

## **DRAFT** GCHB 7200: Development Theory Issues, and Measurement

Fall 2017, Period II (starts 10/19)

Tues & Thu, 5.30 – 8.00 pm

Tidewater Building, 3 credits

Instructor:

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Office Hours: Tues & Thurs, 3 – 5:15 pm

### **Overview**

This course reviews major theories, concepts and debates about social, human and economic development in the developing world, especially Africa, Latin America, and South Asia. These concepts are useful to public health researchers and practitioners aiming to advance human well-being. The course aims to address questions such as:

- What are major theories of “development”?
- What are useful recent trends in development theory?
- How do different theories influence development and public health practice?

We will also try to understand the context for-- and the nature of -- huge debates around these questions:

- What are some useful lessons we have learned after more than 50 years of “development”?
- How do we know when (and if) “development” is working?
- Is “development” even a good idea?

The course is organized into modules over two main sections. First –over the first 3 weeks--we compare and contrast major, orthodox development theories: economic growth, modernization, neoliberalism (and structural adjustment policies). We introduce sustainable development, human development or the capabilities approach, human rights and rights-based approaches. Critical schools of thought draw from Marxian theory and other stances, including dependency schools, feminist theories) We aim to grasp the main principles, examples of policy applications, and critiques. Next, we engage with emerging perspectives that have shaped mainstream development theory and practice. These include post-structuralism, post-colonialism, critical feminist theories, and post-development thought; as well as complexity and dynamic systems, design thinking and social entrepreneurship, social intrapreneurship, and social innovation (Changemaker models). These embrace complexity and offer alternative strategies for action. These challenge mainstream development notions of how to address poverty. They force us to think afresh about notions such as relevant knowledge or evidence, culture, participation, globalization, and sustainability. We discuss the role of foreign aid, relevant development actors, and appropriate actions. Insights from ethnographic research into “integrated rural development”

projects (the case of Highland Lesotho) reveal how theories and worldviews, and their assumptions and practices translate into real-life “development” projects that often have unintended outcomes.

### **Audience**

The course is intended for the reflective student seeking a broad, interdisciplinary, and critical overview of development theory, with emphasis on the implications for contemporary practice. You will have the space to reflect on important debates and apply them to your past experiences and future plans. This course provides foundational concepts, terms and knowledge needed to function more effectively in international public health and development arenas and institutions. 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 (political, value-laden) dimensions of a nominally technical profession. This often leads to questions such as: What should “development” be about? Who should be involved, where, and how? What sort of research is needed? By whom, where, and how?

### **Learning Objectives**

This course targets public health, social sciences, and development students with little formal training in social theory. The goal is to help you become a more effective researcher, practitioner, and/or policy-maker. The course will not teach you how to “do development.” It will provide you with critical thinking skills and vocabulary to develop an approach. You will be able to:

- Understand and correctly use terminology from development theorists and schools of thought, as well as contemporary trends;
- Appropriately critique global health and development practice, programs, projects, policies based on underlying social theories and assumptions;
- Identify relevant actors associated with different approaches to development, and offer informed and reasoned critiques; and
- Identify appropriate forms of data to inform analysis and practice

### **Prerequisites**

There are no formal course prerequisites. An introductory course in social/economic development theory will be helpful since the class moves rapidly over a large intellectual territory.

### **Format of class sessions**

Different teaching and learning techniques facilitate learning: short formal lectures, guided discussion of readings, video and other media, varied writing assignments, and participatory class exercises/activities. Short writing assignments force you to grapple with new ideas and comprehend basic concepts. Student-assisted activities provide varied activities and voices. Be an active and informed participant!

To succeed—to learn the material and earn a decent grade—you will need to:

- Keep up with the readings and discussions. Each session builds on the next.
- Read selectively and strategically, using vocabulary and handouts.
- Find the main definitions, key authors, larger principles, major arguments.
- Use the handouts, assignments, slides, and other special materials.

- Attend all sessions for the full 2.5 hours long.
- If you know you will be away, be diligent to make up, talk with peers, share notes.
- Read your Tulane email daily to receive handouts, announcements, etc.
- Check **Canvas** for uploaded lecture slides, assignments, reading guidelines, external websites, etc.

