

# INHL 720: Development Theory & Issues

Fall 2008, Session II (starts Thursday, October 16, 2008)

Tues & Thu, 4 - 7.00 pm

Tidewater Building (room TBD)

3 credits

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## Overview of Course

This course critically reviews major theories, concepts and debates about social, human and economic development in the developing world. These concepts are useful to public health researchers and practitioners aiming to advance human well-being. First, we compare and contrast major development theories: economic growth, modernization, dependency, neoliberalism, sustainable development, human development, and human rights approaches. We aim to grasp the principles and critiques, with some attention to applications. The selection of theories is not comprehensive but reflects influential and representative schools of thought. Second we address contemporary, critical perspectives that are reshaping development practice. These include the Capabilities Approach, Human Rights, and Post-Development thought. These pose challenges to mainstream development and our notions of: poverty, participation, gender, culture, technology, globalization, sustainability, foreign aid, and development actors/institutions. Insights from a growing body of ethnographic and critical research on development agencies and projects show how theories, worldviews and assumptions translate into real “development” programs and projects that have often unexpected, unintended outcomes.

The course aims to address relatively simple questions such as:

- What are major theories of “development”?
- What are recent trends in development theory?
- How do different theories influence development practice?

We will also try to understand the context and debates around these questions:

- What useful lessons (if any!) have been learned after 50 years of “development”?
- How do we know if development is working (how do we measure it)?
- Is development a good idea?

The course is intended for the reflective student who wants a broad, interdisciplinary, critical overview of current trends in development theory and its implications for practice. You have a chance and the space to reflect on important debates. This course provides foundational concepts, terms and knowledge needed to function effectively in international public health and development. It will challenge you to think creatively about your possible roles in development and public health. The course should stimulate your appreciation of the normative dimensions of a nominally technical profession. This often leads to questions such as: What *should* “development” be about? *Who* should be involved, and how? What is *my role* in this process/project? What sort of *research* is needed?

## Specific Objectives

This course targets public health students with little formal training in social theory. You want to understand how your future research and practice fits into the larger scheme of international development institutions, projects, and funding. The goal is to help you, the student, become a more effective researcher, practitioner, and/or policy-maker. It is NOT intended to teach you how to “do development”. Instead, I hope to:

- help you understand major social theories underlying health and development practice over 50 years;
- appreciate the sources and validity of major criticisms;
- enable you to think critically about aid and technical assistance institutions, projects and practice;
- help you identify assumptions, contradictions and biases in development literature, proposals, and practice and reframe your actions to be more effective;
- aid you in developing a workable personal vision of your role as a public health and development professional.

## Prerequisites

An introductory course in social/economic development theory, such as INHL 604, or equivalent preparation or experience, is usually essential. The class moves rapidly and covers a large intellectual territory.

## Format

Different techniques help facilitate learning: lectures, discussion, class exercises, writing assignments. Be an active and informed participant! Short writing assignments force you to grapple with new ideas and comprehend basic concepts. Student-assisted activities provide varied activities. To succeed (learn, and earn a decent grade), plan to:

- keep up with the readings. Each session builds on the next;
- Read selectively and strategically: find the definitions, key authors, larger principles, major arguments and don't get bogged down in detail;
- Use and review hand-outs, assignment instructions and other special materials;
- Attend all sessions for the full 2.5 hours long. If you know you will be away, be diligent to make up, share notes and know what you missed. Contact fellow students and the professor to plan ahead (in advance) and to catch up (afterward);
- Read your Tulane email address ([\\*\\*\\*@tulane.edu](mailto:***@tulane.edu))
- Check blackboard for uploaded lectures, assignments, reading guidelines, external websites, etc.

## Texts and Readings

Purchase the required books (from friends, your local independent bookstore, or Amazon.com—especially the marketplace). Additional readings and handouts will be provided electronically through blackboard. There is no formal coursepack.

- “D&P” = Desai, V and R. Potter, 2002. *The Companion to Development Studies*. Arnold Publishers. ISBN 0 340 76051 6 (PB)
- “Ferguson” = Ferguson, James. 1990. *The Anti-Politics Machine: Depoliticization and Bureaucratic Power in Lesotho*. U. Minn. Press. ISBN 0-8166-2437-2
- “Escobar” = Escobar, Arturo, 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press. 0-691-00102-2 pb
- Easterly, William, 2006. “The White Man’s Burden”.

## Assignments and Evaluation

Your grade will be determined by individual writing exercises, participation, and an in-class activity. There are no exams.

