

Introduction to International Development

PSDV-2400, 3 credit hours

Fall 2019

Monday/Wednesday/Friday 9-9:50am

Dinwiddie Hall 103

Instructor

Dr. Ruth D. Carlitz

Norman Mayer 321

Office Hours: Fridays, 11am-1pm or by appointment

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Course Description and Objectives

This course is an introduction to international development – a required course for those of you planning to pursue the Political Science/International Development Major (PSDV) but also intended to be of interest and utility to students from other disciplines. There are no prerequisites though we will engage with research based on quantitative analysis, so this is not a class for those hoping to avoid numbers. Otherwise, enthusiasm, curiosity, skepticism, and humility will serve you well in this class.

“Development” is a multi-dimensional concept. It means different things to different people, and its meaning can vary depending on the context. Therefore, the first section of this course will be devoted to understanding different **dimensions of development**. We will engage with various dimensions and understandings of development, including **economic development, human development, and sustainable development**. We will consider how these different dimensions interact in both positive and negative ways (e.g., the challenges that economic growth can pose to the environment).

Next, we will consider different **drivers of development**. What are the factors that lead some countries to be rich and others poor? What accounts for global variation in the burden of diseases like HIV/AIDS and malaria? Why are some societies so much more unequal than others? The answers to such questions are hard to pin down, but we will focus on some of the most common explanation that research on development has uncovered. Specifically, we will consider the role of **geography, governance, social composition**, trade, migration, and other **international factors**.

Finally, we will spend some time reading and discussing the process of **doing development**. We will look at who the major players are when it comes to designing, implementing, and evaluating development projects, and also consider **positionality** and the **politics of knowledge production** about development. Who “does” development? How do we know what we know about development? Which narratives have been empowered, and which have received less of an audience?

Learning Outcomes and Assessment

Upon completion of this course, students will have demonstrated substantive knowledge of diverse understandings of “development,” and will have appraised a range of strategies for measuring different aspects of development. Students will also demonstrate substantive knowledge of the main drivers of different aspects of development, as identified by influential social science research. Finally, students will demonstrate substantive knowledge of the key actors involved in “doing” development. Students will demonstrate this knowledge through classroom participation, pop quizzes, and a comprehensive final exam. They will also apply their knowledge to a chosen country case, which will allow them to develop research skills and write effectively for different audiences. These latter outcomes will be assessed primarily through written assignments described in further detail below and on the course Canvas site.

Required Student Resources

There are no books required for this course. All required readings will be available online via our class Canvas site.

Evaluation Procedures and Grading Criteria

In order to make the topics covered in this course more concrete and interesting, you will choose a country to develop expertise in over the course term. You should choose a country that the World Bank classified as low- or lower-middle-income as of the year 2000. (A full list of eligible countries will be provided on our Canvas site.) You should choose your country no later than **September 4th**. A number of the course assignments will be based on this selection.

- 1. Attendance and participation.** Your attendance/participation grade is based on your not only being physically present in class but also actively listening to and participating in class. You are expected to complete all required readings *before* the course meeting for which it has been assigned (see class schedule below). While this is a large course, I will aim to make it as engaging as participatory as possible, so be prepared to share your thoughts and questions in class discussions. **(10% of grade)**
- 2. Pop quizzes.** Pop quizzes will be held during the first 15 minutes of class on each Friday with some exceptions. The quizzes will cover material from the week's assigned readings and lectures. You may earn extra credit (and make the quizzes easier for yourself!) by submitting potential quiz questions by 5pm on Wednesday the week of the given pop quiz. These will count for one point on the quiz that week, to be averaged across the rest of your quizzes. (That is, if you already score 10/10 without the extra credit, you would then receive a score of 11/10 for that week, which would be averaged across other quizzes to potentially make up for missed questions.) Your two lowest-scoring quizzes will be dropped. **(10% of grade)**
- 3. Country Development Trends Policy Brief.** You will prepare a 4-page brief presenting indicators of economic, human, and sustainable development from 2000-present for your chosen country, along with a brief discussion of trends. Further details about this assignment will be discussed in class and examples will be provided. In addition to preparing the physical brief you will present it as part of a policy briefing simulation exercise to be conducted in class on **Friday, October 4th**. You should upload your brief to Canvas by **5pm on Thursday, October 3rd**. **(20% of grade)**.
- 4. Development Strategy White Paper.** You will write a "white paper" outlining a proposed strategy for furthering one aspect of your chosen country's development over the next five years. The paper should be 6-8 pages in length and should draw on both scholarly sources and "gray" literature. Further details about this assignment will be provided in class and through Canvas. **(30% of grade)**.
 - You will submit a detailed outline of the paper by **Monday, November 4th** including at least 10 sources you plan to consult (5% of final grade)
 - You should bring a rough draft of your paper to class on **Friday, November 22nd** for an in-class workshop (5% of final grade)
 - The final paper is due by midnight on the last day of class, **Friday, Dec. 6th** (remaining 20% of final grade)
- 5. Final Exam.** This will be a comprehensive exam covering all assigned material and class discussions. **(30% of grade)**

