

Politics of International Development

Y343

Section 10897

Spring 2016

Monday/Wednesday 2:30 – 3:45 p.m.
Ballantine Hall 005

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Office hours: Mondays 10:00 am – 12:00 pm; and by appointment.

Course Description:

This course explains the politics of international development. For over 50 years, the majority of countries in the world have been categorized as “third world”, “less developed” or “developing”. But, what is “development”? And, why after so many decades are some countries so poor, and others so rich? This course takes a critical look at the problem of development and how it is practiced over time and around the world. We will investigate how the paradigms of development have changed dramatically over the past several decades, and what development policies and practices have been attempted.

While plenty of development failures receive scholarly and media attention, we will also evaluate whether any “success” has been achieved and try to assess carefully what we have learned from the past. The class will explore competing theories but always seek to connect these theories to actual policies and lived experiences at the grassroots.

Some of the topics covered in the course include: democracy and development; food security and famine; health, education and human development; gender and development; globalization, indigenous rights and resource development battles; and civil conflict and international humanitarian relief.

Please note that this course has no prerequisites so all students are welcome whether or not they have any prior background in either political science or the topic of international development.

Course Objectives:

After taking this course, students should be able to:

Understand the political history of a diversity of development paradigms.

Think critically about development issues and problems.

Apply theories and concepts of development to current problems in the news.

Conduct comparative analysis over time and across political systems for why development politics and outcomes have varied.

Conduct research using a diversity of sources, including primary data.

Write a short paper that makes a compelling argument and supports analytic points with evidence.

Course Requirements:

Students are required to: attend class; do all assigned reading; complete 5 weekly reading questions; participate energetically in class discussions and small group activities; write one short policy brief paper (6-8 pages); and, complete a mid-term and final exam.

The readings will be relatively diverse including “classics” of several decades ago as well as “cutting-edge” research from the past several years by political scientists as well as other social scientists, policymakers, practitioners and journalists focused on international development. The readings also include one autobiography written by a young man from Malawi.

Attendance AND Class Participation. My experience and analysis of student grades show that students who attend classes earn higher grades and report greater satisfaction with the class overall. We will take attendance. While you are expected to attend every class, there are legitimate reasons to miss a class. You thus have three “excused absences” to use at your discretion. I do not wish to receive an e-mail about why you may need to miss a class. The exception to this is if you have a health or family emergency that causes you to miss a significant number of classes or be absent for a major class assignment. Please communicate this information as soon as possible IN ADVANCE of the absence(s).

The mid-term and final exam will assess what we have read and discussed in class. You should take notes during class. If you are absent from class, please arrange to get the lecture notes and find out about any announcements from another student in the class. The Powerpoint slides that I will post before class will not have nearly enough detail to be adequate. These slides are meant as a guide to organizing your own notes, not a substitute!

Participation is obviously a critical component of this class. Please note that if you do not participate, you are not able to earn an A+ in this category, even with 100% attendance. There is no separate discussion section for this class so I will include questions and discussion as an integral part of each class. Frequently, we will break into smaller groups for specific activities and discussions, but not every session. It is thus very likely that you may have a nagging question, burning point, or uncertainty that you need to share with our entire class. Whether it’s in small groups or in the class as a whole, your participation is important and valued. Every one of us needs to listen respectfully and tolerate the differences of opinion that will undoubtedly be present in our group. This mutual respect and tolerance does not preclude lively debate, questions, and even challenges, but all of this should be done appropriately.

In order to encourage participation from a wider group of students, I will frequently call randomly on students from a stack of name cards. This is not designed to embarrass anyone, but rather to provide more opportunities for a broader group of students to participate than might normally be the case in a large lecture. You can feel free to “pass” on the opportunity and pass the baton to the next person of your choosing or allow me to proceed to the next name in my deck of cards. If you opt to pass, your participation grade will not be penalized but it will obviously not be improved. Even marginal efforts at responding to the discussion question will be recorded more positively than a “pass.” Thus, you have every incentive to come prepared and to try to participate to your best ability.

Another opportunity to earn participation points is during the frequent individual and small group activities in class. You will often be charged with a discrete task and asked to summarize your discussion or write out your response. This will be turned in at the end of class and graded very roughly: 0= you were not present; 1= you were present and participating.

