11.005 – INTRODUCTION TO INTERNATIONAL DEVELOPMENT

Syllabus for Spring 2015

Tuesdays and Thursdays (2:30 - 4:00 PM) - Room 1-150

Instructor:
Cauam Ferreira Cardoso – Office Hours: by appointment - Email: cauam@mit.edu

Teaching Assistant:
Kate Mytty – Office Hours: by appointment - Email: kmytty@mit.edu

1. Course Description:

This course introduces undergraduates to the basic theory, institutional architecture, and practice of international development. We take an applied, interdisciplinary approach to some of the “big questions” in our field: What does development mean? Why are some countries persistently poorer than others? How have different stakeholders sought to address the challenges of development in the past, and how are they approaching these challenges now? What are the avenues through which students can develop their own careers in the development field? This course will unpack these questions by providing an overview of existing knowledge and best practices in the field. The goal of this class is to go beyond traditional dichotomies -- such as government vs. markets, or structure vs. agency -- and narrow definitions of progress, wellbeing, and culture. Instead, we will invite students to develop a more nuanced understanding of international development by offering: i) an innovative set of tools, which will support the development of their critical thinking, reading, writing, and planning skills; ii) content flexibility, allowing students and the instructor to co-develop some of the class topics and activities according to their interest.

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1 This syllabus maybe be revised and further specified during the semester.
2. Learning Objectives:

We ask you to re-examine conventional knowledge and engage critically with the assumptions behind theories and policies. By the end of the semester, students should be able to take apart in an argument, recognizing the multiple challenges, actors, scales, and power dynamics at play in the development field. We also expect you to walk away with specific theoretical and applied tools that will make you a better consumer of social science (and other) information. In order to do so, we will provide several opportunities and present students with tools so they can learn by doing. In particular, students will learn how to:

- **Develop** a more informed understanding of statistical and causal arguments made in academic, policy and journalistic writings.
- **Produce** memos and other short documents summarizing key information, and/or presenting a critical analysis, based on reliable evidence.
- **Create** a final project for this class that will also allow students to develop an improved sense of practice, by designing their own development intervention, according to their experience and interests.

3. Course Structure:

The course is divided into four parts. **Unit 1** explores basic concepts, definitions and measures of socioeconomic development critically, and against appropriate historical contexts. This initial work is designed to promote a process of unlearning: students are invited to question their most fundamental assumptions related to development, opening the space for deeper reflection on the topics to be discussed during the rest of the semester. **Unit 2** provides a broad survey of development theory, accompanied by an examination of key development epochs. We do so by discussing how theory led to different understandings of what the challenges were, and accordingly, what different strategies stakeholders developed.

**Unit 3** explores the international aid architecture since its origins with the establishment of the Bretton Woods System. Through the unit we will discuss how this system evolved to the highly complex and dynamic international development context that exists today. Finally, **Unit 4** focuses on applied development issues. In particular, this final part of the class aims to explore the implementation and scaling-up of development interventions through Guest Lectures given by leading development practitioners in different sectors.
4. Course Format

The classes will follow a seminar style, in which students are expected to read all of the assigned material in advance as a way to prepare for an extensive in-class discussion. The instructor will lead most of the classes, while 2-4 guest lecturers will take over in selected dates. The instructor’s presentations, readings, and in-class debates will be complemented with a variety of smaller assignments, and one final group project to be presented at the end of the semester.

We will also use a variety of online resources for information sharing, and to promote discussions on topics of interest. These include the usual Stellar website and group emails, as well as one alternative online platform created exclusively for the class. Students will decide collectively in the beginning of the semester their favorite option, such as a Facebook group, or a class Blog. The engagement with the class through this alternative platform will be voluntary, but active participants will receive extra credit toward their final grade. All activities will be guided by appropriate codes of conduct and privacy procedures.

