



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

PADM-GP 2201

Institutions, Governance, and International Development

Fall 2021

Instructor Information

- Natasha Iskander
- Email: natasha.iskander@nyu.edu
- Zoom meeting room: <https://nyu.zoom.us/my/nyuni6>
- Office Hours: Wednesday 5-6pm, room 3043 Puck Building or by zoom appointment

Course Information

- Class Meeting Times: Mondays, 4:55 – 6:35 pm
- Class Location: Silver 407
- Zoom Links for Class: see the Zoom tab in the class site
- When in doubt, ask! natasha.iskander@nyu.edu

Course Description

This course introduces the theory and practice of institutional reform in developing and transitional countries. International development became a global concern in the 1940s and 1950s, as the world grappled with the end of World War II, decolonization in Africa and Asia, and the establishment of international organizations such as the United Nations, the World Bank, and the International Monetary Fund.

Since then, progress has been uneven. On one hand, many economies have transformed themselves. The proportion of the global population living in absolute poverty has decreased considerably and access to basic capabilities has increased, particularly in large countries such as Brazil, Russia, India and especially China. Some of the countries traditionally located as part of the developing world, or the Global South, are now driving the design of economic systems around the world and reframing what is meant by development. Increasingly, countries

previously categorized in the Global North are displaying poverty dynamics traditionally associated with countries characterized as developing.

If anything, development challenges have become more complex. Nowadays, industrialization coexists with environmental degradation; urbanization with spatial exclusion; medical breakthroughs with drug resistance; and technological innovation with illiteracy. Inequality has risen sharply and has reorganized the geography of development, so that it may be more appropriate to talk about regional, local, and even hyperlocal neighborhood development as opposed to national development projects.

Economies and countries have become deeply interconnected. The flows of goods, technology, and finance have become global, with production for many products occurring through complex commodity chains and with political outcomes in one country having significant ramifications for the economic trajectory of others.

Increasingly, new, unprecedented, and massive global challenges are making these interconnections undeniably salient. Climate change is demonstrating how the industrial policies in one set of countries can have dramatic effects in others; it has shown how economic systems can produce dislocation so fundamental that it requires us to rethink the very bases of economic production. The coronavirus pandemic has revealed, through several million dead, the structural vulnerabilities of our economic systems, and has undone many of the poverty reduction gains achieved over the past half-century.

Thus, the challenge of development has only grown, and the meaning, ethics, and appropriateness of this enterprise continue to be highly political and therefore hotly contested. Not surprisingly, reasonable people disagree on what development is, what should be pursued first, how it ought to be done, and who should pay the costs and reap the benefits.

The field of international development is overwhelmingly large, and this course carves out a narrow slice of this larger pie. It does not offer blueprints, pre-packaged tools, ready-to-use frameworks or any one-right-answer. Rather, it directs students to go beyond easy dichotomies and search for the levers of change that matter, particularly concerning the governing of the economy. Of course, it is much easier to criticize other people's ideas than to suggest something new, pragmatic, and likely to work. Rigorous analysis is essential to this task, as is the skill to define what the area of analysis should be to begin with. This course provides an intellectual structure to support that examination and analysis. The goal of the course is in essence to ask: "what is development?" -- How might we conceive it? How might we enact it? And what elements of social, political, and economic life must we consider as we reflect on that question? And how do we decolonize past practice and reinvent it? A review of past practice and understanding is critical to this endeavor, just as are explorations of potential useful examples of contemporary practice and theory. In both the review of the past and our envisioning of possibilities going forward, students in this course will favor different approaches and will value different elements of theory and practice over others. One important aim of this

class is to learn how to mine those disagreements for questions or perspectives that may still be implicit or overlooked.

The course considers the question of “what is development?” from three different angles, each explored in a separate section. The first section of the course begins by wrestling with some of the unprecedented challenges to development we face today. It explores how we might define the problems we are still trying to understand so that we might intervene in ways that are supportive of sustainable well-being. The second section offers a brief survey of the history of development thinking, and examines how those historical patterns of theory and practice have led us to the contemporary emphasis on institutions and governance. The third section looks at a subset of those institutions, including the role of the rule of law, property rights, and regulations in providing a platform for economic development. In this section, we also consider informality, informal settlements, and informal survival strategies. This section also explores the importance of knowledge to development, and considers the strategies that countries have adopted to develop a knowledge-based for their economies.

