

DWA 221: International Development Fall 2026

Professor ShahBano Ijaz

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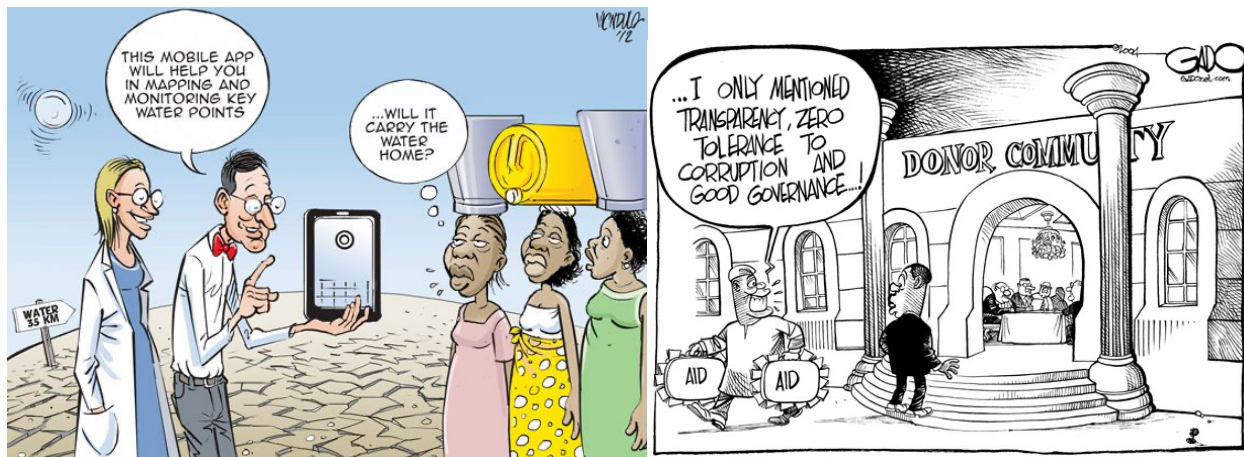
Office Hours: Wednesday 1:30 p.m. – 3:30 p.m. (and by appointment over email/Zoom).

Please sign up [here](#) for Wednesday office hours.

Class Days: M/W

Class Hours: 8:35 – 9:55 a.m.

Location: Johnson Hall 203



Course Description:

This course provides an overview of existing scholarship on international development with a focus on two sets of actors: researchers who inform policy and the targets of development policies. It familiarizes students with the traditional theories of development and more recent critiques emerging from scholars of the global south. It also provides a historical contextualization of what precipitated trends in the development world, including the evolution of development theories and the adoption of randomized controlled trials as the gold standard in informing development policy. During the course, we will address the many challenges that the global community faces in its efforts to reduce poverty in an equitable and sustainable manner. In doing so, this course aims to promote a multifaceted understanding of development that moves beyond economic poverty to focusing on health and education outcomes while also understanding how existing inequities can obstruct the efficient implementation of development policies.

Learning Objectives and Goals:

The course materials and assignments are designed to help students achieve the following learning goals:

- Students will have an understanding of the traditional theories of development and identify the shortcomings of these theories.
- Students will be able to identify the key aspects of development policy and the politics that underlie the formulation of policy.
- Students will be able to write a coherent literature review of the topics pertaining to class.
- Students will be equipped to write a research proposal, including a research question, its feasibility and potential scholarly resources._____

Required Readings

All **required readings** include articles and books chapters, will be made available in PDF format on Canvas. Where a PDF is not available there will be a link to the website where students can access the reading.

Some readings are available electronically on the Oxy Library website. You will need to create a (free) Open Library account to view them.

Recommended books to help with writing:

1. William Strunk and E.B. White, *The Elements of Style*, 4th Edition. Pearson, 1999.
2. Kate Turabian and Wayne Booth, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9th Edition. University of Chicago, 2018.

