

Poli127: Politics of Development Winter Quarter 2018

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Lectures: Tu/Th: 9:30 – 10:50 am, Center Hall #216
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Course materials are available on TritonEd: <https://triton.ed.ucsd.edu>. From main page for poli127, click on “Content” in the upper left menu. This will bring you to course syllabus, policy paper guidelines, research guides, rubrics, turnitin.com, and PeerMark access. If you have any questions, please let me, or one of your TAs, know.

Course readings beyond texts are available via Geisel e-reserves: <https://library.ucsd.edu/borrow-and-request/course-reserves/>

Course Description:

What do we mean by “development”? Why have some countries and regions of the world been more successful in their efforts to promote development than others? Why should “we” (in the “developed” world) care about development challenges the “developing” world, or should we? This course provides an introduction to competing conceptions and theories of development in the post-WWII period. We begin by critically evaluating dominant concepts, measures, and theories of development in light of case studies drawn from three regions of the developing world: Latin America, Sub-Saharan Africa, and Southeast Asia. We then shift our attention to 21st century development challenges in developing regions of the world and investigate the possibilities and limitations of existing international and national level institutions and policies in addressing these challenges.

By the end of this course, students should be able to:

- (1) define, critically evaluate, and discuss competing conceptions, measures, and theories of development in the political science literature;
- (2) assess the relative value of competing theories by applying them to empirical studies drawn from three regions of the developing world: Latin America, Sub-Saharan Africa, and Southeast Asia;
- (3) identify, describe, and critically evaluate the role of key international and national level institutions and policies in addressing 21st century development challenges, especially as they impact developing countries; and
- (4) demonstrate proficiency in analyzing a specific policy problem in a developing country case study of choice, identifying and critiquing competing proposals by key stakeholders, and formulating a specific and concise policy recommendation based on high quality evidence, using the format of a professional policy paper.

Course Requirements:

Summary:

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|---|-----|
| (1) Class participation: peer instruction/clickers | 10% |
| (2) Policy proposals due: week 3, Thursday, 25 Jan. | 5% |
| • Submit identical version to TritonEd by 11:59 p.m. | |
| (3) Midterm exam: week 4, Thursday, 1 Feb. | 15% |
| (4) First draft policy brief (1500 word min.) due to TritonEd: week 7, 22 Feb., 11:59 p.m. | 5% |
| • These can be uploaded any time prior to deadline, but <i>no late papers can be accepted.</i> | |
| (5) Feedback to two peers due to TritonEd: week 8, Thurs., 1 March, 11:59 p.m. | |
| • These can be uploaded any time prior to deadline, but <i>no late reviews can be accepted.</i> | 5% |

- (6) Final policy papers due: **week 9, Thursday, 8 March** 35%
- Hard copy due in class
 - Identical e-version due to turnitin.com (on TritonEd) no later than 11:59 pm
 - Both deadlines must be met to avoid late penalty (1/3 grade for each 24 hr. period late)
- (7) Final exam, **Tuesday, 8a.m. – 11 a.m., 20 March** 25%

Exams:

There are two exams in this course: a midterm and a final. The midterm exam is worth 15% of your grade, and the (cumulative) final exam is worth 25%. Both exams will be administered in class and consist of short answer identification questions and an essay question. We will post a study guide one week prior to the exam. Please note that exams cannot be made up without well-documented evidence of an emergency, or prior approval.

Research Projects:

In addition to midterm and final exams, this course requires that you research and write a short (8 - 10 page, double-spaced, 12 pt. font, 1 inch margins) policy brief focused on a development problem related to one of the U.N. Sustainable Development Goals (see below) in a country case study of your choice from one of the three regions of focus in the course: Latin America, sub-Saharan Africa, or SE Asia. For the purposes of this assignment, you will become a policy analyst employed by a development organization of your choice. This organization can either be a governmental organization (e.g. U.S. Agency for International Development –US AID), a nongovernmental organization (e.g. Oxfam, Center for Global Governance, Global Fund for Women, International Rescue Committee, etc.), or an intergovernmental organization (e.g. United Nations Development Program –UNDP; UNICEF, UN Woman, World Bank, IMF, WHO, ILO, etc.) of your choice. (Please see TritonEd page for ideas re: development orgs you can represent.)

