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## **POLITICAL ECONOMY OF DEVELOPMENT**

***POL 441***  
***Spring 2024***

Instructor: Takeshi Ito  
Office: 10-530  
Office hours: by appointment

Class meets: Tue&Fri 10:55-12:35@11-625  
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### **Course Description**

This course is concerned with the theory and practice of international development. We will study the evolution of the project of development from its launched as a post-World War II initiative to its characteristics under the current era of economic globalization and liberalization, including backlashes against the forms this project has taken. Each phase of development has been marked by intense theoretical and practical debate, from the certainties of modernization theory, the explanatory perspectives of dependency theory to more current critiques of anti-development and anti-globalization theorists. In this course, we will examine the intellectual and practical foundations of these debates. To do so, we will link development theories to the material practice of development.

While the standard curriculum of development studies courses focuses on policy actors and institutions – such as states, mega-institutions and NGOs – we will broaden the scope of development studies by looking at the social, political, environmental and economic practices through which development is experienced. By studying, for example, the informal economy, peasant movements and global and local strategies for sustainable development we will investigate the boundaries between development theory and practice. In this way, we will investigate the “Third World” as more than a *recipient* of development, but as a site from which development objectives, theories and practices emerge.

Upon completion of the course, students will: 1) have a familiarity with development problems, 2) be able to explain and critique the various approaches to the practice of development, and 3) be able to use case studies to test the hierarchy between the first and the third world that is applied to solve development problems.

### **Course Requirements and Grading**

#### **1. Class Engagement: 20%**

A main goal of this class is to nurture critical thinking. Class will be structured around focused class discussions, and your grade is dependent upon the quality of your

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participation. Please come to class prepared, having completed your readings and reading to discuss them. Ask each other hard questions, listen to your peers' responses and respect the opinions of instructors and classmates. Remember, there are no wrong answers; but you must be able to support your argument with sound reasoning!

## **2. Summaries: 20%**

Students are expected to write a short summary (around 3-400 words) of the readings for each session and to submit to Moodle by 10 am each class the reading is due. This is a great way to organize your thoughts and to check your comprehension. Students' summaries are evaluated on the basis of comprehension and timeliness: Two points for a fine summary; one point for a summary of acceptable quality; and zero point for late or non-submission. Plagiarism automatically results in a failing grade for the entire course (see Academic Conduct).

## **3. Analysis, Critique, and Appreciation: 20%**

I designed this seminar to be oral-intensive. You must be prepared to make a five-minute analysis, critique, and appreciation of the readings. In addition, designated students will be asked to take formal responsibility for organizing the discussion of the readings. To create a lively discussion environment, you can pose questions, present data, and quote interesting, powerful, thought-provoking sentences. In preparing your discussion, please keep in mind:

- a) Discussants are good listeners—we all listen to one another with respect, and have tolerance for differences. We build on the strengths and weaknesses of arguments.
- b) Discussants are critical thinkers—we make constructive criticism and make connections between readings by identifying where authors agree/disagree and make sense of scholarly arguments.

## **4. Final Paper: 40%**

Students are expected to write a research paper that critically examines the theory and practice of development. In writing the paper, you must develop a research framework primarily drawn from the course materials. You may also support your argument with books and articles available online, but these should not be the framework of your paper.

How and where should you begin your research? First, you need to find a topic related to the course (possibly a tentative title) that you want to explore. The topic is something of passion. When you know it, you'll keep on exploring. Second, you need to create a literature review on your topic to identify what people have done on the topic so far and what needs to be done. This is a tentative list of your bibliography. Third, you need to be able to draw an outline of your research. This could be a summary (3-400 words) of your main argument and/or headings and subheadings in your paper. The title, argument, outline, literature review, and bibliography constitute the so-called *research design*. Lastly, you need to begin

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your research based on the research design, and complete your paper. At any stage of your research, I am more than happy to meet you and discuss your research!

The appropriate length of your paper is between 3,500-4,000 words, not exceeding 4,500 words (including References). Leave 1.5 cm of margin on all sides of the paper. The text should be double spaced. Font size 12 points. Use footnotes rather than endnotes.

### **Grade Distributions**

Class Engagement:	20%
Summaries:	20%
Analysis, Critique, and Appreciation:	20%
Final Exam:	40%

Grade cutoff points are as follows: A = 91-100%; B = 81-90%; C = 71-80%; D = 61-70%; F = < 60%.

