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POLITICAL ECONOMY OF DEVELOPMENT

POL 441
Spring 2026

Instructor: Takeshi Ito

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Class meets: Tue & Fri 9:00-10:40@Kioi B115 & Kioi 111

Office: 10-530

Office hours: Tue & Fri 3:30-4:30pm

Website: www.kasasustainability.org

Course Description

This course is concerned with the theory and practice of international development. We will study the evolution of the project of development from its launched as a post-World War II initiative to its characteristics under the current era of economic globalization and liberalization, including backlashes against the forms this project has taken. Each phase of development has been marked by intense theoretical and practical debate, from the certainties of modernization theory, the explanatory perspectives of dependency theory to more current critiques of anti-development and anti-globalization theorists. In this course, we will examine the intellectual and practical foundations of these debates. To do so, we will link development theories to the material practice of development.

While the standard curriculum of development studies courses focuses on policy actors and institutions – such as states, mega-institutions and NGOs – we will broaden the scope of development studies by looking at the social, political, environmental and economic practices through which development is experienced. By studying, for example, the informal economy, peasant movements and global and local strategies for sustainable development we will investigate the boundaries between development theory and practice. In this way, we will investigate the “Third World” as more than a *recipient* of development, but as a site from which development objectives, theories and practices emerge.

Upon completion of the course, students will: 1) have a familiarity with development problems, 2) be able to explain and critique the various approaches to the practice of development, and 3) be able to use case studies to test the hierarchy between the first and the third world that is applied to solve development problems.

Course Requirements and Grading

1. Class Engagement: 10%

A main goal of this class is to nurture critical thinking. Class will be structured

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around focused class discussions, and your grade is dependent upon the quality of your participation. Please come to class prepared, having completed your readings and reading to discuss them. Ask each other hard questions, listen to your peers' responses and respect the opinions of instructors and classmates. Remember, there are no wrong answers; but you must be able to support your argument with sound reasoning!

2. Campus Farming where ecology meets direct democracy 20%

On our Yotsuya campus, KASA Sustainability has been organically growing vegetables in the garden adjacent to Building 10. If you're interested, you can read the [history of campus farming](#). This everyday practice of farming is based on our firm beliefs that *humans are not in control of nature* and that *thinking about sustainability starts in place and community*. Sustainability requires *care for the environment on which place/community is depended*. It depends on the everyday practice of ordinary people rather than technical knowledge about sustainability. Drawing on van den Ryn and Cowan's influential book *Ecological Design*, our campus farming puts into practice the principle "solutions grow from place."

Working with the KASA Sustainability gardening team, we will plant the seeds of seasonal vegetables, take care of them throughout the semester, and harvest them by the end of the semester. Students in small groups will participate in this life cycle of plants and create a garden diary about how plants build relations with one another, the soil, and bugs, transforming the garden landscape—in other words, the life world. A few diaries will be selected and published on the [KASA website](#).

3. Discussion Leading Role: 20%

To create a lively discussion environment, designated students will be asked to take formal responsibility for organizing the discussion of the readings (though all students are required to read the same materials). You can begin by providing a succinct summary, appreciating parts of each reading and moving to questions, presenting data, and/or quoting interesting, powerful, thought-provoking sentences. In other words, you can design how you want to present. *The discussion leaders create and send their plans to the instructor at least 24 hours before the class*. Appropriate points will be given according to the quality and times of presentations—you can lead more than once.

4. Analysis, Critique, and Appreciation: 10%

I designed this seminar to be oral-intensive. To this end, designated students will be asked to take formal responsibility for leading in-class discussions. To create a lively discussion environment, you can pose questions, present data, and quote interesting, powerful, thought-provoking sentences. *The discussion leaders create and send prompts to the instructor four to two days before the class*. In preparing your discussion, please keep in mind:

- a) Discussants are good listeners—we all listen to one another with respect, and have tolerance for differences. We build on the strengths and weaknesses of arguments.

b) Discussants are critical thinkers—we make constructive criticism and make connections between readings by identifying where authors agree/disagree and make sense of scholarly arguments.

4. Final Paper: 40%

Students are expected to write a research paper that critically examines the theory and practice of development. In writing the paper, you must develop a research framework primarily drawn from the course materials. You may also support your argument with books and articles available online, but these should not be the framework of your paper.

