

GLOBAL JUSTICE

PO526/IR523, Fall 2013
Tu, Th 3:30-5:00, CAS 203

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Office hrs: Tue, Thurs 5:00-6:30

This course examines the question of global justice. It is open to advanced undergraduate and graduate students. There are no pre-requisites.

The course begins with a discussion of how one might define the key term, global justice. Next, we survey various empirical indicators of the concept at a global level, accompanied by a more in-depth examination of the lived experience of poverty in one particular context (northeastern Brazil). Most of the rest of the course is consumed with the challenge of explanation. Why do some parts of the world enjoy high levels of wellbeing while others suffer under conditions of extreme deprivation?

In answering this question, a single-semester course is constrained to provide a broad overview of many subjects, with comparatively little time devoted to each. I have tried to highlight those causal factors that (in my view) have had the greatest impact on human welfare at a global level. I have also given preference to arguments that challenge conventional wisdom.

GRADES. Grades will be based on three components, weighted equally: (a) class participation (including attendance, participation, and occasional pop quizzes); (b) a paper due at the end of the semester; and (c) a final exam. You should be aware that this class will require a good deal of time and effort on your part. If you are unable to make this time-commitment you may be happier in a different course.

PROTOCOL. Please arrive on time. Do not read, sleep, or chat with your neighbors. Put your cell phones away. Unless there is some material that you need to access, please put your laptops, notepads, and other PDAs away as well. (You can take notes on paper.) Be respectful of others in your comments. Do not leave until class is dismissed.

ACADEMIC CONDUCT. Plagiarism or cheating of any kind (e.g., consulting notes during a closed-book exam) is strictly forbidden. Please be aware of the following Boston University policy: “All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty for cheating on examinations or for plagiarism may be ‘...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean.’”

ABSENCES, EXTENSIONS. Students are expected to take exams and complete written work at their scheduled times. No excused absences or extensions will be given without documentation of medical, religious or personal reasons, or official Boston University business. If you will be missing additional classes for religious reasons you must inform me of these dates during the first week of class; otherwise, I cannot excuse your absence.

PARTICIPATION. I expect active participation from all students in every session. I do *not* wish to lecture extensively, though I will do a bit of lecturing every week (more or less depending upon the topic). Nor do I intend to act as quiz-master (in the fashion of John Houseman in *Paper Chase*), though I will play this role if necessary. *You must participate regularly and intelligently in order to get a top grade in this class.* Shyness, or unfamiliarity

with the English language, is no excuse. This is a talking profession. Yadayadayada.

However, do not think of participation simply as a matter of “saying something.” There are insightful comments and questions, and then there is irrelevant drivel. You know what I’m getting at. Be especially judicious in the use of anecdotes drawn from your personal life. We all have stories, but these are not always relevant to the subject matter. By the same token, some students may have lived in the developing world or worked for an organization involved in the developing world. Stories drawn from these contexts may be *very* relevant.

Let me say a word about my own responses to your comments. You should realize that any professor who incorporates discussion into classroom activity is in a somewhat awkward position. I want to encourage open and frank discussion but I must also be sure to correct any misperceptions that arise from such discussion. If a comment is factually or logically wrong I will call attention to it. The purpose is not to embarrass the speaker but simply to clarify the point – for that person and for everyone else, many of whom may share the confusion. Making mistakes is part of the learning experience. If you do not allow yourself to make mistakes you are preventing yourself from learning. I make mistakes all the time. There is nothing wrong with a wrong answer. Oftentimes, the most productive sort of answer or question is one that reveals what is *not* clear in people’s minds. It is problematic, however, if your answer reveals that you have not done the assigned reading or that you have not been paying attention to previous class discussions.

Please be attentive to standard rules of decorum: avoid dogmatism, respect others’ views, and try to move class discussion forward (pay attention to what others say and respond to the previous point). We will observe the 1-finger/2-finger rule. When you raise two fingers it means that your comment follows directly upon the preceding point. Use the locution “like” only when comparing things – not, like, when pausing in the middle of a sentence.

