

**GLAF 20106/IDS 20500/POLS 30363**  
**Introduction to International Development Studies**  
*Professor Lakshmi Iyer*  
**Spring 2024**

**GENERAL INFORMATION**

Class Time: Mondays and Wednesdays, 11.00am-12.15pm in De Bartolo 210.

Office hours: Tuesdays 2.00-3.30pm; Wednesdays 3.30-5.00pm

<https://notredame.zoom.us/j/98956471184?pwd=MkdxU2hOVnRKSHBIemw5N1lLTHVHdz09>

Meeting ID: 989 5647 1184

Passcode: 331845

You can also email me (liyer@nd.edu) to schedule an appointment at a different time.

**COURSE OVERVIEW**

This course provides an introduction to the field of international development. We will examine debates on the meaning and measurement of development, review some of the causative factors of underdevelopment and their empirical relevance, and discuss some of the main development challenges facing the world today. The first part of the course will examine the conceptualization of development from various disciplines including economics, political science, history, anthropology, law, environmental and technological sciences, among others. In the second half of the course, students will work together in teams to conceptualize and design an international development project, keeping in mind real world constraints such as financing and societal context.

**COURSE MATERIALS**

There are required readings assigned for each class session. Many of these are available online via the links in this syllabus document. The others are available on Canvas. Readings include academic journal articles, book chapters, blog posts and case studies. For several sessions, we will also use pages from *The Age of Sustainable Development* by Jeffrey Sachs, New York: Columbia University Press, 2015. Online access to this book is available via Notre Dame Libraries. In most cases, no prior technical knowledge of specific fields is assumed; if you come across certain terms that you do not understand, please bring them up in class and I will be happy to explain.

**COURSE REQUIREMENTS**

**A. Class participation (25%)**

Everyone is expected to read the required readings prior to class, and come to class prepared to participate actively. Discussions with students from a large range of majors and backgrounds provides unique opportunities for learning about an issue from different perspectives. Quality is valued over quantity in evaluating class participation. Good quality comments will help explain concepts from readings, highlight

puzzles or inconsistencies or question the conclusions of the instructor or other classmates. I will cold-call frequently during class sessions; you should view being called upon as an opportunity to improve your participation grade.

If you miss a class for any reason, please inform me via email. In such circumstances, you may email me a one-page written reflection on the assigned readings for partial participation credit. These written answers must be sent before the beginning of the next class session.

### **B. Guest speaker introductions (5%)**

We will have several guest speakers scheduled throughout the semester. 1-2 students will be assigned to (a) interview the guest speaker prior to class, (b) read some of the work of the speaker, (c) introduce the speaker to class (in 2-4 minutes) and provide the context for their presentation to the class and (d) follow up with a thank-you message to the guest speakers on behalf of the class.

### **C. Country Development Reports (30%)**

Each of you will be allocated a low or middle income country to “follow” throughout the semester. You will submit four short reports on the development progress of the country, related to the frameworks and concepts discussed in class. These may involve gathering data on each country’s development metrics, as well as doing other readings on the political, social or cultural contexts. These reports should be a maximum of 3 pages long.

### **D. Group project (30%)**

During the latter portion of the semester, you will be tasked with identifying a particular development-related problem and advising the rest of the class, based upon course readings and presentations, how the development community might best tackle this issue going forward. You will work on this assignment in small groups of 2 students each. The final, graded work-product will be a 12-14 page policy brief or proposal for action. In this paper, you must outline (1) the nature of the problem, its symptoms and root causes, (2) propose a creative and pragmatic policy prescription and (3) discuss how the problem and your proposed solution relate to the theories discussed in class or the topics presented by the guest speakers. We will talk about the details of this project extensively in class and in office hours.

