

Poli127: Politics of Developing Countries Winter Quarter 2013

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Office Hours: Tuesdays, 1:50 – 2:30 (outside classroom); 3- 4 p.m. (my office); Fridays, 3 – 4 p.m. (my office)

Lecture Hall: Copley Int'l Conf. Center (CICC), #101
Lectures: Tues/Thurs: 12:30 – 1:50 p.m.
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Course materials are available on TED at <https://ted.ucsd.edu>. From the main TED page for poli127, click on “Content” in the upper left menu. This will bring you to the course syllabus, research guides, rubrics, and turnitin.com and PeerMark access. If you have any questions, please just let me, or one of your TAs know.

Course Description:

What do we mean by “development”? Why have some countries and regions of the world been more successful in their efforts to promote development than others? Why should “we” (in the “developed” world) care about development problems in the “developing” world, or should we? This course provides an introduction to competing conceptions and theories of development. We will examine the assumptions and predictions of different theoretical approaches, and assess the explanatory power of competing theories in understanding the central problems faced by developing countries in the early 21st century. In so doing, the course has four primary objectives: (1) to critically evaluate dominant conceptions and theories of development in the political science literature; (2) to assess the relative value of these theories by applying them to specific case studies drawn from three regions of the developing world: Latin America, Sub-Saharan Africa and Southeast Asia; (3) to compare and critique patterns of development across these three regions; and (4) to further develop our skills as social scientists in formulating and testing hypotheses concerning the causes and consequences of development and underdevelopment in our world.

Course Requirements:

Summary:

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|---|-----|
| (1) Class participation: peer instruction/clickers | 10% |
| (2) Policy proposals due: week 3, Thursday, 24 January | 5% |
| • Hard copy due at end of class. | |
| • E-copy due to TED by 11:59 p.m. | |
| (3) Midterm exam: week 4, Thursday, 31 January | 20% |
| (4) First draft of policy project due to TED: week 7, Thursday, 21 February, 11:59 p.m. | 5% |
| (5) Feedback to two peers due to TED: week 8, Tuesday, 26 February, 11:59 p.m. | 5% |
| (6) Final policy papers due: week 9, Tuesday, 5 March | 30% |
| • Hard copy due at the end of class | |
| • E-copy due to turnitin.com (TED) by 11:59 pm | |
| (7) Final exam, Tuesday, 19 March, 11:30 – 2:30 | 25% |

Exams:

There will be two exams in this course: a midterm and a final. The midterm exam will constitute 20% of your final grade, and the (cumulative) final exam is worth 25%. Both exams will consist of short answer identifications, and the final, but not the midterm, will also include an in-class essay question. Study guides will be posted on TED one week prior to exams. Please note that exams cannot be made up without *exceedingly* well-documented evidence of an emergency

Research Projects:

In addition to midterm and final exams, this course also requires that you research and write a short (8 - 10 page, double-spaced, 12 pt. font, 1 inch margins) policy brief focused on a development problem in a developing country of your choice. For the purposes of this assignment, you will become a policy analyst employed by a development organization of your choice. This organization can either be a governmental organization (i.e. U.S. Agency for International Development –US AID), a nongovernmental organization (i.e. Oxfam, Center for Global Governance, Global Fund for Women, International Rescue Committee, Grameen Bank, etc.), or an intergovernmental organization (i.e. United Nations Development Program –UNDP; UNICEF, UN Woman, World Bank, IMF, WHO, ILO, etc.) of your choice. (Please see TED page for ideas re: orgs.)

