

**DEVELOPMENT PRINCIPLES - 57.537**  
**SPRING 2008**  
**Professors Rachel DeMotts and Robert Farrant**  
**Department of Regional Economic and Social Development**

**Office Hours:**

Prof. DeMotts – Monday 10:00-11:00 and 1:00-2:00, Thursday 12:00-1:00 and by appointment (978-934-4371)

Email: [rachel\\_demotts@uml.edu](mailto:rachel_demotts@uml.edu)

Prof. Farrant - Tuesday and Thursday - 10:00-11:00, 12:30-1:30; Thursday – 5:00 – 6:00; and by appointment (978-934-2904)

Email: [rfarrant@external.umass.edu](mailto:rfarrant@external.umass.edu)

**Required Books:**

Philip McMichael, *Development and Social Change: A Global Perspective*, 2004, ISBN 0761988106.

Sanjeev Khagram, *Dams and Development: Transnational Struggles For Water and Power*, 2004, ISBN 0801489075.

Daniel Jaffee, *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*, 2007, ISBN 0520249593.

Mike Davis, *Planet of Slums*, 2006, ISBN 1844671607.

Paul Farmer, *Pathologies of Power: Health, Human Rights, and the New War on the Poor*, 2004, ISBN 0520243269.

**IN PARKER LIBRARY FOR DEPT. USE:**

Wolfgang Sachs – *The Development Dictionary*

Jim Yong Kim, et al. – *Dying for Growth: Global Inequality and the Health of the Poor*

Alison Brysk, ed. – *Globalization and Human Rights*

Richard Tardanico and Mark Rosenberg, eds. – *Poverty or Development? Global Restructuring and Regional Transformations in the U.S. South and the Mexican South*

David Held, et al. – *Global Transformations: Politics, Economics and Culture*

James Cypher and James Dietz – *The Process of Economic Development*

United Nations Development Fund for Women - *Progress of the World's Women 2005*

UNICEF – *The State of the World's Children 2005*

World Bank – *World Development Report 2000/01: Attacking Poverty*

World Bank – *World Development Report 2003: Sustainable Development*

World Bank – *World Development Report 2005: A Better Investment Climate for Everyone*

United Nations Development Program – *Human Development Reports, 1997, 1999, 2002, 2005*

United Nations Conference on Trade and Development – *Least Developed Countries Report 2004: Linking International Trade with Poverty Reduction*

**Your final grade is based on:** attendance, informed class participation, individual writing assignments, and your group oral and written work.

“As incredible as it may seem, the net worth of the ten wealthiest people in the world is more than the total yearly earnings of everyone living in the world’s developing countries.”  
—Randy Epping, *A Beginner’s Guide to the World Economy* (2001), 129

### **Calendar of Topics**

1. January 31 Introduction to the Course
2. February 7 Historical Background—What is development?
3. February 14 The Development Project
4. February 21 Globalization, Debt, the IMF and the World Bank
5. February 28 Free Trade-Fair Trade
6. March 6 Free Trade-Fair Trade
7. March 13 In class work on 2 projects
8. March 27 Dams and Development
9. April 3 Dams and Development
10. April 10 Migration and Urbanization
11. April 17 Too Crowded Cities and Development
12. April 24 Health and Human Rights
13. May 1 Health and Human Rights
14. May 8 Final Discussion

**Course Objectives:** To develop an understanding of what is meant by ‘development’ and what is involved in the ‘development process’. We will read about and discuss globalization and whether it can be made a human-centered process; examine, historically, the interrelatedness of the world economy to determine how policies shaped by industrialized countries impact developing countries; and define key terms including sustainable development, environment, market, informal economy, civil society. What is key in all of these topics is to explore and understand how these processes and policies impact real people on a daily basis, and our own responsibility to be well-informed and to participate thoughtfully in the global economy.

