

# Introduction to Development Studies: Unpacking the Politics of Global Inequality



International Development has been a central term to understand international politics since the post WWII era. In this course we seek to go over the history of development as a discourse and the different economic and political models that have shaped it. Rather than a straightforward transfer of money or infrastructure, international development will be shown to be a site of intense geopolitical tension and debate. Historical models and contexts of development will be reviewed in order to understand the evolution of development practice. Different agents and institutional architectures of development will be examined as will current issues of debate in global development such as: gender and microloans; the “De-Westernization” of the global economy; and the impacts of migration.

INTL/GEOG 3000 004

# Introduction to Development Studies: Unpacking the Politics of Global Inequality

Spring 2014  
Mondays & Wednesdays  
2:00-3:15pm  
Fretwell- Rm. 419

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## Course Description

International Development has been a central term to understand international politics since the post WWII era. In this course we seek to go over the history of development as a discourse and the different economic and political models that have shaped it. Rather than a straightforward transfer of money or infrastructure, international development will be shown to be a site of intense geopolitical tension and debate. Historical models and contexts of development will be reviewed in order to understand the evolution of development practice. Different agents and institutional architectures of development will be examined as will current issues of debate in global development such as: gender and microloans; the “De-Westernization” of the global economy; and the impacts of migration.

The course is an upper division undergraduate course focused on the evolution of International Development and the politics behind it and the economic thinking guiding its implementation. The course is readings-based, organized around key texts and topical/thematic foci. Throughout the semester, regional and national case studies will be integrated into readings, discussions, and exercises. In addition to scholarly readings, students will be exposed to primary texts such as speeches, pamphlets, UN documents, social movement publications, art group exhibitions, statistical data, as well as papers by government and non-government agencies dealing with course-relevant issues.

The course is not designed as training for a field assignment at the United Nation or the US Agency for International Development. The goal is rather to understand how Development is understood by different institutions and how this translates into implementation programs: whether that means building a hydroelectric dam; or improving social services.

Class time will consist of lectures that contextualize the readings, discussion of selected readings and class topics, different class exercises and possible quizzes. Videos and films will be integrated into class times wherever possible, and arranged outside of class time when necessary.

### Required Text:

Desai, V. and R. Potter (2008) *The Companion to Development Studies* (2<sup>nd</sup> edition). New York: Routledge.

All other readings will be available via Moodle or Internet pages.

### 3 Key things to keep in mind:

-You will be expected to engage in critical thinking during this course. This does not mean being critical engaging with the concepts proposed by authors, examining the context in which they are writing, the audience for whom they are writing as well as trying to challenge ourselves and our assumptions. One helpful insight to keep in mind during every reading is: how issues are being a) named, b) spatialized and thus c) categorized?

-I encourage you to challenge and debate one another. This must always happen in a spirit of collegiality and respect. The space of the classroom will be a 'safe' space for people to express themselves, their perspectives and their questions. For further understanding of this please refer to the section "civility" in the appendix on University/Course polices.

### Course Objectives:

Upon completion of this course the student will:

-Build a broad knowledge base as to the political, economic and cultural evolution of International Development as a field as well as current trends and challenges

-Gain insight into how International Development and development Studies, influences and is also influenced by what is happening in different parts of the world

-Become accustomed to extracting and organizing analysis of a situation from different kinds of sources (scholarly journals, news reports, policy documents, political lobbies, community organizations and artwork)

-Develop familiarity with different sorts of assessment tools that can improve written and oral presentation skills.

### Course Requirements and Evaluation

Though your grade will be ultimately instructor-evaluated, this course will introduce different methods of self-evaluation. These will be introduced and discussed as the semester progresses. These methods will not be used as a way of enforcing self-discipline. Rather the goal is to be able to further hone the critical thinking and writing skills you bring to and develop throughout this semester.

#### a. Participation (total 25%)

This is absolutely mandatory! Given the amount of reading and the difficulty of the material, your presence in class and participation in discussions and debate is key to your success.

There will be lecturing during the course especially to tease out themes and key concepts but much of the work will also be accomplished through class discussions. Participating in discussion doesn't mean knowing or understanding everything beforehand- any questions about unclear material or fuzzy concepts is a valid and worthy form of participating. Please make sure to ask whatever is on your mind while engaging the course concepts.

Depending upon the material being dealt with and the quality of discussion, other methods of evaluating your understandings of the readings, such as pop quizzes, maybe used during the term. If you are absent on the day a quiz is given, and have not let me know prior to that day, you may not be allowed to make up the quiz.

**a.1.** Given that this is an upper-level course there is not an attendance grade. I believe it is your responsibility to manage your own presence in class, I am not a police or truancy officer.

Nonetheless attendance will be taken, both to assist me in familiarizing myself with you and as a way to gauge/straw poll a part of the participation grade. Though you will not be directly penalized for absences, if you know ahead of time that you will need to miss class or have any kind of documentation of absences please let me know as soon as you can. Of course you will be responsible for making up work. Take note, that consistent and/or disruptive absence will be penalized and I may ask you to withdraw from the course.

Your attendance will form part of your participation grade. At the same time, merely occupying a chair during class time will not be enough to make it through the course. For one, reading the assigned material is imperative! You will be expected to have read all material assigned for the day when you arrive in class. Nearly all the readings are either posted on Moodle under course documents (organized by week) or available on internet.

**a.2.** Some of the readings will require you to reread paragraphs several times over in order to understand them, for other readings a skimming for key concepts will give you enough. As an instructor I know that there are days when it will be harder than others to accomplish everything. Nonetheless, if you feel that you will repeatedly be unable or unwilling to get through approximately 80% of the material even on your bad days, then you should reconsider taking the course.