Threading these modules together is a semester-long engagement with an empirical challenge. Over the course of Fall 2021, we will consider population dislocation as the result of climate change and the development challenges these changes are likely to represent. As a touchstone to consider this question, we will draw on the recent report on the topic published by The World Bank: *Groundswell: Preparing for Internal Climate Migration* (2018). This report focuses on three regions -- Sub-Saharan Africa, South Asia, and Latin America -- that together represent 55 percent of the developing world’s population, and finds that climate change will push tens of millions of people to migrate within their countries by 2050. The report finds that the strategies governments adopt to address those population flows are likely to have important implications for social welfare, poverty levels, and possibilities for economic growth. Likewise, how governments manage their development planning, and the kinds of investment they make in their institutions, their infrastructure, their government capacity, and their incorporation of technology are likely to modulate the size and direction of population flows. As we move through the pedagogical material in the course, we will consider how the different development issues and interventions we learn about may be relevant to the question of managing population displacement due to climate change and climate-change related economic stress.

As part of the course’s commitment to empirical application of the ideas and practices we consider, students will engage in a semester-long research project on population displacement related to climate change as it is likely to occur in one of the three case countries considered in the report: Bangladesh, Ethiopia, or Mexico. This exploration will be anchored in workshop sessions in class, two interim deliverables, and a final presentation.

Finally, the course closes with a discussion of new possibilities for development and of the questions we need to ask to begin to envision them.

Course and Learning Objectives

To support students in the ability to:

1. Understand the evolution of the theory and practice of international economic development, including current trends and challenges;
2. Acquire a critical perspective on blueprints, received wisdoms and other misconceptions prevalent in international development thinking;
3. Identify some of the roles played by national and local governments, private businesses, NGOs, citizens and international organizations in promoting economic development;
4. Think analytically and strategically about existing levers of institutional reform, improved governance and opportunities for pragmatic change;
5. Develop the skills to come up with creative solutions to unprecedented challenges;
6. Be a step closer to becoming reflective practitioners, i.e. professionals endowed with a sophisticated grasp of the art, science, opportunities, limits and dangers of action in the international development sphere, and with the ability to articulate their ideas about these issues carefully and effectively

Learning Assessment Table

Course Learning Objective Covered	Corresponding Assignment Title
Participation	All
Blog posting Groundswell	3, 4, 5
Reflection essays	1, 2, 3, 6
Abstract	2, 3, 4
Interim paper	2, 3, 4, 5,
Workshop sessions	4, 5, 6,
Final paper/presentation	All

Requirements

The grade, weightage and deadlines for the assignments will be based on the following:

- 25% Class Participation
 - Reading: through out
 - Thoughtful Participation: throughout
 - includes blog posting (500 words): Oct 2
- 30% Reflection Essays
 - Select Submission Dates: Sept. 20
 - 15% first essay: Selected Dates
 - 15% second essay: Selected Dates
- 45% Semester Exercise
 - Team Selection: Oct 5
 - Team Assignment: Oct 6
 - Abstract: Oct 12
 - 15% interim paper: Nov 1
 - Feedback on Interim Paper: by Nov 15
 - 10% final presentation: Dec 6
 - 20% final paper: Dec 17

Class Participation:

Active class participation means coming to class prepared to engage in a thoughtful and reflective discussion, and being able to ask good questions at least as much as being able to answer them. It also means engaged participation in the workshop sessions, and coming prepared having completed the necessary research to have a productive workshop session. Quality of participation is more important than quantity, but these two are often correlated. Class participation is a central component of the pedagogical experience in the course. Students have consistently noted that learning from their colleagues has been a highlight of the class: students' reflections on the material assigned but also student accounts of their own experience in development practice enrich the course experience enormously.

