

The Heller School for Social Policy and Management
Brandeis University
Sustainable International Development Graduate Program

HS271

Frameworks for Development

Revised 8-12-08

Room: G4

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Office hours: Tuesdays 1:30-3:00pm or by appointment

University notices:

1. If you are a student with a **documented disability** on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.
2. You are expected to be honest in all of your academic work. The University policy on **academic honesty** is distributed annually as section 5 of the *Rights and Responsibilities* handbook. Instances of alleged dishonesty are subject to possible judicial action. Potential sanctions include failure in the course and suspension from the University. If you have any questions about our expectations, please ask.

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person – be it a world-class philosopher or your roommate – without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

Course information

This course fulfills a core SID requirement. The course meets throughout the fall semester on Wednesday afternoon from 2:10 to 5:00 pm and on 7-8 selected Fridays from 12:15 to 1:45. The course has its own website (LATTE). Assignments, changes in the syllabus, and other course information will be posted on the web. Use of the website will be explained in the first class.

Course purpose

SID expects that its graduates will become agents in transforming the conditions that give rise to persistent poverty and injustice, and in working toward a global society based on human rights and enhanced access to opportunities that will contribute to freedom from poverty, preventable disease, and environmental degradation. To become effective agents of change, SID graduates need a clear understanding of the evolving goals and means of sustainable human development.

Frameworks for Development is a foundation course that introduces SID students, MBA/SD and MPP Poverty Alleviation and Development concentrators to sustainable development theory and practice. Situated at the center of the SID mission, it is the key

conceptual course in the MA Program. Its focus is at the policy and program levels and not at the project level. The course provides an over-arching framework that integrates the subject matter of coursework of the first year and the field work plans for the second year of the MA Program. Full attendance is therefore mandatory.

All development analysis and work implies a theory or conceptual framework of how change occurs. By graduation, each student should be able to articulate her/his own 'theory of change' or framework for sustainable development. Each student should be working to define goals of sustainable development, to identify the principles that will guide her/his professional work, and to develop the skills to design and implement strategies that reflect those goals and principles. Frameworks should initiate a learning process that challenges, questions and enriches the assumptions each one of us bring to the course.

Frameworks is also the course that brings together the widest range of global talent from the SID and development communities in a structured setting, including all first-year MA students, students from other programs, diverse faculty and staff, and visiting practitioners and academics.

“Frameworks” has three broad interconnected goals:

- (1) Introduce students to the inter-disciplinary field of development, including evolving development perspectives and concepts of sustainable development;
- (2) Reflect the SID Program's core values and ethical culture, empowering students to make explicit their own values and framework for change and development; and
- (3) Build and strengthen SID's community of learning, by creating a space in which all first-year students and diverse faculty work together in cooperation and collaboration.

Course structure

The course begins with a general introduction to the field of sustainable human development, including basic theories, models, and changing concepts, to help students locate themselves within the field. For the remainder of the semester, Students examine the context in which sustainable development takes place, and look at some of the issues constraining sustainable human development. Our world is characterized by pervasive poverty and inequality. Globalization connects us (for better and for worse), but the state remains the arena in which development takes place. Governance, natural resource endowments, geography, demography and many other factors influence the nature and capacities of states to foster the enhancement of human capabilities.. Health, education and sustainable livelihoods are some basic capabilities examined toward the end of the semester, looking particularly at agriculture, foreign investment and trade in promoting livelihoods. The last class returns to the assertion that policy choices matter. Along with the final assignment, it gives students an opportunity to articulate their own framework for development.

Seven of the class sessions will include hour and a quarter long, small discussion sections, led by Teaching Assistants and visiting faculty.

Course values

The content and methods of the Frameworks course reflect SID's pro-poor, pro-environment, and problem-solving perspectives. Values in development policies and programs are not always explicit. The SID Program does have an explicit set of values and strives to train its graduates to be clear about values that underpin their professional work. Students are introduced to SID core values in a structured and cohesive way in this course.

SID principles for development include the following (*draft Core Competency Statement, 2004*):

- Human rights that extend from political and civil rights to social and economic rights and that promote social and environmental justice and inclusion regardless of gender, ethnicity, race, religion, or class;
- Governance systems based on participation, accountability and universal protection of rights;
- The necessity of enhancing the capabilities of all peoples to shape their own development;
- Sustainability as an ideal that integrates physical, social, and ethical concerns and that is informed by sound natural and social science; and
- Learning as an on-going process that requires continuing reflection on concepts, evidence, and values, including one's own.

