# **NYU Wagner logo**

# **PADM-GP 2201**

# **Institutions, Governance, and International Development**

# **Spring 2021**

##

## Instructor Information

* Natasha Iskander
* Email: natasha.iskander@nyu.edu
* Zoom meeting room: https://nyu.zoom.us/my/nyuni6
* Office Hours: by zoom appointment

## Course Information

* Class Meeting Times: Mondays, 4:55 – 6:35 pm
* Class Location: remote
* Zoom Links for Class: see the Zoom tab in the NYU Classes site [please see the note on zoom policies below]
* NYU classes site information center: start at the welcome page for each lesson. We may adapt the course and readings to respond changes in the world, or to respond to your needs and requests. Please check the welcome page for each lesson for the latest information on each class session.
* When in doubt, ask! natasha.iskander@nyu.edu

## Course Description

This course introduces the theory and practice of institutional reform in developing and transitional countries. International development became a global concern in the 1940s and 1950s, as the world grappled with the end of World War II, decolonization in Africa and Asia, and the establishment of international organizations such as the United Nations, the World Bank, and the International Monetary Fund.

Since then, progress has been uneven. On one hand, many economies have transformed themselves. The proportion of the global population living in absolute poverty has decreased considerably and access to basic capabilities has increased, particularly in large countries such as Brazil, Russia, India and especially China. Some of the countries traditionally located as part of the developing world, or the Global South, are now driving the design of economic systems around the world and reframing what is meant by development. Increasingly, countries previously categorized in the Global North are displaying poverty dynamics traditionally associated with countries characterized as developing.

If anything, development challenges have become more complex. Nowadays, industrialization coexists with environmental degradation; urbanization with spatial exclusion; medical breakthroughs with drug resistance; and technological innovation with illiteracy. Inequality has risen sharply and has reorganized the geography of development, so that it may be more appropriate to talk about regional, local, and even hyperlocal neighborhood development as opposed to national development projects.

Economies and countries have become deeply interconnected. The flows of goods, technology, and finance have become global, with production for many products occurring through complex commodity chains and with political outcomes in one country having significant ramifications for the economic trajectory of others.

Increasingly, new, unprecedented, and massive global challenges are making these interconnections undeniably salient. Climate change is demonstrating how the industrial policies in one set of countries can have dramatic effects in others; it has shown how economic systems can produce dislocation so fundamental that it require us to rethink the very bases of economic production. The coronavirus pandemic has revealed, through many hundreds of thousands dead, the structural vulnerabilities of our economic systems, and has wiped many of the poverty reduction gains achieved over the past half-century.

Thus, the challenge of development has only grown, and the meaning, ethics, and appropriateness of this enterprise continue to be highly political and therefore hotly contested. Not surprisingly, reasonable people disagree on what development is, what should be pursued first, how it ought to be done, and who should pay the costs and reap the benefits.

The field of international development is overwhelmingly large, and this course carves out a narrow slice of this larger pie. It does not offer blueprints, pre-packaged tools, ready-to-use frameworks or any one-right-answer. Rather, it directs students to go beyond easy dichotomies and search for the levers of change that matter, particularly concerning the governing of the economy. Of course, it is much easier to criticize other people’s ideas than to suggest something new, pragmatic, and likely to work. Rigorous analysis is essential to this task, as is the skill to define what the area of analysis should be to begin with. This course provides an intellectual structure to support that examination and analysis. The goal of the course is in essence to ask: “what is development?” -- How might we conceive it? How might we enact it? And what elements of social, political, and economic life must we consider as we reflect on that question? A review of past practice and understanding is critical to this endeavor, just as are explorations of potential useful examples of contemporary practice and theory. In both the review of the past and our envisioning of possibilities going forward, students in this course will favor different approaches and will value different elements of theory and practice over others. One important aim of this class is to learn how to mine those disagreements for questions or perspectives that may still be implicit or overlooked.

The course considers the question of “what is development?” from three difference angles, each explored in a separate section. The first section of the course begins by wresting with some of the unprecedented challenges to development we face today. It explores how we might define the problems we are still trying to understand so that we might intervene in ways that are supportive of sustainable well-being. The second section offers a brief survey of the history of development thinking, and examines how those historical patterns of theory and practice have led us to the contemporary emphasis on institutions and governance. The third section looks at a subset of those institutions, including the role of the rule of law, property rights, and regulations in providing a platform for economic development. In this section, we also consider informality, informal settlements, and informal survival strategies. This section also explores the importance of knowledge to development, and considers the strategies that countries have adopted to develop a knowledge-based for their economies.