### **Expectations and Responsibilities**

I am excited about this course! I expect you to be excited about the course, too. This excitement carries us through the entire semester. However, sustaining the excitement is not easy. There are times when you are distracted by what surrounds you in everyday lives. But I want you to keep focused on what you are doing throughout the semester. I want you to engage with the readings which may seem sometimes abstract and challenging to you at this early stage in your college education. **Never give up on the readings!** If you cannot comprehend at all, try to pick up some key points, and try to capture a big picture that the author is trying to put together. In other words, you should not be bogged down by every detail, and come to class with your thoughts and questions. It is my hope and responsibility that some disconnected ideas make a sense by the end of the semester. Therefore, I encourage you to keep up with your good work because only such a work habit can bear fruit in the long run.

I expect you to come to class prepared to engage. I believe that active and intelligent class participation is essential part of effective learning. Being able to address your thoughts in class is an important skill that you will need to develop in/beyond this semester. Getting the readings done does not mean that you have something to say about them. **This class requires at least five-six hours of preparation each week**, depending on your familiarity with key concepts in development studies. I strongly suggest that after finishing the reading assignment for each class session, you spend 15-30 minutes writing a summary (around 250 words) of the reading. This short exercise helps organize your thoughts that you might want to address in class. In addition, it is important to know that what I expect from you is not accuracy but your effort to engage in the readings.

You can expect me to work very hard to create a valuable learning environment for you. **I am always open to suggestions as to how I can make my class a better environment for you to learn.** I will give you my feedback on your paper promptly, meet with you for advising, and write you reference letters (e.g.,

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internships, scholarships, and graduate schools) in/beyond this semester. In other words, I will make time for you.

### **Academic Conduct**

Plagiarism and cheating of any kind are strictly forbidden. Plagiarism entails borrowing ideas from others without attributing source. I have zero tolerance for plagiarism and cheating. Any misconducts will automatically result in no credit.

### **Cell Phones and Laptops Policy**

To create an effective learning environment for everyone, the use of the Internet with your cell phones and laptops is strictly forbidden. **If the instructor or the TA finds students using cell phones and laptops, we will dock 5 points from your final grade (100 points) for each time you use cell phones and laptops.** For the sake of effective class management, we will not warn you or call your name in class. To avoid any unnecessary misunderstanding, please put away your cell phones and laptops in your bag.

### **Accommodations for Students with Disabilities**

If you have a disability and require accommodations for this course, please speak with the instructor as soon as possible so that your needs may be appropriately met.

### **Attendance Policy**

Attendance is very important. I expect you to attend every class. Missing class will hurt you in two ways. First, you will miss the thesis of the readings discussed in class. This will have significant impact on what you get out of this course. Second, I will dock your final grade third a letter grade (e.g., from a B- to a C+) for each unexcused absence. Make-up exams will only be given in the case of sickness (requiring a doctor's note) or family emergency (requiring a Dean's note). *More than three undocumented absences will automatically result in a failing grade (no credit).* Should you be forced to miss class because of activities, you must inform the instructor ahead of time.

### **Late Policy**

Late papers will not be accepted under any circumstances. I will dock your paper grade third a letter grade (e.g., an B- to a C+ or from a C to a C-) for each day. Special Arrangements will only be made in the case of sickness (requiring a doctor's note) or family emergency (requiring a Dean's note).

### **Important Etiquettes**

In order to create a pleasant study environment for everyone, please follow the protocol. *Please turn off your cell phones when you enter the classroom.* **Cell phones must be put away at any time during the class. When found using a phone, I will ask you to leave the class.** *Please come to the class on time.* Please note that *voluntary late arrivals and early departures do not count as one class attendance.* These are just a few things that distract our attention. For other issues,

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please use your common sense, and treat one another with respect and courtesy. If problems continue to disturb the proper procedures of class, I will ask disruptive students to leave the class.

### **Appointments with the Instructor**

Meeting with professors could be challenging for students. Although I know exactly how you feel, I encourage you to TALK to me in person on any subjects related to class. My office is located at Rm 530 in Building 10. If you cannot make it during our office hours, please email me for an appointment. In principle, I use my email to make appointments rather than consultations. If chatting in informal situations makes you more comfortable, please let me know.

