

Seton Hall University

**eRepository @ Seton Hall**

---

Diplomacy Syllabi

School of Diplomacy and International  
Relations

---

Spring 2017

## **DIPL 4170 Topics in Economic Development for International Affairs**

Ricardo Isea PhD  
*Seton Hall University*

Follow this and additional works at: <https://scholarship.shu.edu/diplomacy-syllabi>

---

### **Recommended Citation**

Isea, Ricardo PhD, "DIPL 4170 Topics in Economic Development for International Affairs" (2017).  
*Diplomacy Syllabi*. 550.  
<https://scholarship.shu.edu/diplomacy-syllabi/550>

**Topics in Economic Development for International Affairs**  
**Seton Hall University, DIPL 4170**

Spring 2017

Ricardo Isea  
[ricardoisea@gmail.com](mailto:ricardoisea@gmail.com)  
Office hours: Wednesdays 3:30 – 5:00pm

This course offers an in depth analysis of the multiple dimensions of development. Drawing on a range of theoretical standpoints and interdisciplinary methodologies, it provides a critical assessment of the histories, paradigms and practices of development since 1949. The course is divided in three sections. The first section familiarizes students with the historical origins of development as an idea. The second section examines classical developmental paradigms: modernization; dependency theory; the developmental state paradigm; the neoclassical model; and the capability approach. The third section of the course surveys major issues and challenges surrounding development in the contemporary world. We consider key aspects such as poverty and inequality, democratic participation, ethnicity, the role of knowledge, gender, human rights, food security and environmental sustainability. We analyze experiences of different countries in Asia, Sub-Saharan Africa, and Latin America.

**Course Material**

Required text:

- Amartya Sen, *Development as Freedom*, New York: Alfred A. Knopf, 2000.

The rest of readings will be posted on blackboard.

**Assignments and grading**

1. Class Participation and Attendance (10% of grade)

Participation is a key component of the learning process in this course. You must come prepared to actively participate in the discussion, which requires having carefully read the assigned material for each session. You are expected to contribute to class by raising questions, making comments, and engage others student's ideas. *Class participation is crucial to your success in this class; please come prepared to engage in a meaningful dialogue every week.*

Attendance is mandatory. You will be marked down if you miss more than one class during the semester.

## 2. Précis (20% of grade)

In addition to class participation, each week you will submit a short piece of writing (or “précis”) that addresses a relevant question arising from the readings. You should pose a question and critically address it in no more than 1 page (double-spaced), making specific references to at least one reading assigned for that week. In general, you should be prepared to informally present the main arguments in your paper and to constructively discuss those presented by other students. You are allowed one “miss”, where you can opt to not submit a summary without penalty, but otherwise late précis will considerably lower your grade.

## 3. Class presentation (20% of grade)

Students will be required to work in pairs to make a 15 minutes presentation on an assigned reading once during the semester. As a group, you will be in charge of presenting the main ideas of the text and pose questions that arise from your reflection on the material. Scoring criteria include: presentation style and coherence, quality of the questions raised, and team work. Please contact me either at the end of class or by email in case you have any questions regarding your presentation.

You are not required to submit a précis on the day of your presentation.

## 4. Midterm exam (25% of grade)

## 5. Final paper, 10 pages (double-spaced) (25% of grade)

Grading: summary table	
• Class Participation and Attendance	10%
• Précis	20%
• Class presentation	20%
• Midterm exam	25%
• Final paper	25%
<i>A = 95 +; A - = 90 – 94; B + = 85 – 89; B = 80 – 84; B - = 75 – 79; C = 70 – 75; D = 60 – 69; F = less than 60.</i>	

## **Disability Services**

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu)

## **Academic Integrity & Dishonesty**

All forms of dishonesty whether by act of omission, including but not limited to, cheating, plagiarism, and knowingly furnishing false information to the University are prohibited and may elicit University sanctions of suspension or expulsion. See University and school statements for academic conduct here:

<http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf> and here: <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

## **Policy on Incompletes**

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

## *Part I. Introduction*

### **January 11. Overview and class requirements**

Course objectives, themes, expectations and organization.

Introductory lecture: historical origins of development.

### **January 18. The rise of 'development'**

#### *Required*

- Harry S. Truman's 1949 inaugural address: <http://www.bartleby.com/124/pres53.html>
- Gustavo Esteva, "Development," in Wolfgang Sachs (ed.), *The Development Dictionary: a guide to knowledge as power*. Zed Books, London, 1992, 6-26.

#### *Suggested further reading*

- Gilbert Rist, *The history of development: from western origins to global faith*. Zed books, 2002.
- Philip McMichael, *Development and social change: A global perspective*. Sage Publications, 2016.

