

SNU/GSIS
M2051.000700:
International Cooperation and Social Economic Development
Spring 2023
Wednesday 9:30 am-12:30 pm
Building 140, Classroom 103

Instructor: Jiyeoun Song

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Office Hours: Wednesday 2:00-4:00 pm and by appointment

I. Course Description and Objective

Why are some countries always poor, while others are rich? Why are some developing countries able to take off their economies, whereas others have been trapped in the vicious cycle of underdevelopment? What are the determinants of social and economic development? Is there any developmental model applicable for all countries around the world? This course will examine several theoretical and empirical questions with respect to social and economic development, focusing on the cases of Asia, Africa, and Latin America. The first part of the course will analyze the institutional foundations of development, ranging from political, economic, and social to cultural settings. The second part will explore the diverging paths of economic development in East Asia, Africa, and Latin America. The third part will examine several important issues of social development, such as gender, education, health, and environment, as well as challenges for development (e.g., disaster and post-conflict societies).

II. Prerequisites and Course Format

There are no prerequisites for this course, although some previous coursework in political science, international relations, economics, and/or developmental studies is helpful. The format of this course will be based on a combination of lecture and seminar, but with a heavy focus on the latter. Thus each student is expected to complete all the required reading each week and to contribute to the class discussion. On average, students can expect 120-130 pages of reading per class. “Cold calls” may sometimes be used.

III. Textbooks and Reading Assignments

There are no required textbooks for this course. The instructor will post the readings on the course eTL. Please check the course eTL periodically.

VI. Grading Policy and Evaluation

- 1) Attendance and class participation: 20%
- 2) Class discussion leading: 10%
- 3) Weekly response paper: 24%
- 4) Final research paper: 46%

A. Course Requirements

(1) Attendance and class participation: 20%

Attendance at all classes is mandatory. Two latenesses (showing up more than 15 minutes late) or early departures (without any prior notice to the instructor) will be counted as one absence. ***Three absences*** (without any valid excuse) will lead to a failure of the course. Student active class participation is strongly encouraged and expected. Not only quantity, but also quality of participation will be critically evaluated.

(2) Class discussion leading: 10%

Each student (or a group of students, depending on the course enrollment) is assigned for leading a class discussion ***at least once*** during the semester. Each discussion leader is expected to present the core arguments of the reading in a very concise manner, to provide critical assessments and evaluations on the reading (e.g., strengths and weaknesses of the reading), and to raise theoretical and/or empirical questions in order to stimulate active class debates and discussions. The presentation should not be a mere summary of the reading assignments. Students are expected to send power point slides for the presentation to the instructor as well as teaching assistant by Tuesday morning or early afternoon. No show-up for the week responsible for leading a class discussion will result in a zero point for this assignment.

(3) Weekly response paper: 24% (2% per each week, 12 weeks)

Beginning week 2, students are required to submit a one page long weekly response paper to the course eTL by ***Tuesday 9:30 am (24 hours before the class)***. The first few sentences of the paper should be composed of a very concise summary of each reading assignment (one or two sentences per each reading). Then, students should write down their thoughts, comments, critique, and/or questions based on the reading. Both quantity and quality of the summary, comments, critique and/or discussion questions will be evaluated by the instructor. The grade for this assignment will be pass or fail. ***No longer than one page (in single-spaced, Times New Roman, 12 point fonts, approximately 250-300 words). Keep the page limit.***

The response paper should be based on the assigned reading of the given week, NOT the assigned reading of the prior week (i.e., week 3 response paper should be based on the assigned reading of week 3, NOT week 2).