### **Readings**

#### Textbooks

Harvey, David. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press.

Ferguson, James. 1994. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota Press.

They are around \$25 when you buy new copies. Used copies are less expensive.

## **COURSE OUTLINE**

### **1. April 12**

#### Introduction to the course

Kristof, Nicolas. 2009. "Where Sweatshops Are a Dream." *The New York Times* <http://nyti.ms/26n7YVY> or <https://youtu.be/CqXKCom6UHU>  
Costanza et al. 2014. "Time to Leave GDP Behind." *Nature* 505, pp. 283-285.

#### *Suggested*

Guardian. 2021 'Devastating': how UK's foreign aid cuts could hurt the world's poorest. August 23. <https://www.theguardian.com/global-development/ng-interactive/2021/aug/23/devastating-how-cuts-in-uks-foreign-aid-could-hurt-the-worlds-poorest>

New York Times. 2012. "A Factory Grows in Haiti." July 6, 2012 <http://video.nytimes.com/video/2012/07/05/world/americas/10000001632553/a-factory-grows-in-haiti.html>

## **I. DEVELOPMENT THEORIES**

### **2. April 15**

#### Historical Perspectives on Development 1

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Hall, Stuart. 1992. "The West and the Rest: Discourse and Power." In S. Hall and B. Gieben eds. *Formations of Modernity*. Cambridge, UK: Polity Press: 276-308.

*Suggested*

Bernstein, Henry. 2010. "Origins and Early Development of Capitalism." In *Class Dynamics of Agrarian Change*. Halifax: Fernwood Publishing: 25-37.

Davis, Mike. 2002. *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. London: Verso.

Wolf, Eric. 1982. *Europe and the People without History*. Berkeley: University of California Press.

Arrighi, Giovanni. 1990. "The Developmentalist Illusion: A Reconceptualization of the Semiperiphery," in William G. Martin (ed.) *Semiperipheral States in the World Economy*. New York: Greenwood Press: 11-42.

Wallerstein, Immanuel. 1974. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." *Comparative Studies in Society and History* 16(4): 387-415.

-----, 1991. "Development: Lodestar or Illusion." In *Unthinking Social Science: The Limits of Nineteenth Century Paradigms*. Cambridge: Polity Press: 104-124.

### **3. April 19**

#### *Historical Perspectives on Development 2*

Bernstein, Henry. 2000. "Colonialism, Capitalism, Development." In Tim Allen and Alan Thomas eds. *Poverty and Development into the 21<sup>st</sup> Century*. Oxford: Oxford University Press: 241-270.

### **4. April 22**

#### *Nature, Capitalism, and Primitive Accumulation*

Karl Marx. [Capital: A Critique of Political Economy](#). London: Penguin Books, 1990. Part Eight, "The Secret of Primitive Accumulation and The Expropriation of the Agricultural Population from the Land, pp. 873 - 877

Wood, Ellen Meiksins. 2010. "Peasants and the Market Imperative: The Origins of Capitalism." Haroon Akram-Lodhi and Cristobal Kay eds. *Peasants and Globalization: Political Economy, Rural Transformation and the Agrarian Question*. London: Routledge: 37-56.

*Suggested*

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press, Ch. 1.

Arrighi, G. and J.W. Moore. 2001. "Capitalist Development in World Historical Perspective." In R. Albritton, M. Itoh, R. Wstra, and A. Zuege

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eds. *Phases of Capitalist Development: Booms, Crises and Globalizations*. New York: Palgrave, pp. 56-75.

Sevilla-Buitrago, Alvaro. 2015. "Capitalist Formations of Enclosure: Space and the Extinction of the Commons." *Antipode* 47(4), pp. 999-1012.

Hall, Derek. 2013. "Primitive Accumulation, Accumulation by Dispossession and the Global Land Grab." *Third World Quarterly*, 34(9), 1582-1604.

## **5. April 26**

### Modernization Theory

Lerner, Daniel. 1958. "The Grocer and the Chief: A Parable." In *The Passing of Traditional Society: Modernizing the Middle East*. Glencoe: Free Press: 19-42.

Rostow, W. W. 1971. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press: 4-16.

