PADM-GP 2202

Politics of International Development

Spring 2022

Instructor Information

· John Gershman
· Email: john.gershman@nyu.edu
· Office Address: Puck Building, Room 3044
· Office Hours: Tuesdays, 5:00 -7:00 and of course by appointment. You can sign up for virtual Office Hour appointments through my [google appointment calendar](#). (A link is also on the Brightspace site in the Logistics Folder under Resources). Please let me know if you are unable to make any of the times posted. I am happy to schedule times round work, class, and family schedules, including on weekends. I will typically be available to meet just after class.

Course Information

· Class Meeting Times: Thursdays, 6:45 – 9:15 pm
    Location: 25W4 Room:C-20

Course Prerequisites:

CORE-GP 1022: Introduction to Public Policy or URPL-GP 2660: History and Theory of Urban Planning or equivalent, CORE-GP 1018: Microeconomics for Public Management, Planning, and Policy Analysis, and PADM-GP 2201: Institutions, Governance, and International Development [**Lacking these, permission of the Instructor is required, which is generally given for non-specializers or for students from other schools/programs].** Executive MPA students are welcome to enroll. A prior course in the politics/sociology/economics/management of development would be helpful but is not required.

Course Description

The study of the politics of development is more than an academic exercise. It involves core ethical as well as analytical and empirical questions. The study and practice of development is deeply enmeshed with the normative and analytical challenges of deciding what it means to live an ethical life as a human being in a world of deep inequalities. Our engagement with these issues is by necessity an interdisciplinary exercise, informed by history as well as contemporary political debates.

Following World War II, the narrative and policy discourse of "development" largely replaced 19th century ideas of "progress," at least as far as the poor countries of the "Third World" were

concerned. Increasing the "Gross National Product" – the overall output of goods and services as valued by the market – was the standard proxy for progress and improved well-being. This solved a number of problems, both intellectual and practical. Intellectually, it avoided trying to define progress in terms of some aggregation of utility or happiness. Practically, by equating accumulation with universal increases in well-being, it ratified the hegemony of the existing structure of economic power.

In the 1980s and 1990s, the "Washington Consensus" (often referred to as neoliberalism) was widely viewed as the dominant paradigm, although its hegemony was challenged by a series of major financial crises among its putative "stars" (Mexico in 1994, Asian Crisis in 1997-98, Argentina in early 2000s) as well as sustained rapid growth in China -- which did not pursue a Washington Consensus development strategy. The establishment of the MDGs and then the SDGs seemed to indicate a new framework: identify targets, and then allow countries to find their own ways of achieving them. The 2008 financial crisis then posed a new challenge to deregulation of finance and neoliberalism in the heart of the countries at the core of the global economy.

These developments gave rise to ruminations on a "Post-Washington Consensus" which continue to the present. There have been various efforts to articulate a new consensus. Seoul, Beijing, etc., but none have reached the level of consistency, uniformity, and dominance that the Washington Consensus did.

Until the terrorist attacks of 9/11, globalization had seemed to be displacing development as an overarching framework at least among powerful policy elites, but at least since 9/11 the notion of globalization as an inevitable historical force, and the virtues of weakening nation-states, have been dealt a blow. This process has only deepened since the financial crisis that began in 2008. Globalization has been exposed as a political project – as opposed to a technical or "natural" tendency of economic and technological change. The parallel development of the Davos Forum and the World Social Forum (and later, the various "Occupy" movements and networks) have created at least two different poles on the debate over globalization and development in the broader business and activist communities. Arguably, there has been a third pole that has emerged more forcefully in recent years, although it has always existed as a current in debates on globalization: a nativist, anti-immigrant, in some areas neo-fascist critique of globalization and broader forms of "development policy." The financial crises of the 1990s and 2008 through the present challenged many of the orthodoxies relating to development, and in particular to the finance-driven Anglo-American model of development.

Before the pandemic and its associated economic crisis, much debate over development was focused on Africa, failed states, climate, and how the new Sustainable Development Goals will be measured and implemented. But too much of the development debate focuses on aid as opposed to the myriad of other issues that influence and shape "development" in countries, whether recipients of aid or not. A number of policies ("free" trade and investment agreements, stronger intellectual property regimes), institutions (markets, property rights, rule of law), programs (especially microcredit or cash transfers), new technologies ($100 laptops, mobile

phones, blockchain) or others have been variously promoted as panaceas and magic keys to the challenge of "development" -- although more often by the development industry than by the most informed and reflective practitioners. These programs and interventions all have their place, but none of them are, or can be, the magic solution for development, for the simple reason that no such magic solution exists.

The pandemic and its associated economic crisis has brought new urgency to some long standing development issues: multilateralism and global public goods, structural inequalities within and between countries in terms of health outcomes, access to key health technologies and resources, availability of social protection and livelihood resilience. Politics – the exercise of power – is that the center of all these issues. And I'm glad it is. Because if it was fate, or technology, or something else, we would be screwed.

The development debate needs to be enlivened. Alternative propositions must be grounded in analysis of past dynamics of socioeconomic and political change, but they must also reflect the ways in which the current global political economy creates obstacles and opportunities different from those encountered in the past. This course tries to explore possibilities for the kind of redefinition of the politics of development that "anti-development" theorists feel is impossible and neoliberal triumphalist feel is not only unnecessary but hazardous to global well-being.

A central theme to this discussion is the relationship between what is sometime referred to as "global justice" and the more conventional issues associated with "development" such as growth, equity, vulnerability, and empowerment. A related issue is that of the "politics of development" and "political development"; namely, what are the dynamics and exercise of power (manifest by interests, institutions, and ideas) in the name of a development project, and how do processes of social and economic transformation shape the evolution of political institutions and processes, in particular, democracy.

