

Development and Human Well-being

Fall 2011 – SOC 20550

DeBartolo 312 – MW 1:30-2:45 PM

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Development. People around the world clamor for more of it and oust government leaders for failing to achieve it, but what exactly is “development?” If development were sitting in front of you on the sidewalk, how would you know it, and what would it look like? In this course we will unpack the deceptively simple word “development” into different specific aspects, each with concrete outcomes for human well-being: education, health, political freedoms, material wealth/consumption, and happiness. We will look at how our understanding of the distribution of “development” among countries, and historically over time, changes when we view it through each of these different lenses. We will consider whether these different aspects of development tend to reinforce each other, and try to understand cases when they do not. We will conclude the course by looking at how “doing” development differs depending on which aspect of development is targeted.

Course Goals

By the end of this course, you will be able to...

- Think and speak knowledgably about “development”
- Read critically and contribute intelligently to conversations about development
- Analyze the various components of development--including some of the ways we measure those components--and the effects they have on human well-being.
- understand connections among the different aspects of development

Teaching Philosophy

I aim for class to take the form of a dialogue. By the end of this course, I hope you will be a more curious and thoughtful human being, and I will endeavor to create the classroom environment that will make that possible. Educational research shows, however, that students learn more when they engage with difficult and complex ideas themselves. So please expect to roll up your sleeves and “get dirty” in the business of your own education.

Ground Rules for Discussion

Listen and respect each other’s opinions. Critique the idea, not the person.

What is said in discussion stays in the room. Dare to be a devil's advocate. We want to challenge ideas and assumptions.

Required Text: Coursepack

Recommended Text: Joseph M Williams. *Style: The Basics of Clarity and Grace.*

Method of Evaluation and Written Assignments

- 20% Class participation, attendance, and preparation
- 30% Development Briefs (6 -- 5% each)
- 25% Midterm
- 25% Final Exam

Development Briefs: Indicators Graph & Response Papers

You must turn in 6 development briefs during the semester, including at least one "single aspect" and one "intersections" brief. You may choose which weeks you want to turn in a development brief, but briefs must be turned in during, on, or before the last day of class for that chosen topic.

Use the class dataset from the World Development Indicators. Create one or two graphs that provide a snapshot of development.

For sections focused a single aspect of development, you may choose between:

- OPTION 1: Line graphs of changes in a single development measure over time for at least 5 different countries (e.g. "total years of schooling" for education using measures every 5 years from 1970 to 2000).
- OPTION 2: Produce two different bar graphs, using two different measures of the development aspect (e.g. "total years of schooling" and "adult literacy" for education aspect). Each graph shows the distribution of one measure across 15 or more countries at a single point in time.

When we are focused on intersections:

- Produce two scatterplot graphs (with points labeled) showing one aspect measure on the X axis and a measure for the different aspect on the Y axis (e.g. "adult literacy" on the X axis and "GDP per capita" on the Y axis), for at least 15 cases.

Then discuss how seeing development through this lens has changed how you think about development. Is there anything that surprised you about the graph you made? Is there any trend you notice on your graph? How do these things relate to what we have been reading or talking about in class?

Development briefs should be double spaced in a 12 point font. They should be as long as you feel they need to be to convey what is interesting and exciting about what you are seeing, but a good suggestion is about 3 pages of writing (not including the space devoted to the graphs).

Development Briefs Data Overview

- Economic Growth & Material Wealth: World Development Indicators
- Education: World Development Indicators
- Health: World Development Indicators
- Inequality: GINI coefficient
- Freedom: Freedom House, Afrobarometer
- Institutions: Afrobarometer, Latinobarometer, Transparency International

Participation Attendance & Preparation Policy

- This class uses discussion, the cornerstone of your college experience. Reading and thinking will make you a student, but debating ideas in a public forum will make you an intellectual. Therefore, in this course, YOU NEED TO TALK. Expressing your ideas with the others in the class is the ideal way to learn (and it is an integral part of your grade).
- If you are a student who struggles to communicate your ideas in front of a group, please arrange to see me privately during office hours and we will discuss strategies for helping you be more actively involved in class.
- YOU CANNOT PARTICIPATE WITHOUT ATTENDING CLASS. If you cannot attend class, please notify me as soon as possible beforehand.
- It is remarkably difficult to meaningfully participate if your body is in class but your eyes and your mind are on twitter, facebook, or elsewhere. We will decide collectively what the class' policy on the use of laptops and electronic devices will be, and all students will be expected to abide by that policy. Violations of the agreed-upon policy will result in a reduction of the student's participation grade.
- If you are not prepared for class, then you are not ready to be a member of our learning community. I have taught long enough to know the difference between a student who has read and thought about the material and a student who is trying to coast.
- Any student with a verified disability requiring special accommodations should speak to me and to the Office of Disability Services (574-631-7157) as early as possible in the quarter, preferably within the first two weeks of the course. All discussions will remain confidential.

