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Advanced Topics in Public Policy: International Development

PA 388K Spring 2013
Thursdays 9:00 am – 12:00 pm
SRH 3.122

Course Description:

Any foray into international development must grapple with fundamental questions regarding how we understand poverty and development and how we know what works or doesn't work in the practice of global development. We begin the course with a discussion of the ways in which we may define, observe and measure development from multiple perspectives and methodologies. We then proceed to explore the development experiences through the lens of studies which employ different ideologies and methodologies to understand what does and does not work in international development. This section focuses on both macro and micro approaches in development studies as well as a critical look at the role of international development aid.

This iteration of the course does not offer a grand survey of the history and practice of international development, although much of our discussion will focus on historical experiences, contending debates and strategies for producing growth, reducing poverty and inequality, and improving societies' well-being. Moreover, there is not enough time in the course to delve deeply into thematic issues in global development, such as gender, governance, and the environment or the effect of the current global challenges on the developing world, such as recent volatility in food and commodity markets, climate change, and the global financial crisis. Each of these topics will surface at various times in the class.

Throughout the semester, I will emphasize exposure to multiple points of view, from varying disciplines, methodologies, and ideologies. Students will gain experience with important statistical databases (such as the World Development Indicators, Human Development Indicators, and the new Multidimensional Poverty Index), and an exposure to a wide range of both quantitative and qualitative approaches to understanding and addressing poverty. Assignments will emphasize direct engagement with primary materials and will focus on building critical writing, analytical and presentation skills that will demonstrate a *broad* understanding of the key issues and challenges facing international development today. Please bring your laptop to class. Whenever possible, we will refer to web resources during class discussion and will do interactive exercise with online databases.

Course Agenda

Part I: How Do We Define and Measure Poverty?

- Jan.17: How Do We Define and Measure Poverty and Development?
Jan.24: The Human Development and Capabilities Approach
*Form Regional Development Report groups
Jan.31: Voices of the Poor and Dynamics of Poverty
Feb.7: New Measures of Multidimensional Poverty and Well-Being
Feb.10 (Sunday): Blog #1 due by 9:00 pm
Feb.14: In-class group work on Data Exercise and Group Report Workplan
*Regional Development Report groups meet with Dr. Weaver to discuss work-plan
Feb.17 (Sunday): Group Data Exercise due by 9:00 pm

Part II: What Works (or Not) in Development?

- Feb.21: Rethinking Growth and Development, Part I
Feb.28: Rethinking Growth and Development, Part II
March 3 (Sunday): Blog #2 due by 9:00 pm
March 7: The New Development (Micro)Economics
March 14: No Class (Spring Break)
March 20 (Wed): Report Abstract, Detailed Outline and References Due by 5:00 pm
March 21: Randomized Experiments and Development Impact Evaluation
March 28: The New Structural Economics
March 31 (Sunday): Blog #3 due by 9:00 pm
April 4: In-class group work on Regional Development Reports
April 7 (Sunday): Rough Drafts of Reports due by 9:00 pm

Part III: Global Development Aid: Problem or Solution?

- April 11: The Global Aid Industry
April 14 (Sunday): Peer Reviews of Rough Drafts due by 9:00 pm
April 18: Does Aid Work? The Big Push – and the Push Back
April 25: The Politics of Food Aid
April 28 (Sunday): Blog #4 due by 9:00 pm
May 3: Group Project Presentations
May 10: No Class - Final Reports due by 5:00 pm

Required Books

William Easterly. 2002. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. Cambridge, MA: MIT Press. Available for purchase at the UT Bookstore or available online through the UT electronic library.

Abhijit Banerjee and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs. Available for purchase at the UT Bookstore or available online through the UT electronic library.

Justin Yifu Lin. 2012. *New Structural Economics: a Framework for Rethinking Development and Policy*. Washington, DC: The World Bank. Free PDF download available at <http://siteresources.worldbank.org/DEC/Resources/84797-1104785060319/598886-1104951889260/NSE-Book.pdf>

Jennifer Clapp. 2012. *Hunger in the Balance: The New Politics of International Food Aid*. Ithaca, NY: Cornell University Press.

All required readings not in the above books are available on Blackboard in PDF format or available as free downloads on the internet (I have provided the website addresses in the reading schedule below). I have not pre-ordered a separate coursepack and have assumed that many of you will wish to read these documents on-line or print at your discretion. NOTE: I reserve the right to add or subtract readings from the required list during the course of the semester.

News Sources

The Economist <http://www.economist.com>

Financial Times of London: <http://www.ft.com>

Wall Street Journal: <http://www.wsj.com>

New York Times: <http://www.nytimes.com>

Reuters World News: <http://www.reuters.com/news/world>

BBC World News: <http://www.bbc.co.uk/news/world/>

The Guardian Global Development page: <http://www.guardian.co.uk/global-development>

International Monetary Fund News: <http://www.imf.org/external/news.htm>

United Nations Development Program News Bulletin: <http://www.undp.org/dpa/journalists/subscribe.html>

World Bank Press Reviews, Development News, and Research Bulletins:

<http://www.worldbank.org/news>

Blogs

Blogs are often informal opinion editorials, written quickly and often without substantial supporting evidence. Never read a blog uncritically. That said, blogs can be an excellent source of very timely analysis and can point you in the direction of the latest information on policy issues. Here are some of the blog sites I follow:

Duncan Green writes a daily blog, *From Poverty to Power*, for Oxfam International (<http://www.oxfamblogs.org/fp2p/>). It is one of the best places to find out about the newest reports on international development and the aid industry.