Course and Learning Objectives

By the end of this course students should be able to:

1. Craft and defend a definition of "development" or some other goal/objective (eg, well-being, prosperity, human development, sustainable development, global justice, etc.) as a goal of policies aimed at reducing global poverty and an ethical stance for a public service practitioner aimed at achieving that definition

2. Describe the major competing approaches that aim to explain why some countries/individuals within countries are wealthier and/or have better human development outcomes than others

3. Discuss the role of politics in these processes and identify ways in which the politics and policy of development incorporates concerns about equity, efficiency, and effectiveness in the allocation of opportunities, resources, and rights

4. Explain the role of power in the political process and how interests, institutions, ideas, and individuals interact to create and transform power relations in the context of the politics of development

5. Identify the major lessons learned from successful interventions and the challenges to scaling up effective interventions

Outline of Class

Classes will vary in terms of the level of discussion and lecture, ending with 10-15 minutes of concluding remarks will pull together some of the key points, highlight ongoing areas of empirical and theoretical debate, and frame the readings for the subsequent class. Lectures will NOT summarize what is in the readings. Class participation will constitute a significant percentage of the final grade. Over the course of the semester we may will the proportion of lecture and discussion time, and in some classes there will be little or no lecture and instead have case discussions or simulations. My lectures are typically interactive and I have the right to call on anyone during class. If for some reason you have not been able to do the readings or do not feel able to respond to being called on in a specific class, please let me know. It is understandable that on a rare occasion this will be the case. If it becomes a regular event, it will severely affect your participation grade.

Syllabus

The syllabus is large in order to provide students with a semi-annotated bibliography of key materials and resources in the field. This may be helpful if you are interested in a particular topic and would like to explore it in more depth, as an initial starting point for papers, or simply as a reference for things you should get around to reading in your career.

Grading

There is no curve in this course. Everyone may receive an A or everyone may receive an F. This course will abide by the Wagner School's general policy guidelines on incomplete grades, academic honesty, and plagiarism. It is the student's responsibility to become familiar with these policies. All students are expected to pursue and meet the highest standards of academic

excellence and integrity. Please see the NYU Wagner website for information on the academic code and incomplete grades.

· Academic Code: https://wagner.nyu.edu/portal/students/policies/code
· Grading: https://wagner.nyu.edu/portal/students/policies/grading
· Incomplete Grades: https://wagner.nyu.edu/portal/students/policies/incompletes

Course Requirements

Class Participation: (35%)

The course depends on active and ongoing participation by all class participants. This will occur in three ways:

Weekly Participation (5% combined with classroom exercises described below):

Participation begins with effective reading and listening. Class participants are expected to read and discuss the readings on a weekly basis. That means coming prepared to engage the class, with questions and/or comments with respect to the reading. You will be expected to have completed all the required readings before class to the point where you can be called on to critique or discuss any reading.

Before approaching each reading think about what the key questions are for the week and about how the questions from this week relate to what you know from previous weeks. Then skim over the reading to get a sense of the themes it covers, and, before reading further, jot down what questions you hope the reading will be able to answer for you. Next, read the introduction and conclusion. This (usually) gives you a sense of the big picture of the piece. Ask yourself: Are the claims in the text surprising? Do you believe them? Can you think of examples that do not seem consistent with the logic of the argument? Is the reading answering the questions you hoped it would answer? If not, is it answering more or less interesting questions than you had thought of? Next ask yourself: What types of evidence or arguments would you need to see in order to be convinced of the results? Now read through the whole text, checking as you go through how the arguments used support the claims of the author. It is rare to find a piece of writing that you agree with entirely. So, as you come across issues that you are not convinced by, write them down and bring them along to class for discussion. Also note when you are pleasantly (or unpleasantly) surprised or when the author produced a convincing argument that you had not thought of.

In class itself, the key to quality participation is listening. Asking good questions is the second key element. What did you mean by that? How do you/we know? What's the evidence for that claim? This is not a license for snarkiness, but for reflective, thoughtful, dialogic engagement with the ideas of others in the class. Don't be shy. Share your thoughts and reactions in ways that promote critical engagement with them. Quality and quantity of participation can be, but are not necessarily, closely correlated.

Regular Classroom Activities (also part of 5%)

There will also be regular classroom exercises, case discussions, and a simulation (or two). Your engaged participation in all of them factor into your participation grade.

Response Papers: (3 @ 10% each)

Each week 4-6 people will take responsibility for preparing response papers to one or more of the readings. This includes writing a 3-4 page (double-spaced) précis/response paper of the reading that a) lays out the main argument(s), b) indicates what you found provocative and/or mundane, and c) poses 3-4 questions for class discussion. The bulk should be your discussion and analysis of the readings, not a synopsis or summary of them. These handouts will be distributed via email to the rest of the class by the day before class at 5 PM (using the course website). Everyone will prepare one précis over the course of the semester. Everyone who prepares a précis for the week should be prepared to give a brief (2-3 minute) outline of the readings present, discuss some of the main themes or points they made in the precis, and in class and should of course be introduce their questions into the class discussion. Everyone will do 3 response papers over the course of the semester. The link to sign up for response papers is located [here](#). (A link is also on the Brightspace site in the Logistics Folder). You will need to log in from your NYU account to access. Let me know if you have trouble signing up.

Op-ed (15%)

o An op-ed of no more than 750 words on any topic relevant to development. For some additional guidance on writing an op-ed, see the Writing Resources folder under the "Resources" tab on the Brightspace website. The op-ed piece should include a word count of the text of the op-ed. It should also contain a line with the intended publication or audience, a headline, a byline (your name), your Wagner mailbox number (if you have one) and a credit statement. The words in these items do not count towards the limit of 750 words. The credit statement comes at the end of the op-ed piece and identifies you for the reader. (For example: "A student at the Robert F. Wagner Graduate School of Public Service, Jane Doe is a former Peace Corps volunteer and worked for a time on the staff of the Senate Foreign Relations Committee.) The credit line has a 35-word limit. The **first draft** of the op-ed is due **9:00 AM Monday February 14. Peer Feedback Letters to your peer group are due by 9:00 AM Thursday February 17. You will peer review op-eds in class on February 17. The Final Op-ed is due 9:00 AM Monday March 7 via Brightspace. Along with the final op-ed include copies of your peer feedback letters in one document, as a portfolio.**

Policy Analysis Exercise (50%)

This is a semester long project that enables you to explore a specific issue and country (or organization) in depth. There will be several assignments linked to the project:

Statement of Focus due by **9:00 AM on Monday, February 14 via Brightspace.**

Briefing Memo (20%): a "briefing" memo on your issue that will be 6-8 pages double-spaced (not including references or other material) and will provide a briefing of your policy terrain for your "client". The briefing memo will be due by **9:00 AM Monday March 21 via Brightspace.**

Stakeholder Analysis (5%), due by **9:00 AM Monday April 11 via Brightspace.**

Strategy Memo (25%) a strategy memo that will be 10-12 pages double spaced that will provide your "client" a political strategy to achieve their policy reform- **(due 9:00 AM Friday, May 16 via Brightspace).**

See the PAE folder on Brightspace for more details including specific prompts.

Late Policy.