Students will have several opportunities to co-develop the course in order to fit their interests. Formal feedback from students on the class will be requested at the end of every Unit, but participants can use any of the existing exchange platforms (email, office hours, and online group/blog) to provide inputs on the class at anytime. While the final decision will be at the discretion of the instructor, students’ voices will be always taken into consideration.

5. Calendar Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class #</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 3</td>
<td>1</td>
<td>Welcome Class: Introduction to International Development</td>
</tr>
<tr>
<td>Feb. 5</td>
<td>2</td>
<td>Development and the Colonial Legacy</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>3</td>
<td>The Ethical Underpinnings of Development — Guest Speaker: Diego Laserna, MIT-DUSP Alum and City Council Candidate for the City of Bogota, Colombia in 2015.</td>
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<tr>
<td>Date</td>
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<tr>
<td>Feb. 19</td>
<td>4</td>
<td>International Development as Concept and Narrative</td>
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<tr>
<td>Feb. 24</td>
<td>5</td>
<td>Measuring Development</td>
</tr>
<tr>
<td>Feb. 26</td>
<td>6</td>
<td><em>Identities in Development</em>: inserting “who we are” in relation to a diverse development context – Guest Speakers Students of Color Committee DUSP-MIT.</td>
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<td></td>
<td><strong>Unit 2 – Development: From Theories To Strategies (6 Classes)</strong></td>
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<tr>
<td>Mar. 3</td>
<td>7</td>
<td>Modernization and Growth Paradigms</td>
</tr>
<tr>
<td>Mar. 5</td>
<td>8</td>
<td><em>Easier Said than Done</em>: Dependency and the first challenges of the Development Agenda</td>
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<tr>
<td>Mar. 10</td>
<td>9</td>
<td>Development Strategies by Late-Industrializing Countries</td>
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<tr>
<td>Mar. 12</td>
<td>10</td>
<td>The Debt Crisis, Globalization, and the Rise of the Washington Consensus</td>
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<tr>
<td>Mar. 17</td>
<td>11</td>
<td>Different Views on Why, and How, Institutions Matter for Development</td>
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<tr>
<td>Mar. 19</td>
<td>12</td>
<td>Continuous Development: Recent Challenges of Transition for High, Medium, and Low income Countries</td>
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<tr>
<td>Mar. 24 &amp; 26</td>
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<td>No class – Spring Vacation</td>
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<td><strong>Unit 3 – The Old International Aid Architecture and the New Development Context (5 Classes)</strong></td>
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<tr>
<td>Mar. 31</td>
<td>13</td>
<td><em>International Development Across Scales</em>: The Role of Organizations Linking a Complex Global System and the Implementation of Actual Interventions</td>
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<tr>
<td>Apr. 2</td>
<td>14</td>
<td>An Evolutionary Account of the Bretton Woods System</td>
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<td>Apr. 7</td>
<td>15</td>
<td>“Good Government in the Tropics” and South-South Cooperation</td>
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<td>Apr. 9</td>
<td>16</td>
<td>The rise of NGOs and Foundations as major Development Players</td>
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<tr>
<td>Apr. 14</td>
<td>17</td>
<td>The Newer Role of the Private Sector in Development: <em>Collaborative Capitalism</em></td>
</tr>
</tbody>
</table>
### Unit 4 – Connecting Developing Theory And Practice: First-Hand Accounts On How Development Is Practiced in Different Sectors (8 Classes)