Late Work: All written work is due on time. For each day the assignment is late, 10% is deducted from the final grade on the assignment. I strongly encourage you to discuss any problems with me before the assignment is due.

Grading Scale: 93+=A, 90-92=A-, 88-89=B+, 83-87=B, 80-82=B-, 78-79=C+ 73-77=C, 70-72=C-, 60-69=D, 0-59=F

Grade Grievances: The standards of evaluation and assessment for this class are outlined here and on Canvas (in the description of individual assignments). This is meant to make grading as fair and transparent as possible. Students are therefore expected to refrain from asking for re-grades, make-up tests, paper extensions, or higher grades, as such requests (i.e., "grade grubbing") are unlikely to be granted. If you are concerned about or unclear on the standards for grading, you are advised to ask me about them **before** an assignment is due or test is given.

Attendance Statement

Regular attendance is required; you will be marked as absent if you attend class but cannot or will not participate, or are obviously unprepared. You are entitled to 5 absences (for any reason) with no direct effect on your grade. You do not need to tell me why you miss class, but if you exceed 5 absences, your final grade will decline one letter grade with each subsequent absence. Additional excused absences are rarely given, but can be awarded for religious accommodations and university approved events.

Meeting Outside of Class

You are welcome to meet with me about the class, your research, or your professional development at any point during the semester. You may come to my office hours or email me to propose an alternative time. You must do this at least 24 hours before you wish to meet with me.

ADA/Accessibility Statement

Any students with disabilities or other needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and should contact Goldman Center for Student Accessibility:

<http://accessibility.tulane.edu> or 504.862.8433.

Technology Policy

You are expected to refrain from using screens (phones and laptops) during class given the risk of distracting yourself and fellow students. If you require technology of this sort for recording lectures or taking notes as part of a special accommodation, please refer to the above Accessibility Statement.

Code of Academic Conduct

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](#) and [Code of Student Conduct](#)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

Class Schedule

You are expected to complete all of the assigned readings **before** the day they are scheduled to be discussed in class. The course schedule is subject to change if/as needed; any changes will be communicated in class and through Canvas.

