

PA 5501 Fall 2015
Theories and Policies of Development (3 credits)
Hubert H. Humphrey Institute of Public Affairs
University of Minnesota

Tuesday and Thursdays 9:45 – 11:00 am
Humphrey Center 184

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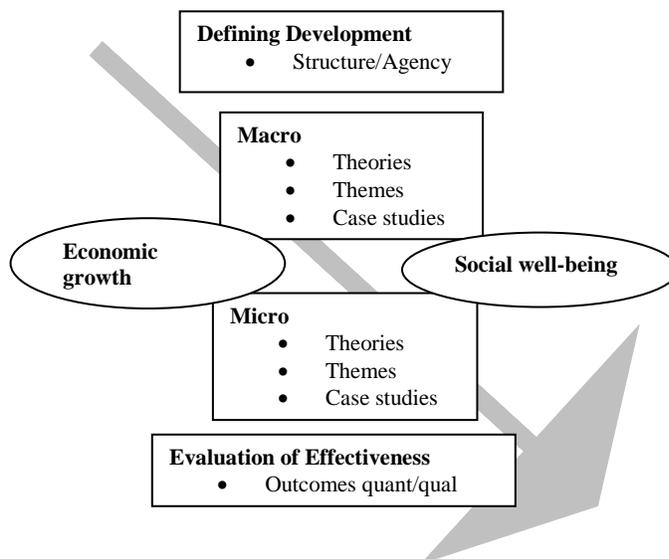
Overview

What makes some countries, regions, and cities wealthier or with economies that grow faster and more than others? What makes one group of people healthier and more educated than another? Within one household, what allows men generally to have more financial and time resources than women?

How does the financial and sociocultural behavior of developed nations affect developing nations? Why do development policies often have different effects on women than on men, on the different social strata within a society, or on different countries within one region?

This course will invite students with these and similar questions to examine economic development theories and strategies at the national and regional levels in poor countries, in nations in transition and in rich countries. In readings,

lectures and discussions, course participants will explore the origins of development thought and competing theoretical paradigms including theories of economic growth, Marxism and dependency theories, and Neoclassical paradigms on growth. The course readings will roughly follow the directionality in the diagram on the left. Students will examine important policy debates and explore case study material from a variety of contexts and frameworks in order to engage in interdisciplinary thinking.



A range of topics will be discussed including poverty of income, of education, of health, of power. We will also explore inequality, culture, rural development, trade policy, finance, household economics, human capital, war violence and conflict, the environment, and evaluation of effectiveness in order to gain a broad understanding of development. The role of gender, social class, institutions, and culture will be incorporated throughout the course just as they are infused in everyday life, instead of compartmentalizing them. Comments and suggestions to this syllabus and course are most welcome!

Learning objectives

By the end of the course, students should:

- understand the complex history of development thought as seen from multiple disciplinary frameworks.
- be able to describe different development paradigms.
- be able to identify development stakeholders.
- be able to articulate the roles different stakeholders play in the development process.
- be able to recognize and critique different “frames” used in discussions of socioeconomic development.
- recognize that the development process is contextual.
- be able to identify different development goals that may characterize the development process.
- understand how to recognize a context to achieve different development objectives.
- understand how research and policy are associated.
- understand the role of research and evaluation in the process of policy development.

Course structure, requirements and grading

Class meetings

Our class meetings will be structured with lectures primarily on Mondays and discussions primarily on Wednesdays. When needed, brief lecture sections at each class meeting will provide enough background information to contextualize the readings. The lectures and discussions complement each other; *they are not redundant*. This means that the material and explanations presented in class use the readings as background history, present details on theory, methodology, case studies, examples, and outcomes. By doing the reading on time, you will take full advantage of the class time activities and learning all the material. The majority of the time we will explore the material through discussions, which will take three forms:

Electronic board active-reading exercise: To inspire timely reading of the articles and to help you think about what they are reading, a very short commentary on the readings for the week is required. By **4:00 pm on Mondays** students are required to post one *brief* paragraph, *no more than 150 words* on the course website commenting on some aspect of the readings. The posting *should not* summarize the readings but rather explore why an idea is important or relevant. For instance you can recreate an issue brought up in the readings, or connect two conflicting arguments that the readings bring up, or comment on

how the readings dialogue with each other. You are expected to read the news and to post on news that fits the topic of the week, and/or to relate recent news to previous topics and the current topic of the week. You may ask questions that are sparked by the readings, by the news, or even better you may comment on how the readings present opposing or supporting views. A quick way to think about your post is the 3-2-1 exercise. Think of 3 things you learned – key concepts, 2 things that surprised you, 1 question you still have.

The intent of using the electronic message board is to help you think through the readings, to read other students' logs and see what ideas they bring to the discussion. The electronic board conversation will also help us have a deep dialogue in class. Last, the electronic board helps me as well by providing me some guidelines to make the lectures speak back to you. So, please read each other's postings and feel free to comment on other people's remarks.

Electronic board participation will count for 25% of the grade. You are expected to post by **4:00 pm Mondays** for the readings of that week, but also feel free to comment on podcasts, speakers, or movies. **You are required to read the comments of other class members before class.** Please keep your postings *short*. At most they should be a quarter page long. Please refer to readings by the last name of the author. Commentaries will receive number grades. They will be 0 for no posting, 1 for unsatisfactory to weak, 2 for satisfactory, and 3 for excellent. Grading criterion: thoughtfulness of the comments. Postings received after the readings are due will not be accepted for grading purposes, although they will be read and used in class.

Life happens and we all have competing demands, so you can skip two weeks of postings. There are 14 posts possible, you are required to post 12 times.

Sample Post:

“The forms of power that have appeared act not so much by repression but by normalization; not by ignorance but by controlled knowledge; not by humanitarian concern but by the bureaucratization of social action.” (Escobar) Minds have been emptied and refilled.

In the increasingly interrelated society, how come an individualistic understanding of society can explain the wealth of nations? While it is not unusual to see people do what is against their interest, how come they are required to maximize and optimize? Even if they draw out marginal utility, which is indeed diminishing, how come they cannot save the “extra” for a rainy day? Today they grow rice and they are told that they must grow and trade rice but cannot learn automobile manufacturing?

Faced with the myth of development, I want to know HOW; but before that please convince me WHY.”

Class participation: Elements of class participation include *speaking during class*. Listening to others and respect for your classmates is fundamental to attending any course, thus it will not count toward class participation grade. We will be discussing the readings and material presented during class so that you can deepen your understanding

of the subject. You are expected to read the news and to bring into the discussion news that fits the topic of the week, and/or to relate recent news to previous topics and the current topic of the week. You are encouraged to enter into debates that challenge ideas! Just remember to keep the conversation respectful by listening, clarifying your understanding of issues, by keeping your questions to the ideas and by not engaging in personal criticism. Do participate, do not expect other students to “cover the crater of silence,” and if you don’t understand the material, say so, please. Do not doubt yourself: participate! The material is engaging: participate! **Engaging is to make and re-make the world: participate!** Everyone is expected to participate by speaking up in class discussions which will **count for 15% of the grade.**

A note on attendance: Missing classes and/or being late regularly will lower the ability to understand the material in depth and your ability to participate. This is a course designed for you and on your behalf. Take full advantage of it.

Exams

There will be one partnered take-home mid-term exam and partnered final take-home exam.

The midterm exam will test your ability to critically engage in the reading of the texts. The midterm exam will be based on short essay questions about the readings that may ask about one reading or ask to compare arguments or strategies on a theme over several readings. Thus, you will need to recall information in the readings to support the answers. I expect that you will read the articles for the general arguments they are making.

The final exam will test your ability to use the material from the course to think critically about development. I will provide you with newspaper and other media articles that discuss contemporary international development issues. My goal is that you draw on and integrate the class material to think critically about the issues handed out. A few questions will guide the processes of analyses. The final exam is take-home essay. This means that it is an open-book exam.