How and where should you begin your research? First, you need to find a topic related to the course (possibly a tentative title) that you want to explore. The topic is something of passion. When you know it, you'll keep on exploring. Second, you need to create a literature review on your topic to identify what people have done on the topic so far and what needs to be done. This is a tentative list of your bibliography. Third, you need to be able to draw an outline of your research. This could be a summary (3-400 words) of your main argument and/or headings and subheadings in your paper. The title, argument, outline, literature review, and bibliography constitute the so-called *research design*. Lastly, you need to begin your research based on the research design, and complete your paper. At any stage of your research, I am more than happy to meet you and discuss your research!

The appropriate length of your paper is between 3,500-4,000 words, not exceeding 4,500 words (including References). Leave 1.5 cm of margin on all sides of the paper. The text should be double spaced. Font size 12 points. Use footnotes rather than endnotes.

Grade Distributions

Class Engagement:	10%
Campus Farming:	20%
Discussion Leading Role:	20%
Analysis, Critique, and Appreciation:	10%
Final Paper:	40%

Grade cutoff points are as follows: A = 91-100%; B = 81-90%; C = 71-80%; D = 61-70%; F = < 60%.

Expectations and Responsibilities

I am excited about this course! I expect you to be excited about the course, too. This excitement carries us through the entire semester. However, sustaining the excitement is not easy. There are times when you are distracted by what surrounds you in everyday lives. But I want you to keep focused on what you are doing throughout the semester. I want you to engage with the readings which may seem sometimes abstract and challenging to you at this early stage in your college education. **Never give up on the readings!** If you cannot comprehend at all, try to pick up some key points, and try to capture a big picture that the author

is trying to put together. In other words, you should not be bogged down by every detail, and come to class with your thoughts and questions. It is my hope and responsibility that some disconnected ideas make a sense by the end of the semester. Therefore, I encourage you to keep up with your good work because only such a work habit can bear fruit in the long run.

I expect you to come to class prepared to engage. I believe that active and intelligent class participation is essential part of effective learning. Being able to address your thoughts in class is an important skill that you will need to develop in/beyond this semester. Getting the readings done does not mean that you have something to say about them. **This class requires at least five-six hours of preparation each week**, depending on your familiarity with key concepts in development studies. I strongly suggest that after finishing the reading assignment for each class session, you spend 15-30 minutes writing a summary (around 250 words) of the reading. This short exercise helps organize your thoughts that you might want to address in class. In addition, it is important to know that what I expect from you is not accuracy but your effort to engage in the readings.

You can expect me to work very hard to create a valuable learning environment for you. **I am always open to suggestions as to how I can make my class a better environment for you to learn.** I will give you my feedback on your paper promptly, meet with you for advising, and write you reference letters (e.g., internships, scholarships, and graduate schools) in/beyond this semester. In other words, I will make time for you.

Academic Conduct

Plagiarism and cheating of any kind are strictly forbidden. Plagiarism entails borrowing ideas from others without attributing sources. Copying from the Internet and pasting on your summaries is the most primitive form of plagiarism. *The use of AI tools including “Chat GPT,” “Grammarly,” “NoodleTools,” among others for any purposes such as correcting grammar, paraphrasing, formatting references, translating and transcribing is strictly forbidden across all courses.* We have zero tolerance for plagiarism and cheating. Any misconduct will automatically result in no credit.

Digital Policy

To create an effective learning environment, the use of your smart phones and laptops in the classroom is forbidden. Screens create both physical and mental distances and block meaningful discussion and two-way communication between the instructor and students.

Late Work Policy

Late works will not be accepted under any circumstances. I will dock your grade third a letter grade (e.g., an B- to a C or from a C to a C-) for each day. Special Arrangements will only be made in the case of sickness (requiring a doctor’s note) or family emergency (requiring a Chair’s note).

Important Etiquettes

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In order to create a pleasant study environment for everyone, please follow these etiquettes. **Smart phones must be put away at any time during the class. You must not use your phone to read the required reading.** *Please come to the class on time.* Please note that *voluntary late arrivals and early departures do not count as one class attendance.* These are just a few things that distract our attention. For other issues, please use your common sense, and treat one another with respect and courtesy. If problems continue to disturb the proper procedures of class, I will ask disruptive students to leave the class.

