

International Development: Ideas, Experience & Prospects

Syllabus

Lecturer: Dr. Athena M. Nguyen (athena.nguyen@unu.edu)¹

Professor: Dr. David M. Malone (rector@unu.edu)

NB: Beyond the required text, assigned readings may be provided in class. Further readings indicated in the syllabus will be made available by UNU.

TIMING: The class schedule is as follows:

Thursday 24 May	10:00 – 11:00am
Tuesday 29 May	3:00 – 4:30pm
Wednesday 30 May	12:00 – 14:00pm
Tuesday 5 June	3:00 – 5:00pm
Thursday 7 June	3:00 – 5:00pm
Tuesday 19 June	3:00 – 5:00pm
Thursday 21 June	3:00 – 5:00pm
Tuesday 26 June	3:00 – 5:00pm
Thursday 28 June	3:00 – 5:00pm
Tuesday 3 July	3:00 – 5:00pm
Thursday 5 July	3:00 – 5:00pm
Friday 6 July	3:00 – 5:00pm

There will be a total of ten sessions with *significant reading expected in advance of each class*.

REQUIRED TEXT: Currie-Alder, Kanbur, Malone and Medhora, *International Development: Ideas, Practice and Experience* (Oxford University Press, 2014). (Two copies available in library and text of all chapters available for free at the book's web-site: www.developmentideas.info, not the Oxford University Press site where the text is for sale.)

COURSE DESCRIPTION: An in-depth examination of international development concepts and theories within their historical contexts, as well as current thinking and real-world evidence relating to international development.

¹ David M. Malone is Rector of the UN University and an Under-Secretary-General of the UN. He was previously head of a development research funding agency and also of a New York-based think-tank, as well a Canadian Ambassador to the UN and Canada's envoy to India, Nepal and Sudan. He holds a D.Phil from Oxford University and other degrees from Harvard University, the American University in Cairo and the University of Montreal, and has written 13 scholarly books.

Athena M. Nguyen is the Gender Advisor in the Office of the Rector, UN University. She has a doctorate in human rights law from Monash University Law School in Australia. Her professional experience includes working in international development and human rights NGOs, including Oxfam International and Amnesty International, and as a consultant for UN Women. She has published in the areas of gender and human rights.

CREDITS: Two credits. One extra credit is available for a fully satisfactory 15–20 page (double-spaced) research paper on a topic agreed upon by the instructor, to be delivered by July 6, 2018. A detailed outline will then be required and must be approved before a full draft is undertaken. Any paper delivered beyond this date will not be read.

AIMS & OBJECTIVES: Students should gain a sound understanding of a wide range of concepts and theories relating to multiple facets of international development, and develop their own critique of the materials discussed in each class.

There are no pre-requisites for this course at UNU, but please note in particular the course requirements identified below.

COURSE REQUIREMENTS

There is no exam in this seminar, which emphasizes, as most seminars do, broad participation by the students and not the professor (who will not be lecturing on the topics assigned). **Students who expect a lecture course or who are not willing to participate every day orally in class should seek a different course.** Students are only expected to read the “required” readings; additional optional readings are only indicated for those who have a deeper interest in a topic but will generally not be the basis of class discussion.

Students’ grades will be based upon submission of four 1-page reaction papers (no longer than 500 words each) written during the course period, in response to the questions listed below which relate to the readings for the subsequent class (60%). In-class participation will account for 40% of the grade.

Reaction papers will be due by e-mail by **6 PM** two days before the relevant class: **Sunday 3 June; Sunday 17 June; Sunday 24 June; Sunday 1 July; and Wednesday 4 July**. Each of the reaction papers must focus on one question assigned for the following class. The first reaction paper will not count towards the final grade if it would drag the grade down. (In other words, no student will be penalized for a first reaction paper that is weak. Strong ones, though, will count towards the final grade.)

Reaction papers should avoid summarizing the readings, but rather engage with them to challenge and at times support the student’s own thinking. Students are also encouraged to disagree with the readings if their reasoning leads in this direction and is supported by convincing argumentation.

Depending on how conversation in the seminar evolves, we may adjust what each week’s class will address.

Please note: most suggested reading material listed below is available on-line and through the www.developmentideas.info website.

SCHEDULE

Class 1 – Introduction

Required

Amartya Sen's Foreword (prefatory pp. x-xi).

Class 2 – Development Ideas

Required

The State of Development Thought (by Bruce Currie-Alder, Ravi Kanbur, David M. Malone & Rohinton Medhora), pp. 1–16 in the course book.

Critical Issues introductory essay, pp. 17–20 in the course book.

Class 3 – The Study of Development and Development Theories

Required

Course book chapters 1 and 2 (by David Williams and John Harriss, respectively).

Suggested

Rodrik, Dani. (2007). *One Economics, Many Recipes: Globalization, Institutions and Economic Growth*. Princeton: Princeton University Press. [PDF 5MB].

