

International Development

August 2nd – November 19th 2021

Course Description

This course introduces students to the basic theory and practice of international development from a critical and multidisciplinary perspective and aims to answer “big questions” such as: What does development mean? What is the relationship between development and democracy? What role does history play in persistent poverty and inequality? What’s the impact of conflict on development? The units will cover key conceptual, historical and theoretical approaches, main development indicators, the architecture and impact of systems of government and institutions on development, and the politics of development. It will include a focus on different regions and regionalism. The course will combine lectures, group activities, film discussions and guest lectures by scholars and practitioners of international development.

Course Objectives

The course has the following objectives:

- To present a broad, nuanced and critical understanding of international development.
- To help students develop and enhance their ability to examine problems empirically.
- To help promote students’ ability to evaluate evidence and arguments.
- To support collaborative learning in an inclusive environment.
- To support the development of critical thinking, reading, and writing skills.

Learning Goals

By the end of the course, students will be able to:

- Demonstrate a critical understanding of the main academic and policy debates in international development.
- Define and utilise concepts, including their use alongside evidence to produce written arguments.
- Provide accurate analysis of development related issues based on qualitative and quantitative evidence.
- Understand the normative implications of different policy choices and empirical academic findings.
- Develop research questions, understand how to answer them empirically and relate it to the existing literature.

≥ Instructor

Karabekir Akkoyunlu
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Office Hours:
By appointment

≥ Monitor

Ingrid Schlindwein
ingrid.schlindwein@fgv.br

Office Hours:
Weds 14:00 -15:00
<https://calendly.com/ingrid-schlindwein/15min>
(please try to schedule at least a day in advance)

≥ Class Times

Turma 1:

M-W-F 11:00 – 12:50
Meeting ID: 956 9970 3094
Password: idturma1

Turma 2:

M-W-F 09:00 – 10:50
Meeting ID: 998 6857 2003
Passcode: idturma2

Guest Lectures:

14:00 – 15:50
Meeting ID: 972 6666 2081
Passcode: idguest

Class Structure

Classes will combine lectures, student presentations, discussions and guest lectures. On most meetings, I will start the class with a brief recap of the most recent lecture and answer any outstanding questions about previous meetings or administrative issues. I will then introduce the main themes and concepts of the class, putting the specific regional issue into global political and historical context. This will be followed by a lecture of around 40 minutes. We will then take a break.

The second part of the class will usually be based on discussions of a specific reading, documentary film or movie with active student participation. These are clearly identified in the course schedule. We will also have several guest lectures by top scholars and practitioners of the field. These are invaluable opportunities to gain specialist insight into international development. You are required to do the reading assigned for the guest lectures in advance and come prepared to ask questions and make contributions. In case class time isn't enough to accommodate all contributions, I will facilitate your contact with the lecturers after class.

Evaluation and Grading

Grading will be based on the following :

- Participation → 10%
- Midterm Exam → 30%
- Development Project:
 - Preliminary Report → 1%
 - Progress Report → 4%
 - Group Presentation → 20%
 - Final Paper → 35%

For all written assignments, please use **Times New Roman, Font 12, double space.**

Participation (10%)

I like to maintain a dynamic and inclusive class environment. A crucial part of such an environment is student participation. Students are expected to do the required readings in advance of each meeting and to contribute to discussions by engaging with the issues that arise from the readings and lectures.

An excellent way to boost your participation mark is by volunteering to summarise and comment on assigned readings and films and to kick start discussions. The relevant material for class discussions are clearly indicated in the schedule below. I will ask for volunteers in the beginning of class. If there are no volunteers, I will resort to cold calling.

To participate, “raise your hand” during Zoom lectures. This is the preferred method of participation for substantive questions. You can also send or answer questions using the chat tool in Zoom. This is the preferred method for technical questions, which saves us time for discussion. Please make sure to avoid a parallel back-and-forth conversation on the chat room. Although I will rely on students' voluntary participation for the most part, I may resort to cold-calling if I feel a lack of engagement with the lecture or the readings.

I will keep a detailed record of student participation, reflecting both *the frequency* and *the quality* of your questions and comments, as well as your *engagements with the readings*. Your grade will also reflect how mindful you are about your colleagues' participation: if you try to dominate the room, if you interrupt others or if you are dismissive to other points of view in an unhelpful way, your participation grade will hurt. Needless to say, I expect a professional and respectful attitude towards your classmates and the professor at all times.

Skills developed / assessed: Ability to comment on scholarly texts, participating actively, constructively and respectfully in public discussions on sensitive topics, confidence to ask questions.

Midterm Exam (30%)

The midterm exam will take place on **Friday, 17 September**. It will cover the content from Units 1, 2 and 3. The exam will take place during regular class hours. Students will be presented with three questions on the exam day. You will have 2 hours to provide an essay-style answer to **ONE** of these questions. The exam is individual and open-book and you will submit your answer to E-Class. Exams can be written in English, Portuguese or Turkish (if you dare). The midterm will be worth 30% of your overall grade.