ASSIGNMENT. Several theories of global justice will be introduced in the first meeting of the course. These will be reproduced on a PPT presentation, to be posted on the course web site. Which of these theories is most persuasive and most useful? You may consider other theories as well and you may formulate your version of any of these theories. Write a 10-page paper defending your view and demonstrating how the theory connects up to the issues discussed in this course. You may also wish to acknowledge weaknesses in your chosen theory. A first draft will be required, though only the final draft will be graded. (If you do not turn in the first draft – on the assigned date – the grade on the final draft will be lowered.)

READING. Assigned readings are marked by an asterisk on this syllabus. They consist of books to be purchased, material that can be found on the web (you may need to access journals through the BU library system), or material posted on our Blackboard site.

Readings, web sites, and films *without* an asterisk are optional. Additional suggestions are listed in a companion document which will be posted on the Blackboard site.

There is a lot of reading for this class. Some days it is heavier than others. But overall, it is considerable, and much of it is quite complex. Of course, it is a very *small* amount of reading relative to the vast subject matter of this course (which extends to virtually any factor that has an appreciable impact on human welfare).

Make sure you allot sufficient time to do the reading prior to class. This is essential in order to make the class work, for you and for me. If you haven’t done the reading ahead of time you will not be able to participate in class discussion and it will be difficult for you to follow my mini-lectures. Most important, you won’t be integrating the material in a sequential fashion.

In order to encourage everyone to do the reading (and reward those who do), there will be regular pop quizzes. Typically, I flip a coin at the beginning of class; if it turns up heads we have a quiz on the reading assigned for that day and/or on points touched upon in the previous class. Grading rules: a missed quiz constitutes an F for that quiz. The worst quiz grade over the course of the semester is automatically dropped, so you have one free pass.

Note that you need not read every sentence and footnote in a reading assignment. Read strategically. If you don’t know how to do this already I hope that you will learn over the course of the semester. Here are some hints: Think about the role of the reading in the context of the course: what’s most important? What is the author’s main argument(s)? How strong is the evidence? Good reading is not just a matter of memorizing

arguments but also a matter of analysis. I want you to read critically, to be active consumers of social science. How convinced are you of the argument? Have the counter-arguments been adequately addressed? How else might one approach this subject matter? It is more important to have thought about the material than to have read every sentence in an assignment.

TO PURCHASE

- Acemoglu, Daron; James A. Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown.
- Banerjee, Abhijit V.; Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs.
- Perkins, Dwight H.; Steven Radelet; David L. Lindauer. 2013. *Economics of Development, 7th ed.* Norton.
- Scheper-Hughes, Nancy. 1992. *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.

RESOURCES. Other courses at BU related to international development are posted at <http://www.bu.edu/gdp/>

For daily news of the world, try the international editions of the *New York Times*, the *Financial Times*, or the *BBC World News*, all of which are available on-line. When navigating these sites you can click through to some particular region of the world to get all available stories on that region.

For weekly news of the world, I suggest subscribing to *The Economist* if you can afford it (there may be student discounts). It has a distinct point of view but is perhaps the only weekly with extensive coverage of the world. The prose is engaging and the articles are short and to the point. You may also want to sign up for e-newsletters from the World Bank: <http://newsletters.worldbank.org>.

Important academic journals focused on international development (most of which can be accessed electronically through BU's library system) include: *Journal of Development Economics*, *Journal of Development Studies*, *Journal of Economic Literature*, *Journal of Economic Perspectives*, *Journal of International Development*, *New Global Studies*, *Population and Development Review*, *Studies in Comparative International Development*, *World Bank Economic Review*, *World Bank Research Observer*, *World Development*. Many other general-purpose journals in economics, political science, and sociology also feature work pertaining to themes of this course.

Useful URLs/blogs:

- Boston Network for International Development (BNID) (for organizations, jobs and events in the area): www.BNID.org
- How to get a job in international development: <http://www.oxfamblogs.org/fp2p/?p=12644>
- Chris Blattman: <http://chrisblattman.com/>
- Center for Global Development: <http://www.cgdev.org/section/opinions/blogs/>

SCHEDULE. It is possible that the dates and assignments shown below will be altered. If so, an announcement will be made in class and an email will be sent to all registered students. It is your responsibility to keep track of these changes. If there are fundamental changes to the syllabus during the course of the semester a new version of the syllabus will be sent to your email and posted on my homepage. (Note that the syllabus is posted only on my web site, not on the course web site, so as to avoid the confusion of multiple versions.)

