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Advanced Topics in Public Policy: International Development

PA 388K Spring 2012
Thursdays 9:00 am – 12:00 pm
SRH 3.122

Course Description:

Any foray into international development must grapple with fundamental questions about 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. However, students wishing to gain greater traction in a specific area of development policy will have the option of foregoing the three short memo assignments (see Assignments, Section III) in favor of a brief (8-10 page) research project on a specific topic, developed in consultation with me. We will also have a brief final exam essay that will enable you to demonstrate your breadth of understanding and intellectual savvy on contemporary challenges to global development.

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.19: No class (Professor Weaver will be in the UK)
Jan.26: Introduction: How Do We Define and Measure Poverty and Development?
Feb.2: The Human Development and Capabilities Approach
Feb.9: Voices of the Poor and Dynamics of Poverty
Feb.16: New Measures of Multidimensional Poverty and Well-Being
Feb. 20 (5:30-8:00 pm): Make-Up Session: Group Presentations on Development Data Exercise

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

Feb.23: Rethinking Growth and Development, Part I
March 1: Rethinking Growth and Development, Part II
March 8: The New Development (Micro)Economics, Part I
March 15 – Spring Break
March 22: The New Development (Micro)Economics, Part II
March 29: In-Depth: Microfinance
April 5: In Depth: Randomized Experiments and Development Impact Evaluation

Part III: Global Development Aid: Problem or Solution?

April 12: Does Aid Work?
April 19: The Big Push -- and the Push Back
April 26: Aid Alternatives
May 3: Rethinking Foreign Assistance

Required Books

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

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

David Roodman. 2012. *Due Diligence: An Impertinent Inquiry into Microfinance*. Washington, D.C: Brookings Institutions Press for the Center for Global Development. [Note: This book will be available in mid-January and can be ordered here: <http://www.brookings.edu/press/Books/2011/duediligence.aspx>. Draft chapters are available for free on the Center for Global Development website at http://blogs.cgdev.org/open_book/.]

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/impactevaluations/>

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 now 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 (and a partner of the CCAPS program at the Strauss Center).

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 (10%)

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 or how many questions and comments you pose each week on BB (above the one question/comment requirement). 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. Classroom participation will also be based upon the quality of your questions and comments poised to our guest speakers.

II. Online Participation – Current Events Discussion Board (10%)

We will run an online discussion board on the Blackboard course site. This discussion board will be used to discuss current events in the news related to our discussions of global development. Students are encouraged to post news links with commentaries. The commentaries should both summarize and react to the piece of news you have found, linking where possible to discussions we have had (or will have) in class and/or raise relevant questions for in-class discussion. Please refer to the suggested news and blog sites listed above.

Each student should contribute at least 5 times over the course of the semester to the online current events discussion board. Each entry is evaluated according to the thoughtfulness and writing quality of the entry. Each entry should be 1-2 long paragraphs in length, minimum. A good guideline is to write between 200-500 words in each entry.

III. Group Development Data Exercise (40%)

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 staged assignment is designed to help you, in groups of five students each, learn to navigate through frequently used development databases as well as compare and critically evaluate various ways of collecting relevant data and calculating levels of poverty and development. The final stage of the assignment will require each group to apply this knowledge to a hypothetical policy exercise (details forthcoming). The staged assignment will include both written and oral presentation components.

Groups will be assigned the first day of class. **The entire written assignment (Part I-V) will be due on Monday, Feb.27 by 5:00 pm. The group oral presentation will be on Monday, Feb.20 (make-up session).** The oral presentation should be approximately 15 minutes in length and include visuals where appropriate. Groups should decide upon an appropriate division of labor for the presentation.

