

Syllabus

LECO 2501: Alternative Approaches to Economic Development

Fall 2017

Lang College, The New School
6 East 16th Street, Room 902
Tu. & Th. 11:55am – 1:35pm

Instructor: Ingrid Harvold Kvangraven

Office Hours: Tuesdays 2–3pm or by appointment (room D-1123)

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Course overview

The field of Development Economics started being absorbed by Neoclassical Economics in the 1970s. This absorption came with a substantial narrowing of the field. This class takes a broader approach than what is normally done, and compares and contrasts mainstream development economics with perspectives on economic development, which over a prolonged period of time, have existed as viable alternatives. Emphasis is placed on theoretical, regional and historical perspectives that are often neglected in contemporary thinking on economic development. In addition to fostering knowledge and understanding of specific schools of thought, historical developments and a variety of regional perspectives, this class also aims to strengthen students' analytical skills and understanding of how different approaches can lead to a variety of interpretations of specific development episodes.

The course is split into three modules. **Module 1** gives an introduction to the study of economic development and explores the concept's origins, applications and many definitions. How the concept of development is measured and the production of knowledge on development is critically evaluated, and various measures of the status of global poverty, inequality and growth are considered. **Module 2** examines a wide range of theories of economic development, with an emphasis on theories often neglected in academic curricula. Among the theories covered are Classical and Neoclassical theory, Development as Freedom, Dependency Theory, World Systems Theory, Institutionalist Economics and Feminist Economics. **Module 3** presents perspectives stemming from a variety of historical and regional experiences, including the development of the West, the East, and developmental experiences in Africa, Latin America and China. In this final module, students are encouraged to consider how the theories covered in Module 2 might help explain or contradict the regional and historical perspectives studied.

Learning objectives

By the conclusion of this course, students are expected to be able to:

- Identify and define prominent themes and concepts related to economic development
- Define terminology critical to understanding issues studied in development economics
- Describe, compare and contrast different approaches to economic development
- Reflect critically on how issues can be understood in a variety of ways when approached from different conceptual frameworks
- Form credible arguments on contemporary development issues, based on theories and concepts covered in class.

Reading

The main textbook is Reinert, Erik, Jayati Ghosh, and Rainer Kattel (eds), *Handbook of Alternative Theories of Economic Development*. All readings for the course are available on the course website (via Canvas).

Resources

The university provides many resources to help students achieve academic excellence. These resources include:

- The University (and associated) Libraries: <http://library.newschool.edu>
- The University Learning Center: <http://www.newschool.edu/learning-center>
- The Student Ombuds office provides students assistance in resolving conflicts, disputes or complaints on an informal basis. This office is independent, neutral, and confidential. For further details see: <http://www.newschool.edu/intercultural-support/ombuds/>

Lang College Policies

1. Disability Services <http://www.newschool.edu/studentdisabilityservices>:

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Student Disability Service (SDS). SDS will meet with the student and, if appropriate, the Director will provide an academic accommodation notification letter for the student to bring to me. At that point, I will review the letter with you and discuss what accommodations may be reasonably offered in relation to this course.

2. Academic Honesty and Integrity Policy and the Intellectual Property Rights Policy, can be found at: <http://www.newschool.edu/leadership/provost/policies/> For further information on plagiarism, see the Learning Center's website: <http://www.newschool.edu/learningcenter/virtualhandoutdrawer/>

3. Lang College's attendance and Lateness Policy: Absences may justify some grade reduction and a total of four absences mandate a reduction of one letter grade for the course. More than four absences mandate a failing grade for the course, unless there are extenuating circumstances, such as the following: an extended illness requiring hospitalization or visit to a physician (with documentation); a family emergency, e.g. serious illness (with written explanation); observance of a religious holiday. The attendance and lateness policies are enforced as of the first day of classes for all registered students. If registered during the first week of the add/drop period, the student is responsible for any missed assignments and coursework. For significant lateness, the instructor may consider the tardiness as an absence for the day. Students failing a course due to attendance should consult with an academic advisor to discuss options. Divisional and/or departmental/program policies serve as minimal guidelines, but policies may contain additional elements determined by the faculty member.