In order for any of this to happen, you must come to class PREPARED to discuss the readings. We will not spend all of our time going over the basic arguments in the readings. You must have digested these

already in order to move beyond the basic content and get to the bigger issues and points of dialogue. While there are many, many more articles and books that I think are terrific, I have tried very hard to trim the reading to several good pieces so that we can better focus our time and effort. This means I think these readings are critical, and so they will certainly be discussed and reinforced on exams.

Finally, you are all expected to behave in a professional manner in the classroom and in all communications with the professor. Treat this class as you would a job. Please arrive on time; do not arrive late or leave early unless it is an absolute emergency and/or you have cleared this in advance with the professor; do not bring food into class; and remember to turn off cell phones and any non-class related web-access during class so we can all focus and concentrate on our discussion. I will ask any student who cannot behave professionally to leave our class. If you would like to use a laptop for note-taking, please use it strictly for class purposes. Any inappropriate use of the laptop is not only distracting to your concentration but to everyone sitting behind you.

Lastly, for all communication, use a proper form of address, and appropriate language, grammar and punctuation. In professional environments, such as our class, it is better to err on the side of formality than informality. Also, please note that I may not be available after normal day time business hours due to the demands of caregiving for my family. Our work and sleep schedules will likely not align perfectly so please plan ahead and send your questions well in advance of any due date. I will try my best to respond within 24 hours but it may be impossible due to meetings and other university commitments so the bottom line is to stay organized and plan ahead.

Reading Questions. At the end of class each week, I will give you a “sneak preview” of what to expect and look for in the next week’s readings. Generally, as you read, think about the following: 1) what is the question being asked?; 2) what is the argument put forth by the author? 3) what types of methods/data does the author use to support their argument; 4) is it convincing and why? does it fit with what you thought or know about international development? 5) how does this compare to what we have read or seen earlier in the course? 6) how does this compare to what you might know about other time periods or places?; and, 7) what are the policy implications emerging from the analysis/argument presented?

Students are required to submit online via Canvas assignments the five weekly reading questions (RQs) highlighted on the syllabus. This work must be done completely independently based on the student’s individual understanding of the reading. No group work or sharing of answers is permitted for these assignments.

The Canvas assignment will open approximately 48 hours in advance of the class date and time when that reading is due. The assignment will close for submissions at the date and time of our class session. Once the reading question due date is past, the window of opportunity is closed definitively. No late reading questions will be accepted.

Development Project Policy Brief Paper. 6-8 pages. (Full paper due by 2:30 p.m. in class on Monday, April 11.)

The topic of your short research paper is:

- 1) A policy evaluation of an actual development project or program. In this paper, you will first establish whether the project or program was a success or failure. Then, you make an argument as to why this project or program succeeded or failed.

You will receive further detailed instructions for the research paper well in advance of the due date. You are strongly encouraged to come see me before or after class or in office hours to discuss your paper.

By Wednesday, February 10, you are required to submit a short paragraph summarizing: 1) the development project or program that you have chosen; 2) whether the evidence you have reviewed thus

far suggests that it is a success or failure; and, 3) your preliminary hypothesis as to why this project or program succeeded or failed. This assignment should include the proposed title of your paper. Remember: don't underestimate the power of a good title! A good title grabs the reader by not only describing the topic of the paper, but also previewing the argument.

The development project policy brief research paper is relatively short but takes considerable time to complete (6-8 pages). This is a serious and challenging assignment to do well. It should be typed using a 12-pt font and one inch margins.

This paper asks that you investigate the cause of the success or failure of a specific development project from multiple perspectives – these might include, but are not limited to, local journalists, international media, local people, academics, politicians, government policymakers, foreign governments, international donors, transnational advocacy organizations, etc.

On, Wednesday, March 2, you will be asked to confirm the choice of the development project and provide an annotated bibliography with ten sources. I have provided a list of useful websites for country data, news, and maps as a starting point for your research.

In the final paper, you must include a bibliography and properly cite all sources from which material is drawn. Direct quotes, paraphrased text, or ideas taken from a source (including websites) must be cited. Plagiarism will result in a grade of zero for the paper.