Threading these modules together is a semester-long engagement with an empirical challenge. Over the course of Spring 2021, we will consider how climate change is impacting the country of Belize and the development challenges this is likely to entrain. We will consider questions of social welfare, poverty levels, and possibilities for economic growth. Likewise, we will explore questions around development planning, and investment in institutions, infrastructure, government capacity. As we move through the pedagogical material in the course, we will consider how the different development issues and interventions we learn about may be relevant to the challenges and opportunities that Belize faces today and into the future.

As part of the course’s commitment to empirical application of the ideas and practices we consider, students will engage in a semester-long research project on economic development dynamics and prospects in Belize. This exploration will be anchored in workshop sessions in class, two interim deliverables, and a final presentation.

Finally, the course closes with a discussion of new possibilities for development and of the questions we need to ask to begin to envision them.

## Course and Learning Objectives

To support students in the ability to:

1. Understand the evolution of the theory and practice of international economic development, including current trends and challenges;
2. Acquire a critical perspective on blueprints, received wisdoms and other misconceptions prevalent in international development thinking;
3. Identify some of the roles played by national and local governments, private businesses, NGOs, citizens and international organizations in promoting economic development;
4. Think analytically and strategically about existing levers of institutional reform, improved governance and opportunities for pragmatic change;
5. Develop the skills to come up with creative solutions to unprecedented challenges;
6. Be a step closer to becoming reflective practitioners, i.e. professionals endowed with a sophisticated grasp of the art, science, opportunities, limits and dangers of action in the international development sphere, and with the ability to articulate their ideas about these issues carefully and effectively

###

### **Learning Assessment Table**

| **Course Learning Objective Covered** | **Corresponding Assignment Title** |
| --- | --- |
| Participation | All |
| Blog posting  | 3, 4, 5 |
| Reflection essays | 1, 2, 3, 6 |
| Abstract | 2, 3, 4 |
| Interim paper | 2, 3, 4, 5,  |
| Workshop sessions | 4, 5, 6,  |
| Final paper/presentation | All |

## Requirements

The grade, weightage and deadlines for the assignments will be based on the following:

* 20% Class Participation – individual
	+ Reading: throughout
	+ Thoughtful participation: throughout
	+ Includes blog posting (500 words): February 22 – noon
* 20% Reflection Essay – individual
	+ Any submission date by April 26
* 20% Discussion Lead – dual
	+ Select submission dates: Feb 8
	+ Possible dates – dates are first-come/first-serve
		- Lesson 3: Feb 18 – 2 pairs
		- Lesson 6: March 8 – 2 pairs
		- Lesson 8: March 22 – 2 pairs
		- Lesson 9: March 29 – 2 pairs
		- Lesson 11: April 12 – 2 pairs
		- Lesson 12: April 26 – 2 pairs
* 40% Semester Exercise – team
	+ Team selection: Feb 23
	+ Team assignment: Feb 24
	+ Abstract: March 1
	+ 15% interim paper: March 29
	+ Feedback on interim paper: April 5
	+ Final presentation: May 3
	+ 25% final paper (grading includes final presentation): May 13

### Class Participation:

Active class participation means coming to class prepared to engage in a thoughtful and reflective discussion, and being able to ask good questions at least as much as being able to answer them. It also means engaged participation in the workshop sessions, and coming prepared having completed the necessary research to have a productive workshop session. Quality of participation is more important than quantity, but these two are often correlated. Class participation is a central component of the pedagogical experience in the course. Students have consistently noted that learning from their colleagues has been a highlight of the class: students’ reflections on the material assigned but also student accounts of their own experience in development practice enrich the course experience enormously.

* *Blog:* As part of our engagement with Belize as a case country, students are required to read the assigned World Bank report and interactive story map, and to write a short blog posting reacting to it. In your blog post, please select one theme to explore. Explain why you found this theme captivating. Please do not merely summarize the facts about this development challenge. Please add your blog posting using the blog tool on NYU classes by class time on Monday **February 22.**