Please submit a weekly discussion question ***with the format of MS word file, NOT PDF file***. Teaching assistant will collect student weekly discussion questions, and circulate them to the class before each lecture. ***Any late submission will not be accepted, except for medical or family emergencies.***

(4) Final research paper: 46% (Due at 9:00am on June 19, Monday)

Students are required to write a final research paper (14-15 pages, double-spaced, 12 font size, 1 inch margin) with a full bibliography (which is not going to be included in the page count). Since it is a writing assignment, both the contents of the research paper and the quality of the writing itself will be critically evaluated. *Keep all the formats of the paper (e.g., page limits, space, font, and etc.)*

(4-1) Contents and Format:

Regarding the contents and format of the final research paper, students have two options

- Track A: academic research paper
- Track B: policy report

(4-1-1) Track A: academic research paper

If students choose an option of Track A, they are expected to write an academic research paper, which includes theoretically and/or empirically interesting questions, the literature review, rigorous tests of the hypothesis and arguments, and academic references. Think it as a much shorter version of a master thesis or Ph.D. dissertation.

(4-1-2) Track B: policy report

While a good policy report also presents interesting questions and is required to present extensive research materials similar to an academic research paper, it targets a different group of the audience. A policy report should focus more on “real world” issues. If students choose this track, they are expected to pick up one “specific” policy case of social or economic development and analyze the case in more details (e.g., background of the policy case, specific contents of the policy case, implementation, program/policy evaluations, challenges, and so on). Given the nature of the policy report, students should present some policy recommendations for development agencies, policymakers, and/or international organizations. Students might refer to various international organizations (e.g., IMF, World Bank, UN, and UNICEF) or the US Congressional Research Service to check examples of the policy report.

(4-2) Topics:

Students can choose any research paper topic related to social and economic development agendas, *but with prior approval by the instructor.*

While students may write a final research paper on the topic that has already been included in the course syllabus, they should present a new analytical approach and/or new empirical evidence, as opposed to simply summarizing a given week’s readings on the topic. If students are not sure about their research topics, please consult the instructor in advance.

Extra reading materials and research beyond the course syllabus are required. While students may utilize online sources and/or journalistic coverage (e.g.,

newspaper articles and magazines) as references, the primary references should be academic materials (e.g., books, scholarly journals, government publications, and etc.). ***No citation from Wikipedia for this course!***

(4-3) Additional Logistics:

(4-3-1) Research proposal: 5% (Due at 9:00 am on April 21, Friday)

Students are required to submit a 1-2 page long (double-spaced, 12 font size, 1 inch margin) research proposal that presents clear research questions, preliminary arguments, preliminary empirical evidence to support the key claims, and a few references related to the research topic. Please keep the length of the proposal.

Unless students have a very compelling reason to do so, they **CANNOT** change research paper topics after submitting their proposals to the instructor. The instructor **WILL NOT** read any additional version of the research proposal after initial submission, either. Thus, please be careful when choosing a research paper topic and more importantly, begin to conduct research early on. Don't wait until the day just before the deadline.

Students should upload an electronic copy of the proposal to the course eTL by **9:00 am on April 21, Friday**. Please submit a paper proposal with the format of MS word file or PDF file. No other format will be accepted.

(4-3-2) Research paper presentation: 6% (June 7 & June 14)

In weeks 14 and 15, student presentations (10-15 minute long for each) will be scheduled. Students are expected to make constructive comments on others' presentations.

(4-3-3) Final research paper: 35% (Due at 9:00 am, June 19 Monday)

Students are required to submit a final research paper (14-15 pages, double spaced, 12 point font, 1 inch margin) by **9:00 am on June 19, Monday**. Students should upload an electronic copy of the paper to the course eTL.

Keep the length of the paper and make sure that ***a research paper has a title and each page is numbered***. Use a standard bibliographic style (e.g., Chicago, APA, or MLA) to list all of the works cited in the paper.

Grades for late papers will be downgraded by "one full letter grade" per day late (e.g., A+ to B+).

IMPORTANT! To avoid plagiarism, students are expected to provide proper citations in final research for all quotations, paraphrases, and ideas taken from any source other than students' original thoughts. **No block quotations unless they are essential!!!**

NOTE: The instructor will submit all writing assignments to turnitin.com in order to check for a possible sign of plagiarism.