Part I: Discovering Development Data (5%)

Part II: Measuring Capabilities? Measuring Vulnerabilities? (5%)

Part III: Participatory Poverty Assessment (5%)

Part IV: Exploring the MPI (5%)

Part V: Five-page Group Policy Memo (10%)

Part IV: Group Oral Presentation of Policy Memo (10%) on Feb.20

IV. Option A: Three Memos (3 @ 10% each = 30%)

A. Explaining Africa's Elusive (?) Quest for Growth

The Economist recently published an article, "Africa's Hopeful Economies: the Sun Shines Bright" (3 December 2011; <http://www.economist.com/node/21541008>). In light of the argument and evidence written in this article, how would you reassess William Easterly's key propositions about growth theory and the effectiveness of international development aid in Africa? Write a 1-2 page (single-spaced) memo, written in the style of a well-crafted blog post, reflecting on this question. You may (but are not required) to use supporting statistics, graphs or other documentation. Following the blog style, you may cite references using hyperlinks or endnotes. For good examples of blogs, see the Project Syndicate. **The blog posts are due March 8 by 5:00 pm to me by email.**

B. Case Study Memo on Randomized Experiments and Development Impact (10%)

Find a report or article that discusses the use of a randomized experiment to design or evaluate the impact of a development program. Refer to the syllabus appendix on the Blackboard site for suggested sources. **Please send the title and author(s) of the report or article to me by March 21 at 5:00 pm for approval.**

Write a 2-3 page (single-spaced) summary and critical discussion of the randomized experiment, paying particular attention to explaining the methodology and (if relevant) the expected or actual findings of the evaluation. Also discuss the bigger "development" picture that the RCT is attempting to address. Was the RCT successful in shedding light on this broader development issue? Could the study / evaluation have been done without an expensive randomized experiment, or was an RCT done just because it's "en vogue"? **Post the summary on the Blackboard discussion board by 5:00 pm on April 4** and be prepared to briefly present the main points of your summary in class on April 5. All students should read all of the summary memos before class on April 5.

C. Op-Ed on the “Big Push,” the MDGs and Millennium Villages Project

Write an op-ed, in the style of those found in the *New York Times* or *Financial Times*, on the impact, effectiveness or sustainability of the Millennium Development Goals and/or the Millennium Villages Project. The op-ed should present a clear argument, supported by persuasive evidence, and should not exceed 1,000 words in length. **Due April 20 by 5:00 pm.**

III. Option B: Research Paper (30%)

Students wishing to explore a particular topic in international development in depth may opt to skip the three short writing assignment described above in Option A and instead do an independent research project. **One-page proposals for the research paper should be submitted to me by March 8, rough drafts submitted by April 13 and final drafts by May 3.** The papers should be 8-10 pages, single-spaced, and use appropriate evidence with citations.

IV. Final Exam Essay (10%)

On the last day of class, I will provide you with three possible essay questions. One the day of the final exam, I will randomly pick one of the questions and you will write an answer in 2-3 single space pages (you may go up to 5 pages if using graphs and other visualized data or charts). The exam will be in-class, but you may use up to two pages of prepared notes.

READING SCHEDULE

Part I: Defining and Measuring Development

Jan.20: No Class

(Professor Weaver will be in the UK. We will have a make-up class on the evening of Feb.20).

Please watch the following TED talks (you may pick and choose from the Rosling talks), which outline many of the questions and issues about what questions we ask about how we define, measure, and conceptualize approaches to 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

Hans Rosling, TED Talk on New Insights on Poverty, March 2007.

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

Paul Collier, TED Talk on the Bottom Billion, March 2008.

http://www.ted.com/talks/paul_collier_shares_4_ways_to_help_the_bottom_billion.html

Hans Rosling. TED Talk on The Good News of the Decade, September 2010.

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

Jan.26: How Do We Define and Measure Poverty and Development?