**a.3.** For some of the weeks, I will ask students to present some of the readings. These will form part of your participation grade. The presentations are not meant as a test of your ability to master the readings and make conclusions about them. The goal rather, is to *briefly* present some of the main points of the readings, and then focus on raising questions about items, ideas, etc. that you or your group did not understand or maybe disagreed about, and when possible relate it to your own experiences or to current events. Your presentations should not be summaries of the material. The presentations will serve as a way to initiate class discussions. Make sure to consult the Oral Presentation Guidelines supplement before beginning this assignment.

**a.4.** As the semester progresses, I will require pre-class online discussions on Moodle. These will be class reading and theme based. The purpose is to rev motors for in-depth exploration and discussion on the topics for a given week. All class members will be expected to participate and responses will be assessed for quality and engagement with class material and fellow classmates

### **b. Reading Response (15%)**

You will be expected to submit one short response piece during the semester. These will be individual assignments and you will be asked to sign up for the day that you would like to 'respond' to.

The responses should be about 4-5 typed pages in length and should reflect your understandings of the reading material for that day. They may focus on one particular reading (although should draw on others) or you may use various pieces, including readings from previous classes as support material. The pieces must be handed in before or at the end of the class period of the day that we will be discussing the material you are engaging with. Work that engages only previous material will be understood as late.

Your goal with the response paper is two-fold. On one level you will be expected to present what you see as some of the central points of the day's material as well as key-concepts or tools and explain them to your reader. The second goal of these pieces is to relate them to your own experiences, background knowledge, etc. This can be personal events that you'd like to interpret in the light of the readings or possibly news stories that you think are worthy of engaging. Remember, these papers cannot merely be summaries of the readings but rather a personal engagement in which you are free to criticize or ask questions. Make sure to consult the Writing Guidelines supplement before beginning this and all other written assignments.

**c. Essay (15%)**

This paper should be about 5-7 pages in length. Normal spacing and appropriate citation are a must. It should follow some basic rules of structure and clarity that we will discuss during the class.

This assignment will be based on a selection of questions that you will choose from in order to develop an essay response.

**d. Oral Examination (15%)**

For this portion of the grade the student will be expected to set up a meeting time with the instructor (during or outside of office hours) where the student will be expected to engage in discussion about class topics and answers questions relevant to class materials (readings, lectures, etc.)

**e. Final Paper Proposal (5%)**

This assignment is to insure that you are thinking about final research topics for your big paper well in advance of the due date. It is essentially an assignment meant to help you avoid a situation where you may have only 48 hours left and you don't know what to write a paper about. The proposal should be about 2-3 pages in length. It should provide a description of what your thinking of working on, an outline of some of the issues you may be hitting during the paper, and questions you would like to tackle. It should include a short bibliography of works you may be thinking of (about 7 for the proposal assignment, more for the paper) including works from outside of class (at least 4).

**f. Final Paper (25%)**

This paper should be about 8-10 pages in length. Normal spacing and appropriate citation are a must (double-spaced, with 1-inch margins, and in 10-12 point Times New Roman type, see appendices). It should follow some basic rules of structure and clarity that we will discuss during the class.

Your final paper is the main space you have in this course to follow your own path with regards the course material and topics and be able to present a coherent argument to others. You will be expected to demonstrate a thorough understanding of class material, be able to engage it critically (in the sense we use the word in this course) and apply it systematically to additional cases or questions not necessarily addressed during class.

In order to support your claims, you will be expected to demonstrate a degree of mastery with your bibliographic material (which must be larger than in your paper proposal) and be able to cite accordingly.

**FOR ALL WRITING ASSIGNMENTS!** Make sure to consult the Writing Guidelines supplement before beginning written assignments

**Also, please make use of the Writing Resources Center ([wrc.uncc.edu](http://wrc.uncc.edu)) for any aid or feedback on written and oral assignments as well as research skills.**

**IMPORTANT NOTE:** I maintain the prerogative to subtract a letter grade from the final grade for all unexcused late work for each day it is late.

**Event Responses- Extra Credit** (to be determined)

As a way for students to participate in different public events at the university, or to take advantage of resources available to us, I will offer several opportunities for extra credit. In general, you will be expected to attend a public talk, exhibit, or similar function and do a (3+page) write-up of your reflections on the event as it relates to this course. This may also include viewing and commenting on one or more films available at the movie library. You may complete a

maximum of two of these assignments during the semester. Students should feel free to bring particular events they believe are relevant to my attention in order to announce them as potential extra credit assignments.

The breakdown of Grades is as follows:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

## **Class Policies**

Please refer to the appendices for details as to relevant university/class policies that will be upheld during the course. I consider these to be an integral part of the syllabus. In particular pay attention to rules on:

-*Academic Integrity*: your work should be *yours* and all bibliographic information, resources, etc. should be duly cited and noted

-*Civility*: classmates should engage in debate, discussion but in an atmosphere of utmost respect towards one another, the instructor and other groups of people

-*Use of technology*: Use of phones and hand-held devices is prohibited in class and will be duly noted. I request that as a norm you place your devices in your bag. Portable computers may be used for note-taking (though I take your use of the laptop as an invitation for me to call on you often to ask questions)

Keep in mind that modifications to the syllabus (mostly to required readings, class topics and evaluation methods) may be made at the instructor's discretion. These will likely be of a minor nature, and will always be preceded by oral and written notice to students.