Date	Topic	Readings	Deadlines/Activities
26-Aug	Introduction	<i>None. But come to class with a writing implement (pen or pencil).</i>	
Dimensions of Development			
28-Aug	What is "development"?	<i>Sustainable Development Goals Report 2019</i> , Introduction and Overview (pp. 3-21). Banerjee, Abhijit V., and Esther Duflo. "The economic lives of the poor."	
30-Aug	Economic Development	Easterly, W. <i>The Elusive Quest for Growth</i> , Ch. 1	Pop Quiz
02-Sep	<i>Labor Day Holiday</i>		
04-Sep	Inequality	Roser, M. 2016 "Global Economic Inequality." <i>Our World in Data</i> . https://ourworldindata.org/global-economic-inequality Roser, M. and Ortiz-Ospina, E. 2016 "Income Inequality." <i>Our World in Data</i> . https://ourworldindata.org/income-inequality#the-gini-coefficient	Deadline to choose country
06-Sep	Economic Development - Measurement	Browse World Bank World Development Indicators for your country: https://databank.worldbank.org/reports.aspx?source=world-development-indicators Jerven, M. 2013. <i>Poor numbers: how we are misled by African development statistics and what to do about it</i> . Ch.1.	Pop Quiz
09-Sep	Human Development	Deaton, A., 2013. <i>The great escape: health, wealth, and the origins of inequality</i> . Ch. 1.	
11-Sep	Human Development	Sen, A. 1999. <i>Development as Freedom</i> . Selections Sen, A. 2013. "Why India Trails China" New York Times. Opinion.	
13-Sep	Human Development - Measurement	Ortiz-Ospina, E. and Roser, M. "Global Health." <i>Our World in Data</i> . https://ourworldindata.org/health-meta <ul style="list-style-type: none"> • <i>Browse main data sources for your country</i> Read background on Multidimensional Poverty Index (MPI) and browse data for your country: <ul style="list-style-type: none"> • https://ophi.org.uk/multidimensional-poverty-index/ • https://ophi.org.uk/global-mpi-2019-faq/ • https://ophi.org.uk/multidimensional-poverty-index/databank/ 	Pop Quiz
16-Sep	Sustainable Development	Stockholm Resilience Center. <i>Planetary Boundaries</i> . https://www.stockholmresilience.org/research/planetary-boundaries.html Raworth, K. 2017. <i>Doughnut Economics</i> . Ch. 1	
18-Sep	Sustainable Development	<i>Browse SDG tracker: https://sdg-tracker.org/</i>	Visit from Research Librarian

Date	Topic	Readings	Deadlines/Activities
20-Sep	Sustainable Development - Measurement	WeAdapt Placemark: Economics of climate change in Zanzibar. Summary: https://www.weadapt.org/placemarks/maps/view/1264 Project: Local economic development through gorilla tourism https://www.iied.org/local-economic-development-through-gorilla-tourism	Guest Lecture: Andrew Gordon-Maclean
Drivers of Development			
23-Sep	Geography	Sachs et al. 2001, "The Geography of Poverty and Wealth." Hibbs, Douglas A. & Ola Olsson. 2004. "Geography, biogeography, and why some countries are rich and others are poor." <i>Proceedings of the National Academy of Sciences</i> 101(10): 3715-3720.	
25-Sep	Resource Curse	Ross, M.L., 2015. What have we learned about the resource curse?. <i>Annual Review of Political Science</i> , 18, pp.239-259. Whitaker et al. 2019. Natural Resource Exploitation and Sexual Violence by Rebel Groups. <i>Journal of Politics</i> 81(2).	
27-Sep	Governance I: State and Regime	Evans, P.B., 1989, December. Predatory, developmental, and other apparatuses: A comparative political economy perspective on the third world state. In <i>Sociological forum</i> (Vol. 4, No. 4, pp. 561-587).	Pop Quiz
30-Sep	Governance I: State and Regime	Tendler, Judith. 1997. <i>Good Government in The Tropics</i> . Selections.	
02-Oct	Governance I: State and Regime - Democracy	Roser, M. 2019 "Democracy." <i>Our World in Data</i> . https://ourworldindata.org/democracy Lieberman, E. 2018. "Regimes, Elections, and Political Competition." (pp. 6-10 of "The Comparative Politics of Service Delivery in Developing Countries.") <i>The Oxford Handbook of the Politics of Development</i>	
04-Oct	Country Trends Briefing	<i>In-class activity presenting Country Development Trends Policy Briefs</i>	Country Trends Brief Due by 5pm on 03-Oct
07-Oct	Governance II: Institutions	North, Douglass C. 1991. "Institutions." <i>Journal of Economic Perspectives</i> 5(1): 97-112.	
09-Oct	Fall Break		
11-Oct	Fall Break		
14-Oct	Governance II: Institutions	Acemoglu, D. and J. Robinson. 2012. <i>Why Nations Fail: The origins of power, prosperity, and poverty</i> . Ch. 3. Ang, Yuen Yuen. 2017. "Which Comes First: Good Governance or Economic Growth?" <i>Governance for Development</i> blog.	Guest Speaker: Erica L. Podrazik
16-Oct	Governance II: Institutions and Environment	Sjöstedt and Sundström. "Coping with illegal fishing: An institutional account of success and failure in Namibia and South Africa"	
18-Oct	Governance II: Institutions - Empirics	Ortiz-Ospina, E. and Roser, M. 2016 "Corruption." <i>Our World in Data</i> . https://ourworldindata.org/corruption Browse Quality of Government indicators: https://qog.pol.gu.se/data/visualization-tools/map	Pop Quiz
21-Oct	Societal Factors – Ethnic Diversity	Habyarimana, James, Macartan Humphreys, Daniel Posner and Jeremy Weinstein. 2007. "Why Does Ethnic Diversity Undermine	

