

MODERNIZATION AND DEVELOPMENT

INTA 6304/CP 8883

Fall 2018

Mondays, 6 – 8:45 pm, Habersham, Room G-17

There are no prerequisites for this course

Instructor: Alberto Fuentes (alberto.fuentes@inta.gatech.edu)

Office Hours: Wednesdays, 10-12 or by appointment in Habersham (781 Marietta St), office 317.

Overview

This course offers students an introduction to the field of global development and the pursuit of modernization across the Global South. Topics covered include (1) the different meanings and measurements of development; (2) the main theories adopted to promote development and modernization; and (3) some of the key institutional actors involved in the project of development. Through readings, class discussions and activities, the course links key theoretical themes to empirical cases and examples, and subjects standard taken-for-granted assumptions embedded in the field to critical review.

Learning Outcomes

Students will be able to:

1. Describe, measure and assess the different goals pursued in international development;
2. Understand and critically evaluate some of the prevalent theories in the field;
3. Describe, analyze and critique the role of key international financial institutions, states, firms, and civil society organizations in the context of global development;
4. Enhance their skills in oral and written communication.

Course readings: Unless otherwise noted, readings will be available on Canvas. In addition, the following books are required:

Ferguson, James. *The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho*. U of Minnesota Press, 1990.

Gallagher, K. and Lyuba Zarsky. *The Enclave Economy: Foreign Investment and Sustainable Development in Mexico's Silicon Valley*. MIT Press: 2007

Munk, N. *The idealist: Jeffrey Sachs and the quest to end poverty*. Doubleday, 2013.

Schneider, B. *Designing Industrial Policy in Latin America: Business-State Relations and the New Developmentalism*. Springer, 2015.

Requirements: A rough average of five to six article- or chapter-length readings are assigned each session, to be read before the session for which they are assigned. Students should attend class regularly and be prepared to contribute to discussions and activities. In some sessions, one or more students will be required to lead the discussion of one of the assigned class readings. Each student should expect to lead such a discussion once throughout the semester. A sign-up sheet will be provided in class.

In addition, students will participate in two in-class Labs. In those Labs, students will employ class time to construct a sample exam (Lab 1) and an interactive class (Lab 2). Each will address a different component of the course's material: Lab 1 focuses on the meanings and measurements of development, while Lab 2 addresses the "established" theories of development.

Lastly, students will prepare a paper of up to 12 double-spaced pages. Each student will present the main argument of their paper in class. The paper and presentation are both due on December 5. No late papers will be accepted.

Grades will be assigned as follows:

- Attendance and participation: 20% of final grade
- Labs: 30% of final grade
- Discussion questions/lead: 10% of final grade
- Final Paper: 30% of final grade
- Final presentation: 10% of final grade

ADAPTS

The instructor will work with ADAPTS so that all students have an equal opportunity for success. For information on ADAPTS, see <http://www.adapts.gatech.edu/>

Academic integrity and Honor Code

While students are encouraged to work together and collaborate with each other, you should clearly differentiate your work from that of others, including your peers and bibliographical sources. Complete and accurate representation of all direct quotations and paraphrased material is required. Plagiarizing will be addressed in accordance with the Georgia Tech Honor Code.

Statement on Diversity and Inclusion

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may manifest here as they do in broader society.

READINGS

August 22. *Introduction*

PART I: Meanings and Measurements of Development

August 27. *Meanings: Progress, modernity and development*

Arndt, H. W. "Economic Development: A Semantic History." *Economic Development and Cultural Change* 29, no. 3 (1981): 457-466.

Mazlish, B. "The Idea of Progress." *Daedalus* 92, vol. 3 (1963): 447-461

Truman, Harry. "Inaugural Address," January 20, 1949.

Gandhi, Mahatma. "Constructive Programme: Its Meaning and Place," 1945.

Mujica, J. "Statement, General Assembly of the United Nations," September 24, 2013 (video) (<http://gadebate.un.org/68/uruguay>)

September 3. *No Class*

September 10. *Measuring progress, modernity and development*

Arndt, H. W. *Economic Development: The History of an Idea*. University of Chicago Press, 1989 (read Chapters 3 and 4)

Casazza, A. "How are all countries, rich and poor, to define poverty?" 2015. (<http://www.undp.org/content/undp/en/home/blog/2015/10/16/How-are-all-countries-rich-and-poor-to-define-poverty-.html>)

Banerjee, Abhijit V., and Esther Duflo. "The Economic Lives of the Poor." *The Journal of Economic Perspectives* 21, no. 1 (January 1, 2007): 141-67.

Sen, Amartya. *Development as Freedom*. OUP Oxford, 2001 (read Chapters 1 and 2).

United National Development Program. *Human Development Report 2016: Human Development for Everyone*. (read Overview).

Cullather, Nick. *The Hungry World*. Harvard University Press, 2011 (read Chapter 1).

September 17. Lab: Exam Preparation

MIT Teaching and Learning Lab. *Revised Bloom's Taxonomy*.

Krathwohl, D. "A Revision of Bloom's Taxonomy: An Overview." *Theory into Practice* 41, 4 (Autumn 2002): 212-218.

McClymer, J. and L. Knowles. "Ersatz Learning, Inauthentic Testing." *Journal on Excellence in College Teaching* 3 (1992): 33-50.

