

# INHL 7200: Development Theory

Fall 2010, Session II  
Tues & Thu, 4 - 7.00 pm  
Tidewater Building 1208  
3 credits

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## Overview of Course

This course reviews major theories, concepts and debates about social, human and economic development in the developing world. These concepts are useful to public health researchers and practitioners aiming to advance human well-being. In the first few weeks, we compare and contrast major development theories: economic growth, modernization, Marxian theory and dependency schools, neoliberalism and structural adjustment policies, sustainable development, human development approach (capabilities), and human rights approaches. We aim to grasp the principles and critiques, with some attention to applications. The selection of theories is not comprehensive but reflects influential and representative schools of thought.

In the second half of the course we are introduced through case studies and class activities to several contemporary, critical perspectives that are reshaping development theory and practice. These include Post-Development schools of thought, as well as complex adaptive systems thinking. These challenge mainstream development notions of how to address poverty, as well as forcing us to think afresh about participation, globalization, sustainability, foreign aid, development actors/institutions. Insights from ethnographic and innovative research on development projects reveal how theories, worldviews and assumptions translate into real-life "development" programs and projects that have often unexpected, unintended outcomes.

The course aims to address relatively simple questions such as:

- What are major theories of "development"?
- What are recent trends in development theory?
- How do different theories influence development practice?

We will also try to understand the context and the nature of debates around these questions, even if we do not have time to address them in detail:

- What useful lessons (if any!) have been learned after more than 50 years of "development" efforts?
- How do we know if and when development is working?
- Is development still such a good idea?

The course is intended for the reflective student who wants a broad, interdisciplinary, critical overview of current trends in development theory and its implications for practice. You have a chance and the space to reflect on important debates. This course provides foundational concepts, terms and knowledge needed to function effectively in international public health and development. It will challenge you to think creatively about your possible roles in development and public health. The course should stimulate your appreciation of the normative dimensions of a nominally technical profession. This often leads to questions such as: What *should* "development" be about? *Who* should be involved, and how? What is *my* role in this process/project? What sort of *research* is needed?

### Specific Learning Objectives

This course targets public health students with little formal training in social theory. You want to understand how your future research and practice fits into the larger scheme of international development institutions, projects, and funding. The goal is to help you, the student, become a more effective researcher, practitioner, and/or policy-maker. It is NOT intended to teach you how to "do development". Instead, I hope to:

1. understand terminology and major social theories underlying health and development practice over 50 years;
2. appreciate, assess and identify the validity of major criticisms;
2. think critically about aid and technical assistance institutions, projects and practice;
3. identify and assess data, assumptions, contradictions and biases in development literature, proposals, and practice
4. reframe your designs and actions to be more effective;
5. develop and articulate a personal vision for your future roles in public health and international development.

### Prerequisites

An introductory course in social/economic development theory, such as INHL 604, or equivalent preparation or experience, is usually essential. The class moves rapidly and covers a large intellectual territory.

### Format

Different techniques help facilitate learning: lectures, discussion, class exercises, writing assignments. Be an active and informed participant! Short writing assignments force you to grapple with new ideas and comprehend basic concepts. Student-assisted activities provide varied activities.

To succeed (learn, and earn a decent grade), plan to:

- keep up with the readings. Each session builds on the next;
- Read selectively and strategically: find the definitions, key authors, larger principles, major arguments and don't get bogged down in detail;
- Use and review hand-outs, assignment instructions and other special materials;
- Attend all sessions. If you know you will be away, be diligent to make up, share notes and know what you missed. Contact fellow students and the professor to plan ahead (in advance) and to catch up (afterward);
- Read your Tulane email address ([\\*\\*\\*@tulane.edu](mailto:***@tulane.edu))
- Check blackboard for uploaded lectures, assignments, reading guidelines, external websites, etc.

## Texts and Readings

Purchase these two required books from the Medical School bookstore, friends, your local independent bookstore, or Amazon.com—especially the marketplace for used books.

1) "Peet and Harwick" = Peet, Richard and Elaine Hartwick (2009) *Theories of Development, Second Edition: Contentions, Arguments, Alternatives*. Guilford Press. (\$32 PB)

2) "Ferguson" = Ferguson, James. 1990. *The Anti-Politics Machine: Depoliticization and Bureaucratic Power in Lesotho*. U. Minn. Press. ISBN 0-8166-2437-2 (PB)

Many (most) additional readings and handouts will be provided electronically through blackboard.

## Assignments and Evaluation

Your grade will be determined by individual writing exercises, in-class participation, and an in-class activity. There are no exams. I accept and respond to outlines and rough drafts. You can rewrite short assignments to improve your grade.

