

International Organizations and Economic Development IEPM 6110-01

Peabody College, Department of Leadership Policy and Organizations

Fall 2022 Syllabus

Meeting time and location:

Monday, 4:15-7:05 pm, Payne 105

Instructors:

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Office hours: By appointment; Zoom meetings are welcome

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Office hours: Wednesdays from 9:30am-10:30am; by appointment; Zoom meetings are welcome

Course description:

This course provides a framework for understanding the process of economic development and the role and history of policy and international organizations in influencing development. The course begins with an examination of various theories and evidence on the development process, including the microeconomic underpinnings of development, and the history of international organizations' involvement in development activities. Topics will include political institutions and the political economy of development policy; markets and the state; international trade and finance; foreign aid policy and flows; labor and migration; culture and human rights, and the role of evaluation in guiding development. Special attention will be given to international efforts to promote human capital accumulation, social protection (education and health) and the well-being of children in developing countries. The course will also draw on historical and contemporary examples of development challenges from a range of countries and will consider the knowledge and data at hand for guiding improvements in development policy through international organizations.

Texts and materials:

Globalization for Development: Meeting New Challenges (2012) by Ian Goldin and Kenneth A. Reinert (ISBN-13: 978-0199645572)

Development as Freedom (2000) by Amartya Sen (ISBN-13: 978-0385720274)

Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty (2012) by Abhijit Banerjee and Esther Duflo (ISBN-13: 978-1610390934)

The End of Poverty: Economic Possibilities for Our Time (2006) by Jeffrey Sachs (ISBN-13: 978-0143036586)

The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good (2007) by William Easterly (ISBN-13: 978-0143038825)

Why Nations Fail: The Origins of Power, Prosperity, and Poverty (2013) by Daron Acemoglu and James Robinson (ISBN-13: 978-0307719225)

Children's Chances: How Countries Can Move from Surviving to Thriving (2013) by Jody Heymann and Kristen McNeill (ISBN-13: 978-0674066816)

Other required readings are posted on Brightspace and listed below. Also posted on Brightspace are short “watch in advance” lecture segments to help you prepare for weekly class discussions.

Course requirements and evaluation:

Course grades will be based on the following (as described in detail below):

Weekly class participation: 10%

Two group assignments submitted for grading: 30% (15% each)

Paired assignment using World Policy Analysis data (Part I): 20%

Class debate: 5%

Final paper (in pairs) based on World Policy Analysis data (Parts I and II) and short presentation: 35%

Class participation:

Each week, you will be expected to bring a question for our class discussion with you to class. The question ideally would come from your reflection on the assigned readings or another related reading you have done. You should be prepared to share your question during class, as your engagement during our class sessions will affect your **class participation** grade.

Important: For the course readings, *I do not expect you to read every work in depth*. You should plan to at least skim each of the required readings and read more deeply where you find the work interesting/compelling and helpful to your understanding. I will provide guidance to you for approaching the readings each week, and the video lecture segments should also be helpful.

Group/pair assignments:

1. SDG project assessment (15%)

Form a group of 3-4 persons for this assignment. Go to The Partnership Platform—a global registry of voluntary commitments and multi-stakeholder partnerships made by stakeholders in support of the implementation of the Sustainable Development Goals (SDGs): <https://sdgs.un.org/partnerships/browse>—and select an SDG and an “entity type” and then search to find a SDG partnership/project of interest *in a developing country*. Here is another helpful website with information on the SDGs and country-level indicators and performance: <https://www.iisd.org/program/sdg-knowledge/>. In a 5-6 page, double-spaced memo with 1” margins (tables or figures do not count toward the page limit), address the following questions about this project:

- i. What does the project aim to accomplish, and how do its goals link to the SDGs?
- ii. Who are the working partners and stakeholders, and what are the mechanisms for collaboration or sharing of project responsibilities?
- iii. How does the project country rate on Andrews et al. state capability index and on the World Governance Indicators (available here: <http://info.worldbank.org/governance/wgi/Home/Reports>)? What challenges do these capability indicators/ratings suggest for project implementation and success?
- iv. What specific elements of the project hold promise for local capacity building and sustainability?
- v. If there is any information available on the project outcomes or success to date, please describe it.

The memo will be due on September 26. You should be prepared to discuss it in class.