- *Blog:* As part of our engagement with the World Bank's Groundswell report on population displacement due to climate change, students are required to read the report and to write a short blog posting reacting to it. In your blog post, please explore one region and one country (Bangladesh, Mexico, or Ethiopia) in depth. Engage with the data on your case region, and make sure to focus on the data related to the aspects of population displacement you wish to focus on. Please read through the models used for forecasting carefully. Then please write a blog posting about a feature of population displacement challenge that you found captivating. Please indicate which country/region

expressed this feature most compellingly to you, and please say why. Please do not merely summarize the facts about this development challenge. Please add your blog posting to the google document at the link provided by the end of the day on Saturday **October 2**. All students should read through the posting of their colleagues before class on Monday. The blog postings will be shared with the speakers.

Reflection Essays:

As part of the participation requirement, each student is required to prepare two reflection essays of 800 words each. The reflection essays should not summarize the readings; they should provide commentary on the readings, linking the main themes and insights presented to current events where appropriate. You may briefly recap the argument of the reading(s) that you will comment on – you may choose whether to comment on one single reading or two or more of the readings assigned. However, your review of the arguments you will discuss should consist of no more than 200 words. The reflection essays are due Sunday 12pm before the Monday class period for which the readings are assigned. A link to sign-up sheet for reflection essays will be sent to you before the second lecture of class. Please use the first week to peruse the readings, check your schedules against assignments from other classes and work obligations, and come to the lecture on September 17 with a clear idea of at least three possible dates for your reflection essay. (You may not get your first two choices, so please have at least one alternate option). Please plan to select one date in the first half of the fall semester (Lessons 3, 6 or 7) and one date in the second half (Lessons 9, 10 or 12). Weeks available for reflection essays are marked with asterisks (***) in the section of the syllabus that details the readings.

Group Exercise:

The group exercise is a synthetic analysis of materials on institutional reform in one of the three countries featured in the Groundswell report: Bangladesh, Ethiopia, or Mexico. The class will be divided into project groups, and each group will examine one aspect of the institutional makeup and suggest a pathway to plan for population movements intensified by climate change.

This exercise includes five assignments.

- **Abstract:** A short 300-word overview of the challenge to be researched. The challenge should be connected to population displacement – e.g. internal migration from rural to urban areas, from urban to rural areas, or from region to region. The abstract should outline the issue that will be studied, a tentative statement about why the issue is important and what we may learn from engaging with it, and a statement of the research scope. The paper should also include an annotated bibliography of at least 10 items. The annotations can be as short as a few words.
- **Interim paper:** A short 2,000-word exploration of the development challenge that you will be addressing. This paper should provide an empirical description of the challenge, and a clear explanation of why you define it the way that you do. Please elaborate on the

rationale for drawing the boundaries of the problem where you do. Include relevant data to support your description and your definition of the problem. If appropriate, this empirical overview should provide a review of relevant previous attempts to address the issue, and should analyze the assumptions on which they were based. Be sure to outline the institutional, government, and community actors that are touched by this challenge, and that have engaged in finding and implementing solutions. The interim paper should also describe why it is important to address this challenge – for your case country but also the field of development more broadly. What are we likely to learn from your case?

- Peer-to-peer feedback on interim paper: each team will provide read and critique another team's interim paper. (The professor will pair you up with another team). The feedback will involve three components: a 1-page written critique (bullet-point format is fine), a 15 minute meeting with your paired team to go over comments and suggestions, and a 1-2 paragraph response from the team summarizing the feedback that was most useful. You are responsible for setting up the feedback meetings via zoom. The team receiving feedback is responsible for sending the critique memo and the response paragraph to the professor by November 15.
- Final presentation: This is a 15-minute presentation to the class, including Q and A, in which you provide an overview of the challenge that you have focused on and of your proposed solution. Please make sure to highlight the process by which you arrived at this solution and explain why it will be effective and in what ways it is innovative.
- Final paper: 4,500 words including bibliography. This paper should refine the discussion in the interim paper, and should include a description of the challenge to be addressed, the stakeholders, and the significance of the problem. It should also suggest a creative solution to the challenge. Please indicate why you think your solution will be effective and what we can learn from it. Please make sure that your assumptions are clear and that your arguments are supported with evidence.

This exercise will be supported by two class sessions and peer-to-peer feedback. On **October 4**, we will be joined by development experts from the World Bank via skype who share their view of the issues covered in the Groundswell report. On Tuesday **October 12**, we will have a workshop session in class where we will explore the design processes that go into defining the parameters of a development challenge and creating policy interventions. Between **November 3 and 15**, teams will share their reviews of each other's interim papers.