Work requirements / Grading

While the goal is for all students to excel in this class, the students must earn their grades through active and engaged learning. The grade for the class is based on the following four elements.

(1) Participation (25%)

Class participation is an essential part of class and includes: keeping up with reading, contributing meaningfully to class discussions, active participation in group work and debates, and coming to class regularly and on time.

(2) In-class presentation in pairs (25%)

Each student has to present the link between one theory and a historical and/or regional perspective. This includes describing the chosen theory, describing the historical and/or regional situation, and analytically considering how the former applies to the latter, and any potential limitations. Students must also develop 2-3 discussion questions for their classmates. The presentations will take place during Module 3 (week 9-15) and should be no more than 5 minutes (excluding class discussion). Further details will be clarified in class.

(3) Midterm assignment (25%)

The midterm assignment will be posted on Canvas on Friday October 27th and will be due Sunday November 5th (by e-mail). Feel free to bring any questions to class on Tuesday October 31st and we will discuss any issues you are struggling with in a short review session.

(4) In-class final exam (25%)

There will be an in-class final exam on Thursday, December 14th. A study guide will be distributed on December 1st. Bring any questions to class on December 12th.

Brief overview of the course

Module 1: The Study of Economic Development

Week 1: What is 'development'? The Study and Origin of a Contested Concept
Week 2: Measuring Development and the Production of Development Knowledge
Week 2-3: The World Today: Growth, Inequality and Poverty

Module 2: Theoretical Approaches to Economic Development

Week 3-4: Neoclassical Development Economics Today
Week 5: Development as Freedom
Week 6: Classical Theories of Economic Development: Smith, Marx and Ricardo
Week 7: 'The Development of Underdevelopment': Dependency Theory and World Systems Theory
Week 8: Feminist Economics and Development
Week 9: Institutional Economics and Development

Module 3: Historical and Regional Perspectives on Economic Development

Week 10: The Rise of the West: How did Rich Countries Get Rich?
Week 11: The Rise of the East: The East Asian 'Miracle'
Week 12: African Perspectives on Development
Week 13: Chinese Economic Development: How Capitalist Is China?
Week 14: Latin American Development
Week 15: The Rise of 'the Rest': BRICS

Week 16: Exam week

Detailed overview of the course

Module 1: The Study of Economic Development

Week 1: What is 'development'? The Study and Origin of a Contested Concept
[Tuesday August 29th, Thursday August 31st]

Required readings:

- Goodacre, Hugh. 2005. 'William Petty and Early Colonial Roots of Development Economics,' in Kwame Sundaram, Jomo (ed), *The Pioneers of Development Economics – Great Economists on Development* (pages 10-27).
- Rist, Gilbert. 2010. 'Definitions of Development,' in *The History of Development: From Western Origins to Global Faith* (pages 8-24).
- Reinert, Erik, Jayati Ghosh, and Rainer Kattel. 2016. 'Introduction,' in Reinert, Erik, Jayati Ghosh, and Rainer Kattel (eds), *Handbook of Alternative Theories of Economic Development* (pages xii-xxix).

Week 2: The Production of Development Knowledge and Measurement
[Tuesday September 5th]

Required readings:

- Waeyenberge, Elisa Van and Ben Fine. 2011. 'A Knowledge Bank?' in *The*

Political Economy of Development – The World Bank, Neoliberalism and Development Research

- Tandon, Yash. 2015. 'Development is Resistance,' *Africa Development*, Volume XL, No. 3, 2015, pp. 139-159.

Week 2-3: The World Today: Growth, Inequality and Poverty

[Thursday September 7th, Tuesday September 12th]

Required readings:

- Wade, Robert. 2014. 'Growth, Inequality and Poverty: Evidence, Arguments, and Economists,' in Ravenhill (ed.) *Global Political Economy* (4th ed.)
- Arrighi, Giovanni, Beverly Silver, and Benjamin Brewer. 2003. 'Industrial Convergence, Globalization, and the Persistence of the North-South Divide,' *Studies in Comparative International Development*, Vol. 38, No. 1, pp. 3-31
- Lahoti, Rahul and Sanjay Reddy. 2015. '\$1.90 Per Day: What Does it Say?'