Grades

Class Participation	15 points
Discussion Board	25 points
Mid term	30 points
Take home exam	30 points

The University of Minnesota defines the meaning of grades as following: A is for achievement that is outstanding relative to the level necessary to meet course requirements, B represents achievement that is significantly above the level necessary to meet course requirements, C represents achievement that meets the basic course requirements, D represents work that is worthy of credit even though it does not fully meet the basic course requirements in every respect, and F is for work that falls sufficiently short of meeting the requirements of the course that it does not merit credit. I grade according to these definitions.

100-95 points=A
94-90 points=A-
89-85 points =B+
84-80 points =B
79-75 points =B-
74-70 points =C+
69-65 points =C
64-60 points =C-
59-55 points = D

Academic integrity

Academic integrity is the pillar of teaching and learning. Students are expected to complete the assignments with honesty. Misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. *If you have any questions regarding the expectations for a specific assignment or exam, please ask. I will be more than happy to discuss the elements and expectations at length.*

Incompletes

This course follows the Humphrey Institute policy regarding incompletes. An incomplete will only be granted after the Professor and the student have mutually agreed upon a timetable (written contract) for completion of coursework. An incomplete must be requested in advance, and the Humphrey Institute incompletes form must be filled out.

The form is on-line at:

<http://www.hhh.umn.edu/img/assets/11160/Incomplete%20form.pdf>

Disabilities

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor early in the semester to discuss their individual needs for accommodations.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn

more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu <http://www.mentalhealth.umn.edu>

Required readings

Most readings are available electronically. A few are located in the course website. All readings listed in the syllabus are required. If you would like additional readings, let me know, I can provide a list.

Required book purchases

- Collier, Paul. 2007 *The Bottom Billion*. Oxford: Oxford University Press.
- Friedemann-Sánchez, Greta. 2006 *Assembling Flowers and Cultivating Homes: Labor and Gender in Colombia*. Lanham: Lexington Books.

Other Resources

- International Center for Research on Women <http://www.icrw.org/>
- The Center for Global Development <http://www.cgdev.org/>
- Helping to Enhance the Livelihood of People Around the Globe Commission <http://helpcommission.gov/>
- Gender and Climate Change: <http://www.gendercc.net/metanavigation/home.html>
- Micro-enterprise: http://www.microlinks.org/ev_en.php
- Share the World's Resources: www.stwr.org
- International Development Research Centre: http://www.idrc.ca/index_en.html
- The World Bank <http://www.worldbank.org/>
- Inter-American Development Bank <http://www.iadb.org/>
- Food Policy Research Institute <http://www.fpri.org/>
- Redefining Progress
http://www.rprogress.org/sustainability_indicators/genuine_progress_indicator.htm
- United Nations Development Programme <http://www.undp.org/mdg/basics.shtml>
- United Nations Refugee Agency <http://www.unhcr.org/cgi-bin/texis/vtx/home>
- Pan American Health Organization
http://www.paho.org/english/mdg/cpo_origins.asp

Communication

I do respond to email and do it in a timely way most of the time. However, my preference is to communicate with students by phone or in person. If my office hours do not work we can find an alternative time.

Reading Topics and Schedule

If possible read the selections in the order listed. All readings are required. If you want additional readings on a topic, please let me know

Week 1

Day 1 (Tuesday September 8) Course introduction: syllabus review, course expectations, logistics, structure of articles

Read the syllabus: yes, every line.

Day 2 (Thursday September 10) Defining Development: development for whom and by whom? The rise of development thought.

In class movie screening *Trinkets and beads* (52 minutes)

Week 2

Day 1 (Tuesday September 15): Defining Development

Easterly, William 2002 *The Elusive Quest for Growth. Economists' Adventures and Misadventures in the Tropics*. Cambridge: The MIT Press. Chapter 1

Escobar, Arturo. 1995. *Encountering Development*. Princeton: Princeton University Press. Chapter 2 (pp. 21-54).

