

PPD 251 / SOC 235: Poverty and Development

University of California, Irvine

Course summary and goals

This is an introductory graduate-level course to the topic of international development and poverty alleviation. Its perspective is multidisciplinary and is intended both for Master's and PhD students. During this course, students will trace definitions and operationalizations of the idea of development – including the consequences of these for societies, economies, institutions, groups, and individuals – from the mid-20th century to today. In doing so, students will gain the context necessary to consider different definitions of development currently in use, including economic output, productivity and technological learning, incomes, capabilities, and autonomy. They will have the tools necessary to analyze a specific development intervention taking into account historical context, the theoretical assumptions involved, and practical considerations of implementation. As a result of taking this course, students will be better prepared to:

- Identify and assess different development objectives;
- Understand the historical and theoretical context of different definitions of development;
- Understand and think critically about key theories as they relate to real-world policy considerations;
- Develop skills to identify and know how to place key actors in relation to each other in a given development and/or poverty policy scenario;
- Employ both theory and factual knowledge to discern effective from ineffective development and poverty interventions;
- Appropriately apply lessons learned in one setting to another.

No previous coursework is required for this class. That said, this is a reading-intensive course with a high proportion of its reading materials drawn from scholarly venues. Although many readings employ specialized terms, those crucial to the course learning goals will be highlighted in lectures. Class discussions will have a strong emphasis on helping to set the context for readings and their topics, as well as to review readings and make connections among them. Students who have difficulty with any of the economics or mathematics are encouraged to seek out basic primers on economic terminology and methodology. Aside from basic resort to Google and Wikipedia, following are some suggestions:

Khan Academy, “Microeconomics” and “Macroeconomics.” Video-based online introductory economics courses:

<https://www.khanacademy.org/finance-economics/microeconomics>

(also repeat above address, but with /macroeconomics as the last directory)

Economist.com “backgrounders” – background info on a broad array of political and economic topics with links to related news articles:

<http://www.economist.com/topics/>

If substantive questions regarding theoretical and/or technical aspects of readings remain, students are strongly encouraged to contact the instructor to arrange an appointment to discuss them.

Course format, assignments, and grading

This class is formatted with elements both of lecture and graduate seminar, as well as some in-class collaborative activities. Students are expected to actively participate and voice their own questions, opinions and concerns as they pertain to their own and their peers’ learning. **To attain the highest possible evaluations in this course, students must attend and participate regularly.** This is reflected in the participation portion of the course grade (see below.)

Coursework is comprised of three memo responses to a session’s readings, one in-depth “study guide” and accompanying brief presentation to the class regarding one reading, a final paper on a development-related topic of interest to the student, plus a class presentation on the student’s final paper topic during the last week of classes.

Memo responses: Students will write three 250-500-word memos over the course of the quarter that discuss at least two readings in the immediate upcoming class (any class from January 12th through March 9th). These memos should be submitted to the appropriately labeled dropbox by no later than **11:59PM the day before class**. The main purpose of the memo assignment is to encourage develop their thinking within and across the course readings, and to practice applying course material to related questions and challenges in the fields of development and poverty alleviation. To maximize the benefits and quality of feedback students receive from these exercises, the writing of memos must be distributed over the course of the quarter. **The final day to submit a first memo is [REDACTED]; for the second memo, [REDACTED]; and for the third memo, [REDACTED].** Students are encouraged to submit memos on other days, but failure to turn in a memo within one of the aforementioned three-week time periods will result in a reduction of 30% of the memo’s maximum grade (3/10 points). For more information on the goals and criteria related to memos, see “Guide to reading response memos” on page 12 of this syllabus.