B. Make-up and Lateness Policies

Except documented family or medical emergencies, there will be no make-up exams or assignment extension provided in this course. ***Routine doctor's appointment (e.g., flu or cold) does not qualify as medical emergencies.*** If students need to take a make-up exam for family or medical emergencies, it is student's responsibility to contact the instructor and schedule a make-up exam within a week from the originally designated exam or assignment due.

C. Office Hours Policy

Students should contact teaching assistant in advance (2-3 business days preferably) to schedule a meeting during the instructor's office hours (Wednesday 2:00-4:00 pm). If students cannot make it during the regular office hours ***because of other class and/or work schedule (not because of student convenience)***, they have to email both the instructor and teaching assistant to consult additional office hours.

D. Laptop and Cell Phone Policy

Students can use their own laptops for note taking in class, however web browsing, on-line chatting, and/or course-unrelated activities **WILL NOT** be allowed. No cell phone use (including phone call, texting message, and/or phone applications) will be permitted during the class.

E. Academic Honesty

Any plagiarism or academic dishonesty will be severely punished. It will result in a failing grade and an official report to the Graduate School of International Studies. If students cite from other people's books, articles, or written/verbal materials, they should provide proper citations in writing materials for all quotations, paraphrases, and ideas taken from any source other than their own original thoughts. Regarding academic misconduct, please refer to the university's guideline on the principle of research ethics.

F. Accommodation Policy

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor personally as soon as possible to discuss accommodations necessary to ensure full participation and facilitate students' educational opportunities.

VI. Course Schedule

	TOPIC	METHOD	ETC.
Week 1 (March 8)	Introduction and Course Overview	Lecture	
Week 2 (March 15)	Poverty, Inequality, and Globalization	Lecture/Seminar	
Week 3 (March 22)	Institutional Origins and Historical Legacies	Lecture/Seminar	
Week 4 (March 29)	Political Regimes and Governance	Lecture/Seminar	
Week 5 (April 5)	Foreign Aid	Lecture/Seminar	
Week 6 (April 12)	East Asian Model of Development	Lecture/Seminar	
Week 7 (April 19)	Underdevelopment of Africa and Latin America	Lecture/Seminar	<i>Research Proposal Due at 9:00am on April 21 (Friday)</i>
Week 8 (April 26)	Gender	Lecture/Seminar	
Week 9 (May 3)	Education	Lecture/Seminar	
Week 10 (May 10)	Public Health	Lecture/Seminar	
Week 11 (May 17)	Environment	Lecture/Seminar	
Week 12 (May 24)	Disasters and Human Security	Lecture/Seminar	
Week 13 (May 31)	Development in Post-Conflict Societies	Lecture/Seminar	
Week 14 (June 7)	<i>Student Presentations I</i>		
Week 15 (June 14)	<i>Student Presentations II</i>		<i>Research Paper Due at 9:00 am on June 19 (Monday)</i>

<Course Schedule>

NOTE: I may make some minor changes regarding the course schedule and reading assignments.

Week 1 (March 2): Introduction and Course Overview

No required reading for this week

PART I: Institutional Foundations of Development

Week 2 (March 9): Poverty, Inequality, and Globalization

Sen, Amartya. 1999. *Development as Freedom*. New York: Anchor Books, introduction & chapter 1, pp. 3-34.

Sachs, Jeffrey. 2005. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books, chapters 1-3, pp. 5-73.

Beaudt, Pierre. 2012. Chapter 6: Globalization and Development. In *Introduction to International Development: Approaches, Actors, and Issues*, edited by Paul A. Haslam, Jessica Schafer, and Pierre Beaudet. Oxford: Oxford University Press, pp. 107-124.

Dollar, David. 2004. Globalization, Poverty, and Inequality since 1980. *World Bank Policy Research Working Paper 3333*: 1-46.

Wade, Robert H. 2004. Is Globalization Reducing Poverty and Inequality? *World Development* 32 (4): 567-589.