2. A case study on citizenship (15%)

Working with a group of 3-4, select a country and prepare a case-study memo (5-6 pages, double-spaced with 1” margins) that addresses the following issues about citizenship in that country:

- i. What defines a citizen, and/or who is eligible for citizenship?
- ii. What are the stated rights and obligations of citizenship?
- iii. Have there been changes over time in the laws and regulations and/or enforcement of citizenship rights and access?
- iv. What are salient aspects of law and practice in the country that affect human rights, access to education, and how non-citizens, refugees and asylees are treated while in the country?
- v. How does this country’s citizenship policies relate to a global or cosmopolitan view of citizenship as discussed in *People Out of Place: Globalization, Human Rights and the Citizenship Gap*?

The memo is due on October 17; be prepared to discuss your findings in class.

3. World Policy Analysis Centre data and issue analysis: Part I (20%)

In Part I of this project, conducted in pairs, you will explore and identify data for analysis from the World Policy Analysis Centre/World Policy Forum on a topic of your choice. The data are described in the book, *Children's Chances: How Countries Can Move from Surviving to Thriving* (Appendices I and II) and on the project website: <http://worldpolicyforum.org/>. Each student must request use of the data, and I suggest you do this at the beginning of the semester. Go to the project website at the link above, and from the upper right-hand corner menu bar, select “Maps & Data” and then “Data Download.” From there click on “WORLD Areas,” which will bring you to a form you can submit to request access to the data. Choose any or all of the data files you are interested in and complete and submit the form. You can also separately request Gender Data, Childhood Data and Climate Adaptation data. In addition, there are a number of tools you can use on the website to do analysis, such as in the Global Maps, Resources and Global Agreements sections.

You should begin this assignment by clearly defining a question (sufficiently narrow and specific) that you would like to address with these data. For example, you might ask: Which countries in South America have the strongest work and family support policies for adult workers? In preparing the first part of this assignment, you will write a 5-6 pp. paper that describes:

- i. The specific research question you will address and the country or countries (or other context) in which you will be undertaking the research.
- ii. Your motivation for choosing your research question and the information and data that the World Policy Forum provides that is informative in addressing this question, as well as any other data sources you will use in your research.
- iii. What is original about your question by placing it in the context of a brief literature review—i.e., what can we newly learn from your analysis that you will undertake with the World Policy Analysis Center data and any other data you use?
- iv. *A well-developed plan* for conducting your analysis with your chosen data. Be sure to describe the specific data and measures you will use and your methods or approach for analyzing the data.

Note that you will undertake the analysis and present your findings in the final paper, which is Part II of this assignment. Again, this first paper should be approximately 5-6 pages (double-spaced, 1” margins), not including tables, figures and references. **The paper will be due in class on October 31.**

4. The great (class) debate: research-based views, analysis of arguments (5%)

During the week of Nov. 14, we will hold a debate to pull together the topics and materials we have covered in the course. The debate will focus on the Sachs-Easterly arguments and counter-arguments about the approach to foreign aid policy and development assistance that nation states and nongovernmental organizations should pursue. The class will be divided into two groups, and we will follow a revised format of the Lincoln-Douglas style debate. The “affirmative constructive” side will be the Sachs group, and the Easterly group will take the

“negative constructive side.” You will be expected to prepare arguments and speeches (as a team) for the following components of the debate (in order of delivery):

Speech: Affirmative Constructive (Sachs group)—12 minutes

Cross-Examination of the affirmative by Negative Constructive (Easterly) group—8 minutes

Speech: Negative Constructive (Easterly group)—12 minutes

Cross-Examination of the negative by Affirmative Constructive (Sachs) group—8 minutes

Affirmative Rebuttal by Constructive (Sachs group)—10 minutes

Negative Rebuttal by Negative (Easterly group)—10 minutes

Affirmative Rejoinder—8 minutes

Negative Rejoinder—8 minutes

Team members can specialize in debate roles (research, outlining arguments, speech writing, delivery of speeches, rebuttals and rejoinders), but all team members should have a role. Prior to the debate (**by Friday, Nov. 11**), **each team should submit a list of team members and their roles in the debate.** Teams will be randomly selected no later than October 31.