Suskie, L. *Assessing Student Learning: A common sense guide*. John Wiley and Sons, Inc., 2009. (read chapters 10, 11)

PART II: Conventional Theories of Development

September 24. Modernization Theory I

Gilman, Nils. *Mandarins of the Future: Modernization Theory in Cold War America*. JHU Press, 2003 (read Chapter 1).

McNamara, Robert. "Address to the Board of Governors." Nairobi, Kenya, 1973.

Munk, N. *The idealist: Jeffrey Sachs and the quest to end poverty*. Doubleday, 2013.

October 1. Modernization Theory II

Gerschenkron, Alexander. *Economic Backwardness in Historical Perspective*, 1962.

Cullather, Nick. *The Hungry World*. Harvard University Press, 2011 (read Chapter 4).

Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. Yale University Press, 1998 (read Chapter 7).

Watson, V. "African Urban Fantasies: Dreams or Nightmares?" *Environment and Urbanization* 26, 1 (2014): 215 – 231.

Gilman, Nils. *Mandarins of the Future: Modernization Theory in Cold War America*. JHU Press, 2003 (read Chapter 6).

October 8. No Class

October 15. Structuralism and Import Substitution Industrialization

Rodney, Walter. *How Europe Underdeveloped Africa*. Pambazuka Press, 2012 (read Chapter 1)

Bennett, D. and K. Sharpe. *Transnational Corporations Versus the State: The Political Economy of the Mexican Auto Industry*. Princeton University Press, 1985. (read Chapters 1, 2, 3, 5, 6, 7, 8)

Prebisch, Raul. "Change and Development - Latin America's Great Task." In *Contemporary Latin American Social and Political Thought*. Rowan and Littlefield, 2008.

Bruton, Henry J. "A Reconsideration of Import Substitution." *Journal of Economic Literature* 36, no. 2 (1998): 903-36.

October 22. Neoliberalism and the turn to market-led development

Williamson, John. *Latin American Adjustment: How Much Has Happened?* Institute for International Economics, 1990 (read Chapter 2: What Washington Means by Policy Reform)

Haggard, S. and Webb, S. (eds) *Voting for Reform: Democracy, Political Liberalization and Economic Adjustment*. Oxford University Press, 1994. (read Chapters 7, 8, 9 and 10)

Gallagher, K. and Lyuba Zarsky. *The Enclave Economy: Foreign Investment and Sustainable Development in Mexico's Silicon Valley*. MIT Press: 2007 (Chapters TBD)

Palma, Jose G. "Why has productivity growth stagnated in most Latin American countries since the neoliberal reforms? 2011

October 29. Post-Development Theory

Rahnema, Majid, and Victoria Bawtree. *The Post-Development Reader*. Zed Books, 1997 (read pp. ix-xi and 85-93).

Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press, 2001 (read Chapter 2).

Ferguson, James. *The Anti-Politics Machine: "development," Depoliticization, and Bureaucratic Power in Lesotho*. U of Minnesota Press, 1990. (read Chapters 1-6)

Yunus, Muhammad. *Banker To The Poor*. Penguin Books India, 2007 (read Chapters 4-8).

McGregor, Andrew. "New Possibilities? Shifts in Post-Development Theory and Practice." *Geography Compass* 3, no. 5 (September 1, 2009): 1688–1702.

Sanyal B. "The myth of development from below." Unpublished paper as part of forthcoming book, Department of Urban Studies and Planning, MIT, 1996.

November 5. Lab: Interactive Class Preparation

Beatty, I. et al "Designing effective questions for classroom response system teaching." *American Journal of Physics* 74, 1 (2016): 31-39.

Mohamed, A. "Effects of Active Learning on Student Performance and Learning Perceptions." *International Journal for the Scholarship of Teaching and Learning* 2, 2 (2008).

Prince, M. and Richard Felder. "The many faces of inductive teaching and learning." *Journal of College Science and Teaching* 36, 5 (2007): 14-20.

Cooper, J. et al "The interactive lecture: reconciling group and active learning strategies with traditional instructional formats." *The Online Journal of Teaching and Learning in the CSU* (2003).

[In addition, I will upload a folder with examples of active learning techniques]

PART III: Emerging Approaches

November 12. Institutionalism

Acemoglu, Daron, and James A. Robinson. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Publishers, 2013 (chapters 1 and 3)

Open Society Justice Initiative. *Against the Odds: CICIG in Guatemala*. 2016.

Rodrik, Dani. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform." *Journal of Economic Literature* 44, no. 4 (December 1, 2006): 973–87.

Doner, Richard F. *The Politics of Uneven Development: Thailand's Economic Growth in Comparative Perspective*. Cambridge University Press, 2009 (read Chapters 1, 3 and 7).

November 19. No Class

November 26. New Industrial Policy

Amsden, Alice H. *The Rise of "The Rest": Challenges to the West from Late-Industrializing Economies*. Oxford University Press, 2001 (read Chapter 1).

Schneider, B. *Designing Industrial Policy in Latin America: Business-State Relations and the New Developmentalism*. Springer, 2015.

Priest, T. "Petrobras in the History of Offshore Oil" in ed. Schneider, B. *New Order and Progress: Development and Democracy in Brazil*. Oxford University Press, 2016. (pp. 53-77)

December 3. Student Presentations