Course Requirements:

Assignment	Weight	Due Date
Attendance / Participation	10%	In class participation / ongoing
Discussion Leader (2)	20%	Sign up available here.
Decoding Essays (2)	20%	First Essay: 9/16 in class Second Essay: 10/12 in class
Annotated Bibliography (1)	10%	Bibliography: due 10/11 at 11:59 p.m.
Presentation	15%	Based on final proposal; due in last three class sessions
Final proposal	25%	Due 12/7 at midnight

Attendance:

Attendance is mandatory; however, COVID continues to pose a threat to our health. If you are not feeling well, or if you have had close contact with someone who is sick or has tested positive for COVID-19, please do not come to class. Send me an email letting me know you will be absent, and I will help you access the material you missed. You will not be penalized for missing class due to illness or quarantine.

Participation:

This course is designed as a seminar and should be driven more by student participation than by the professor. We will take this principle seriously, which means:

1. Students are expected to attend class having completed all the required readings for that day. You will be expected to actively participate in any peer review exercises, online discussion forums, group projects, etc. If you encounter circumstances that prevent you from participating in these ways, please contact me and we can discuss alternative forms of participation if needed.
2. No readings in this class are voluntary: please expect to be called upon to summarize the reading, present a recap of it or share the core arguments.
3. Students will be assigned to lead the class based on that session's readings. These discussions will focus around how well the paper is able to answer the question it poses, what is the quality of the evidence, and whether the paper makes an important contribution to the field of development. Details on how to lead discussions are available below.

I encourage you to consult with me during the semester if you want to know about or improve your participation grade.

Discussion Leaders:

In each class, two students will be expected to lead the discussion for the readings. For this, they will both approach the whiteboard and write the research question, including a pictorial representation, of each reading clearly on the board (when there are two students, you may choose to split the readings). They will then list the evidence that the author uses to support the readings, and then share 1-2 discussion questions based on the readings. Please know that you will be expected to lead the discussion without reading from a piece of paper, and that you will be graded for your presentational / moderation skills.

Decoding Essays (10% each; 20% total):

Choose one reading (of your choice) and write a decoding essay covering 3-4 pages (1.5 spaced; 12 pt font). The essay should address the following:

1. Identify and discuss the author's key research question, thesis and argument in support of that thesis.
2. **Decode** the logic of the author's argument. Focus on how the author(s) choose to **operationalize** the concepts of the research question, how they decide upon a feasible research methodology, and how they actually conduct the research.
3. Include a section where you reflect upon how the author(s) might have gone about writing this research paper and eventually publishing it. **This is an important aspect of**

the decoding essay as this is an opportunity for you to reflect upon how research actually takes place.

4. Develop and share a brief overview of how *you* would have chosen to answer **the same research question**, reflecting again on the methodology and publication process.

Annotated Bibliography (10%):

The purpose of the annotated bibliography is to help you develop a summary of the readings that you will be covering for the final research proposal. In these bibliographies, it is important to go beyond the summary itself and reflect on how each reading will inform your research proposal, and why it is important for your project (why you chose to include it). The bibliography should contain at least 10 peer-reviewed references (any reports, news articles etc may be included but do not count toward the 10 article limit).

Draft, Presentation, and Final Proposal (10%, 10%, 25%):

The final paper (7 – 9 pages, approximately 2000-2500 words) will be predicated by a draft (1-2 pages) and a presentation (approx. 5-7 minutes in class). The purpose of the final paper is to develop a proposal for a future research project, perhaps a senior comps thesis. Handouts will be provided during the class to guide your thinking in developing the proposal, the presentations and the paper.

Laptops:

Laptop use is strictly prohibited in-class. Studies show that laptops create “zones of distraction” in class and lower the grades of students nearby as well as those using them. Students using laptops also tend to produce inferior notes that do not digest and restate lecture materials as effectively as handwritten notes. If you have a medical or physiological reason to need laptop access during lectures and discussions, please see me in person after class or during my office hours.

Time commitment: This is a 4-unit course. It is expected that students in this class will be devoting at least twelve (12) hours a week (including in-class time) on average to the class.