## *Part II. Development: paradigms in history*

### **January 25. Modernization**

#### *Required*

- W.W. Rostow, "The Stages of Economic Growth", *The History Review*, New Series, 12(1), 1959, 1-16.
- Dudley Seers, "The Birth, Life and Death of Development Economics", *Development and Change*. SAGE, London and Beverly Hills, Vol. 10, 1979, 707-719.

#### *Suggested further reading*

- P. Rosenstein-Rodan, "Problems of industrialization of Eastern and Southern Europe," *Economic Journal*, 1943, 202-211.
- W. Arthur Lewis, "Economic development with unlimited supplies of labour," *The Manchester School*, 1954, 139-191.

## February 01. Dependency theory

### *Required*

- Andre Gunder Frank, "The development of underdevelopment," *Monthly Review*, 18 (4), September 1966, 17-31.
- Ramon Grosfoguel, "Developmentalism, modernity, and dependency theory in Latin America." *Nepantla: Views from South* 1, no. 2, 2000, 347-374.

### *Suggested further reading*

- Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*. University of California Press, 1979.
- John Weeks, "Dependency theory". In Ben Fine, Alfredo Saad Filho, Marco Boffo (Eds.) *The Elgar Companion to Marxist Economics*, Edward Elgar Publisher, 2013.

## February 08. The developmental state paradigm

### *Required*

- Cristobal Kay, "Why East Asia overtook Latin America: Agrarian reform, industrialization and development", *Third World Quarterly*, 23(6), 2002, 1073-1102.
- Peter Evans, "In search of the 21st century developmental state". *Center for Global Political Economy Working Paper* 4, 2008, 1-22.

### *Suggested further reading*

- Adrian Leftwich, "Governance, the state and the politics of development," *Development and Change*, 25 (1), 1994, 363-386.
- Yilmaz Akyuz, Ha-Joon Chang and Richard Kozul-Wright, "New perspectives on East Asian development," *Journal of Development Studies*, 34 (6), 1998, 4-36.

## February 15. The neoclassical model

### *Required*

- Charles Gore, "The rise and fall of the Washington consensus as a paradigm for developing countries," *World Development*, 28 (5), 2000, 789-804.
- Joseph Stiglitz, "Is there a post-Washington Consensus consensus? *The Washington Consensus reconsidered: towards a new global governance*, 2008, 41-56.

### *Suggested further reading*

- Gavin Williams, "Why Structural Adjustment Is Necessary and Why It Doesn't Work", *Review of African Political Economy*, 21(60), 1994, 214-225.
- Dani Rodrik, "Goodbye Washington consensus, hello Washington confusion? A review of the World Bank's economic growth in the 1990s: learning from a decade of reform." *Journal of Economic literature* 44, no. 4, 2006, 973-987.

### **February 22. The capability approach**

#### *Required*

- Amartya Sen, *Development as Freedom*. New York: Alfred A. Knopf, 2000, "Introduction", 3-13; and Chapter 2, "The Ends and Means of Development", 35-53
- Ingrid Robeyns, "The capability approach: a theoretical survey." *Journal of human development* 6, no. 1, 2005, 93-117.

#### *Suggested further reading*

- Richard Jolly, "Human Development and neo-Liberalism: paradigms compared", in Fukuda-Parr and Shivakumar, *Readings in Human Development* OUP: Delhi, 1998.
- Gustav Ranis, Frances Stewart, and Alejandro Ramirez, "Economic Growth and Human Development." *World Development* 28.2, 2000, 197-219.

### **March 01. Mid-term exam – No précis – No reading**

### **March 08. Spring break – No class**

### *Part III. Key aspects of development*

### **March 15. Poverty and Inequality**

#### *Required*

- Amartya Sen, *Development as Freedom*, New York: Alfred A. Knopf, 2000, Chapter 4, "Poverty as Capability Deprivation", 111-145.
- Alfredo Saad-Filho, "Growth, Poverty and Inequality: From Washington Consensus to Inclusive Growth," DESA working paper no 100, ST/ESA/2010/DWP/100, 2010, 1-16.

### *Suggested further reading*

- Jayati Ghosh, "From "Development" to "Poverty Alleviation": What have we lost?", published in the Frontline, Print edition: September 4, 2015.
- Giovanni Andrea Cornia and Bruno Martorano, "Development Policies and Income Inequality in Selected Development Regions", UNCTAD working paper UNCTAD/OSG/2012/4, 2012.
- OHCHR, "Human Rights and Poverty Reduction: A Conceptual Framework", New York and Geneva, United Nations, 2004.