### Reflection Essay:

As part of the participation requirement, each student is required to prepare a reflection essay of 800-1000 words. This exercise is synthetic: in this essay, you are asked to consider one or more of the themes covered in this class, and to offer your reflection on theme (as opposed to on a single reading or argument). You are also asked to consider how this theme related to an area of practice that you have observed, either directly or through second-hand media accounts, policy reports, or practitioner presentations. You may also include your own experience as a practitioner in this essay. This essay is designed to provide you with the space to engage in the kind of reflection on practice that is a crucial component of becoming a reflective practitioner. You are asked not only to engage in critical analysis on a given set of practices as they relate to a theme, but also to explore your personal reaction to those practices. For example, if you are an educator or are interested in education practices, consider how a certain approach to economic development has shaped, or will shape, education approaches. Or for example, if you interested in gender equity issues, consider the ways in which the economic development practices examined in the course further or undermine gender empowerment. Whatever angle you choose to explore, remember that this is a personal essay. You might consider describing how the dynamics you are reflecting on relate to your personal understandings of justice, equity, dignity, or welfare. Your personal experiences – and the personal insights and reactions they elicit for you – are welcome and encouraged as the basis to reflect on development practice.

The reflection essay is due anytime before **Monday April 26**. Please submit your essay to the professor through email: natasha.iskander@nyu.edu

### Discussion lead:

For this assignment, students will pair up and complete an in-depth analysis of selected readings for the week. (The readings will be indicated by a star (\*) in the syllabus and on the NYU classes site). The pair will write a summary document of the readings and prepare to lead class discussion on them. You may cover all the readings that are starred, or you may choose to focus on one reading. The summary document should be about 500 words long. It should highlight and recap the main argument(s) of readings, and it should identify one or two elements that the discussion lead pair found compelling, surprising, unsettling etc. The document should include three discussion questions that the readings suggest. The discussion lead pair will lead the discussion on the readings in the zoom class session. The portion of the class allocated to this led discussion will be about 15 min. The pair should lead off the discussion with a brief summary of the main argument in the readings, and should then open the discussion as the pair sees fit. The pair can begin the discussion by asking one of the questions listed in their document, but other approaches are welcome as well. Feel free to be creative. The discussion summary document is due Sunday before class, at 5pm, so that your classmates have time to review it before we meet. Please upload your document to the NYU classes site, under the assignments page.

Sign up to lead a discussion at the following link: <https://docs.google.com/spreadsheets/d/1CUzOlhcWPVEho05c9FDNXAY2X57CeTwq-wQT_xKw8AU/edit?usp=sharing>

### Group Exercise:

The group exercise is a synthetic analysis of materials on opportunities for economic development and institutional engagement in Belize. The class will be divided into project groups, and each group will examine one aspect of the institutional makeup and suggest a pathway to plan for population movements intensified by climate change.

This exercise includes five assignments.

* Abstract: A short 300-word overview of the challenge to be researched. The abstract should outline the issue that will be studied, a tentative statement about why the issue is important and what we may learn from engaging with it, and a statement of the research scope. The paper should also include an annotated bibliography of at least 10 items. The annotations can be as short as a few words.
* Meet with graduate student advisors: each team will be required to meet with the capstone team that prepared the Belize overview assigned for this assignment. In this meeting, you will have the opportunity to refine your research topic and to brainstorm research strategies.
* Interim paper: A short 2,000-word exploration of the development challenge that you will be addressing. This paper should provide an empirical description of the challenge, and a clear explanation of why you define it the way that you do. Please elaborate on the rationale for drawing the boundaries of the problem where you do. Include relevant data to support your description and your definition of the problem. If appropriate, this empirical overview should provide a review of relevant previous attempts to address the issue, and should analyze the assumptions on which they were based. Be sure to outline the institutional, government, and community actors that are touched by this challenge, and that have engaged in finding and implementing solutions. The interim paper should also describe why it is important to address this challenge – for your case country but also the field of development more broadly. What are we likely to learn from your case?
* Workshop session on interim paper: each team will provide read and critique another team’s interim paper. We will workshop these papers in class– each team should come to class with feedback for their assigned teams.
* Final presentation: This is a 15-minute presentation to the class, including Q and A, in which you provide an overview of the challenge that you have focused on and of your proposed solution. Please make sure to highlight the process by which you arrived at this solution and explain why it will be effective and in what ways it is innovative.
* Final paper: 4,500 words including bibliography. This paper should refine the discussion in the interim paper, and should include a description of the challenge to be addressed, the stakeholders, and the significance of the problem. It should also suggest a creative solution to the challenge. Please indicate why you think your solution will be effective and what we can learn from it. Please make sure that your assumptions are clear and that your arguments are supported with evidence.

