



# Political Economy of Development and Underdevelopment

Political Science 204  
Wellesley College

Fall 2020  
Term Two

Christopher Candland

Class Hours  
Monday through Friday: 16.00 to 17.15 (EDT/EST)

Please log in 5 minutes early.  
We have a five minute break in the middle of each class.

Class Zoom Room ID  
842 330 7418

Office Hours  
Monday through Friday: 17.15 to 17.45 (EDT/EST)  
and by appointment

Office Hours Zoom ID  
587 818 060

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There can be no peace among humans  
without peace with the planet.

Thomas Berry, *Evening Thoughts*

## Description

It is urgently necessary to pull up the roots of the assumptions that are leading to ruin of life on earth. Many of these assumptions, it must be admitted, are the core assumptions of conventional development studies. To regard growth in commercial transactions, without regard to the benefit or hurt that these transactions involve, is unsustainable, and yet built into the Human Development Index and the Sustainable Development Goals. Similarly, to regard eradication of environmentally sustainable livelihoods as poverty alleviation is misplaced, and cruel. And yet not owning a car or truck is an indicator of poverty according to the Multidimensional Poverty Index, a leading indicator of poverty. Identifying those assumptions – the inner habits of thought in development studies and the principles of financial institutions on which the development profession is built – might enable us to better prevent human society from making the planet uninhabitable. This course enables students to understand how the dominant ideas and practices in development, many of them toxic, were entrenched.

Most of the course is focused on core concepts of development studies and the main theories of political economy. Students learn about the varieties and legacies of imperialism and colonialism since the 16<sup>th</sup> century; the intellectual origins and the policy relevance of the major schools of political economy formed in the 19<sup>th</sup> and 20<sup>th</sup> centuries; and the environmental consequences of 21<sup>st</sup> century-type commerce. Students learn about Keynesianism and monetarism; import-substituting and export-oriented development strategies; balance of payment crises and structural adjustment programs; and gendered and informal work. The conclusion of the course looks for practical alternatives to conventional development models and practices. Human rights promotion, adoption of contentment indicators, local production of food, and legal action against environmental destruction are considered as paths to environmentally sustainable and people-oriented development.

The course takes up the following questions. How have concepts and measurements of development evolved? Is dignity an aspect of development? How has poverty been measured? How have measurements of poverty influenced conceptions of poverty? In what ways are the aspiration for development impoverishing? Why is growth in commercial transactions the persistent measure of wealth? Is modern poverty the result of social exclusion, including disrespect for another's person or class of persons? Why do women and girls do more unpaid and unrecognized work? Why does mass poverty persist in a world of affluence? How did colonialism, imperialism, and nationalism shape economic institutions and development outcomes? What effects do histories of colonialism, imperialism, and nationalism have on current political regime types and on economic development practices? Which development strategies have been adopted most widely and why? What have been the effect of these strategies, on economic growth and on education, health, income, and wellbeing? Under what circumstances does economic growth reduce discrimination against females? Under what circumstances does economic growth increase discrimination against females? What is structural adjustment? Why have most soft currency economies received International Monetary Fund support for 'structural adjustment'? Why did international financial institutions move from Keynesian toward monetarist policies? Would respect for human rights be a better approach to development than growth in gross national product? Can an embrace of human rights eliminate what is undesirable about poverty and keep the

planet habitable? How much poverty is caused by the denial of basic human rights? How are people training and organizing for sustainable development where they live? What are the practical alternatives to development models and practices that make the planet uninhabitable? The course provides students with the concepts, measures, and methods needed to formulate well-reasoned answers to these questions.

## **Learning Goals**

The broad goal of the course is to understand core concepts and major theories of development and political economy and to thereby gain basic literacy in political economy and development. On successful completion of the course, students will be able to understand development and political economy literature, to use political economy concepts and methods in analyzing historical and contemporary development issues, and to recognize the use and limitations of dominant schools of political economy. Students will learn how unsustainable and immiserating practices were embedded in national development models and practices.

## **Format**

This is a discussion-based course. You are expected to come to class having completed the reading and other assignments, having thought about the subject for the upcoming class, and having prepared to discuss it. I will present core concepts, major theories, and case studies. I encourage and expect you to make comments, raise questions, and answer one another's questions. My goal is that each student speaks at least once in each class.