The Project Syndicate (<http://www.project-syndicate.org/>): contains numerous op-eds from prominent economists (and the occasional political scientist) such as Nouriel Roubini, Jagdish Bhagwati, Joseph Stiglitz, Barry Eichengreen, Dani Rodrik, Martin Feldstein and many more. This is an extremely good source of analyses that will be very useful for the assignments in this class.

Owen Barder is a British national who has worked for over 20 years in development and is now a Senior Fellow and Director for Europe at the [Center for Global Development](#) in Washington, D.C. He runs a very interesting blog called “Owen Abroad: Thoughts on Development and Beyond” at <http://www.owen.org/about>.

Center for Global Development Policy Blogs: <http://blogs.cgdev.org/globaldevelopment/>

World Bank Blog on Development Impacts <http://blogs.worldbank.org/impac evaluations/>

Shanta Devarajan, World Bank Chief Economist for Africa runs a great blog on “Africa Can End Poverty” at <http://blogs.worldbank.org/africacan/>. It also contains occasional commentaries from other prominent World Bank officials.

ODI (Overseas Development Institute)’s blog at <http://blogs.odi.org.uk/blogs/main/default.aspx>

The Guardian's Poverty Matters blog: <http://www.guardian.co.uk/global-development/poverty-matters>

Dani Rodrik, Harvard development economist, keeps a blog at http://rodrik.typepad.com/dani_rodriks_weblog/

Chris Blattman, Professor at Yale University, keeps a blog at <http://chrisblattman.com/>

IMF Blog: <http://blog-imfdirect.imf.org/>

MFAN (Modernizing Foreign Assistance Network) blog: <http://www.modernizeaid.net/pressroom/blog/>

Data Sources

GapMinder: <http://www.gapminder.org/>.

- Hans Rosling's amazing world of visualized development and global health data.

www.WolframAlpha.com:

- a computational knowledge engine that digests simple searches and spits out answers in graphical and other data visualization forms (e.g. punch in "GDP per capita Ireland and Iceland" and it instantly produces a line graph).

MEDevEcon: <https://sites.google.com/site/medevecon/development-economics/devecondata>

- website that aggregates development data

Developmentdata: <http://www.developmentdata.org>

- a useful website that collects links to sources of data from international organizations and other official agencies on all kinds of things related to development (governance, population, debt, trade., etc).

World Bank World Development Indicators (WDI): <http://data.worldbank.org/>

- your one-stop guide to all kinds of country-level information, ranging from GDP to literacy rates to per capita cell phone use.
- Note that the World Development Report 2011 on Conflict, Security and Development has a nifty data visualizer tool online at http://wdr2011.worldbank.org/datafinder/BubbleChart00_101.html

World Bank POVCAL:

http://web.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTPROGRAMS/EXTPOVRES/EXTPOVCALNET/0,,contentMDK:22716987~pagePK:64168427~piPK:64168435~theSitePK:5280443~isCURL:Y_00.html

- The World Bank's online interactive computational tool to replicate research from the World Bank's research group.

World Bank Poverty Net:

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/0,,menuPK:336998~pagePK:149018~piPK:149093~theSitePK:336992,00.html>

- World Bank's interactive data site on regional poverty.

World Bank Microdata Library: <http://microdata.worldbank.org/>

- another World Bank site that aggregates development data

United Nations Human Development Reports and HDI: <http://hdr.undp.org/en/statistics/>

- The counterpart to the World Bank's World Development Indicators, produced annually and now with an online interactive data site.

UNDP/ Millennium Development Goals Monitor: <http://www.mdgmonitor.org>

IMF World Economic Outlook (WEO), Global Financial Stability Reports and Global Monitoring Reports: <http://www.imf.org/external/pubind.htm>

- The World Economic Outlook (WEO) and the Global Financial Stability and Global Monitoring reports present the IMF staff's analysis and projections of economic developments at the global level, in major country groups (classified by region, stage of development, etc.), and in many individual countries. The WEO and GFSR focus on major economic policy issues as well as on the analysis of economic developments and prospects. They are usually prepared twice a year, as documentation for meetings of the International Monetary and Financial Committee, and are primary instruments of the IMF's global surveillance activities. The IMF also publishes WEO outlook updates on a more frequent basis.

United Nations Conference on Trade and Development (UNCTAD), Statistics: <http://www.unctadstat.org>

- statistics, policy analysis and other information on global trade, finance and development with a particular focus on issues relevance to developing countries.