This research assignment is designed to give you the opportunity to engage in more in-depth analysis of a development problem that is of particular interest to you, further hone your critical thinking and writing skills in defending the human rights position(s) you put forth, and enable you to investigate a problem and case study not covered in the course. Because of the size of the class, and the importance of maintaining standards of fairness for all students, late assignments will be penalized **½ grade (5%) for each 24- hour period they are late**. Please note that there are **two deadlines** for the **research proposal** and **final policy paper**: (1) submission of your hard copy at the end of class, and (2) submission of an e-version to turnitin.com via TED (go to course content page). In order to **avoid a late penalty, both** parts of the assignment must be submitted by the deadlines. If you have any questions about this, please consult your TA or me. Please also note that **e-mailed versions of assignments cannot be accepted under any circumstances**. If an emergency should arise, please document this (include a written explanation as well as all supporting documentation) as best you can, and staple this to the hard copy of your assignment. Submit these materials to me as soon as possible, and I will review and contact you if I have questions.

Detailed writing guides and a grading rubric will be posted on the course content page of TED. These guides provide links to sample policy briefs (e.g. <http://www.brookings.edu/series/Brookings-Policy-Brief.aspx>), as well as to policy briefs published by students in *Prospect*, UCSD's undergraduate journal of international affairs (<http://prospectjournal.org>). The political science research library at Geisel, Annelise Sklar, has also put together a terrific research guide and materials for your projects, which will also be linked to the course TED page and Geisel Library's home page. We love to talk about projects in office hours, so please come tell us about your research interests and findings as they evolve!

Class Participation:

As an upper-division political science course, you are expected to come to class meetings prepared to discuss central questions, puzzles and concerns that arise from course readings assigned for that day. The most recent academic literature on teaching and learning has documented a strong causal relationship between active participation through discussion of course content and student learning. In order to facilitate discussion and allow you each an opportunity to participate, I will use a relatively new pedagogy, "Peer Instruction," together with clicker technology, to facilitate both small and large group discussions. The academic literature on teaching and learning finds significantly increased learning gains among students who have participated in this pedagogical approach with the use of clickers.

We will begin "practicing" with Peer Instruction and clickers during week 2, but the "official" counting period will not start until after the midterm. If you do not yet have a clicker, this will allow you time to find a clicker to borrow (a friend or roommate?), or purchase (new or used) online, or at the UCSD bookstore. (If you buy them online, be sure to purchase the i-clicker brand, which is what UCSD's infrastructure supports. If you want to sell back to the UCSD bookstore (\$24.00 buy back), get the i-clicker 2.

Peer Instruction questions will be geared toward enhancing your understanding of course readings and lectures, and will help you prepare for your exams and your policy paper projects. In general, I will ask two

different types of questions. One type will focus on a central point from your readings or a point covered in lectures. Pedagogically, these questions are used to strengthen our critical reading and thinking skills, and ensure that central concepts are generally understood before moving to a new topic. A second type of question will be a “polling” question, asking you to take a stand on a particular development problem or issue. These questions will be used to stimulate class discussion on different topics. The focus of these types of questions is also to hone our critical thinking skills and, specifically, our ability to articulate persuasive arguments to support our positions, based on logic and compelling, high quality evidence. For this second type of question, you will receive full points (1 pt.) simply for participating. For the first type of question, you will receive full points (1 pt.) for getting the question correct and .8 points simply for participating. In assessing your grade for this component of the course, you’re allowed to miss 20% of the total points without penalty. We will aim to ask approximately 1 – 3 clicker questions per class period, and if you get at least 50% of these questions correct (for questions that have correct answers), you will receive full points (1 pt.) for the class period. When we used Peer Instruction last quarter, it bumped almost everyone’s grades up by a ½ step (i.e., from an A- to an A), and the vast majority of students (more than 90%) reported that they believed Peer Instruction and clicker use improved their learning and recommended them for future classes.

E-mail Policy: Please use the designated forums on the TED discussion board for all course and assignment related questions so that everyone can benefit from information exchanged. The TAs and I will monitor the board Monday – Sat., but also feel free to help each other out. Due to the size of our class, this will be the most efficient way for us to communicate. Because of the volume of email we all receive, let’s try to reserve this mode of communication for personal emergencies, etc. Instead, we will keep office hours every day of the week (M – F), and I’m always available after class, so let’s try to get to know each other in this way. Also, due to young children at home, I do not have Internet access after 5 pm on Fridays until Monday mornings. If you should need to urgently reach me on the weekend, please feel free to call me at home: 858.552.9264. If you do need to send email, please be sure to put the course number (poli127) in the subject line so that I can quickly locate it. Thanks!