The course is scheduled to meet five times each week, every weekday, from Monday through Friday. At present, we have no classes on Fridays. I would like you to keep each weekday, Monday through Friday, during class times free, in case, for unforeseen reasons, we end up needing to use those classes.

## **Reading**

All reading is available on our Sakai course conference.

Please follow daily *The Guardian's* Global Development News section ([here](#)).

## **Bibliography**

Do please consult the bibliography below. It has full references for the assigned reading. And it includes the most valuable works related to the political economy of development.

## **Reading**

All reading is available on our Sakai course conference.

Please follow daily *The Guardian's* Global Development News section ([here](#)).

## Assignments

This course requires a high level of student engagement. Students must read assignments before the class in which they are discussed, provide brief responses to discussion questions prior to each class, and participate in class discussions. Students might be called upon to answer questions in class.

Graded assignments include:

informed class participation	15 %
timely responses to study questions	25 %
two short papers (no more than 1,500 words)	10 % (each)
end-of-term examination	10 %
final paper	30 %

Percentages given are weights of final grade.

## Responses to Discussion Questions

Each class is accompanied by a discussion question or questions. You are required to post on our Sakai course conference brief answers to these questions by noon EDT/EST the day of the class that discusses the readings. Your responses may be very direct and succinct. Please read others' responses in preparation for class discussion. This allows us to be prepared for more fruitful discussions.

## End-of-Term Examination

The end of term examination is comprehensive. It asks you to identify key terms and to write short answers to your choice of questions. The terms are those that appear on a study sheet that I will distribute toward the end of the course. All questions will be taken from that study sheet or from the discussion questions below. The examination is meant to ensure that all students completing the course have basic literacy in development studies and political economy. I expect every student to earn full marks for the examination.

## Papers

Your short papers may be no longer than 1,500 words (approximately 6 double-spaced pages). Please include the word count – excluding footnotes and the bibliography – at the end of your paper. Please double-space. Please submit your paper to me as an email attachment in .doc (not .docx or .pdf) format. Please refer to the suggestions below on strategies for writing papers, stylistic considerations, and citation formats.

First Short Paper Due:       by 9.00 pm on Friday, November 6

Explain the major cause (or causes) of poverty. (Define poverty.) Why does poverty persist, and often increase, in a world of affluence?

Second Short Paper Due: by 9.00 pm on Friday, November 20

In a country of your choice explain how economic and political institutions under colonialism or imperialism affected the regime type or economic development policies of independent ('post-colonial' or 'post-imperial') governments.

### **The Final Paper and Proposal**

A final paper of fewer than 3,000 words on one of the questions above is to be submitted by 4.00 pm on December 18. Please provide me with a one-page proposal describing your final paper project by the end of the day (EST/EDT) on Friday, December 4.

You may write your final paper on any one of the questions listed on pages 2 and 3 above. Please provide a one-page proposal re-focusing your question, if desired; describing your method of inquiry; and identifying your sources. Please refer to paper format, style, and citation format suggestions below.

Final Paper Proposal Due: by 4.00 pm on Friday, December 4  
Final Paper Due: by 4.00 pm on Friday, December 18

Please include the word count – excluding footnotes and the bibliography – at the end of your paper. Please double-space. Please submit your paper to me as an email attachment in .doc (not .docx or .pdf) format. Please do not send it as a Google document. Please refer to the suggestions below on strategies for writing papers, stylistic considerations, and citation formats.

### **Time Commitment**

The expectation of the College is that a one-unit course in a 7-week term format will have 5 hours of class time weekly and 19 hours of work outside of class weekly. I think that that is a reasonable estimate of the out-of-class time required for the work in this course, about four hours each day of the week.

### **Class Participation**

Different people have different propensities to speak in class. I will not assess your contribution to class discussion by amount but by relevance, significance, insightfulness, clarity, and benefit to others' learning. I expect thoughtful reflection on class discussion and attendance at all classes. Please do make an effort to speak each class, especially in the early classes. I might ask you by name for your thoughts on the discussion.

### **Online Applications**

This course uses Zoom for hosting our classes; Sakai for accessing readings and posting responses to discussion questions; and Gmail for exchange of messages and documents.