Reaction papers on class 4 material due to instructor by 6 PM Sunday, 3 June

Please choose from one of the following questions:

- Are the policy prescriptions of development economists mostly right or wrong? Why?
- Are markets and market mechanisms to be trusted more than governments and their decision-making? Why and why not?

Class 4 – The Economics of Development: Growth, Markets and Governments Interventions

Required

Course book chapters 3–4 inclusive (by Shahid Yusuf; and Shanta Deverajan & Ravi Kanbur).

Recommended

Glover, David. (2010). *Valuing the Environment Economics for a Sustainable Future*. Ottawa: IDRC.

Commission on Growth and Development. (2008). *The Growth Report: Strategies for Sustained Growth and Inclusive Development*. World Bank, Washington, DC.

Class 5 – Peace & Security: Economic and Social Dimensions of Conflict Prevention, Peacebuilding, Violence & Insecurity, Transparency & the Resource Curse, and Transitional Justice

Required

Course book chapters 20–24 inclusive (by Gilbert M. Khadiagala & Dimpho Motsamai; Mats Berdal; Keith Krause; Charles Cater; and Pablo de Grieff).

Recommended

Gravingholt, Jorn, Sebastian Ziaja and Merle Kreibbaum. (2012). *State Fragility: Towards a Multidimensional Empirical Typology*, German Development Institute (DIE) Discussion Paper, DIE, Bonn.

McCandless, Erin, Abdul Karim Bangura, Mary E. King, and Ebrima Sall. (2007). *Peace research for Africa: critical essays on methodology*. Addis Ababa: University for Peace, Africa programme.

Berdal, Mats R., and David Malone. (2000). *Greed & grievance: economic agendas in civil wars*. Boulder, Colo: Lynne Rienner Publishers.

Darby, Sefton. (2010). *Natural Resource Governance: New frontiers in transparency and accountability*. London: Open Society Foundation.

De Greiff, Pablo and Roger Duthie (eds.). (2009). *Transitional Justice and Development: Making Connections*. New York: Social Sciences Research Council.

Reaction papers on class 6 material due to instructor by 6 PM Sunday, 17 June

Please choose from one of the following questions:

- Is the fight against poverty more important than the struggle against inequality? Are they incompatible as primary objectives of policy? Why and why not?
- Is poverty above all a symptom of societal dysfunction or its cause?
- How do you assess economic growth relative to human satisfaction? Are they mostly mutually reinforcing? If not, why not? And does this matter critically in development objectives?

Class 6 – Poverty, Inequality and Inclusion

Required

Course book chapters 5, 6 and 10 (by David Hulme; Frances Stewart & Emma Samman; and Albert Berry).

Recommended

Collier, Paul. (2007). *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford: Oxford University Press.

Ravallion, M. (2013). *How long will it take to lift one billion people out of poverty?*. The World Bank Research Observer, 28(2), 139-158.

Cornia, Giovanni. A. (2004). *Inequality, growth, and poverty in an era of liberalization and globalization*. Oxford, Oxford University Press.

Helliwell, John, Richard Layard and Jeffrey Sachs (editors) (2012) *World Happiness Report*. Columbia University: The Earth Institute.

Sen, Amartya K. (1977) "Rational fools: a critique of the behavioral foundations of economic theory" *Philosophy and Public Affairs* 6(4): 2317-344.

Class 7 – Women and Development, and Indigeneity and Development

Required

Course book chapters 7 & 13 (by Irene Tinker & Elaine Zuckerman; and Maivân Clech Lâm).

Recommended

Kabeer, Naila. (2003). *Gender mainstreaming in poverty eradication and the millennium development goals: a handbook for policy-makers and other stakeholders*. London: Commonwealth Secretariat.

Kristof, Nicholas. and Sheryl. W. Dunn (2009). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Village Books.

Mukhopadhyay, Maitrayee, and Navsharan Singh. (2007). *Gender justice, citizenship, and development*. New Delhi: Zubaan, an imprint of Kali for Women.

Sen, Gita, and Caren Grown. (1987). *Development, Crises, and Alternative Visions: Third World Women's Perspectives*. New York: Monthly Review Press.

Blaser, Mario, Harvey A. Feit, and Glenn McRae. (2004). *In the way of development: indigenous peoples, life projects, and globalization*. London: Zed Books in association with International Development Research Centre, Ottawa.

Reaction papers due on reading material for class 8 by 6 PM Sunday, 24 June

Please choose from one of the following questions:

- Social Protection used to be considered to be confined to advanced economies. Can poor societies afford it? Should it be a high priority? If so, relative to what?
- Has the 'new structural economics' solved the problems faced by earlier approaches? What is the potential for this new approach to succeed?

- In designing their policies, some developing countries have focused on export-oriented models with significant state involvement, others on laissez-faire economics. Which approach may work better for different countries? Or might it be better not to generalize?
- Both Raul Prebisch and Adebayo Adedeji were prophetic figures, much celebrated today, but ones who largely failed in their own day. Why did the approaches they advocated fail to take hold, and why are they nevertheless still attractive?