Study guides: Study guides have a distinct purpose from memo responses. While memo responses are primarily synthetic, promoting breadth of thinking by connections between course materials and themes, study guides are more depth-oriented, and ask students to help each other’s learning by parsing some materials at a deeper level than they may be

able to devote to each class reading. The basic procedure for a study guide is as follows: 1) produce a guide that in at least 1-2 pages covers one required reading in-depth (for directions on what this should include, see “Guide to writing and presenting reading study guides” on pages 13-14 of this syllabus); 2) Arriving to class with hard copies to distribute to all those attending, including the instructor; 3) Providing a 5-10 minute overview of the contents of the paper covered in the study guide, with suggested discussion questions. The instructor will also provide separate comments on these readings in a way that is intended to be complementary to students’ efforts. **Students can sign up in advance to produce study guides for any scholarly required readings (i.e. published in an academic journal or book) and are expected to do so individually for one reading over the course of the quarter.**

Final paper: For this assignment all students must write a ten- to twelve-page (double-spaced) paper on an international development topic of their choosing. To help students develop their paper topics, two class sessions will be devoted to shaping and outlining final papers. *Students are also strongly encouraged to visit the instructor’s office hours to discuss paper topics*, as even brief conversations can often help clarify a student’s scope of effort. To accommodate the range of needs typical of both master’s and doctoral students two main types of paper – a policy analysis and a research proposal – are allowed. **Final papers are due to the course eee dropbox by 11:59 PM Tuesday, [REDACTED]**. Instructions for the two main styles of final paper, as well as the criteria for the preliminary proposal and outline assignments, can be found under the section “Final papers” on pages 14-16 of this syllabus.

Final presentation: The final week of class is reserved for students to present and discuss the topics and preliminary findings of their final papers. Presentations will be brief (≤ 5 minutes); if students choose to use PowerPoint as a presentation aid (not required), they will be limited to five slides, plus one slide for works cited. For more information about suggested format for a presentation, see the “Final Presentations” section on page 16 of the syllabus.

Grading

Class attendance and participation:	10%
Reading response memos (Three total, 10% each):	30%
One in-depth study guide for one reading:	10%
Final paper prep assignments (5% each: proposal due [REDACTED], outline [REDACTED]):	10%
Presentation of final paper:	10%
Final paper:	30%

Statement on the classroom as a safe, inclusive environment

The instructor considers the maintenance safe and inclusive classroom conditions where all adhere to academic standards that promote professionalism an essential component of completing the goals of the course. To that end, several topics and related resources are highlighted below. If students have any questions related to these topics, they are welcome to communicate directly with the instructor over email and/or during office hours, whichever is most appropriate for the topic of concern.

Students with disabilities or special needs

Students with disabilities who need accommodations are encouraged to contact the instructor. The UCI Disability Services Center is available to accommodate students. You can learn more about programs and support by visiting the UCI Disability Services Center website at www.disability.uci.edu, by phone: 949-824-7494 and by TDD:949-824-6272.

Academic honesty

Students are expected to take responsibility for understanding what constitutes academic honesty and original authorship. Violation of these principles will not be tolerated and will be reported to university administration. A statement regarding UC Irvine's policies related to academic honesty can be found at: <http://honesty.uci.edu>. Students can also refer to an online learning module on the topic available at:

[http://cast.oit.uci.edu/tltc/Production/TLTC/DUE Plagiarism Tutorial/Plag Tutorial.htm](http://cast.oit.uci.edu/tltc/Production/TLTC/DUE_Plagiarism_Tutorial/Plag_Tutorial.htm)

A useful visual guide to the multiple dimensions and types of plagiarism can be found at: http://thevisualcommunicationguy.com/wp-content/uploads/2014/09/Infographic_Did-I-Plagiarize.jpg

Sources of academic support for students

UC Irvine offers a number of resources and services at the university level to support both undergraduates and graduate students' academic progress and achievement. Students interested in general support for their academics are encouraged to visit Student Support Services (for undergraduates: <http://sss.uci.edu/overview-of-sss/services/>), or the Graduate Division (for graduate students: <http://grad.uci.edu/services/index.html>) for more information.

Inclusion, discrimination, and safe spaces

Students should be able to learn and develop their skills in an environment where aspects of their background (e.g. race, gender, religion, sexual preference, citizenship status) pose no hindrance to their learning. This is dependent upon peers in class and the instructor practicing accepting and non-discriminatory behavior.

Students are encouraged to review university policies on discrimination and harassment to help ensure that they meet these standards. These policies can be found at: <http://www.oeod.uci.edu/policy.html>

Students concerned about the relationship between citizenship status and their standing in the university are encouraged to examine the resources available at the website of the DREAMer coordinator in the Student Outreach and Retention (SOAR) office: <http://dreamers.uci.edu/>

If students have any questions or concerns regarding these or other related matters, they are welcome to contact the instructor.