Global Justice I (9/3)

What does global justice mean? What should it mean? (We return to this question throughout the course, especially at the very end.)

The Rise of Global Inequality (9/5)

How unequal is the world distribution of things that can be measured (e.g., income, health, education)? How have these patterns changed over time?

*Gapminder. www.gapminder.org/

*If it were my home: <http://www.ifitweremyhome.com/>

*Perkins, et al. 2013. *Economics of Development*, 7th ed. [chs 1-2]

Atkinson, Anthony B.; Andrea Brandolini. 2010. "On Analyzing the World Distribution of Income." *World Bank Economic Review* 24: 1-37.

Bourguignon Francois; C. Morrisson. 2002. "Inequality among world citizens: 1820–1992." *American Economic Review* 92:4, 727–44

Bourguignon, Francois; Victoria Levin; David Rosenblatt. 2009. "International Redistribution of Income." *World Development* 37:1 (January) 1-10.

Crow, Ben; Nichole Zlatunich; Brian Fulfroost. 2009. "Mapping global inequalities: Beyond income inequality to multi-dimensional inequalities." *Journal of International Development* 21:8, 1051-65.

Chen, Shaohua; Martin Ravallion. 2010. "The Developing World is Poorer than We Thought, But No Less Successful in the Fight Against Poverty." *Quarterly Journal of Economics* 125:4, 1577-1625.

Geography (9/10)

To what extent do geographic factors (climate, soil, access to rivers and seas, land mass configurations, natural flora and fauna) condition the prospects for long-term economic development? Why did Asia triumph over the rest of the world? Why did the industrial revolution occur in Western Europe and not East Asia? What immediate and ongoing impact might geography have on development?

*Mellinger, Andrew D.; Jeffrey Sachs; John L. Gallup. 1999. "Climate, Water Navigability, and Economic Development." CID Working Paper No. 24.

*Olsson, Ola. 2005. "Geography and Institutions: A Review of Plausible and Implausible Linkages." *Journal of Economics* Suppl. 10 (special issue), 167-94.

Diamond, Jared. *Guns, Germs, and Steel*. [prologue, chs 3-4 and 9-13, pp. 405-17. NB p. 87.]

Hilling, David. 1996. "Transport and Development." In Hilling, *Transport and Developing Countries* (London: Routledge) 1-37.

Goldstone, Jack. 2009. *Why Europe? The Rise of the West in World History, 1500-1850*. New York: McGraw-Hill.

Landes, David. 1999. *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor*. [chs 1-2]

Colonialism, Slavery (9/12)

How is the distribution of welfare across the world affected by geo-politics (past and present)? What role did/does imperial/colonial arrangements play in the development of the "first" world and the much slower development of the "third" world?

*Acemoglu, Robinson. *Why Nations Fail*. [ch 9]

Abernethy, David B. 2001. *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980*. New Haven: Yale University Press.

Angeles, Luis. 2007 "Income Inequality and Colonialism." *European Economic Review* 1155-76.

Fieldhouse, D.K. 1966. *The Colonial Empires: A Comparative Study from the Eighteenth Century*. London: Macmillan. [a classic treatment]

Grier, Robin M. 1999. "Colonial Legacies and Economic Growth." *Public Choice* 98:3-4, 317-35.

Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press. [ch 5]

Mamdani, Mahmood. 1996. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton: Princeton University Press. [ch 2]

Olsson, Ola. 2009. "On the Democratic Legacy of Colonialism." *Journal of Comparative Economics* 37:4, 534-51.

Macroeconomic Policy and International Political Economy (9/17)

What role does international trade, and international financial institutions (IFIs), play in development? How did the current economic order come to be? Does it work to the advantage of the developing world? How might it be improved? Who governs the global order?

*Perkins, et al. 2013. *Economics of Development*, 7th ed. [chs 5, 18-19] [More detail on these subjects is provided in Part III, which you may browse if you wish. Only chs 5, 18-19 is assigned.]