This research assignment is designed to give you the opportunity to engage in more in-depth analysis of a development problem that is of particular interest to you, further hone your critical thinking and writing skills in defending the policy positions (s) you put forth, and enable you to investigate a specific development problem and case study not covered in the course. Please also note that there are **two deadlines** for the **final policy paper**: (1) submission of a **hard copy at the end of class**, and (2) submission of an **identical e-version to turnitin.com via TritonEd by 11:59 pm** (go to course content page). **To avoid a late penalty, both deadlines must be met.** If you have any questions, please consult one of your TAs or me. Please also note that **e-mailed versions of assignments cannot be accepted under any circumstances.** If an emergency should arise, please document this as best you can (include a written explanation as well as any supporting documentation), and staple this to the hard copy of your assignment. Submit these materials to me (envelope outside my office door, SSB #383) as soon as possible. I will review and contact you if I have any questions.

Detailed research and writing guides, and a grading rubric, can be found on the course content page of TritonEd. The “policy paper ideas” guide is designed to help generate ideas, and provides links to sample professional policy briefs, as well as to policy papers published by former poli127 students in *Prospect*, UCSD’s undergraduate journal of international affairs (<http://prospectjournal.org>). There are also sample policy papers from Spring 2017 on the course content page. Finally, the political science research library at Geisel, Annelise Sklar, has also put together an amazing research guide for your projects: <http://libguides.ucsd.edu/poli127>. We love to talk about policy projects in office hours, so please come tell us about your research interests and findings as they evolve!

Class Participation:

As an upper-division political science course, please come to class meetings prepared to discuss central questions, puzzles, and concerns that arise from course readings assigned for that day. The most recent academic literature on teaching and learning has documented a strong causal relationship between active participation/discussion and student learning. For this reason, we will use a relatively new pedagogy in Political Science, “Peer Instruction” (used with clickers), developed by Harvard physicist, Eric Mazur (<https://www.youtube.com/watch?v=Z9orbxoRofI>), to facilitate both small and large group discussions. Research has documented statistically significant learning gains for students who have used Peer Instruction (PI) with clickers.

We'll begin experimenting with PI and clickers during week 2, but the "official" counting period will not begin until week 3. This should give you time to borrow or purchase a clicker. (You can buy new or used online, but be sure to purchase the i-clicker brand, which is what UCSD's infrastructure supports. If you want to sell back to the UCSD bookstore (\$24.00 buy back), get the i-clicker 2.) Questions will be geared toward enhancing your understanding of course readings and lectures, and will help you prepare for exams and policy paper projects. In general, we will ask two types of questions: factual and discussion questions. Factual questions focus on a central point from your readings, or a point covered in lectures. Pedagogically, these questions are used to strengthen critical reading and thinking skills, and ensure that central concepts are generally understood before moving to a new topic. One point is given for correct answers, and .5 for participating. Discussion questions ask that you take a stand on a specific development problem or issue, using course materials as evidence. These questions are used to hone critical thinking and speaking skills, and specifically, your ability to put forth persuasive arguments based on logic and compelling evidence. For discussion questions, you will receive full points (1 pt.) simply for participating. In assessing your grade for this component of the course, you're allowed to miss 20%. This should provide sufficient buffer in case you forget your clicker, or you need to miss class for whatever reason. So, for example, if we ask 40 questions total over the quarter, and you receive 30 points, you can still earn an "A" (20% of 40 = 32; 30/32 = 93.75%).

Work load: As an upper-division course, the UCSD Academic Senate guideline is approximately three hours of work outside of class for each one hour in class, or approximately nine hours of work weekly outside of class. Each week, you will need to balance course readings with independent research on your policy projects, but readings and research assignments are designed not to exceed nine hours each week. If you find that time spent on weekly readings and research exceeds nine hours, please come see me or your TA mentor so that we can assist you with more efficient reading and/or research strategies.