This exercise will be supported by three class sessions. On **February 22**, we will be joined by the President of the Senate of the Government of Belize. On **March 1**, we will have a workshop session in class where we will explore the design processes that go into defining the parameters of a development challenge and creating policy interventions. On **April 5**, we will look at the ways that development challenges bleed past the boundaries that we draw around them and explore the ways they are connected with a wide array of domains. We will consider the opportunities and challenges these interrelationships represent for designing useful interventions.

You will receive support on this project from the Capstone team that worked with the Belize Association of Planners on climate change and development issues over the summer-fall of 2020. These students – now graduates – will help you identify research resources and help you sharpen your research questions. More information on how to connect with them will be provided in class. The team members are Carrie Eidson, David Zhong, Joseph Baietti, and Jah-Milka McClean.

Please submit your team preferences by **February 26**. You will get your team assignments by **March 1**. Groups are expected to choose an area of institutional reform to study. They must prepare a 300-word abstract of the topic and a short 1-page bibliography (10 items) by **March 8**. You will either get approval or be asked to resubmit a revised abstract. Groups will conduct research on their topic, using a wide range of sources, and will meet outside of class to discuss research materials and prepare deliverables. Please reach out to the Belize capstone team between **March 8** and **March 22** for a research consultation. In preparation for the final report, you will write one interim paper due on **April 5**. ~~We’ll workshop the paper in class on~~ **~~April 5~~**~~.~~ You’ll deliver a final presentation on **May 3**. The final paper will be due on **May 13.**

## Letter Grades

Letter grades for the entire course will be assigned as follows:

| **Letter Grade** | **Points** |
| --- | --- |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |
| **C-** | 1.7 points |
| **F** | 0.0 points |

### **Student grades will be assigned according to the following criteria:**

* (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
* (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
* (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
* (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectivesbut shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
* (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
* (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
* (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

## Format of Assignments and Submission

All assignments should be doubled-spaced lines (not 1.5), one inch margins all around. Please submit them as .doc or .docx.

The assignments must include citations in the text and a bibliography at the end of the document. Use the following format for citations: if you are citing an idea or a concept, include (author’s last name year) immediately after the passage, once per paragraph. If you are transcribing a passage, include the page number. For instance:

“…this type of engagement has been called responsive (Ayres and Braithwaite 1992, Braithwaite 2005), flexible (Bardach and Kagan 1982), tit-for-tat (Scholz 1984), creative (May and Burby 1998), and adaptive (Hawkins 1984). As Hay noted in his evaluation, ‘this is development innovation at its best’ (1998: 84).”

Use footnotes instead of endnotes.

One important skill this class seeks to cultivate is the clear and grounded articulation of ideas about development. If you would like additional support with the craft of writing, Wagner tutors are available to help students with their writing skills. Please see details at <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>. This webpage has additional details on other useful resources, including NYU Writing Center and several links concerning plagiarism and how to cite properly.

Please use the following convention to name your files:

IGID [your lastname (or country team for final projects)] [assignment]

For example: IGID Alvarez Reflection Essay 1.doc

**Please put the title of your file in the subject heading of your email as well.**

### Late submissions:

Late submissions for assignments are strongly discouraged. In cases where the assignment is critical to our class engagement – the blog, the discussion lead document, and the components of the semester-long assignment – late submissions cause disruptions for the entire class.

We are, however, living through unusually chaotic times. Exceptions may be granted in the case of personal/family emergency. Please contact me and/or your teammates as soon as possible if this is the case.

## Readings

All the other required readings are either available on the NYU Classes site, at the welcome page for the relevant lesson, or available online.

This syllabus does not include optional readings, but there are plenty of those available. If interested in further reading in a particular topic, please consult the instructor.

A final word on the readings: In the past, students have asked for a textbook. There are some textbooks devoted to international development out there, but as far as I know none of them covers the materials we cover in this course in the manner that we approach them. This is not necessarily a coincidence or a market opportunity. Rather, it is an indication that international development remains a contested field, without a main corpus of agreed upon theories, and therefore filled with hopes and possibilities.

Assigned readings cover a wide range of topics. Authors come from different countries and represent different political positions, academic disciplines and research traditions. Some texts may seem old, but to dismiss them would be a mistake. They are assigned because they make important points that remain valid, or are the original articulation of a powerful idea. Please consider the readings on their own terms, but also in terms of the insight they may offer emergent discussion about development today.