Core Program Requirements: DWA 103 also fulfills the Core Program Requirements and counts toward the [Core Program Global Connections](#) requirements.

Grading Criteria:

A: Demonstrates superior mastery of the course content in written work, class participation, and presentations. Papers demonstrate advanced research and writing skills, including original arguments, and integration of academic sources, and are free of errors. Exams and papers exceed the minimum expectations for the course.

B: Demonstrates a good command of the course content. Written work shows above-average effort, strong critical thinking skills, the ability to develop and defend an argument, and a willingness to go beyond the minimum requirements of the assignment or exam questions.

C: Demonstrates a satisfactory command of the course content. Written work and exam performance meet the minimum requirements for the class. Papers are of average or below-average quality in terms of content and editing. Missed deadlines and/or frequent absences can result in a C grade.

D: Meets bare minimum requirements for passing the class. Frequent absences, late assignments, and limited command of course material.

F: Students who receive an F have not met the minimum requirements for passing the class.

Grade distribution:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
93.5	90	87.5	85	80	77.5	72.5	70	67.5	60	0-63

How to succeed in this class:

1. Read and take notes on assigned texts before each class meeting. Each class has a reading assignment that you should complete *prior to coming to class*. The schedule of what to prepare for each day is at the end of the syllabus.
2. Attend every class prepared to learn. Attending class in person is the most effective way to learn the content (versus reading borrowed notes).
3. Take good notes on lectures, discussions, and readings. I will often use PowerPoint as a visual outline for the lecture, but they will include only a bare outline of the material. *You will not pass the class if you study only from the PowerPoint lecture notes!* Instead, you should take notes that identify the main points and supporting examples in your own words.
4. Communicate, communicate! If you have any doubts about what the course requires of you, or if you are not receiving grades as high as you expect, please don't hesitate to contact me. It will be important to address any problems early when there is still time to make a plan to improve your grade. If you wait until the end of the semester, there will be fewer options for improving your performance in the class.

Mid-Semester Progress Reports

All faculty are encouraged to provide students with a mid-semester progress report for every course. Mid-semester progress reports are not intended to be used as determinative or predictive of the final grade in a course, but to provide an opportunity for the faculty to communicate an approximate estimation of progress by the students in the course by the midpoint of the current semester.

Course Policies:

Masks:

Your health and well-being, and that of our community, are essential. Since COVID-19 continues to pose a threat to many of us, students are encouraged, *but not required*, to wear masks in class – KN95, N95, or surgical masks are best. Please use your best judgment to wear a mask, especially if you have been in close contact with someone who has tested positive for COVID-19. If you are feeling any symptoms of illness, please refrain from attending class until you receive a negative COVID test or it has been 10 days since your symptoms began. Please work with Emmons and the COVID Operations team to confirm when and how you can end your isolation. Similarly, if you have been identified as a close contact of someone who has tested positive for COVID-19, please follow all applicable College policies, and wear a high-quality mask when around other individuals for 10 days.

Communication:

Check your registered campus email regularly as well as announcements made to the Moodle site for the course. You are responsible for the material I send you electronically. I will respond to your email inquiries within 24 hours during weekdays, and on the first weekday if you email me after 5 p.m. on Friday (or over a break).

Class Recordings:

No recording of classroom instruction is permitted. The sharing, altering, or distorting of any audio-visual capture of a class session is not permitted. All content contained in the records shall be subject to the College's Policy on Intellectual Property.

Late Assignments:

Late work will be docked 1/3 of a letter grade for each day the assignment is late beginning after the assignment is collected. If a medical, legal, or family emergency causes you to miss class, or an assignment deadline, or if an emergency affects your sustained engagement with the course, please reach out to me as soon as possible. If you do not feel comfortable sharing the specifics of your situation, please let me know the broad contours of your situation and we can work to arrange appropriate accommodations. I will ask you to reach out to the Dean of Students, who can communicate any necessary accommodations to me.