KOF index of globalization: www.globalization.kof.ethz.ch/

Film: *The World Bank: The Great Experiment* (1997; 2 parts, 50 min. each). [available at Krasker Film Archive.]

Film: "The New Rulers of the World." Youtube clip: www.youtube.com/watch?v=_xgx Cf05Kmw

Chase-Dunn, Christopher; Yukio Kawano; Benjamin D. Brewer. 2000. "Trade Globalization since 1795: Waves of Integration in the World-System." *American Sociological Review* 65:1 (February) 77-95.

Rodrik, Dani. 2006. "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*.

Rudra, Neta. 2008. *Globalization and the Race to the Bottom in Developing Countries: Who Really Gets Hurt?* Cambridge: Cambridge University Press.

Williamson, John. 2000. "What Should the World Bank Think about the Washington Consensus?" *World Bank Research Observer* 15:2 (August) 251-64.

World Bank and IMF. See BBC Profile: http://news.bbc.co.uk/2/hi/americas/country_profiles/3670465.stm

World Trade Organization (WTO). See BBC Profile:

http://news.bbc.co.uk/2/hi/europe/country_profiles/2429503.stm

World Trade Organization, *Understanding the WTO*, ch. 1

http://www.wto.org/english/thewto_e/whatis_e/tif_e/utw_chap1_e.pdf

For further info on the IMF and the World Trade Organization (WTO) see their homepages.

Inequality (within-country) and Poverty (9/19)

What are the causes of intra-country inequality and poverty? What its consequences?

*Perkins, et al. 2013. *Economics of Development*, 7th ed. [ch 6]

Alvaredo, Facundo; Anthony B. Atkinson; Thomas Piketty; Emmanuel Saez. 2013. "The Top 1 Percent in International and Historical Perspective." NBER Working Paper No. 19075.

Galor, Oded; Omer Moav; Dietrich Vollrath. 2004. "Land Inequality and the Origin of Divergence and Overtaking in the Growth Process: Theory and Evidence." Brown Economics Working Paper 2003-04.

Glaeser, Edward L. 2006. "Inequality." In Barry Weingast & Donald Wittman (eds.), *Oxford Handbook of Political Economy* (Oxford: Oxford University Press) 624-41.

Williamson, Jeffrey G. 1997. "Globalization and Inequality, Past and Present." *World Bank Research Observer* 12:2, 117-35.

Lived Experience of Poverty (9/24)

What does poverty mean to those who are extremely poor? What is the lived experience of global poverty?

*Scheper-Hughes, Nancy. *Death Without Weeping*. [pp 1-21, chs 1-5, 7-10]

Scheper-Hughes interviewed by Harry Kreisler. [Posted on Youtube]

Banerjee, Abhijit; Esther Duflo. 2006. "The Economic Lives of the Poor." *Journal of Economic Perspectives* 21:1, 141-67.

Banerjee, Abhijit; Roland Benabou; Dilip Mookherjee (eds). 2006. *Understanding Poverty*. Oxford: Oxford University Press.

Collins, Daryl; Jonathan Morduch; Stuart Rutherford; Orlanda Ruthven. 2009. *Portfolios of the poor: how the world's poor live on \$2 a day*. Princeton: Princeton University Press.

Krishna, Anirudh. 2010. *One Illness Away: Why People become Poor and How They Escape Poverty*. Oxford: Oxford University Press.

Capitalism for those without capital (9/26)

Are businesses run by poor people, largely in the informal sector, possible? Are their obstacles and opportunities different from businesses run in the formal sector? Does microenterprise work? Why don't the poor save (more)? Why don't economic institutions serve the poor better? What role might non-profit organizations perform? Does micro-lending work?

*Banerjee, Duflo. *Poor Economics*, ch 6-9.

Food, Agriculture (10/1)

Are famines rarer today than in the past? What are/were their causes? What can be done to avoid them in the future?

Is there a food crisis today, and if so why? In what respects is agricultural policy detrimental to agricultural production?

*Perkins, et al. 2013. *Economics of Development*, 7th ed. [chs 16-17]

*Banerjee, Duflo. *Poor Economics*, ch 2.