Academic Integrity Policy:

Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity and published in the UCSD General Catalog. Although you are encouraged to work together in preparing for class discussions and on your research projects, each student is expected to do their own work on all written assignments. Violations will be subject to the disciplinary measures as outlined by the University. If you have any questions regarding this policy (<http://students.ucsd.edu/academics/academic-integrity/policy.html>), please consult me, or one of your TAs.

Course Texts:

Four texts are available for purchase at the UCSD bookstore. Please also feel free to purchase these texts independently on-line or elsewhere. In addition, multiple copies of all texts have been placed on reserve at Geisel Library. If you choose not to purchase the texts below, and experience any problems obtaining a reserve copy, please let me know.

1. Amartya Sen, *Development as Freedom*, New York: Anchor Books, 2000.
2. Alastair Greig, David Hulme and Mark Turner, *Challenging Global Inequality: Development Theory and Practice in the 21st Century*, New York: Palgrave Macmillan, 2007.
3. Adam Hochschild, *King Leopold’s Ghost: The Story of Greed, Terror, and Heroism in Colonial Africa*, Boston: First Mariner Books, 1999.
4. Joseph E. Stiglitz, *Making Globalization Work*, New York: W.W. Norton & Co., 2006.

All additional course readings (articles, etc.) are available via electronic reserves from Geisel Library. To access reserves, go to the library’s homepage: <http://libraries.ucsd.edu>. Click on the “Course Reserves” drop down menu on the top of the page, then select “Students.” From here you can search either by my name or the course number. Once you find the course page, please enter the password: **mf127**. If you encounter any problems, please call 858.534.1857, or e-mail: userserv@ucsd.edu, or contact me.

Course Schedule:**Week 1:** What Do We Mean by “Development”? How Do We Measure It?**Tuesday, 8 January:** Course Introduction

Readings:

None.

Thursday, 10 January: What is “development”?

Readings:

1. Amartya Sen, *Development as Freedom*, “Preface,” xi - xiv (3 pgs.); “Introduction: Development as Freedom,” pp. 1 - 11 (9 pgs); “Chapter 1: The Perspective of Freedom,” 13 - 34 pp. (10 pg.).

Week 2: Global Inequality and the Development of Development Studies**Tuesday, 15 January:** What is poverty? What is inequality? How are these measured?*Political Science Research Librarian, Annelise Sklar, will provide “virtual tour” of library resources to assist with your policy projects.*

Readings:

1. *Challenging Global Inequality*, Chapter 1: “Overview of Global Inequality,” pp. 1 - 9 (8 pgs.); Chapter 2, “The Nature of Inequality and Poverty,” pp. 10 - 29 (18 pgs.); Chapter 3: “Measuring Development,” pp. 30 - 52 (21 pgs).

Further Reading: (These are provided to help guide additional/not required reading on topics.)

1. Amartya Sen, *Development as Freedom*, Chapter 4, “Poverty as Capability Deprivation,” pp. 87 - 110 (22 pgs.)
2. Jeffery D. Sachs, *The End of Poverty: Economic Possibilities of Our Time*, Chapter 1: “A Global Family Portrait,” New York: Penguin Books, 2005, pp. 5 - 25.
3. Paul Collier, “Chapter 1: Falling Behind and Falling Apart: The Bottom Billion,” in *The Bottom Billion*, pp. 3 - 13.
4. World Bank, *World Development Report 2000/01: Attacking Poverty*. See esp. Chapters 1 and 8.
5. United Nations, *Human Development Report, 2003*. (Useful for examining income inequalities, across countries, within countries, and across the world’s people.)
6. Isabel Ortiz and Matthew Cummins, UNICEF Report, “Global Inequality: Beyond the Bottom Billion,” April 2011.
7. James B. Davies, et al., “The Level and Distribution of Global Household Wealth,” *The Economic Journal*, vol. 121, issue 551, March 2011.
8. Nancy Birdsall, “The World is not Flat: Inequality and Injustice in our Global Economy,” WIDER Annual Lecture 9, 2005. UNU World Institute for Development Economics Research, 2006.
9. YouTube clip: GDP vs. GNP: <http://www.youtube.com/watch?v=mZ-4eKreH3I>