<table>
<thead>
<tr>
<th>Date</th>
<th>No.</th>
<th>Topic</th>
<th>Case</th>
<th>Instructor/Case Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 16</td>
<td>18</td>
<td>Development through the Private Sector</td>
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<td><strong>Case 1 – Vaxess Technologies</strong></td>
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<td><em>Guest Lecturer – Livio Valenti, VP Vaxess Technologies</em></td>
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<td>Apr. 21</td>
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<td>No Class – Patriots Day Holiday</td>
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<tr>
<td>Apr. 23</td>
<td>19</td>
<td>Development through Government Initiatives</td>
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<td><strong>Case 2 – Food Security: Fome Zero x Oportunidades</strong></td>
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<td><em>Instructor: Cauam Ferreira Cardoso</em></td>
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<tr>
<td>Apr. 28</td>
<td>20</td>
<td>Development by Fostering Complementarities across Sectors</td>
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<td><strong>Case 3 – Development, Science, and Innovation in Africa</strong></td>
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<td><em>Guest Lecturer – Prof. Calestous Juma, HKS/MIT</em></td>
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<tr>
<td>Apr. 30</td>
<td>21</td>
<td>Development through Research</td>
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<td><strong>Case 4 – Understanding Development taking Gender Seriously</strong></td>
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<td><em>Guest Lecturer – Lauren Ferreira Cardoso, PhD Student at UPenn</em></td>
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<tr>
<td>May. 5</td>
<td>22</td>
<td>Group Presentations – Part 1</td>
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<tr>
<td>May. 7</td>
<td>23</td>
<td>Development through Non-Profit Organizations</td>
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<td><strong>Case 5 – The Epic Foundation</strong></td>
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<td><em>Guest Lecturer: Nicola Crosta, Executive Vice-President at The Epic Foundation</em></td>
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<tr>
<td>May. 12</td>
<td>24</td>
<td>Group Presentations – Part 2</td>
<td></td>
<td></td>
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<tr>
<td>May. 14</td>
<td>25</td>
<td>International Development: from the Classroom to the Real World</td>
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</table>

6. **Assignments:**

- **Weekly Assignments**: The class will be divided randomly into two groups: *Group A* and *Group B*. In each class, one group will write a **Memo**, and the other will write a **Response** to the Memos written by their colleagues. These assignments are to be based on the **required readings** for each class.
o **Weekly Memo:** 300 words (template will be provided) providing summary and critical analysis of the readings assigned for the day. These are due at every Monday at noon (12:00 PM) for Group A for the Tuesday reading assignments; and every Wednesday at noon (12:00 PM) for Group B and the Thursday reading assignments. The Memos will be submitted through the Stellar website.

o **Weekly Memo Response:** paragraph-long comment each student makes on one of the Memos posted by one student of the other group. *Group B* Students will have between every Monday at noon (12:00 PM) and every Tuesday at noon (12:00 PM) to post their comments about the Tuesday Memos; *Group A* Students will have between every Wednesday at noon (12:00 PM) and every Thursday at noon (12:00 PM) to post their comments about the Thursday Memos. The responses will be submitted through the Stellar website.

o Every student will have the opportunity to skip 2 Weekly Memos and 2 Weekly Memo responses for the semester. Students are free to choose which week they skip.

o **Students will not be required to hand in Memos or Memo responses on the days that we have other assignments due.**

• **Mini-Essays:** Students will complete three mini-essay assignments (800 to 1,000 words each) at the end of Units 1, 2, and 3. The deadline for submissions is the first day of classes of the subsequent unit (more details will be given on the first day of classes).

• **Final Project:** Presentation and a 2,500-3,000-word document. Students will complete the final project individually or in groups of 2 or 3. They will be asked to develop a proposal for a development intervention of their choice (i.e. a draft business plan for a business targeting the BOP; a project for implementing sanitation in rural areas; or an advocacy campaign to increase awareness on women’s rights).

Students are free to choose topics that interest them or that they have worked in the past. These proposals are not supposed to be completely professional, but should represent students’ best effort to create an idea, gather evidence, and create an initial plan to transform this idea into practice.
For example, successful students will demonstrate thoughtfulness by considering how the local context (history, geographical area, and culture) affects their plan. They will also be asked to consider which theories, practices, stakeholders, and implementation issues are the most relevant to their individual projects. Instructors will supervise students closely during office hours and group appointments. The final deliverable consists of a written document and a presentation for the class.