- *Collier, Paul. 2008. "The Politics of Hunger: How Illusion and Greed Fan the Food Crisis." *Foreign Affairs* (November/December).
- *"Voting with your Trolley." *The Economist* (12/9-15/2006) 73-5.
- *"Special Report: Feeding the World," *The Economist* (2/24/2011).
- *<http://spectrum.ieee.org/static/why-africa-can-feed-itself-and-help-feed-the-world-too>
- Bearak, Barry. 2003. "Why Famine Persists." *New York Times Magazine* (July 13).
- Block, Steven. 2010. "The Decline and Rise of Agricultural Productivity in Sub-Saharan Africa Since 1961." NBER Working Paper No. 16481.
- O Grada, Cormac. 2009. *Famine: A Short History*. Princeton: Princeton University Press.
- Paarlberg, Robert. 2010. *Food Politics: What Everyone Needs to Know*. Oxford: Oxford University Press.
- Tokarick, Stephen. 2008. "Dispelling Some Misconceptions about Agricultural Trade Liberalization." *Journal of Economic Perspectives* 22:1 (Winter) 199-216.
- For a detailed look at US agricultural subsidies: http://farm.ewg.org/farm/dp_analysis.php

Population (10/3)

Are we still living in a Malthusian world? What is the trajectory of current population growth? How is population growth both a contributing factor in development, and a brake on development? What are the causes of demographic transition? What role does migration play in international development?

- *Perkins, et al. 2013. *Economics of Development*, 7th ed. [ch 7]
- *Banerjee, Duflo. *Poor Economics*, ch 5.
- Bongaarts, John; Susan Cotts Watkins. 1996. "Social Interactions and Contemporary Fertility Transitions." *Population and Development Review* 22:4. (December) 639-82.
- Collier, Paul. 2013. *Exodus: How Migration is Changing our World*. Oxford: Oxford University Press.
- Dyson, Tim. 2001. "A Partial Theory of World Development: The Neglected Role of the Demographic Transition in the Shaping of Modern Society." *International Journal of Population Geography* 7, 67-90.

Health, Mortality (10/8)

What are the causes of mortality around the world? Why is mortality declining in most parts of the world? What are the ongoing challenges to global health? Are these solvable challenges? What impact does health have on growth?

- *Perkins, et al. 2013. *Economics of Development*, 7th ed. [ch 9]
- *Banerjee, Duflo. *Poor Economics*, ch 3.
- *Bryce, Jennifer; R.E. Black, et al. 2005. "Can the World Afford to Save the Lives of 6 Million Children Each Year?" *Lancet* 365:9478, 2193-200.
- Deaton, Angus. 2007. "Global patterns of income and health: facts, interpretations, and policies." National Bureau of Economic Research Working Paper No. 12735.
- Sachs, Jeffrey; Pia Malaney. 2002. "The economic and social burden of malaria." *Nature* 415:6872, 680-85.
- Soares, Rodrigo R. 2007. "On the Determinants of Mortality Reductions in the Developing World." *Population and Development Review* 33:2 (June) 247-87.
- Garrett, Laurie. 2007. "The Challenge of Global Health." *Foreign Affairs* 86:1 (January/February).
- Center for Global Development, *Global HIV/AIDS and the Developing World*
http://www.cgdev.org/files/2851_file_GLOBAL_HIV_AIDS1.pdf
- Film: "Rx for Survival" (Film, PBS, 2005). [Three 2-hour segments.]

Education (10/10)

Can education for all be achieved? More precisely, at what level, and at what cost, can it be achieved? What causal effects do investments in education have on economic growth, aggregate human capital, and human welfare?

- *Perkins, et al. 2013. *Economics of Development*, 7th ed. [ch 8]
- *Banerjee, Duflo. *Poor Economics*, ch 4.
- Beattie, Amanda; Lant Pritchett. 2012. "From Schooling Goals to Learning Goals: How Fast Can Student Learning Improve?"
- Bloom, D.E. and J.E. Cohen. 2002. "Education for All: The Unfinished Revolution." *Daedalus* (Summer) 84-95.
- Bruns, Barbara; Deon Filmer; Harry Anthony Patrinos. 2001. *Making Schools Work: New Evidence on Accountability Reforms*. World Bank.
- Pritchett, Lant. Forthcoming. *The Rebirth of Education: From 19th-Century Schooling to 21st-Century Learning*. CGD.