One valuable contribution to the project of considering and reconsidering development is the suggestion and circulation of readings that you may find relevant or interesting for the discussion at hand. The materials presented in this course are not exhaustive, nor are they meant to be. They represent a sampling of “mainstream” development theory and practice – by that, I mean the development theory and practice that has garnered the most institutional and political support. There is much to critique in this array of development practice, but a critique must begin with a familiarity with the logical underpinnings of the theory and practice. Please feel free to complement the courses emphasis with readings that challenge these perspectives, or with materials that offer real world illustrations of dynamics relevant to the course.

## This Course in Context

This is an introductory course and therefore it does not include some important, often cited, and sometimes-controversial topics related to international development. Many of these topics are covered in the more than thirty international development courses offered at Wagner. The full [list of international development courses and pre-approved NYU-wide development electives](https://wagner.nyu.edu/education/courses) is provided on the website: <http://wagner.nyu.edu/courses/listings>

## Class Policies

### Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

### Zoom Etiquette

You are expected to participate in each class with your Zoom audio and video on. Please review Wagner’s [Zoom in the Classroom](https://wagner.nyu.edu/portal/student/zoom) series about classroom etiquette, participation, and more.

Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Classes site and are for students enrolled in this course only.

Come prepared to engage with your fellow students, professor, and the material to be discussed I may start the class by asking a student to summarize the main points to initiate the discussion so come prepared. If you have professional (or personal) experience relevant to the discussion, I encourage you to share it with the class.

### Absences

If you will be absent to class or will arrive more than 15 minutes late to the zoom call, please email the professor. Accumulated absences may affect your participation grade.

### NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

### The Wagner Writing Center

One important skill this class seeks to cultivate is the clear and grounded articulation of ideas about development. If you would like additional support with the craft of writing, Wagner tutors are available to help students with their writing skills. Please see details at <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>. This webpage has additional details on other useful resources, including NYU Writing Center and several links concerning plagiarism and how to cite properly.

The Wagner Writing Center offers: 1) excellent free skills-based non-credit workshops on writing, research, citations; 2) one-off lectures, co-curricular modules, online webinars and how-to guides; and 3) one-on-one coaching to help students throughout their writing process from idea generation, to outlining, forming effective arguments, and final draft polish. They do not edit. They coach. The Writing Center's goal is to help students improve writing overall.

### Research support

The semester-long research assignment requires research beyond the readings assigned for the course. The NYU library system provides additional support for research using many different kinds of data. For more information about these services, now offered remotely, please go to the guides link at Bobst library. Additionally, you may contact [Andrew Battista, Research Librarian for Public Policy and Urban Planning at Bobst](https://library.nyu.edu/people/andrew-battista/) <https://library.nyu.edu/people/andrew-battista/>.

### Technology Support

You have 24/7 support via NYU’s IT services. Explore the [NYU servicelink knowledgebase](https://nyu.service-now.com/servicelink/search_results.do?sysparm_search=student+guides&x=0&y=0&sysparm_fa=&sysparm_sp=&sysparm_cat=&sysparm_serv=&sysparm_location=24e7c87598a074004c8c03063d84e2a6&sysparm_role=&sysparm_base=) for troubleshooting and student guides for all NYU-supported tools (NYU Classes, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom’s 24/7 technical support](https://support.zoom.us/hc/en-us/articles/201362003) (includes a chat function), or review [Zoom’s support resources](https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](https://www.nyu.edu/admissions/financial-aid-and-scholarships/covid-relief-grant.html).

### Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## Course outline

### Section I: The Conceptual Foundations and Practical Challenges of Institutions in Development

* Lesson 1
	+ Date: Monday February 1
	+ Topic: What is Development? Vying notions
	+ Readings:
		- Lowry, Annie. 2020. "Poverty is a choice." The Atlantic. July 29, 2020. <https://www.theatlantic.com/ideas/archive/2020/07/no-progress-poverty/614701/>
		- United Nations -- General Assembly. Report of the Special Rapporteur on extreme poverty and human rights, Philip Alston. <https://chrgj.org/wp-content/uploads/2020/07/Alston-Poverty-Report-FINAL.pdf>
		- World Bank. 2021. [Covid-19 to Add as Many as 150 Million Extreme Poor by 2021](https://www.worldbank.org/en/news/press-release/2020/10/07/covid-19-to-add-as-many-as-150-million-extreme-poor-by-2021#:~:text=The%20COVID%2D19%20pandemic%20is,severity%20of%20the%20economic%20contraction.). Washington, D.C.: World Bank. October 7.
* Lesson 2
	+ Date: Monday February 8
	+ Topic: Emergent Definitions: Climate Change and Development
	+ Readings:
		- Wallace-Wells, David. 2017. [When Will Climate Change Make the Earth Too Hot for Humans?](http://nymag.com/daily/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html)  New York Magazine.  July 7, 2017.  <http://nymag.com/daily/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html>
		- Weston, Pheobe. 2021. [Top scientists warn of 'ghastly future of mass extinction' and climate disruption](https://www.theguardian.com/environment/2021/jan/13/top-scientists-warn-of-ghastly-future-of-mass-extinction-and-climate-disruption-aoe). The Guardian. January 13, 2021. <https://www.theguardian.com/environment/2021/jan/13/top-scientists-warn-of-ghastly-future-of-mass-extinction-and-climate-disruption-aoe>
		- Re, V., Faye, S.C., Faye, A., Faye, S., Gaye, C.B., Sacchi, E. and Zuppi, G.M., 2011. Water quality decline in coastal aquifers under anthropic pressure: the case of a suburban area of Dakar (Senegal). Environmental monitoring and assessment, 172(1-4), pp.605-622.
		- Gulyani, S., Bassett, E.M. and Talukdar, D., 2012. Living conditions, rents, and their determinants in the slums of Nairobi and Dakar. Land Economics, 88(2), pp.251-274.
		- Scott, P., Cotton, A. and Khan, M.S., 2013. Tenure security and household investment decisions for urban sanitation: the case of Dakar, Senegal. Habitat International, 40, pp.58-64.
* Lesson 3
	+ Date: Thursday February 18
	+ Topic: Design thinking and impossible problems
	+ Readings:
		- Fisher, Thomas. 2016. Designing Our Way to a Better World. Part 1 (1-33) and Part 6 (159-191).
		- Johnson, M.F., 2019. Strong (green) institutions in weak states: Environmental governance and human (in) security in the Global South. World Development, 122, pp.433-445.
		- Iskander, N. 2010. Creative State: Forty Years of Migration and Development Policy. Ithaca: Cornell UP. Chapter 1: "Introduction" and Chapter 5: “Practice and Power
* Lesson 4
	+ Date: Monday February 22 : Patil, P.G., Virdin, J., Diez, S.M., Roberts, J., Singh, A. (2016). Toward A Blue Economy: A Promise for
	+ Sustainable Growth in the Caribbean; An Overview. The World Bank, Washington D.C.
	+ Topic: Case overview: Belize
	+ Readings:
		- 2020 NYU Capstone Team (Joseph Baietti, Carrie Eidson, Jah-Milka McClean, David Zhong) for the Belize Association of Planners. Planning for a Resilient Belize City. Story map. <https://belizenyucapstone2020.github.io/resilient-belize-city/>
		- T Patil, P.G., Virdin, J., Diez, S.M., Roberts, J., Singh, A. (2016). [Toward A Blue Economy:](http://documents1.worldbank.org/curated/en/965641473449861013/pdf/AUS16344-REVISED-v1-BlueEconomy-FullReport-Oct3.pdf) A Promise for Sustainable Growth in the Caribbean; An Overview. The World Bank, Washington D.C. <http://documents1.worldbank.org/curated/en/965641473449861013/pdf/AUS16344-REVISED-v1-BlueEconomy-FullReport-Oct3.pdf>
	+ Deliverable:
		- Submission—blog posting – Monday February 22 – noon
	+ Team preferences – Tuesday February 23
* ~~Lesson 5~~
	+ ~~Date: March 1~~
	+ ~~Topic: Workshop session: How to define a development challenge~~
	+ ~~Readings:~~
		- ~~Stanford design school. The boot camp bootleg.~~ [~~https://dschool.stanford.edu/resources/the-bootcamp-bootleg~~](https://dschool.stanford.edu/resources/the-bootcamp-bootleg)
		- ~~Iskander, N., 2018. Design thinking is fundamentally conservative and preserves the status quo. Harvard Business Review.~~ [~~https://hbr.org/2018/09/design-thinking-is-fundamentally-conservative-and-preserves-the-status-quo~~](https://hbr.org/2018/09/design-thinking-is-fundamentally-conservative-and-preserves-the-status-quo)
	+ ~~Deliverable:~~
		- ~~Submission: Group Exercise – Abstract~~