The exams will be marked on basis of the K-A-A-S criteria:

- **Knowledge:** The reflection of accurate information derived primarily from class lectures and mandatory readings. Reference to suggested readings is not obligatory but helps demonstrate interest and preparation, hence would help with your knowledge assessment. (10 points)
- **Argument:** The coherence of the argument and its consistency throughout the text. Notice that this is not an evaluation of right or wrong but how you present your argument and defend it throughout the text. (5 points)
- **Analysis:** The robustness of the analysis supporting the main argument throughout the text. A good analytical piece is not merely descriptive but reflects critical thinking and an effort to establish causal links between phenomena. (10 points)
- **Structure:** The organization of the essay that allows the reader to follow each point made, consisting of an introduction, a body with relevant discussion, analysis and supporting points, and a conclusion that wraps up the text by summarising the main points, exploring the implications of the argument and (optionally) highlighting challenges encountered. (5 points)

Skills developed / assessed: Ability to critically engage with readings and lectures, build well-structured essay-type analyses in a limited timeframe.

Development Project (60%)

This is a semester-long group project with multiple deliverables and assessments. Imagine yourselves as development experts applying for project funding from a regional or national government, a development bank or international development agency to address a development problem. The subject could be any of the issues relating to development covered in this course.

Skills developed / assessed: Ability to work in teams, develop long-term research projects with multiple deadlines, prepare and deliver class presentations, lead discussions, write structured development reports.

Deliverable #1 (Weds, 1 September @ 23h59) —→ **Preliminary Report (1%)**

For this deliverable:

1. Select your group (**groups of 3**).
2. Choose a development issue from anywhere in the world.
 - It could be a local, national or international issue, but it should be resolvable within a ‘reasonable’ budget (max. 50,000 USD).
 - For example, instead of proposing “to stop climate change”, focus on alleviating the climate change-related drought conditions affecting a particular region or rural community in country X.
 - Write a paragraph describing the issue and why it is important to address it.
3. Choose the institution you will be applying for funding your project.
 - Past projects addressed UNDP, World Bank, FAO, São Paulo City Council, Banco de Desenvolvimento de Minas Gerais, among others.
 - A paragraph explaining why this is the appropriate institution to tackle this issue.

Deliverable #2 (Weds, 29 September @ 23h59) —→ **Progress Report (4%)**

A report of max. two pages summarising:

1. The progress made in your research so far, the tasks ahead.
2. The questions, challenges and obstacles you are still facing.
3. A description of each team member’s assigned role in the research, preparation, presentation and writing stages.
 - The role divisions at each of these three stages should reflect equal and fair distribution of labour.
4. Bibliography and sources examined so far.
 - Indicate one background reading which you would like to assign to your classmates in preparation of your presentation.

Deliverable #3 (20, 25, 27, 29 October) —→ **Group Presentation (20%)**

Each group will be in charge of the class for 30 minutes. This time should be divided between the presentation itself (15 to 20 minutes; I will stop you after 20 minutes even if you are not done) followed by the class discussion (10 to 15 minutes).

Presentation:

You are expected to prepare a PowerPoint presentation covering the following points:

- Identification of the problem, justification of why it should be addressed.
- Brief analysis of the origins, causes, impacts and wider implications of the problem (on society, economy and/or politics) focusing on relevant aspects (history, geography, institutions, culture, international relations, etc.)
- Overview of past attempts/projects at addressing the problem (if any), where they succeeded/failed and what could be learned from these attempts.
- The choice of development organisation the proposal is addressed at; how your proposal is aligned with the organisation’s mission, scope and project portfolio;
- Presentation of your proposal:
 - How does it work? [the most important part]
 - Who are the actors involved in making the solution work?

- How will your funds be distributed?
- What is the expected impact?
- How will you monitor and ensure successful implementation and sustainability?
- What are the possible obstacles, challenges and limitations?

Make sure the presentations do not include excessive amount of material and writing. Crowded slides are tiring and distracting. Use images, charts or graphs to draw attention to key facts and ideas. Do not under any circumstance write full sentences (or paragraphs) that you intend to read out loud.

The use of video links is discouraged and should be limited to total of 60 seconds for the entire presentation.

Discussion:

After your presentations, you will initiate class discussion by posing a question to the audience. This may be based on your assigned reading. Subsequently you will take questions from your audience.

Students who are not presenting are expected to participate actively, having done the reading and prepared questions for the presenters. This will reflect on your participation mark.

Deliverable #4 (Thu, 25 November @23h59) —→ Final Paper

The final paper is the most important product of your development project and the culmination of your semester-long group collaboration. In your groups, you will write a development proposal addressing the institution you are requesting support from (max. 3000 words) addressing in greater detail the points you were asked to address in your presentations, taking into account the feedback received in class or during office hours. In addition to these, the report should include:

- An executive summary (max. 200 words)
- Table of Contents (índice)
- Information on individual tasks and role divisions (elaborated from the progress report)
- Bibliography and references

Assessment:

In total, Development Project make up 60% of your final grade (60pts).

