

Education A830: Comparative Education and International Development

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This course is intended as an introduction to the major theories of international development and comparative education. The course will review literatures across the social sciences with a focus on political science, education, and economics on the relationship between education and economic and political development. We will begin by exploring major debates on development: Why are some countries rich and some poor? From there, we ask what the relationship is between economic and political development and education. Is development a prerequisite for the provision of education, or does the relationship run the other way? We will also explore the effects of education on nation building, citizenship, and identity in a comparative context. At the same time, we will also critique existing theories of development and what they mean for our broader thinking on education. Who and what is forgotten when we talk about development? How should we incorporate them in our policy-making and research on education? The course will include a semester-long research intensive project through which students will deepen their research, writing, and policy analysis skills. The research project will be independently designed by students in consultation with the instructor.

Students with Disabilities

We encourage students needing accommodations in instruction or evaluation to notify us early in the semester. If you have a disability or health concern that may have some impact on your work in this class and for which you may require adjustments or accommodations, please contact Eileen Berger bergerei@gse.harvard.edu, Access and Disability Services (ADS) administrator in Gutman 124. No accommodations can be given without authorization from ADS, or without advance notice. If you already have a Faculty Contact Form for this course from ADS, please provide us with that information privately in our offices so that we can make those adjustments in a timely manner. All inquiries and discussions about accommodations will remain confidential.

Applying to Take the Course

Admission to A-830 is by application. Students will be selected for enrollment based on their current graduate program and their expressed interest in the course. First preference will be

given to students in HGSE doctoral programs. Second preference will be given to students in the Education Policy and Management and International Education masters programs. Students enrolled in other masters programs and students from other graduate programs in the university will be given third preference. All students interested in taking A-830 *must attend one of the shopping sessions on January 18 and send a one page petition to the instructor by 5 PM on January 19th*. Final decisions on course enrollment will be sent via email to admitted students only by 10 AM on Friday, January 20. Those students accepted into the course should check the course website immediately on January 20 to receive the assignment for class the following week. Please do not apply to the course unless you intend to enroll if you are accepted.

Assignments

This is a research intensive course and as such, students will be expected to read and react to a large number of readings every week. In addition to the weekly readings, each student will be expected to lead the class session for two weeks during the semester. Students should meet with me prior to their assigned week to discuss their plans for leading the class session and the readings. The final grades will be based on:

1. Participation and Class Leading 25%
2. Research Proposal 10%
3. Literature Review 10%
4. Final Paper 55%

Class Participation and Class Leading: 25% of Grade

You are expected to come to class prepared to discuss the readings in detail. The readings are often long and quite dense, so please allocate sufficient time to them — you may find yourself reading some parts of assigned readings more than once to fully understand the reading. Although by no means required, you are encouraged to discuss the readings with your peers.

The readings are organized in order of (what I consider) importance and should be read in that order. I know the realities of graduate school and life; if you do not have time in that particular week to finish all the readings, please begin from the beginning. The readings in the recommended section are in alphabetical order. Readings are accessible three different ways - via the iPa©page, web links, and via HOLLIS+. The syllabus indicates where to locate each reading. For the readings available in HOLLIS+, we have embedded persistent links (all you need to do is click on the word “link”) that should take you directly to the articles via HarvardKey log-in. If a link does not work, which is always a possibility, then you will need to use HOLLIS+ to locate the reading yourself.

Depending on enrollment, you will also be required to lead class discussion, with a partner, two or three times during the semester. Please email me by the end of the first full week of class (Friday, January 27, 2017) with four weeks, in order of preference, that you would like to read. I cannot guarantee your first choice, but will try to accommodate most of your choices.

In the weeks you are leading class discussion, you should come to class having read all of the required readings and *at least* two of the recommended readings (NB: For weeks that you are not leading class discussion, you will not be expected to have read any of the recommended readings, they are there for reference and for help in writing your final papers or any other research you may undertake related to the topic). You will be partnered with at least one of your colleagues in the class, and you should try to meet with them before class to discuss how you will lead class. When leading class discussion, you should briefly summarize the week's readings, and pose three to four questions for class discussion. You should also bring in theories and evidence from the recommended readings to enhance the class discussion.