Academic Integrity

You are expected to know, understand and abide by all the guidelines on academic honesty as described in the University of Notre Dame Academic Code of Honor located at www.nd.edu/~hnr/code. This course will hold you accountable to the strictest standards of academic integrity. Failures of academic integrity include, but are not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person, resubmitting

your own previously used work without informing the instructor, or tampering with the academic work of other students.

Plagiarism undermines the entire enterprise of learning. It harms you and your fellow students. It destroys the trust and fellowship between students and the teacher. If you borrow someone else's *words* or *ideas*, whether in print or on the internet, in whole or in part, you must give credit where that credit is due. If you are ever in doubt, ask someone qualified to help you. This includes your instructor or someone at the writing center. *You would always be better off taking a late penalty on a paper than turning in a plagiarized paper for lack of time.*

Students who are found to have violated academic integrity standards will be subject to academic sanctions and will be reported to the Departmental Honesty Committee.

NOTE: Whenever we read academic articles, take some time to look at the "methodology" section, because it is important to begin to understand the incredibly complex ways that "knowledge" and "truth" about development are produced. But do not spend too much time on it if you are struggling. We can talk through the methods to "decode" the complicated language in class; come with questions about what confused you about the methods.

All of the readings in "Beyond Economic Growth" are short one to two page overview introducing main concepts and themes that are available online, not in your coursepack.

WELCOME

Wednesday, August 24, 2011

- How will we as a class foster an environment of respect and responsibility?
- When you think of "development," what do you think of?
- Introduction to concepts: commensuration, indicator, comparison

Course overview

Discussion of electronic device usage policy

Discussion of Academic Integrity

Overview of development brief assignments, choice & responsibility

DEVELOPMENT: CONCEPT, MEASUREMENT & BRIEF HISTORY

"Don't ask me what poverty is because you have met it outside my house. Look at the house and count the number of holes. Look at my utensils and the clothes that I am wearing. Look at everything and write what you see. What you see is poverty."

—A poor man, Kenya 1997

Monday, August 29, 2011

“Introduction” & Chapters I and II in *Beyond Economic Growth*

Online: <http://www.worldbank.org/depweb/beyond/global/intro.html>

Baster, Nancy. “Development Indicators: An Introduction” p1-20 in *Measuring Development*.

See also:

Brady, David. 2003. “Rethinking the Sociological Measurement of Poverty.”
Social Forces 81: 715-751. Stable URL:

<http://www.jstor.org/stable/3598174>

Kanbur, Ravi and Lyn Squire. 1999. *The Evolution of Thinking about Poverty: Exploring the Interactions*. Washington, DC: The World Bank. p1-39

<http://tinyurl.com/Kanbur-Poverty-Interactions>

Wednesday, August 31, 2011

In class: introduction to World Development Indicators, Class Dataset

Hoadley, J. S. 1981. "The rise and fall of the basic needs approach." *Cooperation and Conflict* 16:149-164.

ASPECT: ECONOMIC GROWTH OR MATERIAL WEALTH

“Poverty is pain; it feels like a disease. It attacks a person not only materially but also morally. It eats away one’s dignity and drives one into total despair.”

—A poor woman, Moldova 1997

Monday, September 05, 2011

“Chapter IV: Economic Growth Rates” and “Chapter VI: Poverty” in *Beyond Economic Growth*

Online: <http://www.worldbank.org/depweb/beyond/global/chapter4.html>

<http://www.worldbank.org/depweb/beyond/global/chapter6.html>

Banerjee, Abhijit and Esther Duflo. 2007. “The Economic Lives of the Poor”
Journal of Economic Perspectives 21(1): 141-167.