- Deliverable #1 —→ 1 point
- Deliverable #2 —→ 4 points
- Deliverable #3 —→ 20 points
 - The assessment of the presentation will be based on:
 1. Quality of Research
 2. Relevance and Analysis of the Problem
 3. Feasibility and Presentation of the Proposal
 4. Structure and Clarity of the Overall Presentation
 5. Time Keeping and Moderation of Discussion
- Deliverable #4 —→ 35 points
 - The assessment of the final report will be based on whether the required points have been sufficiently addressed + the four criteria included in the mid-term (Knowledge, Argument, Analysis, Structure).

Monitor Guidance & Feedback:

The monitor can provide specific guidance and feedback on students' work during regular office hours, in particular ahead of Deliverables #3 and #4. Use Calendly or email ingrid.schlindwein@fgv.br in advance to reserve a time slot for your group.

You are expected to come prepared to office hours (prepare questions, share relevant documents in advance if necessary, etc.). The monitor is there to elevate the quality of your work through feedback and guidance; not to do your work for yourself.

Reaval

This will consist of a single question to be responded individually. Exams will be individual, take-home and open-book. Students will have 24 hours to complete their exams, which must be uploaded to E-Class. Exams may be written in English or Portuguese. Please refer to the School's regulations about REAVAL for further details.

Course Policies

- Please read the Ethics Code from our school [here](#).
- Minimum attendance is 75%.
- Please be advised that you must be present during class to get full attendance points. It is your responsibility to report any technical problems that prevent you from attending class.
- Please note that on days when we have guest lectures both *turmas* will meet at 2PM instead of their usual morning slots.
- It is the policy of the School that all cases of academic dishonesty – including plagiarism – be reported to the Ethics Committee.
- I aim to be responsive to emails from students. However, please do not expect an answer to your question any sooner than 48 hours (not including weekends). Last-minute email questions should be avoided.
- Any assignments not submitted by the deadline will be immediately penalised with a 2-point deduction (on a 10-point scale). Late essays will be penalised with another 2 points for every 24 hours that elapse from the deadline to the moment of submission.
- All important communications will be made over E-Class announcements (“Avisos”). Make sure your E-Class settings allow you to instantly get my messages in your e-mail inbox.
- You will be using an electronic device to access class. Zoom is compatible with laptops, tablets and phones. It is strongly encouraged that you use an app that blocks distractions during class time and especially social media. If you are accessing class using your laptop or tablet, I recommend The Cold Turkey for Mac and PC and StayFocused for Android and OS.
- Mobile phones must be turned off during class (unless you are accessing class via your phone, in which case please turn off all notifications from other applications).
- Slides will be available on E-Class after each session.

Resources

Wellness

The School of International Relations offers two types of resources to promote the wellbeing of its student body: the Programa de Apoio Emocional e Pedagógico (PAEP) and Pró-Saúde.

The Programa de Apoio Emocional e Pedagógico (PAEP) offers FGV RI students the opportunity to schedule individual and confidential appointments with experienced psychologists to discuss different facets of college life. Students may choose between three types of appointments: (i) pedagogical support; (ii) emotional support; (iii) and help and advice on group dynamics, interviews and other elements of the internship application process, as well as on the challenges one may face as an intern and/or a trainee. The program is exclusive to FGV RI students. Please check the program's material for information on how to schedule an appointment.

Students who would like to schedule an individual and confidential appointment with a licensed psychotherapist for mental health issues may reach out to Pró-Saúde at pro.saude@fgv.br.

Appointments are offered in Portuguese only.

Writing Center/Oficina de Escrita

Great writing is a skill that needs to be actively developed during college.

The School of International Relations has a Writing Center where students can develop their writing skills in English and in Portuguese.

You can schedule appointments during the academic year via Calendly or request an appointment [On Demand](#).

If you want to schedule an appointment in Portuguese:

- <https://calendly.com/sereg-leite/oficina-da-escrita>
- <https://calendly.com/juliana-cunha/oficina-da-escrita>

If you want to schedule an appointment in English:

- <https://calendly.com/sereg-leite/oficina-da-escrita>

Course Schedule

UNIT 1: HISTORICAL & THEORETICAL OVERVIEW

Meeting 1 - 2/8 (M) - Development: A Critical Introduction

Required Readings:

- J. N. Pieterse (1991) "Dilemmas of Development Discourse: The Crisis of Developmentalism and the Comparative Method", *Development and Change*, Vol. 22, pp. 5-29.
- A. Sen (1999) "Introduction" in *Development as Freedom*, Oxford: OUP.

Suggested Readings:

- A. Sen (1999) "The Perspective of Freedom" (Chp) 1 in *Development as Freedom*, Oxford: OUP.
- M. Goodwin (2017) "The poverty of numbers: reflections on the legitimacy of global development indicators", *International Journal of Law in Context*, 13(04), 485–497.
- T. Shanin (1997) "The Idea of Progress" (Chp 6) in M. Rahnema & V. Bawtree (eds) *The Post-Development Reader*, London: Zed.
- A. Escobar (1995) "Chapter 1: Introduction: Development and the Anthropology of Modernity" in *Encountering Development: The Making and Unmaking of the Third World*, Princeton: Princeton University Press, pp. 3 – 20.