Please submit your team preferences by **October 5**. You will get your team assignments by **October 6**. Groups are expected to choose an area of institutional reform to study. They must prepare a 300-word abstract of the topic and a short 1-page bibliography (10 items) by **October 12**. You will get initial feedback on your abstract from the professor within a week. You will either get approval or be asked to resubmit a revised abstract. Groups will conduct research on their topic, using a wide range of sources, and will meet outside of class to discuss research materials and prepare deliverables. In preparation for the final report, you will write one interim paper due on **November 1**. You'll deliver a final presentation on **December 6**. The final paper will be due on **December 17**.

Letter Grades

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

Letter Grade	Points
A	4.0 points
A-	3.7 points
B+	3.3 points
B	3.0 points
B-	2.7 points
C+	2.3 points
C	2.0 points
C-	1.7 points
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.

Format of Assignments and Submission

All assignments should be doubled-spaced. Please submit them as .doc or .docx.

The assignments must include citations in the text and a bibliography at the end of the document. Use the following format for citations: if you are citing an idea or a concept, include (author’s last name year) immediately after the passage, once per paragraph. If you are transcribing a passage, include the page number. For instance:

“...this type of engagement has been called responsive (Ayres and Braithwaite 1992, Braithwaite 2005), flexible (Bardach and Kagan 1982), tit-for-tat (Scholz 1984), creative (May and Burby 1998), and adaptive (Hawkins 1984). As Hay noted in his evaluation, ‘this is development innovation at its best’ (1998: 84).”

Late submissions:

Late submissions for assignments are strongly discouraged. In cases where the assignment is critical to our class engagement – the blog, the discussion lead document, and the components of the semester-long assignment – late submissions cause disruptions for the entire class.

We are, however, living through unusually chaotic times. Exceptions may be granted in the case of personal/family emergency. Please contact me and/or your teammates as soon as possible if this is the case.

Readings

All the other required readings are either available on the class site, at the welcome page for the relevant lesson, or available online.

This syllabus does not include optional readings, but there are plenty of those available. If interested in further reading in a particular topic, please consult the instructor.

A final word on the readings: In the past, students have asked for a textbook. There are some textbooks devoted to international development out there, but as far as I know none of them covers the materials we cover in this course in the manner that we approach them. This is not necessarily a coincidence or a market opportunity. Rather, it is an indication that international development remains a contested field, without a main corpus of agreed upon theories, and therefore filled with hopes and possibilities.

Assigned readings cover a wide range of topics. Authors come from different countries and represent different political positions, academic disciplines and research traditions. Some texts may seem old, but to dismiss them would be a mistake. They are assigned because they make important points that remain valid, or are the original articulation of a powerful idea. Please consider the readings on their own terms, but also in terms of the insight they may offer emergent discussion about development today.

One valuable contribution to the project of considering and reconsidering development is the suggestion and circulation of readings that you may find relevant or interesting for the discussion at hand. The materials presented in this course are not exhaustive, nor are they meant to be. They represent a sampling of “mainstream” development theory and practice – by that, I mean the development theory and practice that has garnered the most institutional and political support. There is much to critique in this array of development practice, but a critique must begin with a familiarity with the logical underpinnings of the theory and practice. Please feel free to complement the course's emphasis with readings that challenge these perspectives, or with materials that offer real world illustrations of dynamics relevant to the course.

Class Policies

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.

Zoom Etiquette

During the semester, we will have occasional classes on Zoom. You are expected to participate in those sessions with your Zoom audio and video on. Please review Wagner's [Zoom in the Classroom](#) series about classroom etiquette, participation, and more.

Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Classes site and are for students enrolled in this course only.

Absences

If you will be absent to class or will arrive more than 15 minutes late to the zoom call, please email the professor. Accumulated absences may affect your participation grade.

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.

The Wagner Writing Center

One important skill this class seeks to cultivate is the clear and grounded articulation of ideas about development. If you would like additional support with the craft of writing, Wagner tutors are available to help students with their writing skills. Please see details at <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>. This webpage has additional details on other useful resources, including NYU Writing Center and several links concerning plagiarism and how to cite properly.