Course Readings

Tuesday, [REDACTED] Why study international development?

Overview of class structure and content

Thursday, [REDACTED] The big questions: What is at stake

Development is a topic that often attracts polarized views and revisited debates. Why is this? On what, exactly, are optimists and pessimists disagreeing, and what do the different positions imply for what is possible in development and how it should be achieved?

Farmer, P. (1996) "On Suffering and Structural Violence: A View from Below." *Daedalus* 125(1), pp.261-283.

Hobbes, M. (2014) "Stop Trying to Save The World." *The New Republic*, November 17, 2014, <http://www.newrepublic.com/article/120178/problem-international-development-and-plan-fix-it>

Gates, W. (2014) "Three Myths That Block Progress for The Poor." <http://annualletter.gatesfoundation.org>

The Economist (2013) "Poverty: Not Always With Us." June 1st, 2013. <http://www.economist.com/news/briefing/21578643-world-has-astonishing-chance-take-billion-people-out-extreme-poverty-2030-not>

Tuesday, [REDACTED]: Origins of modern development: Colonialism

Although the notion of "economic development" as it is discussed and practiced today hardly circulated before the mid-20th century, its birth as a project grew directly out of the dissolution of the European empires in the World Wars. How did the structures of these empires condition the political, economic, and social landscapes of developing countries, and how did they impact the understandings of development that were to follow?

Dalrymple, W. (2015) "The East India Company: The Original Corporate Raiders." *The Guardian*, March 4, 2015.

Burbank, J. and Frederick Cooper (2010). "Imperial Repertoires and Myths of Modern Colonialism." Ch. 10 of *Empires in World History: Power and The Politics of Difference*. Pp.287-330.

Recommended: Acemoglu, D. and J. Robinson (2012) "Three African Chiefs." pp.404-414 of *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown Publishers.

Thursday, [REDACTED]: Connecting colonialism to today

If colonialism strongly impacted the political economies of developing countries in divergent ways, then political process of decolonization, as well as the transition from the geopolitics of colonial Europe to the Cold War, also exerted strong impacts on the definitions, practices and trajectories of economic development and poverty alleviation. This session's readings explore those transitions.

Orwell, G. (1936) "Shooting an Elephant."

Burbank and Cooper Ch. 13, "End of Empire?" pp.413-442.

Recommended: Mamdani, M. (2001) "Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism." *Comparative Studies in Society and History* 43(4):651-664

Tuesday, [REDACTED]: Modernization Theory

What were the main tenets of what is known as "modernization theory"? How was it shaped by its (post-colonial, Cold War) context? How did it envision development as a process? How is it relevant to ongoing projects today?

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

https://www.trumanlibrary.org/whistlestop/50yr_archive/inagural20jan1949.htm

Note: While the whole speech is not long and worth reading in full, pay special attention to Truman's four points on "courses of action," and in particular the fourth point.

Rostow, W. W. (1959). "The Stages of Economic Growth." *The Economic History Review*, 12(1), 1–16. *Note: Place emphasis on pages 3-13.*

Recommended: Berlin, I. (1969) "Two Concepts of Liberty." In *Four Essays on Liberty*. Oxford: Oxford University Press.

NOTE: this is the last session to turn in your first reading memo of the quarter. Memos are due by 5PM the day before the session in which we will discuss the readings covered in the memo.

Thursday, [REDACTED]: Review and discussion of final paper proposals

Paper proposals are due by 5PM on this day in the appropriately labeled eee dropbox. Students should arrive to class with one printed copy of their proposals for the purposes of discussion and feedback.

Tuesday, [REDACTED] The Bretton Woods Institutions

Known as "The Bretton Woods Institutions," The World Bank (originally the International Bank for Reconstruction and Development) and the International Monetary Fund (IMF) were created in the wake of World War II to stabilize the postwar economies of its (largely destroyed) combatant nations. In our time they are more popularly associated with the "structural adjustment" imposed on developing countries in the debt crises of the 1980s and 1990s. How do these institutions work, how have they changed over time, and where do they fit into the overall international development agenda?