The final paper will be due on **May 6**. There will be several interim deadlines to ensure timely completion, as follows:

- Feb 5: Google doc opens to start listing potential ideas
  - Please contribute your ideas, and also indicate if any of your classmates’ proposals are of interest to you.
  - Iterate, discuss, meet with me.
- Mar 6: teams formed and project topic decided
- Apr 3: Problem statement written
- Apr 19: send a preliminary draft to one of the other teams
- Apr 24: provide feedback to your classmates

### **E. Group presentation (10%)**

You will also be required to communicate the findings from your group project with the rest of the class. This in-class presentation, of no more than 15 minutes (including 3 minutes for Q&A), will take place

during the last two class periods (**April 29 and May 1**). You will be graded on the quality of the ideas you present and the clarity with which you communicate them. You are encouraged to incorporate the feedback from the presentation into your final paper submission.

## **HONOR CODE**

You are expected to adhere to the Academic Code of Honor Pledge: “*As a member of the Notre Dame community, I acknowledge that it is my responsibility to learn and abide by principles of intellectual honesty and academic integrity, and therefore I will not participate in or tolerate academic dishonesty.*”

Please see <http://honorcode.nd.edu> for full details. Note that, in this class, all submitted work (graded or ungraded) must be the student’s own work. You are welcome to discuss the readings with your classmates before or after class, but the assignments and midterm must be done independently. You are encouraged to seek feedback on your research paper from your classmates and other peers.

Note that AI-generated submissions are not permitted in this course. You can choose to use such technologies (like ChatGPT) to help with your paper writing, but I do not recommend it. If used, these technologies, like any other source, must always be correctly attributed in a manner that can be reproduced by the reader. An example of “reproducible” attribution includes the date accessed, the web address or URL accessed, and a description of the prompt. Note that you are solely responsible for assessing the quality, completeness, and accuracy of the cited information. See <https://honorcode.nd.edu/generative-ai-policy-for-students-august-2023/> for the university’s official policy.

## SCHEDULE (subject to change)

	Date	Topic & Readings	Due dates
<b>I. Conceptualizing international development</b>			
1	Jan 17	Introduction & course overview	
2	Jan 22	Poverty and economic growth	Sign up for speaker introductions by 1/22
3	Jan 24	What is development?	Countries finalized by 1/24
4	Jan 29	The U.N. Sustainable Development Goals	
<b>II. Theories of underdevelopment</b>			
5	Jan 31	The role of geography	Country report #1 due on 1/31
6	Feb 5	The role of culture	Start suggesting project ideas 2/5
7	Feb 7	The role of colonial history	
8	Feb 12	The role of property rights	
9	Feb 14	The role of political systems	
<b>III. Perspectives on development studies</b>			
10	Feb 19	Religion ( <i>Guest: Mahan Mirza</i> )	
11	Feb 21	Law ( <i>Guest: Susan Ostermann</i> )	Country report #2 due on 2/21
12	Feb 26	History ( <i>Guest: Ted Beatty</i> )	
13	Feb 28	Anthropology ( <i>Guest: Julia Kowalski</i> )	
14	Mar 4	Debrief and discussion of guest lectures	
15	Mar 6	Sociology ( <i>Guest: Erin McDonnell</i> )	Group projects and teams finalized 3/10
<b>Spring Break</b>			
<b>IV. Development in practice</b>			
16	Mar 18	Problem trees and statements	
17	Mar 20	Law and climate frameworks ( <i>Guest: Karuna Nundy</i> )	
18	Mar 25	The debate over development assistance	Country report #3 due on 3/27
19	Mar 27	Designing development projects ( <i>Guest: Paul Perrin</i> )	
20	Apr 3	Social entrepreneurship ( <i>Guest: Melissa Paulsen</i> )	Problem statement written by 4/8
21	Apr 8	Case study: Venezuela's hyperinflation	
22	Apr 10	Environmental sustainability ( <i>Guest: Krister Andersson</i> )	Country report #4 due on 4/15
23	Apr 15	Gender and development ( <i>Guest: Abby Cordova</i> )	
24	Apr 17	Partnership and accompaniment ( <i>Guest: Tom Purekal</i> )	
25	Apr 22	Group work on project proposal	
26	Apr 24	The role of international financial institutions	Draft sent for peer feedback by 4/26
27	Apr 29	Course wrap-up and in-class peer feedback	
28	May 1	Project presentations	
	May 6	<b>Final papers due</b>	

## READING LIST: Blue means readings to be confirmed/updated

### Part I: Conceptualizing international development

#### Jan 17: Introduction

- What are the instructor's objectives for this class?
- What are your personal objectives for this class?
- How would you define international development?