- **8 short written assignments** (50% of grade). Topics, points, and format are indicated in the schedule. Most are due in advance via email. See instructions below; additional guidelines provided as needed.
- **Optional In-class activity** (15% of grade for those who do this). Doctoral and advanced masters students can participate to help present the material in an innovative and fresh manner. Pick a date, topic and readings and talk to me. Grading based on level of effort and appropriate handling of the material to meet the learning objectives. I provide guidance, handouts, materials and examples of prior year activities, and specific learning objectives.
- **Participation** (15-20%). Attend regularly, read assigned materials, be prepared, and engage intelligently in the discussions. Let me know if you cannot make a class. Talk with me and other students to find out what you missed.
- **Final paper** (20-30%) due during exam week. Critically and concisely review a recent and new text on a development topic. Examine issues using 3-4 relevant concepts discussed in class, and use vocabulary and concepts correctly. You should reveal your own normative perspective here: i.e., what you think development should be about, and how you will proceed with your work. I can help you select a book that relates to your other interests (i.e., complex emergencies, primary health care programs, microcredit). Aim for about 5-6 pages of coherent narrative text, plus references, tables, figures. Alternatives to the traditional academic essay will be discussed.
- **Grading for all written assignments** (1) intellectual content and your grasp of ideas; (2) organization of ideas and argument, and (3) presentation and style, including correct and appropriate tone. Pay attention to details and instructions.

## Assignments: Important Instructions

- Turn in your assignments via email in advance of class unless otherwise instructed. Send it to [lmurphy2@tulane.edu](mailto:lmurphy2@tulane.edu).
- **Label your assignments with "LAST NAME \_ ASSIGNMENT #"**.
- Page lengths are suggestive based on 1" margins, 11 point font, single spacing. Special instructions are often given.
- Pay attention to the topic, point value, and any specific instructions as well as length and format guidelines (i.e., memo to supervisor).
- Short, digested, and concise is better than long, unprocessed, and rambling.

## Supplementary Reading List and Possible Final Book Review Titles

Topics from A-Z: *aid, capabilities, conflict, culture, development ethnography, empowerment, feminist approaches, freedom, globalization, health, history, humanitarian action, human rights, IMF, institutions, NGOs, participation, postmodernism, technology change, theory, world bank*

Alkire, Sabina. 2005. *Valuing Freedoms: Sen's Capability Approach and Poverty Reduction*. Oxford University Press.

Bhavnani, Kum Kum, John Foran and Priya Kurian (eds). 2003. *Feminist Futures Re-Imagining Women, Culture and Development*. Zed Books.

Briggs, Charles. 2003. *Stories in the time of Cholera: racial profiling during a medical nightmare*. UC Press. (recommended for LAST students)

Carmen, Raff. 1996. *Autonomous Development. Humanising the Landscape: An Excursion into Radical Thinking & Practice*. Zed Books

Collier, Paul. 2008. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford University Press. (PB)

Crush, Jonathan. 1996. *Power of Development*. [Collection of post-modernist, post-colonial readings on development theories, strategies, and research.]

de Waal, Alex. 1997. *Famine Crimes*. [Classic critique of humanitarian action and the failure of development.]

Easterly, William, 2006. *The White Man's Burden*. Penguin Press

Farmer, Paul 2002. *Pathologies of Power. Health, human rights, and the new war on the poor*. UC Press.

Griffiths, Peter. 2004. *The Economist's Tale. A Consultant Encounters Hunger and the World Bank*. Zed Books.

Hanlon, Joseph, Armando Barrientos, David Hulme. *Just Give Money to the Poor: The Development Revolution from the Global South* Kumarian Press (April 2010)

Hilhorst, Dorothea. 2003. *The Real World of NGOs. Discourses, Diversity and Development*. Zed Books.

Hopenhayn, Martin. 2001. *No Apocalypse, No Integration. Modernism and Postmodernism in Latin America*. Duke University Press. [Dense analysis of the prospects for modernism in a post-modern Latin America.]

Kothari, Uma (Editor) . *A Radical History of Development Studies: Individuals, Institutions and Ideologies* [Paperback]. Zed Books (December 15, 2005)

Lewis and Mosse. *Development Brokers and Translators: The Ethnography of Aid and Agencies*. Kumarian Press (April 15, 2006)

Macrae, Joanna. *Aiding Recovery? The Crisis of Aid in Chronic Political Emergencies*. Zed Books .