Lateef, K.S. (1996) "The World Bank: Its First Half Century." Pp.291-304 of Roe Goddard, C., J.T. Passé-Smith, and J.G. Conklin, eds, *International Political Economy: State-Market Relations in the Changing Global Order*. Boulder, CO: Lynne Rienner Publishers, Inc.

Rich, B. (1996) "World Bank/IMF: 50 Years Is Enough." pp. 305-313 of Roe Goddard, C., J.T. Passé-Smith, and J.G. Conklin, eds, *International Political Economy: State-*

Market Relations in the Changing Global Order. Boulder, CO: Lynne Rienner Publishers, Inc.

Recommended:

Buerkle, T. (2014) "Can Jim Kim's Scientific Ways Help the World Bank End Poverty?" *Institutional Investor*, September 17, 2014.

Thursday, [REDACTED] **Dependency Theory**

One of the key tenets of the modernization-oriented postwar development project was that the interests of developed and developing countries were in harmony. Dependency theory drew from a neo-Marxist framework to suggest otherwise. On what basis did it take issue with modernization theory, and what alternatives did it propose? Are these alternatives still useful?

Valenzuela, J.A. and A. Valenzuela (1978) "Modernization and Dependency: Alternative Perspectives in The Study of Latin American Underdevelopment." *Comparative Politics* 10(4), pp.535-557

Bruton, H. (1998) "A Reconsideration of Import Substitution." *Journal of Economic Literature*, pp. 903-920 *Note: Read only to the end of section V of this paper for this session.*

Tuesday, [REDACTED] **Post-Fordism and the fall of "classic" development economics**

The shifts away from modernization as the dominant paradigm of economic development and poverty alleviation in the Global South in the late 1970s and early 1980s were intertwined with profound changes in the structure of the global economy. To understand changing definitions of development that have persisted up to the present, we have to understand these global economic shifts and how they were channeled into changes in the discourse on development. This implicates models of the role of the state, techniques of poverty alleviation, and definitions of development itself.

Harvey, D. (1989) "The Political-Economic Transformation of Late Twentieth-Century Capitalism." Chapters 8 and 9 of *The Condition of Postmodernity*. Cambridge, MA: Blackwell, pp. 125-172.

Hirschman, A. (1981) "The Rise and Decline of Development Economics." From *Essays in Trespassing: Economics to Politics and Beyond*, pp. 1-24, Cambridge University Press.

Recommended: Harvey, chapters 10 and 11, pp.173-197.

Thursday, [REDACTED] **The "Washington Consensus"**

What was the "Washington Consensus"? From where did it derive its legitimacy? What were its assumptions? And now that it appears – at least superficially – to have been decisively abandoned, what are we left with?

Williamson, J. (1990) "What Washington Means by Policy Reform." From J. Williamson, Ed. *Latin American Adjustment: How Much Has Happened?* Peterson Institute for International Economics.

<http://www.iie.com/publications/papers/paper.cfm?researchid=486>

Rodrik, D. (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*, 44(4), pp.973-987. *Note: Focus on pages 973-982 (up until section 6), plus the conclusion.*

Recommended: Ostry, J.D., P. Loungani, and D. Furceri (2016) "Neoliberalism: Oversold?" *Finance & Development* June 2016, pp.38-41.

Tuesday, [REDACTED]: Course review and discussion of final paper progress

Note: Final paper outlines are due today. Similar to paper proposals, outlines must be uploaded to the appropriate eee dropbox by 5PM on this day, and students are required to bring one printed copy of their outlines with them to class.

Thursday, [REDACTED]: The "Developmental State" and East Asia

To process the present-day development landscape, it will be useful to consider major models of the political economy in the Global South. The first comes from a region broadly categorized as a development "success," and certainly the world leader in poverty alleviation as defined by rising incomes and human development indices – East Asia. What distinguishes the trajectories observed in this region? Are these experiences replicable elsewhere?

Kohli, A. (2009) "Nationalist Versus Dependent Capitalist Development: Alternate Pathways of Asia and Latin America in a Globalized World." *Studies in Comparative International Development*, vol. 44, pp. 386-410.

