

Critical Thinking in Development

Political Science 4732, Summer 2010
Meetings: Monday – Friday, 11:00am to 12:30pm

Instructor: Maureen Donaghy

Office: Ketchum 123

Hours: Mondays, Wednesdays and Fridays 1:30-2:30pm

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Course Description

In this course we will first define what we mean by “development.” Does the term refer to economic growth or improvement in the quality of life? Why have some countries seemingly achieved a higher level of “development” than others? Throughout the course we will examine theories of development and apply them to country case studies. We will assess the causes and consequences of poverty and inequality, and the role governments and international donors play in addressing these challenges. Themes of the course will include urban-rural issues, health, education, gender, the role of civil society, and globalization.

Course Texts

- There are two books available for purchase at the bookstore:
 - Sen, Amartya. (1999). *Development as Freedom*. New York: Anchor Books.
 - Seligson, Mitchell and John T. Passé-Smith, eds. (2008). *Development and Underdevelopment: The Political Economy of Global Inequality*.
- The rest of the course readings are available online through public sites or on the course CU Learn website
- Additionally, I expect you to read *The Economist* magazine. If you do not have a subscription, The Economist is available online through the CU Library. You will need to skim the magazine on a weekly basis for articles related to current events in the developing world.

Course work and Grades

Requirement	Due date	Percentage of Final Grade
Participation in class discussions		20%

Quizzes	TBA	20%
Policy Brief <ul style="list-style-type: none"> • Initial Presentation • Final Brief 	Final brief due 2 school days after presentation	10% 20%
Final Exam	August 6	30%

Participation

Your participation grade will be based on your daily involvement in class discussions. In addition, during the course you are required to circulate by email one short article on a development topic of interest to you (from a newspaper, Internet source, op-ed, etc.). We will then briefly discuss the article in class the following day.

Quizzes

Map Quizzes

There will be at least one Map Quiz early in the semester.

Pop Quizzes

There will be periodic quizzes on material from readings and lecture.

Exam

There will be a final exam in this course with both short answer identifications and essay questions.

Policy Brief

You are required to write a short policy brief (8-10 pages) on a topic assigned to you during the first week of class. You will act as a development policy analyst employed by either a governmental (ex: USAID, the US State Department, etc.), inter-governmental (ex: UNDP, ILO, WHO, World Bank, IMF, etc.), or non-governmental (ex: Oxfam, CARE, Save the Children, Grameen Foundation, etc.) organization of your choice.

There are three basic parts to the policy brief: (1) a brief history of a very specific development problem (2) a brief analysis of the root causes of this problem; and (3) a brief statement of policy prescription to address the issue.

You will present the first two parts of the policy brief in class. The date for this presentation will be assigned the first week of class. At the end of the presentation you will list several potential policy solutions and solicit feedback from your classmates as to the feasibility of your proposed strategies. Following the presentation you will then write up your policy brief based on the discussion.

The final Policy Brief is due in class two school days after your presentation.

Other Policies

Disabilities

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>

Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. *Please note, however, that requests for special accommodations need to be presented in a timely manner: at least one week prior to scheduled exams/ assignments.* See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at <http://www.colorado.edu/studentaffairs/judicialaffairs/code.html> - student code

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Schedule of lectures and readings

Date	Topic	Readings (To be completed BEFORE class)
July 6	Course Introduction Defining Development and Poverty	Sen pp 1-55 (Preface, Intro, Ch. 1, Ch. 2)
July 7	Poverty, Vulnerability and Capability Deprivation	World Bank, <i>World Development Report 2000/2001: Attacking Poverty</i> , Ch. 8 (pp 135-159) (CULearn) World Bank, <i>World Development Report 2000/2001: Attacking Poverty</i> , Ch. 1 (pp 15-29) (CULearn) Sen, Amartya. Ch 4 "Poverty as Capability Deprivation" (pp. 87-110)
July 8	Inequality	Passe-Smith "Characteristics of the Income Gap between Countries" in <i>Development and Underdevelopment</i> . (pp. 11-30) Wade, "The Rising Inequality of World Income Distribution" in <i>Development and Underdevelopment</i> . (pp. 31-37)
July 9	Modernization and Dependency Theories	Valenzuela and Valenzuela "Modernization and Dependency" (CULearn) Recommended: Rostow, W. W. "The Five Stages of Growth" in <i>Development and Underdevelopment</i> Gunder Frank, "The Development of Underdevelopment" in