## Class Meetings and Assignments

All readings are either from the textbook, posted on Moodle or available on Internet

### **WEEK 1. Intro and what is Development?**

**Wed, January 8: Introductions & Class Guidelines**

### **WEEK 2 What is Development? + The emergence of the Development field: colonial contexts, the Post WWII era and Modernization theory**

**Mon, January 13: What is Development? Who is developed and who is not? Who speaks about development? Defining our object of study, assumptions, uncertainty and fuzzy boundaries**

Dodds, Klaud (2008) "The Third World, developing countries, the South, poor countries" in *The Companion* pg. 3-7

Jones, Peris Sean (2000) "Why is it Alright to do Development 'Over There' but not 'Here'?" in *Area* vol. 32:2 pg. 237-241

*The Guardian* (2011) "How would you measure development progress"

<http://www.theguardian.com/global-development/poverty-matters/2011/may/24/talkpoint-measuring-development-progress>

Schafer, J., P. Haslam and P. Beaudet (2012). "Meaning, Measurement, and Morality in International Development" In P. Haslam, J. Schafer and P. Beaudet (eds) Introduction to International Development: approaches, actors and issues pg 3-15

**MAPS/GRAPHS/VISUALS.** Peruse some of the following visual material:

Development Goals in Animation:

[http://hdr.undp.org/external/gapminder/2003/mdg\\_graphs.html](http://hdr.undp.org/external/gapminder/2003/mdg_graphs.html)

OR [http://www.ecosolrio.org/documentacion/2003/mdg\\_graphs.html](http://www.ecosolrio.org/documentacion/2003/mdg_graphs.html)

Take a look at Development Indicators

<http://hdrstats.undp.org/en/indicators/>

OR <http://hdr.undp.org/en/data>

### **Wed, January 15: Proto-history of Development: Colonialism and the Civilizing mission**

Power, M. (2008) "Enlightenment and the era of modernity" in *The Companion* pg 71-74

Kipling Rudyard. "White Man's Burden" <http://www.fordham.edu/halsall/mod/kipling.asp>

Alice L. Conklin (1997) *A Mission to Civilize: The Republican Idea of Empire in France and West Africa, 1895-1930*, Berkeley. Pg. 3-10

Pisano, (2012) "Imperialism and the Colonial Experience" In P. Haslam, J. Schafer and P. Beaudet (eds) Introduction to International Development: approaches, actors and issues. Pg 38-42 obligatory; 28-37 optional)

## VIDEOS:

Trailer for “La France est un empire” (1939)

<http://www.lesdocs.com/fiches/dossier%20de%20presse/france%20empire.dossier%20de%20presse.htm>

“Indochina children gathering rice” Lumiere brothers (circa 1895)

<http://www.youtube.com/watch?v=WdJeu2tFiOs>

“Exposition Coloniale a Paris” (1931):

[http://www.youtube.com/watch?v=54tkAKLy\\_pg&list=PL1D1EACEEC4F3CF7B](http://www.youtube.com/watch?v=54tkAKLy_pg&list=PL1D1EACEEC4F3CF7B)

## WEEK 3

**Mon, January 20: Martin Luther King Jr. Day- University Closed**

**Wed, January 22: Cold War politics, Truman’s 4 points and Modernization**

Truman, H. (1949) Inaugural Address: Point Four Program. January 20, 1949.

<http://www.trumanlibrary.org/publicpapers/index.php?pid=1030&st=19&st1=>

(Read starting at the paragraph that begins “Fourth” about 2/3 of the way down)

Truman, H. (1951) “Statement by the President on the Point Four Program”

<http://www.trumanlibrary.org/publicpapers/index.php?pid=295&st=83&st1=>

Rostow, W.W. (1960) *The Stages of Economic Growth: A Non-Communist Manifesto*.

Cambridge: Cambridge University Press. Chapter 2 + Selections (CHPT 2 AVAILABLE HERE:)

<https://www.mtholyoke.edu/acad/intrel/ipe/rostow.htm>

Lerner, D. (1958) *The passing of Traditional Society*. Selections

+ Shah, Hernant (2008) *The Production of Modernization: Daniel Lerner, Mass Media, and the Passing of Traditional Society*.

## WEEK 4. Modernization Theory continued + Dependency Theory: why Development wasn’t supposed to work in the current system

**Mon, January 27**

McMichael, P. (2008) “Instituting the development project” in *Development and social change: a global perspective*. Third edition. Thousand Oaks, CA, London, New Delhi, Pine Forge Press. Selections.

Simpson Bradely (2008) “Introduction” *Economists with Guns* Stanford University Press.

Introduction + Selections. (INTRO AVAILABLE HERE:)

[http://www.sup.org/pages.cgi?isbn=0804756341;item=Introduction\\_pages;page=12](http://www.sup.org/pages.cgi?isbn=0804756341;item=Introduction_pages;page=12)

Look at these two links from USAID. How do they reflect, or not, some of the concerns we’ve discussed about development & modernization thus far?

“50 years of USAID-Indonesia Partnership”

<http://50.usaid.gov/photo-gallery-50-years-of-usaid-indonesia-partnership/>

Screen the interview with USAID’s Rajiv Shah here:



<http://50.usaid.gov/history/>

- *VOLUNTEERS are required, 1 or 2, to choose one of the following readings/cases and present some of the topics and issues of the respecting readings to the class and kickoff discussion. ALL STUDENTS should peruse some of these pieces to get a taste of the topics and at least enjoy images! ...TBA...*

1. Review and present on: "Considering 'Traditional Society' in the Middle East: Learning Lerner all over again"

2. Take a look at the following two pieces (1 video and 1 article/interview). Who are the protagonists of 'development' in each case? In what direction does knowledge (about how to care for the community) flow?

Video screening: American Express & Charity Water

[https://www.youtube.com/watch?v=1nOcp16exF4&feature=player\\_embedded#t=0](https://www.youtube.com/watch?v=1nOcp16exF4&feature=player_embedded#t=0)

Vs.