### **Texts and Readings**

Acquire two required books (from the Medical School bookstore or other source—Used is fine).

- (Peet and Harwick) Richard Peet and Elaine Hartwick, 2009, *Theories of Development*, Second Edition: Contentions, Arguments, Alternatives. Guilford Press. (The newer third edition is acceptable, but the reading assignments/pages might mismatch.)
- (Ferguson) James Ferguson, 1994, *The Anti-Politics Machine: Depoliticization and Bureaucratic Power in Lesotho*. U. Minn. Press. NOTE: We refer to the 1990 paperback version in class. Any version is fine, but the page assignments might not match.

Find other required readings, additional optional readings, lecture notes, and class handouts on **Canvas**.

### **Assignments and Evaluation**

Your grade will be determined by a combination of individual writing exercises, a final project, class participation, and an in-class activity. Some of these can be small group activities. There are no exams.

- Short written assignments (SWA) (About 6-8 SWA total for about 30-40% of grade). One SWA is worth from 3 to 10 points. Topics and provisional due dates are indicated in the schedule. Due dates might change as circumstances dictate. Additional guidelines will be provided as needed. Grading of written work will be based on: (1) the intellectual content and your grasp of ideas; (2) the organization of your ideas and argument, and (3) presentation and style, including the correct and appropriate attention to voice and tone (memo, essay, letter, review) and relevant details of formatting and other specific instructions.
- In-class activity (15% of your grade). Select a topic from the syllabus, explore the reading(s) from the schedule, and develop an appropriate learning activity—a presentation, discussion, exercise—to convey the material. This involves consultation with the professor. You can expect more instructions and suggestions. Grading will be based on appropriate handling of the material to meet the learning objectives.
- Participation (20% of total grade). Attend regularly and join in appropriately and intelligently in class discussion and activities. I expect informed participation: read the assigned materials, be prepared, be engaged, and be present. Do let me know if you cannot make a class session. Talk with me and other students to find out what you missed. Regular and prepared attendance counts towards your overall participation grade and will make the class experience more worthwhile.

- Final book review (30% of total grade) Due date: end of exam week. Critically review a recent text on development topic. Examine issues using relevant concepts and appropriate critical lenses. Be concise. Aim for about 5-6 pages of text if single-spaced in 11 point font with 1" margins (plus lists of references, tables, and figures as needed). More instructions and additional suggested book titles will follow.

### Other Important details

Format for written assignments: Pay close attention to specific instructions for each assignment, including suggested tone, audience, page length, etc.

- I will accept and respond to outlines and rough drafts.
- Suggested page lengths are based on 1" margins, 11 point font, and single spacing. A little longer or shorter is fine. Aim to address the questions raised in the context of the class discussion and sessions/themes.
- \*\*\* Submission instructions: Label email attachments appropriately so they don't get lost in emails/Canvas: YOURLASTNAME\_Assign#".
- Email it as a Word document, i.e., "Smith\_#1.doc", to [lmurphy2@tulane.edu](mailto:lmurphy2@tulane.edu) by the deadline indicated. Canvas upload is acceptable but let me know.
- Hardcopy is not required unless otherwise, explicitly indicated.

### Suggested book titles for your final book review project

The final book project will complement and extend your understanding of the course material. Review this list and discuss with the professor. Books listed here reflect contemporary debates and a range of substantive and theoretical interests. Other titles will be shared—I will update this list. You may submit a book not on this list for approval.

Alkire, Sabina, 2005. *Valuing Freedoms: Sen's Capability Approach and Poverty Reduction*. Oxford University Press (Pretty dense and scholarly: explores capability approach with some project case studies)

Banerjee, A. & E. Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (A fairly accessible survey: covers experimental designs and rigorous evidence, i.e., RCTs, impact assessments to identify what works in development. Makes the case for RCTs)

Bornstein, David & Susan Davis, 2010. *Social Entrepreneurship: What Everyone Needs to Know*. (An accessible introduction to SE and social innovation as a domain of action)

Boulton, Allen and Bowman, 2015. *Embracing Complexity: Strategy Perspectives for an Age of Turbulence*. Oxford U. Press. (An accessible introduction with many examples)

de Waal, Alex, 1997. *Famine Crimes*. (Classic critique of humanitarian action, along the lines of

James Fergusons’ anti-politics machine and the development apparatus.)