Bruton, H. (1998) "A Reconsideration of Import Substitution." *Journal of Economic Literature*, pp. 920-936 *Note: For this session, we will continue this paper from section VI forward.*

Recommended: Doner, R.F., B.K. Ritchie, and D. Slater (2005) "Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective." *International Organization* 59:327-361.

NOTE: this is the last session to turn in your second reading memo of the quarter.

Tuesday, [REDACTED] Regional trajectories cont'd: Latin America

If East Asian countries exceeded postwar development expectations, Latin American countries have been and continue to be a mystifying disappointment. Many explanations, included some discussed in the previous session's readings, have been offered. Why does Latin America at the region seem indefinitely on the cusp of development? What prevents its countries from crossing the threshold?

Schneider, B. R. (2009) "Hierarchical Market Economies and Varieties of Capitalism in Latin America." *Journal of Latin American Studies*, vol.41, pp.553-575.

The Economist (2014) "Life After the Commodity Boom." March 29, 2014.
<http://www.economist.com/news/americas/21599782-instead-crises-past-mediocre-growth-big-riskunless-productivity-rises-life>

Thursday, [REDACTED]: Regional trajectories cont'd: The Middle East and Africa

Both the Middle East and Africa (Northern and Sub-Saharan) have historically been painted as especially resistant to development, especially from a modernization perspective. Why is this? Has a strong understanding of these regions ever penetrated into Western development scholarship? What distinguishes their trajectories thus far?

Yousef, T.M. (2004) "Development, Growth and Policy Reform in the Middle East and North Africa since 1950." *Journal of Economic Perspectives*, 18(3), pp.91-116.

Bates, R. (1981) *Markets and States in Tropical Africa*. Berkeley: University of California Press. Selected portions: Introduction, pp.1-10; Ch. 5, "The Market as Political Arena and the Limits of Voluntarism," pp.81-95; Ch. 7, "The Origins of Political Marginalism: Evoking Compliance from the Countryside," pp.106-118.

The Economist (2013) "Special Report: Africa Rising." March 2, 2013
<http://www.economist.com/news/special-report/21572377-african-lives-have-already-greatly-improved-over-past-decade-says-oliver-august>

Recommended:

Jerven, M. (2015) "Why Economists Get Africa Wrong." *New African Magazine*, July 2015.

Tuesday, [REDACTED]: The informal sector

One of the key puzzles of post-modernization development has been the interpretation of the "informal" sector – its boundaries, its contents, and its implications for poverty alleviation. How can we gather a basic sector of what "informality" means in the context of developing countries, and what makes it a central point of policy intervention?

Chen, M.A. (2012) "The Informal Economy: Definitions, Theories and Policies." *Women in Informal Employment Globalizing and Organizing (WIEGO) Working Paper No. 1.*

http://wiego.org/sites/wiego.org/files/publications/files/Chen_WIEGO_WP1.pdf

Scott, J.C. (2010) "The Trouble with The View from Above." *Cato Unbound*, September 2010, <http://www.cato-unbound.org/2010/09/08/james-c-scott/the-trouble-with-the-view-from-above/>

Recommended: Roy, A. (2009) "Why India Cannot Plan Its Cities: Informality, Insurgence and The Idiom of Urbanization." *Planning Theory* 8(1), pp. 76-87.

Thursday, [REDACTED]: Non-Governmental Organizations

NGOS came to the fore as nation-states scaled back their ambitions as makers of markets and demand increased for "bottom-up" development. They have become central actors in international development and tend to be much more trusted by publics around the world than governments or businesses. How do they work? When do they succeed? What are their challenges?

Simmons, P.J. (1998) "Learning to Live with NGOs." *Foreign Policy* No. 112, pp.82-96.

Sanyal, B. (1996) "The Myth of Development from Below." Unpublished mimeo.

Recommended:

Edwards, M. (2009) "Gates, Google, and the Ending of Global Poverty: Philanthrocapitalism and International Development." *Brown Journal of World Affairs* 15(2), pp. 37-42.