## **Sakai**

The Sakai course conference is private. Nobody other than registered students and the instructor are permitted to see the content or posts. (Wellesley College Computing has access to the Sakai course conference but its staff are not permitted to read your posts.) We will discuss and decide other ways to keep our discussions private.

Please let me know if you have any trouble accessing or using the Sakai course conference.

Complete discussion questions do not always fit in Sakai windows. Please use this syllabus and its updates as the source for all course work and assignments including the complete set of discussion questions.

## **Electronic Devices**

During class, please do not use electronic devices other than the monitor needed for the Zoom used in class. I make this request so that we cultivate the habit of looking at the person who is speaking. Please do let me know if, for any reason, you need to use electronic devices other than those that all of us are using for class.

## **Office Hours**

I will hold office hours, after class, for individual consultations from 17.15 to 18.00 pm EDT/EST, Monday through Thursday, and by appointment. I will try to ensure that anyone in the Zoom waiting room will not wait for more than 5 minutes.

## **Accommodations**

If you might be eligible for assessment or learning accommodations, I encourage you to consult with James Wice, Director of Disability Services (at 1-781-283-2434), and to inform me of your requirements within the first week of the term.

## **Holidays**

Please let me know if you observe holidays for which I can make due date accommodations.

## **Authorship**

The writing that you submit must be your original work. I do encourage you to seek assistance with your thinking and writing. You are permitted to ask others to read drafts of your work and to make suggestions related to content and even to grammar and style. But you are not permitted to ask for assistance with grammar and style from professional copy editors or to allow anyone to edit your writing for you, including by sending comments that can be accepted or declined electronically.

## **Plagiarism**

Your ideas and words exist because of your efforts. Others' ideas and words exist because of others' efforts. Representing another's ideas or words as your own is a form of misrepresentation or theft, even if those ideas and words are not published and even if you are only paraphrasing rather than quoting. Please note the origins of your ideas and words. Carefully citing all sources in your writing protects you from plagiarism. Carefully citing all sources also impresses your reader with the research and authority that you bring to your subject.

## **Our Emotional and Mental Health**

More important than any assignment in this course is your emotional and mental health. Life is stressful, often painful, and even more so in this pandemic era. Our emotional and mental health is critical to our physical health. If you have emotional or mental discomfort, please consider telling others, including me. I would be pleased to give extensions and make other allowances as needed. Also, please consider using the excellent resources of the Stone Center (at 1-781-283-2839 ext.1). These include individual counseling and group therapy. It can be tremendously helpful to hear from others who have faced similar difficulties and to learn from others strategies and tactics for staying healthy in this often unhealthy world.

Let us be especially attentive in this course to each other's wellbeing; let us think about what we might say and do for the benefit of others.

## Class Schedule

**Monday, October 26**

### 1. Course Overview and Introductions

Students will introduce themselves. The professor will introduce the course and himself briefly.

#### **Assignment**

Please read this syllabus carefully and post any questions that you might have to the Sakai course conference.

#### **Assignment**

Please fill out the introduction form and read each other's introductions before class.

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**Tuesday October 27**

### 2. Course Overview and Introductions

The professor will answer questions about the course and assignments. Students will continue to introduce themselves.

#### **Questions**

What knowledge and perspective do you hope to gain by taking this course? What skills do you hope to develop? Where have you encountered the idea of development (economic or human) or seen international development in practice? For example, you might have studied development in another course or lived in a developing country. What questions and perplexities do you bring to the course?

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## Wealth and Poverty

Wednesday, October 28

### 3. What is Wealth?

#### Questions

Norberg-Hodge observes that the Ladakhis of the high Himalayas had full, joyous, and fruitful lives because they were generous, grateful, and frugal. Nothing was needed and nothing was considered to be waste. Ladakhis lived *with*, not *over* or *against* nature. Is this anything more than the romanticism of rural poverty? If so, how so. In what ways does the World Bank's new way of measuring the wealth of nations confirm Norberg-Hodge's claim that institutions such as the World Bank declare "the peoples of the Third World have only to get 'educated' and step into the global market to one day live exactly as their big brothers in the industrialized countries. According to this way of thinking, poverty and overpopulation are the major problems in the world today and economic development is ... the solution." (151) Does the Bank's report answer some of Norberg-Hodge's concerns, for example about harmony and solidarity? If so, how.