United Nation World Income Inequality Database:

http://www.wider.unu.edu/research/Database/en_GB/database/

- data on income inequality for developed, developing, and transition countries

Organization for Economic Cooperation and Development: <http://www.oecd.org>

- a good source of macroeconomic data on the OECD member states, as well as many analytical reports on salient economic policy issues

OECD Development Assistance Committee: <http://www.oecd.org/dac>

- the OECD's site for tracking official development aid data from the OECD donors. It also includes several analytical reports, evaluations, and links.

OPHI's Multidimensional Poverty Index: <http://www.ophi.org.uk/policy/multidimensional-poverty-index/>

- a new development index developed by the Oxford Poverty and Human Development Initiative, now adopted by the United Nations Development Program for integration into the annual Human Development Reports.

AidData: <http://www.aiddata.org>

- An independent course of data on international aid flows and analysis on aid, in partnership with Development Gateway.

On Academic Integrity

Students are expected to respect the LBJ School's standards regarding academic dishonesty. You owe it to yourself, your fellow students, and the institution to maintain the highest standards of integrity and ethical behavior. A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking, and paraphrasing, can be found at the Office of the [Dean of Students web page](#) and the [Office of Graduate Studies](#). The University has also established disciplinary procedures and penalty guidelines for academic dishonesty, especially Sec. 11.304 in Appendix C of the Institutional Rules on Student Services and Activities section in UT's General Information Catalog.

Assignments and Grading

I. In-Class Participation (15%)

Minimal participation in classroom discussion requires that you read, think about, and bring to class the assigned reading materials; be prepared to discuss the reading materials; and show respect for other participants as well as the instructor. The discussion evaluation guideline attached to the end of this syllabus differentiates contributors in the following areas: mastery of material, quality of ideas, effectiveness of argumentation, respectful and active engagement of others in the discussion, and general impression. Positive and constructive class participation is not based on a quantitative measure of how many times you speak in class. Rather, good participation entails actively staying engaged during class by asking questions, making useful comments, and posing an argument relevant to the topic at hand. A willingness to play devil's advocate is encouraged.

As part of your participation, you are also expected to read and respond to the discussion board blogs. Your responses may be posted on the BB discussion board site (as a reply to a thread) or provided during class discussion.

II. Discussion Board Blogs (4 @ 5% each = 20%)

As part of this course, you are required to post four "blogs" on the course discussion board (available on Blackboard). The purpose of this assignment is twofold: (1) to help you critically engage with the readings and (2) gain experience in policy-oriented blogging.

You are required to blog four (4) times over the course of the semester at the specified times (see below). Each blog should be at least 500-1000 words and be written in a professional manner; ie: no incomplete sentences, improper grammar, slander, crude remarks, etc. Each of the blogs should respond to one of the provided prompts / titles, although I encourage you to be creative in how you interpret and use these prompts to shape your blog entry. Remember, the key point of a blog is to seriously engage an important topic, but to do so in an accessible, smart, fun, and jargon-free manner. Blogs should also include hyperlinks to other sources, and charts, graphs and other visuals where appropriate. Each blog should be approximately 500 words in length (no less than 400, and please no more than 800 words).

I have assigned staggered due dates for these blogs to ensure that we don't encounter bottlenecks in the workload this semester. I encourage you to submit your blog entries early. If you submit the entries late (and please note that BB discussion board time stamps each entry), you will receive a 10% grade deduction for every 24 hours past the deadline. No exceptions will be made without prior approval, so if you are sick or have other extenuating circumstances, please email me before you miss the deadline.

Stern words aside, have fun with this. Blogging is an acquired taste, but is fast becoming a good way to hone policy-writing skills, get recognized, and develop professional networks. For good models of blog entries, see all of the above recommended blog sites.

Prompts (choose one for each blog entry):

Blog #1: Measuring Development

Prompt A: Development and Data: Beauty and the Beast?

Prompt B: Dearth and Deluge of Development Data

Prompt C: What Really Defines Development?

Blog #2: Getting the Incentives Right

Prompt A: If You Build It, They Will Come (?)

Prompt B: What 50 Years of Economic Orthodoxy Got Wrong

Prompt C: What's So Elusive about Easterly's Quest?

Blog #3: Development from the Bottom Up and Top Down

Prompt A: Randomistas of the World, Unite!

Prompt B: Scaling Up by Scaling Down: How *Poor Economics* Can Inform the MDGs

Prompt C: What's New in the New Structural Economics?

Blog #4: Rethinking Aid for Development

Prompt A: Global Aid at 70: What Do We Still Not Know?

Prompt B: Pushing Back on the Big Push

Prompt C: Can Food Aid Feed the Future?

III. Group Development Data Exercise (10%)

A key objective of this course is to attain familiarity with the various ways that poverty and development are defined and measured, particularly through the major sources of data collection and dissemination. This assignment is designed to help you, in groups of 4-5 students each, learn to navigate frequently used development databases as well as compare and critically evaluate various ways of collecting relevant data and calculating levels of poverty and development. This data exercise will also serve to prepare each group for conducting research for their regional development report. For the purpose of syncing the data exercise to the first part of our course, the exercise is organized into four parts:

Part I: Discovering Development Data

Part II: Measuring Capabilities? Measuring Vulnerabilities?