Core competencies

This course teaches concepts that have been identified as core competencies for a degree in SID and that are rooted in the values of sustainable development and the social justice mission of Brandeis University and the Heller School. Students should:

- Develop basic literacy in the historical and current debates on the meaning and goals of sustainable development and a development perspective.
- Become aware of key theoretical concepts and different perspectives on development.
- Grasp the interdependence of ecological, socio-cultural, political, and economic systems.
- Comprehend the integrated context (political, institutional, legal, socio-cultural, and environmental) in which sustainable development takes place.
- Understand development as a problem-solving process advanced through policies and programs at different levels by diverse actors.
- Examine strengths and weaknesses of development approaches -- particularly in relation to key problems and issues like poverty, exclusion, gender, sustainability, Capabilities and functioning and governance -- and learn to question whether conventional wisdom and existing systems, structures, and models are working and, if not, what might work instead.
- Begin the process of coming to a personal definition of sustainable development, in harmony with global guidelines and professional standards.
- Study development as part of the larger SID community and integrate into this professional learning community.

Course methods

Course goals are achieved and core competencies are developed by using a variety of methods for learning. These include:

- Readings
- Small breakout discussion groups

- Lectures
- Guest speakers
- Class discussions and in-class exercises
- Individual assignments (papers, quizzes, debates)
- Special (optional) events

Course requirements

To complete this course successfully you must attend Wednesday classes and all discussions and Friday sessions. You are responsible for the following assignments:

- Two short quizzes
 - Class 4 – 30 minute quiz in class on theories of development, including Washington Consensus
 - Class 10 – Take home quiz due at the beginning of class; questions on policy and the environment, poverty and inequality; the state; demography, natural resources and geography as variables in development; globalization.
- One short (2 page) paper assignment**, chosen from the following topics. Specific guidelines for each topic and the criteria for grading will be posted on Latte. All papers must be submitted in hard copy---not on Latte--- in class or in the Frameworks mailbox outside Professor Holcombe's office.
 - Topic 1 – Goals and means of development (submission date – September 24).
 - or**
 - Topic 2 – Washington Consensus – (submission date – October 29.)
 - or**
 - Topic 3 – Capability Approach and health and education – (submission date – November 19).
- Group presentations on poverty and inequality. Assignments will be discussed in Class 1 and again in Class 4. Presentations will be made in class October 17, 22 and 24.
- Final paper (4 pages) due December 10. Assignment to be distributed later.

Grading

Evaluation of student performance will be based on the following:

1. Attendance and participation. Participation in discussions, plenary, Friday sessions and breakout groups, will be monitored and may contribute to an increase or decrease of the final grade by up to 4%.
2. One short paper assignment (two page maximum) (or debate assignment for those who select this). 15%
3. Short, in-class quiz – 15%
4. Take-home quiz – 25%
5. Group Presentation. 15%
6. Final Paper (4 pages maximum) – 30%

Readings

Required Readings are listed below. Many readings are included in the course reader, the purchase of which is required of all students. Some of the required readings can be accessed on the web, or on the course website (Latte). Students are also required to have a copy of Amartya Sen, *Development as freedom*. You can purchase inexpensive, used copies of this on line (Amazon.com). Required readings are fairly limited in length

for most weeks, and the reading load lightens at the end of the semester. Instructions will be given in each class on how to focus your reading. You are encouraged to form reading groups.

Optional Readings

Some optional readings are included in the reader. Most optional or recommended readings are available in books in the SID and/or main Brandeis Library, in ejournals, and on the web. You are encouraged to make use of these if you want to explore a topic in further detail. Michael Todaro and Stephen Smith, *Economic Development*; Debraj Ray, *Development Economics*; and Adam Smirzai, *The Dynamics of Socio-economic Development* are three excellent resources on many development issues.

Learn how to make use of the main library resources. . Many journal articles are accessible electronically. Most students need guidance in how to search for subjects in electronic journals or in other library resources. As this course is not a research intensive course, we are not offering introductory sessions to library use as part of this course. If you do not receive library training in another course this semester and would like to receive library training, please contact the course instructor by Class 3.

Web Sources. There is a wealth of good material on the web, but equally there is material that can be inaccurate or misleading. Always use web sources critically. Know what the source is, and whether and how you can evaluate its reliability. UN and World Bank websites give you access to reports and statistics. The UNDP *Human Development Reports* (HDR) are helpful data sources. National, and in many cases subnational, HDRs exist for most countries. Also useful is the World Bank's *World Development Report*. Some other useful sites include www.eldis.org (summaries and links to development related documents); www.ids.ac.uk/blds (the British Library for Development Studies with access to articles and documents). We will refer to others in class.

Unit I – Introduction to Concepts and Theories of Sustainable Development

Class 1 – September 3, 2008. Course Introduction.

- Course overview: objectives, requirements, grading process; overview of course content.
- Introduction to Frameworks: key concepts and definitions: history of development; concepts of development and sustainability, theories of change. The function of analytical frameworks? Developing frameworks that inform and guide the practice of sustainable development:
 - What is the desired outcome of development? (Goals, values).
 - How do you achieve those goals? (Theories of change. Capacity. Implementation).
 - How do you know whether your intervention or change strategy is working?
- Using evidence; measurement.