Swidler, A. and S. Cotts Watkins (2009) "'Teach a Man to Fish': The Sustainability Doctrine and Its Social Consequences." *World Development* 37(7), pp. 1182-1196.

Tuesday, [REDACTED]: **Gross Domestic Product and Its Contents**

As the divides between colonized/colonizer and traditional/modern blurred further, economic output became the de facto yardstick for development. Yet the fragmentation in development paradigms since the fall of modernization theory has more recently come to undermine much of the legitimacy of this measure. What is the rationale for a GDP (or GDP per capita) approach to development? What other definitions are available?

OECD Observer (2005) "Is GDP a Satisfactory Measure of Growth?"

http://www.oecdobserver.org/news/archivestory.php/aid/1518/Is_GDP_a_satisfactory_measure_of_growth.html

Jerven, M. (2012) "For Richer, for Poorer: GDP Revisions and Africa's Statistical Tragedy." *African Affairs* 112/446, pp.138-147.

Sen, A. (2001) "Introduction: Development as Freedom." Pp.3-12 of *Development as Freedom*. New York: Alfred A. Knopf.

Recommended:

US Bureau of Economic Analysis (2014) "Conceptual Basis of the Accounts." Pp.2-5 of *Measuring the Economy: A Primer on GDP and The National Income and Product Accounts*." http://www.bea.gov/national/pdf/nipa_primer.pdf

Thursday, [REDACTED] **Problem-Driven Iterative Adaptation (PDIA)**

If, as many scholars are coming to agree, poverty alleviation is a problem best solved by the communities in which poverty persists, how do they go about it? What does contemporary and recent development literature have to say about the capacity of groups to resolve seemingly intractable poverty traps?

Campos, J.E., B. Randrianarivelo, and K. Winning (2013) "Escaping the Capability Trap: Turning 'Small' Development into 'Big' Development." *World Bank Policy Research Working Paper #WPS6717*.

Tendler, J. and M.A. Amorim (1996) "Small Firms and Their Helpers: Lessons on Demand." *World Development* 24(3), pp.407-426.

Recommended: Andrews, M., L. Pritchett, and M. Woolcock (2012) "Escaping Capability Traps through Problem-Driven Iterative Adaptation." Center for Global Development Working Paper #299, June 2012.

NOTE: this is the last session to turn in your third reading memo of the quarter.

Tuesday, [REDACTED] and Thursday, [REDACTED] Student Presentations

Guide to reading response memos

The main goal of a memo is to offer you an occasion to sharpen your thinking on the course materials. Memos are a place where you can agree or disagree with the readings, but in a direction that helps you build expertise. The key here is to elevate your discussion of the readings beyond a “small talk” level into the realm of academic and professional development. In general, this involves a higher level of analysis where concrete examples – whether personal experiences as a professional or a researcher, or examples from other readings in this course or elsewhere – are used to:

- Consider *why* something (a category of problem or a specific outcome or activity) discussed in course readings is an important factor in solving development-related problems;
- Consider how challenges suggested by readings can be met and overcome (perhaps putting to use other tools and concepts from the class, or observations that have emerged from a student’s work on the final paper, or outside readings or previous experiences, ...);
- Identify connections (or tensions) between authors, concepts, and/or examples, along with some consideration of how these can be explored further (what experiments might a practitioner or a researcher try? What methods or tools might help?)
- Above all else, consider the implications of academic concepts, frameworks and methods for advancing what we know about how to encourage economic development and poverty alleviation.

Note that one reason you should cover at least two readings from a given course session in your memo is to ensure opportunities for comparison and contrast. Extending the comparison to also include above the minimum two from the session for which the memo is intended, including readings from other sessions or classes, is welcome.

Class memos are like progress reports for your engagement with the course material. They are graded by a simple “check,” “check-plus,” or “check-minus” rubric. These can be interpreted as follows:

- “Check-plus”: You are fully on-target and may even exceed expectations for this course. Keep doing what you’re doing!
- “Check”: You are in good standing. Pay close attention to integrating the comments into your future work in the class to finish as strongly as possible.
- “Check-minus”: It is not clear whether you fully absorbed some of the main components of the readings or have successfully connected them to the goals of this class. Please meet the instructor during office hours to make sure you are prepared to meet course expectations.

