

## COURSE TITLE

Development Orthodoxy: Understanding International Development Theory through Field Based Exploration in Guatemala

## PROFESSOR

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## COURSE DESCRIPTION

‘International Development’ as a field of academic inquiry and field operations is both relatively recent and constantly evolving. Its roots lie primarily in the efforts to promote economic recovery after World War II in Europe, and it began to flourish in subsequent programs to encourage the emergence of a stable, prosperous and pro-Western political order in post-colonial societies. From the late 1940’s to the mid-1950’s, Western governments legitimized the idea of ‘international development’, created international institutional structures and national organizations, and launched a professional cadre of ‘development experts’. Over the next five decades, a series of ‘development orthodoxies’ endeavored to provide a coherent definition of development, a compelling theory of social change to explain how it is to be achieved, and a set of institutions, operational procedures, guidelines and practices to make it happen. Reaching the Holy Grail of ‘developed societies’ has proved to be both tough and elusive, however. Successive theories have been promoted vigorously, and then discarded as incomplete, ineffective or even pernicious. The ‘best practices’ associated with each of these theories have been first widely publicized and promoted, and then gradually modified or even abandoned as outdated and flawed.

A recent and dramatic collapse of a ‘development orthodoxy’ was precipitated by the global economic crisis, with its origins in the United States and other industrialized economies. Suddenly, the prevailing wisdom (a modified ‘Washington Consensus’) was thrown into doubt, and the prevailing views about the paramount importance of sound macroeconomic management, significant deregulation and a severely limited role for the state were necessarily reconsidered.

In addition, the past decade has seen the rise of new actors with new resources. These include private foundations and corporations, as well as countries such as China, Mexico and Brazil that were previously seen as recipients of international assistance rather than donors. These new actors have also brought new approaches, practices and standards to the development field.

Remarkably, through it all, development practitioners have never quite lost faith. Resilient and determined, they have rebounded from each discredited theory of development to reform their ranks, review their approaches, identify yet more lessons learned, and formulate a new theory that will guide them both forward and upward to the ultimate achievement of their vision of economic prosperity and social transformation. This, of course, begs the question - are these new theories truly evolving to a solution, or are they simple convenient substitutes for good hearted but ultimately fruitless efforts?

This course will examine the historical evolution of the most significant theories (or 'orthodoxies') of international development over the last 50 years, and compare that theoretical application with an in-country study of village ownership in Guatemala.

The in-country location in Sikabe, Guatemala was selected to support students systematically explore how development theory has shaped development practice and compare it with the local and historical context through a variety of case studies and site visits. While our perspectives as teachers and students is primarily that of Western development agencies and actors - those who consciously set out to 'do development' - we will work to balance this perspective via in-country interviews and consultations with local development actors.

#### COURSE OBJECTIVES

The course will examine evolving answers to six distinct issues or questions:

- key dimensions or definitions of development (e.g. 'what is development?');
- theories of social change underlying these definitions (e.g. 'what drives development?');
- critical assumptions of these theories (e.g. 'what are the limitations of this perspective of development?');
- practical implications of these theories, including the bureaucratic structures, professional vocabularies, programmatic approaches, operational tools and instruments to manage international development (e.g. 'how should we organize to shape and manage development?');
- the difficult ethical choices and trade-offs that are often embedded in development strategies (e.g. 'what is the right thing to do and why?');
- the importance of the voice of the participants in development (e.g. what does it mean to be a "beneficiary", who decides who are the beneficiaries, and what are the implications of agency through the structure of that relationship)

#### LEARNING STYLE

The goal of this program is to provide multi-dimensional in-country experience for students interested in international public policy and/or international development. This program will include four key learning environments:

1. *Traditional classroom learning*, with a focus on lectures, group discussions, and peer to peer projects based in rural vocational center.
2. *On-site case study analysis*, with a focus on past and current development projects that have had a varying levels of success. This includes travel to a variety of communities in rural settings with the opportunity for dynamic Q&A and dialogue.
3. *Service learning*, with a focus on student/community interaction while engaging on a community led project. Depending on the country, projects may include water system infrastructure, classroom construction, small business support/training, efficient stove technology etc.
4. *Intercultural exchanges with local youth, community leaders, and in-country staff*, with a focus on sports, group to group workshops, town hall discussions, and appropriate village life shadowing.