Thursday, 17 January: Development and Modernization Theories

Readings:

1. *Challenging Global Inequality*, Chapter 4, “The Roots of the Development Project,” pp. 53 - 66 (12 pp.). Begin Chapter 5, “The Postwar Development Project,” pp. 73 - 83 (10 pp.).
2. W.W. Rostow, “The Five Stages of Growth,” pp. 123 - 131 (8 pp).

Week 3: Development and Underdevelopment in Latin America

Tuesday, 22 January: Development and Dependency Theories

Readings:

1. *Challenging Global Inequality*: Finish Chapter 5, "The Postwar Development Project," pp. 83 – 99 (15 pp.).
2. Theotonio dos Santos, "The Structure of Dependency," pp. 231 – 235 (5 pp.).
3. Andre Gunder Frank, "The Development of Underdevelopment," in *Promise of Development: Theories of Change in Latin America*, Peter Klarén and Thomas Bossert, pp. 111 – 123 (7 pp.).
4. Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*, 1979, Preface, vii – xxv (10 pp.).

Thursday, 24 January: Development and Underdevelopment in Latin America

Hard copies of policy proposals due at the end of class today. E-versions due to TED no later than 11:59 p.m. Midterm review sheet will be posted to TED by midnight. You are encouraged to form study groups and use the TED board for questions. To ensure that all students have access to exam-related information exchanged, please use the designed TED forum for midterm questions, rather than e-mail to TAs or instructor. Thanks!

Readings:

1. Peter Klarén, "Lost Promise: Explaining Latin American Underdevelopment," in *Promise of Development: Theories of Change in Latin America*, Peter Klarén and Thomas Bossert, eds., Boulder: Westview Press, 1986, pp. 3 – 31 (13 pgs.)
2. *Challenging Global Inequality*, Chapter 6: "The Framework of Early 21st Century Development," pp. 100 – 128 (28 pp.).

Week 4: Development and Underdevelopment in Latin America

Tuesday, 29 January: Development in Latin America: Contemporary and Future Challenges

Readings:

1. Harry Vanden and Gary Prevost, "The Political Economy of Latin America," in *Politics of Latin America: The Power Game*, Harry Vanden and Gary Prevost, eds., New York: Oxford University Press, 2002, pp. 146 - 176. (30 pp.).
2. Peter Smith, "The New Economic Agenda," *Talons of the Eagle: Dynamics of US-Latin American Relations, 2/e*, Peter Smith, New York: Oxford University Press, 2000, pp. 249 - 275 (26 pp.).

Thursday, 31 January: Midterm Exam

Readings: None

Week 5: The Politics of Development in Sub-Saharan Africa

Tuesday, 5 February: Introduction to Sub-Saharan Africa: Colonialism and Underdevelopment

Readings:

1. Begin reading: Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*, Boston: Houghton Mifflin (1998), pp. 1– 46; 75-87; 101 – 114 (gripping –very fast reading).
2. Guy Martin, "Africa and the Ideology of Eurafrica: Neo-Colonialism or Pan-Africanism," *The Journal of Modern African Studies*, v. 20, n. 2 (1982): 221 - 238 (18 pp.).