Students who receive multiple “check” and even possibly a “check-minus” evaluation on memos can still finish strongly in the course, but must demonstrate in their subsequent work that they can a) address the issues identified in the memos receiving lower grades and b) meet or exceed course expectations in other assignments to do so.

Guide to writing and presenting reading study guides

Reading study guides are intended to generate more mutual support among students at understanding course readings at an in-depth level. Where reading response memos as you to think across readings to discuss important poverty alleviation and development issues, a study guide requires a student to use close reading skills to help lay out the full structure and logic of one required reading from the class. Because of this, study guides should only be completed for academic readings, as opposed to magazine articles or other readings that may be included in the syllabus. Study guides have two components: a written guide distributed to fellow students in class, and a brief presentation.

Written component:

Students are required to come to class with printed copies of their study guides for all of the other students and the instructor. There is no precise length or format requirement for this. If students have ideas for what would be useful to their peers greater absorption of a giving reading, they are welcome to introduce them. At a minimum, however, a study guide should address the following key topics/components:

1. Author(s) – any information on disciplinary background, relevant biography, and what else the author(s) may be known for or influential in that can help give added context to the perspective(s) found in the paper.
2. Main argument – if possible, an overall statement of argument in a sentence. Also:
 - i. Key sections of the argument – summary of ground covered in each section, any noteworthy data points or quotes that help to capture the work the author is undertaking
3. Evaluation/observations: What are your thoughts on the argument(s) introduced here? This should include some attention to the following:
 - i. Assumptions – are there any key assumptions author(s) makes in the course of establishing a given argument? Are these assumptions appropriate? Why or why not?
 - ii. Strengths – How is this work helpful? What does it contribute to the conversation about understanding and/or resolving the causes of poverty and underdevelopment?
 - iii. Weaknesses – What is this paper missing? Consider constructive criticism here – how could we make the work stronger, or build on it effectively?
4. Discussion questions: Try to pose two or more questions that can help spur further thinking on the reading, its applications, and connections to other material in the class. This can extend to questions of interpretation, questions prompted by surprises, difficulties, or other unresolved issues.

Presentation component

Students who provide study guides for their peers also present an overview of their guides in the class when the reading is discussed. This will complement the instructor's discussion

of the reading and will serve to support group discussion. As such, students should prepare for a 5-10 minute overview and summary of what they have prepared for class.

Study guide grading

Study guides will be graded on a ten-point scale with the following distribution:

2 points – background on author(s) and how this relates to the point of view(s) represented in the reading

3 points – accurate coverage, summary and explanation of the structure and substance of the main material of the paper

Note: The emphasis on this category is to encourage you to *distill* a reading for your fellow students – so please focus on getting to the essence of what an author is *trying to say*, and what are the *implications* that you detect, as opposed to *repeating* what an author says.

3 points – evaluation of key assumptions, strengths, and weaknesses

2 points – discussion questions that help spur deeper consideration of the reading both on its own, and in connection to themes present in the class and students' interests.

Final Papers

For their assignment, all students must write a ten- to twelve-page (double-spaced) paper on an international development topic of their choosing. To accommodate the somewhat different needs and objectives of professional master's and doctoral graduate students, two primary options are available:

1. *Development policy analysis:* Students primarily interested in professional applications of the course material must choose a development-related policy (i.e., showing some explicit relevance to poverty alleviation and social and/or economic transformation) and analyze it using materials from the course (minimum four citations from course readings, required and/or recommended). The policy can be local, regional or national. Students are encouraged to focus on policy and project cases that take place in developing countries; however, if they wish to write about something that takes place in an advanced country, they can do so as long as they explain on what basis practitioners in developing countries can expect to learn useful lessons from this case. The purpose of this paper is to evaluate a development policy for its effectiveness toward its own ostensible goals. If the goals of the policy or project itself are contentious, this can also be analyzed. Students can evaluate either a policy or project that has already been enacted, or one that has been proposed. Either way, the evaluation should be on the basis of the capacity of the project to meet its goals, including its assumptions regarding the sources of poverty and the means of its alleviation, the appropriateness of these assumptions, as well as the appropriateness of its implementation, either planned or already underway. If the student deems this project to be a success or likely success, s/he should highlight two or three main lessons from the design of the project that should be replicated elsewhere. If the

student concludes that the project or policy is a failure or a likely failure, s/he should identify key lessons for how other projects can avoid its fate. For all strengths and weaknesses of the project, as well as lessons learned from it, students should make every attempt to connect these factual observations to relevant theoretical or conceptual issues discussed in class.