Accommodations for Students with Disabilities

If you have a disability and require accommodations for this course, please speak with the instructor as soon as possible so that your needs may be appropriately met.

Attendance Policy

Attendance is very important. I expect you to attend every class. Missing class will hurt you in two ways. First, you will miss the thesis of the readings discussed in class. This will have significant impact on what you get out of this course. Second, I will dock your final grade third a letter grade (e.g., from a B- to a C+) for each unexcused absence. Make-up exams will only be given in the case of sickness (requiring a doctor's note) or family emergency (requiring a Dean's note). *More than three undocumented absences will automatically result in a failing grade (no credit).* Should you be forced to miss class because of activities, you must inform the instructor ahead of time.

Late Policy

Late papers will not be accepted under any circumstances. I will dock your paper grade third a letter grade (e.g., an B- to a C+ or from a C to a C-) for each day. Special Arrangements will only be made in the case of sickness (requiring a doctor's note) or family emergency (requiring a Dean's note).

Appointments with the Instructor

Meeting with professors could be challenging for students. Although I know exactly how you feel, I encourage you to TALK to me in person on any subjects related to class. My office is located at Rm 530 in Building 10. If you cannot make it during our office hours, please email me for an appointment. In principle, I use my email to make appointments rather than consultations. If chatting in informal situations makes you more comfortable, please let me know.

Readings

Textbooks

Harvey, David. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press.

Ferguson, James. 1994. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota Press.

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They are around \$25 when you buy new copies. Used copies are less expensive.

COURSE OUTLINE

1. April 14

Introduction to the course

- Kristof, Nicolas. 2009. "Where Sweatshops Are a Dream." *The New York Times* <http://nyti.ms/26n7YVY> or <https://youtu.be/CqXKCom6UHU>
- Costanza et al. 2014. "Time to Leave GDP Behind." *Nature* 505, pp. 283-285.

Suggested

- Guardian. 2021 'Devastating': how UK's foreign aid cuts could hurt the world's poorest. August 23. <https://www.theguardian.com/global-development/ng-interactive/2021/aug/23/devastating-how-cuts-in-uks-foreign-aid-could-hurt-the-worlds-poorest>
- New York Times. 2012. "A Factory Grows in Haiti." July 6, 2012 <http://video.nytimes.com/video/2012/07/05/world/americas/10000001632553/a-factory-grows-in-haiti.html>

I. DEVELOPMENT THEORIES

2. April 17

Historical Perspectives on Development 1

- Hall, Stuart. 1992. "The West and the Rest: Discourse and Power." In S. Hall and B. Gieben eds. *Formations of Modernity*. Cambridge, UK: Polity Press: 276-308.

Suggested

- Bernstein, Henry. 2010. "Origins and Early Development of Capitalism." In *Class Dynamics of Agrarian Change*. Halifax: Fernwood Publishing: 25-37.
- Davis, Mike. 2002. *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. London: Verso.
- Wolf, Eric. 1982. *Europe and the People without History*. Berkeley: University of California Press.
- Arrighi, Giovanni. 1990. "The Developmentalist Illusion: A Reconceptualization of the Semiperiphery," in William G. Martin (ed.) *Semiperipheral States in the World Economy*. New York: Greenwood Press: 11-42.
- Wallerstein, Immanuel. 1974. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." *Comparative Studies in Society and History* 16(4): 387-415.
- . 1991. "Development: Lodestar or Illusion." In *Unthinking Social*

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Science: The Limits of Nineteenth Century Paradigms. Cambridge: Polity Press: 104-124.

3. April 21

Historical Perspectives on Development 2

Bernstein, Henry. 2000. "Colonialism, Capitalism, Development." In Tim Allen and Alan Thomas eds. *Poverty and Development into the 21st Century*. Oxford: Oxford University Press: 241-270.

4. April 24

Nature, Capitalism, and Primitive Accumulation

Karl Marx. [Capital: A Critique of Political Economy](#). London: Penguin Books, 1990. Part Eight, "The Secret of Primitive Accumulation and The Expropriation of the Agricultural Population from the Land, pp. 873 - 877

Wood, Ellen Meiksins. 2010. "Peasants and the Market Imperative: The Origins of Capitalism." Haroon Akram-Lodhi and Cristobal Kay eds. *Peasants and Globalization: Political Economy, Rural Transformation and the Agrarian Question*. London: Routledge: 37-56.