BU Monday (10/15)

Political Institutions (10/17)

What are “good institutions”? What is governance?

*Acemoglu, Robinson. *Why Nations Fail*. [chs 3, 12-14]

*Banerjee, Duflo. *Poor Economics*, ch 10.

Haggard, Stephan; Andrew MacIntyre; Lydia Tiede. 2008. “The Rule of Law and Economic Development.” *Annual Review of Political Science* 11, 205-34.

Sokoloff, Kenneth L.; Stanley L. Engerman. 2000. “History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World.” *Journal of Economic Perspectives* 14:3 (Summer) 217-32.

Rwanda: An Example of Civil Conflict (10/22)

What were the causes of the Rwandan genocide? Why did the international community prevaricate? What are the causes of ethnic conflict? Do ethnic differences cause conflict, or are they merely circumstantial?

*Film: *Frontline: The Triumph of Evil* (60 min). [In-class screening. Also available at Krasker Film Archive.]

*Wikipedia articles on Rwanda and the Rwandan genocide

Blattman, Christopher, and Edward Miguel. 2010. “Civil War.” *Journal of Economic Literature* 48:1, 3–57.

Chalk, Frank and Kurt Johannson. 1990. *The History and Sociology of Genocide*. New Haven: Yale University Press.

Davenport, Christian; Allan Stam. http://web.me.com/christiandavenport/Site_7/GenoDynamics.html

Klinghoffer, Arthur J. 1998. *The International Dimension of Genocide in Rwanda*. New York: New York University Press.

Mamdani, Mahmood. 2001. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton University Press.

Power, Samantha. 2001. “Bystanders to Genocide.” *The Atlantic Monthly* 288:2 (September) 84-108.

[<http://www.theatlantic.com/issues/2001/09/power.htm>]

Prunier, Gerard. 1997. *The Rwanda Crisis: History of a Genocide*. New York: Columbia University Press. [see especially pp. 1-61, ch 7.]

Sawyer, Amos. 2004. “Violent conflicts and governance challenges in West Africa: the case of the Mano River basin area.” *Journal of Modern African Studies* 42:03.

Stearns, Jason. 2011. *Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa*. Public Affairs.

Waller, James. 2002. *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*. Oxford: Oxford University Press.

Writing (10/24)

Guest lecturer: Joshua Yesnowitz

Statebuilding and State Failure (10/29)

Having a functional state is a prerequisite of sustained development. How do states develop? Why are some more functional than others?

*Szirmai, Adam. 2005. *The Dynamics of Socio-Economic Development*. Cambridge: Cambridge University Press. [ch 11]

*Goldstone, John A. 2008. “Pathways to State Failure.” *Conflict Management and Peace Science* 25:4, 285-96.

*Scott, James. 1998. *Seeing like a State: How Certain Schemes to Improve the Human Condition have Failed*. New Haven: Yale University Press. [Introduction & Conclusion, pp. 1-8, 342-58]

Public Administration (10/31)

What is the best way to provide services to those to need them most? Do centralized, “top-down” approaches work better/worse than decentralized, participatory, “bottom-up” approaches? What are the causes of corruption?

*Olken, Benjamin A. 2007. “Monitoring Corruption: Evidence from a Field Experiment in Indonesia.” *Journal of Political Economy* 115:2, 200-49.

*Bardhan, Pranab. 2002. “Decentralization of Governance and Development.” *Journal of Economic Perspectives* 16:4 (Fall) 185-205.

Botchway, K. 2001. “Paradox of Empowerment: Reflections on a Case Study from Northern Ghana.” *World Development* 29:1, 133–53.

Gerring, John, Strom Thacker, Carola Moreno. 2005. “Centripetal Democratic Governance: A Theory and Global Inquiry.” *American Political Science Review* 99:4 (November) 567-81.

Mansuri, Ghazala; Vijayendra Rao. 2011. *Localizing Development: Does Participation Work?* Washington: World Bank.

Michener, Victoria J. 1998. “The Participatory Approach: Contradiction and Co-option in Burkina Faso.” *World Development* 26:12 (December) 2105-16.