- **5-7 short essays or other writing projects (45%).** Each will be about 1-2 pages, (1" margins, 11 point font, 1.5 line spacing). Topics and due dates are indicated in the schedule. Additional guidelines will be provided as needed. Each is worth either 5 or 10 points each. Label each with your last name and assignment number, and submit electronically to [lmurphy2@tulane.edu](mailto:lmurphy2@tulane.edu). Grading of written work: (1) intellectual content and your grasp of the ideas (2) organization of your ideas and overall argument, (3) presentation (writing style, tone, proofreading, tidiness). Pay attention to specific instructions, page length, and format. You can rewrite one assignment to improve your grade.
- **In-class activity (15% of grade).** Pick a specific day, topic and assigned reading(s) selecting from the schedule below. Grading: level of effort, preparation and appropriate handling of the material to meet the learning objectives. Expect guidance (such as handouts, specific objectives, prior year activities) from the instructor.
- **Participation (20%).** Attend regularly and join in intelligently in class discussion/exercises. I expect **informed** participation: this means more than simply speaking out at any moment; it means that you have adequately read the assigned materials and are prepared.
  - Attend all sessions. I expect **100%** attendance (with the exception of illness or family emergency, or academic conferences with advance warning). Please let me know in advance if possible if you cannot make a class, and talk with me and with fellow students to find out what you missed. Attendance counts towards your overall participation grade.
- **Final paper (20%)** due during exam week. Critically review William Easterly’s book: Link (selected) issues in the book with relevant theories and concepts discussed in class. Also explore and reveal your own normative perspective (i.e., what you think development should be about). Grading as with other written assignments. Format: aim for about 6 pages (1.5 spacing, 1 inch margins, 11 point font). I will accept and respond to outlines and rough drafts.

## Class **Schedule**

Date	Theme	Key Concepts	Readings (Do before class) & Assignments
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Thu 10/18	Overview of course, introductions  <b>Growth and Modernization</b>	The Enlightenment, modern, rationality, development studies, theory, ideology, normative vs. positive, modernization, stages of growth neoclassical economics, rational economic man, comparative advantage, growth vs development,	D&P Section 1, 2 (at least by day 2)  <b>Due Monday by email: Short assignment #1:</b> <i>What is modernization and the “stages of growth”?</i> How does these concepts represent a classic Western vision of development? Summarize the basic idea, context, and relevance of this concept as an approach to development. Attach your first entry into the “development matrix” handout. (10 points, 2 pages)
Tue 10/23	<b>Neoliberalism</b>	Keynesian economics, Bretton Woods institutions, neoliberalism, consumer welfare, structural adjustment programs (SAP), export-oriented development, EPZs, NICs, TNCs, NIDL, NAFTA, globalization, debt crisis	D&P Part 2, Part 4: Introduction, 4.1-4.6  <b>Due today: Short assignment #2</b> (1 page, 5 points, bullet point format): <i>What are/were ‘Structural Adjustment’ programs and policies?</i> (When did these emerge? What economic theories are associated with it? What specific policies were implemented? What are two major criticisms?
Thu 10/25	<b>Marxism &amp; Dependency Theories</b>	neo-Marxism, capitalism, modes of production, social relations of production, underdevelopment, dependent development, core-periphery, world systems theory, import-substitution industrialization (ISI), informal sector, survival strategies	D&P Sections 2.7-2.10 & 2.16 Part 4 Introduction & 4.1 -4.6
Tue 10/30	<b>Sustainable Development</b>	sustainability, Brundtland Commission, basic needs, social justice, gender, participation, green revolution, food security, integrated rural development (IRD), fair trade, Agenda 21, social capital, natural capital, livelihoods,	D&P Part 6 (p. 273-304); Part 3.1 - 3.6; 2.17 Handouts TBD  <b>Due today: Short Assignment 3,</b> <i>What is “Sustainable Development”?</i> Summarize the concept, its historical and institutional origins, implications for development practice, and criticisms
Thu 11/1	<b>Sustainable Human Development</b>	Freedom, human capabilities (vs. capital), basic needs, poverty as deprivation, human well-being, human development, security, vulnerability, instrumental vs.	Electronic readings: UNDP 2008 <i>Human Development Report</i> on blackboard & <a href="http://www.undp.org">www.undp.org</a> ; Robeyns, “Capability Approach”

		intrinsic values, ends vs. means, Human Development Index (HDI)	<b>Assignment #</b> Due today: Write a “Wiki” stub for the “Capabilities Approach” with definition, authors, references and links to resources and institutional websites. (10 points)
Tue 11/6	<b>Human Rights</b>	rights, human rights, rights-based approach to development universalist ethics, cultural relativism	Electronic readings (blackboard): ODI, Marks  <b>Assignment 5:</b> Summarize the concept of “human rights” and “rights-based development”. (5 points)
Thu 11/8	<b>Institutions of Development</b>	government, state, non-governmental organizations (NGOs), civil society, United Nations, bilateral & multilateral institutions, foreign aid, governance, humanitarian action, relief-development transition, globalization, partnerships,	D&P Part 10 Handouts TBD
Tue 11/13	<b>Post-structural and Post-modern influences</b>	Post-modernism, post-structuralism, post-developmentalism, ethnographies of development practice, technology, culture, partnership, expertise, participation, community, success, failure	Peet chapter (hardcopy only) D&P sections 1.12, 2.12, 2.13, 2.14 C & H, Preface, Chapters 1- 4 <b>Assignment 6</b> (5 points) <i>Appreciating discourse analysis.</i> Write a memo to your (health & development NGO) supervisor summarizing 2 key points from C&H
Thur 11/15		discourse, narrative, truth, knowledges, power, identity, social construction, deconstruction, universalism, essentialism	C & H, 5-9
Tues 11/20	<b>The Development Apparatus</b>	Ethnography of development, institutional ethnography, development apparatus, conceptual apparatus, institutional apparatus, development discourse, social construction of development, integrated rural development	Ferguson: Front matter, Chapters 1 - 4
Thu 11/22	No class	Thanksgiving	<i>Reflect on freedom(s), culture(s), capabilities, rights, health, and the invention of the Thanksgiving tradition</i>