If you know you will be absent, please inform me by the end of the first full week of class (Friday, January 27, 2017). Beyond that date, all absences will be considered unexcused except for those due to serious illness or death in the family. More than one unexcused absence will negatively affect your grade.

Final Paper: 75% of Final Grade

The primary output from this class will be a major research paper of approximately 10,000 words. The paper should be of a topic from the class of interest to you and should be developed in consultation with me. The paper should seek to advance a theoretical or empirical argument of your choosing. If you are a doctoral student in HGSE, you are free to use the paper as a first draft of a third year paper, or research or grant proposal.

To help in preparing this paper, we will break the paper down into steps beginning with a brief research proposal of no more than 1,500 words that identifies a problem you are interested in investigating in greater detail. Next, you will be expected to produce a literature review of 4,000 to 6,000 words that incorporates at least five readings from this course (that can also include the recommended readings). Finally, you will use these two documents to produce a final paper of 10,000 words. Deadlines for each assignment are listed below.

Overview of Syllabus

1. Approaches to Development
 - (a) January 25: "Modernization": Functionalist Approaches to Development
 - (b) February 1: Contemporary Approaches to Development
2. Identity and Education
 - (a) February 8: Education, Identity Formation, and Nationalism
 - (b) February 15: Diversity, Development, and Education
3. Institutions and Interest Groups
 - (a) February 22: Democracy, Autocracy, and Education
 - (b) March 1: Globalization and Education for All

- (c) March 8: Bureaucrats
- (d) March 22: Teachers, Teachers Unions, and Interest Groups

4. Non-State Actors

- (a) March 29: Local Actors and Community-Driven Development
- (b) April 5: Education and Conflict
- (c) April 12: Engaging the Private Sector

5. Critiques of the Development Enterprise

- (a) April 19: Can We Trust the Numbers?
- (b) April 26: What is “Development”?

January 25: “Modernization”: Functionalist Approaches to Development

- Rostow, Walt W. *The Stages of Economic Growth*. Cambridge: Cambridge University Press, 1960. Pgs. xii-16. (iPa©)
- Inkeles, Alex. “The School as a Context for Modernization.” *International Journal of Comparative Sociology* 14 (1973): 163. [link](#)
- Schultz, Theodore W. “Investment in Human Capital.” *The American Economic Review*, 1961, 1-17. [link](#)
- Lipset, Seymour Martin. 1959. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” *The American Political Science Review* 53 (1): 69-105. [link](#)

Recommended

- Acemoglu, Daron, Simon Johnson, James A. Robinson, and Pierre Yared. 2005. “From Education to Democracy?” *The American Economic Review, Papers and Proceedings of the One Hundred Seventeenth Annual Meeting of the American Economic Association*, Philadelphia, PA, January 7-9, 2005, 95 (2): 44-49.

Due (Friday, January 27, 2017): Preferences for Class Discussion

February 1: Contemporary Approaches to Development

- Engerman, Stanley L., and Kenneth L. Sokoloff. 2000. “History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World.” *Journal of Economic Perspectives* 14 (3): 217-32. [link](#)

- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. “The Colonial Origins of Comparative Development: An Empirical Investigation.” *The American Economic Review* 91 (5): 1369-1401. [link](#)
- Gourevitch, Peter. “The Role of Politics in Economic Development.” *Annual Review of Political Science* 11, no. 1 (June 2008): 137-59. [link](#)
- Bardhan, Pranab. 2016. “State and Development: The Need for a Reappraisal of the Current Literature.” *Journal of Economic Literature* 54 (3): 862-92. [link](#)