Required readings. *As you read, ask what each reading is saying about the goals of development and the means to achieve development. What values are implicit in each reading? Do you agree or disagree? You may want to draw a matrix, listing the authors on the left side and the columns across the top, to categorize the goals of development, values implicit, and what each writer says about how to implement actions that will achieve the goals.*

- Amartya Sen. 1999. *Development as freedom*. New York: Alfred A. Knopf. "Introduction", pp.3-12; "The ends and means of development" pp, 35-53. (Review).
- Michael P. Todaro. 2000. *Economic development*. Reading MA: Addison-Wesley. pp 7-20.
- UNDP. 1990. *Human Development Report*. New York: Oxford University Press. pp.8-16.. hdr.undp.org/reports/global/1990/en/pdf/hdr_1990_ch1.pdf. Accessed July 22, 2007. Look particularly at p. 10 and the definition of human development.
- Shrestha, N. (2002). Becoming a development category. In Schech, S and Haggis, J. (Eds.). *Development: a cultural studies reader*. (pp. 103-114). Oxford: Blackwell.
- Conference on Gross National Happiness. Declaration by participants in the seminar on Gross National Happiness. February 18-20, 2004. Bhutan.
www.grossinternationalhappiness.org/downloads/GIH_report_18-2-04.doc. Accessed August 1, 2006.

Optional

William Easterly. 2006. "Planners versus searchers". 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. pp. 1-15.

Recommended

- Alan Fowler. 2003. *International development frameworks, policies, priorities, and implications: A basic guide for NGOs*. <http://www.un-ngls.org/oxfam-guide.pdf> Oxfam Canada and Oxfam Quebec. Accessed 7-30-07. (Read pp. 1-10; scan remainder of this document and use for reference throughout the course.)
- Susanne Schech and Jane Haggis. 2000. *Culture and development*. Oxford: Blackwell. pp. 1-16.
- Adam Smirzai. 2005. *The dynamics of socio-economic development*. Cambridge, Cambridge University Press. Pp 1-34.
- Carol H. Weiss. 1998. *Evaluation*. Upper Saddle River: Prentice Hall. Pp. 55-61. (Read the section on "How the program works: Surfacing the program's theories of change" and think of its applicability to development interventions from the policy to the grassroots level).
- Students should also look at one or more editions of the *Human Development Report* (UNDP, particularly 1990, 2003), the *World Development Report*, (World Bank). How does UNDP define development (HDR 1990)? How does the World Bank define development (WDR 2000). Be familiar with the data tables at the end of the volumes.

Class 2 – Development as Economics – Economic Theories of Development

- Definitions - theory
- "Development" prior to World War II
- Key post World War II theories of development: Capital investment; Structural change; Technology; Neoliberalism.

Required Readings:

- Dani Rodrik. 2007. "Fifty years of growth (and lack thereof): An interpretation" in *One economics, Many recipes*. Princeton: Princeton University Press. pp. 13-55.
- Carlos Tejada. "Textile Powerhouse Learns Downside of Globalization". In *The Wall Street Journal*. August 14, 2003. p. 1.
- John Williamson. 1990. "What Washington Means by Policy Reform". In *Latin American adjustment: How much has happened?*
www.iie.com/publications/papers/paper.cfm?ResearchID=86 Accessed on 8-2-06.

Recommended Readings

- Richard Peete. 1999. "Economic theories of growth and development" in *Theories of development*. New York: The Guilford Press. pp. 37-64. (in reader)
- Irma Adelman. 2001. "Fallacies in development theory and their implications for policy". In Gerald M Meier and Joseph E. Stiglitz. *Frontiers of development economics: The future in perspective*. New York: Oxford University Press. pp 103-134.
- Rebecca M Blank. 1989. "What should mainstream economists learn from feminist theory?". In Marianne A. Ferber and Julie A. Nelson. *Beyond economic man*. pp 89-94.
- Robin Broad and John Cavanaugh. 2006. "The hijacking of the development debate: How Friedman and Sachs got it wrong". In *World Policy Journal*. Summer 2006. pp. 21-30.
- William Easterly. 2001. "Solow's surprise: Investment is not the key to development" in *The elusive quest for growth*. Cambridge: MIT Press. pp 47-69.
- Torgny Holmgren. 2001. "Uganda". In *Aid and Reform in Africa: Lessons from Ten Case Studies*. Accessed 7-2-08 at http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2001/05/11/000094946_01042606340663/Rendered/PDF/multi0page.pdf. Read particularly pp. 103-129 and 145-6. (*As you read this ask yourself what is meant by 'successful' policy reform? What evidence is given for success? What evidence is given for the impact on human development?*)
- Dani Rodrik. 2002. "After Neoliberalism, What?" In *After neoliberalism: economic policies that work for the poor* (pp. 9-20). Collection of Papers Presented at a Conference on Alternatives to Neoliberalism. Washington, DC: The New Rules for Global Finance Coalition, 2002.
- Adam Smirzai. 2005. *The dynamics of socio-economic development*. Cambridge, Cambridge University Press. pp 1-34.
- John Williamson. 2000. "What should the World Bank think about the Washington Consensus?" in *The World Bank Research Observer*. Vol. 15, no. 2 (August 2000), pp. pp. 251-64. [www.worldbank.org/research/journals/wbro/obsaug00/pdf/\(6\)Williamson.pdf](http://www.worldbank.org/research/journals/wbro/obsaug00/pdf/(6)Williamson.pdf). Accessed 8-2-06.