Cooke, Bill and Uma Kothari (eds). 2001. *Participation: the new Tyranny?* Zed Books

Maren, Michael. 2002 *Road to Hell: The Ravaging Effects of Foreign Aid and International Charity*. [From a review: "A scathing critique of the aid industry..."]

Maathai, Wangari. 2009. *The Challenge for Africa* . Anchor (pb version October 2010)

Mosse, David. 2004. *Cultivating Development: An Ethnography of Aid Policy and Practise*. Pluto Press. [Case study of India project; "...the actions of development workers are shaped by the exigencies of organisations and the need to maintain relationships rather than by policy.."]

Moyo ,Dambisa. *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*. Farrar, Straus and Giroux; 1 Reprint edition (March 2, 2010).

Nussbaum, Martha. 2000. *Women and Human Development*. Cambridge. [Philosopher and legal scholar tackles the intersection of feminist theory and 'capabilities'.]

Rao, V and M Walton. 2004. *Culture and Public Action*. Stanford Univ. Press

Rist, Gilbert. 1997. *History of Development: From Western Origins to Global Faith*. [Swiss scholar surveys centuries of thought leading up to the modernist development project. Accessible and well-respected, arguing that "...development has always been a kind of collective delusion ..."]

- Rowlands, Jo. 1997. *Questioning Empowerment: Working with Women in Honduras*. Oxfam. [Empirical and theoretical exploration into the concept of empowerment and gender differentials and dimensions of development. Looks at health promotion and education programs focused on women.]
- Sachs, Wolfgang. 2009. *The Development Dictionary: A Guide to Knowledge as Power, Second Edition*. Zed Books; Second Edition, (pb version February 16, 2010)
- Sen, Amartya. 1997. *Development as Freedom*. Knopf. [Elaborates on his conception of development as expanding capabilities and freedoms.]
- Stiglitz, Joseph. 2002. *Globalization and its Discontents*. Norton. [An ex-WB/IMF insider argues that institutions of globalization (including IMF, WB) have failed to serve developing countries.]
- Yunus, Mohamed. 2010. *Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs* [Paperback] Public Affairs.

Schedule for INHL 7200, Fall 2010

Date	Theme	Key Concepts & Assigned Readings	Written Assignments and Special Instructions
Tues 10/19	<b>Overview of course, Introduction to Development</b>	<p>The Enlightenment, modern, rationality, development studies, theory, ideology, normative vs. positive, linear vs non-linear systems, complex</p> <p>Read Peet and Harwick, Chapter 1 before class</p>	<p><b>Short written assignment #1</b></p> <p><i>Write a brief biographical statement (~1/2 page) about your personal and professional background, plus comment on your experiences and understanding of development theory and practice (1/2 page).</i></p> <p>Submit via email by midnight, Monday 10/18. (5 points, about a page total)</p>
Thu 10/21	<b>Economic Growth and Neoliberalism</b>	<p>neoclassical economics, rational economic man, comparative advantage, growth vs development, Keynesian economics, Bretton Woods institutions, neoliberalism, consumer welfare, structural adjustment programs (SAP), export-oriented development, EPZs, NICs, TNCs, NIDL, NAFTA, globalization, debt crisis</p> <p>Peet and Harwick Chapters 2 &amp; 3</p>	<p><b>Short written assignment #2</b></p> <p><i>Complete your first entry into the "development matrix" handout for neoliberalism.</i></p> <p>Bullet point, short entry. Bring hardcopy to class to share. Hint: short answers do indeed fit into the small boxes in the matrix. 5 points</p>
Tue 10/26	<b>Modernization and Stages of Growth</b>	<p>Neoclassical economics, capital, structural functionalism, modernization, stages of growth, Rostow, Sachs, Millennium Development Goals (MDGs), Millennium Village Project, basic needs</p> <p>Peet &amp; Harwick Chapter 4</p>	<p><b>Short written assignment #3</b></p> <p><i>What is "modernization" about? What are the "stages of growth" and when/where do they come from? These concepts represent a classic Western vision of development--How are they reflected (renewed? Rehashed?) as the MDGs?</i></p> <p>Second Matrix entry. Bullet point and short sentences that summarizes the main ideas, indicators, social/historical contexts, policy implications. 3 points, ~ 1 page, email by noon Tuesday 10/26</p>
Thu 10/28	<b>Marxism &amp; Dependency Theories</b>	<p>neo-Marxism, modes of production, social relations of production, class, value, underdevelopment, dependent development, core-periphery, world systems theory, import-substitution industrialization (ISI), informal sector, survival strategies</p> <p>Peet and Harwick Chapter 5</p>	<p>Matrix entry—share in class</p>
Tue 11/2	<b>(The Original) Sustainable Development</b>	<p>Environmental sustainability, Brundtland Commission (WCED), basic needs, social justice, green revolution, food security, Agenda 21, sustainable</p>	<p><b>Short Written Assignment #4</b></p> <p><i>What is "Sustainable Development"? Summarize the original concept, its</i></p>