		<i>Development and Underdevelopment</i>
July 12	Why focus on growth? What causes growth?	Diamond, "Why Did Human History Unfold Differently on Different Continents for the Last 13,000 years?" in <i>Development and Underdevelopment</i> . (pp. 83-90) Rodrik, Subramanian, and Trebbi, "Institutions Rule" in <i>Development and Underdevelopment</i> . (pp. 91-98) Acemoglu, Johnson, and Robinson, "The Colonial Origins of Comparative Development" in <i>Development and Underdevelopment</i> . (pp. 99-110).
July 13	Is Democracy the Answer?	Sen Ch. 6 (146- 159)
July 14	What Can Governments do?	De Soto, Hernando. 1997 <i>The Mystery of Capital</i> Ch. 1 (pp. 1-13) (CULearn) Easterly, W. chapters 11 and 12 (pp. 217-252) (CULearn) Recommended: Sen. Chapter 5 (pp. 111-145)
July 15	What Do Governments do?	1 Presentation Reading TBD
July 16	Who are the actors in the development policy community?	Easterly, W. "The Cartel of Good Intentions" <i>Foreign Policy</i> July-August 2002 (pp. 40-49) (CULearn) Collier, "Aid to the Rescue?" in <i>The Bottom Billion</i> . (pp.99-123 (CULearn)
July 19	Discussion: What works in foreign aid?	2 Presentations Readings TBD
July 20	Civil Society and NGOs	H. J. Wiarda. (2003). "Is Civil Society Exportable? The American Model and Third World Development." In <i>Civil Society: The American Model and Third World Development</i> . Cambridge, MA: Westview Press. (CULearn) Fischer, Julie. <i>Non-Governments: NGOs and the Political Development of the Third World</i> . West Hartford, Conn: Kumarian Press. Pp 11-37. (CULearn)
July 21	Reaching the Rural Poor and Urban Poverty	Lipton, Michael. "Urban Bias and Inequality" in <i>Development and Underdevelopment</i> (pp. 345-350) Maloney, William "Informality Revisited" <i>World Development</i> 32, 7 (2004): 1159-1178 (CULearn)

		Recommended: Cardia, Nancy. "Urban Violence in Sao Paolo" Woodrow Wilson School Working Paper. (CULearn)
July 22	Addressing Rural and Urban Development	2 Presentations Reading TBD
July 23	Microfinance	Guest Speaker Readings TBD
July 26	Health and Poverty	World Health Organization, <i>Macroeconomics and Health: Investing in Health for Economic Development</i> (2001) pp. 1-17 and 40-73 (CULearn)
July 27	Addressing Health Care	2 Presentations Readings TBD
July 28	Education	Center for Global Development, "Education and the Developing World" (CULearn) Center for Global Development, "A Millennium Learning Goal" (CULearn)
July 29	Discussion: What can be done to improve education?	1 Presentation Readings TBD
July 30	Women and Poverty	Chapter TBD from Nicholas Kristof and Sheryl WuDunn, <i>Half the Sky</i> (CULearn)
Aug. 2	Addressing Women in Development	1 Presentation Readings TBD
Aug. 3	Economic and Humanitarian Crises Post-Earthquake Haiti	World Bank, <i>World Development Report 2000/2001</i> , Chapter 9, "Managing Economic Crises and Natural Disasters" (CULearn) 1 Presentation Readings TBD
Aug. 4	Poverty and War Conflict and Development	Collier, "The Conflict Trap," Ch. 2 in <i>The Bottom Billion</i> (CULearn) 1 Presentation Readings TBD
Aug. 5	Trade and Poverty Globalization	Collier, "Trade Policy for Reversing Marginalization" in <i>The Bottom Billion</i> . (pp. 157 - 174) (CULearn) Giddens, "Globalization" in <i>Development and Underdevelopment</i>

		<p>Milanovic, "Globalization and Inequality" in <i>Development and Underdevelopment</i></p> <p>Recommended: Stiglitz, J. "Unfair Trade Laws and Other Mischief" in <i>Globalization and it's Discontents</i> pp. 166-179</p>
Aug. 6	Final Exam	