Suggested

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press, Ch. 1.

Arrighi, G. and J.W. Moore. 2001. "Capitalist Development in World Historical Perspective." In R. Albritton, M. Itoh, R. Wstra, and A. Zuege eds. *Phases of Capitalist Development: Booms, Crises and Globalizations*. New York: Palgrave, pp. 56-75.

Sevilla-Buitrago, Alvaro. 2015. "Capitalist Formations of Enclosure: Space and the Extinction of the Commons." *Antipode* 47(4), pp. 999-1012.

Hall, Derek. 2013. "Primitive Accumulation, Accumulation by Dispossession and the Global Land Grab." *Third World Quarterly*, 34(9), 1582-1604.

5. April 28

Modernization Theory

Lerner, Daniel. 1958. "The Grocer and the Chief: A Parable." In *The Passing of Traditional Society: Modernizing the Middle East*. Glencoe: Free Press: 19-42.

Rostow, W. W. 1971. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press: 4-16.

Suggested

Isbister, John. 2003. "Explanations of Underdevelopment" In *Promises Not Kept: Poverty and the Betrayal of Third World Development*. Bloomfield, CT: Kumarian: 30-65.

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Gerchenkron, Alexander. 1966. *Economic Backwardness in Historical Perspective*. The Belknap Press: 5-30.

6. May 1

Dependency Theory and Ecologically Unequal Exchange

Cardoso, Fernando Henrique and Enzo Faletto. 1979. *Dependency and Development in Latin America*. Berkeley: University of California Press: 8-28.

Hornborg, A., 2025. Unequal Exchange is not Primarily about Monetary Value. *Nature Communications*, 16:6166.

Suggested

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

Ferraro, Vincent. 1996. "Dependency Theory: An Introduction." In Giogrio Secondi ed. *The Development Economics Reader*. London: Routledge.

Waterbury, John. 1999. "The Long Gestation and Brief Triumph of Import Substituting Industrialization." *World Development* 27(2): 323-341.

7. May 8

Neoliberalism 1

Harvey, David. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press: Ch 1 (1-38) and Ch 2 (39-63).

Harvey, David. 2010. "[Crises of Capitalism](#)."

Suggested

Polanyi, Karl. 1944. *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon.

Ruggie, J. 1982. "International Regimes, Transactions and Change: Embedded Liberalism in the Post-War Order." *International Organization* 36(3): 379-415.

Craig, David and Doug Porter. 2006. *Development Beyond Neoliberalism? Governance, Poverty Reduction and Political Economy*. London: Routledge: 63-94.

Lacher, H. 1999. "Embedded Liberalism, Disembedded Markets: Reconceptualizing the Pax Americana." *New Political Economy* 4(3): 343-360.

Krueger, Anne O. 1990. "Government Failures in Development." *Journal of Economic Perspectives* 4 (3): 9-23

Lal, Deepak. 1985. "The Misconceptions of Development Economics." *Finance & Development* 22 (2): 10-13.

8. May 12

Campus Farming with KASA Sustainability

This semester, we will join KASA and our garden designer Jun Kuniyoshi (Sophia grad) to plant seeds and seedlings of flowers and vegetables in the gardens at Bldg 6, 9, and 10. We will hold the harvest festival at the end of the semester.

9. May 15

Neoliberalism 2

Harvey, David. 2007. *A Brief History of Neoliberalism*. New York: Oxford University Press: Ch 3 (64-86) and Ch. 4 (87-119).

Monbiot, George. 2016. "[Neoliberalism—the Ideology at the Root of All Our Problems.](#)" *Guardians*. April 15.

Suggested

Williamson, John. 1990. "[What Washington Means by Policy Reform.](#)" In *Latin American Adjustment: How Much Has Happened?* Washington, D.C.: Institute for International Economics: 5-20.

10. May 19

The New Institutional Economics

Bardhan, Pranab. 1989. "The New Institutional Economics and Development Theory: A Brief Critical Assessment." *World Development* 17(9), 1389-1395.

Harriss, John, Janet Hunter, and Colin Lewis. 1995. "Development and Significance of NIE." In Harriss, John, Janet Hunter, and Colin M. Lewis eds. 1995. *The New Institutional Economics and Third World Development*. London: Routledge: 1-13.