Syllabus Change:

In the interest of flexibility, I may need to make small changes to the syllabus throughout the semester – but I will not add any required assignments or readings.

Statement of the Shared Academic Integrity Commitment and AI Usage:

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

The use of generative AI programs (including, but not limited to, ChatGPT, Gemini, Claude, and Microsoft Copilot) is antithetical to the objectives of this course and therefore is not permitted in this course unless under direct instruction from me to use for an in-class demonstration. Students who use generative AI without explicit permission from me are in

violation of this course's academic integrity parameters.

All members of the Occidental community are committed to upholding the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own; students are expected to give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

For more information, please see this [link](#) to Student Handbook.

Civil Rights & Title IX statement, and statement of role of faculty member as a mandatory reporter:

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at: <https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Special Accommodations/Learning Differences:

All academic and housing accommodation requests are managed by Disability Services & Student Support (DSSS). It is a student's responsibility to contact DSSS if they need accommodations or additional support. Any student who has, or thinks they may have, a

physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

Accommodations for Reasons of Faith and Conscience:

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/student-life/resources-support/orsl/academic-accommodations>.

Discrimination, Harassment, and Retaliation policy:

I strive to foster an inclusive classroom environment. Consistent with College policy on [discrimination, harassment, and retaliation](#), I seek to maintain an environment of mutual respect among all members of our community. Please come to me with any concerns.

Land Acknowledgement:

Occidental College occupies the traditional territory and homelands of the Tongva people. Please click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#)

Date	Topics	Readings	Assignments Due
Week 1	What is Development? Measuring and Conceptualizing		Sign up for Discussion Leader here
Wednesday 8/26		1. Syllabus 2. Amartya Sen, <i>Development as Freedom</i>, "Preface," xi - xiv; "Introduction: Development as Freedom," pp. 1 – 11; "Chapter 1: The Perspective of Freedom," 13 - 34 pp. 3. Jeffrey D. Sachs, <i>The Age of Sustainable Development</i>, Ch. 1, "Introduction to Sustainable Development," pp. 1 - 44.	
Week 2	Development Theories: Modernization & Dependency		
Monday 8/31		1. W.W. Rostow, "The Stages of Growth," <i>Economic History Review</i> pp. 1-16 2. Przeworski A, Limongi F. Modernization: Theories and Facts. <i>World Politics</i>. 1997;49(2):155-183	
Wednesday 9/2		1. Theotonio Dos Santos, "The Structure of Dependence," <i>The American Economic Review</i>, vol. 60, No. 2, May 1970, pp, 231 – 236 2. Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." <i>American Economic Review</i>, 91 (5): 1369-1401	
Week 3	Development in Latin America: Issues with the Structural Adjustment Programs		

Monday 9/7	NO CLASS: LABOR DAY		
Wednesday 9/9		1. Valenzuela, J. Samuel, and Arturo Valenzuela. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment." <i>Comparative Politics</i>, vol. 10, no. 4, 1978, pp. 535–57. 2. Harry Vanden and Gary Prevost, "The Political Economy of Latin America," in <i>Politics of Latin America: The Power Game</i>, Harry Vanden and Gary Prevost, eds., New York: Oxford University Press, 2006, pp. 145 – 173 3. Haggard, Stephan, and Steven B. Webb. "What Do We Know about the Political Economy of Economic Policy Reform?" <i>The World Bank Research Observer</i>, vol. 8, no. 2, 1993, pp. 143–68.	
Week 4	Development in East Asia: What led to the success?		
Monday 9/14		1. Stephan Haggard, "The Neoclassical and Dependency Perspectives," <i>Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries</i>, Ithaca, NY: Cornell University Press, 1990, pp. 9 – 22 2. Robert Wade, "The Asian Debt-and-Development Crisis of 1997? Causes and Consequences," <i>World Development</i>, v. 26, n. 8, August 1998, pp. 1535 – 1551 3. Evans, Peter B. 1995. "States." In <i>Embedded</i>	