(Recommended):

Deaton, Angus. 2002. Is World Poverty Falling? *Finance and Development* 39 (2): 34. (<http://www.imf.org/external/pubs/ft/fandd/2002/06/deaton.htm>)

Nissanke, Machiko, and Erik Thorbecke. 2006. Channels and Policy Debate in the Globalization-Inequality-Poverty Nexus. *World Development* 34 (8): 1338-1360.

Week 3 (March 16): Institutional Origins and Historical Legacies

North, Douglas C. 1990. *Institutions, Institutional Change, and Economic Performance*. Cambridge; New York: Cambridge University Press, chapters 10-12, pp. 83-117.

Acemoglu, Daron, and James Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Business, chapter 4: Small Differences and Critical Junctures, pp. 96-123.

Sachs, Jeffrey. 2015. *The Age Sustainable Development*. New York: Columbia University Press, Chapter 4: A Brief History of Economic Development, pp. 71-100.

Mannathukkaren, Nissim. 2012. Chapter 26: Culture and Development. In *Introduction to International Development: Approaches, Actors, and Issues*, edited by Paul A. Haslam, Jessica Schafer, and Pierre Beaudet. Oxford: Oxford University Press, pp. 493-512.

Chang, Ha-Joon. 2011. Institutions and Economic Development: Theory, Policy, and History. *Journal of Institutional Economics* 7 (4): 473-498

(Recommended):

Glaeser, Edward, Rafael La Porta, Florencio Lopez-de-Silanes, and Andrei Shleifer. 2004. Do Institutions Cause Growth? *Journal of Economic Growth* 9 (3): 271-303.

Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. The Colonial Origins of Comparative Development: An Empirical Investigation. *American Economic Review* 91 (5): 1369-1401.

Week 4 (March 23): Political Regimes and Governance

Przeworski, Adam, and Fernando Limongi 1993. Political Regimes and Economic Growth. *Journal of Economic Perspectives* 7 (3): 51-69.

Leftwich, Andrian. 2005. Democracy and Development: Is There Institutional Incompatibility? *Democratization* 12 (5): 686-703.

Banerjee, Abhijit V., and Esther Duflo. 2011. Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty. New York: Public Affairs, chapters 1 & 10, pp. 1-18 & pp. 235-265,

Grindle, Merilee S. 2004. Good Enough Governance: Poverty Reduction and Reform in Developing countries. *Governance: An International Journal of Policy, Administration, and Institutions* 17 (4): 525-548.

(Recommended):

Barro, Robert. 1999. *The Determinants of Economic Growth*, chapter 2, 49-88. Cambridge, MA: MIT Press.

Alesina, Alberto, Sule Ö zler, Nouriel Roubini, and Phillip Swagel. 1996. Political Instability and Economic Growth. *Journal of Economic Growth* 1 (2): 189-211.

Week 5 (March 30): Foreign Aid

Alesina, Alberto, and David Dollar. 2000. Who Gives Foreign Aid to Whom and Why?

Journal of Economic Growth 5 (1): 33-63.

Collier, Paul, and David Dollar. 2001. Can the World Cut Poverty in Half? How Policy Reform and Effective Aid Can Meet International Development Goals. *World Development* 29 (11): 1787-1802.

Easterly, William. 2003. Can Foreign Aid Buy Growth? *The Journal of Economic Perspectives* 17 (3): 23-48.

Moyo, Dambisa. 2009. *Dead Aid*. New York: Farrar, Straus, and Giroux, chapters 3 and 4, pp. 29-68.

Knack, Stephen. 2004. Does Foreign Aid Promote Democracy? *International Studies Quarterly* 48 (1): 251-266.

Wright, Joseph. 2009. How Foreign Aid Can Foster Democratization in Authoritarian Regimes. *American Journal of Political Science* 53 (3): 552-571.