#### Reading

World Bank, *The Changing Wealth of Nations*, (World Bank 2018: 1-23)  
Norberg-Hodge "Living with the Land" and "The Development Hoax"  
(Norberg-Hodge 1991: 19-36 and 141-156)

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Thursday, October 29

### 4. How is Wealth Measured?

#### Questions

How is wealth measured? What does Gross Domestic Product (GDP) measure? Are these the elements of a prosperous life? Why does GDP persist as a measure of development? What, according to the Bank, is the relationship between growth and inequality? How do you define wealth and how would you measure it? Bishop and Green write about "toxic ideas" evident since the 2008 economic crisis in the United States. What "toxic ideas" do you observe in development and wealth generation today? What alternative measure of wealth would you propose?

#### Reading

World Bank, *The Changing Nature of Work*, (World Bank 2019: 124-136)  
Easterlin, "Happiness or GDP?" (Rojas 2019: v-viii)  
Bishop and Green, "We Are What We Measure" (Bishop and Green 2011: 11-15)  
available [here](#)

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**Friday, October 30**

No class currently scheduled

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**Note**

Most of the United States, including Massachusetts, goes to daylight savings time (GMT-5) on October 31. For those of you in time zones east of the United States and west of the international dateline, that will mean joining class one hour later. For those of you in time zones west of the United States and east of the international dateline, that will mean joining class one hour earlier.

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**Monday, November 2**

**5. What is Poverty and How is it Measured?**

**Questions**

What is poverty? How does the Bank define poverty? What, according to the Bank, is the relationship between growth and poverty? Why do you think that the Bank recalibrated poverty in 2005 and again in 2011? What is purchasing power parity? What are the essential requirements for determining actual purchasing power parity?

**Reading**

Sachs, "A Global Family Portrait" (excerpt) (Sachs 2005: 20-25)

Callen, "Purchasing Power Parity: Weights Matter" (Callen 2017: 1-2)

Sen, "Poverty as Capacity Deprivation" (Sen 1999: 87-110)

United Nations Development Program, "Reaching Everyone - Analytical and Assessment Issues" (UNDP 2016: 85-104)

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**Tuesday November 3**

**6. What is the best Poverty Alleviation Response to the Pandemic?**

**Questions**

How do the recommendations of the United Nations and World Bank differ? Does the pandemic provide an opportunity for better development strategies?

**Reading**

United Nations, Department of Economic and Social Affairs, *Sustainable Development Outlook* (UN DESA 2020: 5 and 49-53)

World Bank, *Reversals of Fortune: Poverty and Shared Prosperity* (IBRD 2020: xi-xii and 166-172)

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**Wednesday, November 4**  
**7. Is Poverty Gendered?**

**Questions**

In what ways is poverty gendered? Given that gender is culturally constructed, is development necessarily about culture change? What was the most interesting lesson from the World Bank's 2012 *Gender Equality and Development* report?

**Reading**

Benería, "Paid and Unpaid Labor" (Benería 2003: 131-160)  
World Bank, "The Political Economy of Gender Reform" (World Bank 2012: 330-354)  
World Bank, "Working Women" (World Bank 2019: 96-99)

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**Thursday, November 5**  
**8. Is Poverty the Problem?**

**Questions**

What, according to Alfred Wallace, do "savage people" have that people at the "highest stages of civilization" have lost? Why does Paul Farmer focus on suffering rather than poverty? What are the features (or, in Farmer's terms, the "axis") of structural violence? What is Development, according to Seabrook? What according to Seabrook is "the common ruin that unites both the beneficiaries and the victims of the capitalist scheme of things"?

**Reading**

Wallace, "The Races of Man" (excerpt) (Wallace 1869: 548-552)  
Farmer, "On Suffering and Structural Violence" (Farmer 2003: 29-50, 270-277)  
Seabrook, "Development and Economics" and "Development and Human Needs"  
(Seabrook 1993: 7-22 and 199-204)

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**Friday, November 6**  
No class currently scheduled

First Short Paper Due

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## Development

**Monday, November 9**

### **9. What is Development?**

#### **Questions**

What is Ambassador de Riveros' position on whether poverty can be eliminated? Do you find that position convincing?