Pope, Jeremy; Transparency International. 2000. "Lessons Learned - A Progress Report," pp. 295-303, Chapter 29 of *Confronting Corruption: The Elements of a National Integrity System*.

Prud'homme, Remy. 1995. "The Dangers of Decentralization." *World Bank Research Observer* 10:2 (August) 201-20.
Wampler, Brian. 2008. "When does Participatory Democracy Deepen the Quality of Democracy? Lessons from Brazil." *Comparative Politics*.

Democracy (11/5)

Does regime-type affect development?

*Gerring, John, Philip Bond, William Barndt, Carola Moreno. 2005. "Democracy and Growth: A Historical Perspective." *World Politics* 57:3 (April) 323-64.

Culture (11/7)

What role does culture – including religion, ethnicity, race, caste, and political culture – play in long-run development?

*Szirmai, Adam. 2005. *The Dynamics of Socio-Economic Development*. Cambridge: Cambridge University Press. [ch 12]

*Guiso, Luigi; Paola Sapienza; Luigi Zingales. 2006. "Does Culture Affect Economic Outcomes?" *Journal of Economic Perspectives* 20:2 (Spring) 23-48.

Easterly, William; Jozef Ritzen; Michael Woolcock. 2006. "Social Cohesion, Institutions, and Growth." *Economics and Politics* 18:2 (July) 103-20.

Foster, George M. 1965. "Peasant Society and the Image of Limited Good." *American Anthropologist* 67 (April) 293-315.

LeVine, Robert A., Suzanne Dixon, Sarah LeVine, Amy Richman, P. Herbert Leiderman, Constance H. Keefer, and T. Berry Brazelton. 1994. *Child Care and Culture: Lessons from Africa*. Cambridge: Cambridge University Press. [ch 10]

Cultures and Global Justice (11/12)

What are indigenous peoples? What impact does development have on indigenous peoples? Does the quest for global justice demand the preservation of these cultures?

*"Babel Runs Backwards." 2005. *The Economist* (January 1) 62-4.

*Conklin, Beth A. and Laura R. Graham. 1995. "The Shifting Middle Ground: Amazonian Indians and Eco-Politics." *American Anthropologist* 97:4 (December) 695-710.

*Scott, James C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven: Yale University Press. [ch 1]

*Shweder, Richard A. 2000. "What about 'Female Genital Mutilation'?" *Daedalus* 129, 209-32.

*Watson, James L. 2004. "Globalization in Asia: Anthropological Perspectives." In Marcelo M. Suarez-Orozco (ed), *Globalization: Culture and Education in the New Millennium* (Berkeley: University of California Press).

Appadurai, Arjun. 2000. "Disjuncture and Difference in the Global Cultural Economy." In Frank J. Lechner and John Boli (eds), *The Globalization Reader* (Oxford: Blackwell) 322-30.

de la Cadena, Marisol; Orin Starn (eds.) 2007. *Indigenous Experience Today*. Oxford: Berg Publishers.

Loomis, Terrence M. 2000. "Indigenous Populations and Sustainable Development: Building on Indigenous Approaches to Holistic, Self-Determined Development." *World Development* 28:5 (May) 893-910.

Happiness (11/14)

*Helliwell, John; Richard Layard; Jeffrey Sachs. *World Happiness Report*. [Part I]

www.earth.columbia.edu/sitefiles/file/Sachs%20Writing/2012/World%20Happiness%20Report.pdf

2012 Gallup poll: <http://www.gallup.com/poll/159254/latin-americans-positive-world.aspx#1>

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Foreign Assistance (11/19)

Does development assistance work? What are the various institutions and instruments of assistance? What role do NGOs and first-world activists play in development?

*Perkins, et al. 2013. *Economics of Development*, 7th ed. [ch 14]

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- Easterly, William. 2006. "Planners versus Searchers," (Chapter 1 in *The White Man's Burden: Why the West's Efforts to Aid the Rest have Done so Much Ill and so Little Good*) 3-33.
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- Keck, Margaret; Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press. [ch 1]
- Mallaby, Sebastian. 2004. "NGOs: Fighting Poverty, Hurting the Poor." *Foreign Policy* 144 (September-October) 50-58.
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- Rodrik, Dani. 2006. "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*.
- Szirmai, Adam. 2005. *The Dynamics of Socio-Economic Development*. Cambridge: Cambridge University Press. [ch 14]
- van de Walle, Nicolas. 2005. *Overcoming Stagnation in Aid-Dependent Countries*. Washington: Center for Global Development. [chs 3-5]
- Wainaina, Binyavanga. 2005. "How to Write About Africa." *Granta* 92.