Day 2 (Thursday September 17) Epistemology: or ways of knowing and ways of learning. Do theoretical frameworks make a difference? How do we measure development and why does it matter?

Gudeman, Stephen. 2008 *Economy's Tension: The Dialectics of Community and Market*. NY: Berghahn Books. Chapter 1

In class movie screening: *Who's Counting?*

Week 3

Day 1 (Tuesday September 22) Development as Economic Growth: exogenous and endogenous theories from a political economy perspective.

Easterly, William 2002 *The Elusive Quest for Growth. Economists' Adventures and Misadventures in the Tropics*. Cambridge: The MIT Press. Chapters 2, 3

Day 2 (Thursday September 24): Theories of underdevelopment: neocolonial models. Dependency theory and Import Substitution Industrialization (ISI)

Dos Santos, Theotonio. 1970. "The Structure of Dependence." *The American Economic Review*, 60 (2): 231-236.

Week 4

Day 1 (Tuesday September 29) International Trade Policy, Loans and Debt:

Balance of payments and debt crisis, stabilization and structural adjustment programs

Easterly, William 2002 The Elusive Quest for Growth. Economists' Adventures and Misadventures in the Tropics. Cambridge: The MIT Press. Chapters 6, 7

Friedemann-Sánchez, Greta. "The Flowers in the Global Assembly Line." *Assembling Flowers and Cultivating Homes: Labor and Gender in Colombia.* Lanham: Lexington Books. Chapters 1, 2, skim 3.

Trade and Comparative Advantage: Circling Back

GFS lecture

Day 2 (Thursday October 1)

in class movie screening: Life and Debt (86 minutes)

Week 5

Day 1 (Tuesday October 6) Macrolevel Explanations of Inequality Traps

Collier, Paul. 2007 *The Bottom Billion.* Oxford: Oxford University Press. First 6 chapters

Podcast:

Binyavanga Wainaina, "The Ethics of Aid: One Kenyan's Perspective" Speaking of Faith series, NPR, 27 August 2009.

<http://speakingoffaith.publicradio.org/programs/2009/ethicsofaid-kenya/>

Day 2 (Thursday October 8) Institutions and Governance: anticorruption instruments from the Global South

Collier, Paul. 2007 *The Bottom Billion.* Oxford: Oxford University Press. Chapters 7 to the end of the book.

Week 6

Day 1 (Tuesday October 13) Institutions and Governance: anticorruption instruments from the Global North

Invited guest Peggy Kubicz Hall, JD

US Chamber Institute for Legal Reform. 2010 *Restoring Balance: Proposed Amendments to the Foreign Corrupt Practices Act* available on the course website.

Open Society Foundations 2011 "Busting Bribery: Sustaining the Global Momentum of the Foreign Corrupt Practices Act" available on the course website **only read through page 29**

Spalding, Annie. 2014 "First BP the BofA: Could an FCPA defendant be next?" available at <http://www.fcpcblogger.com/blog/2014/9/8/first-bp-then-bofa-could-an-fcpa-defendant-be-next.html>

Day 2 (Thursday October 15) The Developmental State

Invited guest Dr. David Blaney

Shambaugh, David. 2013 *China Goes Global: The Partial Power*. Oxford: Oxford University Press. Chapter 5.

Heilmann, Sebastian. Economic Governance: Authoritarian Upgrading and Innovative Potential. In *China Today, China Tomorrow: Domestic Politics, Economy and Society*. Joseph Fewsmith, editor. Rowman & Littlefield. Chapter 6.

Week 7

Day 1 and day 2 (Tuesday October 20 and Thursday October 22) Development as Human Development

Sen, Amartya. 1999. (2000 ed). *Development as Freedom*. New York: Anchor Books. Chapters 1, 2, 4

Appadurai, Arjun. 2004. "The Capacity to Aspire: Culture and the Terms of Recognition." In *Culture and Public Action*. Vijayendra Rao and Michael Walton editors. Stanford: Stanford University Press. (pp. 59-84)

Study questions handed out the 22th at the end of class

Week 8

Day 1 (Tuesday October 27) Gender and Development: WID versus GAD

Kabeer, Naila. 1994. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso. Chapter 6 (136-162).