The Wagner Writing Center offers: 1) excellent free skills-based non-credit workshops on writing, research, citations; 2) one-off lectures, co-curricular modules, online webinars and how-to guides; and 3) one-on-one coaching to help students throughout their writing process from idea generation, to outlining, forming effective arguments, and final draft polish. They do not edit. They coach. The Writing Center's goal is to help students improve writing overall.

Research support

The semester-long research assignment requires research beyond the readings assigned for the course. The NYU library system provides additional support for research using many different kinds of data. For more information about these services, now offered remotely, please go to the guides link at Bobst library. Additionally, you may contact the social science specialist librarians at Bobst for assistance with finding resources. Please refer to this list:

https://library.nyu.edu/people/?page=2&subject_specialties=Social%20Sciences

Technology Support

You have 24/7 support via NYU's IT services. Explore the NYU servicelink knowledgebase for troubleshooting and student guides for all NYU-supported tools (NYU Classes, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact Zoom's 24/7 technical support (includes a chat function), or review Zoom's support resources. Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU Emergency Relief Grant.

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.

Course outline

Section I: The Conceptual Foundations and Practical Challenges of Institutions in Development

- Lesson 1
 - Date: September 13
 - Topic: What is Development? Vying notions
 - Readings:
 - Lowry, Annie. 2020. "Poverty is a choice." The Atlantic. July 29, 2020. <https://www.theatlantic.com/ideas/archive/2020/07/no-progress-poverty/614701/>
 - United Nations -- General Assembly. Report of the Special Rapporteur on extreme poverty and human rights, Philip Alston. <https://chrgj.org/wp-content/uploads/2020/07/Alston-Poverty-Report-FINAL.pdf>

- Lesson 2
 - Date: September 20
 - Topic: Emergent Definitions: Climate Change and Development
 - Readings:
 - " 'Nothing left': A Catastrophe in Madagascar's Famine-Hit South." 2021. AFP – Al Jazeera. July 23, 2021. <https://www.aljazeera.com/news/2021/7/23/nothing-left-catastrophe-madagascar-famine-hit-south>
 - Wallace-Wells, David. 2017. [When Will Climate Change Make the Earth Too Hot for Humans?](http://nymag.com/daily/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html) New York Magazine. July 7, 2017. <http://nymag.com/daily/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html>
 - Re, V., Faye, S.C., Faye, A., Faye, S., Gaye, C.B., Sacchi, E. and Zuppi, G.M., 2011. Water quality decline in coastal aquifers under anthropic pressure: the case of a suburban area of Dakar (Senegal). Environmental monitoring and assessment, 172(1-4), pp.605-622.
 - Gulyani, S., Bassett, E.M. and Talukdar, D., 2012. Living conditions, rents, and their determinants in the slums of Nairobi and Dakar. Land Economics, 88(2), pp.251-274.
 - Scott, P., Cotton, A. and Khan, M.S., 2013. Tenure security and household investment decisions for urban sanitation: the case of Dakar, Senegal. *Habitat International*, 40, pp.58-64.

- Lesson 3 ***
 - Date: September 27
 - Topic: Design thinking and impossible problems
 - Readings:
 - Fisher, Thomas. 2016. Designing Our Way to a Better World. Part 1 (1-33) and Part 6 (159-191).

- Johnson, M.F., 2019. Strong (green) institutions in weak states: Environmental governance and human (in) security in the Global South. *World Development*, 122, pp.433-445.
 - ☆ Iskander, N. 2010. *Creative State: Forty Years of Migration and Development Policy*. Ithaca: Cornell UP. Chapter 1: "Introduction" and Chapter 5: "Practice and Power"

- Lesson 4
 - Date: October 4 -- ZOOM
 - Topic: Case overview: Groundswell
 - Readings:
 - Rigaud, Kanta Kumari; de Sherbinin, Alex; Jones, Bryan; Bergmann, Jonas; Clement, Viviane; Ober, Kayly; Schewe, Jacob; Adamo, Susana; McCusker, Brent; Heuser, Silke; Midgley, Amelia. 2018. *Groundswell: Preparing for Internal Climate Migration*. World Bank, Washington, DC. <https://www.worldbank.org/en/news/infographic/2018/03/19/groundswell--preparing-for-internal-climate-migration>
 - Deliverable:
 - Submission—blog posting – October 2
 - Team preferences – October 6