Part III: Participatory Poverty Assessment

Part IV: Exploring the MPI, GII, and GNH

The Group Data Exercise due on Sunday, Feb.17 by 9:00 pm by email (to ceweaver@austin.utexas.edu)

IV. Regional Development Report

As a follow-on to the data exercise, this last assignment is a staged group regional development report. The purpose of this report is to conduct an analysis of the current development status of a region (using the six regional groupings used by the World Bank, listed below), and derive insights and depth from 4-5 selected countries within that region. The final product will be an oral presentation and a written report composed of three main parts: (1) introduction/overview to the region and its overall development status; (2) 4-5 chapters on individual countries within the region; (3) conclusion with policy recommendations on development priorities and strategies for the region.

Six Regional Groups:

Latin America & Caribbean (LAC)

Middle East & North Africa (MENA)

Sub-Saharan Africa (SSA)

East Asia & Pacific (EAP)

South Asia (SA)

Europe & Central Asia (ECA)

A critical part of this assignment will be your group's determination of what must be included (or not) in the analysis to properly assess the socioeconomic and human development progress of a region and its countries, identifying important differences between countries within the region. You will be expected to delve deeply into primary sources, including data indices (e.g. WDI, HDI, MPI, etc), primary reports (e.g. *World Development Reports*, *Human Development Reports*, UNDP regional and country reports, MDG regional and country reports, World Bank Country Assistance Strategy [CAS] or Poverty Reduction Strategy Papers [PRSPs]), and second sources from news, scholarly journals, and books. Your reports should be well documented, with a full list of references provided in your endnotes, and should include charts, graphs, maps, and photos as appropriate.

Students within each regional group will collectively write the introduction/overview and the conclusion/policy recommendations. Individual students will author the country chapters. I will evaluate the group and individual components separately to allow for a certain proportion of the grade to be based on the work of the collective and the remaining portion to be based on the work of the individual author.

The final reports should be approximately **25-35 single-spaced pages**, depending on the number of country chapters. This page limit includes all endnotes, charts, charts, maps and appendices (as needed), so it's not nearly as long as you might assume. Below is a rough guide to the length of each section. Endnotes/references should be included at the end of each chapter.

Report Structure

- I. Cover Page (with list of authors)
- II. Executive Summary (1 page)
- III. Chapter 1: Introduction / Overview of the Region (4-5 pages)
- IV. Chapters 2-6: Country Chapters (4-5 pages each) [Note: the report may have less or more chapters depending on the number of students in each group]
- V. Chapter 7: Conclusion / Policy Recommendations (2-3 pages)

The presentation of the group regional reports will be on the last day of class (May 3). Each group will have 20 minutes to present, followed by 5-8 minutes of Q&A. Powerpoint presentations should be posted in advanced on the BB discussion board to facilitate quick transitions between the groups. Grades on the presentations will be based upon the professor's score (50%) and the average of peer scores (50%). I will provide a rubric in advance of the presentations so that you are familiar with the expectations.

The combined work for the regional report is worth **55% of your overall grade** (20% is based your individual work on the country chapters and 35% upon collective work on all other parts). This is broken down for several stages of the assignment (with due dates listed below):

Abstract, Detailed Outline (including country selections) and References (0%):
Due Wednesday, March 20 by 5:00 pm

Rough Draft (5% for group parts and 5% for single-authored country chapters):
Due Sunday, April 7 by 9:00 pm

Peer Review of Rough Draft (5% - group grade):
Due Sunday, April 14 by 9:00 pm

Presentation (10% - group grade):
In class on May 3. Please upload powerpoint presentations to BB by 12:00 noon before class.

Final Written Report (15% for group parts and 15% for single-authored country chapters):
Due Thursday, May 10 at 5:00 pm

READING SCHEDULE

Part I: Defining and Measuring Development

Jan.17: How Do We Define and Measure Poverty and Development?

Hans Rosling, TED Talk on the Best Stats You've Ever Seen, February 2006.

http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html

Sudhur Anand, Paul Segal and Joseph E. Stiglitz, eds. 2010. *Debates on the Measurement of Global Poverty*. Oxford, UK: Oxford University Press. Read:

Ch.1: Sudhur Anand, Paul Segal and Joseph E. Stiglitz, "Introduction" (pp.1-25) [BB]

Ch.2: Martin Ravallion, "The Debate on Globalization, Poverty and Inequality: Why Measurement Matters," (pp.25-41) [BB]

Ch.3: Sanjay G. Reddy & Thomas Pogge, "How Not to Count the Poor." (pp.42-86) [BB]

Jan.24: The Human Development and Capabilities Approach

Amartya Sen. 1999. *Development as Freedom*. New York: Anchor Books. Read pp.3-53. [BB]

Martha Nussbaum. 2011. *Creating Capabilities: The Human Development Approach*. Boston, MA: Belknap / Harvard). Read pp.17-68. [BB]

Esther Duflo. 2011. "Women Empowerment and Economic Development." Draft paper, November 2011. [BB]