What is to be Done? (11/21)

- *Assignment: You have just obtained a policymaking position at a large charitable organization, an NGO, or USAID. Where do you think the resources of your organization are best allocated in order to address problems of global justice? Think of three initiatives that you can present to members of your organization. Be as specific as possible – knowing that members of your organization will have many questions about cost, scale, and feasibility, and will want to evaluate the effectiveness of the programs after they are implemented. (This is a one-page assignment and will be graded as a quiz.) In addition to ideas vetted in the readings below, and in previous sections of this course, you may wish to consider charter cities (associated with Paul Romer), Millennium villages (associated with Jeff Sachs), deliberative/participatory democracy (e.g., participatory budgeting), corporate social responsibility, citizen activism, and other nostrums.
- *Banerjee, Duflo. *Poor Economics*, "In Place of a Sweeping Conclusion."
- *UN Millennium Project, Jeffrey D. Sachs, Investing In Development: A Practical Plan To Achieve The Millennium Development Goals, January 2005 (Chapters 1 And 2)
[\[http://www.unmillenniumproject.org/reports/index_overview.htm\]](http://www.unmillenniumproject.org/reports/index_overview.htm)
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- Lomborg, Bjorn. 2004. *Global Crises, Global Solutions*. Cambridge: Cambridge University Press.

Duties to the Poor? (11/26)

- Are we personally responsible for the suffering of others around the world? Are we obligated to do something? Is it defensible (or even possible) to do nothing?
- *Barnett, Michael; Thomas G. Weiss. 2008. "Humanitarianism: A Brief History Of the Present," In *Humanitarianism In Question: Politics, Power And Ethics*. Barnett and Weiss, eds. Cornell University Press.
- *Kristof, Nicholas D. 2010. "D.I.Y. Foreign-Aid Revolution." *New York Times* (October 20)
www.nytimes.com/2010/10/24/magazine/24volunteerism-t.html?_r=1
- *Singer, Peter. 1972. "Famine, Affluence and Morality." *Philosophy and Public Affairs* 1:3 (Spring 1972) 229-43.
- *GiveDirectly:
<http://www.forbes.com/sites/kerryadolan/2013/05/28/why-google-and-facebook-cofounder-chris-hughes-are->

[giving-cash-directly-to-the-poorest/?utm_source=buffer&utm_medium=twitter&utm_campaign=Buffer&utm_content=buffer3c318http://www.thisamericanlife.org/radio-archives/episode/503/i-was-just-trying-to-help?act=1#play](http://www.thisamericanlife.org/radio-archives/episode/503/i-was-just-trying-to-help?act=1#play)

Jamieson, Dale. 2005. "Duties to the Distant: Aid, Assistance, and Intervention in the Developing World." *Journal of Ethics* 9:1-2 (March) 151-70.

Matthews, Dylan. 2013. "Join Wall Street. Save the World." *Washington Post* (May 31).

Rubenstein, Jennifer C. 2013. "Pluralism about Global Poverty." *British Journal of Political Science* 43, 775-97.

Weinstein, Michael M.; Ralph M. Bradburd. 2013. *The Robin Hood Rules for Smart Giving*. New York: Columbia Business School Publishing.

Global Justice II (12/3)

Do we need a theory of global justice? What place (if any) does philosophy have in a consideration of international development?

*First draft of writing assignment is due. Please send as an email attachment to me.

Conclusions (12/5)

Wrap-up discussion of major themes of the course.

Discussion (12/10)

What elements of global justice (that you feel are important) have been downplayed, ignored, or misrepresented in this class?

*Assignment: Bring at least one example to class with you. (Environmental issues do not count because I have not attempted to include them in this course.) (This is a one-page assignment and will be graded as a quiz.)

Final Exam (TBA)

Final draft of writing assignment due by email (TBA)

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