Esteva and Tepito's Toilets

<http://www.context.org/iclib/ic30/esteva/>

### **Wed, January 29: Dependency Theory and Import Substitution Industrialization**

Conway, D. and N. Heynen (2008) "Dependency Theories from ECLA to Andre Gunder Frank and beyond" in *The Companion*

CEPAL:

Prebisch, R. "The Economic Development of Latin America and its Principal Problems"

<http://prebisch.cepal.org/en/works/economic-development-latin-america-and-its-principal-problems>

*The Economist*: "Raul Prebisch: Latin America's Keynes"

<http://www.economist.com/node/13226316>

Cardoso, F.H. and E. Faletto (1979) *Dependency and Development in Latin America*. University of California Press. *Selections from book*

Frank, A.G. (1966) "The Development of Underdevelopment" in the *Monthly Review*. Pg 17-31

### **WEEK 5: Dependency + The Challenge to State-led growth: Neoliberalism and the "opening" of economies**

**Mon, February 3 The World Systems Theory, Cores and Peripheries + Development through "Free-market" reform: an end to planning and regulation**

Klak, T. (2008) "World-systems theory: Cores, peripheries and semi-peripheries" in *The Companion*

- *VOLUNTEERS are required, 1 or 2, to engage the following reading and present some of the topics and issues of the respecting readings to the class and kickoff discussion. ALL STUDENTS should peruse some of these pieces to get a taste of the topics and at least enjoy images!*

Valenzuela and Valenzuela (1978) "Modernization and Dependency: Alternative Perspectives in the study of Latin American Development" in *Comparative Politics* 10:4. <http://www.jstor.org/stable/421571>

Simon, D. (2008) "Neoliberalism, structural adjustment and poverty reduction strategies" in *The Companion* pg. 86-91

Hayek, F.(1944) *The Road to Serfdom* (Illustrated version) <http://mises.org/books/trts/>

Deepak Lal. (1986) *The Poverty of Development Economics*. Selections

### **Wed, February 5: Free-Markets at the Grassroots? + "Freeing" markets or ensuring power?**

Prahalad, C.K. and S. Hart (2002) "The Fortune at the Bottom of the Pyramid" in *Strategy+Business* <http://www.strategy-business.com/article/11518?pg=all>

Prahalad, C.K. and (2002) "Serving the World's Poor... Profitably" in *Harvard Business Review* <http://hbr.org/2002/09/serving-the-worlds-poor-profitably/ar/1>

Harvey, David. (2006) *A brief History of Neoliberalism* Selections

Chang, H.J. (2003) *Kicking away the ladder*. In *Oxford Development Studies* 31:1

Walden Bello (1999). *Dark Victory* Pluto Press. Selections

- *VOLUNTEERS are required, 1 or 2, to engage the following reading and present some of the topics and issues of the respecting readings to the class and kickoff discussion. ALL STUDENTS should peruse some of these pieces to get a taste of the topics and at least enjoy images!*

SEE DOCUMENT ON MOODLE. TO GET STARTED:

Examples of Structural Adjustment Policies: use IMF website

Factsheet on IMF conditionality <http://www.imf.org/external/np/exr/facts/conditio.htm>

Press releases:

<http://www.imf.org/external/news/default.aspx?pr>

1. Mauritania

<http://www.imf.org/external/np/sec/pr/2013/pr13216.htm>

2. Burundi

<http://www.imf.org/external/np/sec/pr/2013/pr13328.htm>

3. Benin

<http://www.imf.org/external/np/sec/pr/2013/pr13317.htm>

World Development Movement- reports on popular reactions to IMF policies

<http://www.wdm.org.uk/states-unrest-iii-resistance-imf-and-world-bank-policies-poor-countries>

## **WEEK 6. Agents of Development I: Multilateral Institutions; International Financial Institutions and Lending Programs**

### **Mon, February 10: The IMF, the WB and other Regional Development Banks**

Taylor, Marcus (2008) "The international Financial Institutions," in P. Haslam, J. Schafer and P. Beaudet (eds) *Introduction to International Development: approaches, actors and issues*. Pg. 159-172

International Monetary Fund website. Browse the “About the IMF” section. Read through short sections on “History” and “Our Work” [www.imf.org](http://www.imf.org)

World Bank Group website: 1) In the About section, read through “What We Do” and “History” (enjoy the timeline).  
2) Visit the sites of each of the WB group institutions to get an idea of what each does:  
<http://www.worldbank.org/en/about>

IFI Watch <http://www.brettonwoodsproject.org> Please read:  
“What are the main concerns and criticisms about the World Bank and IMF?”  
<http://www.brettonwoodsproject.org/item.shtml?x=320869>  
“Background to the issues” <http://www.brettonwoodsproject.org/background/index.shtml#index-320869> Browse the site for critical analysis of IMF and World bank policies.

Popke Jeff (1994) “Recasting Geopolitics: the discursive scripting of the International Monetary Fund,” in *Political Geography* 13:3 *Selections*

Whitman, Jim (2008) “The role of the United Nations in developing countries” in *the Companion* pg. 555-558

- *VOLUNTEERS are required, 1 or 2, to choose one of the following cases and present some of the topics and issues of the respecting readings to the class and kickoff discussion. ALL STUDENTS should peruse some of these pieces to get a taste of the topics and at least enjoy images!*

Is trade in industrial waste beneficial for poor countries?

a) *The guardian* “Africa will not be Europe’s Digital dumping ground, says leaders”  
<http://www.theguardian.com/global-development/2013/aug/09/africa-europe-digital-electronic-waste>

*Versus?*

b) Lawrence Summers (former head of the World Bank)  
“Let them eat waste”: website explaining controversy around appointment of Lawrence Summers to Obama’s administration  
<http://forgetlarry.org/let-them-eat-waste/>  
Original World Bank internal memo:  
<http://benbuckman.net/blog/08/04/let-them-eat-pollution>

Regional Banks: To understand how IFI’s multiply at the regional level I ask volunteers to examine the role of one regional bank. Please browse through the official website as well as the page on your chosen bank from the Bank Information Center (BIC), and the Green Political Foundation (GPF), NGO oversight bodies for public participation in development.