7. Grading Framework:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Percentage of the Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Assignments</strong></td>
<td>Group A: Memo – every Monday by 12:00 PM; Memo Response – every Thursday by 12:00 PM. Group B: Memo – every Wednesday by 12:00 PM; Memo Response – every Tuesday by 12:00 PM.</td>
<td>20%</td>
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<tr>
<td>Mini Essays (MEs)</td>
<td>ME 1 - Mar, 8th at 5:00 PM; ME 2 - Mar, 31st at 2:00 PM; ME 3 - Apr, 27th at 2:00 PM.</td>
<td>30%</td>
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<td>(10% each)</td>
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<tr>
<td>Participation</td>
<td>--</td>
<td>20%</td>
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<tr>
<td>Final Project</td>
<td>May 14th, 2015 at 2:00 PM</td>
<td>30%</td>
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<tr>
<td>Extra Credit</td>
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<td>An addition level grade to the Final grade (i.e., a B becomes a B+; a B- becomes a B)</td>
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<tr>
<td>Final Grade</td>
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<td>100%</td>
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</tbody>
</table>

8. Grades Levels:

A=93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = <60
9. Additional Requirements:

**Attendance:** Attendance is required. More than two unexcused absences will result in a full letter grade reduction. Three “late” will result in one absence.

**Statement on Class Conduct:** I expect students to behave respectfully while in class, which includes politeness towards the classmates and the instructor, as well as full engagement with the classroom activities (no browsing on the internet and social media allowed during class). Students who are unable to commit to these requirements should not take this course.

**Plagiarism will not be tolerated! Please consult Institute guidelines:**

http://humanistic.mit.edu/wcc/avoidingplagiarism

10. Classes and Reading Assignments *, **, *** :

*Some of the reading assignments may change in the course of the semester to incorporate student feedback.

** The average amount of Required Readings per class is 50 pages. Students must complete these readings prior coming to class.

*** A list of Optional Readings is provided for each class. These readings are not required. Students may access these resources for further study, according to their own time availability and interests.

<table>
<thead>
<tr>
<th>Feb. 3</th>
<th>Welcome Class: Introduction to International Development</th>
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</thead>
</table>
| **Agenda** | • Introductions  
| **Class 1** | • Discussion about the objectives and expectations for the class  
| | • Conversation about the instructors’ teaching style, mentoring, and issues of diversity.  
| | • Identification of key data sources.  
| | • Competencies to be developed during the semester  
| | • Review of the Syllabus and class requirements |
**UNIT 1 – CRITICALLY CONCEPTUALIZING, CONTEXTUALIZING, AND HISTORICIZING INTERNATIONAL DEVELOPMENT,**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Agenda</th>
<th>Required Readings</th>
<th>Optional Readings</th>
</tr>
</thead>
</table>
| Feb. 5 | Development and the Colonial Legacy | This session will discuss the role of Colonialism in shaping relationships of power and legitimacy between developing and developed countries. A better understanding of this history is intended to better contextualize the origins of Development paradigm. | • Acemoglu, D. et al. (2001) The Colonial Origins of Comparative Development: An Empirical Investigation.” The American Economic Review 91, no. 5.  
| Feb. 12 | The Ethical Underpinnings of Development – Guest Speaker: Diego Laserna, MIT-DUSP Alum and City Council Candidate for the City of Bogota, Colombia in 2015. | Ethics is one of the most important aspects of international development. Still the topic is yet to receive the proper attention from academics, policy-makers and practitioners. The policies, projects or businesses in the name of development carry the promise of a better life, but in many cases this promise falls short. In this class we will debate the importance of discussing the ethical implications of the interventions we come to support, before (especially), during, and after they are implemented. | • Chambers, R. (1997) Whose Reality Counts?: Putting the First Last. Intermediate Technology. Chapters 3  
**Optional Readings**


Ferguson, J. (1990). The anti-politics machine: "development," depoliticization, and bureaucratic power in Lesotho. CUP Archive. – Ch. 2

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**Feb. 19**  
**International Development as Concept and Narrative**

**Agenda Class 4**  
We will discuss different interpretations of development. Students will be invited to engage and reflect upon their own biases. In addition, we will debate how relationships of power and agendas from different stakeholders shape how we conceive the “development story.”