Media:

- [Interview with Amartya Sen](#) on Development as Freedom, 1999.
- "[On Progress](#)", Lecture by John Gray at RSA, 2013.

Meeting 2 - 4/8 (W) – Capitalism and Development: Modernisation Theory

Required Reading:

- J.A. Cheibub and J.R. Vreeland (2018) "Modernization Theory: Does Economic Development Cause Democratization?" (Chp 1) in C. Lancaster and N.vd.Walle (eds), *Oxford Handbook of The Politics of Development*, Oxford: OUP.

Suggested Readings:

- M.S. Lipset (1959) "Some Social Requisites of Democracy: Economic Development and Political Legitimacy", *American Political Science Review*, 53 (1), pp. 69-105
- S. P. Huntington (1968) "Political Order and Political Decay" Chapter 1 in *Political Order in Changing Societies*, New Haven: Yale University Press.

Meeting 3 - 6/8 (F) – Centre and Periphery: Dependency Theories vs. Washington Consensus

Required Reading:

- J. Mahoney and D. Rodríguez-Franco, "Dependency Theory" (Chp 2) in C. Lancaster and N.vd.Walle (eds), *Oxford Handbook of The Politics of Development*, Oxford: OUP.
- K.M. Morrison "The Washington Consensus and the New Political Economy" (Chp 5) in C. Lancaster and N.vd.Walle (eds), *Oxford Handbook of The Politics of Development*, Oxford: OUP.

Suggested Readings:

- I. Wallerstein (2004) "The Modern World-System as a Capitalist World-Economy: Production, Surplus Value, and Polarization" (Chp 2) in *World-Systems Analysis: An Introduction*, Duke University Press, pp. 23 – 42.
- T. Klak (2014) "World-systems theory: Core, semi-peripheral and peripheral regions" (Chapter 2.8) in V. Desai & R. Potter (eds) *The Companion to Development Studies*, London: Routledge.

Meeting 4 - 9/8 (M) - Globalisation and Democracy

Required Readings:

- D. Rodrik (2012) “The Political Trilemma of the World Economy”, Chapter 9: in *The Globalization Paradox*, Oxford: OUP, pp. 184 – 206.

Suggested Readings:

- Dani Rodrik (2012) “Is Global Governance Feasible? Is it Desirable?”, Chapter 10 in *The Globalization Paradox*, Oxford: OUP, pp. 207 – 232.
- B. Barber (2000) “Can Democracy Survive Globalization?”, *Government & Opposition*, 35(3), pp. 275-301.

Meeting 5 - 11/8 (W) – Post-Development

Required Readings:

- A. Escobar (1995) “Chapter 2: The Problematization of Poverty: The Tale of Three Worlds and Development” in *Encountering Development: The Making and Unmaking of the Third World*, Princeton: Princeton University Press, pp. 21 – 54.
- A. Ziai (2017) “[Post-development 25 years after The Development Dictionary](#)”, *Third World Quarterly* 36 (12)

Suggested Readings:

- M. Rajnema (1997) “Towards Post-Development: Searching for Signposts, a New Language and New Paradigms” (Afterword) in M. Rahnema & V. Bawtree (eds) *The Post-Development Reader*, London: Zed.
- E. Said (1978) “Introduction”, in *Orientalism*, London: Routledge, pp. 1 – 30.
- A. Escobar (1995) “Chapter 1: Introduction: Development and the Anthropology of Modernity” in *Encountering Development: The Making and Unmaking of the Third World*, Princeton: Princeton University Press, pp. 3 – 20.

UNIT 2: DEVELOPMENT CHALLENGES

Meeting 6 - 13/8 (F) - Poverty and Inequality

Required Readings:

- T. Piketty (2014), “Global Inequality of Wealth in the Twenty-First Century” (Chp 12) in *Capital in the Twenty-First century*. The Belknap Press of Harvard University Press. pp.430-467.
- A. Sen (1999), “Poverty as Capability Deprivation” (Chp 4) in *Development as Freedom*, Oxford: OUP.

Suggested Readings:

- M. S. Fish (2018), “Penury Traps and Prosperity Tales: Why Some Countries Escape Poverty While Others Do Not” (Chp 6) in C. Lancaster and N.vd.Walle (eds), *Oxford Handbook of The Politics of Development*, Oxford: OUP.
- C. Boix (2015), “Inequality” (Chp 5) in: *Political Order and Inequality*, Cambridge, UK: CUP.
- “[Coronavirus vs. inequality](#)”, UNDP, 2020

Media:

- “[Desigualdade Global: Brasil](#)”, *TV Folha*, 19 August 2019.
- “[Wealth Inequality in America](#)”, *Politizane*, 20 November 2012.