Module 2: Theoretical Approaches to Economic Development

Week 3-4: Neoclassical and 'Mainstream' Development Economics Today

[Thursday September 14th, Tuesday September 19th]

Thursday September 14th: Guest lecture with Mohamed Obaidy, PhD student in Economics, The New School

Required readings:

- Fforde, Adam, 2013. 'Contemporary internal radicalism – The Washington Consensus and after,' in Fforde, Adam, *Understanding Development Economics – Its challenges to development studies* (pages 143-154).
- Reddy, Sanjay. 2012. 'Randomise This! On Poor Economics,' *Review of Agrarian Studies* 2(2), pp. 60-72.
- Fine, Ben. 2005. 'The New Development Economics,' in Jomo, K.S. and Ben Fine, *The New Development Economics – Post Washington Consensus Neoliberal Thinking* (pages 1-38).

Thursday September 21st: Rosh Hashanah Holiday, no class.

Week 5: Development as Freedom

[Tuesday September 26th, Thursday September 28th]

Required readings:

- Sen, Amartya (2000), *Development as Freedom*, Anchor Books, chapters 1 and 2.
- Clark, David A. (2005), 'The Capability Approach: Its Development, Critiques and Recent Advances,' *Global Poverty Research Group* WPS-032.
- Shilliam, Robbie (2012), 'Redemption from development: Amartya Sen, Rastafari and promises of freedom,' *Postcolonial Studies* 15 (3): 331-350.

Week 6: Classical Theories of Economic Development

[Tuesday October 3rd, Thursday October 5th]

Required readings:

- Meier, Gerald. 2005. 'The Heritage of Classical Growth Economics,' in Meier, Gerald, *Biography of A Subject – An Evolution of Development Economics* (pages 15-40).
- Shaikh, Anwar. 2006. 'Globalization and the Myth of Free Trade,' in Shaikh, Anwar (ed) *Globalization and the Myths of Free Trade: History, Theory, and Empirical Evidence*.

Week 7: 'The Development of Underdevelopment': Dependency Theory and World Systems Theory

[Tuesday October 10th, Thursday October 12th]

Required readings:

- Cypher, James. 2014. 'Heterodox theories of economic development,' in Cypher James, *The Process of Economic Development* (4th ed) (pages 197-229).
- Wallerstein, Immanuel. 2017. 'What Hope for Africa? What Hope for the World?' in Wallerstein, Immanuel, *The World System and Africa* (pages 41-65).

Week 8: Feminist Economics and Development

[Tuesday October 17th, Thursday October 19th]

October 19th: Guest lecture on Feminist Economics with Prof. Sakiko Fukuda-Parr

Required readings:

- Nelson, Julie. 1995. 'Feminism and Economics,' *Journal of Economic Perspectives* 9 (2): 131-148.
- Floro, Maria Sagrario. 2016. 'Feminist approaches to development,' in Reinert, Erik, Jayati Ghosh and Rainer Kattel (eds), *Handbook of Alternative Theories of Economic Development* (pages 416-437).

Midterm will be posted on Friday October 20th, due Monday October 30th.

Week 9: Institutional Economics and Development

[Tuesday October 24th, Thursday October 26th]

Required readings:

- Polanyi, Karl. 1944. 'Societies and Economic Systems,' in *The Great Transformation – The Political and Economic Origins of Our Time* (pages 43-55).
- Nelson, Richard. 2016. 'Economic development as an evolutionary process' in Reinert, Erik, Jayati Ghosh, and Rainer Kattel (eds), *Handbook of Alternative Theories of Economic Development* (pages 323-334).
- Harris-White, Barbara. 2003. 'On Understanding Markets as Social and Political Institutions in Developing Economies,' in Chang, Ha-Joon (ed), *Rethinking Development Economics* (pages 481-492).

Midterm due Monday October 30th.

Module 3: Historical and Regional Perspectives on Economic Development

Week 9: The Rise of the West: How Did Rich Countries Become Rich?

