"Development" as a concept, goal and project is highly contested. Its strongest critics see it as a framework originating in the colonial era through which the countries of the South have been understood, acted upon, and incorporated into a global political economy dominated by the North. Others understand it more benignly as encompassing a range of interventions designed to enhance individual and collective well-being. But even here, there are deep disagreements over both how to define and measure well-being, as well as how best to achieve it, with some emphasizing industrialization as the means, and economic growth as the goal, and others arguing for a variety of non-economic goals such as quality of life, or even “living well.” These disagreements are often tied to questions of authority, authorship and location, with a variety of actors, from multilateral institutions like the World Bank, to states located in the Global North and South, to social movements, all engaged in struggles over development. Importantly, disagreements over the model of development have not done away with the need to continue to engage constructively with development as a mode of intervention, given the serious challenges that remain in countries like India, such as unacceptably high proportions of people living in absolute poverty and alarmingly high levels of infant mortality and malnutrition.

The first part of the course aims at introducing students to "development" understood as a set of contested values, processes and outcomes, a framework of analysis and intervention, as well as the dominant problematic or interpretive grid through which to understand the politics of the North-South divide and the politics of the South. It will trace the historical and theoretical evolution of the construct, introducing students to its major debates, policy shifts, issues and actors, as well as to the resistance and re-framing the project has engendered. The aim is to show that development is not a self-contained arena, but is framed by larger political and economic events and forces. The course will be attentive throughout to issues of power and inequality, not just in their North-South dimension, but in terms of the structures of class, gender, caste, race and ethnicity. A recurring thread will be the ecological implications of the dominant models of development. The course will be informed by the debates, experiences, and challenges of development in India.

Given the limited time available to cover a vast area of theory and practice, much of this material will be covered in lectures in the form of a “story” or chronological narrative that will weave in debates, frameworks, institutions and actors, approaches, policies and programs, with impact, resistance, reframing and new actors, as they have played out in the decades following the end of the second world war and the era of decolonization. Particular issues or moments will then be highlighted and taken up in the class discussions.

Following this, students will break into their selected tracks to explore particular development challenges and the interventions designed to address them.

INSTRUCTOR Aparna Sundar, Abhayraj Naik, Bhargavi Rao, Leo Saldanha
COURSE GOAL

- To provide students with a sound chronological overview of development thought and practice as related to wider historical, economic and political developments, at the global, national and local scales
- To enable students to appreciate the highly contested nature of development and allow them to critically engage with and evaluate a wide range of perspectives and approaches to development
- To acquaint students with India’s development experience
- To give students the theoretical and conceptual tools to critically analyze specific development problems, policies, programs and projects as they experience them in their host communities and agencies
- To encourage students to reflect thoughtfully about values and ethical issues in relation to their own role as change agents

LEARNING OUTCOMES

METHODOLOGY

The first part of the course will consist of 19 hours of instruction to be divided into ten 90 minute classes (15 hours), and a field experience equivalent to 4 hours of classroom time. Each class will use a combination of lectures and class discussion. Films and video clips, case studies, news stories and other documentary material, will be used throughout. Prior student reading and participation in class will be important to the success of the course.

COURSE PREREQUISITES

REQUIRED READING/MATERIALS

See below in class schedule

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95+</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>73-75</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>66-69</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-65</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an F.</td>
</tr>
</tbody>
</table>

Summary of how grades are weighted:

<table>
<thead>
<tr>
<th>Participation: 5%</th>
<th>5 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>10 %</td>
</tr>
</tbody>
</table>
Presentation: Ten minute presentation on any question or issue raised by or encountered in the course so far. The last two classes are aimed at summarizing and clarifying student learning from the first module of the course, and the presentations, followed by faculty feedback and class discussion, will contribute to this.

Response Paper: Students will write a 2000 word essay reviewing and responding to any three of the readings (required or recommended). The readings should be brought to speak to each other in the paper, i.e., the readings should not be reviewed in isolation of each other.