Meeting 7 - 16/8 (M) - Poverty and Inequality (II)

Film Discussion: (1) *Parasite* & (2) *White Tiger* (both available on Netflix)

You should come to class having watched both movies (available on Netflix) and ready to discuss the following questions (and any other question you have in mind):

- How do the movies depict the relationship between the rich and the poor?
- What are the visual representations/signifiers of class difference?
- What are the common characteristics of the upper class and the lower classes in both movies?
- Is there a moral to the stories?

Meeting 8 - 18/8 (W) - Hunger

Required Readings:

- D. Maxwell & P. Hailey (2018) “The Re-Emergence of Famine in the Twenty-First Century?”, *Politorbis* No. 66, pp. 13 – 21.
- P. Webb et al. (2018), “Hunger and malnutrition in the 21st century”, *British Medical Journal*, No. 361.

Suggested Readings:

- A. Sen (1999), “Famines and Other Crises” (Chp 7) in *Development as Freedom*, Oxford: OUP.
- P. Newnham, “[Why we need to talk about global hunger and obesity](#)”, *Thompson Reuters*, 22 January 2018.
- M. Shekar & K. Okamura, “[Nutrition and COVID-19: Malnutrition is a threat-multiplier](#)”, *Global Nutrition Report*, 21 May 2020.
- J. Foley, “[A Five-Step Plan to Feed the World](#)”, *National Geographic*, 30 April 2014.

Meeting 9 - 20/8 (F) – Hunger (II) – The World Food Crisis & Covid-19

Required Readings:

- “[COVID-19 turned back clock on hunger gains but taught lessons that can revive zero-hunger goal, says WFP report](#)”, *World Food Programme*, 7 July 2021.
- “[The hunger virus: how COVID-19 is fuelling hunger in a hungry world](#)”, *Oxfam*, 9 July 2020.

Meeting 10 - 23/8 (M) – Gender Inequality

Required Reading:

- C. L. Ridgeway (2011) “The Persistence of Inequality” (Chp 6) in *Framed by Gender: How Gender Inequality Persists in the Modern World*, Oxford: OUP.

Suggested Readings:

- A. Evans (2019) “How Cities Erode Gender Inequality: A New Theory and Evidence from Cambodia”, *Gender & Society* 33 (6), pp. 961-984.
- A. Sen (1999) “Women’s Agency and Social Change” (Chp 8) in *Development as Freedom*, Oxford: OUP.

Media:

- Podcast: “[Pandemia evidencia ainda mais a desigualdade de gênero](#)”, *Journal da USP*, 26 June 2020

Meeting 11 - 25/8 (W) – Race & Ethnicity

Required Reading:

- N. Cheeseman (2018) “Ethnicity and Development” (Chp 10) in C. Lancaster and N.vd.Walle (eds), *Oxford Handbook of The Politics of Development*, Oxford: OUP.

Suggested Readings:

- [“Racismo é um problema econômico, diz diretor de agência antipobreza da ONU”](#), *BBC Brasil*, 2 June 2019.
- A. Quintella & L. M. Schwarcz, [“Racismo é um impedimento ao desenvolvimento econômico brasileiro”](#), *Estadão*, 20 June 2020 (pdf in E-Class)

Meeting 12 - 27/8 (F) – Race & Ethnicity (II)

Discussion: Baldwin-Buckley Debate

Please come to class having watched the full debate and engaged with questions put forward in previous class.

- [“James Baldwin Debates William F. Buckley \(1965\)”](#), YouTube, 27 October 2012

Meeting 13 - 30/8 (M) - Education

Required Reading:

- S. McGrath (2010) “The role of education in development: an educationalist’s response to some recent work in development economics”, *Comparative Education* 46 (2), pp. 237 – 253.

Suggested Readings:

- A. Laureu (2003) “Concerted Cultivation and the Accomplishment of Natural Growth” (Chp 1) in *Unequal Childhoods: Class, Race and Family Life*, Berkley: University of California Press.
- V. T. Daflon et al. (2013) “Race-Based Affirmative Actions in Brazilian Higher Public Education: An Analytical Overview”, *Cadernos de Pesquisa* 43 (148), pp.302 - 327

Documentary Discussion: *Daughters of Destiny*

A provocative statement to think about as you watch the documentary (available on Netflix) ahead of class:

- Volunteer initiatives like Shanti Bavan ultimately have negligible impact on complex problems that require major structural change.

Meeting 14 - 1/9 (W) – The Fourth Industrial Revolution and the Future of Labour

Required Reading:

- Daron Acemoglu and Pascual Restrepo (2020). Robots and Jobs: Evidence from US Labor Markets. *Journal of Political Economy*. 128 (6) June 2020.

Suggested Readings:

- Klaus Schwab, [“The Fourth Industrial Revolution: what it means, how to respond”](#), *WEF*, 14 Jan 2016.
- [“How the Gig Economy is changing the workforce.”](#) *EY Global*, 20 Nov 2018.
- [“Worker Security and the COVID-19 Crisis”](#). OECD Employment Outlook 2020.
- Mark Muro, Jacob Whiton and Robert Maxim, [“What Jobs are affected by AI? Better-paid, better-educated workers face the most exposure”](#), *Brookings Institute*, 20 November 2019.

