INTRODUCTION

Development economics is one of the most recent, as well as the most exciting and challenging, branches within the wider disciplines of economics and political economy. It studies one of the key challenges of our time, namely economic growth and development in low-income countries (Africa, South Asia, the Caribbean and Latin America) and the transformation of these economies into modern, high-income countries. In this course, development and underdevelopment will be looked at through the lenses of key economic concepts such as its trickle-down effect and coordination failure. In addition, different strategies for economic development will be examined and analyzed.

While development economics is concerned with sustained economic growth over time, it is not only concerned with economic growth since it has a broader scope than traditional economics. Indeed, growth without is possible, even if the two are closely linked. Hence, the study of economic development also deals with the economic, political, social and institutional structures and processes necessary for rapid and large-scale improvement in levels of living for the populations of developing countries.

Much intellectual effort has been spent trying to understand and prescribe successful economic development and how sustained growth from a simple, low-income economy to a modern, high income may be achieved leading to poverty alleviation and increased standards of living for the population at large. The United Nations Development Program (UNDD) Human Development Report 2010 states: “Data from the last 40 years reveal an enormous diversity of pathways to human development achievement” and concludes that “there is no simple model or uniform prescription for success.”

We are aware that countries can improve the standard of living and the quality of people’s lives even under adverse circumstances and that countries have made great gains to meet the Millennium Development Goals (MDGs) despite only modest growth in income. At the same time, some countries with strong economic performances over the decades have failed to make similarly impressive progress in life expectancy, poverty alleviation, schooling and overall living standards.

COURSE REQUIREMENTS AND EVALUATION

As this is a seminar, attendance and class participation are a matter of course. Your final grade will be based on four elements:

1) A middle semester take home examination will be posted on LATTE on October 6
2) The mid-term to be submitted to the instructor on October 13, 2014.
3) A ten page long term paper based on either understanding BRICS, Shanghai Economic Cooperation, or China and India, in Africa and South America will be posted on LATTE on September 30th. Due on October 21st.
   a. On a comparative basis (e.g., multinationals in South Africa and Zimbabwe, or India and China; and in the Americas, Brazil and Mexico); or
   b. from the point of view of two competing theories (e.g., Maquiladoras in Mexico as seen by modernization and dependency); or
   c. with attention to the interaction between national and international processes e.g., the development of the textile industry in Taiwan and protectionism in the West; and
   d. deindustrialization in specified Third World countries; or
   e. IMF, International Debt and Problems of Development in Latin America and Africa or World Trade Organization’s philosophy of trade
4) The term paper will be expanded to between 15 and 20 pages long, and the final copy should be submitted to the instructor on December 9th, 2015.
5) Take Home Final Exam due on December 12.

STUDENT LEARNING OBJECTIVES AND OUTCOMES

- To understand the historical trajectory of global development from colonialism to the present
- To understand the fundamental empirical realities of the developing world
- To understand the strengths and weaknesses of the basic theoretical perspectives on global development
- To understand the underlying theories, substance, and outcomes of the primary development politics of the developing world
- To understand the roles of the developed world in shaping the societies and policies of the developing world
- To understand the major effects of development and globalization on social inequalities among nations, regions, classes, genders, and races
- To understand the roles of corporations, states, and civil society in shaping global development and social change
- To understand the interrelations of the physical environment, global development, and social inequalities
- To acquire an appreciation of the interrelationships between our lives and those of people in developing countries
- To develop skills of analysis and communication through reading, writing, listening, and speaking
- To discuss the meaning of economic development and show how this concept is related to economic growth as well as to understand and utilize the empirical measures of growth and development
- To exhibit and awareness of the social, economic technological, and political dimensions of modern development
- To become familiar with measures of development and the institutions that generate that data
- To understand the role of markets and planning in the development process along with classical and modern theories of development
- To study the role of private and public institutions supporting development
Students will have the opportunity to analyze issues of poverty, population, environment, health, education terms of trade and others.

Be able to use these approaches to explain, predict and prescribe a range of political and economic outcomes.

Have a clearer understanding of the different ways to organize production and exchange and how they have varied over time and space.

Be prepared to pursue further study or work in related topics such as international political economy, economic development or government and business.

Develop a better understanding of the political and economic forces that shape your personal and professional life.

Be able to acquire critique and apply new theories to understand complex material in any social scientific discipline.

Be able to communicate findings with more effective written and verbal communication skills.