		<p>livelihoods approach (SLA), assets/capital</p> <p>Read: Wikipedia entry, other resources on blackboard site</p>	<p><i>historical and institutional origins, three major precepts, and 2-3 implications for development practice. Include 1-2 examples of 'interventions' and 1-2 criticisms of the school of thought.</i></p> <p>(5 points, Matrix entry bullet points, plus 1/2 page comment) Email by noon 11/2</p>
Thu 11/4	<b>Human Development Approach</b>	<p>Freedom, human capabilities (vs. capital), basic needs, poverty as deprivation, human well-being, human development, security, vulnerability, instrumental vs. intrinsic values, ends vs. means, Human Development Index (HDI).</p> <p>Read: overview chapter of latest UNDP <i>Human Development Report</i>, Briefings on "Capability Approach" (on blackboard)</p>	<p><b>Short Written Assignment #5</b></p> <p><i>Write a "Wiki"-style contributing paragraph for the (real) Wikipedia site entry on "Capabilities Approach" and/or "Human Development Index". [This could enrich or provide definitions, the social context of ideas, implications, issues in measurement, applications, relationships to rights-based approaches, references to key authors and external resources (i.e., institutions, websites), etc.]</i></p> <p>Post on a blackboard space over the weekend (10 points)</p>
Tue 11/9	<b>Human Rights and right-based approaches</b>	<p>Human rights, rights-based approaches (RBA) to development, universalist ethics, cultural relativism.</p> <p>Read: ODI, HDCA briefings on blackboard</p>	<p>Class discussion around the Wikipedia entry.</p>
Thu 11/11	<b>Feminist, Post-structural and Post-modern influences</b>	<p>Post-modernism, post-structuralism, post-developmentalism, ethnographies of development practice, technology, gender, power culture, participation, community: discourse, narrative, truth, knowledge(s), power, identity, social construction, deconstruction, universalism, essentialism</p> <p>Read: Peet and Harwick, Chapters 6 &amp; 7</p>	<p><b>Short assignment #6 (5 points)</b></p> <p><i>Appreciating "discourse analysis". Write a memo to your (health &amp; development NGO or Ministry) supervisor summarizing the notion of "discourses", its origins in social theory, and provide 1-2 examples (from readings or other experience).</i></p> <p>7 points, memo-style, one concise page, see handout.</p>
Tue 11/16	<b>The Development Apparatus</b>	<p>institutional ethnography, development apparatus, conceptual apparatus, institutional apparatus, social construction of development, bovine mystique, instrument effects, Anti-politics machine</p> <p>Read Ferguson: All front matter, Chapters 1 - 4</p>	<p><i>You will be given guidelines to help during reading and preparation for the class activity.</i></p>
Thu 11/18	<b>Development Apparatus</b>	<p>Class Activity: Lesotho Town Hall</p> <p>Read Ferguson Chapters 5 -9</p>	<p>Assignment TBD related to in-class activity and Ferguson, to be due during class on 11/18</p>
Tues 11/23	<b>Reflections on 20<sup>th</sup> Century</b>	<p>Critical Modernism, Democratic development, participatory approaches,</p>	<p><b>Short assignment #7.</b></p>

	development	Read: Peet & Harwick, Chapter 8; Ferguson, Epilogue	Reflecting on the matrix of theories: What has "development" meant in the 20 <sup>th</sup> Century? (Short answer, about ½ page, 5 points)
Thu 11/26	No class	Thanksgiving	
Tue 11/30	<b>Whither Development in the 21<sup>st</sup> century?</b>	sustainability, dynamic systems  Read: STEPS working paper #1 on Dynamic systems. Browse the website: review recent activities and events. Other readings TBD	<b>Short assignment #8.</b> <i>Summarize the STEPS concept of dynamic systems (from the WP) and their approach to development action (expressed through their activities and research program).</i> <i>Discuss the potential relevance for public health research and action.</i>  Bullet points, short answer, graphical image: 10 points. Due by email before class 11/30
Thu 12/2	<b>Wrap up</b>	Panel, debate, discussion (TBD)  Readings:	Bring a short summary of final book review.
<i>Friday 12/10</i>	<i>Final book review paper due by email 12/10 midnight (NOLA time)</i>		