

## **International Development: Ideas, Experience & Prospects**

### **Syllabus**

**Professor: David M. Malone ([rector@unu.edu](mailto:rector@unu.edu))<sup>1</sup>**

**Teaching Associate: Athena M. Nguyen ([athena.nguyen@unu.edu](mailto:athena.nguyen@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: April 17 – 21 and May 8 – 12 2017 each day, 4–6 PM**, for 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](http://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.

**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 June 16, 2017. 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.

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<sup>1</sup> 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 an Associate Programme Officer in the Office of the Rector, UN University. She has a doctorate in 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.

## 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 on Tuesday, April 18; Thursday, April 20; Saturday, May 6; and Thursday, May 11.** 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](http://www.developmentideas.info) website.**

## SCHEDULE

### **Class 1 – 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.

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

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

### **Class 2 – 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 3 material due to instructor by 6 PM Tuesday, April 18**

#### **4 questions to choose from:**

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

### **Class 3 – Growth Economics, Markets vs. Governments, Poverty and Inequality**

#### **Required**

Course book chapters 3–6 inclusive (by Shahid Yusuf; Shanta Deverajan & Ravi Kanbur; David Hulme; and Frances Stewart & Emma Samman).

#### **Recommended**

Glover, David. (2010). Valuing the Environment Economics for a Sustainable Future. Ottawa: IDRC (available at the [www.developmentideas.info](http://www.developmentideas.info) web-site).

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

Reyes, Celia, Evan Due and International Development Research Centre (Canada). (2009). Fighting poverty with facts: Community-based monitoring systems. Ottawa: International Development Research Centre.

### **Class 4 – Women and Development, Development Indices and Evaluation of Development Programming**

#### **Required**

Course book chapters 7–9 inclusive (by Irene Tinker & Elaine Zuckerman; Marie Emma Santos & Georgina Santos; and Patricia Rogers & Dugan Fraser).

#### **Recommended**

Sen, Gita, and Caren Grown. (1987). Development, Crises, and Alternative Visions: Third World Women's Perspectives. New York: Monthly Review Press. [PDF 500KB].

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. [500KB].

**Reaction papers on class 5 material due to instructor by 6 PM Thursday, April 20**

**4 Questions to choose from:**

- 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?
- 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?
- Is law important to development? What can it offer development policy and programming?
- Are the problems of indigenous communities unique to them? And have any particular strategies and approaches worked in addressing them? Why and why not?

**Class 5 – Concepts and Theories, State and Society: Inclusion and Human Satisfaction; Social Protection; Law and Regulation; Indigeneity**

**Required**

Course book chapters 10–13 inclusive (by Albert Berry; Armando Barrientos; Kevin E. Davis & Marie Mota Prado; and Maivân Clech Lãm).

Brief Essay on State & Society in course book, pp. 169–172.

**Recommended**

Sen, Amartya K. (1977) "Rational fools: a critique of the behavioral foundations of economic theory" *Philosophy and Public Affairs* 6(4): 2317-344. [PDF 200KB].

Helliwell, John, Richard Layard and Jeffrey Sachs (eds.). (2012). *World Happiness Report*. Columbia University: The Earth Institute. [5MB].

Fiszbein, Ariel and Norbert Schady. (2009). *Conditional Cash Transfers: Reducing Present and Future Poverty*. World Bank Policy Research Report. Washington, DC: The World Bank. [PDF 5MB].

Grosh, Margaret, et al. (2008). *For Protection and Promotion: The Design and Implementation of Effective Safety Nets*. Washington, DC: The World Bank.

Carothers, Thomas. (2006). *Promoting the Rule of Law Abroad: In Search of Knowledge*. Washington, DC: Carnegie Endowment for International Peace.

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 6 by 6 PM Saturday, May 6**

**4 questions to choose from:**

- Developing countries face many problems in managing their public finances. Which of these problems might they most easily address? How and why? And what can they afford to ignore, if anything?
- Is the new “structural economics” simply the old “industrial policy” (as practiced in France and elsewhere, with “national champions” and other markers of state management)? Why has it been so successful in China? And why has it not taken off in India?
- In designing their policies, some developing countries have focused on export-oriented models with significant state involvement, others on laissez-faire economics. Should there be a better understanding of what works best for different types of countries? Or might it be better not to generalize? Why? Think of some specific examples.
- 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 today attractive? Are there significant differences between Latin America and Africa on this score?

**Class 6 – Public Financing, Structural Economics and Change, Trade & Finance, and Regional Integration**

**Required**

Course book chapters 15, 16, 17 and 19 (by Richard M. Bird & Arindam Das Gupta; Justin Yifu Lin & Célestin Monga; José Antonio Ocampo; and Adekeye Adebajo).

**Recommended**

Bird, Richard M. (2011). “Tax System Change and the Impact of Tax Research,” in E. Albi and J. Martinez-Vazquez (eds.), *The Elgar Guide to Tax Systems*. Cheltenham, UK: Edward Elgar.

Lin, Justin Yifu. (2012). *The New Structural Economics: A Framework for Rethinking Development and Policy*. Washington, DC: The World Bank. [PDF 700KB].

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. [PDF 2.5MB].

## **Class 7 – 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. [PDF 5MB].

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. [PDF 2MB].

De Greiff, Pablo and Roger Duthie (eds.). (2009). Transitional Justice and Development: Making Connections. New York: Social Sciences Research Council. [5MB].

## **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. [PDF 230KB].

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 9 – State v Non-State Actors: The Role of Civil Society and Private Actors in Development**

### **Required**

Course book chapters 45, 46 and 47 (by Celia Lessa Kerstenetzky & Jaques Kerstenetzky; Kumi Naidoo & Sylvia Borren; Carol Adelman & Yulya Spantchak).

### **Recommended**

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.

## **Reaction papers due on reading material for class 10 by 6 PM Thursday, May 11**

### **4 questions to choose from:**

- 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 10 – 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.