Extensions will be granted only in case of emergency. This is out of respect to those who have abided by deadlines, despite equally hectic schedules. Papers handed in late without extensions will be penalized one-third of a grade per day.

Grading Breakdown:

Class participation (35% includes general class participation(5%), and 3 response papers (10% each),Op-ed (15%), Policy Analysis Exercise (50% (20% Briefing Memo, 5% stakeholder analysis, 25% strategy memo).

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points
A	4.0 points (95 and above)
A-	3.7 points (90-95)
B+	3.3 points (87-89)
B	3.0 points (84-86)
B-	2.7 points (80-83)
C+	2.3 points (77-79)
C	2.0 points (74-76)
C-	1.7 points (70-73)
F	0.0 points

Student grades will be assigned according to the following criteria:

·(A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

·(A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.

·(B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.

·(B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.

·(B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in "good standing."

·(C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

·(F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner's Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable

Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays
NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

Parents
You may find yourself in situations where your child care falls through or some other event that you need to bring your infant or child to class (or a child you are caring for). During online classes you may be also involved in childcare. This class is happy to make accommodations necessary for you to balance your student and childcare roles.

1) All breastfeeding and bottle-fed babies are welcome in class as often as is necessary to support the relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby (breast or bottle) are welcome in class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) In the case of online classes, the same general rules apply. If you need to breastfeed or bottle feed your child while we have class, or your child wants to be on your lap while we have class, that's no problem as long as s/he/they aren't disrupting anyone else. If you need to turn off your video or mute briefly to address childcare (or other) emergencies, please do so.

During COVID, bringing children to class may not be possible. If you have to stay home because of an ill child or absence of childcare, please zoom into class if possible.

Required Readings

Tracy Kidder, *Mountains Beyond Mountains*
Duncan Green, *How Change Happens* (a pdf of this is available on the Brightspace site)
Especially for those with little or no background on development issues -- Recommended:
Duncan Green, *From Poverty to Power: How Active Citizens and Effective States Can Change the World, Second edition*, (Oxfam 2009). A pdf version of this book is available on the Brightspace site

Overview of the Semester

- o Week 1
  - o Date: January 27
  - o Topic: INTRO: WHY A POLITICS OF DEVELOPMENT?
  - o **Deliverable: Definition of Development due (before doing any reading and no later than Monday, February 1 at 9 AM via Brightspace**.)

- o Week 2
  - o Date: February 3
  - o Topic: THE DEVELOPMENT PROJECT

    Deliverable: **Definition of Development** due by **9:00 AM on Thursday, February 3 via Brightspace.**

    Deliverable: **Statement of Focus** due by **9:00 AM on Monday, February 14 via Brightspace.**

- o Week 3
  - o Date: February 10
  - o Topic: POLITICS, POWER, AND LEARNING

    Deliverable: Rough Draft of Op-ed 9:00 AM Monday February 14. Peer Feedback Letters to your peer group are due by 9:00 AM Thursday February 17.

- o Week 4
  - o Date: February 17
  - o Topic: GEOGRAPHY and HISTORY: ARE THERE LONG-TERM DETERMINANTS OF DEVELOPMENT SUCCESS?
  - o Peer Review of Op-eds

- o Week 5
  - o Date: February 24
  - o Topic: CULTURE AND SOCIAL NORMS

- o Week 6
  - o Date: March 3

- o Topic: STATE-BUILDING

   Deliverable: **The Final Op-ed is due 9:00 AM Monday March 7 via Brightspace. Along with the final op-ed include copies of your peer feedback letters in one document, as a portfolio.**

- o Week 7
    - o Date: March 10
    - o Topic: SIMULATION

March 17 – Spring Break

   - § **Deliverable: Briefing Memo**
   - § **Due: 9:00 AM Monday March 21 via Brightspace**

- o Week 8
    - o Date: March 24
    - o Topic: ENGENDERING DEVELOPMENT: SEX, GENDER, POLITICS, AND DEVELOPMENT

- o Week 9
    - o Date: March 31
    - o Topic: POLICY AND POLITICS OF SANITATION

- o Week 10
    - o Date: April 7
    - o Topic: SOCIAL ACCOUNTABILITY
      Deliverable: Stakeholder Analysis
      - § **Due: 9:00 AM Monday April 11 via Brightspace**

- o Week 11 NETMAP Exercise
    - o Date: April 14

- o Week 12
    - o Date: April 21
    - o Topic: DEVELOPMENT, DEMOCRACY, VIOLENCE AND CITIZENSHIP

- o Week 13
    - o Date: April 28
    - o Topic: RIGHTS-BASED APPROACHES TO DEVELOPMENT

- o Week 14
    - o Date: May 5

- o   Topic: TBD
- o   **Deliverable: Strategy Memo, 9:00 AM Monday, May 16 via Brightspace**

Detailed Course Overview

I: INTRODUCTION

WEEK 1: INTRODUCTION: WHY A POLITICS OF DEVELOPMENT?

Readings:

·Tracy Kidder, Mountains Beyond Mountains.

For Mountains Beyond Mountains, think about these questions:

·is there a vision of politics that animates Partners in Health and/or Paul Farmer, and if so, what is it? What are the strengths and weaknesses of the approach?

·what's the cost and benefit of critiquing a focus on cost-effectiveness/benefit analysis in healthcare (or in general)?

·what's the ethical stance of Farmer/PIH and how useful is it as the basis for a politics of development/justice/preferential option for the poor?

You should also read/watch these on current PIH work:

·What can this Peru slum teach the world about stopping the spread of TB?, The Guardian, https://www.theguardian.com/global-development-professionals-network/2017/jan/10/peru-slum-teach-world-spread-tb

·Ariel Levy, "Ophelia Dahl's National Health Service," New Yorker December 2017 https://www.newyorker.com/magazine/2017/12/18/ophelia-dahls-national-health-service

·Africa: House Calls and Health Care, http://www.pbs.org/now/shows/537/

·PBS Features Partners in Health as an 'Agent for Change' in Rwanda, http://www.pih.org/blog/pbs-features-partners-in-health-as-an-agent-for-change-in-rwanda

Other readings for the first class

Here are the final additional readings for the first week of classes. Most are very short. Engage them with a critical eye in terms of:

a) the implicit or explicit ethical frameworks they advocate for development professionals (as individuals) and the "development industry" overall.

b) the political implications for organizational structure, incentives, operations and strategy of public, private, and non-profit organizations implicated in the development process, ie, what are the politics of development they support.

c) some of these statements are from an earlier time in history. Do their indictments or exhortations still apply, either in whole or in part? Why or Why Not?