5. World Policy Analysis Centre data and issue analysis, Part II

In this final paper—Part II of the World Policy Analysis Centre assignment—you will perform the analysis that you described in Part I, present the findings of the analysis, and discuss your conclusions and any policy recommendations you would make based on your analysis. In writing the final paper, you should merge the work you did for Part I with that of Part II into a single paper. Be sure to consider any feedback given by your instructors on your graded Part I. Thus, your final paper should include the following components: (1) clearly define the research question you are addressing; (2) present a literature review that motivates your question and describes how it is original in the context of past studies on this topic; (3) present your analysis of the data and discuss the findings; (4) draw conclusions and make recommendations (as appropriate), referencing the evidence that supports them. **The final paper (due Dec. 9)** should be approximately 10 pages (double-spaced, 1” margins), not including tables, figures and references. **On Nov. 28 or Dec. 5, you will make a presentation to the class to describe your work and findings.**

PLEASE PROOFREAD your assignments and final paper before submitting them!

Classroom Accommodations:

Vanderbilt is committed to equal opportunity for students with disabilities, as am I. If you need course accommodations due to a disability, please contact VU Student Access Services

(<https://www.vanderbilt.edu/student-access/>) to initiate the process. After SAS has notified me of relevant accommodations, we will discuss how these accommodations may best be approached in this class, and I will facilitate the accommodations.

Honor Code:

For this course, you are bound by the terms of the Vanderbilt Honor Code. Any breach of academic honesty, including cheating, plagiarism, or failing to report a known or suspected violation of the Code will be reported to the Honor Council. In particular, papers must assign credit to the sources you use. Material borrowed from another—quotations, paraphrases, key words, or ideas—must be credited following appropriate citation procedures (footnotes or parenthetical citation and bibliography). For group work, you are jointly responsible for ensuring that your work is in compliance with the honor code; all group members are responsible for ensuring that each individual's contributions to the product submitted for grading do not violate the honor code. You can view the full details of the honor code at the following link: https://www.vanderbilt.edu/student_handbook/the-honor-system/.

Mental Health & Wellness:

If you are experiencing undue stress that may be interfering with your ability to perform academically, Vanderbilt's Student Care Network offers a range of support services. The Office of Student Care Coordination (OSCC) is the central and first point of contact to help you navigate and connect to appropriate resources. You can schedule an appointment with the OSCC at <https://www.vanderbilt.edu/carecoordination/> or call 615-343-WELL. You can find a calendar of services at <https://www.vanderbilt.edu/studentcarenetwork/satellite-services/>.

If you or someone you know needs to speak with a professional counselor immediately, the University Counseling Center offers Urgent Care Counseling. Students should call the UCC at (615) 322-2571 during office hours to speak with an urgent care clinician. You can also reach an on-call counselor after hours or on the weekends by calling (615) 322-2571 and pressing option 2 at any time. You can find additional information at <https://www.vanderbilt.edu/ucc/>.

Mandatory Reporter Obligations:

All University faculty and administrators are mandatory reports. What this means is that all faculty, including me, must report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator. In addition, all faculty are obligated to report any allegations of discrimination to the Title IX Coordinator. I am willing to discuss with you such incidents but can only do so in the context of us both understanding my reporting obligations. If you want to talk with someone in confidence, officials in the Student Health Center, the University Counseling Center, and the Office of the Chaplain and Religious Life (when acting as clergy) can maintain confidentiality. The Project Safe Center serves as the central resource for those impacted by sexual misconduct and intimate partner violence and can assist with navigating all facets of the University's resource and support network and other processes. In addition, officials in the Project Safe Center <https://www.vanderbilt.edu/projectsafe/> have limited confidentiality, in that they must report the incidents but can do so without providing identifying information.

COURSE OUTLINE AND READINGS:

Week 1, August 29

Course introduction, Understanding and Measuring Development

Sen, *Development as Freedom*, Chs. 1 and 2

Cypher and Dietz, Ch. 2, Measuring economic growth and development, *The Process of Economic Development*

Anand and Ravallion, 1993. "Human development in poor countries: on the role of private incomes and public services", *Journal of Economic Perspectives*.

Banerjee and Duflo, 2007, "The Economic Lives of the Poor," *Journal of Economic Perspectives*, 21:1, 141 – 167.

For your reference (not required reading): Save the Children Global Childhood Report 2020. *The Hardest Places to be a Child*.

