62912 GLOBAL DEVELOPMENT AND SOCIAL WELFARE

Autumn Quarter 2016

Days/Time: Thursdays, 5:30-8:20
Room: E-II
Course site: http://chalk.uchicago.edu

Office: BW-16
Office Hrs: Tuesdays 4:30-5:30, and by appointment
Email: azarychta@uchicago.edu

A. Course Description

The persistence of disparities in social development across countries is one of the major problems societies struggle to understand and address. This course will critically examine the major theories of global development along with contemporary debates relating to international social welfare. Students will assess how political, economic, historical, and environmental factors influence different nations’ development trajectories, and compare how alternative models of service delivery and social intervention serve or fail to serve their intended populations. The geographic focus of the course will be Latin America and Africa, though case studies may also be drawn from other regions of the world. The course will be useful for both students who have had previous international experience and students who are interested in international social work and/or development practice.

B. Course Objectives

Several objectives will guide our course activities, including lectures, discussions, and written assignments. By the end of the course, it is expected that students will:

- Gain exposure and familiarity with the fundamental writings and academic literatures concerning global economic and political development
- Critically analyze and evaluate competing arguments concerning social intervention across diverse settings and contexts
- Apply key ideas and concepts to contemporary debates concerning global development and international social work practice
- Synthesize and distill broad-ranging academic and public policy literatures into discrete conclusions and recommendations for development policy and/or social work practice
• Develop effective oral and written communication skills necessary to work with different individuals, groups, and organizations within the international development community and to serve diverse populations through social work practice in international settings

C. Required Books

There are four required books for the course listed below. The books have been ordered at the University bookstore for convenience, but you are free to obtain them wherever is easiest and most affordable. All other required readings will be available on the course website through the University of Chicago Chalk system. Note that students are expected to have all required readings available for reference during class sessions (paper or digital copies are acceptable).


D. Grading and Written Assignments

Your grade in the course will be based on four assignments and class participation in the following proportions:

- Class participation and attendance: 15%
- Short paper and leading discussion (1): 10%
- Short paper and leading discussion (2): 10%
- Take-home midterm exam: 25%
- Take-home final exam: 40%

**Class participation and attendance:** Students are expected to come to class *prepared to discuss the required readings* and to make several contributions each week. Beginning in the second week, *all students will be expected to post at least one discussion question per reading to the course website by 9 AM on the day of our class session (Thursdays)*. Our class sessions are ultimately a collective exercise, and all students benefit when their classmates arrive prepared and ready to critically engage the readings. It is expected that all students will respect the values and views expressed by their classmates, while still critiquing them and considering alternative perspectives. All students should expect that they will be pushed to consider the value basis of their ideas, the empirical evidence supporting them, and their relevance to policy and social work practice. It is important that we allow each other to have strong opinions (or not) but also that
we keep our discussions professional. Participation is critical to learning in this class, and therefore it will compose 15% of your final grade.

**Short papers and leading discussions:** Each student will complete two short papers (3-pages double-spaced each) during the term and will be responsible for leading the group discussion during the two corresponding class sessions. Students are expected to develop an argument in these short papers and by doing so synthesize and draw connections among the week’s readings. These papers provide students the opportunity to explore in detail an issue or idea raised across a given topic’s readings. Additionally, students should prepare 5-8 discussion questions related to the required readings and include those on the fourth/final page of their papers. *Short papers must be submitted and received electronically in MSWord format by 9 AM on the Wednesday prior to class. No late papers will be accepted*, barring extenuating circumstances. Then, students who have submitted papers for the week will be responsible for leading discussion during the second half of the corresponding class period; when multiple students submit papers for the same session, they are encouraged to collaborate in planning and leading the discussion. Students will sign up for their short paper and discussion leading weeks on the first day of class. Each paper, along with leading the class discussion for that week, is worth 10% of your final grade.

**Midterm and final exams:** Students will complete two take-home exams at the midterm and finals periods of the term. The midterm exam will be distributed in advance and is due between the 5th and 6th class meetings of the term on **Monday, October 31st**. The final exam will be handed out near the end of the quarter and is due on **Thursday, December 8th**. Both the midterm and final exams will give students opportunities to discuss key concepts covered in the course, apply those ideas in new settings, make connections across readings, critically evaluate arguments, and write in a clear and professional manner. Students who have concerns about their writing skills may consider attending the SSA writing seminar. *No late submissions will be accepted for either exam*, barring extenuating circumstances. The midterm exam is worth 25% of your grade and the final exam is worth 40%.

E. **Accommodations for Disabilities**

Any student with special needs or difficulties in learning and completing course assignments should see the instructor as soon as possible. Please refer to the Student Manual or the relevant portion of the University website ([http://disabilities.uchicago.edu/accommodation_process](http://disabilities.uchicago.edu/accommodation_process)) for student rights and available resources pertaining to assistance and accommodation for special needs or disabilities.

F. **Academic Integrity**

It is contrary to academic integrity and to the spirit of intellectual inquiry to submit the statements or ideas of work of others as one's own. Proper acknowledgment of another’s ideas, whether by direct quotation or paraphrase, is expected. If any written or electronic source is consulted and material is used from that source, directly or indirectly, the source should be identified by author, title, and page number, or by website and date accessed. Any questions
about what constitutes "use" should be addressed to the instructor. Also, please note that students may not use the same assignment content to fulfill different course requirements.