**Critical Questions include:** What is development? Sustainable development? What are: import substitution; export substitution; free zones; free trade; industrial cluster strategies? How important is the role of the so-called informal sector in developing countries? What social and economic progress has there been over the past four decades in terms of employment, health, housing, environment, gender equality, and political freedom? What are the Millennium Development Goals—Are they attainable? Foreign direct investment and free trade—help, hindrance, or both? What is microcredit and does it work? How do we measure ‘development progress’? Who decides what is working? The centrality of gender in development and how the failure to recognize this undermines sustainable development? What are the environmental and health impacts of rapid industrialization? Has the ‘globalization process’ produced greater equality within and between nations?

**We will have two group projects that will take up some class time and time you will need to find outside of class. We will discuss these projects more at length in class, but briefly:**

1. We are fortunate to have a former RESD student make a very generous offer to have the class select a sustainable development project on the Global Giving website that he and his wife will donate \$5000 to! ([www.globalgiving.com](http://www.globalgiving.com)). As a class, you will come up with criteria to use to reach consensus on a project to fund. The donors will then come to class to listen to your presentation/justification on why you selected the particular project.
2. We are also going to conduct a ‘Negotiations Project’ during the semester. You will work in teams of two or three students that we set up and represent the points of view of different interests (countries, corporations, and non-governmental organizations) as we all deal with the issue of expanding the production and sale of fair trade coffee. This will include some community involvement and local research to remind us that coffee is more than just caffeine, and that what we learn applies far beyond the seminar room.

### **READING SCHEDULE**

Why we read and study: “It is undesirable to believe a proposition when there is no ground whatsoever for supposing it is true.” –Bertrand Russell

#### **Week 1: January 31 – Introduction**

“*Pauperization*—there is no better term to name the evolutionary trend during the second half of the twentieth century. Overall, the fact in itself is recognized and reaffirmed in the new dominant language: ‘reducing poverty’ has become a recurring theme of the objectives which government policies claim to achieve. But the poverty in question is only presented as an empirically measured fact, either very crudely by income distribution or a little less crudely by composite indices (such as the human development indices proposed by the United Nations Development Program), without ever raising the question of the logics and mechanisms which generate this poverty.”

—Samir Amin, “World Poverty, Pauperization, & Capital Accumulation,” *Monthly Review*, 55, October 2003, 1-9

‘The reason to study economics is to avoid being duped by economists.’

—Joan Robinson

Video – ‘The Shipbreakers’

#### **Week 2: February 7 - Historical Background: What is development?**

McMichael, familiarize yourself with the introductory material, xxii-xxxix and read Part 1, ‘The Development Project’, 1-71.

“As our commerce spreads, the flag of liberty will circle the globe and the highway of the ocean—carrying trade to all mankind—will be guarded by the guns of the republic. And as

their thunders salute the flag, benighted peoples will know that the voice of liberty is speaking, at last, for them...that civilization is dawning at last for them.”

—United States Senator Alfred Beveridge, 1898

Before class write a 125-word definition of ‘development’ and bring it with you to read in class and hand in.

### **Week 3: Feb. 14 - The Development Project**

“Frustrated that the economic restructuring prescribed by the World Bank and International Monetary Fund failed to translate into sustained growth and reduced poverty, country after country in Latin America has either discarded or is questioning much of the conventional wisdom about relying more on market forces—known as the ‘Washington consensus’—from the privatization of utilities to the slashing of social spending to unfettered trade.”

—Juan Forero, ‘Who Will Bring Water to the Bolivian Poor,’ *NYTimes*, 12/15/05

“To err is human, to really screw up takes a committee.”

—Anonymous

McMichael, Part II, ‘The Development Project Unravels’, 74-150.

Assignment: Visit the World Bank website, [www.worldbank.org](http://www.worldbank.org) and investigate the Bank’s organizational structure. Be prepared to report on what you find. Also, figure out who sets WB policy, how the head of the bank is selected and who makes funding decisions. Also, be ready in class to define what McMichael means by the ‘development state’.