Recommended

- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2002. “Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution.” *The Quarterly Journal of Economics*, no. November: 1231-94.
- Bils, Mark, and Peter J. Klenow. “Does Schooling Cause Growth?” *American Economic Review*, 2000, 1160-1183.
- Duflo, Esther. “Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment.” *American Economic Review* 91, no. 4 (2001): 795-813.
- Jensen, Robert. “The (Perceived) Returns to Education and the Demand for Schooling.” *The Quarterly Journal of Economics* 125, no. 2 (2010): 515-548.
- Jensen, R. “Do Labor Market Opportunities Affect Young Women’s Work and Family Decisions? Experimental Evidence from India.” *The Quarterly Journal of Economics* 127, no. 2 (May 1, 2012): 753-92. doi:10.1093/qje/qjs002.
- Krueger, Anne O. 1990. “Government Failures in Development.” *Journal of Economic Perspectives* 4 (3): 9-23.
- Owolabi, Olukunle P. “Literacy and Democracy Despite Slavery: Forced Settlement and Postcolonial Outcomes in the Developing World.” *Comparative Politics* 48, no. 1 (2015): 43-78.
- Rustow, Dankwart A. “Transitions to Democracy: Toward a Dynamic Model.” *Comparative Politics* 2, no. 3 (April 1970): 337.

February 8: Education, Identity Formation, and Nationalism

- Anderson, Benedict. 1983. *Imagined Communities*. London: Verso. Chs. 1-3. [link](#)
- Weber, Eugene. 1976. *Peasants into Frenchmen: The Modernization of Rural France*. Stanford: Stanford University Press. Chs. 18 & 29. [link](#)
- Cantoni, Davide, Yuyu Chen, David Y Yang, Noam Yuchtman, and Y Jane Zhang. 2015. “Curriculum and Ideology.” *National Bureau of Economic Research Working Paper Series* No. 20112. [link](#).

- Bleck, Jaimie. 2013. “Do Francophone and Islamic Schooling Communities Participate Differently? Disaggregating Parents’ Political Behaviour in Mali.” *The Journal of Modern African Studies* 51 (3): 377-408. [link](#)
- Clots-Figueras, Irma, and Paolo Masella. 2013. “Education, Language and Identity.” *The Economic Journal* 123 (570): F332-57. [link](#)
- Coyne, Gary. 2015. “Language Education Policies and Inequality in Africa: Cross-National Empirical Evidence.” *Comparative Education Review* 59 (4): 619-37. [link](#)

Recommended

- Andrabi, Tahir, Natalie Bau, Jishnu Das, and Asim Ijaz Khwaja. “Bad Public Schools Are Public Bads: Civic Values and Test-Scores in Public and Private Schools,” 2010.
- Andrabi, Tahir, Jishnu Das, and Asim Ijaz Khwaja. “Students Today, Teachers Tomorrow: Identifying Constraints on the Provision of Education.” *Journal of Public Economics* 100 (April 2013): 1-14.
- Bleck, Jaimie. *Education and Empowered Citizenship in Mali*. Baltimore: Johns Hopkins University Press, 2015.
- Brubaker, Rogers. *Ethnicity without Groups*. New Ed edition. Cambridge, Mass.: Harvard University Press, 2006.
- Brubaker, Rogers, Margit Feischmidt, Jon Fox, and Liana Grancea. *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town*. Princeton, N.J.; Woodstock, Oxfordshire: Princeton University Press, 2008.
- Laitin, David D., and Rajesh Ramachandran. “Language Policy and Human Development.” *American Political Science Review* 110, no. 3 (August 2016): 457-80.
- Saleh, Mohamed. 2016. “Public Mass Modern Education, Religion, and Human Capital in Twentieth-Century Egypt.” *The Journal of Economic History* 76 (3): 697-735.

February 15: Diversity and Development

- Miguel, Edward. “Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania.” *World Politics* 56, no. 3 (2004): 327-62. [link](#)
- Singh, Prerna. 2015. “Subnationalism and Social Development: A Comparative Analysis of Indian States.” *World Politics* 67 (3): 506-62. [link](#)
- Habyarimana, James, Macartan Humphreys, Daniel N. Posner, and Jeremy M. Weinstein. “Why Does Ethnic Diversity Undermine Public Goods Provision?” *American Political Science Review* 101, no. 4 (2007): 709-725. [link](#)
- Miguel, Edward, and Mary Kay Gugerty. 2005. “Ethnic Diversity, Social Sanctions, and Public Goods in Kenya.” *Journal of Public Economics* 89 (11-12): 2325-68. [link](#)