## ADMIN

### COLL 300:

This course is a COLL 300 course (All William & Mary sponsored, international programs carry COLL 300 credit. Although COLL 300 typically happens in your third year, you are able to receive credit for COLL 300 through study abroad earlier.) From the COLL 300 description:

COLL 300 connects you with people, places, and ideas that lift you out of your familiar surroundings and deepen the way you see yourself in the world. It asks you to use your knowledge, your emerging expertise in framing questions, and your communication skills to engage the world in a self-reflective, cross-cultural way.

### Course Partner:

Our onsite partners for this course is CHOICE Humanitarian (<http://www.choic humanitarian.org/>), an NGO that has been working to eliminate extreme poverty since 1983 under the direction of Founder and Board Member, James B. Mayfield, PhD, an expert in the field of international rural development. CHOICE Humanitarian has a global staff of 88 and offices in 7 countries (Bolivia, Ecuador, Guatemala, Kenya, Mexico, Nepal, and Peru), and its programs target village and district level leadership development via effective partnership with

village and community leadership, local government, NGOs, and private organizations. The core areas of village and district level development include: Education, Health, Cultural Preservation, Economic Development, and Environment. All field projects are managed and implemented by native, in-country teams.

CHOICE was selected as a partner for this course due to its long history in complementing in-country development with its Expedition Program. This program provides logistical and instructional support to independent third parties (corporations, academic partners, donors, families, etc) to observe and participate in its development approach. Expedition participants based in a rural project area help support a village managed project under the technical direction of CHOICE. Depending on the activities at the time of the expedition, participants explore any of a wide range of projects such as classroom construction, community water systems, bio-gas digesters, health clinics, personal hygiene workshops, pit latrines, micro-enterprise training, and other fundamental village needs. In addition to project support, participants engage in learning opportunities that span socio-political history, culture, development theory. Learning opportunities are facilitated by in-country staff, community leadership, and expedition leadership.

Over the past 30 years, CHOICE has placed thousands of participants in rural communities to learn from and support its work. As a result, the organization has a robust and professionalized approach to designing and implementing safe, effective, and sustainable rural project site visits. This includes long standing policies and procedures surrounding in-country housing, transportation, food, service learning, and trained expedition leadership. In 2017 alone, the CHOICE expedition program will send nearly 900 participants during 32 expeditions to each of its 7 countries of work.

Due to the organizational footprint in-country, together with the expertise of facilitating international expeditions, CHOICE is well equipped to support the program curricula. CHOICE's Jordan Menzel, Director of Corporate + Community Impact, will accompany the course. In addition to several years of experience developing all CHOICE field curriculum, lectures, and seminars for expedition participants, Jordan has also worked with Former Secretary of State Madeleine Albright, at the UN Environment Programme, and at the US Institute of Peace. His partnership and assistance will bridge the gap between course curriculum goals and in-country preparation and logistics, ideally creating a seamless experience between students and in-country stakeholders.

Resources:

Background on CHOICE's activities in Guatemala:

<http://www.choicehumanitarian.org/guatemala>

CHOICE's Expedition Manual:

[https://d3n8a8pro7vhmx.cloudfront.net/choicehumanitarian/pages/209/attachments/original/1488866504/EXPEDITION\\_MANUAL\\_2017.pdf?1488866504](https://d3n8a8pro7vhmx.cloudfront.net/choicehumanitarian/pages/209/attachments/original/1488866504/EXPEDITION_MANUAL_2017.pdf?1488866504)

Guatemala Appendix:

[https://d3n8a8pro7vhmx.cloudfront.net/choicehumanitarian/pages/214/attachments/original/1484945069/CHOICE\\_GUATEMALA\\_Appendix.pdf?1484945069](https://d3n8a8pro7vhmx.cloudfront.net/choicehumanitarian/pages/214/attachments/original/1484945069/CHOICE_GUATEMALA_Appendix.pdf?1484945069)

Journal entries from Previous CHOICE Guatemala expeditions:

[https://d3n8a8pro7vhmx.cloudfront.net/choicehumanitarian/pages/214/attachments/original/1488874090/CHOICE\\_Expedition\\_Journal\\_Guatemala\\_-\\_June\\_2016\\_.pdf?1488874090](https://d3n8a8pro7vhmx.cloudfront.net/choicehumanitarian/pages/214/attachments/original/1488874090/CHOICE_Expedition_Journal_Guatemala_-_June_2016_.pdf?1488874090)

## ASSIGNMENTS

25% Participation

25% Field Notes (5, each worth 5%)

25% Group Project

25% Final Paper

### Participation:

Active, informed, thoughtful and constructive *class participation* is a part of the assessment criteria for the course. Students are expected to come to class fully prepared to engage in a critical analysis of the assigned readings. Strong and effective class participation is characterized by:

- demonstrated mastery of the assigned material;
- critical examination of the assumptions and implications of the assigned readings;
- ability to identify key issues, synthesize information (including making connections or exploring contrasts with previously assigned readings); and
- respectful but probing examination of the contributions of your peers and effective facilitation in clarifying different points of view, thereby contributing to the learning of the whole group.
- constructive, active, and positive engagement during the community work project

### Field Notes:

You are required to provide a minimum of 5 field notes during our time in-country. Prompts provided below. Each field note should be between 500-1000 words. While these are recorded observations, not a thesis, they still should be rigorous. For example, this should not be a stream of conscious thought piece, but rather connect what you are experiencing to what is occurring in the class. Integration of experience with intellectual material is critical and you are encouraged to include supporting evidence (e.g. from readings / interviews). Please ensure you follow a readable format (e.g. introduction / framing followed by analysis and ending with a conclusion). Feel free to include meaningful quotes from the villagers that help strengthen the observation. These field notes will be utilized to create your final paper. Note that the final paper has a tight turnaround, so the better your field notes are, the easier it will be to write your final paper and the better it will be.

Some prompts include the following:

Individual Frame:

- What problem is the individual facing?
- What hardships does the individual endure?
- What is happening in this village to help this individual? What opportunities will soon be available? What is the individual doing to help the process? Who is this person you are writing about? What are their hobbies? Who are their relatives? What is their daily routine?
- Is there a clear solution to their problem, and if so, what is it?
- What development theory (that we have studied to date) best speaks to their problem and/or potential solution?
- Has your view of development theory changed based on your conversation?

Community Frame:

- What problem was addressed at the site visit?
- Is there a clear solution, and if so, what is it?
- What challenges does the site visit face in implementation?
- What is happening at this site visit to help an individual in the community? What opportunities will soon be available? If the site is not focused on the individual, will it provide broader benefits at the community or district level, and if so, what are those benefits?
- What development theory (that we have studied to date) best speaks to their problem and/or potential solution?
- Has your view of development theory changed based on your visit?

Community Work Project:

In this activity, you have shifted from an analyst role in seminars and site visits to that of an active participant in a development project. Some questions to consider are below:

- Does your community work project fit into any of the development theories we discussed? If not, why not? If so, which one(s), and why?
- What hardships does the village endure?
- Is there a clear solution, and if so, what is it?
- What development theory (that we have studied to date) best speaks to the problem you are working to solve and/or potential solution?
- How has your view of development theory changed based on your participation?
- Has your definition of poverty changed, and if so, how?