Class 3 – Alternative Perspectives and Theories of Development

Class topics:

- Sociological: modernization
- Structuralist/Marxist
- Human Rights Approaches
- Environmental Sustainability

Required Readings. *As you read, ask yourself what the reading is saying about the goals of development. What is the means to achieving these goals? What values are reflected in the reading?*

Richard Peete. 1999. *Theories of development*. New York: The Guilford Press. pp. 77-85; 95-103; 176-192.

Eva Charkiewicz. 2001. *Transitions to sustainable production and consumption: Concepts, policies and actions*. Maastricht: Shake Publishing B.V. pp. vii-viii; 1-15; [26-40 optional]. (*A copy of this book is in the SID Library. Those of you interested in alternative approaches to sustainable development, and particularly sustainable production and consumption [SP&C], will find this book a valuable*

resource. *This book is interesting also because of the way in which it integrates gender with sustainability analysis*).

Jonathan M. Harris and Neva R. Goodwin. 2003. "Reconciling Growth and environment". In *New thinking in macroeconomics*. Northampton: Edward Elgar. pp. 229-245.

Optional Readings.

Sharachchandra Lele and Richard B. Norgaard. 1996. "Sustainability and the scientists burden". In *Conservation biology*. Vol. 10, no. 2 (April 1996), pp. 354-365. (in optional reading file in SID Library).

United Nations. 1992. Report of the United Nations Conference on Environment and Development, Annex I, Rio Declaration on Environment and Development. Rio de Janeiro, 3-14 June 1992. A/Conf.151/26 (Vol.1). (in optional reading file). Online at www.un.org/documents/ga/conf151/aconf15126-1annex1.htm.

United Nations. 2002. *Report of the world summit on sustainable development*. A/CONF.199/20* [Electronic version]. (pp. 1-9; 37-39) New York: United Nations. (<http://www.johannesburgsummit.org/>)

James H. Weaver, Michael T. Rock and Kenneth Kusterer. 2001. *Achieving broad-based sustainable development: Governance, environment and growth with equity*. Hartford: Kumarian Press. pp 13-38. (on reserve in SID Library).

World Commission on Environment and Development. 1987. *Our common future*. Read p. 8 to review the definition of sustainable development; and **skim** pp. ix-xv; 1-23; 43-66. Oxford: Oxford University Press. (in optional reading file).

Class 4 – Human Development and Capabilities Approaches (HDCA)

- Evolution of the Human Development and Capabilities Approach
- Defining and operationalizing human development
- Defining and operationalizing capabilities
- Measuring human development and capabilities
- Human Rights Approaches and the HDCA

Required Readings.

Desmond McNeill. 2007. "Human development': The power of an idea" in *Journal of human development*, Vol. 8, No. 1, March 2007. pp. 5-22.

Amartya Sen. 1999. "Freedom and the foundations of justice" in *Development as freedom*. New York: Alfred A. Knopf. Pp 54-87.

Stephen C. Smith. 2005. "The keys to capability: Eight keys to escaping poverty traps" in *Ending Global Poverty: A Guide to What Works*. New York: Palgrave Macmillan. 31-48.

UNDP. 2003. "The millenium development goals". In the *Human development report 2003*. New York: Oxford University Press. Accessed 7-31-07 at http://hdr.undp.org/reports/global/2003/pdf/hdr03_chapter_1.pdf. Pp. 27-32.

Recommended Readings

Sabina Alkire. 2002. *Valuing freedoms: Sen's capability approach and poverty reduction*. Oxford: Oxford University Press.

Jerome Ballet, Jean-Luc Dubois and Francois-Regis Mahieu. 2007. "Responsibility for each other's freedom: Agency as the source of collective action". In *Journal of human development*. Vol. 8, No. 2, July 2007. pp. 202.