### CLASS SCHEDULE

#### WEEK 1

**Class 1 9.30 -11: Introduction to Course; Locating the origins of the idea of development**

**Break – 11-11.30**

**Class 2 11.30 -1.00: Defining development**
What does development mean? How has it been defined in different places and over time? How does it relate to other ideas such as “liberation”, or “modernity” or “a good life” or “democracy”? How is development made measurable? What are the issues and who are the actors?

**Required reading:**

**Recommended reading:**
http://www.theguardian.com/sustainable-business/blog/buen-vivir-philosophy-south-america-eduardo-gudynas
For more on the idea of *buen vivir*, to be discussed again in the last lecture in this module, see:
Class 1 9.30 -11: Thinking ethically about development
This lecture explores the contours, limits, and possibilities of ethical thinking about development.

Required reading:

Recommended reading:

Break

Class 2 11.30 -1.00: Modernity, politics and development in India
This lecture explores (albeit in an introductory manner) developmental imaginaries in the context of India in light of ethical thinking discussed earlier.

Required reading:

Recommended Reading:
Sunil Khilnani, The Idea of India, 2003 (until page 60).

WEEK 2

Class 1 9.30 -11: Tracing development theory and practice I: Decolonization and the challenges of “catching up”
The Modernization approach. The emphasis on economic growth and industrialization.
The establishment of the Bretton Woods Institutions.
The Cold War context and the debate over relative role of state and market, export-led versus import-substitution industrialization

India: the early debates; a strong role for the state; adoption of a mixed economy and the role of planning; the emphasis on science, technology, production (dams as the temples of the future, later the Green Revolution); the need to change values and habits.

Break

Class 2 11.30 -1.00: Tracing development theory and practice II: Failure to grow and the structuralist challenge
South-South collaboration – The Non-Aligned Movement
The UN Economic Commission for Latin America (ECLA) and Dependency theory
“The Development of Underdevelopment”
The call for a New International Economic Order
Rethinking purely economistic measures of development – the Basic Needs approach, and Physical Quality of Life (PQLI) indices; the “Kerala model”

India: The growth of “people’s movements” – the progression from the late 1960s on from Naxalbari, and the JP movement, the civil liberties and democratic rights movements of the mid-late 70s, to the women’s movement and “new social movements” – new debates about development-induced displacement, environmental impact, gender, appropriate technology, people-centred development.

Class 1 9.30-11: Tracing development theory and practice III: Debt, Structural Adjustment, Neoliberalism and “globalization”
The end of the Cold War and the triumph of capitalism
The “Washington Consensus”
Rolling back the state
The growing power of Transnational Corporations (TNCs) and the new trade regime
The informal sector and the celebration of "informality"
The turn to civil society. New discourses of “empowerment” and “participation”
UNCED and “sustainable development”


Break

Class 2 11.30-1.00: Tracing development theory and practice IV: Resistance, re-framing, alternatives
The reaction against structural adjustment, and the anti-globalization movements
Anti-development, and Post-Development theory
The Post-Washington Consensus: “Bringing the state back in” “the developmental state” “good governance”; the language of “partnerships”; the Millennium Development Goals; financial inclusion and micro-finance
The rise of new powers and new South-South collaborations: the Bolivarian Alternative for the Americas; BASIC, BRICS (the new BRICS’ bank, climate change negotiations, WTO negotiations)
New visions of development: “living well”, the rights of nature, 21st century socialism, etc.

India: Rights-based legislation (Right to Information, Employment Guarantee, Right to Education, Food Security, Social Security, etc); ongoing resistance, violent and non-violent; the coming to power of a new government on a platform of “development”

Readings for next week:


On Neoliberal change, recommended:


On new rights-based legislation, See the article by Partha Chatterji for September 11:

On armed conflict:

**Student presentations**

**Class 1 9.30 -11**
6 presentations and discussion

**Break**

**Class 2 11.30 -1.00**
6 presentations and discussion
ATTENDANCE POLICY
Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.
Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT
The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.