### **Week 4: Feb. 21 - Globalization and Debt: What a Tangled Web...**

“The Washington Consensus became a force in the 1980s, after a long period in which Latin American governments, many autocratic, experimented with nationalistic economic nostrums like import-substitution and protectionism. These could not deliver sustained growth. The region was left on the edge of economic implosion. With the new policies of the 1980s came a surge toward democracy, a rise of technocrats as leaders and, in the last 20 years, a general acceptance of stringent austerity measures prescribed by the I.M.F. and the World Bank. Country after country was told to make far-reaching changes, from selling off utilities to cutting pension costs. In return, loans and other aid were offered. Growth would be steady, economists in Washington promised, and poverty would decline. But the results were dismal. Poverty rose, rather than fell; inequality remained a curse. ...”

—Juan Forero, ‘Latin America Looks Leftward Again,’ *NY Times*, 12/18/05

McMichael, Part III, “The Globalization Project,” 152-236.

Charles Gore, “The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries,” *World Development*, 28 (5), 2000, 789-804 (electronic library).

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In class we will watch the film *Life and Debt* which describes the impact of the globalization process on Jamaica.

Please come to class with a clear understanding of McMichael's definition/description of globalization, but also with a list of what you think are the three most important processes of globalization (e.g., the movement of corporations, migration, technology transfer, whatever!) and an example of each which you have seen.

**Week 5: Feb. 28 – Free Trade: Is it Fair Trade? A Look at the Global Coffee Industry**

Jaffee, *Brewing Justice*, chs. 1-5.

In class we will watch the film *Black Gold*, about the global coffee trade with a focus on Ethiopia.

Exercise in class: Discussion of the merits of fair trade coffee, through which we will develop an argument that supports the sale of fair trade coffee complete with reasons and evidence in preparation for next week...

**Week 6: March 6 – Free Trade: Is it Fair Trade? A Look at the Global Coffee Industry**

Jaffee, *Brewing Justice*, chs. 6-Conclusion.

In class we will meet with the University's coffee provider to discuss the possibilities of their only serving fair trade coffee on campus.

**Week 7: March 13 – Global Giving Project and Country Negotiations project**

“It seems to have become Africa's fate to become a theater of empty talk and public gestures. But the impression that Africa is fatally troubled and can be saved only by outside help—not to mention celebrities and charity concerts—is a destructive and misleading conceit... I am not speaking of humanitarian aid, disaster relief, AIDS education or affordable drugs... I am speaking of the ‘more money platform’: the notion that what Africa needs is more prestige projects, volunteer labor and debt relief. We should know better by now. I would not send money to a charity, or foreign aid to a government, unless every dollar was accounted for—and this never happens.”

—Paul Theroux, ‘The Rock Star's Burden,’ *NY Times*, 12/15/05

This week we will discuss in detail the 2 main projects of the class and organize into teams for preparation purposes.

**SPRING BREAK WEEK!!! YEAH!!!!**

**Week 8: March 27 - Water and Development**

Khagram, *Dams and Development*, chs. 1-3.

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**Week 9: April 3 - Dams and Development**

Khagram, *Dams and Development*, chs. 4-6.

**April 5-** Saturday evening attend the Lowell Immigration and Globalization film festival's screening of the film 'Bamako' set in Mali and after the film write a 500-word reaction to the film. Be ready to discuss your reaction piece in class April 10.

**Week 10: April 10 – Global Migrations-Global Cities**

Davis, *Planet of Slums*, chs. 1-4.

*New York Times* 'Border Crossings' series – handout.

**Week 11: April 17 – City Stresses: All Roads Lead to Urbanization**

Davis, *Planet of Slums*, chs. 5-Epilogue.

**Week 12: April 24 — Health, Human Rights and Development**

Farmer, *Pathologies of Power*, part one.

We will decide on which Global Giving project we will fund in this class.

**Week 13: May 1 — Health and Social Justice**

Farmer, *Pathologies of Power*, part two.

Negotiations project will begin in second half of class.