Thursday, 7 February: Neo-Liberal Solutions to Development Challenges? The Case of Ghana

Readings:

1. Continue reading: Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*, pp. 140-149; 185-194; 292-306.
2. Konadu-Agyemang, Kwadwo, "The Best of Times and the Worst of Times: Structural Adjustment Programs and Uneven Development in Africa: The Case Of Ghana," *Professional Geographer*, v. 52, n. 3 (August 2000), pp. 469 – 481 (12 pp.).
3. E. Gyimah-Boadi, "Ghana: Adjustment, State Rehabilitation and Democratization," in Thandika Mkandawire and Adebayo Olukoshi, eds., *Between Liberalisation and*

Oppression: The Politics of Structural Adjustment in Africa, Dakar: CODESRIA (1995), pp. 217 – 228 (10 pp.).

4. Terrence Lyons, "Ghana's Elections: A Major Step Forward," in Larry Diamond and Marc F. Plattner, eds., *Democratization in Africa*, Baltimore: The Johns Hopkins University Press (1999), pp. 157 – 168 (11 pp.). (I will lecture on Ghana's latest elections. See articles below for further reading.)

Further Reading

1. E. Gyimah-Boadi, "Another Step Forward for Ghana," *Journal of Democracy*, vol. 20, no. 2, April 2009, pp. 138 – 152 (14 pp.)
2. Paul Collier and Jan Willem Gunning, "Why Has Africa Grown Slowly?" *The Journal of Economic Perspectives*, vol. 13, no. 3, Summer, 1999, pp. 3 – 22 (20 pp.).

Week 6: Dual Transitions in Sub-Saharan Africa and Introduction to East Asia

Tuesday, 12 February: Dual Transitions in Sub-Saharan Africa

Readings:

1. Peter M. Lewis, "The Politics of Africa's Economic Recovery," *World Politics*, v. 49, n. 1, Oct. 1996, pp. 91 – 129 (38 pp).
2. Crawford Young, "Africa: An Interim Balance Sheet," *Journal of Democracy*, v. 7, n. 3, July 1996, pp. 53 – 67. (14 pp).
3. Steven Radelet, "Success Stories from 'Emerging Africa,'" *Journal of Democracy*, v. 21, n. 4, October 2010, pp. 87 – 101 (14 pp.).
4. "Africa Rising," *The Economist*, 3 December, 2011, p. 15 (1 p.)

Thursday, 14 February: Pathways from the Periphery? East Asia

Readings:

1. Stephan Haggard, "The Neoclassical and Dependency Perspectives," *Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries*, Ithaca, NY: Cornell University Press, 1990, pp. 9 – 22 (14 pp).
2. Hal Hill, "Towards a Political Economy Explanation of Rapid Growth in ASEAN: A Survey and Analysis," *ASEAN Economic Bulletin*, v. 14, n. 2, November 1997, pp. 131 – 145 (14 pp).
3. Paul Krugman, "The Myth of Asia's Miracle," pp. 457 – 462 (5 pp.).

Week 7: The Asia Economic Crisis of 1997 and the Millennium Challenge

Tuesday, 19 February: Asia Economic Crisis of 1997: Implications for Theories of Development and the Millennium Challenge

Excerpts from PBS Film: "The Crash"

Readings:

1. Robert Wade, "The Asian Debt-and-Development Crisis of 1997? Causes and Consequences," *World Development*, v. 26, n. 8, August 1998, pp. 1535 – 1551 (17 pgs).
2. Joseph Stiglitz, "What I Learned at the World Economic Crisis: The Insider," *New Republic*, 2000. (Brief editorial)
3. Dani Rodrik, "The Asian Financial Crisis and the Virtues of Democracy," *Challenge*, v. 42, n. 4, July-August, 1999, pp. 44 - 57 (14 pp).

Further Reading:

1. Joseph E. Stiglitz, "The Asia Crisis Ten Years After," July 2007: www.project-syndicate.org/commentary/stiglitz89/English
2. Shamkika Sirimanne, United Nations Economic and Social Commission for Asia and the Pacific, "The gender perspectives of the financial crisis," New York, 2 – 13 March 2009. www.un.org/womenwatch/.../financial_crisis/Sirimanne.formatted.pdf
3. Jeffrey D. Sachs, Chapter 14, "A Global Compact to End Poverty," *The End of Poverty: Economic Possibilities for Our Time*, New York: Penguin Books, 2005, pp. 266 – 287.