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]
- Ch.7: Angus Deaton, “Measuring Poverty in a Growing World (or Measuring Growth in a Poor World),” (pp.187-224) [BB]

Feb.2: The Human Development and Capabilities Approach

Amartya Sen. 1999. *Development as Freedom*. New York: Anchor Books. Read chapters 1-3 (pp.3-53). [BB]

Martha Nussbaum. 2011. *Creating Capabilities: The Human Development Approach*. Boston, MA: Belknap / Harvard). Read Ch.2-3. [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]

Feb.9: 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>

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. Please skim the entire report, available at
<http://web.worldbank.org/servlets/ECR?contentMDK=20509327&sitePK=410136>

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>

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.16: New Measures of Multidimensional Poverty and Well-Being

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

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]

Martin Ravallion. 2011. "On Multidimensional Indices of Poverty," *Journal of Economic Inequality*, 9(2): 235-248. [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%3Fcd6c1&sa=U&ei=UiD9TpLwNtL2gges0YG4Ag&ved=0CAQQFjAA&client=internal-uds-cse&usq=AFQjCNHh3K1QQuXVsrRnq9z4ESiGm0iQ9w>

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

Feb.20 (5:30-8:00 pm): Make-Up Class -- Group Presentations on Development Data Exercise

SRH 3.122; Dinner provided.

II. What Does and Does Not Work in Development?

Feb.23: 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.

March 1: 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]

Kenneth Rogoff. 2012. "Rethinking the Growth Imperative." Project Syndicate, 2 January 2012. Available at <http://www.project-syndicate.org/commentary/rogoff88/English>

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

March 8: The New Development (Micro)Economics, Part I

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.

Abhijit V. Banerjee and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs. Read pp. 1-129.

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 15: Spring Break – No class

March 21: The New Development (Micro)Economics, Part II

Abhijit V. Banerjee and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs. Read pp.133-265.

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: In Depth: Microfinance

David Roodman. 2012. *Due Diligence: An Impertinent Inquiry into Microfinance*. Washington, D.C: Brookings Institutions Press for the Center for Global Development.

Note: This book will be available in mid-January and can be ordered here:

<http://www.brookings.edu/press/Books/2011/duediligence.aspx>

Draft chapters are available for free on the Center for Global Development website at http://blogs.cgdev.org/open_book/.

April 5: In Depth: Randomized Experiments and Development Impact Evaluation

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

Read posted memos from students doing Option A. Students are encouraged to find case studies that examine how RCTS are used to evaluate development interventions such Conditional Cash Transfers, employment guarantees, etc.

Part III: International Development Aid: Problem or Solution?

April 12: Does Aid Work?

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

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

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

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>

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>

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>

William Easterly and Claudia R. Williamson. 2011. "Rhetoric versus Reality: The Best and Worst of Aid Agency Practice." Draft paper. [BB]

Owen Barder. 2011. "Can Aid Work?" Written testimony submitted to Britain's House of Lords, 13 July 2011. Available at <http://www.cgdev.org/content/publications/detail/1425286>

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/>

April 19: The Big Push – and the Push Back

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

Benjamin Leo and Ross Thuolte. 2011. “MDG Progress Index 2011: the Good (Country Progress), the Bad (Slippage), and the Ugly (Fickle Data),” Center for Global Development Notes, September 2011. Available at <http://www.cgdev.org/content/publications/detail/1425429>

Nicholas Kristof blog on the Millennium Villages Project:
<http://kristof.blogs.nytimes.com/tag/millennium-village-project/>

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>

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

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Journal of Interamerican Studies & World Affairs
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Business Middle East
International Journal of Middle East Studies
Journal of Middle East Women's Studies

South and East Asia:

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Asia Monitor
Asian Survey
China Information
The China Journal
China Quarterly
Contemporary South Asia
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Journal of Asian Studies
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Development and Change
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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
InterAmerican Development Bank (IDB): www.iadb.org
International Labour Organization (ILO): www.ilo.org
International Monetary Fund (IMF): www.imf.org
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>
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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:

Bank Information Center: www.bicusa.org
Bread for the World: www.bread.org
Bretton Woods Project: www.brettonwoodsproject.org
Brookings Institution: www.brookings.edu/
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
Environmental Defense Fund: www.edf.org
International Development Research Center (IDRC): www.idrc.ca
International Rivers Network: www.irn.org
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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.