-Inter-American Development Bank <http://www.iadb.org> (official site, keep an eye on “Projects” and “Results” as initial guides to your browsing)  
BIC page on IADB: <http://www.bicusa.org/institutions/idb/>  
GPF: <http://www.boell.de/finance-resources/index-86.html>

-African Development Bank <http://www.afdb.org/en/> (begin looking at “Topics and Sectors” as well as “Projects and Operations”)  
BIC page on AfDB: <http://www.bicusa.org/institutions/afdb/#Overview>  
GPF: <http://www.boell.de/finance-resources/index-85.html>

-Asian Development Bank <http://www.adb.org/> (begin searching through “Countries” and “Projects” you may also wish to peruse through videos under “Data and Research”  
BIC page on AfDB: <http://www.bicusa.org/institutions/adb/>  
GPF: <http://www.boell.de/finance-resources/index-89.html>

### **Wed, February 12: The Everyday Politics of Debt**

*MOVIE SCREENING: Life & Debt*

## **WEEK 7. Agents of Development II: States and Civil Society**

### **Mon, February 17: States working for developing themselves and developing others**

Selections from:

Hira, Anil “State of the State: Does the State have a Role in Development?”

Brown, Stephen “National Development Agencies and Bilateral Aid”  
both in P. Haslam, J. Schafer and P. Beaudet (eds) *Introduction to International Development: approaches, actors and issues*

Huntington, S. (1968) *Political Order in Changing Societies*

Gonzalez Casanova, Pablo (1965). "Internal Colonialism and National Development", *Studies in Comparative International Development*, vol. 1, no. 4, pp. 27–37

### **Wed, February 19: Civil Society**

#### **MidTerm Essay Assignment Due!**

Van Roy, Alison. “Strengthening civil Society in Developing Countries” in *The Companion*

Desai, Vandan. “The role of Non-Governmental Organizations” in *The Companion*

Clark, John D. “NGO’s and the state” in *The Companion*

Migdal, Joel, Atul Kohli and Vivienne Shue (1994) *State Power and Social Forces* selections

*VOLUNTEERS are required, 1 or 2, to choose one of the following cases and present*

1. Doctors Without Borders (MSF-Medecins Sans Frontiers) and their Access Campaign.

The MSF Access Campaign: <http://www.msfacecess.org/>

About the Campaign <http://www.msfacecess.org/the-access-campaign>

“Medicines Shouldn’t be a Luxury” : <http://www.msfacecess.org/content/medicines-shouldnt-be-luxury>

(general MSF website is here for your reference: <http://www.msf.org/> )

Also reflect on this piece from Scientific American and how political conflicts can get in the way of development work: “How the CIA’s Fake Vaccination Campaign Endangers Us All”<http://www.scientificamerican.com/article.cfm?id=how-cia-fake-vaccination-campaign-endangers-us-all>

2. The ONE campaign <http://www.one.org/us/>  
About <http://www.one.org/us/inside-one/>

Leadership: <http://www.one.org/us/inside-one/leadership/> (are there any controversial figures here?)

ONE's involvement in elections campaigns:

UK: <http://www.theguardian.com/katine/katine-chronicles-blog/2010/apr/14/one-vote-campaign-launch>

US: <http://www.portlanddailysun.me/index.php/newsx/local-news/7499-bono-s-one-campaign-comes-to-maine>

## **WEEK 8. Who should “do” development? + Post-Development**

### **Mon, February 24: Participatory Development and Social Movements**

Mohan, Gile “Participatory Development” in *The Companion*

WORLD SOCIAL FORUM (WSF)

1. WSF Charter of Principles

<http://www.fsm2013.org/en/node/204>

2. “Interview with Oded Grajew” (early co-founder of World Social Forum process)  
*InMotion Magazine* (2003)

[http://www.inmotionmagazine.com/global/ogwsf\\_int.html](http://www.inmotionmagazine.com/global/ogwsf_int.html)

3. Reports page by *CHOIKE* on the WSF:

<http://www.choike.org/2009/eng/informes/4601.html>

*MUSIC*: El General “Rais el Balad”

<http://www.youtube.com/watch?v=29rv2N3WVTE>

Lyrics <http://revolutionaryarabraptheindex.blogspot.com/2011/08/el-general-rais-lebled.html>

*VOLUNTEERS are required, 1 or 2, to present*

Brazil's Landless Movement/Movimento dos Trabalhadores Rurais Sem Terra (MST)

1. Interview with Joao Stedile, an MST leader

<http://newleftreview.org/11/15/joao-pedro-stedile-landless-battalions>

This is a more recent, but longer interview- you are welcome to peruse

<http://www.mstbrazil.org/interviewstedileonnewmodelofagrarianreform2007>

2. <http://www.mstbrazil.org/>

Use the “About MST” section for general info about the movement, including some short videos about MST's history

### **Wed, February 26: Re-defining Development: the Development Industry and Discourse**

Escobar, Arturo. (1995) *Encountering Development: The Making and Unmaking of the Third World*. Chapters 1 & 2.

Sidaway, James “Post-Development” in *The Companion*

## **WEEK 9- SPRING RECESS**

**Mon, March 3 SPRING RECESS**

**Wed, March 5: SPRING RECESS**

**WEEK 10. Post-Development: Radical critiques and alternatives CONT. +  
The Cold War: Where the battle lines of Development were drawn**

**Mon, March 10: Post-Development & De-coloniality**

Escobar, Arturo. (1995) *Encountering Development: The Making and Unmaking of the Third World*. Chapters 3 & 6.

Sahle, E. "Post-Development and Alternatives to Development" in P. Haslam, J. Schafer and P. Beaudet (eds) *Introduction to International Development: approaches, actors and issues* pg 68-82

An example of post-development?:

"The Kerala Model" in Wikipedia (eek!) [http://en.wikipedia.org/wiki/Kerala\\_model](http://en.wikipedia.org/wiki/Kerala_model)

- **VOLUNTEERS:** Peruse these sites to explore how development indicators have multiplied and how are they visualized. In what ways are these useful? How would a post-development critique examine these?