February 22: Democracy, Autocracy, and Education

- Ansell, Ben W. 2010. *From the Ballot to the Blackboard: The Redistributive Political Economy of Education*. New York: Cambridge University Press. Chs. 1 & 5. [link](#)
- Stasavage, David. 2005. “The Role of Democracy in Uganda’s Move to Universal Primary Education.” *The Journal of Modern African Studies* 43 (1): 53-73. [link](#)
- Harding, Robin, and David Stasavage. 2014. “What Democracy Does (and Doesn’t Do) for Basic Services: School Fees, School Inputs, and African Elections.” *The Journal of Politics* 76 (1): 229-45. [link](#)
- Kosack, Stephen. 2009. “Realising Education for All: Defining and Using the Political Will to Invest in Primary Education.” *Comparative Education* 45 (4): 495-523. [link](#)
- Croke, Kevin, Guy Grossman, Horacio A. Larreguy, and John Marshall. 2016. “Deliberate Disengagement: How Education Decreases Political Participation in Electoral Authoritarian Regimes.” *American Political Science Review* 110 (3) 579-600. [link](#)

Recommended

- Ansell, Ben W., and Johannes Lindvall. 2013. “The Political Origins of Primary Education Systems: Ideology, Institutions, and Interdenominational Conflict in an Era of Nation-Building.” *American Political Science Review* 107 (3): 505-22.
- Boix, Carles, “Political Parties and the Supply Side of the Economy: The Provision of Physical and Human Capital in Advanced Economies, 1960-1990”, *American Journal of Political Science*, 41 (1997), 814-45.
- Hecock, R. Douglas. 2006. “Electoral Competition, Globalization, and Subnational Education Spending in Mexico, 1999-2004.” *American Journal of Political Science* 50 (4): 950-961.
- Kosack, Stephen. 2012. *The Education of Nations: How the Political Organization of the Poor, Not Democracy, Led Governments to Invest in Mass Education*. 1 edition. Oxford; New York: Oxford University Press.
- Kosack, Stephen. 2014. “The Logic of Pro-Poor Policymaking: Political Entrepreneurship and Mass Education.” *British Journal of Political Science* 44 (2): 1-36.
- Lindgren, Karl-Oskar, Sven Oskarsson, and Christopher T. Dawes. “Can Political Inequalities Be Educated Away? Evidence from a Large-Scale Reform.” *American Journal of Political Science*, 2016.

March 1: Globalization and Education for All

- Wibbels, Erik. 2006. “Dependency Revisited: International Markets, Business Cycles, and Social Spending in the Developing World.” *International Organization* 60 (2). [link](#)

- Lukose, Ritty A. *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. Durham NC: Duke University Press Books, 2009. Introduction & Ch. 5. (iPa©)
- Rudra, Nita. 2002. "Globalization and the Decline of the Welfare State in Less-Developed Countries." *International Organization* 56 (2): 411-45. [link](#)
- Gift, Thomas. 2014. "Globalization and Political Demand for Education: Evidence from a Quasi-Natural Experiment in Zambia."

Recommended

- Cardoso, Fernando Henrique, and Enzo Faletto. 1979. *Dependency and Development in Latin America*. Berkeley: University of California Press.
- Hellman, Joel S. 1998. "Winners Take All: The Politics of Partial Reform in Postcommunist Transitions." *World Politics* 50 (2): 203-34.
- Hunter, Wendy and David S. Brown. 2000. "World Bank Directives, Domestic Interests, and the Politics of Human Capital Investment in Latin America." *Comparative Political Studies* February 33: 113-143
- Mundy, Karen. "Global Governance, Educational Change." *Comparative Education* 43, no. 3 (August 2007): 339-57.
- Polanyi, Karl. 1944. *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press.
- Rudra, Nita. 2008. *Globalization and the Race to the Bottom in Developing Countries: Who Really Gets Hurt?* New York: Cambridge University Press.
- Rudra, Nita, and Stephan Haggard. 2005. "Globalization, Democracy, and Effective Welfare Spending in the Developing World." *Comparative Political Studies* 38 (9): 1015-49.
- Kaufman, Robert R., and Alex Segura-Ubiergo. 2001. "Globalization, Domestic Politics, and Social Spending in Latin America: A Time-Series Cross-Section Analysis, 1973-97." *World Politics* 53 (4): 553-87.