Media:

- [“Mark Zuckerberg & Yuval Noah Harari - 10 min of juice”](#), YouTube, 27 April 2019.

- *****Deadline for Development Project – Deliverable #1 Preliminary Report @23:59*****

UNIT 3: POLITICAL SYSTEMS AND STRUCTURES

Meeting 15 - 3/9 (F) - Institutionalism and Development

Required Reading:

- D. Acemoglu & J. Robinson (2012) “Why Nations Fail Today?”, (Chp 12) in *Why Nations Fail*, London: Profile Books, pp. 368 - 403.

Suggested Reading:

- Review of Why Nations Fail by Jared Diamond, “[What Makes Countries Rich or Poor?](#)”, *New York Review of Books*
- A. Przeworski (2004) “Institutions Matter?”, *Government and Opposition* 39 (4): 527-540.
- J. Mahoney (2010) “Explaining Levels of Colonialism and Postcolonial Development”, (Chp 1) in *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective*, Cambridge: CUP.

6/9 (M) Holiday – No Class

Meeting 16 - 8/9 (W) - Democratisation and Democratic Backsliding

Required Reading:

- N. Bermeo (2016) “On Democratic Backsliding”, *Journal of Democracy*, 27 (1), pp. 5 – 19.

Suggested Readings:

- V-Dem (2021) “[Autocratization Turns Viral](#)”, Democracy Report.
- S. Levitsky & L.A. Way (2010) “Introduction” in *Competitive Authoritarianism: Hybrid Regimes after the Cold War*, pp. 3 – 36.
- F. Zakaria (1997) “The Rise of Illiberal Democracies”, *Journal of Democracy*, Nov/Dec, pp. 22 – 43.

Meeting 17 - 10/9 (F) - Rentier States

Required Reading:

- M. L. Ross (2018) “The Politics of the Resource Curse” (Chp 12) in C. Lancaster and N.vd.Walle (eds), *Oxford Handbook of The Politics of Development*, Oxford: OUP.

Suggested Readings:

- D. Acemoglu and J. Robinson, “[Natural Resources and Political Institutions: Democracy](#)”, and “*Why Nations Fail Blog*, 29 May 2013.
- D. Acemoglu and J. Robinson, “[Natural Resources and Political Institutions: The Rentier State](#)”, *Why Nations Fail Blog*, 25 June 2013.

Meeting 18 - 13/9 (M) - The Military and Development

Required Reading:

- D. Kuehn (2017) “Midwives or gravediggers of democracy? The military’s impact on democratic development” *Democratization*, 24(5), pp.

Suggested Readings:

- A. Croissant et al. (2010) “Beyond the fallacy of coup-ism: conceptualizing civilian control of the military in emerging democracies”, *Democratization* 17(5), pp. 950-975.
- S. Huntington (1957) “Officership as a Profession” (Chp 1) in *The Soldier and the State*, New York: Belknap Press.

Meeting 19 - 15/9 (W) - Review Session [Units 1 – 3]

- Please come to class having reviewed the lecture slides and essential readings. This is your chance to ask any questions/clarification requests regarding the course material ahead of the midterm.

Meeting 20 - 17/9 (F) – * MIDTERM EXAM *****

- Exam during class time. Upload answers to E-Class by the end of class (11h00 for T2, 13h00 for T1).

UNIT 4: INSTITUTIONS OF DEVELOPMENT

Meeting 21 – 20/9 (M) – World Bank and Good Governance

Required Reading:

- K. Frey (2008) “Development, Good Governance and Local Democracy”, *Brazilian Political Science Review* 2 (2): 39-73.

Suggested Readings:

- World Bank (1992) “[Governance and Development](#)”.
- M. Andrews (2018) “How Do Governments Build Capabilities to Do Great Things?” (Chp 14) in C. Lancaster and N.vd.Walle (eds) *Oxford Handbook of The Politics of Development*, Oxford: OUP.

22/9 (W) Class Cancelled – To be Rescheduled

Meeting 22 - 24/9 (F) – Trade and Environment

Required Reading:

- “[Reevaluating Global Trade Governance Structures to Address Climate Change](#)”, *Council on Foreign Relations*, 2 July 2019

Suggested Readings:

- D. A. Wirth (2017) “Environment” in *The Oxford Handbook of International Organizations*, Oxford: OUP.
- L. Douglas “[Do the Brazil Amazon fires justify environmental interventionism?](#)”, *Guardian*, 31 August 2019.

Media:

- “[What is the Green New Deal?](#)”, *Vox*, 12 June 2019.

Meeting 23 - 27/9 (M) - Regional Integration and Development

Required Reading

- F. Söderbaum (2016) “Old, New, and Comparative Regionalism: The History and Scholarly Development of the Field” (Chp 2) in Tanja A. Börzel and Thomas Risse (eds) *The Oxford Handbook of Comparative Regionalism*, Oxford: OUP.