The World Bank DataBank <http://databank.worldbank.org/data/home.aspx> Watch the tutorial and try your hand at the World Development Indicators, make some maps and graphs, and show us!

OECD Factbook <http://stats.oecd.org/oeclfactbook/#>

**Wed, March 12: What Modernization Theory was responding to: The "Soviet" model, COMECON and support for Developing Nations from the "Eastern bloc"**

Explore The People's Republic of China early development policies through a visual tour of its promotional and instructional posters:

"Land Reform and Collectivization"

<http://chinese posters.net/themes/land-reform.php>

China: "The First Five Year Plan" (begin in Part 1 and make your way through Part 5)

<http://chinese posters.net/themes/first-five-year-plan.php>

Posters from Great Leap Forward

<http://chinese posters.net/themes/great-leap-forward.php>

China: the Great Leap Forward

<http://www.pbs.org/wgbh/peoplescentury/episodes/greatleap/description.html>

Brine J.J. (1992) COMECON: *The Rise and Fall of an International Socialist Organization*.  
Selections

Bervoets, J. (2011) "The Soviet Union in Angola" in *Vestnik: The journal of Russian and Asian Studies* [http://www.sras.org/the\\_soviet\\_union\\_in\\_angola](http://www.sras.org/the_soviet_union_in_angola)

Gun-Fu, Gu (1983) "Soviet Aid to the Third World an Analysis of Its Strategy" in *Soviet Studies* 35:1 READ ONLY PAGES 71-77 (the rest is optional)

## WEEK 11 The Non-Aligned Movement

### Mon, March 17: Neither A nor B: The non-aligned movement, the anti-imperial push and third world paths

Ministry of External Affairs, Government of India 2012. "History and evolution of the Non-Aligned Movement" <http://www.mea.gov.in/in-focus-article.htm?20349/History+and+Evolution+of+NonAligned+Movement>

Speech by President Sukarno at Bandung <http://www.fordham.edu/halsall/mod/1955sukarno-bandong.html>

Nyerere, Julius (1973) *Freedom and Development* (on Moodle)

Nyerere, Julius "The Arusha declaration" Selections <http://www.fordham.edu/halsall/mod/1967-arusha.html>

Senghor, Leopold Sedar (1960) *On African Socialism* Selections- pg. 45-69 (on Moodle)

### Wed, March 19: NAM cont.

Bunting, Ikaweba (1999) "The heart of Africa" in *The New Internationalist* #309 <http://newint.org/features/1999/01/01/anticolonialism/>

United Nations General Assembly Resolution s-6/3201 (1974) "Declaration on the Establishment of a New International Economic Order" <http://www.un-documents.net/s6r3201.htm>

Sneyd, Adam. "New International Economic Order" Glossary Entry at Globalization and Autonomy Research Project [http://www.globalautonomy.ca/global1/glossary\\_entry.jsp?id=EV.0027](http://www.globalautonomy.ca/global1/glossary_entry.jsp?id=EV.0027)

Dearden, N. (2012) "Thomas Sankara: an African leader with a message for Europe," <http://www.redpepper.org.uk/thomas-sankara-an-african-leader-with-a-message-for-europe/>

Dorrie, P. (2012) "25 years On: The Mixed Legacy of Burkina Faso's Thomas Sankara, Socialist Soldier." <http://thinkafricapress.com/burkina-faso/mixed-legacy-thomas-sankara-socialist-soldier-25-year-anniversary>

Listen to Sankara's speech at the Organization of African Unity summit in Addis Abebba, 1987: [http://www.youtube.com/watch?v=DfzoToJEnu8&feature=player\\_embedded](http://www.youtube.com/watch?v=DfzoToJEnu8&feature=player_embedded)

Verschave, Francois Xavier (2006). "Defining Francafrique," <http://survie.org/francafrique/article/defining-francafrique-by-francois>

MUSIC: Keur Gui: "Coup de Guelle" <http://www.youtube.com/watch?v=ZLrTLPrUodQ>

Didier Awadi: "La Patrie ou la Mort" <http://www.youtube.com/watch?v=48HBz1BY2A0>

Tiken Jah Fakoly: "Francafrique" <http://www.youtube.com/watch?v=9o0k8X13GKA>

### ➤ VOLUNTEERS:

Gross National Happiness Commission, Royal Government of Bhutan. "Bhutan 2020" <http://www.gnhc.gov.bt/2011/05/bhutan-2020-a-vision-for-peace-prosperity-happiness-2/>

## **WEEK 12 Democratization, Human Rights & The Rule of Law**

**Mon, March 24: Democratization, Human Rights and the Rule of Law**

Jourde, Cedric. "Democracy" in P. Haslam, J. Schafer and P. Beaudet (eds) *Introduction to International Development: approaches, actors and issues*

Elliot, J "Development and Social Welfare/Human Rights" In *The Companion*

United Nations. "Universal Declaration of Human Rights" <http://www.un.org/en/documents/udhr/>

United Nations. "Declaration on the Right to Development"  
<http://www.un.org/documents/ga/res/41/a41r128.htm>

UNDP "Human Development"  
<http://hdr.undp.org/en/mediacentre/videos/humandev/> OR  
<http://www.youtube.com/watch?v=HYHow0VVeSQ>

### ➤ **VOLUNTEERS**

Compare and explain some of the differences in perceptions and definitions of Human Rights:

US Department of State (2012) "Country Reports on Human Rights Practices for 2012: China"  
<http://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm?year=2012&dliid=204193#wrapper>

Russia:  
<http://www.state.gov/j/drl/rls/hrrpt/2012humanrightsreport/index.htm?year=2012&dliid=204331#wrapper>