·   Binyavanga Wainaina, "How to Write about Africa," Granta 92: The View from Africa, http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1

·   Ross Coggins, The Development Set,"

·   Ivan Illich, "To Hell with Good Intentions"

·   Ariel Levy, "A Missionary on Trial, " *New Yorker* April 13, 2020

o   Recommended but not Required is the podcast series on Rene Bach's case called The Missionary (Broadcast in May/June 2020, A really valuable exploration of the whole situation, 8 episodes, about 6 hours total)

·   Video of Boniface Mwangi, a Kenyan activist, speaking to a class of US college students. How different are his views from those of Ivan Illich? [Link on Brightspace]

·   Paul Farmer, Pathologies of Power, Preface by Amartya Sen, Preface to Paperback Edition, and Introduction (pp. xi–22) [will be posted on Brightspace]

·   Peter Singer, "The Singer Solution to World Poverty," The New York Times Magazine, September 5, 1999

·   Dale Jamieson, "Duties to the Distant: Aid, Assistance, and Intervention in the Developing World," The Journal of Ethics, 2005

·   Doing Good, chapter 1 [will be posted on Brightspace]

Recommended:

·   Global Ethics Corner, Am I My Brother's Keeper?

·   If you have time and want to see Peter Singer discuss his book, The Life You Can Save: http://www.carnegiecouncil.org/studio/multimedia/20090323b/index.html

·   Scott Baldauf, "Five myths about Africa," Christian Science Monitor, August 6, 2011, http://www.csmonitor.com/World/Africa/2011/0806/Five-myths-about-Africa

·   Nicholas D. Kristof, "D.I.Y. Foreign-Aid Revolution," The New York Times, October 20, 2010, http://www.nytimes.com/2010/10/24/magazine/24volunteerism-t.html?pagewanted=all

·   Pranab Bardhan, "Who Represents the Poor?" Boston Review, July 19, 2011, http://www.bostonreview.net/pranab-bardhan-who-represents-the-poor

·   Kent Annan, "Poverty Tourism Can Make Us So Thankful," The Huffington Post, January 3, 2011, http://www.huffingtonpost.com/kent-annan/poverty-tourism-can-make-_b_803872.html

·   Bruce Wydick, "Taking the Cellphone Challenge," [Link on Brightspace]

For further reading:

·   Some of the issues are grounded in Paolo Freire's classic Pedagogy of the Oppressed and various works on the theology of liberation, by Gustavo Guttierez, Leonardo Boff, Karl Gaspar, Edicio dela Torre, among others.

·   For a discussion of one attempt to apply this framework to Northerners, see Alice Frazer Evans, Robert A. Evans and William Bean Kennedy, Pedagogies for the Non-Poor, Maryknoll, NY: Orbis Books (1987).

·   For a more philosophical discussion, see the Symposium on World Poverty and Human Rights in Ethics and International Affairs 19:1 (2005), http://www.carnegiecouncil.org/publications/journal/19_1/symposium/5109.html,

·   Peter Singer One World, Peter Unger Living High and Letting Die, and work by Thomas Pogge.

·   Also see work by Iris Marion Young, Matthias Risse, Des Gaspar, Jon Mandle, among others for work on global justice and its relationship to development.

· Samantha Power, "The Enforcer: A Christian lawyer's global crusade," The New Yorker, January 19, 2009

WEEK 2: THE DEVELOPMENT PROJECT

Readings:
· [In India, a Small Band of Women Risk It All for a Chance to Work](), The NY Times,
· ["We Will Not Apologize": Chronicling the defiant women of India](),
· Alex Evans, Tearfund Think Piece
· Amartya Sen, Development as Freedom [Read Introduction, Chapters 1 and 2 from text posted on Brightspace]
· Gilbert Rist, "Development as a Buzzword," Development in Practice
· James Ferguson with L. Lohmann (1994). "The anti-politics machine: 'development' and bureaucratic power in Lesotho." The Ecologist 24(5).

Recommended:
· For fun: [Best Aid Spoofs]() http://www.theguardian.com/global-development-professionals-network/2014/dec/19/11-of-the-best-aid-parodies
· Nancy Birdsall, "Reframing the Development Project for the Twenty-First Century," Center for Global Development
· Duncan Green, Stephen Hale, and Matthew Lockwood, "How can a post-2015 agreement drive real change? The political economy of global commitments," Oxfam, October 2012
· Alex Evans and David Steven, "What Happens Now? The post-2015 agenda after the high-level panel," NYU Center on International Cooperation, June 2013
· Diana Mitlin, Sam Hickey, and Anthony Bebbington, "Reclaiming development? NGOs and the challenge of alternatives," Global Poverty Research Group, 2006
· Alex Evans, "Climate, Scarcity and Sustainability in the Post-2015 Development Agenda," December 2012
· "High-Level Panel Report of Eminent Persons on the Post-2015 Development Agenda Framing Questions," United Nations, November 30, 2012
· "A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development," The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda, United Nations, 2013, Executive Summary and sample as interested

Discussion Questions:
· Is there anything worth rescuing in the concept of development? How do we know?
· Is development about outcomes or processes? What are the costs or benefits in focusing on one or the other? What indicators would we use? Is there a difference in the politics of development if we focus on either outcomes or processes? Or on the importance of both?

·   What is the scale at which "development" is an important phenomenon? Individuals? Communities? Countries? Regions? The global economy? Humanity? What are the political implications of choosing to privilege one of these over the other?
·   What about the agents of development? Are they different than the objects of ethical concern in development?