March 8: Bureaucrats

Research Proposal Due

- Finan, Frederico, Benjamin A. Olken, and Rohini Pande. 2015. "The Personnel Economics of the State." National Bureau of Economic Research. [link](#).
- Pepinsky, Thomas, Jan H. Pierskalla, and Audrey Sacks. 2016. "Bureaucracy and Service Delivery". [link](#)
- Gupta, Akhil. "Literacy, Bureaucratic Domination, and Democracy." In *Democracy: An Anthropological Perspective*, edited by Julia Paley. Santa Fe: SAR Press, 2009. (iPa©)

- Mangla, Akshay. “Bureaucratic Norms and State Capacity in India: Implementing Primary Education in the Himalayan Region.” *Asian Survey* 55, no. 5 (October 1, 2015): 882-908. [link](#)
- Soifer, Hillel David. “The Sources of Infrastructural Power: Evidence from Nineteenth-Century Chilean Education.” *Latin American Research Review* 44, no. 2 (2010): 158-80. [link](#)

Recommended

- Dhaliwal, Iqbal, and Rema Hanna. 2017. “The Devil Is in the Details: The Successes and Limitations of Bureaucratic Reform in India.” *Journal of Development Economics* 124 (January): 1-21.
- Gupta, Akhil. *Red Tape: Bureaucracy, Structural Violence, and Poverty in India*. Durham: Duke University Press, 2012.
- Mbiti, Isaac M. 2016. “The Need for Accountability in Education in Developing Countries.” *Journal of Economic Perspectives* 30 (3): 109-32.
- Polga-Hecimovich, John, and Alejandro Trelles. 2016. “The Organizational Consequences of Politics: A Research Agenda for the Study of Bureaucratic Politics in Latin America.” *Latin American Politics and Society* 58 (4): 56-79.

March 22: Teachers, Teachers Unions, and Interest Groups

Literature Review Due

- Part I (pg. 3-26) of Lipsky, Michael. 2010. *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. 30th Anniv. New York: Russell Sage Foundation. [link](#)
- Kingdon, Geeta Gandhi, Angela Little, Monazza Aslam, Shenila Rawal, Terry Moe, Harry Patrinos, Tara Beteille, Rukmini Banerji, Brent Parton, and S. K. Sharma. “A Rigorous Review of the Political Economy of Education Systems in Developing Countries.” Final Report. Department for International Development: London, 2014. [link](#).
- Beteille, Tara. 2015. “Fixers in India’s Teacher Labor Markets: Behind the Scenes.” *Asian Survey* 55 (5): 942-68. [link](#)
- Chaudhury, Nazmul, Jeffrey Hammer, Michael Kremer, Karthik Muralidharan, and F. Halsey Rogers. “Missing in Action: Teacher and Health Worker Absence in Developing Countries.” *Journal of Economic Perspectives* 20, no. 1 (2006): 91-116. [link](#)

Recommended

- Barrera-Osorio, Felipe, and Dhushyanth Raju. “Teacher Performance Pay: Experimental Evidence from Pakistan,” 2015. [link](#).
- Muralidharan, Karthik, and Venkatesh Sundararaman. “Teacher Performance Pay: Experimental Evidence from India.” *Journal of Political Economy* 119, no. 1 (2011): 39-77.