Suggested Readings

- P. Murray (2010) Comparative regional integration in the EU and East Asia: Moving beyond integration snobbery, *International Politics* Vol. 47, 3/4, pp. 308–323.
- T. Long (2018) The US, Brazil and Latin America: the dynamics of asymmetrical regionalism, *Contemporary Politics*, 24:1, pp. 113 - 129.
- F. Söderbaum (2013) “Rethinking Regions and Regionalism”, *Georgetown J. of Int. Aff.*, 14: 2, pp. 9-18

UNIT 5: POLITICS OF DEVELOPMENT

Meeting 24 - 29/9 (W) – Populism and Development

Required Readings:

- K. Roberts (2018) “Populism and Political Representation”, (Chp 25) in C. Lancaster and N.vd.Walle (eds), *Oxford Handbook of The Politics of Development*, Oxford: OUP.

Suggested Reading:

- K. Weyland (2001) “Clarifying a Contested Concept: Populism in the Study of Latin American Politics”, *Comparative Politics* 34 (1): 1 – 22.
- D. Rodrik (2018) “[Is Populism Necessarily Bad Economics?](#)”, *AEA Papers and Proceedings* 2018, 108: 196–199.
- “[Development policy in the populist era](#)”, *Brookings Institute*, 13 January 2020.
- C. Kroll & V. Ziperer (2020) “Sustainable Development and Populism”, *Ecological Economics* 176: 1 – 11.

*****Deadline for Development Project – Deliverable #2 Progress Report @23:59*****

Meeting 25 1/10 (F) – IOs and the Private Sector

Guest Lecture: Turgut Cankorel, Senior Counsel, International Finance Corporation (IFC)

Required Readings:

- “[DFIs’ commitment to mobilising private finance for the SDGs](#)”, *ECDPM*, 2018
- “[A complete mental shift: How Le Houérou changed IFC](#)”, *Devex*, 1 October 2020
- “[Why Congress Should Authorize the IFC Capital Increase](#)”, *Centre for Global Development*, 4 March 2020

Suggested Readings:

(These are important primary documents about the IFC and DFIs)

- “[Transformation](#)” IFC Annual Report 2020
- “[IFC Articles of Agreement](#)”, International Finance Corporation.
- “[Development finance institutions and private sector development](#)”, OECD.

Meeting 26 - 4/10 (M) - Politics of Development Assistance

Required Reading:

- S. B. Bermeo (2017) “Aid Allocation and Targeted Development in an Increasingly Connected World” *International Organization*, 71(4), 735– 766.

Suggested Readings:

- D. Banik and N. Hegertun, “Why do nations invest in international aid? Ask Norway. And China.”, *Washington Post*, 27 October 2017.
- C. Lons, J. Fulton, D. Sun & N. Al-Tamimi (2019) “China’s Great Game in the Middle East”, *European Council on Foreign Relations*.

Media:

- [Beyond Good Intentions](#) (2009). 10 episode mini-series on what works and what doesn’t work in international aid. Available on Youtube.

Meeting 27 – 6/10 (W) – Conflict and Development

Required Reading:

- “Introduction” in POMEPS (2018) *The Politics of Post-Conflict Reconstruction*, *Carnegie Middle East Center*, September, pp. 3 – 7
- Y. Jabareen (2013) “Conceptualizing “Post-Conflict Reconstruction” and “Ongoing Conflict Reconstruction” of Failed States”, *International Journal of Politics Culture and Society*, 26, pp. 107–125.

Suggested Readings:

- D. Acemoglu, “[Why Nation-Building Failed in Afghanistan](#)”, *Project Syndicate*, 20 August 2021
- H. Hegre (2018) “Civil Conflict and Development” (Chp 11) in C. Lancaster and N.vd.Walle (eds), *Oxford Handbook of The Politics of Development*, Oxford: OUP.
- N. Hourani (2015) “People or Profit? Two Post-Conflict Reconstructions in Beirut”, *Human Organization* 74 (1): 174 – 184.

Meeting 28 - 8/10 (F) – Disaster Capitalism: The Case of Haiti

Guest Lecture: Angela Sherwood, Postdoctoral Fellow, Department of International Development, Oxford University

Required Readings:

- M. Schuller (2016) “Haiti’s Unnatural Disaster: Neoliberalism” (Chp 1) and “Fotokopi: Imperialism’s Carbon Copy” (Chp 8) in M. Schuller, *Humanitarian Aftershocks in Haiti*, NY: Rutgers University Press.

11/10 (M) Holiday – No Class
13/10 (W) Academic Planning Week - No Class
15/10 (F) Academic Planning Week - No Class

Meeting 29 - 18/10 (M) – Social Entrepreneurship and Development

Guest Lecture: Neel Ghose, Founder, Robin Hood Army

UNIT 6: GROUP PRESENTATIONS

Meeting 30 - 20/10 (W) – Group Presentations 1 – 3

Meeting 31 - 22/10 (F) – Group Presentations 4 – 6

Meeting 32 - 25/10 (M) – Group Presentations 7 – 9

Meeting 33 - 28/10 (T) – Group Presentations 10 – 12

Meeting 34 - 29/10 (F) – Group Presentations 13 – 15

1/11 (M) – Holiday – No Class

UNIT 7: REGIONAL & COUNTRY SPECIFIC PERSPECTIVES

Meeting 35 – 3/11 (T) – Middle East: From “Arab Spring” to Arab Winter

Required Reading:

- A. Norton (2016) “The Puzzle of Political Reform in the Middle East” (Chp 6) in L. Fawcett, *International Relations of the Middle East*, Oxford: OUP.