#### **Reading**

de Rivero, "The Search for El Dorado" (de Rivero 2001: 109-131, 192-193)

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**Tuesday, November 10**

### **10. What is Development? - Modernization Approaches**

#### **Questions**

What is one of the assumptions adopted by modernization theory as it examines development? What, according to Lerner, is the role of mass media in development? What makes an economy developed or underdeveloped? In what ways might Rostow's analogy be misplaced?

#### **Reading**

Isbister, "Explanations of Underdevelopment" (excerpt) (Isbister 2003: 30-41)  
Lerner, "The Grocer and the Chief: A Parable" (Lerner 1958: 19-42)  
Rostow, "The Five Stages of Growth: A Summary" (Rostow 1960: 4-16)

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**Wednesday, November 11**

### **11. What is Development? - Marxist Approaches**

#### **Questions**

What transformed idyllic village life according to Engels? How, according to Engels, is underdevelopment created?

Isbister, "Explanations of Underdevelopment" (excerpt) (Isbister 2003: 49-56)  
Engels, "Historical Introduction," "The Industrial Proletariat," and "The Great Towns" (excerpt) (Engels 1968 (1845): 9-33)

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**Thursday, November 12**

**12. What is Underdevelopment? – Dependency Approaches**

**Questions**

What does the dependency theorists mean in arguing that the Third World is not undeveloped but underdeveloped? Is it possible for all countries to become developed?

**Reading**

Isbister, “Explanations of Underdevelopment” (excerpt) (Isbister 2003: 41-49)

Evans, “Imperialism, Dependency, and Development” (excerpt) (Evans 1979: 25-54)

Ake, “Development and Underdevelopment” (Ake in Krieger 2000: 218-221)

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**Friday, November 13**

No class currently scheduled

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## Cultural Origins and Cultural Consequences of Capitalism

**Monday, November 16**

### 13. European Imperialism

#### Questions

Was European imperialism from the 16th to 20th century distinct from previous forms of imperialism? How did European imperial history evolve? That is, how did European imperialism change in its 500-year course?

#### Reading

Isbister, "Imperialism" (Isbister 2003: 66-101)

Casas, "The Devastation of the Indies" (excerpt) (Casas 1992 (1552): 27-35)

Abdel-Fadil, "Colonialism" (in Eatwell, Milgate, Newman 1989: 61-67)

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**Tuesday, November 17**

### 14. Colonial and Imperial Technologies of Development

#### Questions

What methods did European colonizers use to create labor forces? How did those methods influence different economies?

#### Reading

Williams, "British Commerce and the Triangular Trade" (Williams 1994: 51-84)

Frank, "Atlantic Region" (Frank 1998: map and table)

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**Wednesday, November 18**

### 15. Commerce and Civil Society

#### Questions

How does Smith make the moral argument that a civilized society must be a commercial society?

#### Reading

Smith, "Of Licentious Systems" and "Of the Different Systems Which Have Been Formed Concerning the Principle of Approbation" (Smith 1759: 306-314 and 314-317)

Smith, "Of the Principle which Gives Occasion to the Division of Labour" and "That the Division of Labour is Limited by the Extent of the Market" (Smith 1776: 25-36)

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**Thursday, November 19**

**16. Markets and Democracy**

**Questions**

What is the relationship between foreign ethnic identity and economic opportunity in Latin America and in Southeast Asia? Why are distinct class and income relations shaped by ethnicity?

**Reading**

Chua, "Globalization and Ethnic Hatred," "Rubies and Rice Fields," and "Llama Fetuses, Latifundia, and La Blue Chip Numero Uno," (Chua 2003: 1-17, 23-48, and 49-76)

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**Friday, November 20**

No class currently scheduled

Second Short Paper Due

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**Monday, November 23**

**17. Nationalism and Independence**

**Questions**

How, according to Marx, did colonialism perform both a destructive and a constructive role in India? In what ways is nationalism derived from colonialism?