Sakiko Fukuda-Parr. 2003, "The human development paradigm: Operationalizing Sen's ideas on capabilities". Accessed 7-31-07. <http://cfs.unipv.it/sen/papers/FukudaParr.pdf>

UNDP. 1995 The state of human development. In the *Human development report 1995* (pp.11-23) New York: Oxford University Press. Available on line at: (<http://hdr.undp.org/reports/global/1995/en/>)

**Class 5 – Ethics, development policy choices and environmental consequences.
Professor Olson**

Required Readings

- Aldo Leopold. 1947. "The land ethic". In *A sand county almanac*. Oxford: Oxford University Press. Pp. 201-228.
- World Resources Institute. 2003. Summary, pages 1 – 25, from "Ecosystems and Human Well-Being", a product of the Millenium Ecosystem Assessment. Island Press, Washington, D.C.
- J.R. McNeill. 2000. *An environmental history of the twentieth century world: Something new under the sun*. New York: W.W. Norton and Co. pp 3-17.
- Look at "Milestones of the world community integrating the environment into economics and into development goals" (A link to reports on key global meetings and agreements).
<http://www.unep.org/Documents.multilingual/Default.asp?DocumentID=287&ArticleID=>

Recommended readings:

- Herman E. Daly and Joshua Farley. 2004. *Ecological economics: Principles and applications*. Washington: Island Press. Pp. 405-411.
- Gene M. Grossman and Alan B. Krueger. 1995. "Economic growth and the environment". In *Quarterly Review of Economics* 110: 353-377.
- David Tilman. 1999. "Global environmental impacts of agricultural expansion: The need for sustainable and efficient practices". *Proceedings of the National Academy of Sciences* 96: 5995-6000.

Classes 6 and 7 - Poverty and Inequality –Professor Raheem October 15 and 22

- Definitions: poverty, inequality, inequity
- Measures: Income, asset, social measures. What are the differences? Why are they important?
- Issues: poverty and human development, freedom
- Implications for Human Development and Capabilities

Required Readings

- Shaohua Chen and Martin Ravallion. 2007. "Absolute Poverty Measures for the Developing World, 1981-2004". WPS4211. Development Research Group, World Bank. Accessed on 7-30-07 at http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2007/04/16/000016406_20070416104010/Rendered/PDF/wps4211.pdf. Also in course reader. Pp. 1-16
- Amartya Sen. 1999. "Poverty as capability deprivation" in *Development as freedom*. New York: Alfred A. Knopf. pp. 87-111.
- Edward Anderson and Tammie O'Neill. 2006. "A new equity agenda? Reflections on the 2006 World Development Report, the 2005 Human Development Report and the 2005 Report on the World Social Situation". Working Paper 265. London: Overseas Development Institute. pp. 1-25. Accessed 7-31-07 at: http://www.odi.org.uk/publications/working_papers/wp265.pdf
- . Stephen C. Smith. 2005. "Understanding extreme poverty". in *Ending Global Poverty: A Guide to What Works*. New York: Palgrave Macmillan. 11-30.

Recommended Readings:

- Coralie Bryant and Christina Kappaz. 2005. *Reducing poverty, building peace*. Bloomington CT: Kumarian Press. Pp. 31-57. (This chapter discusses social exclusion and poverty)..
- William Easterly. 2006. "Inequality does cause underdevelopment: insights from a new instrument". Accessed 7-31-07 at <http://www.nyu.edu/fas/institute/dri/Easterly/File/inequality%20does%20cause%20underdevelopment%20easterly%20revision.pdf>.
- Kristin J. Forbes. 2000. "A Reassessment of the Relationship between inequality and growth". In *American Economic Review*. Vol. 90, No. 4. pp.869-887.
- Garth Frazier. 2006. "Inequality and development across and within countries". In *World Development*. Vol 34 No. 9 pp. 1459-1481.
- Erik Thorbecke and Cutatong Charmumilind. 2002. "Economic inequality and its socioeconomic impact". *World Development*. Vol. 30, No. 9. pp. 1477-1495.
- Michael Todaro and Stephen C. Smith. 2003. *Economic Development*. Boston: Addison-Wesley. pp. 195-209, 210-251.
- UNDP. 1995 "The state of human development". In the *Human Development Report 1995* pp.11-23 New York: Oxford University Press. Available on line at: <http://hdr.undp.org/reports/global/1995/eng/> .
- Edward Wolff. 2003. "The Wealth Divide: the growing gap in the United States between the rich and the rest". Interview in *Multinational Monitor*. May 2003. Volume 24, No. 5. Accessed 7-31-07
<http://multinationalmonitor.org/mm2003/03may/may03interviewswolff.html>
- World Bank. 2000/2001. *World Development Report*. New York: Oxford University Press. Pp 15-29. (This excerpt is included in your packet and is a useful reference, including on the measurement of income poverty. The whole 2000/2001 Report and the companion publication on "Voices of the Poor" are useful documents).
- Students should also examine the WDR 2006 as well as the UNDP HDR 2005 and the 2005 Report on the World Social Situation. These are all on line.