Sakiko Fukuda-Parr and David Stewart. 2010. "Unequal Development in the 1990s: Growing Gaps in Human Capabilities," Chapter 10 in Sudhur Anand, Paul Segal and Joseph Stiglitz eds. *Debates on the Measurement of Global Poverty*. Oxford, UK: Oxford University Press. [BB]

Jan.31: Voices of the Poor and the Dynamics of Poverty

Deepa Narayan, et al. 1999. "The Definitions of Poverty," Chapters 1 and 2 in *Voices of the Poor: Can Anyone Hear Us?* Washington, D.C.: World Bank. Available at:

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/0,,contentMDK:20619302~menuPK:336998~pagePK:148956~piPK:216618~theSitePK:336992~isCURL:Y~isCURL:Y,00.html>

Deepa Narayan, Lant Pritchett and Soumya Kapoor, eds. 2009. *Moving Out of Poverty: Success from the Bottom Up*. Washington, D.C.: The World Bank and Palgrave MacMillan. Read the overview chapter, available at

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTMOVOUTPOV/0,,contentMDK:22095628~menuPK:2107081~pagePK:148956~piPK:216618~theSitePK:2104396,00.html>

Recommended Readings:

Andrew Norton, et al. 2001. *A Rough Guide to PPAs: Participatory Poverty Assessment – An Introduction to Theory and Practice*. London: UK Department for International Development. Available at

<http://web.worldbank.org/servlets/ECR?contentMDK=20509327&sitePK=410136>

See also the World Bank's webpage on Participatory Poverty Diagnostics, at <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTPCENG/0,contentMDK:20507639~pagePK:148956~piPK:216618~theSitePK:410306,00.html>

Feb.7: New Measures of Multidimensional Poverty, (In)Equality and Well-Being

Klugman, Jeni, Francisco Rodríguez, and Hyung-Jin Choi. 2011. "The HDI 2010: New Controversies, Old Critiques." Human Development Reports Research Paper. United Nations Development Programme (UNDP): New York, April. Available online: http://hdr.undp.org/en/reports/global/hdr2011/papers/HDRP_2011_01.pdf

Sabina Alkire and James Foster. 2011. "Understandings and Misunderstandings of Multidimensional Poverty Measurement" *Journal of Economic Inequality*, 9(2): 289-314. [BB]

Sabina Alkire, Maria Emma Santos, and Karma Ura. 2008. "Gross National Happiness and Poverty in Bhutan: Applying the GNH Index Methodology to Explore Poverty," Available at <http://www.google.com/url?q=http://www.ophi.org.uk/wp-content/uploads/OPHI-RP-4a.pdf%3Fcdac6c1&sa=U&ei=UiD9TpLwNtL2gges0YG4Ag&ved=0CAQQFjAA&client=internal-uds-cse&usq=AFQjCNHh3K1QQuXVsrRnq9z4ESiGm0iQ9w>

"Recalculating Happiness in a Himilayan Kingdom." *New York Times*, 6 May 2009. http://www.nytimes.com/2009/05/07/world/asia/07bhutan.html?_r=1

Recommended Readings:

Oxford Poverty and Human Development Initiative, webpage on MPI: <http://www.ophi.org.uk/policy/multidimensional-poverty-index/>

UNDP Gender Inequality Index: <http://hdr.undp.org/en/statistics/gii/>

Gross National Happiness Index: <http://www.grossnationalhappiness.com/>

**** Feb.10 (Sunday): Blog #1 due by 9:00 pm****

Feb.14: In-Class Group Work on Data Exercise

Each regional group will also have a consultation with Dr. Weaver on the group workplan.

**** Feb.17 (Sunday): Group Data Exercise due by 9:00 pm****

II. What Does and Does Not Work in Development?

Feb.21: Rethinking Growth and Development, Part I

William Easterly. 2002. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. Cambridge, MA: MIT Press. Read pp. 1-121.

Feb.28: Rethinking Growth and Development, Part II

William Easterly. 2002. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. Cambridge, MA: MIT Press. Read pp.122-291.

Romain Wacziarg. 2002. "Review of Easterly's *The Elusive Quest for Growth*," *Journal of Economic Literature*, Vol.XL (September): 907-918. [BB]

"Africa's Hopeful Economies: the Sun Shines Bright," *The Economist*, 3 December 2011. Available at <http://www.economist.com/node/21541008>.

****March 3 (Sunday): Blog #2 due by 9:00 pm****

March 7: The New Development (Micro)Economics

Abhijit V. Banerjee and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs.