Suggested

North, D.C. .1990. *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press.

Nabli, M. and J. Nugent 1989. "The New Institutional Economics and Its Applicability to Development." *World Development* 17(9): 1333-1347.

Rodrik, D., A. Subramanian, and F. Trebbi. 2004. "Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development." *Journal of Economic Growth* 9, pp. 131-165.

Sachs, J. 2003. "Institutions Don't Rule: Direct Effects of Geography on Per Capita Income." National Bureau of Economic Research Working Paper No. 9490.

Moore, Mick and Mark Robinson. 1994. "Can Foreign Aid Be Used to Promote Good Government in Developing Countries?" *Ethics and International Affairs* 8(1): 141-158.

Doner, Richard and Ben Schneider. 2000. "The New Institutional Economics, Business Associations and Development." *Brazilian Journal of Political Economy* 20(3): 39-62. (Read 39-47).

Hoff, Karla and Joseph Stiglitz. 2001. "Modern Economic Theory and Development." In Gerald Meier and Joseph Stiglitz eds. *Frontiers of*

Development Economics: the Future in Perspective. New York: Oxford University Press: 389-459.

11. May 22

Development, Institutions, and Governance

World Bank. 1997. *The World Development Report: The State in A Changing World*. New York: Oxford University Press: 1-15.

Portes, A. 2006. "Institutions and Development: A Conceptual Reanalysis." *Population and Development Review* 32(2), pp. 233-262.

Suggested

Fine, Ben, Costas Lapavistas and Jonathan Pincus eds. 2001. *Development Policy in the Twentieth-First Century: Beyond the Post-Washington Consensus*. London: Routledge.

Wolfowitz, Paul. 2006. "[Good Governance and Development: A Time for Action.](#)"

Evans. Peter. 2004. "Development as Institutional Change: The Pitfalls of Monocropping and the Potentials of Deliberation." *Studies in Comparative International Development* 38(4), 30-52.

World Bank. 2000. *Reforming Public Institutions and Strengthening Governance*. Washington, D.C.: World Bank.

IDS. 2010. "A Fresh Look at Governance." In *An Upside View of Governance*. Institute of Development Studies, Brighton: University of Sussex: 5-15.

II. DEVELOPMENT & POLITICS

12. May 26

Are We Still All Institutionalists?

Hudson, D. and A. Leftwich. 2014. "From Political Economy to Political Analysis." Research Paper 25. Birmingham: DLP: 48-102.

Suggested

For the background of PRSPs, read this short piece: Booth, David. 2005. "Missing Links in the Politics of Development: Learning from the PRSP Experiment." Working Paper 256 Overseas Development Institute, pp. 1-10.

Hickey, S. K. Sen, and B. Bukenya. 2015. "Exploring the Politics of Inclusive Development: Towards a New Conceptual Approach." In S. Hickey, K. Sen, and B. Bukenya eds. *The Politics of Inclusive Development: Interrogating the Evidence*. New York: Oxford University Press: 3-32.

Carothers, T. and D. de Gramont. 2013. "Toward Politically Informed Methods." In *Development Aid Confronts Politics: The Almost*

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Revolution. Washington, D.C.: Carnegie Endowment for International Peace: 125-154.

World Bank. 2008. *The Political Economy of Policy Reform: Issues and Implications for Policy Dialogue and Development Operations*. Washington, D.C.: World Bank.

13. May 29

Critical Institutionalism

Cleaver, F. and L. Whaley. 2018. "Understanding Process, Power, and Meaning in Adaptive Governance: A Critical Institutional Reading." *Ecology and Society* 23(2):49. <https://doi.org/10.5751/ES-10212-230249>

Suggested

Cleaver, F. 2012. *Development through Bricolage: Rethinking Institutions for Natural Resource Management*. London: Routledge: 1-24.

Hutchison, J., W. Hout, C. Hughes, and R. Robison. 2014. *Political Economy and the Aid Industry in Asia*. Basingstoke, Hampshire: Palgrave Macmillan, pp. 77-102.

Roland, G. 2004. "Understanding Institutional Change: Fast-Moving and Slow-Moving Institutions." *Studies in Comparative International Development* 38(4), pp. 109-131.

World Bank. 2017. *World Development Report 2017: Governance and the Law*. Washington, D.C.: World Bank.