Class 8 – 1)The state as the arena for development. 2)Demographic and economic geography variables in development - October 29

The nature and role of the state

- Scope and strength of the state
- Globalization
- Institutions: government, the private sector and civil society.
- The role of power and politics.
- Characteristics of states and opportunities for development.

Demographic and geographic factors.

- Population size, growth and distribution
- Latitude
- Resource distribution; resource curse

Required Readings:

- Fukuyama, F. 2004. "The missing dimensions of stateness". In *State-building, governance and world order in the 21st century*. Ithaca: Cornell University Press. pp. 1-42.
- Paul Collier. 2007. "The natural resource trap". In *The bottom billion*. New York: Oxford University Press. 38-52.

Nancy Birdsall. 2006. "Beating the curse of natural resources". In Los Angeles Times. January 2, 2006. www.latimes.com/news/opinion/commnetary/la-oe-birdsall2ja. retrieved August 28, 2006.

Andy Mukherjee. 2006. "In divvying up mineral wealth, Indonesia stumbles". In International Herald Tribune. July 5, 2006.

Optional Readings

Nancy Birdsall and Steven W. Sinding. 2001. "How and why population matters: New findings, new issues". In Birdsall and Sinding, *Population matters*. Oxford: Oxford University Press. Pp. 3-22.

Ricardo Hausmann. "Prisoners of Geography". In *Foreign Policy*. January/February 2001. pp. 45-51.

Recommended readings

Dani Rodrik. 2002. "Institutions, integration and geography: In search of the deep determinants of economic growth". Accessed 7-31-07. <http://ksghome.harvard.edu/~drodrik/growthintro.pdf>. Skim pp. 1-22; Look at figures.

Jeffrey D. Sachs, Andrew D. Melinger and John L. Gallup. The geography of poverty and wealth". In *Scientific American*, March 2001. pp. 72-75.

Jeffrey D. Sachs and Andrew M. Warner. 2001. "The curse of natural resources". *European Economic Review*. 45 (2001) 827-838.

Amartya Sen. 1999. "Population, Food and Freedom" in *Development as freedom*. New York: Alfred A. Knopf. Pp. 204-226.

Class 9 – Globalization – November 5

Defining globalization and its impacts

- **A global economy: good or bad for development?**
- **Global institutions and global governance**

Required Readings

Nancy Birdsall. 2005. "Rising Inequality in the new global economy". In *Wider Angle*. No. 2/2005. Helsinki: UNU, World Institute for Development Economics Research. Pp.1-3. accessed 7-31-07. <http://www.wider.unu.edu/newsletter/newsletter.htm>

Calesous Juma and Elizabeth Moyer. "Broadband internet for Africa". *Science*. 8 June 2008. Vol 320, no. 5881: 1261.

E. Wayne Nafziger. 2006. *Economic Development*. New York: Cambridge University Press. Pp 563-573.

Barbara Thomas-Slayter. 2003. "The shape of the global economy" in *Southern exposure: International development and the global south in the twenty-first century*. Hartford: Kumarian Press. Skim pp. 149-168; reflect on global institutions discussed..

Paul Streeten. 2003. "Paradoxes of Globalization". In *New Thinking in Macroeconomics*. Jonathan M. Harris and Neva R. Goodwin, eds. Northampton MA: Edward Elgar. pp. 53-78.

Michael P. Todaro. 2000. *Economic Development*. Reading MA: Addison Wesley. Pp. 570-575.

Recommended readings:

Kaushik Basu. 2006. "Globalization, poverty and inequality: What is the relationship? What can be done?" in *World Development*, Vo. 34, No. 8. pp1361-1373.

Nancy Birdsall. 2005. "The world is not flat: Inequality and Injustice in our global economy". UNU-WIDER Annual Lecture 9. Accessed 7-31-07 <http://www.wider.unu.edu/publications/annual-lectures/annual-lecture-2005.pdf>

- Fantu Cheru. (2002). "Africa and the globalization challenge" in *African renaissance*. London: Zed Books. pp. 1-32.
- Peter Dicken. 2003. "Making the world a better place". In Dicken. *Global Shift*. New York: The Guilford Press. 577-598
- Louis Emmerji, Richard Jolly and Thomas G. Weiss. 2001. *Ahead of the curve? UN ideas and global challenges*. Bloomington: Indiana University Press. Pp. 80-119. (sections on global conferences).
- Didier Jacobs. 2002. "Democratizing Global Economic Governance." In *After neoliberalism: Economic policies that work for the poor*. Washington DC. New Rules for Global Finance Coalition. Pp. 45-63.
- Robert O. Keohane and Joseph S. Nye, Jr., "Introduction," in *Governance in a Globalizing World*, Joseph S. Nye Jr. and John D. Donahue, eds. Visions of Governance for the 21st Century and Brookings Institution Press, 2000. Pp. 1-41.
- Joseph E. Stiglitz. 2002. "The Promise of Global Institutions". In *Globalization and its discontents*. New York: WW Norton. Pp. 3-22.
- Jeffrey G. Williamson. *Winners and Losers over Two Centuries of Globalization*. UNU-Wider Annual Lecture 6.