**Required Readings**


**Optional Readings**


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**Feb. 24**  
**Measuring Development**

**Agenda Class 5**  
Economic, human, and social aspects of development are usually described and evaluated through quantitative analyses. However, such endeavors are not always clear about their assumptions and limitations. In this class we dig deeper in these issues, providing the basis for a more informed judgment on the conditions under which measures of development are useful, and when they are misleading.
**Required Readings**


**Optional Readings**


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**Feb. 26**

**Identities in Development:** inserting “who we are” in relation to a diverse development context – Guest Speakers Students of Color Committee DUSP-MIT.

**Agenda Class 6**

International Development is a rather personal field. It confronts us with our deepest convictions and emotions. How we do and think about development is, in different degrees, a reflection of individual characteristics, such as our socioeconomic class, or cultural background. Studying and working in development, therefore, requires a great deal of self-reflection. The readings and the class discussion will be used to help students identify and question their own personal biases, and how they can address these through reflective practice.

**Required Readings**


**Optional Readings**


Miller, Byron. "Collective Action and Rational Choice: Place, Community, and the

UNIT 2 – DEVELOPMENT: FROM THEORIES TO STRATEGIES

<table>
<thead>
<tr>
<th>Mar. 3</th>
<th>Modernization and Growth Paradigms</th>
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<tbody>
<tr>
<td>Agenda Class 7</td>
<td>This section will examine the first generation of development theories after World War II. We will seek to identify their commonalities and differences, assessing to what extent we can see their legacy influencing current policy agendas.</td>
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</tbody>
</table>

**Required Readings**

**Optional Readings**
Easier Said than Done: Dependency and the first challenges of the Development Agenda

Class 8

The 1960s and 1970s represented the first decades in which long-term development data was available. Technological advances provided more computational power as well as better communications. With the world closer and better informed, the limitations of the modernization paradigm became increasingly obvious. Unemployment, mass migration, and uncontrolled urbanization in the Global South were externalities that could no longer be offset solely through economic growth. In this class we will talk about this very turbulent period in the development history.

Required Readings


Optional Readings


Development Strategies by Late-Industrializing Countries

Class 9

The problem with approaching “International Development” as a dichotomy – developed versus underdeveloped – is that it neglects the fact that there is great variation in developing countries’ socioeconomic performance. In this class we will study how countries adopted different development strategies with varying results.
Mar. 12  The Debt Crisis, Globalization, and the Rise of the Washington Consensus

The 1980s and (at least most of) the 1990s were decades of considerable divergence in development. For countries in Latin America and Africa, for example, these were “lost decades,” with serious economic crises and eventual structural adjustments enforced by the IMF and the World Bank. On the other hand, in East Asia, countries like Korea and Taiwan managed to promote periods of growth and prosperity. Irrespective of these differences, the rise of neoliberalism and expansion of globalization were key forces determining the winners and losers of this global process. The class will discuss the relationships shaping these phenomena and how they contributed to the Aid architecture created in the aftermath.

Agenda Class 10

Required Readings


Optional Readings


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**Mar. 17**

**Different Views on Why and How Institutions Matter for Development**

**Agenda**

**Class 11**

While today it is almost a consensus among development practitioners and scholars that institutions matter to development, this was not always so self-evident. Institutional economics has existed for a long time, but the rise of neoliberalism in the 1980s and 1990s created a special level of attention to the debate around which institutions matter for development, and how countries should go about creating them. For example, the social backlash caused by the excessively strict structural adjustments called into question how feasible it was to simply transplant institutions from developed to developing countries. Context, history, and culture matters. In this class we will seek to understand why.