Thursday, 21 February: Asia Economic Crisis of 1997: Implications for Theories of Development and the Millennium Challenge

First draft of policy paper (6 – 8 pgs.) **due to TED no later than 11:59 p.m. Please do not miss this deadline.** The submission board “transforms” to peer review at exactly midnight, so **there is no way to upload submissions after 11:59 p.m.** Also, **in order to participate in the peer review process (5% of course grade), you need to have submitted a paper draft.** (Peer reviews are randomly matched among those papers submitted.) **We cannot emphasize enough how important these deadlines are.**

Readings:

1. *Challenging Global Inequality*, Chapter 7: “The Millennium Challenge,” pp. 129 – 158 (31pp.).

Week 8: Globalization and the Politics of Development

Tuesday, 26 February: Globalization and Development: Is “Free” Trade “Fair” Trade?

Peer review comments due to your peers via TED no later than 11:59 p.m. this evening. Please do not miss this deadline. (5% of course grade...)

Readings:

1. Joseph Stiglitz, *Making Globalization Work*, Preface (skim), Chapter 1: “Another World is Possible” (21 pp.); Chapter 3: “Making Trade Fair” pp. 61 – 101 (40 pp. –fast reading).
2. “The Hypocrisy of Farm Subsidies,” *The New York Times*, Dec. 2002, 1 pg.
3. William Neuman, “Farmers Facing Loss of Subsidy May Get New One,” *The New York Times*, October 17, 2011, 1 pg.

Further Reading:

1. Paul Collier, “Chapter 6: On Missing the Boat: The Marginalization of the Bottom Billion in the World Economy “ and “Chapter 10: Trade Policy for Reversing Marginalization,” in *The Bottom Billion*.
2. *Challenging Global Inequality*, Chapter 8: “Globalization and Inequality,” pp. 162 – 185 (23 pp.).

Thursday, 28 February: Globalization, Development and Multinational Corporations

Readings:

1. *Making Globalization Work*, Chapter 6, “The Multinational Corporation,” pp. 187 – 210 (23 pp.).
2. Iris Marion Young, “Responsibility and Global Labor Justice,” *The Journal of Political Philosophy*, vol. 12, no. 4, 2004, pp. 365 – 388 (23 pp.)
3. Case study materials on Alta Gracia:
 - <http://www.nytimes.com/2010/07/18/business/global/18shirt.html>
 - 2 -pg. Word doc. on TED (course content): “AGBackgroundorgfinal.doc”.

Week 9: Sustainable Development: Saving the Planet and the Resource Curse

Tuesday, 6 March: Globalization and Sustainable Environment

Hard copies of policy papers due at the end of class today. E-versions due no later than 11:59 p.m. this evening. (Remember you can always over-write uploads until the deadline, so upload early and often...)

Readings:

1. *Challenging Global Inequality*, Chapter 9, “Modernity, Development, and Their Discontents,” (sections on the environment) pp. 186 – 196 (10 pp.).
2. *Making Globalization Work*, Chapter 6, “Saving the Planet,” pp. 161 – 186 (25 pp.).
3. Thomas Dietz, Elinor Ostrom, Paul C. Stern, “The Struggle to Govern the Commons,” *Science*, vol. 302, 12 December 2003, pp. 1907 – 1910 (4 pgs.)

Thursday, 8 March: Sustainable Development and the Resource Curse

Readings:

1. *Making Globalization Work*, Chapter 5, "Lifting the Resource Curse," pp. 133 – 159 (26 pp.).
2. Jerry Useem, "Exxon's Africa Adventure: how to Build a \$3.5 Billion Pipeline –with the 'Help' of NGOs, the World Bank, and Yes, Chicken Sacrifices," *Fortune*, v. 145, no. 8, April 15, 2002; pp. 102 – 106 (5 pp.).
3. Marina Ottoway, *Foreign Policy*, "Reluctant Missionaries, July/August 2001, pp. 45 – 54 (10 pp.).