Reading for Friday, November 7 Lecture – Professor Chad Bown.

In preparation, please read one of the following:

- Chad P. Bown. 2003. "Developing Countries as Plaintiffs and Defendants in GATT/WTO Trade Disputes." <http://people.brandeis.edu/~cbown/papers/developing.pdf>
- Chad P. Bown and Bernard M Hoekman. 2005. "WTO Dispute Settlement and the Missing Developing Country Cases: Engaging the Private Sector". at <http://people.brandeis.edu/~cbown/papers/Bown-Hoekman.pdf>

Class 10 – –Governance, Human Development/Capabilities Approach and Sustainability – November 12

Take-home quiz due (covers environmental policy choices and development; poverty and inequality; the role of the state; demographic variables; natural resources; geographic factors).

Class Topics

- Definitions: Governance, democracy, freedom, accountability, corruption
- Challenges to a human development and sustainability approach.

Required Readings

Goren Hyden and Julius Court. 2002. "Comparing governance across countries and over time: Conceptual challenges". In Dele Olowu and Soumana Sako, eds. *Better governance and public policy: Capacity building for democratic renewal in Africa*. Bloomfield CT: Kumarian Press. Pp. 13-33.

OR

Merrilee S. Grindle. 2004. "Good enough governance: Poverty reduction and reform in developing countries". In *Governance: An International Journal of Policy, Administration and Institutions*. Vol 17, No. 4. October 2004. pp. 525-548. Accessed 8-6-07 at <http://web.ebscohost.com/ehost/pdf?vid=3&hid=123&sid=521e1d9a-8177-4c45-934e-266353940dea%40sessionmgr106>. You may also access it electronically through the ejournals at the Brandeis Library.

AND

UNDP. 2002. "Democratic governance for human development" and "Costa Rica-citizens audit the quality of democracy". In the *Human development report 2002*. Pp. 51-62 and p. 83.

Daniel Kaufman, Aart Kraay, and Massimo Mastruzzi. 2007. *Governance matters; Aggregate and individual governance indicators 1996-2006*. Washington, DC: World Bank. Look at the six indicators and the measures in at least three developing countries.

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=999979#PaperDownload

The Economist. May 14, 2005. "Poverty and the ballot box".

Robert Klitgaard. 2000. "Subverting corruption". In *Finance and Development*. June 2000. pp 2-5.

Celia Dugger. "World Bank report on governing finds level playing field" in New York Times. July 11, 2007. p. 6.

Optional

Center for the Future State. 2006. *Signposts to More Effective States*". Sussex: Institute for Development Studies. Pp. 20-33.

Recommended reading

Mark Malloch Brown. 2003. "Democratic governance: Towards a framework for sustainable peace." In *Global governance*. 9 (2003) 141-146.

Benedicte Bull, Morten Boas, Desmond McNeill. 2004. in *Global Governance*. 10 (2004) 481-498.

The Economist. May 14, 2005. "Poverty and the ballot box". P. 80.

Anne Marie Goetz. 2005. "Managing successful governance reforms: Lessons of design and implementation. Conceptual framework". Brighton, UK: Institute for Development Studies.

Michael Ross. 2006. "Is democracy good for the poor?" in *American Journal of Political Science*. Vol. 50. No. 4. October 2006. pp. 860-874.

Mark Robinson. 2006. *The political economy of governance reforms in Uganda*. IDS Discussion Paper 386. Brighton: Institute of Development Studies.
<http://www.ids.ac.uk/ids/bookshop/dp/dp386.pdf>

Caroline Thomas and Martin Weber. 2004. "The politics of global health governance: Whatever happened to "Health for all by the year 2000?" in *Global Governance*. 10 (2004) 187-205.

Resources:

www.worldbank.org/wbi/governance/govdata.. This World Bank Institute site offers data for 209 countries on six governance indicators: voice and accountability, political instability and lack of violence, government effectiveness, regulatory quality, rule of law and control of corruption.

Class 11 – Health and education and training – November 19

The Issues

- Health and education capabilities as means and ends.
- What differences do human development/capabilities and sustainability approaches make for practice: cases, case method, examples, problems.
- Human capital investment and economic growth

Required Readings

William Easterly. 2001. "Educated for what?" in *The elusive quest for growth*. Cambridge: MIT Press. Pp. 71-84.

or

UNDP. 2002. "Building Human Capabilities: Education". In the *Arab Human Development Report*. New York: United Nations. Pp. 51-63.