- Lesson 5
 - Date: October 12 (Tuesday) -- ZOOM
 - Topic: Workshop session: How to define a development challenge
 - Readings:
 - Stanford design school. The boot camp bootleg. <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>
 - Iskander, N., 2018. Design thinking is fundamentally conservative and preserves the status quo. *Harvard Business Review*. <https://hbr.org/2018/09/design-thinking-is-fundamentally-conservative-and-preserves-the-status-quo>
 - Deliverable:
 - Submission: Group Exercise – Abstract

Section II: How We Got Here: The History of Development Theory and Practice

- Lesson 6 ***
 - Date: October 18
 - Topic: History of development 1: Bretton Woods Institutions and Development Planning
 - Readings:
 - Abdelfatah, R. et al. 2021. "Capitalism: What Makes Us Free?" NPR: Through Line. July 1, 2021.
<https://www.npr.org/2021/06/28/1011062075/capitalism-what-makes-us-free>
 - Rostow, W. 1960. The Stages of Economic Growth, A Non-Communist Manifesto, Cambridge University Press, pp 1-29
 - Scott, James. 1998. Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed. New Haven: Yale U.P. Chapter 1: State Projects of Legibility and Simplification (p. 11-25) and Chapter 7: Compulsory Villagization in Tanzania: Aesthetics and Miniaturization (p. 223-247)
 - ☆ Klein, Naomi. 2007. The Shock Doctrine: The Rise of Disaster Capitalism. New York: Metropolitan Books. Chapters 2-3 (p. 49-97).
 - ☆ Prashad, V. 2007. The Darker Nations: A People's History of the Third World. New York: The New Press. Introduction (p. xi-xix), Bandung (p.31-50), Cairo (p. 51-61), Buenos Aires (p. 62-74)

- Lesson 7 ***
 - Date: October 25
 - Topic: History of development 2: The rise of the market and globalization
 - Readings:
 - Williamson, J. 1993. "Democracy and the Washington Consensus." World Development. Vol. 21, No. 8. Pages 1329-1336
 - Krueger, Anne. "Government Failures in Development," Journal of Economic Perspectives. Vol. 4 (1990), No. 3, pp. 9-23.
 - North, D. 1991. "Institutions" The Journal of Economic Perspectives, Vol. 5, No. 1. (Winter, 1991), pp. 97-112.
 - Evans, Peter. 2004. "Development as Institutional Change: The Pitfalls of Mono-cropping and the Potentials of Deliberation." Studies in Comparative International Development. Vol. 38, No. 4. pp.30-52

- Rosalsky, Greg. 2021. 'Why Nations Fail' Authors on What The Capitol Riot Means For The Future Of The U.S. National Public Radio. January 22, 2021. <https://www.npr.org/2021/01/22/959529673/why-nations-fail-authors-on-what-the-capitol-riot-means-for-the-future-of-the-u->
 - World Bank. 2021. Lebanon Sinking (To the Top 3). Washington D.C.: World Bank Group – Middle East and North Africa Region. Executive Summary (p. xi-xiv). SKIM: Sections 1 and 3. <https://documents1.worldbank.org/curated/en/394741622469174252/pdf/Lebanon-Economic-Monitor-Lebanon-Sinking-to-the-Top-3.pdf>
 - Abouzeid, R. 2021. “After the Blast.” The Atlantic. April 2021. <https://www.theatlantic.com/magazine/archive/2021/04/beirut-lebanon-explosion/618074/>
- Lesson 8
 - Date: November 1 -- ZOOM
 - Topic: Development in a Time of Pandemic
 - Readings: TBA
 - Guest Speaker: Sumila Gulyani, Program Leader for Infrastructure and Sustainable Development, India.
 - *Note that this session will occur at over zoom at 9:30am due to the difference in time zone*
 - Deliverable:
 - Interim paper due