2. *International development research proposal*: Students interested in applying the course material toward academic research should integrate materials from the course as well as elsewhere into a research proposal on a topic related to international development. This proposal can primarily take the form of a project narrative that includes an introduction, literature review, data to be collected, analytic methods to be employed, expected findings, and anticipated contributions to future research. Students can turn in research proposals of different formats (eg NSF) for this class; however, they should only expect the instructor to focus on the main narrative portion of their proposals. Students may discuss alternate proposal formats with the instructor during office hours if they have an identified a research funding source that they wish to use as an exercise for making use of the materials and learning from this course.

All papers should use the APA format of in-text abbreviated citations (author, year) and full citations in a works cited list at the end of the paper. For more information on this format, see: <https://owl.english.purdue.edu/owl/resource/560/02/>

Paper proposal – due 1/26

Paper proposals should be 1-2 pages double-spaced and must cover the following basic components:

- Main focusing question and relationship to course themes (2 point)
- Four course readings that you expect to integrate into your paper, with brief annotations (1-3 sentences) regarding how the reading relates to your paper topic (2 points)
- Two readings from outside class that you expect to be useful to your paper, also with annotations explaining their relevance to your question (1 point)

Students are also encouraged to include one or two questions that they have about how they will complete their papers for discussion either in-class or during the instructor's office hours.

Paper outline – due 2/14

Paper outlines provide a preliminary version of the full structure of the final paper, showing its main argument, how the argument is pursued across the paper's sections, the main subtopics within sections, and the main evidence and information to be used under each topic. These outlines will be graded on a five-point scale based on their coverage of the key criteria of the final paper, with the goal of helping students to make the most effective use of the final weeks of the quarter to complete their papers.

Students are also encouraged to turn in outlines with any questions that they have regarding their topics and/or the completion of their papers. An example outline structure can be made available upon request.

Final Presentations

Final presentations are a way for students to share topics of interest to them and receive feedback before turning in their papers. Students should plan for their presentations to take no more than five minutes, to make sure there is some time for discussion of their ideas and questions.

All presentations should include in-text citations and a works cited sheet (or slide) beyond the requirements below. This means that a powerpoint file would technically have six slides including the list of works cited. Please use APA style for these citations:

<https://owl.english.purdue.edu/owl/resource/560/02/>

Five slides for your final presentations:

- 1. What is the main motivating question of your paper?
 - o This could be a research question, a question about a policy, or a question about synthesizing different academic literatures.
- 2. What are the potential practical impacts from your inquiry for encouraging poverty alleviation and economic development? In what setting(s) do you see these benefits most plausibly accruing?
 - o Talk about what is at stake – what is at stake if the status quo on your paper topic persists, whether in the setting you are researching or other places where your findings might be applicable?
- 3. Share some preliminary thoughts on the answer to your paper’s motivating question. What do these suggest about what concrete actions are needed to improve development outcomes from the status quo?
- 4. Plausibility slide:
 - o If you are writing a policy paper, how do we know that your answer to your question generalizes or provides theoretical insight from your case to other cases (retrospective case) or from other cases to your case (prospective)? That is, give us some facts and ideas to help us see how the lessons learned will travel from one situation to the other.
 - o If you are writing an academic research proposal, tell us how your research design takes alternative theories into account, and how your likely findings and/or subsequent theoretical contributions will fill a gap in the scholarship related to your topic.
- 5. What readings from this class (minimum two examples) do you think are most relevant to your paper? How do they help you to frame your question and/or your approach to answering it?
 - o Note: students are welcome to integrate the considerations from this suggested slide #5 into their other slides. An alternative use of slide #5 can be to propose next steps – whether for policy makers, other researchers, or the author of the final paper.