Incentives in the Public Sector" pp. 85-114.
- McNeil, Mary, and Carmen Malena. 2009. Demanding Good Governance: Lessons from Social Accountability Initiatives in Africa. World Bank.

Rose-Ackerman, Susan. 1997. "The Political Economy of Corruption", in Kimberly Ann Elliott (ed.) *Corruption and the Global Economy* (Institute for International Economics), pp. 31- 59.

Farrington, J., & Bebbington, A. (1993). *Reluctant Partners? Non-Governmental Organizations, the State and Sustainable Agricultural Development*. Routledge.

Mitlin, D., Hickey, S., & Bebbington, A. (2007). Reclaiming Development? NGOs and the Challenge of Alternatives. *World Development*, 35(10), 1699-1720.

Week 11 March 28

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:

Sachs, Jeffrey. 2005. Making the Investments Needed to End Poverty. Chapter 13, pp 244-265 in *The End of Poverty: Economic Possibilities for our Time*. The Penguin Press.

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.

Harford, Tim, and Michael Klein. 2005. Aid and the Resource Curse. *World Bank Public Policy Journal* #293. (4 pages)

Brown, S., den Heyer, M., and Black, D.R. (2016). *Rethinking Canadian Aid*, 295. University of Ottawa Press. Introduction (pp 1-12), and Conclusion (pp 295-306).

Recommended:

Todaro, Michael and Smith, Stephen. 2011. Foreign Aid: The Development Assistance Debate pp. 697-708 in *Economic Development*, 11th edition.

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

World Bank. 1999. Assessing aid: what works, what doesn't, and why. Chapter 1 (Overview), pp 1-27. (especially pp 14-23).

Ferguson, J. and Lohmann, L., 1994. The Anti-politics machine: development and bureaucratic power in Lesotho. *Ecologist* (United Kingdom). (6 pages)

Rich, Sam. 2007. Africa's village of dreams. *Wilson Quarterly* Spring 2007, pp 14-23.

Bannerjee, Abhijit. 2006. Making Aid Work. *Boston Review*, July/August 2006.

Brautigam, Deborah, and Stephen Knack. 2004. Economic Development and Cultural Change 52(2): 255-86. Foreign Aid, Institutions, and Governance in Sub-Saharan Africa.

Chambers, Robert. 1993. *Challenging the Professions: Frontiers for Rural Development*. Chapter 1, pp 1-14: Normal professionalism, new paradigms, and development.

Kristoff, Nicholas. 2006. Aid: Can it Work? New York Review of Books, October 5, 2006. (11 pp.)

Week 12 April 4

Assisting bottom-up development (Autonomy-respecting development assistance)

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

Required:

Ellerman, David. 2007. Helping self-help: The fundamental conundrum of development assistance. *Journal of Socio-Economics* 36(4): 561-577.

Easterly, William. 2006. The future of Western assistance. Chpt 11, Pp 367-384, 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 Books.

Wong, Susan. 2012. What have been the impacts of World Bank Community-Driven Development programs? World Bank. Pp 8-10: Conceptual framework behind CDD interventions, and pp iv-viii, Executive Summary.

Nancy Birdsall, Ayah Mahgoub, and William D. Savedoff. 2010. Cash on Delivery: A New Approach to Foreign Aid. Center for Global Development (Brief – 7 pages)

Recommended:

Ferrer, Betsy. 2011. Theater for Development.

Ellerman, David, Stephen Denning, Nagy Hanna, (2001), Active learning and development assistance, *Journal of Knowledge Management*, Vol. 5 Iss: 2 pp. 171 - 179

Mathie, Alison, and Gord Cunningham. 2005. Who is Driving Development? Reflections on the Transformative Potential of Asset-Based Community Development. *Canadian Journal of Development Studies* 26(1): 175-186.

M.R. Muñoz-Castillo and D. Gasper. 2012. Human autonomy effectiveness and development projects. *Oxford Development Studies* 40(1): 49-67.

Wong, S. (2012). What have been the impacts of World Bank Community-Driven Development Programs? CDD impact evaluation review and operational and research implications. *World Bank, Washington, DC*. (Executive summary only)

Robson, Paul J, Helen M. Haugh, and Bernard Acquah Obeng. 2009. Entrepreneurship and innovation in Ghana: enterprising Africa. *Small Business Economics* 32: 331-350. (Introduction and conclusion only.)

Nustad, Knute. 2012. Development: the devil we know? *Third World Quarterly* 22(4): 479-489.

Week 13 April 11

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:

Karlan, Dean, and Jacob Appel. 2011. To Borrow. Chapter 4, pp 55-84 in *More than good intentions: how a new economics is helping to solve global poverty*. New York: Dutton.

Economist. 2009. Mobile Marvels. (Eureka Moments, pp 2-5; and Beyond Voice, pp 10-13.)