Microfinance

Mead, Donald C. and Carl Liedholm, 1998. "The Dynamics of Micro and Small Enterprises in Developing Countries." *World Development*, 26(1): 61-74. Available electronically

Kim, J. C., C. H. Watts, et al. (2007). "Understanding the Impact of a Microfinance-based Intervention on Women's Empowerment and the Reduction of Intimate Partner Violence in South Africa." *American Journal of Public Health* 97(10): 1794-1802.

Optional website on microfinance developed by HHH students:

<https://sites.google.com/a/umn.edu/microfinance/?invite=CJWsuYUD&pli=1>

Midterm handed out at the end of class October 27

Day 2 (Thursday October 29)

No class so you have time to work on the midterm. You can use the classroom.

Midterm due Friday October 30 10 am hard deadline

Week 9

Day 1 (Tuesday October 28) Microlevel poverty traps: social determinants of human development outcomes

World Bank. 2006. *World Development Report 2000/2001: Attacking Poverty*. Oxford: Oxford University Press

Chapter 2, "Inequity Within Countries" (pp. 28-54)

Chapter 7, "Equity from Global Perspective" (pp. 132-155).

Day 2 (Thursday October 30) Education: individual and social returns

Schultz, Paul. 2002 "Why Governments Should Spend more to Educate Girls. *World Development*, 30(2), 2007-225

Unterhalter, Elaine. "Social justice, development theory and the question of education." *International handbook of comparative education*. Springer Netherlands, 2009. 781-800.

Week 10

Day 1 and Day 2 (Tuesday November 3 and Thursday November 5) Health: global distribution of disease

Adler, Nancy & Newman, Katherine. 2002. "Socioeconomic Disparities in Health: Pathways and Policies" *Health Affairs* vol. 21 No. 2 pp 60-76 available electronically

Sen, Gita; Iyer, Aditi; George, Asha. 2002. "Class, Gender, and Health Equity: Lessons from Liberalizing India." *Engendering International Health: The Challenge of Equity*. Chapter 11 (pp. 281-311).

Keck, William. 2007 *Cuba's Contribution to Global Health*. Available from:

<http://igcc.ucsd.edu/research/globalhealth/presentations/keck.pdf>

Week 11

Day 1 and day 2 (Tuesday November 10 and Thursday November 12) Households and Families: intrahousehold bargaining models, methodological and policy implications

Friedemann-Sanchez, Greta. *Assembling Flowers and Cultivating Homes: Labor and Gender in Colombia*. Lanham: Lexington Books. Chapters 4, 5, 6, epilogue.

Bouis, Howarth. 2003. "Commercial Vegetable and Polyculture Fish Production in Bangladesh: Impacts on Income, Food Consumption, and Nutrition." *Household*

Decisions, Gender, and Development: A Synthesis of Recent Research. Agnes Quisumbing, editor. Washington, DC: International Food Policy Research Institute. Chapter 10 (pp. 53-59).

Naved, Ruchira Tabassum. "Intra-Household Impact of the Transfer of Modern Agricultural Technology: A Gender Perspective." *Household Decisions, Gender, and Development: A Synthesis of Recent Research*. Agnes Quisumbing, editor. Washington, DC: International Food Policy Research Institute. Chapter 12 (pp. 85-88).

Week 12

Day 1 (Tuesday November 17) **Immovable Assets**

Panda, Panda, and Bina Agarwal. 2005. Marital violence, Human Development And Women's Property Status in India. *World Development* 33(5):823-850. (available electronically)

Lastarria-Cornhiel, Susana. 1997. Impact of Privatization on Gender and Property Rights in Africa. *World Development* 25 (8): 1317-13.

Day 2 (Thursday November 19) **Sustainable Development**

Kates, R.W., Parris, T.M., and Leiserowitz, A.A. 2005. "What is Sustainable Development? Goals, Indicators, Values, and Practice." *Environment*, 47 (3): 8-21.