Resources on how to write field notes include:  
<http://libguides.usc.edu/writingguide/fieldreport>

#### Group Project:

Details of group project will be determined in late Fall 2017 in consultation with CHOICE. Two examples of group projects that the class may pursue are:

- Pitch with local entrepreneurs on potential solutions to community identified challenges
- Suggest a needs assessment framework for future resource allocation

#### Final Paper:

A single spaced essay (no more than 7 pages) on the strengths and weaknesses of development orthodoxy. Please ensure that you incorporate your observations from your field notes. In your essay, consider addressing the following topics/questions:

- Propose and justify a definition of development, based on your understanding of seminar discussion and your field observations.
- Which orthodoxies were most useful in understanding in Sikabe? Which ones seemed to miss the mark?
- Did your on-site observations bias you in anyway in relation to any of the development theories discussed, and if so, how?
- Taking a step back for the specifics of Sikabe and considering the broader field of development, how should program managers utilize theory as they design programs? Where is it effective, and where is it constrained? You may consider where and at what level is theory most effective in program design.

You must use evidence from the course readings, lectures, and activities to illustrate your argument. In addition to course materials, you are welcome to use other forms of evidence, but all claims should be well documented. The finished essay should demonstrate your understanding of *a minimum of 3* development theories and it should demonstrate your understanding of how they are applied (or not applied) via your field experience in Sikabe.

## SCHEDULE

### **Saturday May 12**

Prior to 12pm: Arrive in Guatemala City

12-5: Travel to Rio Dulce (bus)

5-9: Welcome Dinner, Orientation, Review of Spring Course

### **Sunday May 13**

7-12: Boat/History Tour of Lake Itzabel + Castillo de San Felipe de Lara

12-1: Lunch - Rio Dulce

1-4: Travel to Sikabe + Community (Small Vans)

4-8: Welcome, Dinner, Nightly Activities, Reflection

### **Monday May 14**

6-7: Breakfast

7-9: Seminar: Who is 'poor' and what do we mean by 'poverty'?

9-10: Break

10-12: Introduction to Group Project, Assignment of Groups

12-1: Lunch

1-4: Site Visit: Family Interviews in neighboring Chinasiir

4-6: Site Visit: Sikabe Vocational Center Alumni Panel Q&A

6-8: Dinner with Alumni of Vocational Center

### **Tuesday May 15**

6-7: Breakfast

7-9: Site Debrief: Discussion

9-10: Break

10- 12: Seminar: Classical Development Theory [Part 1]: Economic Modernization

12-1: Lunch

1-3: Site Visit: Hospital, Classrooms, Water Systems

3-4: Site Debrief: Discussion

4-6: Group Project

6-8: Dinner, Nightly Activities, Reflections

### **Wednesday May 16**

6-7: Breakfast

7-9: Seminar: Classical Development Theory [Part 2]: Political Modernization  
9-10: Break  
10-12: Group Project  
12-1: Lunch  
1-4: Community Leader Discussion: Guatemalan Sociopolitical History and Its Impact in Rural Indigenous Villages  
4-6: English + Spanish Exchange  
6-8: Dinner, Nightly Activities, Reflections

### **Thursday May 17**

6-7: Breakfast  
7-9: Seminar: Reformation: The Washington Consensus and Its Critics  
9-10: Study Time  
10-12: Group Project Work  
12-1: Lunch  
1-3: Project Site Visit: Family Stoves, Sikabe Vocational Center Sustainability  
3-4: Classroom Seminar - Site Debrief  
4-6: Study Time + Group Project  
6-8: Dinner, Nightly Activities, Reflections

### **Friday May 18**

6-7: Breakfast  
7-9: Seminar: Institutions Matter  
9-10: Break  
10-12: Group Project  
12-1: Lunch  
12-6: Site Visit  
6-9: Dinner, Group Project Presentations

### **Saturday May 19 [Rest Day]**

6-7: Breakfast  
8-6: Trip to Natural Monument Semuc Champey  
6-9: Dinner, Nightly Activities, Reflections, Pack for Community Expedition

### **Sunday May 20**

6-7: Breakfast  
7-11: Seminar: Development and Political Systems  
11-12: Lunch  
12-3: Travel to Community (Small Vans)  
3-5: Community Welcome  
5-9: Dinner + Free/Study Time