(Recommended):

Burnside, Craig, and David Dollar. 2000. Aid, Policies, and Growth. *American Economic Review* 90 (4): 847-68

Wright, Joseph, and Matthew Winters. 2010. The Politics of Effective Foreign Aid. *Annual Review of Political Science* 13: 61–80.

PART II: Diverging Paths of Economic Development

Week 6 (April 6): East Asian Model of Development

Gerschenkron, Alexander. 1962. *Economic Backwardness in Historical Perspective*. Cambridge, MA: Harvard University Press, chapter 1, pp. 5-30.

Johnson, Chalmers. 1999. The Developmental State: Odyssey of a Concept. In *The Developmental State*, edited by Meredith Woo-Cumings. Ithaca: Cornell University Press, pp. 32-60.

World Bank. 1993. *The East Asian Miracle*. Washing D.C.: World Bank, overview, pp. 1-27.

Huang, Yasheng. 2012. How Did China Take Off? *Journal of Economic Perspectives* 26 (4): 147-170.

(Recommended):

Johnson, Chalmers. 1982. *MITI and the Japanese Miracle*. Stanford: Stanford University Press.

Woo-Cumings, Meredith Jung-eun. 1998. National Security and the Rise of the Developmental State. In *Behind East Asian Growth*, edited by Henry Rowen. London: Routledge, pp. 319-337.

Huang, Yasheng. 2012. *Capitalism with Chinese Characteristics*. Cambridge; New York: Cambridge University Press.

Week 7 (April 13): Underdevelopment of Africa and Latin America

***** Research Paper Proposal Due at 5:00 pm on April 15, Friday *****

Bloom, David, and Jeffrey Sachs. 1998. Geography, Demography and Economic Growth in Africa. *Brookings Papers on Economic Activity* 2: 207-95 [skim only 207-273].

Acemoglu, Daron, and James A. Robinson. 2012. *Why Nations Fail?* New York: Crown Business, Chapter 13 Why Nations Fail Today?, pp. 368-403.

Valenzuela, Samuel J., and Arturo Valenzuela. 1978. Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment. *Comparative Politics* 10 (4): 535-57.

Cardoso, Eliana, and Ann Helwege. 1992. Below the Line: Poverty in Latin America. *World Development* 20 (1): 19-37.

(Recommended):

Cardoso, Fernando Henrique, and Enzo Faletto. 1979. *Dependency and Development in Latin America*. Berkeley: University of California Press, preface, chapter 6, and conclusion, vii-xxv & 149-176.

Easterly, William. 2013. *Tyranny of Expert*. Basic Books.

Mkandawire, Thandika. 2015. Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections. *World Politics* 67 (3): 563-612.

PART III: Understanding Social Development

Week 8 (April 20): Gender

World Bank. 2012. *World Development Report: Gender Equality and Development* (<https://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/Complete-Report.pdf>). Overview, pp. 2-39 (skim).

Martinez, Andrea. 2012. Chapter 5: Gender and Development. In *Introduction to International Development: Approaches, Actors, and Issues*, edited by Paul A. Haslam, Jessica Schafer, and Pierre Beaudet. Oxford: Oxford University Press, pp. 86-106.

Duflo, Esther. 2012. Women Empowerment and Economic Development. *Journal of Economic Literature* 50 (4): 1051-1079.

Bandiera, Oriana, and Ashwini Natraj. 2013. Does Gender Inequality Hinder Development and Economic Growth? Evidence and Policy Implications. *World Bank Research Observer* 28 (1): 2-21.

Yunus, Muhammed. 1998. Poverty Alleviation: Is Economics Any Help? Lessons from the Grameen Bank Experience. *Journal of International Affairs* 52 (1): 47-65.

Boehe, Dirk Michael, and Luciano Barin Cruz. 2013. Gender and Microfinance Performance: Why Does the Institutional Context matter? *World Development* 47: 121-135.

(Recommended):

Duflo, Esther. 2005. Gender Equality in Development. *Bureau for Research in Economic Analysis of Development (BREAD) Policy Paper* No. 11: 1-23.