### Section II: How We Got Here: The History of Development Theory and Practice

* Lesson 6
	+ Date: March 1
	+ Topic: History of development 1: Bretton Woods Institutions and Development Planning
	+ Readings:
		- Rostow, W. 1960. The Stages of Economic Growth, A Non-Communist Manifesto, Cambridge University Press, pp 1-29
		- Scott, James. 1998. Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed. New Haven: Yale U.P. Chapter 1: State Projects of Legibility and Simplification (p. 11-33) and Chapter 7: Compulsory Villagization in Tanzania: Aesthetics and Miniaturization (p. 223-247)
		- Burke, Jason. 2020. “Total confirmed coronavirus cases in Africa pass 1 million.” The Guardian. August 6, 2020. <https://www.theguardian.com/world/2020/aug/06/total-confirmed-coronavirus-cases-in-africa-pass-1-million>
		- Klein, Naomi. 2007. The Shock Doctrine: The Rise of Disaster Capitalism. New York: Metropolitan Books. Chapters 2-3 (p. 49-97).
		- Klien, Naomi. 2020. The Screen New Deal. The Intercept. May 8, 2020. <https://theintercept.com/2020/05/08/andrew-cuomo-eric-schmidt-coronavirus-tech-shock-doctrine/>
* Lesson 7
	+ Date: March 8
	+ Topic: History of development 2: The rise of the market and globalization
	+ Readings:
		- Williamson, J. 1993. "Democracy and the Washington Consensus." World Development. Vol. 21, No. 8. Pages 1329-1336
		- Krueger, Anne. "Government Failures in Development," Journal of Economic Perspectives. Vol. 4 (1990), No. 3, pp. 9-23.
		- North, D. 1991. "Institutions" The Journal of Economic Perspectives, Vol. 5, No. 1. (Winter, 1991), pp. 97-112.
		- Evans, Peter. 2004. "Development as Institutional Change: The Pitfalls of Mono-cropping and the Potentials of Deliberation." Studies in Comparative International Development. Vol. 38, No. 4. pp.30-52
		- [SKIM] World Bank. 2017. World Development Report - Governance and the Law: Overview <https://openknowledge.worldbank.org/bitstream/handle/10986/25880/210950ov.pdf>

# Rosalsky, Greg. 2021. 'Why Nations Fail' Authors on What The Capitol Riot Means For The Future Of The U.S. National Public Radio. January 22, 2021. <https://www.npr.org/2021/01/22/959529673/why-nations-fail-authors-on-what-the-capitol-riot-means-for-the-future-of-the-u->