Date	Topic	Readings	Deadlines/ Activities
		Public Goods Provision?" <i>American Political Science Review</i> 101, 4: 709-725. Gisselquist, R. M., Leiderer, S., and Nino-Zarazua, M. (2016). Ethnic heterogeneity and public goods provision in Zambia: Evidence of a subnational 'diversity dividend'. <i>World Development</i> , 78:308–323.	
23-Oct	Societal Factors - Gender	Cornwall, A. (2003). Whose Voices? Whose Choices? Reflections on Gender and Participatory Development. <i>World Development</i> , 31(8): 1325-1342.	
25-Oct	Societal Factors – Social Capital and Trust	Boix, C. and Posner, D.N., 1998. "Social capital: Explaining its origins and effects on government performance." <i>British Journal of Political Science</i> , 28(4), pp.686-693. Blair et al. 2017. "Public health and public trust: Survey evidence from the Ebola Virus Disease epidemic in Liberia," <i>Social Science & Medicine</i> 172 (2017) 89-97	Pop Quiz
28-Oct	International Factors - Historical	Nunn, Nathan. 2008. "The Long Term Effects of Africa's Slave Trades," <i>Quarterly Journal of Economics</i> , Vol. 123 (1), pp. 139-176 (37 pp.)	
30-Oct	International Factors - Historical	Acemoglu, D., Johnson, S., and Robinson, J. (2001). The Colonial Origins of Comparative Development: An Empirical Investigation. <i>The American Economic Review</i> , 91(5):1369– 1401.	
01-Nov	International Factors - Environment	Givens, J.E., Huang, X. and Jorgenson, A.K., 2019. "Ecologically unequal exchange: A theory of global environmental injustice." <i>Sociology Compass</i> , 13(5).	Pop Quiz
04-Nov	International Factors - Trade	Ortiz-Ospina, E. 2018. "Does trade cause growth?" <i>Our World in Data</i> . https://ourworldindata.org/trade-and-econ-growth Feyrer, J. 2009. "The 1967-75 Suez Canal closure: Lessons for trade and the trade-income link," <i>VOX CEPR Policy Portal</i> https://voxeu.org/article/1967-75-suez-canal-closure-lessons-trade?quicktabs_tabbed_recent_articles_block=1	Paper outline due
06-Nov	International Factors - Migration	Kapur, Devesh. 2010. <i>Diaspora, Development, and Democracy</i> . Chapter 2.	Guest Speaker: Dr. Jesse Acevedo
08-Nov	International Factors - Migration	Clemens and McKenzie. 2018. "Why Don't Remittances Appear to Affect Growth?" <i>The Economic Journal</i> .	Pop Quiz
Doing Development			
11-Nov	Foreign Aid	Easterly, William. 2006. "Bailing Out the Poor," in <i>The White Man's Burden</i> ," pp. 210-236. Moss et al. 2006. "An Aid-Institutions Paradox? A Review Essay on Aid Dependency and State Building in Sub-Saharan Africa." CGD Working Paper Number 74	
13-Nov	Foreign Aid - China	Brautigam, D. (2010). <i>The Dragon's Gift</i> , Chapter 3: Going Global: Foreign Aid in the Toolkit of a Rising China. Oxford University Press. Benabdallah, L. (2017). Explaining attractiveness: knowledge production and power projection in China's policy for Africa, <i>Journal of International Relations and Development</i> 22(2). <i>Skim</i> .	