For further reading:

· If you want to follow up on the "post-development" perspective, see Wolfgang Sachs, "Development: The Rise and Decline of an Ideal," Wuppertal Institute Paper, Number 108, August 2000, http://econstor.eu/bitstream/10419/49106/1/332536696.pdf.
· Arturo Escobar, Encountering Development: The Making and Unmaking of the Third World. Princeton, NJ: Princeton University Press, 1995;
· Jan Nederveen Pieterse, "Twenty-first Century Globalization, Paradigm Shifts in Development," Doing Good or Doing Better, pp. 27-46.
· Gustavo Esteva, "Development," in The Development Dictionary: A Guide to Knowledge as Power, Wolfgang Sachs (ed.), London: ZED Books, 1992;
· James Ferguson, The Anti-Politics Machine: Development, De-politicization, and Bureaucratic Power in Lesotho. (Minneapolis, Minnesota: University of Minnesota Press, 1994);
· Arun Agrawal, "Poststructuralist Approaches to Development: Some Critical Reflections," in Peace and Change, 24(4) October, 1996, pp. 464-477;
· Michael Watts, "Development I: Power, knowledge, discursive practice," in Progress in Human Geography, 17(2), pp. 257-72, and his Liberation Ecologies: Environment, development, social movements, London and New York: Routledge, 1996, which also contains a nice selection of articles by Escobar and others.
· Edward Saïd's Orientalism (New York: Pantheon Books, 1978) was one of the earliest influential critiques of Western discourse on the Third World. See also: The Post-Development Reader.
· For the Millennium Villages Program, see Kent Buse, Eva Ludi and Marcella Vigneri, "Sustaining and scaling up Millennium Villages: Beyond rural investments," ODI, October 2008
· Sam Rich, "Africa's Village of Dreams," Wilson Quarterly, Spring 2007, pp. 14-23 and Victoria Schlesinger, "The Continuation of Poverty: Rebranding Foreign Aid in Kenya," Harper's Magazine, May 2007, pp. 58-66, http://harpers.org/archive/2007/05/the-continuation-of-poverty/.
· Also see Neil McCulloch, Anna Schmidt, and Andy Sumner, "Will the Global Financial Crisis Change the Development Paradigm?" Institute of Development Studies, March 2009 and
· Forrest D. Colburn, "Good-Bye to the 'Third World'," Dissent, June 2006 .
· See also: "Greenhouse Development Rights: An approach to the global climate regime that takes climate protection seriously while also preserving the right to human development," EcoEquity and Christian Aid, November 2006, http://gdrights.org/wp-content/uploads/2009/03/gdrs_nairobi.pdf.

WEEK 3: POLITICS, POWER, AND LEARNING

Readings:

· Owen Barder, "The Implications of Complexity for Development," Kapuściński Lecture, Center for Global Development, August 15, 2012,
· Duncan Green, How Change Happens, Introduction Chapters 1, 2, 12
· Positive Deviance, Chapters 1 and 2
· Paul Farmer, Pathologies of Power, pp. 23-50.
· Episode 444: "Gossip," This American Life, August 26, 2011,
(Listen to the whole thing if you'd like, but the assignment is Act One on the "Malawi Journals Project")
· NPR-The Congo We Listen To

Recommended:

· Selections from James Scott, Two Cheers for Anarchism
· Lant Pritchett, "It Pays to be Ignorant: A Simple Political Economy of Rigorous Program Evaluation," Policy Reform, 2002
· 2011 Failure Report, Engineers without Borders,
http://legacy.ewb.ca/en/whoweare/accountable/failure.html
· Ian Smillie, "Failing to Learn from Failure," Global Giving, January 13, 2012,
http://www.admittingfailure.com/failure/ian-smillie/
· John Hecklinger, "Detecting and Learning from Failure," Global Giving, January 13, 2012, http://www.admittingfailure.com/failure/john-hecklinger/
· James Ferguson, The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho, pp. 3-21
· Dennis Whittle, "How Feedback Loops Can Improve Aid (and Maybe Governance)," Center for Global Development, August 2013
· Matt Andrews, Lant Pritchett, and Michael Woolcock, "Escaping Capability Traps through Problem-Driven Iterative Adaptation (PDIA)," Center for Global Development, August 2012
· Bromley, Studying Institutions

WEEK 4: Long Term Determinants: Geography and History

Discussion:

Development outcomes may be shaped by long-term structural factors as well as by more short-term policies. If politics is the art of the possible, then understanding the constraints and opportunities created by long-term structural factors gives us insight into how large the realm of that possible is. What are the implications for development politics and policy at the national and global levels? What are the ethical implications if people are born in countries whose economies may not do well because of the disadvantages of geography and the legacy of colonial boundaries and institutions, even if they have good leaders and work hard?

Readings:

· Jared Diamond, Guns, Germs, and Steel, 2003, Prologue, "Yali's Question" and Epilogue, pp. 13-25, 405-440

· Daron Acemoglu and James A. Robinson, Why Nations Fail: The Origins of Power, Prosperity, and Poverty, Chapter 9, pp. 245-273

· Leander Heldring and James A. Robinson. 2013. "Colonialism and development in Africa" VoxEU. http://www.voxeu.org/article/colonialism-and-development-africa

· Read Sections I, II, VI and VII of Nathan Nunn. "The long-term effects of Africa's slave trades". Quarterly Journal of Economics, 123(1): 139-176, 2008.

· Priya Lukka, "Can reparations help us to re-envision international development?

· Melissa Dell, video

Peer Review Op-eds

For further reading:

· Mick Moore, "Political Underdevelopment: What causes 'bad governance'?" Public Management Review, 3(3) 2001, pp. 385-418

· Jeffrey D. Sachs, "Institutions Matter, but Not for Everything," Finance and Development, June 2013

· Daron Acemoglu, James Robinson, and Simon Johnson, "Disease and Development in Historical Perspective," Journal of the European Economic Association, April/May 2013

· Tim Marshall, "Africa" Prisoners of Geography

· For more on climate, see: Bryan Walsh, "How to Win the War on Global Warming," Time, April 17, 2008, http://www.time.com/time/specials/2007/article/0,28804,1730759_1731383_1731363,00.html,

· "Adapting to climate change: What's needed in poor countries, and who should pay," Oxfam, May 2007, http://www.oxfam.org/sites/www.oxfam.org/files/adapting%20to%20climate%20change.pdf,

· "Hiding behind the poor: A report by Greenpeace on Climate Injustice," Greenpeace India Society, October 2007, http://www.greenpeace.org/india/Global/india/report/2007/11/hiding-behind-the-poor.pdf,

· "We know what we need: South Asian women speak out on climate change adaptation," ActionAid – Institute of Development Studies, http://www.disasterwatch.net/climatechange/we-know-what-we-need.pdf, and

· "The debt of nations and the distribution of ecological impacts from human activities," Proceedings of the National Academy of Sciences, http://www.pnas.org/content/105/5/1768

· See also the follow up by Jared Diamond, Collapse: How Societies Choose to Fail or Succeed, David Landes, The Wealth of Nations, and the overview in Andrew Rosser, "The Political Economy of the Resource Curse: A Literature Survey," Institute of Development Studies, Working Paper 268, http://r4d.dfid.gov.uk/PDF/Outputs/futurestate/wp268.pdf.