Banerjee, Abhijit, and Esther Duflo. 2011. Barefoot hedge fund managers. Chapter 6, pp 133-156, in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. PublicAffairs.

Rural India gets a piece of the jobs boom. 2009. New York Times.

Recommended:

Bruck, Connie. 2006. Millions for Millions. The New Yorker, October 30, 2006.

Raynolds, Laura. 2009. Mainstreaming fair trade coffee: from partnership to traceability. *World Development* 37(6): 1083-1093.

De Soto, Hernando. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. New York: Basic Books.

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.)

Juliet Hunt ; Nalini Kasynathan. 2001. Pathways to empowerment? Reflections on microfinance and transformation in gender relations in South Asia. [*Gender and Development*](#) 9(1): 42 B 52

Woller, Gary M.; Dunford, Christopher; and Warner Woodworth. (1999) Where to Microfinance? *International Journal of Economic Development*, Vol. 1, No. 1.

See the following web page for more info on microfinance: <http://www.gdrc.org/icm/icm-documents.html>

Bannerjee, A. E. Duflo, R. Glennerster, C. Kinnan. The miracle of microfinance? NBER draft paper.

World Bank. 2003. Making services work for poor people: Overview (World Development Report 2004)

Becker, M., et al. 2001. Chapter 12. Women and the State in Global Feminism and Equality, in *Feminist Jurisprudence. Taking Women Seriously*. St. Paul, MN: West Group, pp. 1054-1075.

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

Key, N. and D. Runsten. 1999. Contract farming, smallholders, and rural development in Latin America: The organization of agroprocessing firms and the scale of outgrower production, *World Development* 27 (February): 381-401.

Weatherspoon, David, and Thomas Reardon. 2003. The rise of supermarkets in Africa: implications for agrifood systems and the rural poor. *Development Policy Review* 21(3).

Indian soybean farmers join the global village. 2004. New York Times.

Heeks, R. (2008). ICT4D 2.0: The next phase of applying ICT for international development. *Computer*, 41(6), 26-33.

Week 14 April 18

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.)

World Bank. 2010. World Development Report 2010: Development and Climate Change. Chapter 2, Reducing Human Vulnerability: Helping People Help Themselves. pp 87-111.

Recommended

Griggs, D., Stafford-Smith, M., Gaffney, O., Rockström, J., Öhman, M. C., Shyamsundar, P., ... & Noble, I. (2013). Policy: Sustainable development goals for people and planet. *Nature*, 495(7441), 305-307.

Adams, William. *Green Development: Environment and Sustainability in a Developing World*. Routledge.

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

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

Tallis, Heather, Peter Kareiva, Michelle Marvier, and Amy Chang. 2008. An ecosystem services framework to support both practical conservation and economic development. *Proceedings of the National Academy of Science (PNAS)* 105(28): 9457-9464.

World Bank World Development Report 1992. Development and the Environment. Overview, pp 1-24. New York: Oxford University Press.

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

Week 15 April 25

Human capital development and social protection

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

Required

Sen, Amartya. Editorial: Human capital and human capability. *World Development* 25(12): 1959-1961.

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.

Hanlon, Joseph, Armando Barrientos and David Hulme. 2010. Chpt 1, Introduction, pp 1-14 in *Just Give Money to the Poor: The Development Revolution from the Global South*. Kumarian Press.

Barrientos, Armando. 2014. Social Protection. Chapter 11, pp 188-203 in B. Currie-Alder, R. Kanbur, D. Malone, & R. Medhora, eds. *Development Ideas*. Oxford University Press.

Recommended:

Human capital:

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

World Development Report 2018: Education (Overview or entire report available on the web). World Bank and John Hopkins University press.

Bannerjee, Abhijit, and Esther Duflo. 2011. Low-hanging fruit for better global health? Chapter 3, pp 41-70 in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. PublicAffairs.

Bannerjee, Abhijit, and Esther Duflo. 2011. Top of the Class. Chpt 4, pp 71-102 in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*

Duflo, Esther, and Abhijit Bannerjee. 2009. The experimental approach to development economics. *Annual Review of Economics* 1: 151-178.

Parker, Ian. *New Yorker*. 2010. The poverty lab. May 17, 2010.

Social protection:

Fiszbein, Ariel, and Norbert Schady. 2009. Conditional Cash Transfers: Reducing Present and Future Poverty. World Bank. (Overview, pp 1-28 or full report pp 29-204).

Hanlon, Joseph, Armando Barrientos and David Hulme. 2010. *Just Give Money to the Poor: The Development Revolution from the Global South*. Kumarian Press. (Some other chapters are on D2L.)

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 2

Final exam period is scheduled for Wednesday, May 2, 5:45-7:45 pm in Rm 306, Natural Resources Building. No meeting planned as of yet.