### *Suggested*

Isbister, John. 2003. "Explanations of Underdevelopment" In *Promises Not Kept: Poverty and the Betrayal of Third World Development*. Bloomfield, CT: Kumarian: 30-65.

Gerchenkron, Alexander. 1966. *Economic Backwardness in Historical Perspective*. The Belknap Press: 5-30.

## **6. April 29**

### Dependency Theory

Cardoso, Fernando Henrique and Enzo Faletto. 1979. *Dependency and Development in Latin America*. Berkeley: University of California Press: 8-28.

Valenzuela, Samuel J., and Arturo Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment." *Comparative Politics* 10(4): 535-557.

### *Suggested*

Ferraro, Vincent. 1996. "Dependency Theory: An Introduction." In Giogrio Secondi ed. *The Development Economics Reader*. London: Routledge.

Waterbury, John. 1999. "The Long Gestation and Brief Triumph of Import Substituting Industrialization." *World Development* 27(2): 323-341.

## **7. May 6**

### Neoliberalism 1

Harvey, David. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press: Ch 1 (1-38) and Ch 2 (39-63).

Harvey, David. 2010. "Crises of Capitalism."

[http://www.youtube.com/watch?v=qOP2V\\_np2c0&feature=related](http://www.youtube.com/watch?v=qOP2V_np2c0&feature=related)

### *Suggested*

- Polanyi, Karl. 1944. *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon.
- Ruggie, J. 1982. "International Regimes, Transactions and Change: Embedded Liberalism in the Post-War Order." *International Organization* 36(3): 379-415.
- Craig, David and Doug Porter. 2006. *Development Beyond Neoliberalism? Governance, Poverty Reduction and Political Economy*. London: Routledge: 63-94.
- Lacher, H. 1999. "Embedded Liberalism, Disembedded Markets: Reconceptualizing the Pax Americana." *New Political Economy* 4(3): 343-360.
- Krueger, Anne O. 1990. "Government Failures in Development." *Journal of Economic Perspectives* 4 (3): 9-23
- Lal, Deepak. 1985. "The Misconceptions of Development Economics." *Finance & Development* 22 (2): 10-13.

## 8. May 10

### Neoliberalism 2

- Harvey, David. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press: Ch 3 (64-86) and Ch. 4 (87-119).
- Monbiot, George. 2016. "Neoliberalism—the Ideology at the Root of All Our Problems." *Guardians*. April 15.  
<https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot>

### *Suggested*

- Williamson, John. 1990. "What Washington Means by Policy Reform." In *Latin American Adjustment: How Much Has Happened?* Washington, D.C.: Institute for International Economics: 5-20.  
<http://www.iie.com/publications/papers/paper.cfm?researchid=486>

## 9. May 13

### The New Institutional Economics

- Bardhan, Pranab. 1989. "The New Institutional Economics and Development Theory: A Brief Critical Assessment." *World Development* 17(9), 1389-1395.
- Harriss, John, Janet Hunter, and Colin Lewis. 1995. "Development and Significance of NIE." In Harriss, John, Janet Hunter, and Colin M. Lewis eds. 1995. *The New Institutional Economics and Third World Development*. London: Routledge: 1-13.

### *Suggested*

- North, D.C. .1990. *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press.
- Nabli, M. and J. Nugent 1989. "The New Institutional Economics and Its Applicability to Development." *World Development* 17(9): 1333-



1347.

- Rodrik, D., A. Subramanian, and F. Trebbi. 2004. "Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development." *Journal of Economic Growth* 9, pp. 131-165.
- Sachs, J. 2003. "Institutions Don't Rule: Direct Effects of Geography on Per Capita Income." National Bureau of Economic Research Working Paper No. 9490.
- Moore, Mick and Mark Robinson. 1994. "Can Foreign Aid Be Used to Promote Good Government in Developing Countries?" *Ethics and International Affairs* 8(1): 141-158.
- Doner, Richard and Ben Schneider. 2000. "The New Institutional Economics, Business Associations and Development." *Brazilian Journal of Political Economy* 20(3): 39-62. (Read 39-47).
- Hoff, Karla and Joseph Stiglitz. 2001. "Modern Economic Theory and Development." In Gerald Meier and Joseph Stiglitz eds. *Frontiers of Development Economics: the Future in Perspective*. New York: Oxford University Press: 389-459.