For your reference (not required reading): World Bank. 2018. *World Development Report 2018: Learning to Realize Education's Promise*. Washington, DC: World Bank.

Additional reading (for class discussion): Popovich, Nadja and Plumer, Brad. Who Has the Most Historical Responsibility for Climate Change? *New York Times*, Nov. 12, 2021.

Additional reading (not required reading): Maclean, Ruth and Searcey, Dionne. Congo to Auction Land to Oil Companies: 'Our Priority Is Not to Save the Planet' *New York Times*, July 25, 2022.

Week 2, Sept. 5

Overview of Theories of Development: Markets, Globalization, Geography, Climate, Institutions

Goldin and Reinert, *Globalization for Development: Meeting New Challenges*, Chs. 1 and 2

Sen, *Development as Freedom*, Ch. 5

Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Chs. 2 and 3

Acemoglu and Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Chs. 2, 3 and 15

Easterly and Levine, 2002. “It’s not factor accumulation: Stylized facts and growth models”. *World Bank Economic Review*, 15(2).

The Economist, 2021. “China’s future economic potential hinges on its productivity.” August 14.

Week 3, Sept. 12

Trade and Finance and the Role of Law and International Organizations

Goldin and Reinert, *Globalization for Development: Meeting New Challenges*, Chs. 3 and 4

Winters, L.A., N. McCulloch, and A. McKay. 2004. “Trade Liberalization and Poverty: the Evidence so Far,” *Journal of Economic Literature*, 42, March.

Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Chs. 3 and 6

Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Ch. 5

Hernando De Soto, *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*, 2003, Chs. 2 and 3

For a more recent examination of De Soto’s thesis, see: *The Economist*, 2020. “Land reform: Who owns what?” September 12.

Optional: Goldstein and Udry. 2008. “The profits of power: land rights and agricultural investment in Ghana,” *Journal of Political Economy*, 116: 981-1022.

Week 4, Sept. 19

Development Assistance (Aid)

Goldin and Reinert, *Globalization for Development: Meeting New Challenges*, Ch. 5

Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Chs. 1 and 2

Cypher and Dietz, Ch. 17, International Institutional Linkages, *The Process of Economic Development*

Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Ch. 4

Sachs, “The Case for Aid”, *Foreign Policy*, January 2014.

Alesina, A., and D. Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?," *Journal of Economic Growth*, 5(1).

Levy, Ariel. 2020. "A Missionary on Trial." *The New Yorker*, April 13.

Week 5, Sept. 26

Global Governance, Capabilities, and Goal Setting

Andrews, Matt, Lant Pritchett, and Michael Woolcock. 2017. The big stuck in state capability. In *Building State Capability: Evidence, Analysis, Action*, Oxford University Press.

Langbein and Knack, 2010, The Worldwide Governance Indicators: Six, One, or None? *The Journal of Development Studies*, Volume 46, Issue 2.

Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Chs. 11-14

Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Ch. 4 and 5

Munk, Nina, *The Idealist Jeffrey Sachs and the Quest to End Poverty*, three book excerpts (from 11/03/2013)

Banerjee and Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Ch. 1

For your reference: *We Can End Poverty. 2015 Millenium Development Goals*. United Nations: <https://www.un.org/millenniumgoals/bkgd.shtml>

For your reference: *From the MDGs to the SDGs*:
<http://www.sdgfund.org/mdgs-sdgs>.

Group memo on SDG project assessment due in class

Week 6, Oct. 3

Education and Human Capital

Cypher and Dietz, Ch. 12, Population, Education and Human Capital, *The Process of Economic Development*

Pritchett, 2001, Where Has All the Education Gone? *The World Bank Economic Review*, Vol. 15, No. 3, pp. 367-391.

Heymann and McNeill, 2013, *Children's Chances: How Countries Can Move from Surviving to Thriving*, Ch. 2.

Banerjee and Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Ch. 4

Gettleman, Jeffrey and Suhasini Raj. As Covid-19 Closes Schools, the World's Children Go to Work. *New York Times*, Sept. 27, 2020.

Week 7, Oct. 10

Health

Banerjee and Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Chs. 2 & 3.

Heymann and McNeill, 2013, *Children's Chances: How Countries Can Move from Surviving to Thriving*, Ch. 4.