The objective for this paper is for you to pull the theories and facts together and make an argument about the cause of the success or failure of a particular development project. Since this is largely a survey course, it's also an opportunity to get to know in more detail one particular country or policy areas of your choice.

The research papers are due in hard copy by 2:30 pm in class on Monday, April 11. The deadline is also listed on the course class schedule below. Late papers (including those handed in at the end of the class) will be penalized at a rate of 5% per day. Absolutely no late papers will be accepted after 1 week. If you submit a late paper, please send an email to confirm where and when you delivered it. I would prefer that you do not send your paper via e-mail, but, if at all possible, place a hard copy in my mailbox in 210 Woodburn Hall or bring it to the next session of class. Always save an electronic copy of your work on an IU network or preferably in cloud storage.

Exams. The mid-term examination will be held during class on Monday, March 7, and will cover the first two sections of the course.

The final examination will be an in-class exam at the scheduled time of 2:30 – 4:30 p.m., Wednesday, May 4. The final will be cumulative; however, the content will be more heavily weighted on the second half of the course material.

Exams will be based on material covered in the assigned readings, films, lectures, guest speakers, and class discussions. Both exams will likely include a combination of multiple choice, identifications, and essay questions.

Make-up exams will not be given except in the case of a medical emergency or other extreme circumstances. If you need to miss an exam, please communicate as soon as possible in advance to make the necessary arrangements. Make-up exams will not necessarily be the same in format or have the same exact content as the in-class exams.

IU Canvas system/E-mail Combo. In this class, we will be using the IU Canvas system to post the syllabus, any presentation materials from class, and any outside articles/resources as they appear (i.e., newspaper articles). To disseminate any class announcements or information of potential interest to the class, I will use e-mail.

Required Books and Readings:

The readings will include newspaper articles, journal articles, book chapters and policy reports available on our Canvas site as well as one autobiography.

The book that you are suggested to purchase for this class is:

1) an autobiography by William Kamkwamba (and Bryan Mealer) entitled *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope* (2009);

The above book will be available for purchase at the IU Bookstore, but if you have the time and energy, less expensive, used copies can also be found pretty readily online.

All other readings are article and book chapters that will be available on the “Files” and/or “Assignments” tab of our class Canvas site. A small number of the readings are available through links embedded directly on the syllabus.

If you have trouble downloading a reading, please search for it yourself. Then, ask a friend in the class. If you are still having troubles after demonstrating this initiative and resourcefulness, please contact me WELL IN ADVANCE of the class session.

Grading:

Five Reading Questions (due via Canvas Assignments - 15%)

Attendance AND Participation (15%)

Preliminary Title, Description of Development Project Policy and Tentative Hypothesis (5%; 2/10/16)

Annotated bibliography for Development Project Policy Brief paper (5%; 3/2/16)

Development Project Policy Brief research paper (15%; 4/11/16)

Mid-term Exam (20%; 3/7/16)

Final Exam (25%; 5/4/16)

A+	=	97-100	Truly exceeds expectations in numerous ways; innovative, insightful, etc.
A	=	93-96	Very exceptional or outstanding work.
A-	=	90-92	Excellent work of an unusually strong quality.
B+	=	87-89	Very good work.
B	=	83-86	Good work that goes beyond simply meeting the basic requirements.
B-	=	80-82	Good work but may miss an occasional key point/concept or application.
C+	=	77-79	Slightly better than average work. Commendable.
C	=	73-76	Average work. Meets only the very basic requirements.
C-	=	70-72	Worse than average. Significant shortcomings or mistakes.
D+	=	67-69	Poor work; shows little effort but is passing.
D	=	63-66	Very poor work; shows almost no effort.
D-	=	60-62	Very close to failing.
F	=	59 or below	Failing

There is no grading curve in this class. We will be as clear and transparent as possible about the expectations throughout the class through open discussions, review sessions and explicit grading rubrics for assignments. You will be graded on your individual performance in meeting the criteria; not in terms of your performance relative to each other.

Finally, there are always legitimate exceptions to this rule but I would like you to know from the beginning that I strongly discourage incompletes.