G. Course Outline

The course will be divided into 10 weekly sessions as follows:

- Week 1: Conceptualizing development (September 29th)
- Week 2: Geography and natural resources (October 6th)
- Week 3: Legacies of colonialism and slavery (October 13th)
- Week 4: Culture, identity, and interests (October 20th)
- Week 5: States, markets, and development models (October 27th)
- Week 6: Globalization and neocolonialism (November 3rd)
- Week 7: Foreign aid and humanitarianism (November 10th)
- Week 8: Political institutions and governance (November 17th)
- Week 9: Thanksgiving – NO CLASS (November 24th)
- Week 10: State capacity and contemporary reforms (December 1st)

Below are the assigned readings for the course, as well as optional recommended readings and optional related materials. Students are responsible for completing all required readings prior to coming to class on the assigned week. The optional readings and materials are there to serve as a resource for students particularly interested in a given topic during the course or in the future. Students are responsible for bringing all required readings to class, either in print or electronic form. Occasionally the required readings may be modified and students will be notified as to any changes in the assigned readings at the end of previous week’s class meeting.


*All other required readings can be found on the course website, http://chalk.uchicago.edu.
**Week 1: Conceptualizing development**

⇒ Class meeting on September 29, 2016

Required Readings:
1. Acemoglu & Robison (2012): Preface and Chapter 1
2. Sen (1999): Introduction, Chapter 1, and Chapter 2

Optional Recommended Readings:

Optional Related Materials:
- “200 Countries, 200 Years, 4 Minutes,” BBC Four *The Joy of Stats* with Hans Rosling: https://www.youtube.com/watch?v=jbkSRLYSoyo
- “Problems with GDP as an Economic Barometer,” Joseph Stiglitz: https://www.youtube.com/watch?v=QUaJMNtW6GA
- “Portfolios of the Poor,” Development Drums Episode 18: http://developmentdrums.org/267
Week 2: Geography and natural resources

Class meeting on October 6, 2016

Required Readings:

Optional Recommended Readings:

Optional Related Materials:
- “The magic washing machine,” Ted Talk by Hans Rosling: https://www.youtube.com/watch?v=BZoKfap4g4w
- “Our Economy Depends on Maintaining the Forests,” CGD Podcast: http://www.cgdev.org/blog/our-economy.depends.maintaining.forests.podcast.brazil.amazon.champion
- “Can Deliberative Democracy Cure the Resource Curse?,” CGD Podcast with Justin Sandefur: http://www.cgdev.org/blog/can-deliberative-democracy.cure.resource.curse.podcast.justin.sandefur
**Week 3: Legacies of colonialism and slavery**

Class meeting on October 13, 2016

Required Readings:
1. Acemoglu & Robison (2012): Chapter 9

Optional Recommended Readings:

Optional Related Materials:
- “Rewriting Africa,” Binyavanga Wainaina on Talk to Al Jazeera: https://www.youtube.com/watch?v=qMODRFS2Pbc

**Week 4: Culture, identity, and interests**

Class meeting on October 20, 2016

Required Readings:


6. Acemoglu & Robison (2012): Chapter 2, pages 56-63 (The Culture Hypothesis)

Optional Recommended Readings:
- Sen (1999): Introduction, Chapter 10

Optional Related Materials:

**Week 5: States, markets, and development models**

Class meeting on October 27, 2016

Required Readings:

Optional Recommended Readings:
- **Acemoglu & Robison** (2012): Chapter 5

Optional Related Materials:

**MIDTERM EXAM DUE ON MONDAY, OCTOBER 31ST**

**Week 6: Globalization and neocolonialism**

Class meeting on November 3, 2016

Required Readings:
2. **Sen** (1999): Chapter 4


Optional Recommended Readings:
- **Sen** (1999): Chapter 3

Optional Related Materials:

**Week 7: Foreign aid and humanitarianism**

⇒ Class meeting on November 10, 2016

Required Readings:
4. Gibson et al. (2005): Chapters 1, 7, 9-11
5. Banerjee & Duflo (2005): Chapter 1

Optional Recommended Readings:

Optional Related Materials:
- “Rewriting Africa,” Binyavanga Wainaina on Talk to Al Jazeera: https://www.youtube.com/watch?v=qMODRFS2Pbc
- “The Great Escape (Angus Deaton),” Development Drums Episode 41: http://developmentdrums.org/824
- “Mind, Society and Behavior,” Development Drums Episode 45: http://developmentdrums.org/904

Week 8: Political institutions and governance
 Class meeting on November 17, 2016

Required Readings:
1. Acemoglu & Robison (2012): Chapters 3, 11-12, and 15
2. Sen (1999): Chapter 6
3. Banerjee & Duflo (2005): Chapter 10 and Conclusion

Optional Recommended Readings:

Optional Related Materials:
• “Accountability and Openness,” Development Drums Episode 36: [http://developmentdrums.org/744](http://developmentdrums.org/744)

**Week 9: Thanksgiving**

⇒ NO CLASS meeting on November 24, 2016

**Week 10: State capacity and contemporary reforms**

⇒ Class meeting on December 1, 2016

**Required Readings:**

**Optional Recommended Readings:**
• Sen (1999): Chapter 8 and 11
• Acemoglu & Robison (2012): Chapter 14

Optional Related Materials:
• “Social experiments to fight poverty,” Ted Talk by Esther Duflo: https://www.youtube.com/watch?v=0zvrGiPkJVs
• “Transforming Humanitarian Aid with Cash Transfers,” CGD Podcast with Degan Ali and Owen Barder: http://www.cgdev.org/blog/transforming-humanitarian-aid-cash-transfers-podcast

**FINAL EXAM DUE ON THURSDAY, DECEMBER 8TH**