Pettifor et al. 2012. Can money prevent the spread of HIV? A review of cash payments for HIV prevention. *AIDS Behavior* 16: 1729–38.

Cohen and Dupas, 2010, “Free distribution or cost sharing? Evidence from a randomized malaria prevention experiment.” *Quarterly Journal of Economics*, 125(1): 1—45.

Gawande, Atul. Costa Ricans live longer than we do. *The New Yorker*. Aug. 30, 2021.

Week 8, Oct. 17

Institutions and Citizenship

Sen, *Development as Freedom*, Ch. 6

Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Ch. 8

Acemoglu and Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Chs. 4, 5, 13 and 14

Banerjee and Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Ch. 10

Lipschutz, Ronnie D., “Constituting Political Community: Globalization, Citizenship and Human Rights.” Ch. 3, *People Out of Place: Globalization, Human Rights and the Citizenship Gap*.

The Case for Getting Rid of Borders—Completely, *The Atlantic*, Oct. 10, 2015.

Case study memo on citizenship is due in class (no discussion question submission is required for this class meeting).

Week 9, Oct. 24

Culture and Human Rights, Equity and Discrimination

Sen, *Development as Freedom*, Chs. 8, 10, 11 and 12

Kindornay et al. 2012. Rights-Based Approaches to Development: Implications for NGOs. *Human Rights Quarterly*, Volume 34, Issue 2, pp. 472–506.

Duflo, 2012, Women Empowerment and Economic Development, *Journal of Economic Literature*, 50(4), 1051–1079.

Heymann and McNeill, 2013, *Children's Chances: How Countries Can Move from Surviving to Thriving*, Chs. 7 and 8

Beyond Borders: In-class case study of a small NGO seeking to build a social movement (see case study materials on Brightspace)

The Economist. Foreign aid has done little to help Haiti. Feb. 5, 2022.

For a deeper understanding of Haiti's history, read or listen to this article: https://www.nytimes.com/2022/05/20/world/americas/haiti-history-colonized-france.html?blm_aid=68944

Week 10, Oct. 31

Labor, Migration and Family

Goldin and Reinert, *Globalization for Development: Meeting New Challenges*, Ch. 6

Kanu et al. 2020. Impact of Migration on Women and Children. *Tolle Lege: An Augustinian Journal of Philosophy and Theology*.

O'Rourke, Joseph. 2014. Education for Syrian refugees: the failure of second-generation human rights during extraordinary crises. *Albany Law Review*, Volume 78, Issue 2, 711-738.

Heymann and McNeill, 2013, *Children's Chances: How Countries Can Move from Surviving to Thriving*, Chs. 3 and 5

Listen to this NPR author interview: 'A Good Provider' Argues Migration Can Be Salvation. <https://www.npr.org/2019/08/20/752805784/a-good-provider-argues-migration-can-be-salvation>.

Paper (part I) on World Policy Forum data analysis due in class.

Week 11, Nov. 7

Evaluating Development and Governance Effectiveness

Miguel, 2004, Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania. *World Politics*, Volume 56, Issue 3, pp. 327 – 362.

Faguet, Jean-Paul, Fabio Sánchez, Marta-Juanita Villaveces. 2020. The perversion of public land distribution by landed elites: Power, inequality and development in Colombia. *World Development*, Volume 136.

Baird et al, 2011, Cash or Condition? Evidence from a Cash Transfer Experiment. *The Quarterly Journal of Economics*, Volume 126, Issue 4, pp. 1709 – 1753.

De Brauw et al., 2014, The Impact of Bolsa Familia on Women's Decision-Making Power. *World Development*, Volume 59, pp. 487-504.

Week 12, Nov. 14

The Great Debate on the Future of Aid Policy and Development Assistance and Future Policy Directions to Advance Human Potential

Nov. 21 **No class—Thanksgiving break**

Week 13, Nov. 28

Final discussion and start of class presentations

Goldin and Reinert, *Globalization for Development: Meeting New Challenges*, Ch. 8

Heymann and McNeill, 2013, *Children's Chances: How Countries Can Move from Surviving to Thriving*, Ch. 9.

Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Ch. 11

Banerjee and Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, final chapter, “In Place of a Sweeping Conclusion.”

Week 14, Dec. 5

Class presentations based on research papers.

Final World Policy Analysis papers are due Friday, December 9.