Academic Honesty:

All Indiana University policies regarding academic honesty will be strictly enforced. Plagiarism, cheating or academic misconduct in any manner will not be tolerated. I have and will continue to uphold IU's Code of Conduct. Any violations can result in a range of disciplinary action, including any combination of the following: a failing grade on the assignment; failing grade for the course; filing an official report for the student's academic record. Depending on the nature of the case, my sanction for the course may also be followed up at higher levels with broader university sanctions which include academic probation and expulsion. This is serious. I would encourage you to read Section 3 of IU's Code of Student Rights, Responsibilities and Conduct, which describes what constitutes academic misconduct and can be found at: <http://dsa.indiana.edu/Code/index1.html>.

While most examples of misconduct are blatantly obvious (i.e., you may not pay someone to take your final exam for you!), knowing when and how to acknowledge and appropriately cite sources is something you may have to learn. For example, even if you acknowledge the source, you can not stay too close to the language of the original source when paraphrasing. If you are not sure about anything, please do not hesitate to see me, and we can go over it together. Additionally, you may find the Campus Writing Program's information useful: <http://www.indiana.edu/~wts/wts/plagiarism.html>.

Students with Disabilities:

Students with any disability or special learning needs should contact me as soon as possible and/or Disabilities Services for Students (Franklin Hall 096; 812-855-7578) so that any necessary arrangements can be made.

** Please note. I reserve the right to change any readings, dates and requirements listed in this syllabus. If this occurs, every effort will be made to announce the changes well in advance. You are responsible for any changes made and announced in class or via Canvas. **

Course Reading and Class Schedule:

Section 1: Concepts and History of International Development

1. January 11: Introduction to the Politics of International Development

Readings due:

Read the entire Y343 Syllabus posted on Canvas.

2. January 13: What is Development? Contested Definitions and Categories

Readings due:

World Development Report: The Challenge of Development. 1991. New York: Oxford University Press, published for the World Bank, p. 1-11.

Sen, Amartya. 1999. *Development as Freedom*. New York: Anchor Books. Introduction, p. 3-12.

UNDP. 2003. *Human Development Report: Millenium Development Goals*, p. 1-32.

Marx, Karl and Friedrich Engels. 1848. *Manifesto of the Communist Party*. Introduction and part I. p. 469-483.

January 18: NO CLASS – MLK HOLIDAY

3. January 20: Precolonial Politics and Ideas of Development

Readings due:

Van Ginkel, Rob. 2004. "The Makah Whale Hunt and Leviathan's Death: Reinventing Tradition and Disputing Authenticity in the Age of Modernity." *Ethnofoor* 17 (1/2), (journal of anthropology from the Netherlands; special issue on authenticity), p. 58-89.

4. January 25: Colonialism and Development

Film excerpts in class: "Africa: The Magnificent African Cake" written and presented by Basil Davidson

Assignment due: Reading Question #1 due via Canvas Assignments.

Readings due:

MacLean, Lauren. 2002. "Constructing a Social Safety Net in Africa: An Institutional Analysis of Colonial Rule and State Social Policies in Ghana and Cote d'Ivoire." *Studies in Comparative International Development*, Fall 2002, Vol. 37, No. 3, p. 64-90.

5. January 27: Origins of the Bretton Woods Institutions

Readings due:

Ikenberry, G. John. 1993. "The Political Origins of Bretton Woods." In Michael D. Bordo and Barry Eichengreen, eds., *A Retrospective on the Bretton Woods System: Lessons for International Monetary Reform*. Chicago: University of Chicago Press, p. 155-198.

Section 2: Contested Paradigms of Development

6. February 1: Modernization Theory

Readings due:

Rostow, W.W. 1971. "The Five Stages of Growth – a Summary." In the *Stages of Economic Growth : A Non-Communist Manifesto*. Cambridge University Press, p. 4-16.

Lerner, Daniel. 1958. "The Grocer and the Chief: A Parable." In *The Passing of Traditional Society: Modernizing the Middle East*. Gelncoe, IL: Free Press, p. 19-42.

7. February 3: Dependency

Assignment due: Reading Question #2 due via Canvas Assignments.

Readings due:

Valenzuela and Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment." *Comparative Politics* 10(4): 535-557.