March 15 – no class

### Section III: Institutions, Governance, and Public Sector Reform

* Lesson 8
	+ Date: March 22 – guest lecturer
	+ Topic: Rule of law
	+ Readings:
		- Romer, Paul. 2010. [Technologies, Rules, and Progress: The Case for Charter Cities](http://www.cgdev.org/content/publications/detail/1423916), The Center for Global Development, March 2010, www.cgdev.org/content/publications/detail/1423916
		- Paquette, Danielle. 2020. “Akon just unveiled his $6 billion ‘futuristic’ city in Senegal. The reviews are mixed.”  The Washington Post. September 1, 2020.  <https://www.washingtonpost.com/world/africa/akon-just-unveiled-his-6-billion-futuristic-city-in-senegal-the-reviews-are-mixed/2020/09/01/56f3b7a4-ebc7-11ea-bd08-1b10132b458f_story.html>
		- Borowiak, C. 2004.  Farmer’s Rights: Intellectual Property Regimes and the Struggle over Seeds.  Politics & Society. 32(4): 511-543
		- Hall, Ruth. 2011. [Land grabbing in Africa and the new politics of food.](http://www.fao.org/family-farming/detail/en/c/308860/) Future Agricultures Consortium.  Policy brief. <http://www.fao.org/family-farming/detail/en/c/308860/>
		- Bruckner, Till. 2015. [The Myth of the African Land Grab.](https://foreignpolicy.com/2015/10/20/the-myth-of-the-african-land-grab/) Foreign Policy.  October 20, 2015. <https://foreignpolicy.com/2015/10/20/the-myth-of-the-african-land-grab/>
		- Gettleman, Jeffrey. 2017. [Loss of Fertile Land Fuels ‘Looming’ Crisis Across Africa.](https://www.nytimes.com/2017/07/29/world/africa/africa-climate-change-kenya-land-disputes.html) New York Times. June 29, 2017. <https://www.nytimes.com/2017/07/29/world/africa/africa-climate-change-kenya-land-disputes.html>
* Lesson 9
	+ Date: March 29
	+ Topic: Informality and Informal Settlements
	+ Readings:
		- Razzaz, O. 1994. "Contestation and Mutual Adjustment: The Process of Controlling Land in Yajouz, Jordan." Law & Society Review, 28(1): 7-39.
		- De Soto, Hernando, [The Mystery of Capital, Finance and Development](http://www.imf.org/external/pubs/ft/fandd/2001/03/desoto.htm), volume 38, number 1, March 2001 – available at http://www.imf.org/external/pubs/ft/fandd/2001/03/desoto.htm
		- Gravois, John. 2005. [The De Soto Delusion](http://www.slate.com/id/2112792), Slate, January 29, 2005 http://www.slate.com/id/2112792
		- De Coss-Corzo, A. (2020) ‘Patchwork: Repair labor and the logic of infrastructure adaptation in Mexico City’, Environment and Planning D: Society and Space. doi: [10.1177/0263775820938057](https://doi.org/10.1177/0263775820938057).
		- Fuller, Thomas and Josh Haner. 2019.  “[Among the World’s Most Dire Places](https://www.nytimes.com/interactive/2019/12/17/us/oakland-california-homeless-camp.html?searchResultPosition=1" \t "_blank): This California Homelss Camp.” New York Times. December 17, 2019. <https://www.nytimes.com/interactive/2019/12/17/us/oakland-california-homeless-camp.html?searchResultPosition=1>
	+ ~~Deliverable: Interim paper due~~
* Lesson 10
	+ Date: April 5
	+ Topic: Informality and Informal Settlements
	+ Guest speaker: Maria Atuesta, Harvard University, Department of Urban Planning
	+ Readings:
		- Atuesta, Maria. “Informality, Infrastructure, and Violence: Neighborhood Formation in Villas de Granada.” Harvard University. *Forthcoming.*
	+ Deliverable: Interim paper due
* Lesson 11
	+ Date: April 12
	+ Topic: Knowledge and Development
	+ Readings:
		- Amsden, A. H. 2001. The rise of "the rest": challenges to the west from late-industrializing economies. New York: Oxford University Press (paperback 2004).  Chapter 1 (pp.1-28) and Chapter 8 (pp.190-220)
		- Wade, R. 2005. Escaping the Squeeze: Lessons on How Middle Income Countries Can Grow Faster. In B. Laperche. John Kenneth Galbraith and the Future of Economics. London: Palgrave.
		- Kim, L. 1998. Crisis Construction and Organizational Learning: Capability Building in Catching Up at Hyundai Motor. Organization Science. 9(4)
		- Huang, Y. 2000. [Korea: On the Back of a Tiger](https://hbr.org/product/korea-on-the-back-of-a-tiger-abridged/708052-PDF-ENG).  Harvard Business School Case 700097. <https://hbr.org/product/korea-on-the-back-of-a-tiger-abridged/708052-PDF-ENG>
		- Mahbubani, Kishore. 2020. Has China Won? London: Hachette. Instead of book, which I highly recommend, I am assigning a podcast: Model Majority. Has China Won? With Prof. Kishore Mahbubani. August 5, 2020. <http://modelmajoritypodcast.com/has-china-won-kishore-mahbubani/>
* Lesson 12
	+ Date: April 26
	+ Topic: Trade and interconnections
	+ Readings:
		- Khalili, Laleh. 2020. Sinews of War and Trade. London: Verso. Introduction and chapters 1 and 6.
		- Please also visit the website associated with this project: <http://sinewswartrade.com/>
		- Parker, George, Peter Foster, Sam Fleming, and Jim Brunsden. 2021. [“Inside the Brexit deal: the agreement and the aftermath](https://www.ft.com/content/cc6b0d9a-d8cc-4ddb-8c57-726df018c10e?accessToken=zwAAAXc7SyNgkdPMaw2a2MxN29OMV3Jt8BjBDg.MEUCIHzXT6VjXPLe_UGNSxJelMIeAYlQAhDRC606akJpDORNAiEA5XEF8v5a5fx-nnZptiGlF6jmR5GFQvw9wst7Kn-z_iQ&sharetype=gift?token=297e5bb1-f68e-4c66-ae68-c878d92110fb).” *Financial Times.* January 22, 2021. (also on Blackboard)
	+ Deliverable: Reflection essays due

### Section IV: Synthesis – Development Planning for a Changing World

* Lesson 13
	+ Date: May 3
	+ Topic: Final Presentations
* Lesson 14
	+ Date: May 10
	+ Topic: Conclusion and Synthesis
* Final Project
	+ Date: May 13
	+ Deliverable: Final Paper Due

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