Andrews, Matt, Lant Pritchett, and Michael Woolcock. 2017. *Building State Capability: Evidence, Analysis, Action*. Oxford: Oxford University Press.

14. June 2

Film Screening

Inside Job, 2009, directed by Charles Ferguson

Questions: After watching the film, answer the following questions and submit your reactions to Moodle.

1. What role did the Federal Reserve play under the leadership of Alan Greenspan?
2. Who created the root causes of the financial crisis of 2008-9?
3. What role did the US government play before and after the financial crisis?
4. In your view, how does ideology shape policy?

15. June 5

Research and Writing

16. June 9

Depoliticizing Development 1

Ferguson, James. *The Anti-Politics Machine: Development,*

Depoliticization and Bureaucratic Power in Lesotho: 1-21.

Suggested

- Harriss, John. 2001. *Depoliticizing Development: The World Bank and Social Capital*. New Delhi: Leftword Books.
- Mosse, David. 2005. *Cultivating Development: An Ethnography of Aid Policy and Practice*. London & Ann Arbor: Pluto Press.
- Sharma, Aradhana. 2008. *Logics of Empowerment: Development, Gender, and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press.
- Li, Tania. 2007. *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Durham: Duke.
- Scott, James. 1998. *Seeing Like a State*. New Haven: Yale University Press.

17. June 12

Depoliticizing Development 2

- Ferguson, James. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*: Ch. 2 (25-73) and Ch. 3 (74-88).

18. June 16

Depoliticizing Development 3

- Ferguson, James. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*: Ch. 5 (135-166).

19. June 19

Depoliticizing Development 4

- Ferguson, James. *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*: Ch. 9 (251-277) and Epilogue (279-288).

Suggested

- Escobar, Arturo. 1995. "The Problematization of Poverty: The Tale of Three Worlds and Development." In *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press: 21-54.
- Shrestha, Nanda. 1995. "Becoming a Development Category." In Jonathan Crush ed. *Power of Development*. New York: Routledge: 266-277.
- Esteva, Gustavo. 1992. "Development." in Wolfgang Sachs (ed.) *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books: 6-25.
- Sen, Amartya. 1988. "The Concept of Development." In *Handbook of Development Economics*, edited by H. B. Chenery and T. N. Srinivasan. Amsterdam: Elsevier Science Pub. Co.: 10-26.
- Peet, Richard and Elaine Hartwick. 2009. "Critical Modernism and Democratic Development." In R. Peet and E. Hartwick. *Theories of*

Development: Contentions, Arguments, Alternatives (second edition). New York: Guilford Press: 277-291.

Rist, Gilbert. 2008. "Definitions of Development." In *History of Development*. London: Zed Books: 8-24.

Rist, Gilbert. 2007. "Development as a Buzzword." *Development in Practice* 17(4-5): 485-491

III. RETHINKING DEVELOPMENT

20. June 23

Individual Consultations about the Final Paper

I will meet you individually to discuss what you want to write and how you want to frame your final paper. Please feel free to stop by my office. Please bring your research design containing a) title, b) literature review, c) argument, d) outline, and e) bibliography.

21. June 26

Reorienting Ways of Being, Knowing, and Doing Development

Escobar, A. 2017. *Designs for the Pluriverse*. Durham, NC: Duke University Press: Chapter 1 Out of the Studio and into the Flow of Socionatural Life, pp. 25-48.

Suggested

Van der Ryn, S. and S. Cowan. 2007. *Ecological Design*. Washington, DC: Island Press.

22. June 30

Research & Writing

23. July 7

From Economic Growth to Planetary Sustainability

Griggs, D. et al. 2013. Sustainable Development Goals for People and Planet. *Nature* 495: 305-307.

Sachs, J. 2012. From Millennium Development Goals to Sustainable Development Goals. *Lancet* 379: 2206-11.

24. July 10

Framing Development Holistically

Raworth, Kate. 2017. *Doughnut Economics*. White River Junction, Vermont: Chelsea Green Publishing; Introduction "Who wants to be an Economist" and Chapter 1 "Change the Goal." Chapter 2 "See the Big Picture" and Chapter 3 "Nurture Human Nature."

25. July 14

Student Presentations

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26. July 17

Student Presentations

27. July 21

Student Presentations

28. July 24

Student Presentations

29. July 28

*****Final Paper Due*****