**Required Readings**


**Optional Readings**


theory, research, and policy. The world bank research observer, 15(2), 225-249.


<table>
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<tr>
<th>Mar. 19</th>
<th>Continuous Development: Recent Challenges of Transition for High, Medium, and Low income Countries</th>
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<tr>
<td><strong>Agenda</strong></td>
<td>In a broad survey of the most recent happenings in the field, the class will discuss how the development challenge has posed different questions for different groups of countries. For example, while emerging economies have been struggling to escape the so called “middle-income trap” through more sophisticated industrial policy, developed countries fight to maintain their economy’s robustness and competitiveness without compromising their social contract. Poorer nations, on the other hand, are attempting different ways to promote economic growth, while consolidating democracy and reducing socioeconomic inequality. Based on the readings, the class will discuss the merits of different views on how to address these problems.</td>
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<tr>
<td><strong>Class 12</strong></td>
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</table>

**Required Readings**


**Optional Readings**


Mar. 24 & 26  No class – Spring Vacation

UNIT 3 – THE OLD INTERNATIONAL AID ARCHITECTURE AND THE NEW DEVELOPMENT CONTEXT

Mar. 31  *International Development Across Scales: The Role of Organizations Linking a Complex Global System and the Implementation of Actual Interventions*

**Agenda**

**Class 13**

The debate involving international development assistance often eclipses issues of proportionality. That is, it is assumed aid flows are the single most important factor in the promotion of low-income countries’ economic growth. As a result, the debate is often limited to donor countries’ contributions, and how these contributions need to have the “best value for money.” In this class we will attempt to look at the global economy from a broader perspective, looking at less visible structural factors, which nonetheless hamper more decisively the potential of developing countries progress. These include an unbalanced international trade system, illicit or oversized global financial markets, and the shadow economy. Within the context, the class goes further analyzing particular instances in which these structural factors can influence the design, implementation, and performance of development initiatives.

**Optional Readings**


### Apr. 2 An Evolutionary Account of the Bretton Woods System

**Agenda**

**Class 14**

In this lecture the class will be presented with a historical and functional approach to how the Breton Woods System of multilateral institutions evolved from the postwar era, to the millennium development goals, to the post-2015 agenda. This will provide students with a valuable background about how global governance works.

**Required Readings**


**Optional Readings**

- Easterly, W., & Easterly, W. R. (2006). *The white man's burden: why the West's efforts to aid the rest have done so much ill and so little good*. Penguin.
- Moyo, D. (2009). *Dead aid: Why aid is not working and how there is a better way for...*


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<th>Apr. 7</th>
<th>“Good Government in the Tropics” and South-South Cooperation</th>
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<tr>
<td><strong>Agenda</strong></td>
<td>The fact that inequality and poverty persists in the world does not mean the “development project” has failed completely. Today the international development ecosystem is more complex and dynamic than it ever was. There are more actors, more options for trade and investment, and more mechanisms for knowledge and technology exchange. A more careful look at the experiences of developing countries allows us to identify much variation in performance. This class will talk about cases in which developing countries were successful in producing technical, economic and social outcomes despite expectations to the contrary. Moving beyond, we explore the emergence of South-South cooperation modalities, a process that allowed developing countries to further these successes by collaborating and learning from each other.</td>
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<td><strong>Class 15</strong></td>
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Apr. 9   The rise of NGOs and Foundations

**Agenda**

Class 16

NGOs and, more recently, private charitable foundations have gained increasing popularity since the 1990s, amassing budgets that dwarf some of the most storied development agencies. Their rapid emergence in the field caused both praise for their evidence driven and efficiency approach, but also raised questions about accountability and legitimacy. The class will discuss the different sides of that story, evaluating the potential and limits of these not-for-profit development players.