## **10. May 17**

### Development, Institutions, and Governance 1

- World Bank. 1997. *The World Development Report: The State in A Changing World*. New York: Oxford University Press: 1-15.
- Portes, A. 2006. "Institutions and Development: A Conceptual Reanalysis." *Population and Development Review* 32(2), pp. 233-262.

### *Suggested*

- Fine, Ben, Costas Lapavistas and Jonathan Pincus eds. 2001. *Development Policy in the Twentieth-First Century: Beyond the Post-Washington Consensus*. London: Routledge.
- Wolfowitz, Paul. 2006. "Good Governance and Development: A Time for Action."  
<http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/ORGANIZATION/EXTPRESIDENT2007/EXTPASTPRESIDENTS/EXTOFFICEPRESIDENT/0,,contentMDK:20883752~menuPK:64343258~pagePK:51174171~piPK:64258873~theSitePK:1014541,00.html>
- Evans. Peter. 2004. "Development as Institutional Change: The Pitfalls of Monocropping and the Potentials of Deliberation." *Studies in Comparative International Development* 38(4), 30-52.
- World Bank. 2000. *Reforming Public Institutions and Strengthening Governance*. Washington, D.C.: World Bank.
- IDS. 2010. "A Fresh Look at Governance." In *An Upside View of Governance*. Institute of Development Studies, Brighton: University of Sussex: 5-15.

## **11. May 20**

### Development, Institutions, and Governance 2

North, D. J.J. Wallis, and B.R. Weingast eds. 2009. *Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History*. New York: Cambridge University Press. Chapter 1 (1-29).

*Suggested*

Di John, Jonathan and James Putzel. 2009. "Political Settlements." Governance and Social Development Resource Centre, University of Birmingham.

Houtzager, Peter and Mick Moore eds. 2005. *Changing Paths: International Development and the New Politics of Inclusion*. Ann Arbor: University of Michigan Press.

Moore, Mick. 2001. "Political Underdevelopment: What Causes 'Bad Governance'?" *Public Management Review*, 3(3), pp. 385-418.

van Cranenburgh, Oda. 1998. "Increasing State Capacity: What Role for the World Bank?" *IDS Bulletin*, 29(2), 75-81.

Easterly, William. 2010 "Foreign Aid for Scoundrels." *The New York Review of Books* November 25, 2010  
<http://www.nybooks.com/articles/archives/2010/nov/25/foreign-aid-scoundrels/>

## II. DEVELOPMENT & POLITICS

### 12. May 24

#### Are We Still All Institutionalists?

Hudson, D. and A. Leftwich. 2014. "From Political Economy to Political Analysis." Research Paper 25. Birmingham: DLP: 48-102.

*Suggested*

For the background of PRSPs, read this short piece: Booth, David. 2005. "Missing Links in the Politics of Development: Learning from the PRSP Experiment." Working Paper 256 Overseas Development Institute, pp. 1-10.

Hickey, S. K. Sen, and B. Bukenya. 2015. "Exploring the Politics of Inclusive Development: Towards a New Conceptual Approach." In S. Hickey, K. Sen, and B. Bukenya eds. *The Politics of Inclusive Development: Interrogating the Evidence*. New York: Oxford University Press: 3-32.

Carothers, T. and D. de Gramont. 2013. "Toward Politically Informed Methods." In *Development Aid Confronts Politics: The Almost Revolution*. Washington, D.C.: Carnegie Endowment for International Peace: 125-154.

World Bank. 2008. *The Political Economy of Policy Reform: Issues and Implications for Policy Dialogue and Development Operations*. Washington, D.C.: World Bank.

### **13. May 27**

#### Depoliticizing Development 1

Ferguson, James. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*: 1-21.

#### *Suggested*

Harriss, John. 2001. *Depoliticizing Development: The World Bank and Social Capital*. New Delhi: Leftword Books.

Mosse, David. 2005. *Cultivating Development: An Ethnography of Aid Policy and Practice*. London & Ann Arbor: Pluto Press.

Sharma, Aradhana. 2008. *Logics of Empowerment: Development, Gender, and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press.

Li, Tania. 2007. *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Durham: Duke.

Scott, James. 1998. *Seeing Like a State*. New Haven: Yale University Press.