E-mail Policy: Please use the designated forums on the TritonEd discussion board for all course and assignment related questions so that everyone can benefit from information exchanged. The TAs and I will monitor the board Monday – Friday, but also feel free to help each other out. We're also available during office hours, and I'll always be available for questions after class, so let's try to get to know each other in this way. Due to family obligations, I do not typically have e-mail access after 5 pm on Fridays until Monday mornings, but if you should urgently need to reach me on a weekend, feel free to call me at home: 858.552.9264. If you do need to send email, please be sure to put the course number (**poli127**) in the subject line so that I can quickly locate it. Thanks!

Academic Integrity Policy:

Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity and published in the UCSD General Catalog: <http://students.ucsd.edu/academics/academic-integrity/policy.html>. Although you are encouraged to work together in preparing for class discussions and exams, each student is expected to do their own work on all written assignments and in-class essays. In addition, all students must individually participate in clicker questions. (That is, it's a violation to "click in" for your classmates.)) Violations will be subject to disciplinary measures as outlined by the University. If you have any questions regarding this policy, please consult me or one of your TAs.

Course Texts:

Four texts are available for purchase at the UCSD bookstore. Please feel free to purchase these independently online or elsewhere. In addition, multiple copies of all texts have been placed on print reserves at Geisel Library. If you choose not to purchase the texts, and experience any problems obtaining a reserve copy, please let me know.

1. Amartya Sen, *Development as Freedom*, New York: Anchor Books, 2000.
2. Alastair Greig, David Hulme and Mark Turner, *Challenging Global Inequality: Development Theory and Practice in the 21st Century*, New York: Palgrave Macmillan, 2007.
3. Adam Hochschild, *King Leopold's Ghost: The Story of Greed, Terror, and Heroism in Colonial Africa*, Boston: First Mariner Books, 1999.
4. Joseph E. Stiglitz, *Making Globalization Work*, New York: W.W. Norton & Co., 2006.

All additional course readings (articles, etc.) are available (free!) via electronic reserves from Geisel Library: <http://libraries.ucsd.edu/resources/course-reserves>. If you encounter any problems, please call 858.534.1212, or e-mail: reserves@ucsd.edu, or contact me.

Course Schedule:

Week 1: What Do We Mean by “Development”? What is “Sustainable Development”? What are the U.N. Sustainable Development Goals?

Tuesday, 9 January: Course Introduction

Readings:

None.

Thursday, 11 January:

Readings (accessible via library reserves):

1. Amartya Sen, *Development as Freedom*, “Preface,” xi - xiv (3 pgs.); “Introduction: Development as Freedom,” pp. 1 - 11 (9 pgs.); “Chapter 1: The Perspective of Freedom,” 13 - 34 pp. (10 pg.). (Total: 22 pages)
2. **Research: Begin reviewing for Tuesday:** U.N. Sustainable Development Goals (SDGs): <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
 - Drop-down menu “About”: Please read “The Sustainable Development Agenda”, including the FAQs.
 - For each goal, click into the goal to get an idea of specific policy problem you’d like to focus on for your policy project. **For Tues., please bring in draft form and be prepared to discuss:**
 1. Your first choice of a UN Sustainable Development Goal to research for your policy project, and why this goal is of interest to you.
 2. What specific policy problem within this particular goal interests you, and why.
 3. Is there a specific case study from sub-Saharan Africa, Latin America, or SE Asia within which you’d like to investigate this policy problem, and why.

Week 2: Global Inequality and the Development of Development Studies

Tuesday, 16 January: What are the UN Sustainable Development Goals? What is their history?

Research workshop on policy projects. If possible, please bring laptops and login to the UCSD-Protected network at beginning of class. Guest: Annelise Sklar, UCSD Political Science librarian.

Readings:

1. (See above #2) 2016 – 2030 U.N. Sustainable Development Goals: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
Please bring in *draft* form for research workshop:
 1. Your first choice of UN Sustainable Development Goals for your policy project (and why);
 2. What specific policy problem(s) within this particular goal interests you (and why);
 3. If you’re able: a county case study from sub-Saharan Africa, Latin America, or SE Asia within which you’d like to investigate this policy problem

Questions: What is sustainable development? Are the SDGs legally binding? How will they be implemented and monitored? Where do/will resources for the SDGs come from? How is climate change related to the SDGs? How do the SDGs differ from the MDGs?