Section III: Institutions, Governance, and Public Sector Reform

- Lesson 9 ***
 - Date: November 8
 - Topic: Rule of law
 - Readings:
 - Romer, Paul. 2010. [Technologies, Rules, and Progress: The Case for Charter Cities](https://www.cgdev.org/content/publications/detail/1423916), The Center for Global Development, March 2010, www.cgdev.org/content/publications/detail/1423916
 - Paquette, Danielle. 2020. “Akon just unveiled his \$6 billion ‘futuristic’ city in Senegal. The reviews are mixed.” The Washington Post. September 1, 2020. https://www.washingtonpost.com/world/africa/akon-just-unveiled-his-6-billion-futuristic-city-in-senegal-the-reviews-are-mixed/2020/09/01/56f3b7a4-ebc7-11ea-bd08-1b10132b458f_story.html
 - ☆ Borowiak, C. 2004. Farmer’s Rights: Intellectual Property Regimes and the Struggle over Seeds. *Politics & Society*, 32(4): 511-543
 - ☆ Hall, Ruth. 2011. [Land grabbing in Africa and the new politics of food](http://www.fao.org/family-farming/detail/en/c/308860/). Future Agricultures Consortium. Policy brief. <http://www.fao.org/family-farming/detail/en/c/308860/>

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 - ☆ Gettleman, Jeffrey. 2017. [Loss of Fertile Land Fuels 'Looming' Crisis Across Africa](https://www.nytimes.com/2017/07/29/world/africa/africa-climate-change-kenya-land-disputes.html). New York Times. June 29, 2017. <https://www.nytimes.com/2017/07/29/world/africa/africa-climate-change-kenya-land-disputes.html>
- Lesson 10 ***
 - Date: November 15
 - Topic: Informality and Informal Settlements
 - Readings:
 - ☆ Razzaz, O. 1994. "Contestation and Mutual Adjustment: The Process of Controlling Land in Yajouz, Jordan." *Law & Society Review*, 28(1): 7-39.
 - ☆ De Soto, Hernando, [The Mystery of Capital, Finance and Development](http://www.imf.org/external/pubs/ft/fandd/2001/03/desoto.htm), volume 38, number 1, March 2001 – available at <http://www.imf.org/external/pubs/ft/fandd/2001/03/desoto.htm>
 - ☆ Gravois, John. 2005. [The De Soto Delusion](http://www.slate.com/id/2112792), Slate, January 29, 2005 <http://www.slate.com/id/2112792>
 - ☆ Fuller, Thomas and Josh Haner. 2019. "[Among the World's Most Dire Places](https://www.nytimes.com/interactive/2019/12/17/us/oakland-california-homeless-camp.html?searchResultPosition=1): This California Homeless Camp." New York Times. December 17, 2019. <https://www.nytimes.com/interactive/2019/12/17/us/oakland-california-homeless-camp.html?searchResultPosition=1>
- Lesson 11
 - Date: November 22
 - Topic: Knowledge and Development
 - Readings:
 - Amsden, A. H. 2001. *The rise of "the rest": challenges to the west from late-industrializing economies*. New York: Oxford University Press (paperback 2004). Chapter 1 (pp.1-28) and Chapter 8 (pp.190-220)
 - Wade, R. 2005. *Escaping the Squeeze: Lessons on How Middle Income Countries Can Grow Faster*. In B. Laperche. John Kenneth Galbraith and the Future of Economics. London: Palgrave.
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- Lesson 12 ***
 - Date: November 29
 - Topic: Trade and interconnections
 - Readings:
 - ☆ Khalili, Laleh. 2020. *Sinews of War and Trade*. London: Verso. Introduction (p.1-8) and chapters 1 (p. 9-48) and 7 (p. 219-242).
 - ☆ Please also visit the website associated with this project:
<http://sinewswartrade.com/>
 - ☆ Lynch, D. 2021. "From ports to rail yards, global supply lines struggle amid virus outbreaks in the developing world." *Washington Post*, July 26, 2021. <https://www.washingtonpost.com/business/2021/07/27/supply-chains-freight-rail-ports/>

Section IV: Synthesis – Development Planning for a Changing World

- Lesson 13
 - Date: December 6
 - Topic: Final Presentations
- Lesson 14
 - Date: December 13
 - Topic: Conclusion and Synthesis
- Final Project
 - Date: December 17
 - Deliverable: Final Paper Due