Class 8 – Social Protection, Structural Economics and Change, Trade & Finance, and Regional Integration

Required

Course book chapters 11, 16, 17 and 19 (by Armando Barrientos; Justin Yifu Lin & Célestin Monga; José Antonio Ocampo; and Adekeye Adebajo).

Recommended

Fiszbein, Ariel and Norbert Schady (2009). *Conditional Cash Transfers: Reducing Present and Future Poverty*. World Bank Policy Research Report. Washington, DC: The World Bank.

Hanlon, Joseph, Armando Barrientos and David Hulme (2010). *Just Give Money to the Poor: The Development Revolution from the South*. Sterling, VA: Kumarian Press.

Lin, Justin Yifu. (2012). *The New Structural Economics: A Framework for Rethinking Development and Policy*. Washington, DC: The World Bank.

Gutiérrez Sanín, Francisco, and Gerd Schönwälder. (2010). *Economic liberalization and political violence: utopia or dystopia?* London: Pluto Press.

Ayuk, Elias, and Samuel Tambi Kaboré. (2013). *Wealth through integration regional integration and poverty-reduction strategies in West Africa*. New York, NY: Springer.

Prebisch, Raúl. (1950). *The Economic Development of Latin America and its Principal Problems*. New York: United Nations.

Class 8 – Environment and Health: Agriculture, Water, Health Policy & Targeting Diseases

Required

Course book chapters 25, 26, 30 and 31 (by M. S. Swaminathan, Rajul Pandya Lorch & Sivan Josef; Cecilia Tortajada; Tim Evans; and Nandini Oomman & Farley Cleghorn).

Recommended

Godfray, C.J.H., et al. (2010). “Food Security: The Challenge of Feeding 9 Billion People.” *Science* 327 (5967): 812-818.

Molden, D. (ed.). (2007). *Water for Food, Water for Life: A Comprehensive Assessment of Water Management in Agriculture*. London: Earthscan Publications and Colombo: IWMI.

Frenk, Julio. (2010). "The Global Health System: Strengthening National Health Systems as the Next Step for Global Progress," *PLoS Medicine*, 7(1).

Esparza, José. (2012). "A Tale of Two Vaccines: Polio and HIV" [Weblog entry], Bill and Melinda Gates Foundation, Impatient Optimists, October 19, 2012.

Class 10 – Law, Human Rights and Civil Society

Required

Course book chapters 12, 46 and 47 (by Kevin E. Davis & Mariana Mota Prado; Kumi Naidoo & Sylvia Borren; and Carol Adelman & Yulya Santchak).

Recommended

Varun Gauri and Siri Gloppen (2012). "Human Rights-Based Approaches to Development: Concepts, Evidence, and Policy". *Polity*, Vol. 44, No. 4, pp. 485-503

Eade, Deborah (2010). "Capacity Building: Who Builds Whose Capacity?," in A. Cornwall and D. Eade (eds.), *Deconstructing Development Discourse*. London: Oxfam and Practical Action Publishing.

Class 11 – Development Indices and Evaluation of Development Programming

Required

Course book chapters 8 and 9 (by Marie Emma Santos & Georgina Santos; and Patricia Rogers & Dugan Fraser).

Recommended

Alkire, Sabina and Maria E. Santos. (2010). "Acute Multidimensional Poverty: A New Index for Developing Countries," *OPHI Working Paper 38*, Oxford Poverty & Human Development Initiative (OPHI), Department of International Development, University of Oxford.

Blue, Richard, Cynthia Clapp-Wincek and Holly Benner. (2009). "Beyond Success Stories: Monitoring and Evaluation for Foreign Assistance Results—Evaluator Views of Current Practice and Recommendations". Washington, DC.

Reaction papers due on reading material for class 12 by 6 PM Wednesday, July 4

Please choose from one of the following questions:

- Why was the UN seemingly so much more influential in decades gone by than it is today? Or is that a delusion? How do you see its influence today, for good and ill? Cite specific examples.
- Can the UN still hope to shape the development track of emerging powers? Why and why not?
- Do you agree with some of the conclusions of volume editors in the epilogue? And on which ones do you differ? Why?
- Has development policy and programming suffered from too great an influence of economists nationally and within international organizations? Why and why not?

Class 12 – UN Influence and Concluding Thoughts

Required

Course book chapter 52 and Book Epilogue (by Richard Jolly; and Bruce Currie-Alder, Ravi Kanbur, David M. Malone & Rohinton Medhora).

Recommended

Jolly, Richard, Louis Emmerij and Thomas G. Weiss. (2009). *UN Ideas That Changed The World*. Bloomington: Indiana University Press.

Jolly, Richard, Louis Emmerij, Dharam Ghai and Frederic Lapeyre. (2004). *UN Contributions to Development Thinking and Practice*. Bloomington: Indiana University Press.