### **14. May 31**

#### Film Screening

*Inside Job*, 2009, directed by Charles Ferguson

### **15. June 3**

#### Depoliticizing Development 2

Ferguson, James. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*: Ch. 2 (25-73) and Ch. 3 (74-88).

### **16. June 7**

#### Depoliticizing Development 3

Ferguson, James. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*: Ch. 5 (135-166).

### **17. June 10**

#### Depoliticizing Development 4

Ferguson, James. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*: Ch. 9 (251-277) and Epilogue (279-288).

#### *Suggested*

Escobar, Arturo. 1995. "The Problematization of Poverty: The Tale of Three Worlds and Development." In *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press: 21-54.

Shrestha, Nanda. 1995. "Becoming a Development Category." In Jonathan Crush ed. *Power of Development*. New York: Routledge: 266-277.

Esteva, Gustavo. 1992. "Development." in Wolfgang Sachs (ed.) *The*

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*Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books: 6-25.

Sen, Amartya. 1988. "The Concept of Development." In *Handbook of Development Economics*, edited by H. B. Chenery and T. N. Srinivasan. Amsterdam: Elsevier Science Pub. Co.: 10-26.

Peet, Richard and Elaine Hartwick. 2009. "Critical Modernism and Democratic Development." In R. Peet and E. Hartwick. *Theories of Development: Contentions, Arguments, Alternatives* (second edition). New York: Guilford Press: 277-291.

Rist, Gilbert. 2008. "Definitions of Development." In *History of Development*. London: Zed Books: 8-24.

Rist, Gilbert. 2007. "Development as a Buzzword." *Development in Practice* 17(4-5): 485-491

### **18. June 14**

#### Critical Institutionalism

Cleaver, F. 2012. *Development through Bricolage: Rethinking Institutions for Natural Resource Management*. London: Routledge: 1-24.

#### *Suggested*

Hutchison, J., W. Hout, C. Hughes, and R. Robison. 2014. *Political Economy and the Aid Industry in Asia*. Basingstoke, Hampshire: Palgrave Macmillan, pp. 77-102.

Roland, G. 2004. "Understanding Institutional Change: Fast-Moving and Slow-Moving Institutions." *Studies in Comparative International Development* 38(4), pp. 109-131.

World Bank. 2017. *World Development Report 2017: Governance and the Law*. Washington, D.C.: World Bank.

Andrews, Matt, Lant Pritchett, and Michael Woolcock. 2017. *Building State Capability: Evidence, Analysis, Action*. Oxford: Oxford University Press.

### **19. June 17**

#### Critical Institutionalism

Cleaver, F. and L. Whaley. 2018. "Understanding Process, Power, and Meaning in Adaptive Governance: A Critical Institutional Reading." *Ecology and Society* 23(2):49. <https://doi.org/10.5751/ES-10212-230249>

### **20. June 21**

#### Research and Writing

### **21. June 24**

#### Individual Consultations about the Final Paper

I will meet you individually to discuss what you want to write and how you want to frame your final paper. Please feel free to stop by my office. Please bring your

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research design containing a) title, b) literature review, c) argument, d) outline, and e) bibliography.

### **III. TOPICS in DEVELOPMENT**

#### **22. June 28**

##### *Framing Development Holistically*

Raworth, Kate. 2017. *Doughnut Economics*. White River Junction, Vermont: Chelsea Green Publishing, Introduction "Who wants to be an Economist" and Chapter 1 "Change the Goal".

#### **23. July 5**

##### *Framing Development Holistically*

Raworth, Kate. 2017. *Doughnut Economics*. White River Junction, Vermont: Chelsea Green Publishing, Chapter 2 "See the Big Picture" and Chapter 3 "Nurture Human Nature."

#### **24. July 8**

##### *Framing Development Holistically*

Raworth, Kate. 2017. *Doughnut Economics*. White River Junction, Vermont: Chelsea Green Publishing, Chapter 4 "See the Big Picture" and Chapter 5 "Design to Distribute."

#### **25. July 12**

##### *Back-up session*

#### **26. July 15**

##### *Student Presentations*

#### **27. July 19**

##### *Student Presentations*

#### **28. July 22**

##### *Student Presentations*

#### **29. July 26**

**\*\*\*Final Paper Due\*\*\***