-State Council Information Office of the People's Republic of China (2012) "The Human rights record of the United States in 2011: [http://www.chinadaily.com.cn/cndy/2012-05/26/content\\_15392452.htm](http://www.chinadaily.com.cn/cndy/2012-05/26/content_15392452.htm) OR [http://news.xinhuanet.com/english/china/2014-02/28/c\\_133150579.htm](http://news.xinhuanet.com/english/china/2014-02/28/c_133150579.htm)

-Ministry of Foreign Affairs of the Russian Federation (2012) "Report on the Human Rights Situation in the United States of America" <http://www.mid.ru/bdomp/ns-dgpch.nsf/8f29680344080938432569ea00361529/2ab49ff642baf0c244257aa000254663>

## **Wed, March 26: Democratizing and Legal Protections or Legal Plunder?**

Barnett, Thomas (2003) "The Pentagon's New Map" appeared in *Esquire* March 2003.  
<http://thomaspmbarnett.squarespace.com/globlogization/2010/8/17/blast-from-my-past-the-pentagons-new-map-2003.html>

You only need to read the article, you can stop before the list of countries at the bottom- though you are of course free to browse all you like

Please view the map: <http://thomaspmbarnett.com/low-resolution-map/>

Klein, Naomi (2007) *Shock Doctrine* Selections



Mattei, Ugo and Laura Nader (2008) *Plunder: When the Rule of Law is Illegal*. Selections (on Moodle)

## **WEEK 13: Topics in Development**

**Mon, March 31: The “Migration and Development” nexus**

### **Paper Proposal Due**

Willis, Katie D. “Migration and Transnationalism” in *The Companion*

European Commission Communication on Migration and Development (on Moodle)

Haas, Hein de (2005) “International Migration and Regional Development in Morocco”

Peruse ICMPD (International Center for Migration Policy Development) site. [www.icmpd.org](http://www.icmpd.org)  
Focus browsing on the following page centered on Migration and Development  
(<http://www.icmpd.org/Migration-Development.1568.0.html>)

Read “Migration and Development Factsheet” (ICMPD 2013) (on Moodle)

*MUSIC*: Tiken Jah Fakoly “Ouvrez les Frontiers”  
<http://video.nationalgeographic.com/video/music/genre-wm/reggae/ouvrez-les-frontieres-wm/>

## **Wed, April 2: Food + Agriculture**

Slater, Rachel, Kay Sharp and Steve Wiggins “Food Security” in *The Companion*

Morse, Stephen. “GM crops and development” in *The Companion*

The Guardian “Bhutan set to plough lone furrow as world’s first wholly organic country” <http://www.theguardian.com/global-development/poverty-matters/2013/feb/11/bhutan-first-wholly-organic-country>

Patel, Raj (2007) *Stuffed and Starved: The Hidden battle for the World Food System*. Melville House: Brooklyn. Chapter 6 (on Moodle)

### **Potential Guest Lecture:**

Guest lecture: Professor Garth green, Department of Global, International and Area Studies (UNCC)

## **WEEK 14 Topics in Development: Population and Food & Agriculture continued**

### **Mon, April 7: Famine and Entitlements**

Sen, A. (1999). *Development as freedom*. New York, Anchor Press. Chapter 7. Famines and other crisis. Pp. 160-188 (on Moodle)

Play the United Nation World Food Program game: “Food-Force”  
<http://www.wfp.org/stories/online-game-food-force-puts-players-front-lines-hunger>

#### ➤ **VOLUNTEERS**

Present on the game dynamics: how it addresses relevant development questions; how class themes appear or do not in the course of the game, how are issues labeled and represented

**Wed, April 9: Is more people a problem?**

MOVIE SCREENING: *Legacy of Malthus*

## **WEEK 15. Topics in development: Informal Economies, microloans and Business creation**

**Mon, April 14: Formalizing the Informal? + Microcredit and Gender**

De Soto, Hernando, *The Mystery of Capital* (Chapter 1)  
<http://www.nytimes.com/books/first/d/desoto-capital.html>

De Soto, Hernando. *The Other Path*. (Introduction)  
<http://www.ild.org.pe/index.php/es/books/item/428-the-other-path>

Instituto de Libertad y Democracia: main site <http://www.ild.org.pe/index.php/es/>

Yunus, M. *Banker to the Poor*. See website of Grameen Bank below

Grameen Bank, microloans and issue of gender:

“A short history”

[http://www.grameen-info.org/index.php?option=com\\_content&task=view&id=19&Itemid=114](http://www.grameen-info.org/index.php?option=com_content&task=view&id=19&Itemid=114)

“Is Grameen Bank Different?”

[http://www.grameen-info.org/index.php?option=com\\_content&task=view&id=27&Itemid=176](http://www.grameen-info.org/index.php?option=com_content&task=view&id=27&Itemid=176)

“What is microcredit?”

[http://www.grameen-info.org/index.php?option=com\\_content&task=view&id=28&Itemid=108](http://www.grameen-info.org/index.php?option=com_content&task=view&id=28&Itemid=108)

Grameen Bank arrives in Charlotte

<http://wfae.org/post/microloans-poor-arrive-charlotte>

**Wed, April 16: Microcredit cont.**

**POTENTIAL GUEST LECTURE:** Ursula Lalone: Program Officer Grameen Bank Charlotte

Kristoff, Nicholas and Sheryl WuDunn (2009) “The Women’s Crusade” *New York Times*  
[http://www.nytimes.com/2009/08/23/magazine/23Women-t.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2009/08/23/magazine/23Women-t.html?pagewanted=all&_r=0)

Cons, J and K. Paprocki. (2010) “Contested Credit Landscapes: Microcredit, Self-Help, and Self-Determination in Rural Bangladesh.” *Third World Quarterly*. Volume 31, No. 4. 637-654

## **WEEK 16. the Commons + New (and inverted?) Geographies of Development**

**Mon, April 21: The Controversy around the Commons**

Ugo Mattei (2011) "The State, the Market and Some Preliminary Questions about the Commons" [http://p2pfoundation.net/State, the Market, and some Preliminary Question about the Commons](http://p2pfoundation.net/State,_the_Market,_and_some_Preliminary_Question_about_the_Commons)

Esteva, G. (2012). Hope from the margins. In D. Bollier and S. Helfrich (eds.), *The Wealth of the Commons: A World Beyond Market & State*. Amherst, MA: Levellers Press <http://www.wealthofthecommons.org/essay/hope-margins>.