		<i>Autonomy: States and Industrial Transformation</i> , 43–73. Princeton, NJ: Princeton University Press.	
Wednesday 9/16		First Decoding Essay 1 (in-class)	
Week 5	Foreign Aid and Development; Development in Sub-Saharan Africa		
Monday 9/21		1. Moyo, Dambisi. (2009). “The Myth of Aid,” in <i>Dead Aid</i>. Farrar, Straus and Giroux. 2. Moyo, Dambisi. (2009). “Aid Is Not Working,” in <i>Dead Aid</i>. Farrar, Straus and Giroux. 3. Zakaria, Rafia. (2021). “The White Savior Industrial Complex and the Ungrateful Brown Feminist” in <i>Against White Feminism</i>. W.W. Norton	
Wednesday 9/23		1. Jablonski, Ryan S; Seim, Brigitte and Alex Yeandle. Aid Cuts Increase Demand for Government Services and Taxation: Evidence from USAID funding. (March 2026) 2. Scotto TJ, Reifler J, Hudson D, vanHeerde-Hudson J. We Spend How Much? Misperceptions, Innumeracy, and Support for the Foreign Aid in the United States and Great Britain. <i>Journal of Experimental Political Science</i>. 2017;4(2):119-128	
Week 6	Methodological Changes in the Study of Development: Rise of the RCTs		
Monday 9/28		1. Abhijit Banerjee and Esther Duflo. (2011). Poor Economics. Chapter 1. 2. Deaton, Angus. 2010. "Instruments,	

		Randomization, and Learning about Development." <i>Journal of Economic Literature</i> , 48 (2): 424-55.	
Wednesday 9/30		1. Joana Naritomi, Sandra Sequeira, Jonathan Weigel, Diana Weinhold. (2020). "RCTs as an opportunity to promote interdisciplinary, inclusive, and diverse quantitative development research," <i>World Development</i>. Volume 127. 2. Hoeffler, Anke, and Reetika Khera. 2024. "Money, methods, and morals: What are development economists up to?" <i>Review of Development Economics</i>.	
Week 7	Education and Conditional Cash Transfers		
Monday 10/5		Library visit (Kristin Peace) on bibliographies	
Wednesday 10/7	No class	Bibliography preparation	Bibliography Due 10/11 at 11:59 p.m.
Week 8			
Monday 10/12		1. Adrien Bouguen, Yue Huang, Michael Kremer, Edward Miguel. (2019). "<u>Using Randomized Controlled Trials to Estimate Long-Run Impacts in Development Economics</u>," <i>Annual Review of Economics</i>, 11(1): 523-561. 2. Duflo, E.; R. Hanna, S. Ryan. (2012). "Incentives Work: Getting Teachers to Come to School", <i>American Economic Review</i> Second Decoding Essay based on the above 2 readings	
Wednesday		1. Muralidharan, K and V. Sundararaman. (2011).	

10/14		“Teacher Performance Pay: Experimental Evidence from India”, <i>Journal of Political Economy</i> 2. Barrera-Orsorio, Felipe, Marianne Bertrand, Leigh L. Linden, and Francisco Perez-Calle. (2011). “Improving the Design of Conditional Transfer Programs: Evidence from a Randomized Education Experiment in Colombia.” <i>American Economic Journal: Applied Economics</i>, 3(2): 167–195.	
Week 9	Gender and Development		
Monday 10/19		1. Jaquette, J.S. Women/Gender and Development: the Growing Gap Between Theory and Practice. <i>St Comp Int Dev</i> 52, 242–260 (2017). https://doi.org/10.1007/s12116-017-9248-8 2. Chattopadhyay, Raghavendra, and Esther Duflo. “Women as Policy Makers: Evidence from a Randomized Policy Experiment in India.” <i>Econometrica</i> 72, no. 5 (2004): 1409–43.	
Wednesday 10/21		1. Qian, Nancy (2008) “Missing Women and the Price of Tea in China: The Effect of Sex-Specific Earnings on Sex Imbalance”. <i>Quarterly Journal of Economics</i> 2. Cheema, Ali, Sarah Khan, Asad Liaqat, and Shandana Khan Mohmand. (2023). “Canvassing the Gatekeepers: A Field Experiment to Increase Women Voters’ Turnout in Pakistan.” <i>American Political Science Review</i>, 117(1): 1–21.	
Week 10	Development and the Environment		
Monday 10/26		1. Najam, A. 2005. Developing Countries and Global Environmental Governance: From Contestation to	