Thursday, 18 January: What are competing ways in which inequality and poverty are conceptualized and measured within and between countries, and globally? Are inequality and poverty related? If so, how and why?

Readings:

1. *Challenging Global Inequality*, Chapter 1: "Overview of Global Inequality," pp. 1 – 9 (8 pgs.); Chapter 2, "The Nature of Inequality and Poverty," pp. 10 – 29 (18 pgs.); Begin reading Chapter 3, "Measuring Development," pp. 30 – 43 (13 pgs). (Total: 40 pgs)

Week 3: Roots of the Development Project: Modernization and Dependency Theories – Begin Latin America

Tuesday, 23 January: Roots of the Development Project and Modernization Theory

1. *Challenging Global Inequality*, Finish Chapter 3, "Measuring Development," pp. 43 – 52 (9 pgs.); Chapter 4, "The Roots of the Development Project," pp. 53 – 66 (12 pp.). Begin Chapter 5, "The Postwar Development Project," pp. 73 – 83 (10 pp.).
2. W.W. Rostow, "The Five Stages of Growth," pp. 123 – 131 (8 pp).

Thursday, 25 January: Roots of the Development Project and Dependency Theory

E-version of policy proposal due to TII.com on TritonEd no later than 11:59 p.m.

1. *Challenging Global Inequality*: Finish Chapter 5, "The Postwar Development Project," pp. 83 – 99 (15 pp.).
2. Theotonio Dos Santos, "The Structure of Dependence," *The American Economic Review*, vol. 60, No. 2, May 1970, pp, 231 – 236 (5 pgs.).
3. Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*, 1979, Preface, vii – xxv (10 pp.).

Week 4: Development and Underdevelopment in Latin America

Tuesday, 30 January:

Readings:

1. *Challenging Global Inequality*, Chapter 6: "The Framework of Early 21st Century Development," pp. 100 – 128.
2. Harry Vanden and Gary Prevost, "The Political Economy of Latin America," in *Politics of Latin America: The Power Game*, Harry Vanden and Gary Prevost, eds., New York: Oxford University Press, 2002, pp. 145 - 173.

Thursday, 1 February: Midterm Exam

Readings: None

Week 5: The Politics of Development in Sub-Saharan Africa

Tuesday, 6 February: Introduction to Sub-Saharan Africa: Colonialism and Underdevelopment

Readings:

1. Begin reading: Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*, Boston: Houghton Mifflin (1998), pp. 1– 46; 75-87; 101 – 114 (gripping –very fast reading).
2. Guy Martin, "Africa and the Ideology of Eurafrica: Neo-Colonialism or Pan-Africanism," *The Journal of Modern African Studies*, v. 20, n. 2 (1982): 221 - 238 (18 pp.).

Thursday, 8 February: Neo-Liberal Solutions to Development Challenges? The Case of Ghana

Readings:

1. Continue reading: Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*, pp. 140-149; 185-194; 292-306.
2. Konadu-Agyemang, Kwadwo, "The Best of Times and the Worst of Times: Structural Adjustment Programs and Uneven Development in Africa: The Case of Ghana," *Professional Geographer*, v. 52, n. 3 (August 2000), pp. 469 – 481 (12 pp.).
3. E. Gyimah-Boadi, "Ghana: Adjustment, State Rehabilitation and Democratization," in Thandika Mkandawire and Adebayo Olukoshi, eds., *Between Liberalisation and*

Oppression: The Politics of Structural Adjustment in Africa, Dakar: CODESRIA (1995), pp. 217 – 228 (10 pp.).

4. Terrence Lyons, "Ghana's Elections: A Major Step Forward," in Larry Diamond and Marc F. Plattner, eds., *Democratization in Africa*, Baltimore: The Johns Hopkins University Press (1999), pp. 157 – 168 (11 pp.).

Week 6: Dual Transitions in Sub-Saharan Africa

Tuesday, 13 February: Dual Transitions in Sub-Saharan Africa

Readings:

1. Peter M. Lewis, "The Politics of Africa's Economic Recovery," *World Politics*, v. 49, n. 1, Oct. 1996, pp. 91 – 129 (~20 pgs of text).
2. Giovanni Marco Carbone, Vincenzo Memoli and Lio Quartapelle, "Are Lions Democrats? The Impact of Democratization on Economic Growth in Africa, 1980 – 2010," *Democratization*, Vol. 23, No. 1, 2016, pp. 27 – 43 (~16 pgs of text).