Klasen, Stephan. 2002. Low Schooling for Girls, Slower Growth for All? Cross-Country Evidence on the Effect of Gender Inequality in Education on Economic Development. *World Bank Economic Review* 16 (3): 345-373.

Week 9 (April 27): Education

Maclure, Richard, Refaat Sabbah, and Daniel Lavan. 2012. Chapter 21: Education and Development. In *Introduction to International Development: Approaches, Actors, and Issues*, edited by Paul A. Haslam, Jessica Schafer, and Pierre Beaudet. Oxford: Oxford University Press, pp. 399-414.

Sachs, Jeffrey. 2015. *The Age Sustainable Development*. New York: Columbia University Press, Chapter 8: Education for All, pp. 251-274.

Psacharopoulos, George. 1988. Education and Development: A Review. *The World Bank Research Observer* Vol.3, No. 1, pp. 99-116.

Unterhalter, Elaine. 2014. Measuring Education for the Millennium Development Goals: Reflections on Targets, Indicators, and a Post-2015 Framework. *Journal of Human Development and Capabilities* Vol. 15, No. 2-3, pp. 176-187

(Recommended):

Hopkins, Charles, and Rosalyn McKeown. 2002. Chapter 2 Education for Sustainable Development: An International Perspective. In *Education and Sustainability Responding to the Global Challenge*, edited by Daniella Tilbury, Robert B. Stevenson, John Fien, and Danie Schreuder. IUCN Commission on Education and Communication CEC, pp. 13-24.

Week 10 (May 4): Public Health

Schrecker, Ted. 2012. Chapter 20: Development and Health. In *Introduction to International Development: Approaches, Actors, and Issues*, edited by Paul A. Haslam, Jessica Schafer, and Pierre Beaudet. Oxford: Oxford University Press, pp. 373-398.

Sachs, Jeffrey. 2015. *The Age Sustainable Development*. New York: Columbia University Press, Chapter 9: Health for All, pp. 275-316.

Esser, Daniel E., and Kara Keating Bench. 2011. Does Global Health Funding Response to Recipients' Needs? Comparing Public and Private Donors' Allocations in 2005-2007. *World Development* 39 (8): 1271-1280.

Harper, Sarah E. 2012. The Fungibility of Aid Earmarked for HIV/AIDS Control Programs. *World Development* 40 (11): 2263-2274.

Kevin Croke. 2012. Governance and Child Mortality Decline in Tanzania and Uganda, 1995-2007. *Studies in Comparative International Development* 47 (4): 441-463.

(Recommended):

Lee, Suejin A., and Jae-Young Lim. 2014. Does International Health Aid Follow Recipients' Needs? Extensive and Intensive Margins of Health Aid Allocation. *World Development* 64: 104-120.

Brown, Theodore M., Marcos Cueto, and Elizabeth Fee. 2006. The World Health Organization and the Transition from "International" to "Global" Public Health. *American Journal of Public Health* 96 (1): 62-72.

Evans, Tim. 2014. Chapter 30. Global Health. In *International Development: Ideas, Experience, and Prospects*, edited by Bruce Currie-Alder, Ravi Kanbur, David M. Malone, & Rohinton Medhora. Oxford: Oxford University Press, pp. 511-529.

Week 11 (May 11): Environment

Sick, Deborah. 2012. Chapter 17: Environment and Development. In *Introduction to International Development: Approaches, Actors, and Issues*, edited by Paul A. Haslam, Jessica Schafer, and Pierre Beaudet. Oxford: Oxford University Press, pp. 313-332.

Sachs, Jeffrey. 2015. *The Age Sustainable Development*. New York: Columbia University Press, Chapter 12 Climate Change & Chapter 13 Saving Biodiversity and Protecting Ecosystem Services, pp. 393-480.

Gates, Bill. 2021. *How to Avoid a Climate Disaster*. New York: Alfred A. Knopf, Introduction & chapters 1-65.