Available publicly:

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2638067/pdf/nihms84071.pdf>

Wednesday, September 07, 2011

Thomas, Vinod. 2000. “A Mixed Development Record” p 1-26 in *The Quality of Growth*. Oxford, UK: Oxford University Press.

Available publicly: <http://tinyurl.com/WB-QualityGrowth>

Monday, September 12, 2011

Frey, Bruno S. and Alois Stutzer. 2002. “Chapter 4: Income” p73 – 91 in

Happiness and Economics. Princeton, NJ: Princeton University Press.

INTERSECTION: ECONOMIC GROWTH & HEALTH

Wednesday, September 14, 2011

Firebaugh, Glenn, and Frank D. Beck. 1994. "Does Economic Growth Benefit the Masses? Growth, Dependence, and Welfare in the Third World." *American Sociological Review* 59:631-653.

EDUCATION AS DEVELOPMENT

"Education is the most powerful weapon which you can use to change the world."
–Nelson Mandela

*"The school was ok, but now it is in shambles, there are no teachers for weeks...
There is no safety and no hygiene."*
–Vila Junqueira, Brazil

Monday, September 19, 2011

"Chapter VII: Education" in *Beyond Economic Growth*

Online: <http://www.worldbank.org/depweb/beyond/global/chapter7.html>

Psacharopoulos, George. 1994. "Returns to Investment in Education: A Global Update." *World Development*, 22(9): 1325-1343

Psacharopoulos, George and Harry Anthony Patrinos. 2004. "Returns to Investment in Education: A Further Update." *Education Economics* 12(2): ONLY PAGES 111-118

Full, incl. citations and graphs: <http://tinyurl.com/WG-EducEconomics>

Wednesday, September 21, 2011

Thomas, Vinod. 2000. "Ch 3: Improving the Distribution of Opportunities" p 49-82 in *The Quality of Growth*. Oxford, UK: Oxford University Press.
Available at: <http://tinyurl.com/WB-QualityGrowth>

INTERSECTION: EDUCATION AND ECONOMIC GROWTH

Monday, September 26, 2011

Amsden, Alice. 1989. "Industrializing through Learning" p3-11 and "The Boom in Education" p 215-239 in *Asia's Next Giant: South Korea and Late Industrialization*. Oxford: Oxford University Press.

HEALTH AS DEVELOPMENT

"In health there is freedom. Health is the first of all liberties."
–Henri-Frederic Amiel, Swiss Philosopher

- How do poor people globally talk about ill health? What concerns are foremost for them? What other areas of their life are affected and how?
- How does the voice of poor people speaking about health compare to what researchers say makes a successful society?

- Why are some measures of health a better indicator of everyone's health? What kinds of health indicators might be more affected by dramatic improvements only among the wealthy?

Wednesday, September 28, 2011

Hall, Peter A., and Michéle Lamont. 2009. "Introduction" p1-22 in *Successful Societies* Peter A. Hall and Michéle Lamont, eds. Cambridge University Press: New York.

Kern, Ann, and Jo Ritzen. 2002. "Health, Ill-Health and Poverty" p 6-21 in *Dying for Change: Poor People's Experience with Health and Ill Health*. Washington DC: World Bank.

Available publicly at: <http://tinyurl.com/WB-DyingChange>

Download sections (with photos) at:<http://go.worldbank.org/VLJBTMYOK0>

Monday, October 03, 2011

Caldwell, John C. 1990. "Cultural and Social Factors Influencing Mortality Levels in Developing Countries." *Annals of the American Academy of Political and Social Science* 510:44-59.

INTERSECTIONS: HEALTH, EDUCATION, & INSTITUTIONS

Wednesday, October 05, 2011

Brady, David, Yunus Kaya, and Jason Beckfield. 2007. "Reassessing the Effect of Economic Growth on Well-being in Less-developed Countries, 1980–2003." *Studies in Comparative International Development (SCID)* 42:1-35.

Monday, October 10, 2011

Moon, Bruce E., and William J. Dixon. 1985. "Politics, the State, and Basic Human Needs: A Cross-National Study." *American Journal of Political Science* 29:661-694.

Wednesday, October 12, 2011

Epstein, Helen. 2007. "Why are HIV cases so High in Africa?" p49-65 in *The Invisible Cure: Why We Are Losing the Fight Against AIDS in Africa*. New York, NY: Picador.