Thursday, 15 February: Pathways from the Periphery? East Asia

Readings:

1. Stephan Haggard, "The Neoclassical and Dependency Perspectives," *Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries*, Ithaca, NY: Cornell University Press, 1990, pp. 9 – 22 (14 pp.).
2. Hal Hill, "Towards a Political Economy Explanation of Rapid Growth in ASEAN: A Survey and Analysis," *ASEAN Economic Bulletin*, v. 14, n. 2, November 1997, pp. 131 – 145 (14 pp.).
3. Paul Krugman, "The Myth of Asia's Miracle," *Foreign Affairs*, pp. 457 – 462 (5 pp.).

Week 7: The Asia Economic Crisis of 1997 and the Millennium Challenge

Tuesday, 20 February: Asia Economic Crisis of 1997: Implications for Theories of Development and the Millennium Challenge

Excerpts from PBS Film: "The Crash"

Readings:

1. Robert Wade, "The Asian Debt-and-Development Crisis of 1997? Causes and Consequences," *World Development*, v. 26, n. 8, August 1998, pp. 1535 – 1551 (17 pgs.).
2. Joseph Stiglitz, "What I Learned at the World Economic Crisis: The Insider," *New Republic*, 2000. (4 pp.)
3. Dani Rodrik, "The Asian Financial Crisis and the Virtues of Democracy," *Challenge*, v. 42, n. 4, July-August, 1999, pp. 44 - 57 (14 pp.).

Thursday, 22 February: Asia Economic Crisis of 1997: Implications for Theories of Development and the Millennium Challenge

First draft of policy paper (1500 words minimum) due to TritonEd no later than 11:59 p.m. Please do not miss this deadline. The submission board "transforms" to peer review at exactly midnight, so there is no way to upload submissions after 11:59 p.m. Also, in order to participate in the peer review process (5% of course grade), you need to have submitted a paper draft. (Peer reviews are randomly matched among those papers submitted.) We cannot emphasize enough how important these deadlines are.

Readings:

1. *Challenging Global Inequality*, Chapter 7: "The Millennium Challenge," pp. 129 – 158 (31pp.).
2. *The Millennium Development Goals Report, 2015 (Summary)*(8 pp.):
www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20Summary%20web_english.pdf

Week 8: Globalization and the Politics of Development

Tuesday, 27 February: Globalization and Development: Is “Free” Trade “Fair” Trade?

Readings:

1. Joseph Stiglitz, *Making Globalization Work*, Preface (skim), Chapter 1: “Another World is Possible” (21 pp.); Chapter 3: “Making Trade Fair” pp. 61 – 101 (40 pp. –fast reading).
2. “The Hypocrisy of Farm Subsidies,” *The New York Times*, Dec. 2002, 1 pg.
3. William Neuman, “Farmers Facing Loss of Subsidy May Get New One,” *The New York Times*, October 17, 2011, 1 pg.
4. Chad P. Brown, “What is NAFTA, and What Would Happen to Trade Without It?” Monkey Cage, *Washington Post*, February 15, 2015:
https://www.washingtonpost.com/news/monkey-cage/wp/2017/02/15/what-is-nafta-and-what-would-happen-to-u-s-trade-without-it/?utm_term=.49ae124f9aa4

Thursday, 1 March: Globalization, Development, and Multinational Corporations

Peer review comments due to your peers via TritonEd no later than 11:59 p.m. this evening.

Please do not miss this deadline. (5% of course grade...)

Readings;

1. Joseph Stiglitz, *Making Globalization Work* Chapter 6, “The Multinational Corporation,” pp. 187 – 210 (23 pp.).
2. Iris Marion Young, “Responsibility and Global Labor Justice,” *The Journal of Political Philosophy*, vol. 12, no. 4, 2004, pp. 365 – 388 (23 pp.)
3. Case study materials on Alta Gracia:
 - <http://www.nytimes.com/2010/07/18/business/global/18shirt.html>
 - 2 –pg. Word doc. on TritonEd (course content): “AGBackgroundorgfinal.doc”.