**Reading**

Isbister, "Nationalism and Independence" (Isbister 2003: 102-147)

Marx, "The British Rule in India" and "The Future Results of British Rule in India" (Marx and Engels 1972 (Marx 1853): 35-41, 81-87)

Nehru, "The Plunder of Bengal helps the Industrial Revolution in England" and "The Destruction of India's Industry" (Nehru 1946: 295-302)

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**Tuesday, November 24**

**18. The Nature of Nationalism**

**Questions**

What does Tagore mean about the nation being bad for the nation? (42) (i.e., "...the Nation is the greatest evil for the Nation.")

**Reading**

Candland "Nations, States, and Violence" (Candland 2016: 1-10)

Tagore, "Nationalism in the West" (Tagore 1918 (1917): 3-46)

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**Wednesday-Friday, November 25-27**

No Classes - Thanksgiving Break

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## Development Issues

**Monday, November 30**

### **19. Industrialization with “Unlimited Supplies of Labor”**

#### **Questions**

Why would economic inequality be considered beneficial to economic growth? How can specialization and trade generate greater benefits for all, including those economies that are not best at producing anything? What are the limitations of the economic model behind growth through specialization and trade (comparative advantage)?

#### **Reading**

Isbister, “Economic Development” (Isbister 2003: 148-191)

Arndt, “Development as Growth (1945-1965)” (Arndt 1987: 49-87)

Lewis, “Economic Development with Unlimited Supply of Labour” (excerpts)  
(Lewis 1954: 145-150, 153-160, and 189-191)

Johnson, Pecquet, and Taylor, “Potential Gains from Trade in Dirty Industries”  
(Johnson, Pecquet, and Taylor 2007: 397-410)

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**Tuesday, December 1**

### **20. Balance of Payments Crises and Structural Adjustment**

#### **Questions**

Why might a proponent of the developmental state regard structural adjustment as a setback to development? What was the 'Washington Consensus'? What are its limitations in the real world?

#### **Reading**

Johnson, “Political Institutions and Economic Performance” (Johnson 1987: 137-164)

Stiglitz, “Freedom to Choose?” (Stiglitz 2002: 53-88)

Candland, “The Developmental State” (Candland 2020: 1)

Candland, “Structural Adjustment” (Candland 2020: 1)

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**Wednesday, December 2**  
**21. Labor Standards and Trade**

**Questions**

How were the five internationally recognized core labor standards (also referred to as fundamental rights at work) established? What has been the experience of improving recognition of internationally recognized core labor standards through codes of conduct?

**Reading**

O'Rourke, "Sweatshops 101: Lessons in Monitoring Apparel Production Around the World" (O'Rourke 2004: 99-105)

Candland, "How Are International Labor Standards Advanced?" (Candland 2005: 1-14)

Yimprasert and Candland, "Do Corporate Codes of Conduct Promote Labor Standards? Evidence from Thai Apparel and Footwear Workers" (Yimprasert and Candland 1999)

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**Alternatives to Conventional Development**

**Thursday, December 3**  
**22. Human Development and Capacity Approaches**

**Questions**

What is the capacity approach to development? Which human development indicators would be most useful to the capacity approach?

**Reading**

Sen, "A Decade of Human Development" (Sen 2000: 17-23)

Nussbaum, "The Capabilities Approach" (Nussbaum 2002: 123-135)

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**Monday, December 7**  
**23. Contentment Indicators**

**Questions**

What are the advantages of making contentment or happiness the goal of public policy?

**Reading**

Rojas, "Richard A. Easterlin's Groundbreaking Work" (Rojas 2019: 3-20)

Ura, Alkire, Zangmo, and Wangdi "A Short Guide to Gross National Happiness Index" (Ura, Alkire, Zangmo, and Wangdi 2012: 1-72)

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**Friday December 4**

No class currently scheduled

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**Monday, December 7**

**24. Development Banks and Food Security**

**Questions**

In what ways are development banks undermining food security, according to the Alliance for Food Security and Bello? Which NGOs, in your opinion, are doing vital work in making development environmentally sustainable and socially just?