WEEK 5: CULTURE AND SOCIAL NORMS

 Readings:

· Wade David, Wayfairers (video)

· Nicholas D. Kristof, "Moonshine or the Kids?" The New York Times, May 22, 2010

· David Landes, "Culture Makes Almost All the Difference," Culture Matters: How Values Shape Human Progress, pp. 2-13

· Ha-Joon Chang, Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism, Chapter 9, "Lazy Japanese and Thieving Germans," pp. 182-202

· Peter Easton, Karen Monkman, and Rebecca Miles, "Social policy from the bottom up: abandoning FGC in sub-Saharan Africa," Development in Practice, 13(5) November 2003, pp. 445-458

· Duncan Green, How Change Happens, Chapter 3 and Chiquitano Case Study

· Raymond Fisman and Edward Miguel, Economic Gangsters: Corruption, Violence, and the Poverty of Nations, Chapter 4, "Nature or Nurture? Understanding the Culture of Corruption," pp. 76-110 and a selection on witch killings from Chapter 6, "Death by a Thousand Small Cuts"

· Nancy Birdsall et al, Globalism and Wife Beating

Recommended:

· Branko Milanovic, "Should Some Countries Cease to Exist?" http://glineq.blogspot.com/2016/12/should-some-countries-cease-to-exist.html

· Kwame Anthony Appiah, "The Art of Social Change," The New York Times Magazine, October 22, 2010, http://www.nytimes.com/2010/10/24/magazine/24FOB-Footbinding-t.html

· Selections from the biography of Molly Melching

· Ronald Inglehart and Pippa Norris, "The True Clash of Civilizations," Foreign Policy, March/April 2003, pp. 67-74

· Peter Evans, "Collective Capabilities, Culture, and Amartya Sen's Development as Freedom," Studies in Comparative International Development, 2002, pp. 54-60

· Edward Miguel, "Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania," World Politics, April 2004, pp. 327-362

For further reading:

· For a classic culturalist modernization view, see Lawrence E. Harrison, Underdevelopment is a State of Mind: The Latin American Case (CFIA, Harvard University and University Press of America, 1995), pp. 1-9;

· also Robert D. Putnam's Making Democracy Work: Civic Traditions in Modern Italy and Bowling Alone: The Collapse and Revival of American Community, who kick-started the contemporary social capital debate in the U.S.

· Also see Robert Kaplan, "The Coming Anarchy," The Atlantic Monthly, February 1994, http://www.theatlantic.com/magazine/archive/1994/02/the-coming-anarchy/304670/.

· For a post-colonial, post-structuralist view, see Sarah A. Radcliffe and Nina Laurie, "Culture and development: taking culture seriously in development for Andean

indigenous people," Environment and Planning D: Society and Space, 2005, pp. 231-248.

· See also James C. Scott, Seeing Like a State, Chapter 3.

· For something on the relationship between science, technology and cultural practices, see Burkhard Bilger, "Hearth Surgery: The quest for a stove that can save the world," The New Yorker, December 21, 2009 and

· Philip Gourevitch, "The Monkey and the Fish: Can Greg Carr save an African ecosystem?" The New Yorker, December 21, 2009.

WEEK 6: STATE-BUILDING

We explore the processes of state-building by looking first at the European experience, where the first nation-states (not the first states) were forged after years of conflict. Then we look at the export of these types of states elsewhere and explore the issues associated with building effective political institutions. Should all countries seek to establish nation-states, or should we enable the creation of other types of states?

Readings:

· Charles Tilly, Coercion, Capital and European States: AD 990-1992, Cambridge: Blackwell, 1990, Chapter 1, "Cities and States in World History," pp. 1-37

· Jeffrey Herbst, States and Power in Africa: Comparative Lessons in Authority and Control, Chapter 1, "The Challenge of State-Building in Africa," pp. 13-31, Chapter 8,8 "The Politics of Migration and Citizenship," pp. 227-246, and Chapter 9, "The Past and the Future of State Power in Africa," pp. 251-272

● Ben Lessing, *Criminal Governance*

● Duncan Green, How Change Happens, Chapters 4-5

● Alex de Waal, Fixing the Political Marketplace

For further reading:

● Alex de Waal, "Fixing the Political Marketplace: How can we make peace without functioning state institutions?" Christen Michelsen Lecture, October 15, 2009

● William Reno, "The evolution of warfare in Africa," Afrika Focus, 2009, pp. 7-19

● Kimberly Marten, "Warlordism in Comparative Perspective," International Security, Winter 2006/2007, pp. 41-73

● Nicholas Eubank, "Peace-Building without External Assistance: Lessons from Somaliland," Center for Global Development, January 2010

● Tilly's other work is exceptional, such as "War Making and State Making as Organized Crime," in Bringing the State Back in (Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds.), Cambridge: Cambridge UP, pp. 169-189.

● Francis Fukuyama, "The Imperative of State-Building," Journal of Democracy 15(2) 2004 (http://muse.jhu.edu/journals/journal_of_democracy/v015/15.2fukuyama.html),

- Georg Sørensen, "War and State-Making: Why Doesn't it Work in the Third World?" Security Dialogue, 32(3) 2001, pp. 341-354, http://sdi.sagepub.com/content/32/3/341.full.pdf+html, and Anna Leander,
- [Wars and the Un-Making of States: Taking Tilly Seriously in the Contemporary World](),￼" Copenhagen Peace Research, http://www.peacepalacelibrary.nl/ebooks/files/338105247.pdf
- Stephen D. Krasner, ["Sharing Sovereignty: New Institutions for Collapsed and Failing States,"]() International Security, 2004, https://muse.jhu.edu/journals/international_security/v029/29.2krasner.html;
- James D. Fearon and David D. Laitin, ["Neotrusteeship and the Problem of Weak States,"]() International Security, 2004, https://muse.jhu.edu/journals/international_security/v028/28.4fearon.html.
- See also Michael W. Doyle and Nicholas Sambanis, Making War and Building Peace (Princeton: Princeton UP, 2006) and
- Joel S. Migdal, State in Society: Studying How States and Societies Transform and Constitute One Another (Cambridge: Cambridge UP, 2001).
- David K. Leonard, ["Where Are 'Pockets' of Effective Agencies Likely in Weak Governance States and Why? A Propositional Inventory,"]() Institute of Development Studies, June 2008, http://www.ids.ac.uk/files/Wp306.pdf, and
- Lant Pritchett and Frauke de Weijer, ["Fragile States: Stuck in a Capability Trap?"]() World Development Report Background Paper, September 2010,

WEEK 7: SIMULATION

Reading will be distributed regarding the Simulation and you will prepare a stakeholder analysis prior to the simulation.