Week 9: Sustainable Development and the Politics of Climate Change

Tuesday, 6 March: Globalization and Sustainable Environment

Readings:

1. *Challenging Global Inequality*, Chapter 9, “Modernity, Development, and Their Discontents,” (sections on the environment) pp. 186 – 196 (10 pp.).
2. *Making Globalization Work*, Chapter 6, “Saving the Planet,” pp. 161 – 186 (25 pp.).
3. Thomas Dietz, Elinor Ostrom, Paul C. Stern, “The Struggle to Govern the Commons,” *Science*, vol. 302, 12 December 2003, pp. 1907 – 1910 (4 pgs.)

Thursday, 8 March: Sustainable Development and the Politics of Climate Change

Hard copies of policy papers due at the end of class today. Identical e-versions due no later than 11:59 p.m. this evening.

Readings:

1. Jennifer Clapp and Peter Dauvergne, Chapter 8 “Paths to a Green World? Four Visions for a Healthy Global Environment,” *Paths to a Green World: The Political Economy of the Global Environment*, 2nd ed., Cambridge: MIT Press, 2011, pp. pp. 227 – 249.
2. David Victor, “Why Paris Worked: A Different Approach to Climate Diplomacy,” *Yale Environment 360*, Yale School of Forestry and Environmental Studies, Dec. 2015:
http://e360.yale.edu/features/why_paris_worked_a_different_approach_to_climate_diplomacy
3. David Victor, “What a Trump Win Means for the Global Climate Fight,” *Yale Environment 360*, Yale School of Forestry and Environmental Studies, Nov. 11, 2016:
http://e360.yale.edu/features/what_donald_trump_win_means_for_global_climate_fight

Week 10: The Ends and Means of Development: Future Possibilities, Future Challenges

Tuesday, 13 March: Development and Democracy

Readings:

1. *Challenging Global Inequality*, Chapter 10: “Development, Politics and Participation,” pp. 218 – 239 (21 pp.).

2. Sen, *Development as Freedom*, Chapter 6, "The Importance of Democracy," pp. 146 – 159 (13 pp.); Chapter 2, "The Ends and the Means of Development," pp. 35 - 53 (18 pp.)

Thursday, 15 March: Where Do/Should We Go From Here?

Readings:

1. *Challenging Global Inequality*, Chapter 11: "The Ends of Development and the End of Inequality?" pp. 240 – 258 (18 pp.).
2. Robert Hunter Wade, "The Rising Inequality of World Income Distribution," *Finance and Development*, v. 38, n. 4, December 2001, pp. 37 - 39 (3 pp.).
3. Amartya Sen, Chapter 12, "Individual Freedom as a Social Commitment," pp. 282 – 298, (16 pp.).

Final Exam: Tuesday, 20 March, 8 – 11 a.m.

***Further Reading:** These reading suggestions are provided to help guide additional (not required) reading on topics of interest to you. I will incorporate many of these sources into lectures.