8. February 8: Post-Independent State-Led Development Strategies - Import-Substitution of Latin America vs. Export-Oriented Industrialization of Asia – Lessons from the East Asian "Miracle"

Readings due:

Anne Krueger. 1985. "Import Substitution vs. Export Promotion." *Finance and Development* p. 20-23.

Robert Wade. "Japan, the World Bank and the Art of Paradigm Maintenance: The East Asian Miracle in Political Perspective." *New Left Review*, May-June 1996, p. 3-36.

9. February 10: Basic Needs Approaches

Preliminary Title, Description of Development Project Policy and Tentative Hypothesis due

Readings due:

Hoadley, J. Stephen. 1981. "The Rise and Fall of Basic Needs Approaches." *Cooperation and Conflict* 16: 149-164.

10. February 15: The Debt Crisis

Film excerpts in class: “Life +Debt” [Director: Stephanie Black, 2001]

Readings due:

Roos, Jerome. 2012. “Since the Mexican Debt Crisis, 30 Years of Neoliberalism.” Roar Magazine. <http://roarmag.org/2012/08/mexican-greek-debt-crisis-neoliberalism/>

11. February 17: Neoliberal Economic Reform

Film excerpts in class: “Our Friends at the Bank” [Director: Peter Chappell, 1998]

Reveals the politics of negotiations between the World Bank and the government of Uganda over an 18 month period.

Readings due:

Collier, Paul and Jan Willem Gunning. “Why Has Africa Grown Slowly?” *Journal of Economic Perspectives* 13 (3) (Summer 1999), p. 3-22.

12. February 22: Poverty Alleviation through Micro-Finance

Assignment due: Reading Question #3 due via Canvas Assignments.

Readings due:

Parker, Ian. “The Poverty Lab.” *New Yorker*, May 17, 2010, p. 79-89.

Hulme, David. 2000. “Is Micro-Debt Good for Poor People?: A Note on the Dark Side of Microfinance.” *Small Enterprise Development* 11 (1): 26-28.

13. February 24: Democratization, Governance and Decentralization**Readings due:**

Carothers, Thomas. 2002. “The End of the Transitions Paradigm.” *Journal of Democracy* 13 (1): 5-21.

14. February 29: Civil Society and the Growth of NGOs and CBOS Providing Development**Readings due:**

Edwards, Michael and David Hulme. 1996. “Too Close for Comfort?: The Impact of Official Aid on Nongovernmental Organizations.” *World Development* 24 (6): 961-973.

15. Wednesday, March 2 IN-CLASS REVIEW FOR MIDTERM EXAM

Annotated bibliography for Development Project Policy Brief paper due

16. March 7: MIDTERM EXAM

Section 3: Contemporary Issues and Challenges of International Development

17. March 9: Faith-Based Development

Readings due:

Jennings, Michael. 2014. "Bridging the Local and the Global: Faith-Based Organisations and the Emergence of the Non-State Provider Sector in Tanzania." In Melani Cammett and Lauren M. MacLean, eds., *The Politics of Non-State Social Welfare*. Ithaca, NY: Cornell University Press.

SPRING BREAK! NO CLASS MARCH 14 and 16.

18. March 21: Comparative Analysis of Gender and Development

Readings due:

Chattopadhyay, Raghavendra and Esther Duflo. 2004. "Women as Policymakers: Evidence from a Randomized Policy Experiment in India." *Econometrica* 72: 1409-43.

Wolf, Diane. "Daughters, Decisions and Domination: An Empirical and Conceptual Critique of Household Strategies." *Development and Change*, vol. 21, p. 43-74.

Films Shown in Class: "With These Hands: How Women Feed Africa"

[Directors: Chris Sheppard and Claude Sauvageot; 34 minutes]

Explores the role of women in agricultural development in three countries in Africa, Burkina Faso, Kenya, and Zimbabwe.

Excerpts from: "In Women's Hands"

[Directors: Rachel Field and Juan Mendelbaum, 1993; 60 minutes]

Documentary focused on "the women of Chile and how political and social changes since the 1970's have changed the traditional role of women. Women have become a new force, changing families, their communities and their country."

19. March 23: Oil Development: A Curse for the Environment, Health and Democracy?

Assignment due: Reading Question #4 due via Canvas Assignments.