Date	Topic	Readings	Deadlines/ Activities
		Perlez, J. 2018. "With Blackface and Monkey Suit, Chinese Gala on Africa Causes Uproar." <i>The New York Times</i> .	
15-Nov	Intergovernmental Organizations (IGOs)	Malone & Medhora, 2016. "Development." in <i>The Oxford Handbook of International Organizations</i>	Pop Quiz
18-Nov	NGOs	Brass, J.N., 2016. Allies or adversaries: <i>NGOs and the state in Africa</i> . Selections.	
20-Nov	RCTs	Banerjee, A.V. and Duflo, E. 2011. <i>Poor economics: A radical rethinking of the way to fight global poverty</i> . Selections Reddy, S.G. 2013. "Randomize This! On Poor Economics," <i>Review of Agrarian Studies</i> , 2: 2.	
22-Nov	Monitoring & Evaluation	Pasanen, T. 2019 "Are we suffering from obsessive measurement disorder?" Blog. <i>From Poverty to Power</i> . https://oxfamblogs.org/fp2p/are-we-suffering-from-obsessive-measurement-disorder/ TANGO International, Inc. 2007. <i>Monitoring and Evaluation Manual</i> . pp. 3-11.	Rough drafts due, in-class workshop
25-Nov	Positionality I	'How to Write about Africa' by Binyavanga Wainaina Martin, C. 2016. "The Reductive Seduction of Other Peoples Problems" https://medium.com/the-development-set/the-reductive-seduction-of-other-people-s-problems-3c07b307732d?&#.i4pwiqfbs	
27-Nov	Thanksgiving		
29-Nov	Thanksgiving		
02-Dec	Positionality II	Baganda, SB. "The "local" researcher – merely a data collector?" Blog. <i>From Poverty to Power</i> . https://oxfamblogs.org/fp2p/the-local-researcher-merely-a-data-collector/ Prashad, V. 2007. <i>The Darker Nations: A People's History of the Third World</i> . Selections.	
04-Dec	Politics of Knowledge Production	Briggs, R.C. and Weathers, S., 2016. Gender and location in African politics scholarship: The other white man's burden? <i>African Affairs</i> , 115(460), pp.466-489. Kothor, 2019. "Race and the Politics of Knowledge Production in African Studies." AAIHS Blog.	
06-Dec	Final Exam Review		Final papers due 11:59pm
14-Dec	Final Exam	1-4pm. Bring blue books.	

Title IX:

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at allin.tulane.edu. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You *do not* need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at tulane.edu/concerns.

Confidential	Private
<i>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Counseling & Psychological Services (CAPS) (504) 314-2277 or The Line (24/7) (504) 264-6074	Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu
Student Health Center (504) 865-5255	Tulane University Police (TUPD) Uptown - (504) 865-5911. Downtown – (504) 988-5531
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543	Title IX Coordinator (504) 314-2160 or msmith76@tulane.edu

Emergency Preparedness & Response:

EMERGENCY NOTIFICATION SYSTEM: TU ALERT	RAVE GUARDIAN
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>	<ul style="list-style-type: none"> • Download the RAVE Guardian app from the App Store • Communicate with dispatchers silently by selecting “Submit Tip” feature in the app • Use the Safety Timer feature to alert your “guardian” (TUPD, family, friend) when travelling alone at night <p>For more information, visit publicsafety.tulane.edu/rave-guardian</p>
ACTIVE SHOOTER / VIOLENT ATTACKER	SEVERE WEATHER
<ul style="list-style-type: none"> • RUN – run away from or avoid the affected area, if possible • HIDE – go into the nearest room that can be locked, turn out the lights, silence cell phones, and remain hidden until all-clear message is given through TU ALERT • FIGHT – do not attempt this option, except as a last resort <p>For more information on Active Shooter emergency procedures or to schedule a training, visit emergencyprep.tulane.edu</p>	<ul style="list-style-type: none"> • Follow all TU Alerts and outdoor warning sirens • Seek shelter indoors until the severe weather threat has passed and an all-clear message is given • Do not attempt to travel outside if weather is severe • Monitor the Tulane Emergency website (tulane.edu/emergency/) for university-wide closures during a severe weather event