Govindan, Parayil. 1996. "The 'Kerala Model' of Development: Development and Sustainability in the Third World." *Third World Quarterly*, 17(5): 941-958. Available electronically

Podcast:

Wangaari Maathai, "Planting the Future" Speaking of Faith series, NPR, 30 August 2009. <http://speakingoffaith.publicradio.org/programs/2009/plantingthefuture/>

Week 13

Day 1 (Tuesday November 24)

Day 2 (Thursday, November 26 -- No class University closed for Thanksgiving holiday)

Week 14

Day 1 (Tuesday, December 1)

Pulling the Threads Together: what now?

Rodrik, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform." *Journal of Economic Literature*, Vol XLIV: 973-987.

Dolan, Catherine. 2005. "Benevolent intent? The development encounter in Kenya's horticulture industry." *Journal of Asian and African Studies* 40(6): 411-437. Available Electronically

de Soto, Hernando. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. New York: basic books. Chapter 2 (pp. 15-37).

Farmer, Paul. 2005. "Introduction to Infections and Inequality: The Modern Plagues." *The Social Medicine Reader: Social and Cultural Contributions to Help Difference and Inequality*. Durham, NC: Duke University Press (pp.105-122).

Podcast:

Pankaj Misra. "The Buddha in the World" Speaking of Faith Series, NPR, 31 May 2007. <http://speakingoffaith.publicradio.org/programs/buddhaintheworld/kristasjournal.shtml>

NGOs and Development

Guo, Chao; Barbara Metelsky and Patricia Bradshaw. 2014. "Out of the Shadows. Nonprofit Governance Research from Democratic and Critical Perspectives." In *Nonprofit Governance: Innovate Perspectives and Approaches*. Chris Cornforth and William Brown Editors. London: Routledge. (pp. 47-67)

Cohn Donnelly, Anne. 2010 *One Acre Fund. Outgrowing the Board*. Kellogg School of Management.

Day 2 (Thursday December 3) NGOs and Development

Guo, Chao; Barbara Metelsky and Patricia Bradshaw. 2014. "Out of the Shadows. Nonprofit Governance Research from Democratic and Critical Perspectives." In *Nonprofit Governance: Innovate Perspectives and Approaches*. Chris Cornforth and William Brown Editors. London: Routledge. (pp. 47-67)

Cohn Donnelly, Anne. 2010 *One Acre Fund. Outgrowing the Board*. Kellogg School of Management.

Evaluation of effectiveness: measurement and methods. How do they matter?

Please watch these short videos:

Fazle Abed. "Thinking Big and Scaling Up" BRAC

1 of 6 http://www.youtube.com/watch?v=JIVDz_ktp_I&feature=channel

2 of 6 <http://www.youtube.com/watch?v=zGa9OQQidqw&feature=channel>

4 of 6 <http://www.youtube.com/watch?v=vOAhPTP1R60&feature=channel>

Week 15

Day 1(Tuesday December 8)

Evaluation of effectiveness: measurement and methods. How do they matter?

Please watch these short videos:

Fazle Abed. "Thinking Big and Scaling Up" BRAC

1 of 6 http://www.youtube.com/watch?v=JIVDz_ktp_I&feature=channel

[2 of 6 http://www.youtube.com/watch?v=zGa9OQQidqw&feature=channel](http://www.youtube.com/watch?v=zGa9OQQidqw&feature=channel)
[4 of 6 http://www.youtube.com/watch?v=vOAhPTP1R60&feature=channel](http://www.youtube.com/watch?v=vOAhPTP1R60&feature=channel)

Day 2 (Tuesday December 10)

Week 16

Day 1 (Tuesday December 15, last day of class)

Take home exam questions and guidelines handed to students. Time for student questions and discussion.

Course evaluation

Exam due Monday December 21st 10 am. Peer evaluations underneath my door, paper exams in my mail box or my office door. **HARD DEADLINE**