All read Ch.1-3 (pp.1-70) and Conclusion (pp.267-273)

Group 1: read ch.4 (pp.71-101)

Group 2: read ch.5 (pp.103-129)

Group 3: read ch.6 (pp.133-155)

Group 4: read ch.7 (pp.157-181)

Group 5: read ch.8 (pp.183-203)

Group 6: read ch.9 (pp.205-234)

Group 7: read ch.10 (pp.235-265)

Esther Duflo. TED Talk on "Social Experiments to Fight Poverty," February 2010. http://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty.html

March 14: Spring Break – No class

March 21: Randomized Experiments and Development Impact Evaluation

Macartan Humphreys, Raul Sanchez de la Sierra, Peter van der Windt. 2012. Social and Economic Impacts of Tuungane: Final Report on the Effects of a Community Driven Reconstruction Program in Eastern Democratic Republic of Congo. <http://cu-csds.org/wp-content/uploads/2012/06/20120622-FINAL-REPORT.pdf>

Read one of the following:

Dani Rodrik. 2009. "The New Development Economics: We Shall Experiment, but How Shall We Learn?," in Cohen and Easterly, eds., *What Works in Development? Thinking Big and Thinking Small*. Washington, D.C.: Brookings Institution Press, pp. 24-47. [BB]

Robert Picciotto. 2012. "Experimentalism and Development Evaluation: Will the Bubble Burst?" *Evaluation*, 18: 213-229. [BB]

Recommended Reading:

Macarton Humphreys and Jeremy Weinstein. 2009. "Field Experiments and the Political Economy of Development," *Annual Review of Political Science*, 12: 367-378. [BB]

Carlos Barahona. 2010. "Randomised Control Trials for the Impact Evaluation of Development Initiatives: A Statistician's Point of View." Working Paper, Institutional Learning and Change Initiative. Available at http://www.bioversityinternational.org/fileadmin/bioversity/publications/pdfs/1391_Randomised%20control%20trials%20for%20the%20impact%20evaluation%20of%20development%20initiatives.pdf

William Savedoff. 2011. "Incentive Proliferation: Making Sense of a New Wave of Development Programs." Center for Global Development Essay, August 2011. Available at <http://www.cgdev.org/content/publications/detail/1425405>

March 28: New Structural Economics

Justin Yifu Lin. 2012. *New Structural Economics: a Framework for Rethinking Development and Policy*. Washington, DC: The World Bank. Free PDF download available at <http://siteresources.worldbank.org/DEC/Resources/84797-1104785060319/598886-1104951889260/NSE-Book.pdf>

All read Part I (pp.1-79) + Epilogue (pp.349-355)
Group 1: read Part II (pp.81-139)
Group 2: read Part III (pp.143-214)
Group 3: read Part VI (pp.285-347)

**** March 31 (Sunday): Blog #3 due by 9:00 pm****

April 4: In-class group work on Regional Development Reports

****April 7 (Sunday): Rough Drafts of Reports due by 9:00 pm**

Part III: International Development Aid: Problem or Solution?
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April 11: The Global Aid Industry

IDA. 2008. *Aid Architecture: An Overview of the Main Trends in Official Development Assistance*. Washington, DC: the World Bank. Skim report for general introduction to the structure and agencies of development aid. [BB]

Julie Walz and Vijaya Ramachandran. 2010. *Brave New World: a Literature Review of Emerging Donors and the Changing Nature of Foreign Assistance*. Center for Global Development Working Paper 273. Available at <http://www.cgdev.org/content/publications/detail/1425691>

William Easterly and Claudia R. Williamson. 2011. "Rhetoric versus Reality: The Best and Worst of Aid Agency Practice." *World Development*, 39(11): 1930-1949. [BB]

Recommended Reading:

OECD Development Assistance Committee, webpage on Aid Architecture:
<http://www.oecd.org/dac/aidarchitecture/>

Nancy Birdsall, Homi Kharas, and Rita Perakis. 2011. *The Quality of Aid: QuODA, Second Edition*. Read the brief for the Fourth High Level Forum on Aid Effectiveness, Busan, South Korea, Nov.29-Dec.4, 2011). Brief available at <http://www.cgdev.org/content/publications/detail/1425642/>

International Aid Transparency Initiative: www.aidtransparency.net

April 18: Does Aid Work? The Big Push – and the Push Back

Craig Burnside and David Dollar. 2000. "Aid, Policies, and Growth." *American Economic Review*, 90: 847–68.[BB]

William Easterly, Ross Levine, and David Roodman. 2004. "Aid, Policies, and Growth: Comment." *American Economic Review*, 94: 774–80. [BB]

Michael Clemens and Gabriel Demombynes. 2010. "When Does Rigorous Impact Evaluation Make a Difference? The Millennium Villages," Center for Global Development Working Paper 225, 11 October 2010. Available at <http://www.cgdev.org/content/publications/detail/1424496/>. [BB]

Madeleine Bunting. 2011. "Millennium Villages Project: Does the "Big Bang" Approach Work?" *The Guardian*, 10 October 2011. Available at <http://www.guardian.co.uk/global-development/poverty-matters/2011/oct/10/millennium-villages-project-impact-questions>

Jeffrey Sachs. 2011. "The Millennium Villages Project is Working Well," *The Guardian*, 13 October 2011. Available at <http://www.guardian.co.uk/global-development/poverty-matters/2011/oct/13/millennium-villages-project-working-well>

"The Big Push Back" *The Economist*, 3 December 2011. Available at <http://www.economist.com/node/21541001>

Dambiso Moyo. 2009. "Why Foreign Aid is Hurting Africa," *Wall Street Journal*, 22 March 2009. Available at <http://online.wsj.com/article/SB123758895999200083.html#articleTabs%3Darticle>

Recommended Reading:

Millennium Development Goals: <http://www.un.org/millenniumgoals/>
UNDP/ Millennium Development Goals Monitor: <http://www.mdgmonitor.org>
Millennium Villages Project: <http://millenniumvillages.org/>

Craig Burnside and David Dollar. 2004. "Aid, Policies, and Growth: Reply." *American Economic Review*, 94: 781–84.