			<b>Assignment 7.</b> 2 pages, 5 points, due Tues 11/27 noon by email): <i>Describe the 'development apparatus' of Ferguson</i>
Tue 11/27	<b>Development Apparatus</b>	bovine mystique, instrument effects, Anti-politics machine	Ferguson Chapters 5 -9
Thu 11/29	<b>Encountering development practice</b>	Deconstructing public health and development programs and projects	Escobar. Introduction, Ch 1, 2 & 3, Chapter 4 & 5
Tue 12/4	<b>Development in the 21<sup>st</sup> century</b>	What is development? Is it a good idea? Is it possible? What sort of development do you want to see? How will it happen?	Escobar, Ch 6 Ferguson, Epilogue
Thu 12/6	<b>Wrap up</b>	Panel/debate: More foreign aid or less? Planning or searching?	Submit summary of your review.
<i>Monday 12/10</i>	<i>Final paper due (by email) _____ by midnight NOLA time</i>		

## Reading List (Don't stop here! Keep reading)

Topics from A-Z: *aid, capabilities, conflict, culture, development ethnography, empowerment, feminist approaches, freedom, globalization, health, history, humanitarian action, human rights, IMF, institutions, NGOs, participation, postmodernism, technology change, theory, world bank*

- Alkire, Sabina. 200X. *Valuing Freedoms*.
- Anderson, Mary B. 1998. *Do No Harm: How Aid Can Support Peace—or War*. Lynne Rienner
- Bhavnani, Kum Kum, John Foran and Priya Kurian (eds). 2003. *Feminist Futures Re-Imagining Women, Culture and Development*. Zed Books.
- Briggs, Charles. 2003. *Stories in the time of Cholera: racial profiling during a medical nightmare*. UC Press. (for LAST students)
- Carmen, Raff. 1996. *Autonomous Development. Humanising the Landscape: An Excursion into Radical Thinking & Practice*. Zed Books
- Collier, Paul. 2007. *The Bottom Billion*.
- Crush, Jonathan. 1996. *Power of Development*. Collection of post-modernist, post-colonial readings on development theories, strategies, and research.
- de Waal, Alex. 1997. *Famine Crimes*. Classic critique of humanitarian action and the failure of development.
- Dorothea Hilhorst. 2003. *The Real World of NGOs. Discourses, Diversity and Development*. Zed Books.
- Farmer, Paul 2002. *Pathologies of Power. Health, human rights, and the new war on the poor*. UC Press.
- Griffiths, Peter. 2004. *The Economist's Tale. A Consultant Encounters Hunger and the World Bank*. Zed Books.
- Hopenhayn, Martin. 2001. *No Apocalypse, No Integration. Modernism and Postmodernism in Latin America*. Duke University Press. Dense analysis of the prospects for modernism in a post-modern Latin America.
- Macrae, Joanna. *Aiding Recovery? The Crisis of Aid in Chronic Political Emergencies*. Zed Books
- Cooke, Bill and Uma Kothari (eds). 2001. *Participation: the new Tyranny?* Zed Books
- Maren, Michael. 2002 *Road to Hell: The Ravaging Effects of Foreign Aid and International Charity*. From a review: “A scathing critique of the aid industry...”
- Nussbaum, Martha. 2000. *Women and Human Development*. Cambridge. Philosopher and legal scholar tackles the intersection of feminist theory and ‘capabilities’.
- Rao, V and M Walton. 2004. *Culture and Public Action*. Stanford Univ. Press
- Rist, Gilbert. 1997. *History of Development: From Western Origins to Global Faith*. A noted Swiss scholar of development surveys centuries of thought leading up to the modernist development project. Accessible and well-respected, arguing that “...development has always been a kind of collective delusion ...”
- Rowlands, Jo. 1997. *Questioning Empowerment: Working with Women in Honduras*. Oxfam. Empirical and theoretical exploration into the concept of empowerment and gender differentials and dimensions of development. Looks at health promotion and education programs focused on women.
- Sen, Amartya. 1997. *Development as Freedom*. Knopf. Elaborates on his conception of development as expanding capabilities and freedoms.
- Stiglitz. Joseph. 2002. *Globalization and its Discontents*. Norton. This ex-WB (insider) economist argues that institutions of globalization (including IMF, WB) have failed to serve developing countries