Week 2: Further Reading

1. YouTube clip: GDP vs. GNP: <http://www.youtube.com/watch?v=mZ-4eKreH3I>
2. Amartya Sen, *Development as Freedom*, Chapter 4, "Poverty as Capability Deprivation," pp. 87 – 110 (22 pgs.)
3. Milanovic, Branko, *Global Inequality: A New Approach for the Age of Globalization*, Cambridge: The Belknap Pres of Harvard University Press, 2016.
4. Richard Wike, "The Global Consensus: Inequality is a Major Problem," *Pew Research Center*, November 15, 2013: <http://www.pewresearch.org/fact-tank/2013/11/15/the-global-consensus-inequality-is-a-major-problem/>
5. Jason Hickel, "Global inequality may be much worse than we think," *The Guardian*, April 8, 2016: <https://www.theguardian.com/global-development-professionals-network/2016/apr/08/global-inequality-may-be-much-worse-than-we-think>
6. World Bank, "Poverty and Shared Prosperity Report, 2016: Taking on Inequality": <http://www.worldbank.org/en/publication/poverty-and-shared-prosperity>
7. World Economic Forum, "The Inclusive Growth and Development Report, 2017": http://www3.weforum.org/docs/WEF_Forum_IncGrwth_2017.pdf
8. Abhijit V. Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, New York: Public Affairs, 2011.
9. Jeffery D. Sachs, *The End of Poverty: Economic Possibilities of Our Time*, Chapter 1: "A Global Family Portrait," New York: Penguin Books, 2005, pp. 5 – 25.
10. Paul Collier, "Chapter 1: Falling Behind and Falling Apart: The Bottom Billion," in *The Bottom Billion*, pp. 3 – 13.
11. World Bank, *World Development Report 2000/01: Attacking Poverty*. See esp. Chapters 1 and 8.
12. United Nations, *Human Development Report*, 2003. (Useful for examining income inequalities, across countries, within countries, and across the world's people.)
13. Isabel Ortiz and Matthew Cummins, UNICEF Report, "Global Inequality: Beyond the Bottom Billion," April 2011.
14. James B. Davies, et al., "The Level and Distribution of Global Household Wealth," *The Economic Journal*, vol. 121, issue 551, March 2011.
15. Nancy Birdsall, "The World is not Flat: Inequality and Injustice in our Global Economy," WIDER Annual Lecture 9, 2005. UNU World Institute for Development Economics Research, 2006.

Weeks 3 and 4: Further Reading:

1. Andre Gunder Frank, "The Development of Underdevelopment," in *Promise of Development: Theories of Change in Latin America*, Peter Klarén and Thomas Bossert, pp. 111 – 123 (7 pp.).

2. Peter Klarén, "Lost Promise: Explaining Latin American Underdevelopment," in *Promise of Development: Theories of Change in Latin America*, Peter Klarén and Thomas Bossert, eds., Boulder: Westview Press, 1986, pp. 3 – 31 (13 pgs.)
3. Links to current Latin America development data:
 - a. <http://www.worldbank.org/en/region/lac/overview#1>
 - b. <https://www.brookings.edu/project/brookings-global-ceres-economic-and-social-policy-in-latin-america-initiative/>
 - c. <https://www.brookings.edu/topic/latin-america-the-caribbean/>
 - d. <https://www.brookings.edu/series/latin-america-initiative-policy-briefs/>
 - e. <http://voxeu.org/article/be-countercyclical-or-not-question-latin-america>
 - f. <http://www.imf.org/en/News/Articles/2015/09/28/04/53/socar042716a>
 - g. <http://www.focus-economics.com/regions/latin-america>
 - h. <https://www.weforum.org/agenda/2016/05/how-can-latin-america-kickstart-economic-growth/>

Weeks 5 and 6: Further Reading

1. Links to current sub-Saharan African development data:
 - a. <http://www.worldbank.org/en/region/afr/overview#1>
 - b. <http://www.africaneconomicoutlook.org/en/statistics>
 - c. <https://www.brookings.edu/blog/africa-in-focus/2016/12/28/figures-of-the-week-africas-2016-growth-rate-and-2017-predictions/>
 - d. [tps://www.brookings.edu/wpcontent/uploads/2016/01/foresightafrica2016_fullreport.pdf](https://www.brookings.edu/wpcontent/uploads/2016/01/foresightafrica2016_fullreport.pdf)
 - e. <https://www.imf.org/external/pubs/ft/reo/2016/afr/eng/pdf/sreo1016.pdf>
2. Steven Radelet, "Success Stories from 'Emerging Africa,'" *Journal of Democracy*, v. 21, n. 4, October 2010, pp. 87 – 101 (14 pp.).
3. Crawford Young, "Africa: An Interim Balance Sheet," *Journal of Democracy*, v. 7, n. 3, July 1996, pp. 53 – 67. (14 pp.).
4. "Africa Rising," *The Economist*, 3 December, 2011, p. 15 (1 p.)
5. Terrence Lyons, "Ghana's Elections: A Major Step Forward," in Larry Diamond and Marc F. Plattner, eds., *Democratization in Africa*, Baltimore: The Johns Hopkins University Press (1999), pp. 157 – 168 (11 pp.).
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