Some of the questions that need to be intelligently answered include:

Where do your opinions about the relationship between power and wealth come from? Is there such thing as the “state of nature?” Who should decide who gets what? What should be the basis of that decision? Who should we care about when it comes to allocating resources? How can we get rich? What’s good about markets? What’s bad about them? Are good and bad in the eye of the beholder? What are the trade-offs between freedom, equality and community? Are we really free? How free should we really be?

**DOCUMENTED DISABILITY**

If you have a document disability and would like to have reasonable accommodation made for you, please see me immediately after class.

Academic integrity is central to the mission of education excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignment is specifically authorized for collaborative effort. It is not acceptable to use the words or ideas of another – be it a world class philosopher or your research partner – without proper acknowledgement of the source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet or created by another student.

Violation of University policies on academic integrity, described in Section 3 of Rights and Responsibilities, may result in failure in the course or on the assignment, and could end in suspension from the University. If you are in doubt about the instruction for any assignment in this course, you must ask for clarification.

If you are working in a group that I have authorized, I will expect you to do your work separately from your friends, classmates, family members, and so on. You are not permitted to have anyone other than your professor to help you on written assignments outside of class. If you have questions, please ask me before you seek help from someone.
COURSE GRADING
A term paper 40%
Mid-term Examination 25%
Final Examination 25%
Class Participation 10%

We shall begin by reading John Rapley’s *Understanding Development: Theory and Practice in the Third World* in order to uncover the inextricable relations between knowledge and power, which are all too often concealed by the sanitized language of self-possessed experts. The discussion of the concept of development sets the stage for a more detailed examination of the major competing theoretical traditions, modernization theory and its reincarnation as the “new orthodoxy” on the one hand, and the Marxian tradition with its offshoots, dependency and world-systems, on the other. Comparative studies of the experiences of East Asia and Latin America will help us to evaluate the fruitfulness of these traditions. Finally, we shall attempt to recover two concepts—basic needs and self-reliance—which potentially challenge both traditions.

There is no single text required for this course. For this reason, I am requiring that you purchase the books that I have ordered for the course from the Brandeis bookstore.

REQUIRED BOOKS

WEEKLY OUTLINE AND REQUIRED READINGS

Week 1: Course Introduction, Requirements and Expectations
9/1

Week 2: Knowledge and Power
9/8

1. J. Rapley, *Understanding Development*. Chapter 1
2. S. Chaturverdi, T. Fues and E. Sidiropoulos, *Development Cooperation and Emerging Powers*. Chapters 1 – 3
3. H Veltmeyer and D. Tetreault (ed). *Poverty and Development in Latin America*. Chapters 1 – 2
Week 3: The Concept Development
9/15
Rosh Hashanah – No University exercises (no classes).

Week 4: The Concept Development
9/22
1. J. Rapley, Understanding Development. Chapters 2 – 3
2. S. Chaturverdi, T. Fues and E. Sidiropoulos, Development Cooperation and Emerging Powers. Chapters 4 – 5
5. HJ Chang, The East Asian Development Experience. Chapters 3 – 4

Week 5: Theories of Development
9/29
Brandeis Monday (Monday classes in session)

Weeks 6 and 7: Theories of Development
10/6 and 10/13
1. J. Rapley, Understanding Development. Chapters 4 – 6
2. S. Chaturverdi, T. Fues and E. Sidiropoulos, Development Cooperation and Emerging Powers. Chapters 6 – 7

Midterm Exam posted to LATTE (10/6).
Submit your Midterm Exam to me or my office no later than 5pm on 10/13

Weeks 8 and 9: Theories of Modernization
10/20 and 10/27
1. J. Rapley, Understanding Development. Chapters 7 – 8
2. HJ Chang, The East Asian Development Experience. Chapters 7 – 8

Week 9 and 10: Marxism, Neo-Marxism and State-led Approaches to Development.
11/3 and 11/10
1. Watch Documentaries on China, India, Capitalism, Latin America
Weeks 12 and 13: The BRICS and South to South Trade
11/17 and 11/24
2. Watch Documentaries on Africa and South Asia

Weeks 14 and 15
12/1
1. Review
2. Final Exam posted to LATTE (12/1)
3. Term Paper due on 12/9
4. Final Exam due on 12/12
5. Last day of Instruction 12/8

BOOKS PLACED ON RESERVE IN THE GOLDFARB LIBRARY