Paul Pronyk, John McArthur, Prabhjot Singh & Jeffrey Sachs. 2011. "Evaluating the Millennium Villages: A response to Clemens and Demombynes," Available at <http://blogs.millenniumpromise.org/index.php/2010/10/13/evaluating-the-millennium-villages-a-response-to-clemens-and-demombynes/>. Posted 13 October 2011.

David McKenzie. 2011. "Jeff Sachs, the Millennium Villages Project, and Misconceptions about Impact Evaluation," on blogs.worldbank.org, posted 19 October 2011. (Read also the other materials linked in the blogpost). Available at <http://blogs.worldbank.org/impactevaluations/jeff-sachs-the-millennium-villages-project-and-misconceptions-about-impact-evaluation>

David Roodman. 2008. "Macro Aid Effectiveness Research: A Guide for the Perplexed." Center for Global Development, Working Paper 135, 12/10/2007. Available at <http://www.cgdev.org/content/publications/detail/15003>

Lant Pritchard. 2010. *The Best of Aid: Guiding the Movement*. Lecture delivered to the 2010 Development Research Institute annual conference. Slide presentation and audio, available at <http://www.slideshare.net/Aidwatch/pritchett-the-best-of-aid-n-e-w-s-l-i-d-e-s>

April 25: The Politics of Food Aid

Jennifer Clapp. 2012. *Hunger in the Balance: The New Politics of International Food Aid*. Ithaca, NY: Cornell University Press.

All read Ch.1-3 (pp.1-68) and Ch.7-8 (pp.139-172)

Group 1: read ch.4 (pp.69-93)

Group 2: read ch.5 (pp.94-117)

Group 3: read ch.6 (pp.118-138)

April 28 (Sunday): Blog #4 due by 9:00 pm

May 3: In-class presentations

Please upload powerpoint presentations to BB by 12:00 noon before class.

**FINAL PAPERS ARE DUE MAY 10 AT 5:00 PM BY EMAIL.
THERE IS NO FINAL EXAM IN THIS CLASS.**

REGIONAL JOURNAL SOURCES

Former Soviet Union and Eastern Europe:

Eurasian Geography and Economics
Post-Soviet Affairs
Europe-Asia Studies
Journal of Communist Studies and Transition Politics
Problems of Post-Communism
Communist and Post-Communist Studies

Latin America and the Caribbean

Economic Survey of Latin America
Journal of Interamerican Studies & World Affairs
Latin America Politics & Society

Middle East

Business Middle East
International Journal of Middle East Studies
Journal of Middle East Women's Studies

South and East Asia:

ASEAN Economic Journal
Asia Monitor
Asian Survey
China Information
The China Journal
China Quarterly
Contemporary South Asia
Modern China
Journal of Asian Studies
Journal of Chinese Political Science
Journal of East Asian Studies
SOJOURN
Southeast Asian Affairs

Africa

African Affairs
African Studies Review
Journal of Contemporary African Studies
Journal of Modern African Studies
Journal of Southern African Studies
Review of African Political Economy

USEFUL (ENGLISH-LANGUAGE) GENERAL JOURNALS AND OTHER SCHOLARLY SERIES:

Comparative Politics
Democratization
Development and Change
Development in Practice
Development Studies
Economic Journal
Environmental Politics
Foreign Affairs
Foreign Policy
Gender and Development: An Oxfam Journal
Global Environmental Change
Global Environmental Politics
Global Governance
Journal of Democracy
Journal of Development Economics
Journal of International Development
Journal of International Relations and Development
Journal of International Trade & Economic Development
New Political Economy
Oxford Development Studies
Public Administration and Development
Peace, Conflict, and Development
Review of International Political Economy

Studies in Comparative International Development
Third World Quarterly
World Development
World Politics

MAJOR DEVELOPMENT ORGANIZATIONS (MULTILATERAL AND BILATERAL)

African Development Bank (AfDB): www.afdb.org
Asian Development Bank (ADB): www.adb.org/
Canadian International Development Agency (CIDA): www.acdi-cida.gc.ca/index-e.htm
European Bank for Reconstruction and Development (EBRD): www.ebrd.com
European Commission – Development and Cooperation (EC): ec.europa.eu/europeaid/index_en.htm
German Corporation for Technical Cooperation (GTZ, now GIZ): <http://www.giz.de/en/>
InterAmerican Development Bank (IDB): www.iadb.org
International Labour Organization (ILO): www.ilo.org
International Monetary Fund (IMF): www.imf.org
Japanese International Cooperation Agency (JICA): www.jica.go.jp/english/
Millennium Challenge Corporation: www.mcc.gov
Ministry of Foreign Affairs of Denmark (Danida): www.um.dk/en
New Partnership for Africa’s Development (NEPAD): www.nepad.org/
Organization for Economic Cooperation and Development (OECD): www.oecd.org
OECD Development Assistance Committee (OECD DAC): <http://www1.oecd.org/dac>
United Kingdom Department for International Development: www.dfid.gov.uk
United Nations AIDS Program (UNAIDS): www.unaids.org/
United Nations Development Fund for Women: www.un.org/popin/programmes/unifem.html
United Nations Development Program (UNDP): www.undp.org/
United Nations Food and Agricultural Organization (UNFAO): www.fao.org
United State Agency for International Development (USAID): www.usaid.gov/
World Bank: www.worldbank.org