Giddings, Bob, Bill Hopwood, and Geoff O'Brien. 2002. Environment, Economy and Society: Fitting Them Together into Sustainable Development. *Sustainable Development* 10 (4): 187-196.

UNEP. 2013. Embedding the Environment in Sustainable Development Goals. *UNEP Post-2015 Discussion Paper*.

(Recommended):

Lélé, Sharachchandra M. 1991. Sustainable Development: A Critical Review. *World Development* 19 (6): 607-621.

UNESCAP. 2016. *Transformations for Sustainable Development: Promoting Environmental Sustainability in Asia and the Pacific*, chapters 1-3.

Week 12 (May 18): Disasters and Human Security

Seck, Papa. 2007. Links between Natural Disasters, Humanitarian Assistance and Disaster Risk Reduction: A Critical Perspective. *UNDP Human Development Report Office Occasional Paper 2007-15*, 1-36.

Koser, Khalid. 2012. Chapter 23 International Migration and Development. In *Introduction to International Development: Approaches, Actors, and Issues*, edited by Paul A. Haslam, Jessica Schafer, and Pierre Beaudet. Oxford: Oxford University Press, pp. 437-453.

Sachs, Jeffrey. 2015. *The Age Sustainable Development*. New York: Columbia University Press, Chapter 10 Food Security, pp. 317-354.

Khagram, Sanjeev, William C. Clark, and Dana Firas Raad. 2003. From the Environment and Human Security to Sustainable Security and Development. *Journal of Human Development* 4 (2): 289-313.

Busumtwi-Sam, James. 2008. Contextualizing Human Security: A 'Deprivation-Vulnerability' Approach. *Policy and Society* 27 (1): 15-28.

(Recommended):

Hobson, Christopher, Paul Bacon and Robin Cameron (eds). 2014. *Human Security and Natural Disasters*, chapter 1, 1-21. London; New York: Routledge.

O'Brien, Karen et al. 2008. Disaster Risk Reduction, Climate Change Adaptation and Human Security. A Commissioned Report for the Norwegian Ministry of Foreign Affairs (https://www.unisdr.org/files/7946_GECHSReport3081.pdf)

Week 13 (May 25): Development in Post-Conflict Societies

Suhrke, Astri, and Torunn Wimpelmann Chaudhary. 2012. Chapter 22 Conflict and Development. In *Introduction to International Development: Approaches, Actors, and Issues*, edited by Paul A. Haslam, Jessica Schafer, and Pierre Beaudet. Oxford: Oxford University Press, pp. 415-436.

Kuman, Krishna. 1999. Promoting Social Reconciliation in Postconflict Societies: Selected Lessons from USAID's Experience. *USAID Program and Operations Assessment Report* No. 24.

David, Antonio C., Fabiano Rodrigues Bastos, and Marshall Mills. 2011. Post-conflict Recovery: Institutions, Aid, or Luck? *IMF Working Paper* WP/11/149.

Brinkerhoff, Derick. 2010. Developing Capacity in Fragile States. *Public Administration and Development* 30 (1): 66-78.

Marquette, Heather. 2011. Donors, State Building and Corruption: Lessons from Afghanistan and the Implications for Aid Policy. *Third World Quarterly* 32 (10): 1871-1890.

(Recommended):

Andersen, Regine. 2000. How Multilateral Development Assistance Triggered the Conflict in Rwanda. *Third World Quarterly* 21 (3): 441-456.

Zoellick, Robert. 2008. Fragile States Securing Development. *Survival*. 50 (6): 67-84.

Sahin, Selver B., and Donald Feaver. 2012. The Politics of Security Sector Reform in Fragile or Post-Conflict Settings: A Critical Review of the Experience of Timor-Leste. *Democratization* 20 (6): 1056-1080.

Week 14 (June 4): Student Presentations I

Week 15 (June 11): Student Presentations II

*****Final Research Paper Due at 9:00 am on June 19, Monday*****

Enjoy your summer break! ☺