WEEK 8: ENGENDERING DEVELOPMENT: SEX, GENDER, POLITICS, AND DEVELOPMENT

For your reference: Women in Parliaments, Inter-parliamentary Union [no précis]
[World and regional data](): http://www.ipu.org/wmn-e/world.htm
[National data](): http://www.ipu.org/wmn-e/classif.htm

Readings:

- Mala Htun and Laurel Weldon, State and Gender Justice Chapters 1, 7 and 8 only (there is a separate link for the charts)
- Anne Marie Goetz
- Emissaries of Empowerment
- Melanie M. Hughes, Pamela Paxton and Mona Lena Krook," Gender Quotas for Legislatures and Corporate Board" Annual Review of Sociology

 No precis -- Alice Evans podcast, [Feminist Activism to Close the Gender Gap]() (18:58)

No precis - Performance colectivo Las Tesis ["Un violador en tu camino"]() (Chile, November 2019)

For further reading:

· Cheryl Doss, Ruth Meinzen-Dicka,, Agnes Quisumbing, Sophie Theis, "Women in agriculture: Four myths,"*Global Food Security* 16 (2018) 69–74

· The literature is vast, but for a good overview, see Shahrashoub Razavi and Carol Miller, "[From WID to GAD: Conceptual Shifts in the Women and Development Discourse]()," United Nations Research Institute for Social Development, February 1995, http://www.unrisd.org/80256B3C005BCCF9/(httpPublications)/D9C3FCA78D3DB32E80 256B67005B6AB5?

· The classics include Ester Boserup, Women's Role in Economic Development, (London: Earthscan, 1970),

· Caroline O.N. Moser, Gender Planning and Development: Theory, Practice and Training, (New York: Routledge, 1993),

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

· "An Overview" in Diane Elson (ed.), Male Bias in the Development Process, (Manchester: Manchester UP, 1991), and Amy Lind and Martha Farmelo,

· "[Gender and Urban Social Movements: Women's Community Responses to Restructuring and Urban Poverty]()," UN Research Institute for Social Development, May 1996, http://www.eldis.org/vfile/upload/1/document/0708/DOC3013.pdf

· Also see the [Eldis Gender Resource Guide]() (http://www.eldis.org/organisation/A5905), [the Association for Women's Rights in Development]() (www.awid.org), [International Food Policy Research Institute's Gender Tool Box]() (http://www.ifpri.org/publication/gender-tool-box) and [BRIDGE]() (http://www.bridge.ids.ac.uk/).

· Ronald Inglehart and Pippa Norris, "The True Clash of Civilizations," Foreign Policy, March/April 2003

· Jane S. Jaquette and Kathleen Staudt, "Women, Gender, and Development," in Jane S. Jaquette and Gale Summerfield (eds.) Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization (Durham: Duke UP, 2006)

· Sylvia Chant, "The 'Feminisation of Poverty' and the 'Feminisation' of Anti-Poverty Programmes: Room for Revision?" Journal of Development Studies, 44(2), February 2008, pp. 165-197

· Naila Kabeer, "Between Affiliation and Autonomy: Navigating Pathways of Women's Empowerment and Gender Justice in Rural Bangladesh," Development and Change, 42(2), 2011, pp. 499-528

· "Gender Equality and Development," The World Bank World Development Report 2012, overview

· See also Millie Thayer, "Traveling Feminisms: From Embodied Women to Gendered Citizenship," in Michael Burawoy et al (eds.), Global Ethnography: Forces, Connections and Imaginations in a Postmodern World, 2000,

· Thayer, "Making Transnational Feminism: Rural Women, NGO Activists, and Northern Donors in Brazil, Chapter 6, "Feminists and Funding: Plays of Power in the Social Movement Market," 2010,

· Sylvia Chant and Matthew C. Gutmann, "'Men-streaming' gender? Questions for gender and development policy in the twenty-first century," Progress in Development Studies, 2(4), 2002, pp. 269-282, https://www.amherst.edu/system/files/media/1801/Chanf%2520%2526%2520Gutman%25202002.pdf, and
· Andrea Cornwall, "Whose Voices? Whose Choices? Reflections on Gender and Participatory Development," World Development, 31(8), August 2003, pp. 1325-1342, http://www.sciencedirect.com/science/article/pii/S0305750X0300086X.
· Mariz Tadros, "Bringing Gender Justice to the Egyptian Parliament," Institute of Development Studies Policy Briefing, December 2012 Christine Sylva Hamieh and Jinan Usta, "The Effects of Socialization on Gender Discrimination and Violence: A Case Study from Lebanon," Oxfam Research Report, March 2011;
· Mariz Tadros, "Women Engaging Politically: Beyond Magic Bullets and Motorways," Pathways of Women's Empowerment Policy Paper, October 2011

WEEK 9: POLITICS OF POLICY AND A CASE: THE POLITICS OF SANITATION

Readings:

- Batley et al. The Politics of Public Services: A Service Characteristics Approach

- Jason Kass, "Bill Gates Can't Build a Toilet," The New York Times, November 18, 2013
- Lyla Mehta and Synne Movik (eds.), Shit Matters: The potential of community-led total sanitation, Chapter 2, "Community-led Total Sanitation in Bangladesh: Chronicles of a people's movement," pp. 25-37, Chapter 6, "The CLTS story in India: the sanitation story of the Millennium," pp. 87-100, Chapter 13, "CLTS in India and Indonesia: Institutions, incentives, and politics," pp. 191-204, Chapter 15 "CLTS in Africa: Experiences and potential," pp. 219-230
- McGranahan, G. and D. Mitlin (2016). "Learning from Sustained Success: How Community-Driven Initiatives to Improve Urban Sanitation Can Meet the Challenges." World Development 87: 307-317.
- Uber for Poop in Senegal
- Turning the Tide Against Cholera

Recommended:

- Richard Crook and Joseph Ayee, "Urban Service Partnerships: 'Street-Level Bureaucrats' and Environmental Sanitation in Kumasi and Accra, Ghana: Coping with Organisational Change in Public Bureaucracy," Development Policy Review, 24(1), January 2006, pp. 51-73
- Susan E. Chaplin, "Indian cities, sanitation, and the state: the politics of the failure to provide," Environment and Urbanization, 23(1), 2011, pp. 57-70
- Joseph Ayee and Richard Crook, "'Toilet wars': urban sanitation services and the politics of public-private partnerships in Ghana," Institute of Development Studies Working Paper 213, December 2003