Readings due:

Ross, Michael. "Does Oil Hinder Democracy?" *World Politics* 53 no. 3 (April 2001).

20. March 28 Oil Development and Indigenous Politics

*** NO CLASS TODAY***

INSTEAD:**1. Watch the film: “Crude: The Real Price of Oil”**

[Director: Joe Berlinger, 2009; 104 minutes total; available online; Documentary focused on indigenous group’s fight of Chevron oil development in the Ecuadorian Amazon.]

2. Answer the questions about the film by 2:30 pm 3/30 on the Assignments tab of Canvas.

3. Read:

Kamkwamba, William and Bryan Nealer. *The Boy Who Harnessed the Wind*. (2009). P. 1-159.

21. March 30: The Politics of Food Security and Famine

Guest Lecturer: Anthony DeMattee, MBA (Northwestern University) and PhD Public Policy Student at SPEA

Readings due:

Sen, Amartya. 1981. *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford: Oxford University Press, p. 1-8. (chapter 1)

Kamkwamba, William and Bryan Nealer. *The Boy Who Harnessed the Wind*. (2009). P. 160-222.

22. April 4 Politics of Energy Policy**Readings due:**

Kamkwamba, William and Bryan Nealer. *The Boy Who Harnessed the Wind*. (2009). P. 223-286.

23. April 6: Health, Development and Human Rights**Readings due:**

Farmer, Paul. *Pathologies of Power: Health, Human Rights and the New War on the Poor*. UC Press. 2003. Introduction, p. 1-50.

24. April 11: The Politics of HIV/AIDS and Ebola

Assignment due: Development Project Policy Brief Paper

Readings due:

Chothia, Farouk. 2014. “Ebola drains already weak West African health systems.” BBC, October 14, 2014.

<http://www.bbc.com/news/world-africa-29324595>

25. April 13: The Politics of Refugee Relief**Readings due:**

De Waal, Alexander. 1997. “Humanitarian Impunity: Somalia 1993 and Rwanda 1994.” In *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. Bloomington: Indiana University Press. (Chapter 9, p. 179-203)

26. April 18: Multi-Lateral Peacekeeping in the Democratic Republic of the Congo

Film excerpts in class: “The Peacekeepers” [Director: Paul Cowan; 2005]

Documentary focused on U.N. peacekeepers in eastern Democratic Republic of the Congo.

Readings due:

Herbst, Jeffrey and Mills. 2009. “There is no Congo: Why the Only Way to Help Congo is to Stop Pretending it Exists.” *Foreign Policy*, March 18, 2009.

“Who Calls the Congo?: A Response to Herbst and Mills.” (one page)

<http://rubeneberlein.wordpress.com/2009/08/10/who-calls-the-congo-a-response-to-herbst-and-mills/>

Look up one news article online on the current situation in DRC. Read it, and bring a copy with your name at the top to class.

27. April 20: Civil War, International NGOs and Post-Conflict Reconstruction: Transnational Movements and “Saving” Darfur

Assignment due: Reading Question #5 due via Canvas assignments.

Readings due:

Keck, Margaret and Kathryn Sikkink. 1999. “Transnational Advocacy Networks in International and Regional Politics.” *International Social Science Journal* 51 (159):89-101.

Mamdani, Mahmood. 2009. *Saviors and Survivors: Darfur, Politics and the War on Terror*. New York: Pantheon Books. “The Politics of the Movement to Save Darfur.” P. 48-71.

28. April 25: Human Rights and Development – The Role of Chinese Foreign Aid

Readings due:

Ian Taylor, “Sino-African Relations and the Problem of Human Rights,” *African Affairs* (2008) 107: 63-87.

29. April 27 : Conclusion: Future of Foreign Aid and Development

Readings due:

“Questions for Dambisa Mboyo: The Anti-Bono.” *New York Times Magazine*, February 9, 2009. (one page) <http://www.nytimes.com/2009/02/22/magazine/22wwln-q4-t.html>

“Opposition Builds to Zambian Economist Who Challenges the Liberal Aid Establishment.” *Financial Times*, May 23, 2009. (one page)

<http://www.ft.com/cms/s/0/e4629f9c-4732-11de-923e-00144feabdc0.html#axzz18vR1RkM9>

Gibson, Clark, Krister Andersson, Elinor Ostrom and Sujai Shivakumar. “What’s Wrong with Development Aid?” In *The Samaritan’s Dilemma: The Political Economy of Development Aid*. New York, NY: Oxford University Press, 2005.