OPTIONAL: THE NEXT TWO READINGS ABOUT THE COMMONS ARE OPTIONAL. THE FIRST IS AN EXAMPLE OF ATTEMPTS TO THINK THROUGH THE COMMONS IN HIGHLY URBANIZED AND "DEVELOPED" SETTINGS. THE SECOND IS AN EXAMPLE OF HOW THE WORLD BANK IS BEGINNING TO DISCUSS COMMON PROPERTY

Casas-Cortes, M., Cobarrubias, S. and J. Pickles (2014 Forthcoming) "Commons Keywords" in *Blackwell Companion to Urban Anthropology* (on Moodle)

World Bank Common Property Resource Management Network.

<http://info.worldbank.org/etools/docs/library/97605/conatrem/conatrem/documents/guide-3b.pdf>

➤ **VOLUNTEERS**

*Ecotourism* <http://www.eduweb.com/ecotourism/eco1.html>

Present on the game/story dynamics: how it addresses relevant development questions; how class themes appear or do not in the course of the game, how are issues labeled and represented

**Wed, April 23: The (Global) South is Rising again! + Commons:**

Rise of the South- Human Development Report <http://hdr.undp.org/en/>

Watch video and Columbia Global thought seminar

[http://cgt.columbia.edu/conferences/the\\_rise\\_of\\_the\\_south](http://cgt.columbia.edu/conferences/the_rise_of_the_south) ::

Centre d'Analyse Strategique- De-Westernization of the World

<http://www.strategie.gouv.fr/en/content/25th-gathering-globalization-de-westernization-world>

Payne, Tony (2013) "The Rise of the South' or the Disappearance of the South?" Available at:

<http://hdr.undp.org/en/content/%E2%80%98rise-south%E2%80%99-%E2%80%93-or-disappearance-south>

\*International role of China:

Gallagher, Kevin (2013) "Profiting from Precaution: How China's Policy Banks Can Enhance Social and Environmental Standards"

[http://www.ase.tufts.edu/gdae/policy\\_research/ChinaProfitingPrecaution.html](http://www.ase.tufts.edu/gdae/policy_research/ChinaProfitingPrecaution.html)

"African Labour and the Chinese Dragon" <http://www.redpepper.org.uk/african-labour-and-the-chinese-dragon/>

*Aljazeera* (2013) "Murder sparks India-Nigeria Diplomatic Storm"

<http://www.aljazeera.com/indepth/2013/11/murder-sparks-india-nigeria-diplomatic-storm-201311109531844644.html>

Troilo, Peter (2012) "Setting its own course,. Brazil foreign aid expands and evolves" in DEVEX

<https://www.devex.com/en/news/setting-its-own-course-brazil-foreign-aid-expands/78631>

Additional Topics include:

South-South regional integration: ALBA, ASA, BRICS

South-South alternatives: the “Pink Tide”-Chavez, Morales, Correa

## **WEEK 17**

**Mon, April 28 Last Day of Class: Inversions of North-South hierarchies and certainties**

***Last Day of Class: Review, Evaluations and Final Assignments***

### **Final Papers Due**

Banuri, Tariq (2013) “Editorial: the Future of Development” in *Development* vol.56:1 pg. 1-9

Payne, Tony (2013) “We are all Developing Countries now!” Sheffield Political Economy Research Institute Blog. Available at: <http://speri.dept.shef.ac.uk/2013/01/07/developing-countries-now/>

An example of post-development?:

“The Kerala Model” in Wikipedia (eek!) [http://en.wikipedia.org/wiki/Kerala\\_model](http://en.wikipedia.org/wiki/Kerala_model)

Different Cases

AlJazeera (2009). “Can China save the world economy?”

<http://www.aljazeera.com/focus/chinabuystheworld/2009/08/20098129201986196.html>

AlJazeera (2013) “Europe’s new refugees”

<http://www.aljazeera.com/programmes/peopleandpower/2013/08/2013812144556386810.html>

Adejumobi, Said (2013) “Europe: The Failure of Structural Adjustment?”

<http://www.newafricanmagazine.com/features/economics/europe-the-failure-of-structural-adjustment>

Oil for the poor program by Chevron “Venezuela reinstates free home heating oil for poor in U.S.”

<http://www.mcclatchydc.com/2009/01/07/59215/venezuela-reinstates-free-home.html#.Ug3Gzhxd2Bo>

Cohn, Majorie (2005) “The Two Americas,” from *Truthout* September 3.

### **OPTIONAL:**

**The question of Income Inequality and Development status:**

Fisher, Max (2011) “U.S. Ranks near Bottom on Income Inequality.” In *The Atlantic*. Available at:

<http://www.theatlantic.com/international/archive/2011/09/map-us-ranks-near-bottom-on-income-inequality/245315/>

Fisher, Max (2013) “How the Worlds’ Countries Compare on Income Inequality.” In *The Washington Post*. Available at:

<http://www.washingtonpost.com/blogs/worldviews/wp/2013/09/27/map-how-the-worlds-countries-compare-on-income-inequality-the-u-s-ranks-below-nigeria/>

**MONDAY, May 5: Final Exam Period 2:00-4:30 pm**