Easterly, William, 2006. *The White Man’s Burden*. Penguin Press (Modern classic: critiques big plans in development, calling for local-level searchers and experimental approaches)

Farmer, Paul, 2002. *Pathologies of Power*. Health, human rights, and the new war on the poor. UC Press. (Extended exposition of structural violence in global health, and human rights based approaches to public health)

Leach, Melissa, Ian Scoones, & Andy Stirling, 2007. *Dynamic Sustainabilities: Technology, Environment, Social Justice*. STEPS Centre, UK (dense, academic integration of complexity thinking, pro-poor action, and STS studies for development action, evaluation, and research)

Ramalingam, Ben, 2013. *Aid on the Edge of Chaos*. (A long and dense book overall, but accessible and readable, covering complexity science, applications to aid and humanitarian action, with lots of case studies. Widely read in international development circles.)

Zolli, Andrew & Ann Marie Healy. 2012. *Resilience: Why Things Bounce Back* (accessible introduction to resilience concepts, with examples of communities in recovery)

**SCHEDULE OF CLASS SESSIONS, ASSIGNMENTS**

<p>#1 Thurs 10/19</p>	<p>Overview of Class, Introductions</p> <p>The Enlightenment Era and the West’s Underpinnings of Development</p>	<p>The Enlightenment, modern period, rationality, development studies, theory, ideology, normative vs. positive, progress, wealth, quality of life, progress, economic theory, poverty, indicators, stages of growth, technology, technical assistance, bilateral aid, foreign aid, debates on aid</p> <p>Introducing <i>the matrix</i></p> <p><i>Introducing: “Development and the mobile phone”, part 1</i></p>	<p>Submit your (ungraded) <b>biosketch</b> before class via email. Aim for about 1/2 page, suitable for sharing with the class:</p> <p>your name, background, prior education, work, international development &amp; global health experience, travel, exposure to development theory, current degree program, interests, questions. What do you hope to get from this class?</p> <p>Relevant readings for today’s class: Peet &amp; Harwick, Ch 1.</p>
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2 Tues 10/24	Economic Theories, Modernization, and Neoliberalism	neoclassical economics, rational economic man, comparative advantage, growth, Keynesian economics, Bretton Woods institutions, World Bank/WB, IMF, neoliberalism, consumer welfare, structural adjustment programs (SAP), export-oriented development, EPZs, NICs, TNCs, NIDL, NAFTA, globalization, debt crisis, income poverty, consumption, poverty level, rates of poverty	Peet & Harwick Ch1, 2 & 3  Short Writing Assignment (SWA) #1: Due 10/31. What are the "stages of (economic) growth"? Where did they come from? Briefly summarize the basic ideas of SOG in relation to Modernization. Insert relevant matrix entries (table rows). Hint: <u>Start</u> with the matrix. 7 points
3 Thurs 10/26	(The original) Sustainable Development	Environmental sustainability, Brundtland Commission, WCED, basic needs, social justice, poverty, gender, participation, empowerment, income generation, survival strategies, green revolution, food security, Agenda 21, Rio Earth Summit, population policy, family planning, environment, natural resources	Peet & Harwick 1-4 WCED, 1987 Other online resources TBD  Bring MATRIX entries to class
4 Tues 10/31	The Capabilities Approach and Human Development  Human Rights and Rights-Based Approaches (RBA)	Freedom, human capabilities (vs. capital), basic needs, poverty as deprivation, agency, security, vulnerability, instrumental vs. intrinsic values, ends vs. means, United Nations Development Program (UNDP), Human Development Index (HDI). Human rights, rights-based approaches (RBA) to development, universalist ethics, cultural relativism, ethical approaches, utilitarianism, cost-benefit analysis, human rights, sustainable livelihoods approach, assets, capital, survival strategies, vulnerability context	Read: UNDP <i>Human Development Report</i> , 1990, "Overview chapter" HDCA "Capability Approach" Briefing HDCA Human rights vs. Capabilities" Briefing  Short Written Assignment #3 5 points Due X. <i>Compare and contrast concepts of Capabilities, Capital and Rights in 2-3 short paragraphs. Use your MATRIX.</i>
5 Thurs 11/2	Critical Modern Theories  Marxist, Neo-Marxist & Dependency Theories	Capital, Capitalism, Marx, Marxism, neo-Marxism, modes of production, social relations of production, under-development, exploitation, dependent development, core-periphery, world systems theory, informal sector, survival strategies,	P&H Chapters 5 & 6  Bring your matrix entry to class to share. SWA #X on Marxist Thought will be handed out, due next week, 5 points