#### Jan 22: Poverty and Economic Growth

- Sachs, Chapter 1, pp 14-17 (“Measuring the size of the economy”)
- Sachs, Chapter 2, pp 60-65 (“Measuring well being”)
- World Bank (2021). “[Measuring Poverty](#)”
- Samuel Kofi Tetteh Baah, Aziz Atamanov, Dean Mitchell Jolliffe, Christoph Lakner and Daniel Gerszon Mahler (2017). “[Updating the international poverty line with the 2017 PPPs](#)”
- Banerjee, Abhijit and Esther Duflo (2007). “The Economic Lives of the Poor.” *The Journal of Economic Perspectives*, 21(1): 141–168 (on Canvas).
- Optional: Sachs, pp 28-34 (“Continuing poverty in the midst of plenty”) and pp 66-69 (“Convergence or divergence”)
  - Is GDP per capita capture a good measure of “development”?
  - What surprised you about the economic lives of the poor?
  - Does the World Bank’s focus on “extreme poverty” exclude some concepts of development?

#### Jan 24: What is development?

- Daniel Lerner. 1958. “The Grocer and the Chief: A Parable,” in *The Passing of Traditional Society: Modernizing the Middle East*, Glencoe, Ill., The Free Press (on Canvas).
- Amartya Sen. 1999. “The Ends and the Means of Development,” in *Development as Freedom*, Chapter 2. New York: Anchor Books (on Canvas).
  - How does Lerner conceptualize development? How does Sen?
  - How do these conceptualizations of development relate to measures like the U.N.’s Human Development Index?

#### Jan 29: The U.N.’s Sustainable Development Goals

- United Nations. 2015. “Transforming Our World: The 2030 Agenda for Sustainable Development.” General Assembly Resolution A/RES/70/1, pp 1-14 (on Canvas). You are welcome to skim the remainder of the document.
- Shervin Ghorbani. “[How much do we know about Sustainable Development Goals \(SDGs\) and their origins?](#)”

- Sakiko Fukuda-Parr and Bhumika Muchhala. 2020. “The Southern origins of sustainable development goals: Ideas, actors, aspirations.” *World Development* 126, 104706, <https://doi.org/10.1016/j.worlddev.2019.104706> (on Canvas).
- Optional: McArthur, J.W. 2014. “The Origins of the Millennium Development Goals.” *SAIS Review* 34(2) (on Canvas).
  - What are the benefits of the U.N. articulating a set of Sustainable Development Goals?
  - Are there any drawbacks from specifying such goals?
  - How are the SDGs related to Sen’s conception of “development as freedom”?

## **Part II: Theories of underdevelopment**

### **Jan 31: The role of geography**

- Sachs, Chapter 5, pp 109-120 (“A further look at geography”)—available on Canvas.
- Jared Diamond. “Why Did Human History Unfold Differently on Different Continents for the Last 13,000 Years?” (on Canvas)
- *The Economist*. “[A study of lights at night suggests dictators lie about economic growth.](#)” Sep 29, 2022 (on Canvas).
- Optional: Vernon Henderson, Tim Squires, Adam Storeygard and David Weil. 2017. “[On the spatial distribution of development: The roles of nature and history.](#)” Chapter in *The Long Economic and Political Shadow of History, Volume 1 (Vox e-book)*.
  - In what ways does geography shape development?
  - Is geography destiny? How can countries or people overcome the constraints posed by geography?