**Monday May 21**

6-8: Project Orientation  
8-12: Community Project  
12-1: Lunch  
1-4: Community Project Work  
4-5: Dinner  
6-8: Group Discussion

**Tuesday May 22**

6-9: Seminar: Development as a Human Right  
9-12: Community Project  
12-1: Lunch  
1-4: Community Project  
4-6: Soccer Tournament  
6-9: Dinner, Nightly Activities, Reflections

**Wednesday May 23**

5-6: Breakfast  
6-7: Pack  
7-12: Community Project  
12-1: Lunch  
1-3: Community Farewell  
3-6: Return to Sikabe (Small Vans)  
6-9: Dinner, Nightly Activities, Reflections

**Thursday May 24**

6-12: Travel to Antigua (Bus)  
12-1: Lunch  
1-4: Continue Travel to Antigua (Bus)  
4-6: Explore Town  
6-9: Dinner, Nightly Activities, Reflections

**Friday May 25**

7-9: Seminar: New Actors, New Models  
9-12: Social Enterprise Panel - Impact Hub Antigua  
1-6: Personal Time (Explore Antigua)  
7-9: Farewell Dinner

**Saturday May 26**

Return to USA

**Friday June 1**

Final Paper Due

## Field Notes Due

### Readings:

The course will require students to read a considerable amount of material (note: much of this material may be front-loaded to the 1 credit preparatory pre departure class during the spring). The expectation is that all students will have completed the assigned readings in advance of the seminar discussions. If you have not done the reading, it will be hard for you to participate in the seminar discussions.

While there are three primary books for this course, the course will draw on a wide range of materials, from academic journals to popular journalism, operational manuals and project evaluations. The objective is to balance academic theory and analysis with an examination of development experience and practice.

### **Basic/Core Texts**

The three below books should be purchased. All other readings will be provided via Blackboard.

Kidder, Tracy, *Mountains Beyond Mountains*, (New York: Random House, 2004).

Rapley, John, *Understanding Development: Theory and Practice in the Third World* Third Edition (Boulder, CO: Lynne Rienner Publishers, 2007)

Mallaby, Sebastian, *The World's Banker: A Story of Failed States, Financial Crises, and the Wealth and Poverty of Nations*, (New York: Penguin Books, 2006)

### **Seminar #2: Poverty: Who is 'poor' and what do we mean by 'poverty'? [May X]**

- Collier (2007), Chapter 1 ('Falling Behind and Falling Apart: The Bottom Billion'), pp. 1-13.
- Osmani, Siddiqur Rahman, *Evolving Views on Poverty: Concept, Assessment and Strategy*, Poverty and Social Development Papers No. 7, July 2003 (Manila: Asian Development Bank)
- World Bank, *Poverty Manual* (2006), Chapter 1 ('What is Poverty and Why Measure It?'), pp. 8-13, and Chapter 8 ('Understanding the Determinants of Poverty'), pp 124-136.

- World Bank, *Voices of the Poor: Can Anyone Hear Us?* (New York, Oxford University Press, 2000), Chapter 2, 'The Definitions of Poverty',

### **Seminar #3: Classical Development Theory (Part 1): Economic Modernization [May X]**

- Rapley (2007), Chapters 1-3, pp. 1-62
- Greig, Alastair, David Hulme and Mark Turner, *Challenging Global Inequality: Development Theory and Practice in the 21<sup>st</sup> Century* (New York: Palgrave Macmillan, 2007), Chapter 5 ('The Postwar Development Project'), pp. 73-99
- Rostow, Walt W., *The Stages of Economic Growth: A Non-communist Manifesto*, (New York: Cambridge University Press, 1990), Chapters 2-4

### **Seminar #4: Classical Development Theory (Part 2): Political Modernization [May X]**

- Huntington, Samuel, 'Political Development and Political Decay' in *World Politics*, vol. 17, number 3 (April 1965)
- Lerner, Daniel, *The Passing of Traditional Society: Modernizing the Middle East* (Glencoe, IL: The Free Press, 1958), pp. 19-75
- UNDP, *Afghanistan Human Development Report 2007: Bridging Modernity and Tradition and the Rule of Law and the Search for Justice* (Center for Policy and Human Development, 2007), pp. 3-13  
<http://hdr.undp.org/en/reports/nationalreports/asiathepacific/afghanistan/name,3408,en.html>

