I. Course Description

The course will review various definitions of development and the theories which explain why some countries develop and others do not. Current controversies will be examined about what factors lead to economic growth; what role good governance and democratic institutions, the cultural values of a society, and social services play in development. Finally, the course will analyze how the foreign aid programs of donor governments and international institutions affect the development process, the politics of aid programs and the mechanisms for their implementation, and the role of new actors in development such as non-governmental organizations, corporations, and foundations.

II. Course Objectives

Students will be able to write USAID, UN Agency, or NGO briefing, strategy paper, and decision memos. Students who complete the course successfully will be able to describe:

- the nine major schools of international development theory, their predictive value, and their strengths and weaknesses.
- the major sectoral disciplines of international development practice
- the history of international development practice through multi-lateral institutions such as the World Bank and the United States government aid agencies
- the options available to policy makers in allocating foreign assistance among countries
- the four major clashes within donor governments among the multi-uses of international development funding and other equities and interests which conflict with long term development
- the evidence of what works, what does not, and why in the use of foreign aid program dollars
- the mechanisms used to spend aid dollars by aid agencies, the characteristics of each of the mechanisms, and the trade-offs between options
- the new, non-traditional partners which are now engaged in doing and funding development programs and the consequences of these changes
III. Assignments

A 20-page (DOUBLE SPACED) research paper is due at the beginning of the last class on a subject we will discuss at a later time. Submit it electronically to me and also a printed copy (printed on both sides of the paper).

There will be 3 two-page papers (SINGLE SPACED). The instructions will be provided in class. The papers are due on Feb 12, March 19, and April 2.

All papers should use 11-point type and should not include footnotes on each page, but instead at the end (endnotes).

I will give random quizzes at the beginning of classes on the readings for the day. Or I will randomly choose students during each class to outline the readings assigned for that day. Your preparedness for this presentation will form part of your grade. Be prepared for each class by doing the readings and making notes.

IV. Grading Methodology

Each student’s grade will be determined by the grades of the short papers, the long paper, the class exercises, the final exam, as well as attendance and participation in class discussions and reading presentations:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Short papers</td>
<td>25%</td>
</tr>
<tr>
<td>Long paper</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
</tbody>
</table>

V. Academic Integrity

Writing will make up much of the grade in this class. You should note that plagiarism is a violation of the TAMU Honor System. The University defines plagiarism as “the act of passing off as one’s own the ideas or writings of another” and notes that “plagiarism can be said to have occurred without any affirmative showing that a student’s use of another’s work was intentional.” (TAMU Honor System brochure, p. 4). Thus, plagiarism can occur either intentionally or through negligence. Be sure to cite all sources you use, and if you’re unsure whether or not to cite something, either ask Cindy Raisor or Kara Socol, or err on the side of caution. If I suspect the originality of a student’s work, I may use the new electronic search systems of the university to check for plagiarism. **DO NOT PUT YOUR INTEGRITY AND REPUTATION AT RISK BY ENGAGING IN THIS BEHAVIOR.**

VI. Contacting Me

If you have any questions during the semester between classes each week, email them to me on my TAMU/Bush Account and cc my Gmail account: anatsios@gmail.com

Office Hours will be held from 1:00-3:00 pm each Monday, however you may stop by anytime. Knock on my door—I keep my door closed so I do not disturb other people
near my office—but a closed door does not mean I am away from my office (nor does it mean I am busy). If you wish to make an appointment for a specific time, do it by email to me or Sheera Helms who keeps my schedule.

**VII. E-reserves**

Some of the readings will be on e-reserves for which the syllabus does not have links. If the syllabus says you must read *most or all* of the book the law prohibits me from placing the book on e-reserves, so you must get the book itself.

**VIII. American with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**IX. Required Book List**


Pandemic, Sonia Shah, 2016.

State Building, Francis Fukuyama
X. Course Schedule

CLASSES 1-3: BACKGROUND ON DEVELOPMENT

Week 1 – January 22, 2018

Poverty and Underdevelopment at the beginning of the 21st century

- Define international development, poverty, and underdevelopment
- How do we define progress?
- What countries have made progress, which have not and why?
- Poverty, destitution, disease, hunger, illiteracy, and human rights.
- Inequality and development
- Capability-based development: Amartya Sen

Reading Assignment: (Complete the Radelet book for our first class on January 22)


Week 2 – January 29, 2018

Schools of Development Theory. Stages of Economic growth, Structuralism, Modernization theory, and Neo-liberalism

- Threat, Crisis, and modernization: Toynbee, Birdsall hypothesis.
- Dependency Theory and neo-Marxism: Wallerstein and Prebisch
- Structuralism and Neo-Structuralism: Prebisch
- Stages of Economic Growth: Walter Rostow
- Neo-liberalism & Washington Consensus: John Williamson

Reading Assignment:


Week 3 – February 5, 2018

Schools of Development Theory. What causes economic growth?—micro and macro development economics.
• Washington Consensus, structural adjustment, market fundamentalism, and macro-economic reform
• Pro-Poor Growth: inequities in growth
• Trade and Growth → East Asian export-led development
• Geographic determinism: Diamond and Sachs
• Fraying of the neo-liberal consensus: Joseph Stiglitz and Dani Rodrik

Reading Assignment:


CLASSES 4 – 9: ISSUES IN DEVELOPMENT

Week 4 – February 12, 2018

FIRST SHORT PAPER DUE AT BEGINNING OF CLASS

*Micro-economics of growth, culture and values and development, geographic determinism, institutions and growth. High Modernism and its Critics.*

• Micro-economics of growth: Michael Porter on Competitiveness, *Doing Business Report* of World Bank, Hernando DeSoto, property rights and informal sector
• Development, Institutions, and Open Access Orders: Douglass North, Frank Fukuyama
• Culture and Values: Max Weber and Larry Harrison
• High Modernism and its critics: Edmund Burke, Jane Jacobs, and the James Scott critique
• Community Development theory vs. modernization theory

Reading Assignment:

1. James Scott. *Seeing Like a State*, Yale Univ. Press, 1998. (Chapter 4-8; and 10).
Week 5 – February 19, 2018

Fragile States and State Failure: Institutions and Development

- Define state fragility and failure
- The greatest development challenge of our time
- Relationship between Least Development Countries (LDC) and fragile and failed states
- Complex humanitarian emergencies: economic collapse, civil war and human rights abuses, food insecurity and starvation, disease epidemics, collapse of the authority of the state to govern, and mass population displacement.
- Post-conflict reconstruction
- Role of Military. Security sector reform. DDRR

Reading Assignment:

4. Amartya Sen. Development as Freedom (Chapters 6-12)

Week 6 – February 26, 2018

Technology and Development

- The internet and development
- Cell phones: communication, mobile banking, and health data reporting.
- Computers and development
- Point of care diagnostic devices for health

Reading Assignment:

4. Aker, CGD, “’Can You Hear Me Now?’ How Cell Phones are Transforming Markets in Sub-Saharan Africa” (On E-Reserves).


**Week 7 – March 5, 2018**

*State Building*

- Institutions and development
- Corruption and development
- Democracy and governance strategies and whether they work: current state of research.
- What affect does democracy have on development?

**Reading Assignment:**


**March 12, 2018. SPRING BREAK. NO CLASSES**

**Week 8 – March 19, 2018**

**SECOND CLASS PAPER DUE AT THE BEGINNING OF CLASS**

*The Sectors: Agriculture and Global Health*

- The Green Revolution in Asia
- Agriculture and rural employment as a source of growth:
- Food security defined: access, availability, utilization, distribution
- Food security, WWII and future wars
- Pandemics and their consequences

**Reading Assignment:**
Week 9 – March 26, 2018

What is foreign aid? What are the Purposes of aid? Has it worked?

- Definitions.
- Multilateral vs. bilateral foreign aid; concessional lending, grant aid.
- National Security and foreign aid during the cold war.
- Short History of Foreign Aid: Marshall Plan, Alliance for Progress, Transitional Assistance after collapse of Soviet Union.
- Foreign Aid and the Bush Administration
- Restructuring of foreign aid and Rice reforms
- Systems for allocating foreign aid: need, performance, risk, interest, and historical inertia

Reading Assignment:


Week 10 – April 2, 2018

THIRD CLASS PAPER DUE

The Strategic Realignment of International Development: the current debate

- The Millennium Development Goals
- The Monterrey Consensus
- Johannesburg Summit on Sustainable Development
- Poverty Reduction Strategy Plans (PRSP) process of the World Bank
- The UN General Assembly Meeting September 2005 on the MDGs
- Trade and Development: Doha, Cancun, and Hong Kong
- The 2008 recession, western donors economic crisis and the decline of ODA
• The fraying of the international aid system post-2008.

Reading Assignment:


Week 11 – April 9, 2018

The four clashes in the practice of development using foreign aid funds for diplomatic, counter-bureaucratic, national defense, and political purposes

• Congressional earmarks and directives on US foreign aid spending
• The Local Purchase of food aid controversy in the U.S.
• Non-governmental organizations and faith-based NGOs
• The aid industry and its dependency on donor governments
• Domestic constituencies for foreign aid

Reading Assignment:


Week 12 – April 16, 2018

How efficiently do we spend foreign aid? - The Aid Effectiveness Debate

• Bilateralism vs. multilateralism: World Bank Trust Funds.
• Models of implementation and their programmatic and political implications
• The Paris Declaration 2005: country led development
• Obama Policy: USAID FORWARD
• Untying of donor aid procurement
• The problem of absorptive capacity
• Monitoring and Evaluation of aid programs
• Managing Complexity: donor coordination
• The rising challenges to the Liberal Internationalist Development Order
Reading Assignment:


Week 13 – April 23, 2018

*Private Institutions that Deliver Aid: New Partners and Actors in Development*

- The rise of the non-governmental organizations and for profit development contractors.
- Private foreign aid defined: the Hudson Institute research
- Public/Private alliances: Global Development Alliance
- Remittances and development
- Corporate, foundations, and faith-based foreign aid

Reading Assignment:

3. Natsios, Andrew, “Public Private Alliances Transform Aid”, *Stanford Social Innovations Review*, Fall 2009 (Available online at [http://www.sssireview.org/articles/entry/public_private_alliances_transform_aid - you can only access this when on campus or logged in via the VPN](http://www.sssireview.org/articles/entry/public_private_alliances_transform_aid - you can only access this when on campus or logged in via the VPN))

Week 14 – April 30, 2018 (LAST CLASS)

LONG PAPER DUE AT THE BEGINNING OF THE LAST CLASS

Reading Assignment:


DATE OF FINAL EXAM TO BE DETERMINED