**Reading**

Bello “Never Let a Good Crisis Go to Waste” (Bello 2020: 3-10)

45 development banks, “Joint Declaration” (development banks 2020: 1-9) [here](#)

Willis “Polluting Investments: Not in Our Name” (2020: 1-5) [here](#)

83 food security NGOs, “Collective Statement” (Alliance for Food Security 2020: 1-4)  
[here](#)

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**Tuesday, December 8**

**25. The Human Rights Based Approach to Development**

**Questions**

In what ways might restoration of human dignity – a fundamental human right according to the UN Universal Declaration of Human Rights – be a better mechanism for development than economic growth?

United Nations, “Universal Declaration of Human Rights” (UN 1948: 1-8) [here](#)

United Nations Development Programme, “Indicators for Human Rights Based Approaches to Development in UNDP Programming” (UNDP 2006: 1-9) [here](#)

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**Wednesday, December 9**

**26. A Global Green New Deal or Ecological Swaraj?**

**Questions**

Is a Green New Deal compatible with *buen vivir*, degrowth, and ecological Swaraj?

**Reading**

Klein “The Capsule Case for a Green New Deal” (Klein 2019: 280-291)

Kothari, Demaria, and Acosta “Buen Vivir, Degrowth and Ecological Swaraj”  
(2014: 362–375)

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**Thursday, December 10**  
**27. Pro-Earth Litigation**

**Questions**

What signals has the Ninth Circuit given the plaintiffs for successful prosecution of their case against the U.S. government for neglect to address climate change? In what ways are the plaintiffs in *Juliana v. United States* making a human rights-based argument?

**Reading**

Reed, “*Juliana v. United States*” (Reed 2020: 1-6)

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**Friday, December 11**  
No class currently scheduled

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## Bibliography

- Ake, Claude, 2000. "Development and Underdevelopment" in Joel Krieger, ed., *The Oxford Companion to Politics of the World*, Oxford: Oxford University Press, 218-221
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- Bishop, Matthew, and Michael Green, 2011. "We Are What We Measure," *World Policy Journal*, (28: 1)
- Boulding, Elise, 1988. *Building a Global Civic Culture: Education for an Interdependent World*, Syracuse: Syracuse University Press
- Bowden, Charles, 1999. "I Wanna Dance with the Strawberry Girl," *Talk*, (September).
- Brecher, Jeremy, and Tim Costello, 1994. *Global Village or Global Pillage: Economic Reconstruction from the Bottom Up*, Boston: South End Press
- Broad, Robin, and John Cavanagh, 1993. *Plundering Paradise: The Struggle for the Environment in the Philippines*, Berkeley: University of California
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**Please use the following five-point approach when writing your papers.**

1. Articulate a question.

The most crucial and usually most difficult task in designing a good paper is casting your net well – asking a question that will be productive.

It is not sufficient to pose a question the answer to which is information alone. Avoid questions that can be answered with raw facts or political histories. A potentially fruitful question is often articulated as a puzzle.

2. Explain briefly why that question is important to the political economy / development.

In the face of the literature, or in the face of common sense, briefly explain why the puzzle demands an answer.

3. Defend briefly a strategy for addressing that question.

Different questions demand different approaches. A case study can answer some questions. Other questions might be better answered with comparative analysis. Some require interpretive approaches. Some require statistical analysis. Explain briefly what your approach can deliver.

4. Work that strategy.

Most of your paper should be devoted to working your chosen strategy. Having done the difficult work of framing a question and devising a strategy for addressing it, this should unfold comfortably.

5. Draw conclusions.

In your conclusion, state forcefully what you established. Avoid the temptations to speculate on the future or to introduce new variables.

## Advice and Stylistic Considerations for Papers

Focus. Your argument is likely to be more compelling, defensible, interesting, strong, and otherwise valuable, the narrower it is.

Be succinct. It is not only a virtue; it is a requirement. Your mid-term papers must be no longer than 1,500 words and your final paper must be no longer than 3,000 words. Write lengthier rough drafts. Then eliminate the non-essential. At the end of the paper, give a word count in parentheses (e.g., 2,502 words).

In your introduction, tell your reader your question, your position, and your trajectory. Your reader should not be made to feel that she does not know where you are taking her.

Encapsulate in the first sentence of each paragraph its main contribution.

Check your grammar; edit thoroughly; proof read carefully. Paginate.

Avoid lists. Write prose. Avoid known metaphors. Do not use contractions.