		Participation to Engagement. <i>International Environmental Agreements</i> 5: 303-321. 2. Gulzar, Saad; Apoorva Lal and Benjamin Pasquale. "Representation and Forest Conservation: Evidence from India's Scheduled Areas." <i>American Political Science Review</i> (2023): 1-20.	
Wednesday 10/28		1. Thomas Dietz, Elinor Ostrom, Paul C. Stern, "The Struggle to Govern the Commons," <i>Science</i>, vol. 302, 12 December 2003, pp. 1907 – 1910 2. David Victor, "Why Paris Worked: A Different Approach to Climate Diplomacy," <i>Yale Environment</i> 360, Yale School of Forestry and Environmental Studies, Dec. 2015: http://e360.yale.edu/features/why_paris_worked_a_different_approach_to_climate_diplomacy	
Week 11	Development & Conflict		
Monday 11/2		1. Debraj Ray and Joan Esteban, "Conflict and Development," <i>Annual Review of Economics</i> 2017 9:1, 263-293. 2. Crost, Benjamin, Joseph Felter, and Patrick Johnston. 2014. "Aid under Fire: Development Projects and Civil Conflict." <i>American Economic Review</i>, 104 (6): 1833-56.	
Wednesday 11/4		1. Karim, S., & Beardsley, K. (2016). Explaining sexual exploitation and abuse in peacekeeping missions: The role of female peacekeepers and gender equality in contributing countries. <i>Journal of Peace Research</i>, 53(1), 100-115. 2. Williams, Miles D. (2025). "Aid for Non-Aggression." <i>Journal of Conflict Resolution</i>.	

		3. Ijaz, Syeda ShahBano. (2026). “Moral Hazard or State Capacity? U.S. Military Assistance and Political Violence in Pakistan,” <i>Journal of Conflict Resolution</i> , 70(2–3): 330–358.	
Week 12	Development & Political Institutions		
Monday 11/9		1. Przeworski, Adam. "The Last Instance: Are Institutions the Primary Cause of Economic Development?" <i>European Journal of Sociology</i> 45.2 (2004): 165-88. 2. Sen, <i>Development as Freedom</i>, Chapter 6, “The Importance of Democracy,” pp. 146 – 159	
Wednesday 11/11		1. Edmund Malesky and Jonathan London, “The Political Economy of Development in China and Vietnam,” <i>Annual Review of Political Science</i> 2014 17:1, 395-419 2. Charnysh, Volha. (2019). “Diversity, Institutions, and Economic Outcomes: Post-WWII Displacement in Poland.” <i>American Political Science Review</i>, 113(2): 423–441.	
Week 13	Ethical Dimensions of Development		
Monday 11/16		1. Bédécarrats, F., Guérin, I. and Roubaud, F. (2019), All that Glitters is not Gold. The Political Economy of Randomized Evaluations in Development. <i>Development and Change</i>, 50: 735-762. 2. Chamola, B. (2023). Whither ethics in research? Randomized controlled trials at the nexus of technocratization and Eurocentrism. <i>Review of Development Economics</i>, 1–17.	
Wednesday		Presentations – I	

11/18			
Week 14			
Monday 11/23		Presentations - II	
Wednesday 11/25	No Class: Thanksgiving break		
Week 15	Presentations - continuing		
Monday 11/30		Presentations - III	

Final Paper due on 12/7 at 11:59 p.m. Please upload to Canvas. [subject to change based on Finals schedule]