### **Feb 5: The role of culture**

- Sachs, Chapter 5, pp 121-129 (“The role of culture—demography, education and gender”) — available on Canvas.
- David Landes. 2000. “Culture Makes Almost All the Difference,” in *Culture Matters: How Values Shape Human Progress*, Lawrence E. Harrison and Samuel P. Huntington, eds. New York: Basic Books (on Canvas).
- Ha-Joon Chang. 2008. “Lazy Japanese and Thieving Germans,” in *Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism*, Chapter 9. New York: Bloomsbury Press (on Canvas).
  - In what ways does culture shape development? Which aspects of culture are important here?
  - Can you create a different culture? If no, what prevents such cultural change? If yes, and some cultures are better for development than others, why don’t all societies adopt those cultures?

## Feb 7: The role of colonial history

- Nathan Nunn. 2017. “[Understanding the long-run effects of Africa’s slave trades.](#)” Chapter in *The Long Economic and Political Shadow of History, Volume 2 (Vox e-book)*.
- Kenneth L. Sokoloff and Stanley L. Engerman. 2000. “History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World.” *Journal of Economic Perspectives*, 14(3): 217–232 (on Canvas).
  - In what ways does slavery shape development? Are the effects different in origin versus destination locations?
  - How can countries or people overcome the constraints posed by their historical circumstances?

## Feb 12: The role of property rights

- Douglass North. 1993. “The New Institutional Economics and Development.” *Economic History* 9309002, University Library of Munich, Germany (on Canvas).
- Daron Acemoglu and James A. Robinson. 2012. “Why Nations Fail Today,” Chapter 13 of *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, New York: Crown Publishers (read pages 390-403, on Canvas).
  - What do we mean by property rights?
  - What organizations do we need to have in place to protect property rights?
  - Why should property rights matter for the efficiency of markets or development more broadly?

## Feb 14: The role of political systems

- Ameet Morjaria. 2014. “[The value of democracy in the world’s poorest region: Evidence from Kenya’s road building.](#)”
- Mancur Olson. 1993. “Dictatorship, Democracy, and Development.” *American Political Science Review*, 87(3): 567-576.
- Optional: Sachs, Chapter 5, pp 129-135 (“The role of politics”) —available on Canvas.
  - How does democracy affect development?
  - According to Olson, how can autocracies be stable and when will democratization occur?

## Part III: Multi-disciplinary perspectives on development studies

### Feb 19: Religion

Guest: [Mahan Mirza](#), Executive Director, Ansari Institute for Global Engagement with Religion

- Thomas LeGrand. 2021. *Politics of Being: Wisdom and Science for a New Development Paradigm*, Chapter 3 (on Canvas, begins on page 23 of the PDF file); Introduction and Epilogue is optional.

**Feb 21: Law**

Guest: [Susan Ostermann](#), Assistant Professor of Global Affairs.

- David Kennedy. 2012. “Laws and developments.” In John Hatchard and Amanda Perry-Kessaris, eds., *Law and Development: Facing Complexity in the 21<sup>st</sup> Century*, Routledge-Cavendish.

**Feb 26: History**

Guest: [Edward \(Ted\) Beatty](#), Professor of History and Global Affairs.

- Extracts from Edward Beatty. 2015. *Technology and the search for progress in modern Mexico*. Berkeley: University of California Press. (on Canvas).

**Feb 28: Anthropology**

Guest: [Julia Kowalski](#), Assistant Professor of Global Affairs.

- Matthew Engelke. 2019. *How to think like an anthropologist*. Princeton and Oxford: Princeton University Press. Introduction (skim) and Chapter 1 (on Canvas).

**Mar 4: Debrief and discussion of guest lectures****Mar 6: Sociology**

Guest: [Erin McDonnell](#), Associate Professor of Sociology

- Erin Metz McDonnell. 2017. “Patchwork Leviathan: How Pockets of Bureaucratic Governance Flourish within Institutionally Diverse Developing States.” *American Sociological Review*, 82(3): 476–510.