[Tuesday October 31st, Thursday November 2nd]

Required readings:

- Reinert, Erik. 2007. 'Emulation: How Rich Countries Got Rich,' in Reinert, Erik, *How Rich Countries Got Rich... And Why Poor Countries Stay Poor* (71-100).
- Rodney, Walter. 1972. 'Africa's Contribution to the Capitalist Development of Europe – The Colonial Period,' in Rodney Walter, *How Europe Underdeveloped Africa* (pages 147-201).

Week 11: The Rise of the East: The East Asian 'Miracle'

[Tuesday November 7th, Thursday November 9th]

Required readings:

- Amsden, A. 1994. 'Why isn't the Whole World Experimenting with the East Asian Model to Develop? Review of the 'East Asian Miracle', *World Development*, vol. 22 (pages 627-633).
- Chang, Ha-Joon. 2003. 'The East Asian Development Experience' in H-J. Chang, Ha-Joon (ed.), *Rethinking Development Economics*, Anthem Press, London, 2003 (107-124).
- Deyo, Frederic C. 1989. 'Introduction,' in Deyo, Frederic C. *Beneath the Miracle: Labor Subordination in the New Asian Industrialism* (pages 1-11).

Week 12: African Perspectives on Economic Development

[Tuesday November 14th, Thursday November 16th]

Required readings:

- Ndlovu-Gatsheni, Sabelo J. 2013. 'The Entrapment of Africa within the Global Colonial Matrices of Power Eurocentrism, Coloniality, and Deimperialization in the Twenty-first Century,' *Journal of Developing Societies* 29, 4: 331–353.
- Sankara, Thomas. 1987. 'Against debt,' speech to the African Unity Organisation Summit of 1987 (10 minutes). Available here: <https://www.youtube.com/watch?v=9VZEKURD9oI&index=2&list=PLqQtLwnHs5uVvdEtrrmP-jrKObU2Ej3M>
- Shivji, Issa G. 2016. 'Revisiting the debate on national autonomous development in Africa,' in Reinert, Erik, Jayati Ghosh, and Rainer Kattel (eds), *Handbook of Alternative Theories of Economic Development* (pages 240-254).

Week 13: Chinese Economic Development: How Capitalist Is China?

[Tuesday November 21st]

Required readings:

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- Huang, Yasheng. 2008. 'Just How Capitalist is China?' *MIT Sloan Research Paper* 4699-08 (pages 1-51).

Thanksgiving – no class Thursday November 23rd.

Week 14: Latin American Development Alternatives

[Tuesday November 28th, Thursday November 30th]

Required readings:

- Palma, José Gabriel. 2016. 'The dependency school and its aftermath: why Latin America's critical thinking switched from one type of absolute certainties to another,' in Reinert, Erik, Jayati Ghosh, and Rainer Kattel (eds), *Handbook of Alternative Theories of Economic Development* (pages 386-413).
- Escobar, Arturo. 2010. 'Latin America At a Crossroads: Alternative modernizations, post-liberalism, or post-development?' *Cultural Studies* 24(1): pp. 1-48.

The study guide for the final exam will be distributed on December 1st.

Week 15: The Rise of the “Rest” – the BRICS

[Tuesday December 5th, Thursday December 7th]

Required readings:

- Abdenur, Adriana Erthal. 2014. 'China and the BRICS Development Bank: Legitimacy and Multilateralism in South–South Cooperation,' *IDS Bulletin* 45(4), pages 85-101.
- Sharma, Ruchir. 2012. 'Broken BRICs: Why the Rest Stopped Rising,' *Foreign Affairs* 91(6), pages 2-7.
- Wallerstein, Immanuel. 2015. 'Whose interests are served by the BRICS?' in Bond, Patrick, and Ana Garcia (2015) *BRICS – An Anti-Capitalist Critique* (pages 266-268).

Week 16: Conclusion and Exam

[Tuesday December 12th, Thursday December 14th]

December 12th: Concluding Reflections and Exam Review

- Ha-Joon Chang, 'Hamlet without the Prince of Denmark: How development has disappeared from today's 'development' discourse,' in Shahrukh Rafi Khan and Jens Christiansen, ed., *Towards New Developmentalism: Market as Means rather than Master* (Routledge, 2010)

December 14th: Final Exam