**Monday, May 2, 2016, 2:45 pm - 4:45 pm FINAL EXAM –
LOCATION IN OUR USUAL CLASSROOM UNLESS ANNOUNCED OTHERWISE**

IMPORTANT WEBSITES FOR PAPER:**World Bank**

Provides a searchable database of WB projects.

<http://www.worldbank.org/projects>

Gives information on economic development issues primarily by country and region.

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/0,,pa..>

United States Agency for International Development (USAID)

Provides information on what and where they work by country and sector.

<https://www.usaid.gov/>

CIA World Factbook

Background information by country updated regularly

<http://www.odci.gov/cia/publications/factbook/index.html>

U.S. State Department “Background Notes”

Provides brief summaries of current events and some historical background for most countries in Africa

http://www.state.gov/www/background_notes/index.html

Library of Congress Country Studies

Presents analysis of historical background as well as current social, political, and economic systems in 101 countries throughout the world; apparently a number of African nations are not covered.

<http://lcweb2.loc.gov/frd/cs/cshome.html#toc>

U.S. State Department Country Reports on Economic and Trade Policy

Provides useful information organized by region and then country.

http://www.state.gov/www/issues/economic/trade_reports/99_toc.html

Amnesty International Human Rights Country Reports

Presents yearly surveys of treatment of human rights by country.

<http://web.amnesty.org/library/engindex>

International Foundation for Election Systems

Compiles valuable information about recent and upcoming elections around the world.

<http://www.ifes.org/>

ADDITIONAL WEBSITES FOR NEWS:

UN IRIN (amazing resource! latest news by country and by theme) <http://www.irinnews.org/>

BBC News World-Africa

<http://news.bbc.co.uk/1/hi/world/africa/default.stm>

ADDITIONAL WEBSITES FOR MAPS:**National Geographic.com**

Globalis – Interactive World Map (can generate custom maps) <http://globalis.gvu.unu.edu/>

Ethnologue (for language maps) <http://www.sil.org/ethnologue/ethnologue.html>

Fantastic guide to maps online (<http://www-sul.stanford.edu/depts/ssrg/africa/map.html>)

HOW TO GET THE MOST OUT OF YOUR READING

In reading an article or book, it is helpful to ask and answer 4 questions about what you've read:

1. What is the *question* being asked in the article? What is the problem or “puzzle” that the author addresses? Remember that the topic is not the same as the research question.

example:

“Why has Africa grown so slowly when other developing regions have grown more rapidly?”

2. What is the author's *argument* or thesis? (How does s/he answer the question in #1?)

example:

“Africa has grown slowly because of the poor domestic policies pursued by African leaders and governments that created disincentives to invest in manufacturing.”

3. What *evidence* does the author present to support his/her thesis? What does this evidence tell us? Why is it important for the argument?

example:

“The authors use aggregate statistical data to demonstrate the comparatively slow growth in most of Africa. They then draw on secondary source material and basic micro and macroeconomic theory to support their explanation. For example, they argue that African governments have frequently weakened or compromised their judicial systems in the creation of highly personalized, single-party or military regimes. Manufacturing businesses have been reluctant to invest where contracts could be broken so readily with no compensation.”

[This is just one piece of evidence. In this brief, you may not have the space to provide similar synopses of all major pieces of evidence (as you might in a more in-depth review essay for example). For our purposes, try to highlight what you think is the most compelling evidence offered by the author.]

4. What is your *evaluation* of the article? Are you convinced? What questions or criticisms does the author's argument or use of evidence raise in your mind?

example:

“I found the author's argument to be overly narrow. By focusing so exclusively on the domestic policy impacts, they obscured the powerful effects of the external policy environment, in particular, the political inequalities of the African countries negotiating agreements at the WTO or with donors. I think it is important to note that the authors are both economists employed by major multilateral lending institutions such as the World Bank.”