Further Reading:

1. Paul Collier, "Chapter 3: The Natural Resource Trap," and "Chapter 9: Laws and Charters," in *The Bottom Billion*. (See also: "Chapter 2: The Conflict Trap".)

Week 10: The Ends and Means of Development: Future Possibilities, Future Challenges

Tuesday, 12 March: Development and Democracy

Readings:

1. *Challenging Global Inequality*, Chapter 10: "Development, Politics and Participation," pp. 218 – 239 (21 pp.).
2. Sen, *Development as Freedom*, Chapter 6, "The Importance of Democracy," pp. 146 – 159 (13 pp.); Chapter 2 (excerpts), "The Ends and the Means of Development," pp. 35 – 41; pp. 51 - 53 (total: 8 pp.).

Further Reading:

1. William Easterly, "Chapter 1: Planners versus Searchers," pp. 3 – 33 and "Chapter 11: The Future of Western Assistance," pp. 367 – 383, 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 Books, 2006.
2. Sen, *Development as Freedom*, Chapter 8, "Women's Agency and Social Change, pp. 189 – 203 (14 pgs).
3. Martha Nussbaum, *Creating Capabilities*, Cambridge: Belknap Press of Harvard University Press, 2011.
4. Martha Nussbaum, *Women and Human Development*, New York: Cambridge University Press, 2000.
5. www3.weforum.org/docs/WEF_GenderGap_Report_2011.pdf
6. Paul Collier, "Chapter 7: Aid to the Rescue," in *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*, New York: Oxford University Press, pp. 99 – 123.
7. William Easterly, "The Cartel of Good Intentions" *Foreign Policy* July-August 2002 (pp. 40-49)
8. Dambisa Moyo, *Dead Aid*, New York: Farrar, Straus and Giroux, 2009.
9. World Bank, *World Development Report 2000/2001: Attacking Poverty*, Chapters 10 & 11.
10. Jeffrey Sachs, "Ending Africa's Poverty Trap," Brookings, 2004.
11. "Helping Africa to Help Itself," *The Economist*, July 2, 2005

Thursday, 14 March: Where Do/Should We Go From Here?

Readings:

1. *Challenging Global Inequality*, Chapter 11: "The Ends of Development and the End of Inequality?" pp. 240 – 258 (18 pp.).
2. Robert Hunter Wade, "The Rising Inequality of World Income Distribution," *Finance and Development*, v. 38, n. 4, December 2001, pp. 37 - 39 (3 pp.).
3. Jose Ramos-Horta, "The Rich Should Not Forget the ROW (Rest of the World)," *New Perspectives Quarterly*, Fall 2001, pp. 19 – 20 (2 pp.).
4. Amartya Sen, Chapter 12, "Individual Freedom as a Social Commitment," pp. 282 – 298, (16 pp.).

Further Reading:

1. Jeffrey D. Sachs, Chapter 18: "Our Generation's Challenge," *The End of Poverty: Economic Possibilities for Our Time*, New York: Penguin Books, 2005.
2. Paul Collier, "Chapter 11: An Agenda for Action," and "Postscript," in *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*, New York: Oxford University Press, pp. 175 – 192.
3. Stiglitz, *Making Globalization Work*, Chapter 2 (excerpts): "The Promise of Development," pp. 25 – 37 (12 pp.), pp. 40 – 59 (19 pp.).

Final Exam: Tuesday, 19 March, 11:30 – 2:30

Additional Books on Print Reserves at Geisel:

The following additional texts, which may be of interest to you (and from which we'll read excerpts), are also available via print reserves at Geisel:

1. Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time*, New York: Penguin Group, 2005.
2. Paul Collier, *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*, New York: Oxford University Press, 2007.
3. William Easterly, *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 Books, 2006.
4. William Easterly, *The Elusive Quest for Growth: Economists' Adventures and Misadventure in the Tropics*, Cambridge, MA: The MIT Press, 2001.