Generally, one should avoid first person claims. A sentence such as “I believe that international security forces in Afghanistan cannot gain the support of the people of Afghanistan” causes the reader to divide her attention between the authority of the writer and the claim being advanced. (e.g., Your reader may think “That’s an interesting claim. But I wonder why she believes that.”) Stating a claim directly usually gives it more credibility. Sometimes, however, you do want to draw attention to yourself or your experience.

Distinguish between countries, states, political regimes, and governments and between nations, communities, and classes. A country is not an actor. Thus, a claim such as “India has preferred social equality to economic growth” leaves the reader wondering if this refers to the administrative apparatus (the state), the particular system of recruitment into that apparatus (e.g., elections, i.e., the political regime), or a particular government (e.g., the Indian National Congress). Distinguish between nations and states. A nation is a community that believes that it shares some mixture of cultural, ethnic, historical, linguistic, religious, or other identities.

Use one of the formats described on the attached citation format hand-out.

Double-space. Do not use one and one half-space formats.

Give complete phrases (e.g., non-governmental organizations) before using acronyms (e.g., NGOs). Do not capitalize common nouns.

## Citation and Bibliography Formats

To represent another's ideas as your own, even if paraphrasing is plagiarism. Carefully citing your sources protects you and impresses your reader with the research and authority that you bring to your subject. Please use one of the following citation formats in your papers. At the conclusion of a sentence, which reflects or reports someone else's opinion or information, either use an in-text citation or a footnote.

(1.) An in-text citation gives the author's last name, year of publication, and page, in parentheses. (Author year: page). Then, in an attached bibliography, each source is given like this:

Last Name, First name, year, *Title of Book*, Place of Publication: Publisher.

Last Name, First name, month year, "article title," *Title of Periodical*, (Volume: Number).

Last Name, First name, year, "chapter title," in *Title of Edited Book*, First and Last Name of Editor, ed., Place of Publication: Publisher.

For example:

Kerala's performance in economic and human development owes much to its religious diversity and its tradition of matrilineal property inheritance. (Drèze and Sen 1995: 200)

Then, in your bibliography, give the full citation, like this:

Drèze, Jean, and Amartya Sen, 1995, *India: Economic Opportunity and Social Opportunity*, Delhi: Oxford University Press.

Following the in-text citation format, articles in periodicals or chapters in books should be listed in your bibliography like so:

McQueen, Cheryl, January 1992, "Pakistan: A Bold Agenda for Economic Reform," *Business America*, (113: 1).

Kemal, A. R., 1991, "Privatisation: The Experience of Pakistan," in V. Kanesalingam, ed., *Privatisation: Trends and Experiences in South Asia*, New Delhi: MacMillan India.

(2) A footnote refers your reader to a complete citation at the bottom of the page.

The footnote format is:

First name Last Name, *Title of Book*, Place of Publication: Publisher, Year, Page(s).

First name Last Name, "article title," *Title of Journal*, (Volume: Number), Month Year, Page(s).

First name Last Name, "chapter title," in *Title of Edited Book*, First name Last Name of Editor, ed., Place of Publication: Publisher, Year, Page(s).

For example:

Pakistan's early development strategy intentionally promoted economic inequality as a technique for rapid economic growth.<sup>1</sup>

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<sup>1</sup> Angus Maddison, *Class Structure and Economic Growth in India and Pakistan*, Oxford: Oxford University Press, 1973, 136.

Articles in periodicals or chapters in books should be listed in your footnote like so:

<sup>2</sup> Cheryl McQueen, "Pakistan: A Bold Agenda for Economic Reform," *Business America*, (113: 1), 13 January 1992, 8.

<sup>3</sup> A. R. Kemal, "Privatisation: The Experience of Pakistan," in V. Kanesalingam, ed., *Privatisation: Trends and Experiences in South Asia*, New Delhi: MacMillian India, 1991, 132.

If you use footnotes, you do not need to attach a bibliography, unless there are sources that you consulted but did not cite and you want the reader to be aware of these.

If you use footnotes, please do use footnotes (i.e., citations at the bottom of the page) not endnotes (i.e., citations at the end of the paper). It cuts down on page turning and allows the reader to focus on your argument.