**Required Readings**


**Optional Readings**


Apr. 14   The Newer Role of the Private Sector in Development: Collaborative Capitalism

**Agenda**

Class 17

The Bottom of the Pyramid (BOP) is the new capitalist frontier. One such that development is created through a market-based approach. The strategy consists of mobilizing the resources and scale of large firms (the leaders of this endeavor), with the knowledge and commitment of NGOs, governments, local firms and communities, working together to create solutions to the problems of the developing
The realization of the untapped market is said to create a win-win situation in which large private actors gain access to billions of new consumers, poorer entrepreneurs have a chance to enter the market, and increased access to products and more dynamic economic ecosystem generates better development outcomes for everyone. This is the so-called Collaborative (Inclusive) Capitalism. While it is too early to measure the accuracy of such claims, critics already point out several limitations that accompany this approach. In this class students will be invited to debate the validity of such claims.

**Required Readings**


**Optional Readings**

## UNIT 4 – CONNECTING DEVELOPING THEORY AND PRACTICE: FIRST-HAND ACCOUNTS ON HOW DEVELOPMENT IS PRACTICED IN DIFFERENT SECTORS

<table>
<thead>
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<tr>
<td>Agenda</td>
<td>Case 1 – <em>Vaxess Technologies</em></td>
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<tr>
<td>Class 18</td>
<td><em>Guest Lecturer – Livio Valenti, VP Vaxess Technologies</em></td>
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### Optional Readings


Progress Against Poverty: Sustaining Mexico’s Progresa-Oportunidades Program. S. Levy. Chapters 2 -3


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<tr>
<th>Apr. 28</th>
<th>Development by Fostering Complementarities across Sectors</th>
</tr>
</thead>
</table>

**Agenda**

Case 3 – *Development, Science, and Innovation in Africa*

**Class 20**

Guest Lecturer – Prof. Calestous Juma, HKS/MIT

**Readings**


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Agenda</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Apr. 30</td>
<td>Development through Research</td>
<td><strong>Case 4 – Understanding Development taking Gender Seriously</strong></td>
<td>• Pearson, R., &amp; Jackson, C. (2014). Interrogating Development: Feminism,</td>
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<td></td>
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<td>• Sen (1990) More Than 100 Million Women Are Missing. The New Yourk Review</td>
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<tr>
<td>May. 5</td>
<td>Group Presentations – Part 1</td>
<td>Teams present their final project for the class</td>
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<td><strong>Class 22</strong></td>
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<td>May. 7</td>
<td>Development through Non-Profit Organizations</td>
<td><strong>Case 5 – The Epic Foundation</strong></td>
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<td><em>Guest Lecturer: Nicola Crosta, Executive Vice-President at The Epic Foundation</em></td>
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<tr>
<td>May. 12</td>
<td>Group Presentations – Part 2</td>
<td>Teams present their final project for the class</td>
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<td><strong>Class 24</strong></td>
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<td>May. 14</td>
<td>Last Class: International Development: from the Classroom to</td>
<td><strong>Final Project Due!! (Written Part)</strong></td>
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<td>the Real World</td>
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<td><em>Class 25</em>*</td>
<td>In the final class we will review the main topics discussed in class. In addition,</td>
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<td>students will have access in class to a comprehensive list of initiatives,</td>
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<td>projects, and organizations both within and outside MIT so they can continue</td>
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<td>to be engaged in the international Development field.</td>
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</tbody>
</table>
Some examples (many more will be available in class):

Rethinking Economics Network
http://www.rethinkeconomics.org/

MIT International Development Club
http://internationaldevelopmentclub.weebly.com/international-development-organizations-mit.html

Boston Network for International Development
http://www.bnid.org/

MIT IDEAS Global Challenge
http://web.mit.edu/mitpsc/whatwedo/ideas-competition/

May. 18 to 22 Final Exam Period