**Week 14: May 8 — Final Discussion - Who Should 'Drive the Development Car'?**

Conclude Negotiations project.

McMichael, Pt. IV, 'Rethinking Development,' Chs. 7 and 8.

**Key sources of information:**

The library has several journals in its electronic holdings useful for your negotiations project. *Development, Development and Change, Development in Practice, Development Policy Review, Development Southern Africa, World Development, World Bank Economic Review, World Bank Research Observer, Latin America Regional Reports, Latin America Research Review, Africa Research Bulletin, Africa Development Review, International Journal of Education Development, International Labour Review.* These can be accessed in the library or from a remote Internet site.

Here are several web sites that will be helpful. If you are assigned to a country for the negotiations, it probably has its own web site with information on the government's development strategies and objectives. It may also have a daily or weekly newspaper you can access on line. And, it may well be that your country has an embassy or mission in the

U.S. that could provide you with documents pertaining to the government's development efforts, its expenditures on such things as education and health care, and whether it has incentive programs in place to induce foreign direct investment. You need to determine right away how to access such information. For those of you who will work on a corporation or a non-governmental organization, these too will have websites and links to partner groups that you will need to locate.

- United Nations Development Programme - [www.undp.org](http://www.undp.org)
- United Nations Development Fund for Women - *Progress of the World's Women 2000*, [www.undp.org/unifem/progressww/index.html](http://www.undp.org/unifem/progressww/index.html)
- Women in Informal Employment Globalizing and Organizing – [www.wiego.org](http://www.wiego.org)  
This is a very important site, with lots of downloadable information, statistics, reports, ongoing research reports and links to work being done on women in the informal economy.
- International Labour Organization - [www.ilo.org](http://www.ilo.org). Site contains latest research on global labor and unionization fights, safety and health in the global economy, child labor research.
- International Metalworkers Federation - [www.imfmetal.org](http://www.imfmetal.org). This site contains up-to-date information on labor movements around the world and research papers on labor and the globalization process.
- International Monetary Fund - [www.imf.org](http://www.imf.org). The site contains lots of specific country information and numerous IMF strategy papers. If your country is working out loan agreements with the IMF, this information can also be found there.
- World Bank - [www.worldbank.org](http://www.worldbank.org) From this site you can find country information and hundreds of the Bank's research reports and detailed country studies.
- Asian Development Bank - [www.adb.org](http://www.adb.org). There are several country web sites that you can access here as well as lots of economic information on your country.
- United Nations Conference on Trade and Development - [www.unctad.org](http://www.unctad.org). Lots of information on global trade and the impact of foreign direct investment on development.
- Inter-American Development Bank - [www.iadb.org](http://www.iadb.org). Country studies here.
- Basal Action Network - [www.ban.org](http://www.ban.org). This web site contains information on how globalization has spread hazardous waste and contains case studies on the spread of electronic waste exported by the United States to Asia.
- Bellagio Forum for Sustainable Development - [www.bfsd.org](http://www.bfsd.org). Lots of useful material and links to organizations working on sustainability issues.
- International Organization for Migration - [www.iom.int](http://www.iom.int). Works with the United Nations and nongovernmental organizations on resettlement issues. It has a working group on gender that prepares a quarterly bulletin, *Gender Bulletin*.
- Coalition Against Trafficking in Women - [www.catwinternational.org](http://www.catwinternational.org). Clearinghouse for lots of anti-trafficking organizations.
- Fair Trade Certification – [www.fairtrade.net](http://www.fairtrade.net). FLO International is an umbrella organization with partners who work together to ensure that the label of 'fair trade' is used properly.
- Coffee – While there are many projects, some of the better-known projects that produce, certify, and sell it include Equal Exchange [[www.equalexchange.com](http://www.equalexchange.com)] and Global Exchange [[www.globalexchange.org](http://www.globalexchange.org)]; on campus you'll see Green Mountain Coffee [[www.greenmountaincoffee.com](http://www.greenmountaincoffee.com)] which sells both fair trade and not.