Suggested Readings:

- Alain Gabon, “[Eight years on, the Arab Spring is far from over](#)”, Middle East Eye, 17 December 2018.
- Gilbert Achar, “[The Seasons After the Arab Spring](#)”, The Nation, 25 June 2019
- Schlomo Ben-Ami, “[Not Another Arab Spring](#)”, Project Syndicate, 19 December 2019 (also in E-Class)

Meeting 36 - 5/11 (F) – North America

Documentary Discussion: Knock Down the House (Netflix, 2019)

- If you have time, also watch the movie Precious (2009, also on Netflix).
- Think critically about and be ready to discuss the following question: “What is the American dream?”

Meeting 37 - 8/11 (M) – Development and Developmentalism in Africa

Guest Lecture: Eka Ikpe, Reader in Development Economics in Africa and the Deputy Director of the African Leadership Centre at King's College London

Required Reading:

- Mkandawire, T., 2001. Thinking about developmental states in Africa. [Cambridge journal of economics](#), 25(3), pp.289-314
- Ikpe, E., 2021. Thinking about developmental statehood, manufacturing and international capital: the case of Ethiopia. [Canadian Journal of Development Studies/Revue canadienne d'études du développement](#), pp.1-22.

Meeting 38 - 10/11 (W) – Brazil & Latin America

Guest Lecture: Francisco H. G. Ferreira, Amartya Sen Professor of Inequality Studies & Director, International Inequalities Institute, London School of Economics

Required Reading:

- Francisco H G Ferreira, Sergio P Firpo, Julián Messina, “Labor Market Experience and Falling Earnings Inequality in Brazil: 1995–2012”, [The World Bank Economic Review](#), 25 March 2021.

Meeting 39 - 12/11 (F) - India, China and the “Asian Century”

Required Readings:

- F. Su et al. (2018) “Rethinking the Institutional Foundations of China’s Hypergrowth” (Chp 29) in C. Lancaster and N.vd.Walle (eds), *Oxford Handbook of The Politics of Development*, Oxford: OUP.
- S. Corbridge et al. (2018) “The Political Economy of Growth and Development in India” (Chp 30) in C. Lancaster and N.vd.Walle (eds), *Oxford Handbook of The Politics of Development*, Oxford: OUP.

Suggested Readings:

- OECD (2020) “[Economic Outlook for Southeast Asia, China and India 2020 – Update: Meeting the](#)

[Challenges of Covid-19](#)”, OECD: Paris. (Also in E-Class as pdf).

- P. Jha, “[China is ahead of India](#)”, *Development and Cooperation*, 15 September 2020.

Suggested Media:

- “[Yasheng Huang: Does democracy stifle economic growth?](#)”, *TED Talk*, 2011.

15/11 (M) – Holiday – No Class

Meeting 40 – (16/11) - Urban Development (I)

Guest Lecture: Deniz Ay, Research Fellow, Brussels Centre for Urban Studies at Vrije Universiteit Brussel

Required Readings:

- M. Goldman (2015) "Development and the City" in *Cities of the Global South Reader* (eds) Faranak MirafTAB and Neema Kudva, Routledge Urban Reader Series, 54-65.

Suggested Readings:

- J. Robinson (2006) "World Cities, or a World of Ordinary Cities" in *Cities of the Global South Reader* (eds.) Faranak MirafTAB and Neema Kudva, Routledge Urban Reader Series, 66-72.
- A. King (2015) "Colonialism and Urban Development" in *Cities of the Global South Reader* (eds.) Faranak MirafTAB and Neema Kudva, Routledge Urban Reader Series, 29-39.
- A. Appadurai (2001) “Deep democracy: urban governmentality and the horizon of politics”, *Environment and urbanization*, 13(2), 23-43.

Meeting 41 - 17/11 (W) – Urban Development (II)

Documentary Discussion: Ekiimenopolis: The City Without Limits (2011)

- Available on [Vimeo](#)
- As you watch the documentary think about the following questions.
 - Compare Istanbul to São Paulo. What are the similarities?
 - What factors drive urbanization in the city you are from?
 - Who does your city serve?
 - What are the possible solutions to problems of urbanization in your city?
 - Any examples of good practices from Brazil or elsewhere?

Meeting 42 - 19/11 (F) - Round-up & Overview

- Please come to class having skimmed through your notes and class lectures for each unit. In this final class, we will reflect on the semester, highlight and review key takeaways from the course and discuss any outstanding issues and problems.

*****FINAL PAPERS DUE Thu, 25/11 @23h59*****