USEFUL NGO AND THINK-TANK SITES:

AidData: www.aiddata.org
Bank Information Center: www.bicusa.org
Bread for the World: www.bread.org
Bretton Woods Project: www.brettonwoodsproject.org
Brookings Institution: www.brookings.edu/
CARE International: www.care-international.org/
Center for Global Development: www.cgdev.org
Catholic Relief Services: www.catholicrelief.org/
Center for Economic and Policy Research: www.cepr.net
Development GAP (D’GAP): www.developmentgap.org
Development Gateway: www.developmentgateway.org/
Environmental Defense Fund: www.edf.org
International Development Research Center (IDRC): www.idrc.ca
International Rivers Network: www.irn.org
Natural Resources Defense Council: www.nrdc.org
Overseas Development Institute: <http://www.odi.org.uk/>
Oxfam International: www.oxfam.org
Oxford Development Studies: www.rmplc.co.uk/eduweb/sites/rmext05
United Nations University World Institute for Development Economics Research (WIDER): www.wider.unu.edu/
World Resources Institute: www.wri.org/
World Vision: www.worldvision.org

EVALUATION CRITERIA FOR PARTICIPATION

“A” Contributor

- Contributions in class and on the BB discussion board reflect exceptional preparation as evidenced by frequent authoritative and/or creative use of textual/material evidence.
- Ideas offered are always substantive (i.e., unusually perceptive, original, and/or synthetic) and provide one or more major insights as well as direction for the class.
- Agreements and/or disagreements are well substantiated and persuasively presented.
- *If this person were not a member of the class, the quality of discussion would be diminished markedly.*

“B” Contributor

- Contributions in class and on the BB discussion board reflect thorough preparation as evidenced by competent and occasionally authoritative and/or creative reference to textual/material evidence.
- Ideas offered are usually substantive, provide good insights and sometimes direction for the class.
- Agreements and/or disagreements are fairly well substantiated and/or sometimes persuasive.
- *If this person were not a member of the class, the quality of discussion would be diminished.*

“C” Contributor

- Contributions in this class reflect satisfactory preparation as evidenced by at least some acquaintance with textual/material evidence.
- Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for discussion.
- Sometimes disagreements and agreements are voiced with little to no substantiation.
- *If this person were not a member of the class, the quality of discussion would be diminished somewhat.*

“D-F” Contributor

- Contributions in class reflect inadequate preparation.
- Ideas are seldom substantive, provide few if any insights, and never a constructive direction for the class.
- Integrative comments and effective challenges are absent.
- *If this person were not a member of the class, valuable air-time would be saved.*

Non-Participant

- Little or nothing contributed in class; hence, there is not adequate basis for evaluation.
- If this person were not a member of the class, the quality of discussion would not be changed.
- Said persons need to leave this category and move into a contributor category.

GUIDELINES FOR PEER REVIEWS OF ROUGH DRAFT REPORTS

Constructive peer reviews contain the following elements:

1. A concise summary of the driving questions, objectives and significance of the report. This is essential, as it compels the reviewer to pay close attention and reiterate in his or her own words the key points of the report. If this summary is off, it signals to the author(s) that the arguments and organization are not clear and more work needs to be done on this front.
2. Comments on the overall organization of the paper, pointing out areas of confusion and offering helpful suggestions for reorganization, if needed.
3. Explanations of the weaknesses or flaws in the underlying logic of the report or use of evidence.
4. Helpful suggestions on additional literature or data sources to consult, if needed, as well as suggestions on where visuals (charts, graphs, maps, etc) can be edited (for clarity), added or subtracted.
5. Points out weaknesses in evidence and offers suggestions on where and how new evidence might be brought to bear to support the central arguments.
6. Discussion of whether or not the offered policy prescriptions are persuasive, are logical given the prior analysis, and seem feasible and/or desirable.
7. Generally corrects grammar, misspellings, awkward sentences, etc. However, it is not the job of the peer reviewer to micro-edit the paper. If you see consistent problems in the grammar or style of writing, point out an example, explain what is wrong, and tell the author that this occurs throughout the paper and needs to be fixed.
8. End the peer review with a concise summary of the key problems to address in revisions. While the tone should not be overly critical, it is not the job of the peer review to play cheerleader unless the draft paper is really in good shape. The majority of the peer review will be focused on the weaknesses of the paper.

A proper review is 2-3 pages, minimum.