Pedro Flores-Crespo and Mathias Nebel. 2005. "Education and development: Renovated Interpretations". In *Maitreyee*. No. 3, October 2005. pp. 4-6.

Review Sen pp 87-111

Michael Todaro and Stephen C. Smith. 2003. *Economic Development*. Boston: Addison-Wesley.. 360-379.

Melanie Walker. 2005. "The Capability approach and social justice in education". In *Maitreyee*. No. 3, October 2005. pp. 2-4.

Optional

Anne Case. 2002. "Health, Income and Economic Development" from *Annual World Bank Conference of Economic Development 2001/2002*. Washington, DC: The World Bank. 221-241.

Recommended Readings

George Psacharopoulos and Harry Anthony Patrinos. 2002. "Returns to investment in education: a further update." World Bank Policy Research Working Paper 2881. September 2002. http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2002/09/27/000094946_02091705491654/Rendered/PDF/multi0page.pdf

Class 12 – . Livelihoods or “Economic Facilities”: Food and agriculture – November 26

- Food and nutrition; survival and sovereignty
- Agriculture and cash crops
- Small holder versus corporate production
- Food and agriculture policy frameworks; national, global, particularly subsidies.
- What differences would a human development/capabilities and sustainability approaches make for practice;

Required Readings

E. Wayne Nafziger. 2006. *Economic Development*. Cambridge: Cambridge University Press. Pp. 226-264.

Per Pinstrup-Anderson, David Nygaard, and Annu Ratta. 1995. "The right to food: Widely acknowledged and poorly protected". IFPRI Brief 22. Accessed 9-10-02 at www.ifpri.org/2020/briefs/number22.htm.

Gary Becker. "On agricultural subsidies by rich countries". www.becker-posner-blog.com/archives/2006/06/on_agricultura.. Retrieved August 9, 2006.

Wayne Arnold. 2007. "Surviving without subsidies". In *New York Times*, August 2, 2007. p. C1, cont. p. 5.

Read excerpts from the following World Bank reports related to reform and privatization with respect to the groundnut sector in Senegal. If you have time, compare these selections with the perspective in the Dembele reading listed below.

World Bank. 2003. "Senegal policies and strategies for accelerated growth and poverty reduction: A country economic memorandum"; and "Memorandum of the President of the International Development Association to the Executive Directors on a Country Assistance Strategy for Senegal". Washington DC: World Bank.

Scan these Readings

Julian M. Alston, Daniel Sumner, and Henrich Brunke. 2007. *Impacts of reductions in US cotton subsidies on West African cotton producers*. Boston: Oxfam America.

Accessed 8-1-07 at

http://www.oxfamamerica.org/newsandpublications/publications/research_reports/paying-the-price/Paying_the_Price.pdf.

Demba Moussa Dembele. 2003. *Debt and destruction in Senegal: A study of twenty years of World Bank and IMF policies*. London: World Development Movement.

Access 8-1-07 at
<http://www.wdm.org.uk/resources/reports/debt/senegal01112003.pdf>

Class 13 - Livelihoods – FDI, Trade and open economies: Good for growth? Good for poverty reduction? – December 3 – Guest Speaker Professor Can Erbil

- Challenges and issues – Foreign direct investment and trade.
- Managing growth and human development priorities.

Required Reading:

Elizabeth Asiedu. 2006. "Foreign direct investment in Africa: The role of natural resources, market size, government policy, institutions and political instability". In *The World Economy*. Vol. 29, No. 1 (January 2006). Pp. 63-77.

John Cassidy. 2004. "Winners and losers" in *The New Yorker*. August 2, 2004. pp. 26-30.

Adam Szirmai. 2005. *The dynamics of socio-economic development*. Cambridge: Cambridge University Press. Pp. 334-351

Amartya Sen. 1999. *Development as freedom*. New York: Alfred A, Knopf. Pp. 111-145.

Optional Reading

Michael Todaro and Stephen C. Smith. 2003. *Economic Development*. Reading: Addison Wesley. Pp. 555-588.

Class 14 – Policy Choices Matter – December 10

Required:

Amartya Sen. 1999. "Individual freedom as a social commitment". In *Development as freedom*. New York: Alfred A. Knopf. Pp. 282—298

or

Kevin Watkins. 1998. *Growth with equity*. Oxford: Oxfam Publishing. Pp. 20-27; 89-115

Recommended Reading:

Jared Diamond. 2005. "Under Montana's Big Sky" in *Collapse*. New York: Penguin Group. Pp. 27-76. Read Diamond's account of the failure of policy to address sustainability issues. Use your analysis of this policy failure to thinking about policy challenges and opportunities elsewhere. You might also consider reading pp. 419-440 "Why do some societies make disastrous decisions?"

Paul Collier. 2007. "An agenda for action" in *The bottom billion*. New York: Oxford University Press. Pp. 175-192.