WEEK 10: SOCIAL MOVEMENTS and SOCIAL ACCOUNTABILITY

Readings:
- Naomi Hossain, "Rude Accountability"
- Fox, What We Know
- Alexander Cooley et al, " The Rise of Kleptocracy: Laundering Cash, Whitewashing Reputations," *Journal of Democracy* January 2018 29(1): 39-53.
- Angola case
- Joshi, Legal Empowement and Social Accountability:

WEEK 12: DEVELOPMENT, DEMOCRACY, VIOLENCE and CITIZENSHIP
- Severine Autessere,"Here's what Congo can teach the world about peace," Monkeycage blog, *Washington Post* []
- Duncan Green, How Change Happens, Chapter 6
- Rohini Pande, "Can democracy work for the poor?" *Science*
- James Robinson, The Narrow Corridor (Video)
- Cox et al, The Violence Trap
- Carothers, Rejuvenating Democracy Promotion

WEEK 13: EMPOWERMENT & DEMOCRACY: RIGHTS-BASED APPROACHES TO DEVELOPMENT
Rights-based approaches to development have been increasingly promoted as the solution to move beyond development as a series of handouts and to address the need to create accountable political and economic institutions as the foundations of development while expanding the respect for and promotion of internationally recognized human rights standards.

Discussion Questions:
What are the key elements of rights-based approach(es)?
What evidence do we have that rights-based approaches are effective at achieving their objectives?
What are the tradeoffs associated with a rights-based approach? Do they effectively incorporate concerns for justice with concerns for economic growth?

Readings:
Be sure to read this case for class, as we will have a substantial part of the class focus on a discussion of the case:
- "The Right to be Human: The Dilemmas of Rights-Based Programming at CARE-Bangladesh,"
- Emily Bazelon, "Should Prostituion Be a Crime?" NY Times Magazine
- Emily Bazelon, " Why Amnesty International Is Calling for Decriminalizing Sex Work, New York Times

- Paul Farmer, Pathologies of Power, Chapter 9, "Rethinking Health and Human Rights: Time for a Paradigm Shift," pp. 213-246

- John Gershman and Jonathan Morduch, "Credit Is Not a Right," Financial Access Initiative, April 2011
- Aryeh Neier, "Social and Economic Rights: A Critique," Human Rights Brief, 13(2), 2006

If you are not familiar with the challenges of sex work in Bangladesh, you might watch the section on Bangladesh from the documentary *Whores' Glory*. The film is no longer on Netflix, but you can watch it for free via Kanopy. If you search for Whore's Glory through Bobcat and then click on the link it will lead you to the Kanopy platfor.. The Bangladesh section begins around 37:30 in the movie

For further reading:

· Varun Gauri and Siri Gloppen, "Human Rights-Based Approaches to Development: Concepts, Evidence, and Policy," Polity, 44(4), October 2012, pp. 485-503
· Susanna D. Wing, "Human Rights-Based Approaches to Development: Justice and Legal Fiction in Africa," Polity, 44(4), October 2012, pp. 504-522
· Agnès Binagwaho et al, "Developing Human Rights-Based Strategies to Improve Health among Female Sex Workers in Rwanda," Health and Human Rights Journal, 12(2), 2010, pp. 89-100
· Abhijit W. Banerjee and Esther Duflo, "Mandated Empowerment: Handing Antipoverty Policy Back to the Poor?" Annals of the New York Academy of Sciences, 1136, 2008, pp. 333-341
· Ravi Kanbur, "Attacking Poverty: What is the Value Added of a Human Rights Approach?" February 2007
· Naomi Hossain, "Rude Accountability in the Unreformed State: Informal Pressures on Frontline Bureaucrats in Bangladesh," Institute of Development Studies Working Paper 319, February 2009
· Shareen Hertel and Lanse Minkler, "Economic Rights: The Terrain," in Economic Rights: Conceptual, Measurement, and Policy, Cambridge: Cambridge UP, 2007, Chapter 1, pp. 1-36 and Makau Mutua, "Savages, Victims and Saviors: The Metaphor of Human Rights," Harvard International Law Journal, 42(1), Winter 2001, pp. 201-209 .
· For a quick overview, see Caterina Ruggeri Laderchi, Ruhi Saith and Frances Stewart, "Does it Matter that we do not Agree on the Definition of Poverty? A Comparison of Four Approaches," *Oxford Development Studies* 31(3), September 2003, pp. 243-274 . Also see Naomi Hossain and Mick Moore, "Arguing for the poor: elites and poverty in developing countries," Institute of Development Studies Working Paper 148, January 2002
· For interesting post-development examples, see Karen Brock, Andrea Cornwall, and John Gaventa, "Power, Knowledge, and Political spaces in the Framing of Poverty Policy," *Institute of Development Studies Working paper* 143, October 2001 , and
· Andrea Cornwall and Karen Brock, "What do Buzzwords do for Development Policy? A critical look at 'participation', 'empowerment' and 'poverty reduction'," *Third World Quarterly*, 26(7), 2005, pp. 1043-1060
· For a critique of the World Development Report 2000/2001 focus on empowerment, see Mick Moore, "Empowerment at Last?" *Journal of International Development* 13, 2001, pp. 321-329 .

· For others, see "Human Development Report 2003," United Nations Development Programme and Judith Tendler, "What Ever Happened to Poverty Alleviation?" *World Development,* 17:7, 1989, pp. 1033-1044 .

· For a critique of the "best practice" model, see Lant Pritchett and Michael Woolcock, "Solutions when the Solution is the Problem: Arraying the Disarray in Development," *Center for Global Development Working Paper* 10, September 2002 .

· See also Shantayanan Devarajan and Ravi Kanbur, "A Framework for Scaling Up Poverty Reduction, With Illustrations from South Asia," August 2005 ,

· Jonathan Fox, "Empowerment and Institutional Change: Mapping "Virtuous Circles" of State-Society Interaction," in Ruth Alsop (ed.) *Power, Rights, and Poverty: Concepts and Connections*, (World Bank, 2004), pp. 68-92, and

· Sakiko Fukuda-Parr, "Human Rights Based Approach to Development – Is it a Rhetorical Repackaging or a New Paradigm?" *HD Insights*, 7, 2007.

WEEK 14: TBD by Class