***Spring Break*****Part IV: Development in practice****Mar 18: Problem trees and statements**

- CRS (2015). “[ProPack I: Guidance on Project Design for CRS Project and Program Managers.](#)” Chapter 4.
  - Getting to the root of problems in order to address them
  - Designing problem trees
  - Developing an informed and professional problem statement to describe development issues
  - Group work on problem statement assignment

**Mar 20: Climate frameworks**

Guest: [Karuna Nundy](#), Lawyer in India’s Supreme Court, [Time Magazine’s 100 Most Influential People in 2022](#)



- Reading: “The Meghalaya Climate Emergency & Green Growth Framework” (on Canvas)
  - Read Executive Summary + section 1 on “Declaration of a Climate Emergency” (students with last name A-L) or Sections 2 and 2.1 on “Universal Basic Incomes and Safety Nets” (students with last name M-Z).

### **Mar 25: The debate over development assistance**

- Dambisa Moyo. 2009. “Aid is Not Working” and “The Silent Killer of Growth,” in *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*, Chapters 3 and 4. New York: Farrar, Straus and Giroux (on Canvas).
- Angus Deaton. 2013. “How to Help Those Left Behind,” in *The Great Escape: Health, Wealth, and the Origins of Inequality*, Chapter 7. Princeton: Princeton University Press (on Canvas).

### **Mar 27: Designing development projects**

Guest: [Paul Perrin](#), Evidence and Learning Director, Pulte Institute for Global Development.

- CRS (2015). “[ProPack I: Guidance on Project Design for CRS Project and Program Managers.](#)” Chapter 5.
  - Designing programs to achieve development goals
  - Using theory of change to design project activities
  - Results and Logical Frameworks as a tool for thinking through design
  - Group work on results framework

### **Apr 3: Social entrepreneurship**

Guest: [Melissa Paulsen](#), Program Director, Entrepreneurship and Education Programs, Pulte Institute for Global Development.

- Dees, J.G. 2012. “A Tale of Two Cultures: Charity, Problem Solving, and the Future of Social Entrepreneurship.” *J Bus Ethics* 111:321–334.

### **Apr 8: Case Study: “Venezuela’s Hyperinflation”**

- Iyer, Lakshmi, and Francisco Rodriguez. 2021. “Hyperinflation in Venezuela.” Keough School of Global Affairs Case Study. <https://doi.org/10.7274/r0-z7wm-f385>.
  - What caused the hyperinflation in Venezuela?
  - Why exactly is high inflation a problem?
  - How can this problem be solved?

### **Apr 10: Environmental sustainability**

Guest: [Kristen Andersson](#), Professor of Sustainable Development

- Readings: Matson, P., Clark, W., and Andersson, K. 2016. *Pursuing Sustainability: A Guide to the Science and Practice*. Princeton, NJ: Princeton University Press; Chapter 1 (on Canvas).

### **Apr 15: Gender and development**

Guest: [Abby Cordova](#), Associate Professor of Global Affairs

Readings: None

### **Apr 17: Partnership and accompaniment**

Guest: [Tom Purekal](#), Director of Innovation and Practice, Pulte Institute for Global Development.

- Michael Griffin and Jennie Weiss Block. 2013. *In the Company of the Poor: Conversations between Dr Paul Farmer and Father Gustavo Gutierrez*. New York: Orbis Books. Introduction, Chapter 1 and Chapter 7 (on Canvas).

### **Apr 25: The role of international financial institutions**

- Marcus Taylor. “The international financial institutions.” Chapter 9 in Haslam, Paul, Jessica Schafer and Pierre Beaudet, *Introduction to International Development: Approaches, Actors, Issues, and Practice*. Oxford University Press (on Canvas).
- Belinda Archibong, Brahim Sangafowa Coulibaly, and Ngozi Okonjo-Iweala. 2021. “[Washington Consensus reforms and economic performance in sub-Saharan Africa: Lessons from the past four decades](#).” Africa Growth Initiative working paper. Shorter blog post version [here](#).
  - How have international financial institutions like the World Bank and the International Monetary Fund affected international development?
  - Should poor countries rely on these institutions for financial support? What alternative options do these countries have?

### **Apr 24: Course wrap-up and summary**

- How has my understanding of international development changed over the course of the semester?
- Where do I see myself fitting in international development?

### **Apr 29 & May 1: Project presentations**