Monday, October 17, 2011 NO CLASS -- Midterm break

Wednesday, October 19, 2011 NO CLASS -- Midterm break

Monday, October 24, 2011

MIDTERM

(IN)EQUALITY AS DEVELOPMENT

"An institution should not discriminate against people because they are not well dressed or because they are black. If you wear a suit you are treated as sir; if you are wearing sandals they send you away."

—A woman, Vila Junqueira, Brazil

Wednesday, October 26, 2011

"Chapter V: Income Inequality" in *Beyond Economic Growth*

Available publicly: <http://www.worldbank.org/depweb/beyond/global/chapter5.html>

Jones, Peter. 2000. "Global Distributive Justice" in *Ethics in International Affairs*, ed Andrew Valls, 169-184. New York: Rowman and Littlefield, Inc.

World Bank. *World Development Report 2006: Equity and Development*.

Washington, DC: The World Bank: 1-14

Available publicly: <http://tinyurl.com/WB-WDR2006>

See also:

<http://tinyurl.com/WB-VoicesCh7>

Monday, October 31, 2011

Arrighi, Giovanni, Beverly J. Silver and Benjamin Brewer. 2003. "Industrial Convergence, Globalization, And The Persistence Of The North-South Divide" *Studies in Comparative International Development*. 38(1): 3-31

INTERSECTIONS: INEQUALITY & POLITICAL INSTITUTIONS

Wednesday, November 02, 2011

Muller, Edward N. 1995. "Economic Determinants of Democracy." *American Sociological Review* 60:966-982

INTERSECTIONS: INEQUALITY & HEALTH

Monday, November 07, 2011

Houweling, Tanja A. J., Anton E. Kunst, Caspar W. N. Looman, and Johan P. Mackenbach. 2005. "Determinants of under-5 mortality among the poor and the rich: a cross-national analysis of 43 developing countries." *International Journal of Epidemiology* 34:1257-1265.

Wednesday, November 09, 2011

Lamont, Michèle. 2009 "Responses to Racism, Health, and Social Inclusion as a Dimension of Successful Societies" in *Successful Societies* Peter A. Hall and Michèle Lamont, eds. Cambridge University Press: New York.

INTERSECTIONS: INEQUALITY & GROWTH

Monday, November 14, 2011

Pranab Bardhan, 2006. "Does Globalization Help or Hurt the World's Poor?"
Scientific American 294(4): 84-91

POLITICAL INSTITUTIONS AS DEVELOPMENT

"There are four dragons: law court, prosecutor's office, khokimiat [highest state authority], and head of police. Nobody can get anything until they are satiated."
—Participant, urban Uzbekistan

Wednesday, November 16, 2011

- What different kinds of political institutions affect human well-being?

Bo, Rothstein, and Teorell Jan. 2008. "What Is Quality of Government? A Theory of Impartial Government Institutions." *Governance* 21:165-190.

See also:

"Institutions" <http://tinyurl.com/WB-VoicesCh9>

"Governance" <http://tinyurl.com/WB-VoicesCh10>

Monday, November 21, 2011

Mainwaring, Scott and Timothy R. Scully. 2009. "Introduction" and "Measuring Democratic Governance" p1-40 in *Democratic Governance in Latin America*. Stanford: Stanford University Press

Wednesday, November 23, 2011

NO CLASS -- Thanksgiving

Monday, November 28, 2011

Thomas, Vinod. 2000. "Chapter 6: Governance and Anticorruption" p 135-159 in *The Quality of Growth*. Oxford, UK: Oxford University Press.
Available publicly: <http://tinyurl.com/WB-QualityGrowth>

INTERSECTIONS: INSTITUTIONS & GROWTH

Wednesday, November 30, 2011

Önis, Ziya. 1991. "The Logic of the Developmental State." *Comparative Politics* 24:109-126.

FREEDOM AS DEVELOPMENT

"For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."
—Nelson Mandela

“Poverty is humiliation, the sense of being dependent on them, and of being forced to accept rudeness, insults, and indifference when we seek help.”

—Latvia 1998

Monday, December 05, 2011

Sen, A. K. 1999. “Introduction” and “The Perspective of Freedom” p 1-34 in *Development as Freedom*. New York: Oxford University Press.

Wednesday, December 07, 2011

In class workshop and wrap-up. No reading.

Last Day of Class

Wednesday, December 14, 2011 (4:15-6:15 PM)

FINAL EXAM