### **Seminar #5: Reformation and the New Orthodoxy: The Washington Consensus and Its Critics [May X]**

- Rapley (2007), Chapter 4 ('The Neoclassical Answer to Failure') and Chapter 5 ('Neoclassic Reform in Practice')
- World Bank, *Adjustment in Africa* (New York: Oxford University Press, 1994), Overview and Chapters 1-2, pp. 1-61
- Chang, Ha-Joon, *Kicking Away the Ladder: Development Strategy in Historical Perspective* (London: Anthem Press, 2002), Chapter 2 ('Policies for Economic Development: Industrial, Trade and Technology Policies in Historical Perspective'), pp. 13-68
- Mallaby, Sebastian (2006), Chapters 2-5

### **Seminar #6: Institutions Matter [May X]**

- Rapley (2007), Chapter 6 ('Development Theory in the Wake of Structural Adjustment'), pp. 113-130
- World Bank, *Assessing Aid: What Works, What Doesn't and Why* (New York: Oxford University Press, 1998) Overview and Chapters 1-3, pp. 1-82
- Burki, Shahid Javed and Guillermo E. Perry, *Beyond the Washington Consensus: Institutions Matter* (Washington, DC: The World Bank, 1998), Chapters 1-2, 7

- Mallaby, Sebastian (2006), Chapter 7 ('The Cancer of Corruption'), pp. 174-206

#### **Seminar #7: Development and Political Systems [May X]**

- Acemoglu, Daron and James Robins, *Why Nations Fail: The Origins of Power, Prosperity and Poverty* (New York: Crown Publishers, 2012), Preface and Chapters 1-3
- Carothers, Thomas and Diane de Gramont, *Development Aid Confronts Politics: The Almost Revolution* (Washington: Carnegie Endowment for International Peace, 2013), Chapter 1 and 9

#### **Seminar #10: Development as a Human Right [May X]**

- Bode, Brigitta et al, *Putting Rights-Based Development into Context: CARE's Programming Approaches in Malawi and Bangladesh* (Manchester, England: University of Manchester Institute for Development Policy and Management, 2005), submission for conference on 'Winners and Losers from Rights-Based Development'
- Moser, Caroline, and Andy Norton. *To Claim Our Rights: Livelihood Security, Human Rights and Sustainable Development*. (London: Overseas Development Institute, 2001)
- Sen, Amartya, *Development as Freedom* (New York: Anchor books, 2000), Chapters 1-4, pp. 13-110.
- United Nations Development Program, *Human Rights-Based Reviews of UNDP Programs: Working Guidelines* (UNDP 2003)

#### **Seminar #12 New Actors, New Modes [May X]**

- Rosenberg, Tina, 'A Payoff Out of Poverty?' *New York Times Magazine*, 19 December 2008.
- Walz and Ramachandran, 'Brave New World: A Literature Review of Emerging Donors and the Changing Nature of Foreign Assistance' Center for Global Development (November 2010)
- Yardley, Jim 'India Tries Using Cash to Delay Childbirth' , *New York Times*, 22 August 2010
- Deaton, Angus, *The Great Escape: Health, Wealth and the Origins of Inequality*, (Princeton: Princeton University Press, 2013), Chapter 7.
- Ehrbeck, Tillman, 'How Financial Innovation Helps the Poor Improve Their Lives' *Huffington Post*, 22 May 2013
- Harris, Gardiner, 'India's Efforts to Aid Poor Worry Drug Makers', *New York Times*, 29 December 2013
- Kenny, Charles and Justin Sandefur, 'Can Silicon Valley Save the World?' *Foreign Policy* (May/June, 2013)
- 'Out of the Gloom' *Economist* 20 July 2013