6 Tues 11/7	Post –modern, Post-Colonial, Post- structuralism  Post-Development Thought	imperialism, colonialism, power, culture, discourses, narratives, truth(s), Knowledge(s), power, identity, social construction, deconstruction, universalism, essentialism, Power, Truth, Knowledge, Sub-altern	Peet & Harwick, Ch 6
7 Thurs 11/9	Post-Development Thought	As above plus: modernism, post- modernism, structuralism, grand narratives, post- structural thought, positivism, constructivist epistemology,	P&H Ch 6 Fill in your matrix on this school of thought. Add columns that you think are necessary. Describe and explain your entries in 2 short paragraphs. 10 points <b>Recommend: the Fast 48 weekend, 11/10-12</b>
8 Tues 11/13	Critical Theory, Feminist Theory	Feminist theory, gender, women in development, WID/WAD/GAD, power, inter- sectionality	Read: Peet and Harwick, Chapter Chapter 7 SWA #6 Post-Development and Feminist Thought (10) Due XX
9 Thurs 11/16	The “Development Apparatus” part 1  Thaba-Tseka Development Projects	institutional ethnography, development apparatus, conceptual apparatus, institutional apparatus, social construction of development, bovine mystique, instrument effects, Anti-politics machine, unintended effects	Ferguson APM, all front matter, chapters 1 – 5, follow reading guidelines
10 Tuesday 11/21	21st Century ideas Social Innovation, Changemaker, Complex systems thinking	Social innovation, social entrepreneurship, Social intrapreneur, Changemaker, social enterprise, scale, social impact, social value, business model, impact, hybrid organizational structure, ROI, CSR, design thinking, adaptive leadership, systems thinking, Ashoka, Ashoka U, Skoll, Schwab, first wave, second wave, third wave, fourth wave, ecosystem	Readings on SI/SE: Ashoka.Org: “about” and examples. Taylor Center weekly newsletter  Eric Berlow TED talk Ramalingam excerpt Others TBD
11/23 no class	Thanksgiving		

11 Tues 11/28	The "Development Apparatus" Pt  The "Anti-Politics Machine	Concepts as above + others. Class Activity: <b>Lesotho Town Hall</b>	Read Ferguson Chapters 6, 7, 9 (8 is optional)  SWA #7, 10 points <i>Discourses and unintended consequences</i> . As per your Town Hall role, write a follow up explaining the Town Hall and what happened from your POV. More details to follow.
12 Thurs 11/30	APM Town Hall	Debriefing on Town Hall, bovine mystique, APM, other key themes	Read: Peet & Harwick, Chapter 8; Ferguson: Epilogue Read: Other Town Hall responses
13 Tues 12/5	Reflections on 20 <sup>th</sup> C "Development", towards 21 <sup>st</sup> Century development	Review the major themes, Q/A Institutions of development: NGOs, civil society, bilateral, multilateral, Critical Modernism, democratic development, participatory approaches	All readings are relevant—catch up!
14 Thurs 12/7	Wrap up	Review themes, Q/A, Final book project discussion	
<i>Exam week</i>	<i>Final book project. Due midnight CST 12/</i>	<i>Review a book from the list above, as per guidelines circulated. Discuss and get your book approved in advance. Share an outline, drafts</i>	<i>Due via email attachment</i>