## **March 22. Democratic participation**

### *Required*

- Amartya Sen, *Development as Freedom*, New York: Alfred A. Knopf, 2000, Chapter 6, "The importance of democracy", 146-159.
- Benjamin Goldfrank, "Lessons from Latin American experience in participatory budgeting." *Participatory budgeting*, 2007, 91-126.

### *Suggested further reading*

- Robert Chambers, "Participatory rural appraisal (PRA): analysis of experience," *World Development*, 22, 9, September 1994, 1253-1268.
- Human Development Report 2002, "Deepening Democracy in a Fragmented World", Overview; and Chapter 2. "Democratic governance for human development".

## **March 29. Postcolonial ethnicities**

### *Required*

- Mahmood Mamdani, "Beyond settler and native as political identities: overcoming the political legacy of colonialism," *Comparative Studies in Society and History*, 43, 4, 2001, 651-664.
- Arturo Arias, "The Maya movement, postcolonialism and cultural agency." *Journal of Latin American Cultural Studies* 15, no. 2, 2006, 251-262.

### *Suggested further reading*

- William Easterly and Ross Levine, "Africa's growth tragedy: policies and ethnic divisions," *Quarterly Journal of Economics*, 112 (4) November 1997: 1203-1250.



- James Mahoney et al., "Colonialism and development: a comparative analysis of Spanish and British colonies," *American Journal of Sociology*, 111 (5), March 2006, 1412-1462.

## **April 05. The role of knowledge**

### *Required*

- Boaventura de Sousa Santos, *Another knowledge is possible: Beyond northern epistemologies*, 2007, Introduction: "Opening up the Canon of Knowledge and Recognition of Difference", xix-li.
- Arun Agrawal, "Dismantling the divide between indigenous and scientific knowledge." *Development and change* 26, no. 3, 1995, 413-439.

### *Suggested further reading*

- Edward Said, *Orientalism*. New York: Pantheon Books, 1978.
- Santiago Castro-Gómez, "(Post)Coloniality for Dummies: Latin American Perspectives on Modernity, Coloniality, and the Geopolitics of Knowledge." In Mabel Moraña, Enrique Dussel, and Carlos A. Jáuregui, eds., *Coloniality at Large: Latin America and the Postcolonial Debate*, Durham and London: Duke University Press, 2008, 259-85.

## **April 12. Gender and feminist approaches**

### *Required*

- Amartya Sen, *Development as Freedom*, New York: Alfred A. Knopf, 2000, Chapter 8, "Women's Agency and Social Change", 160-188.
- Nancy Fraser, "Feminism's Two Legacies: A Tale of Ambivalence." *South Atlantic Quarterly* 114, no. 4, 2015, 699-712.

### *Suggested further reading*

- Martha Nussbaum, "Introduction: feminism and international development," in her *Women and Human Development: the capabilities approach*, Cambridge: Cambridge University Press, 2000, 1-34.
- Sarah Gammag, "Time Pressed and Time Poor: Unpaid Household Work in Guatemala" *Feminist Economics* 16:3, 2010, 69-112.
- Gunseli Berik and Yana Rodgers, "Engendering Development Strategies and Macroeconomic Policies: What's Sound and Sensible?" *Working Paper, University of Utah, Department of Economics*, No. 2008-02, 2000.

## **April 19. Human Rights**

- Peter Uvin, "From the Right to Development to the Rights-Based Approach: How 'Human Rights' Entered Development," *Development in Practice*, Volume 17, Issue 4&5, 2007, 597-606.
- Emilie Filmer-Wilson, "The Human-Rights Based Approach to Development: The Right to Water," *Netherlands Quarterly of Human Rights*, Vol. 23/2, 2005, 213-241.

### *Suggested further reading*

- Philip Alston, "Ships Passing in the Night: The Current State of the Human Rights and Development. Debate seen through the Lens of the Millennium Development Goals," *Human Rights Quarterly*, Vol. 27.3, 2005, 755-829.
- OHCHR, Human Rights and Poverty Reduction: A Conceptual Framework (New York and Geneva, United Nations, 2004).

## **April 26. Food security and environmental sustainability**

### *Required*

- Hilal Elver. "Interim report of the Special Rapporteur on the right to food", submitted to the United Nations General Assembly, August 2016, 1-24.
- Jules Pretty. "Agricultural sustainability: concepts, principles and evidence." *Philosophical Transactions of the Royal Society of London B: Biological Sciences* 363, no. 1491, 2008, 447-465.

### *Suggested further reading*

- Amartya Sen, *Development as Freedom*, New York: Alfred A. Knopf, 2000, Chapter 7, "Famines and other Crises", 160-188.
- Human Development Report 2011, "Sustainability and Equity: A Better Future for All", Chapter 4, "Positive synergies—winning strategies for the environment, equity and human development", 67-81.

## **May 03. Final paper due**