March 29: Local Actors and Community-Driven-Development

- Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. 1st edition. Cambridge; New York: Cambridge University Press. Pgs. 8-15 & Ch. 2. (iPa©)
- Putnam, Robert D. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press, 1993. Chapter 6. (iPa©)
- Bjorkman, Martina, and Jakob Svensson. "Power to the People: Evidence from a Randomized Field Experiment on Community-Based Monitoring in Uganda." *Quarterly Journal of Economics*, no. May (May 2009). [link](#)
- Burde, Dana. 2004. "Weak State, Strong Community? Promoting Community Participation in Post-Conflict Countries." *Current Issues in Comparative Education* 6 (2): 73-87. [link](#)
- Corrales, Javier. 2006. "Does Parental Participation in Schools Empower or Strain Civil Society? The Case of Community-Managed Schools in Central America." *Social Policy & Administration* 40 (4): 450-470. [link](#)

Recommended

- Bardhan, Pranab K., and Dilip Mookherjee. 2000. "Capture and Governance at Local and National Levels." *The American Economic Review* 90 (2): 135-39.
- Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic." *World Politics* 49 (3): 401-29.
- Bratton, Michael. "Beyond the State: Civil Society and Associational Life in Africa." *World Politics* 41, no. 3 (1989): 407-30.
- Burde, Dana, and Leigh L Linden. "Bringing Education to Afghan Girls: A Randomized Controlled Trial of Village-Based Schools." *American Economic Journal: Applied Economics* 5, no. 3 (July 2013): 27-40.
- Granovetter, Mark S. "The Strength of Weak Ties." *American Journal of Sociology* 78, no. 6 (May 1973): 1360.
- Handler, Joel F. 1996. *Down from Bureaucracy: The Ambiguity of Privatization and Empowerment*. Princeton: Princeton University Press.
- Immerwahr, Daniel. *Thinking Small: The United States and the Lure of Community Development*. Cambridge, Mass: Harvard Univ. Press, 2015.
- Medina, Luis Fernando. 2013. "The Analytical Foundations of Collective Action Theory: A Survey of Some Recent Developments." *Annual Review of Political Science* 16 (1): 259-83.
- Rothstein, Bo. *Social Traps and the Problems of Trust*. Cambridge: Cambridge University Press, 2005.
- Scott, James C. 1998. *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press.

- Seabright, Paul. “The Aestheticising Vice.” London Review of Books, May 27, 1999.

April 5: Education and Conflict

- Burde, Dana. 2014. Schools for Conflict or for Peace in Afghanistan. New York: Columbia University Press. Pgs. 13-20 & Pgs. 25-54. [link](#)
- King, Elizabeth. 2014. From Classrooms to Conflict in Rwanda. New York: Cambridge University Press. Chs. 1, pgs. 130-148, & Appendix: The Interview Sample. (iPa©)
- Humphreys, Macartan, and Jeremy M. Weinstein. “Who Fights? The Determinants of Participation in Civil War.” American Journal of Political Science 52, no. 2 (2008): 436-455. [link](#)
- Auyero, J., A. Burbano de Lara, and M. F. Berti. “Violence and the State at the Urban Margins.” Journal of Contemporary Ethnography 43, no. 1 (February 1, 2014): 94-116. [link](#)
- Auyero, Javier, and María Fernanda Berti. In Harm’s Way: The Dynamics of Urban Violence. Princeton University Press, 2016. Methodological Appendix. (iPa©)

Recommended

- Dierkes, Julian, Takashi Yoshida, Penney Clark, Alison Kitson, Rafael Valls, Elizabeth Oglesby, Thomas Sherlock, et al. Teaching the Violent Past: History Education and Reconciliation. Edited by Elizabeth A. Cole. Lanham: Rowman & Littlefield Publishers, 2007.
- King, Elisabeth, Cyrus Samii, and Birte Snilstveit. “Interventions to Promote Social Cohesion in Sub-Saharan Africa.” Journal of Development Effectiveness 2, no. 3 (September 17, 2010): 336-70.

April 12: Engaging the Private Sector

- Besley, Timothy, and Maitreesh Ghatak. “Government versus Private Ownership of Public Goods.” Quarterly Journal of Economics, November (2001): 1343-72. [link](#)
- Hirschman, Albert O. 1970. Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States. Cambridge: Harvard University Press. Chs 1 & 4. [link](#)
- Muralidharan, Karthik, and Venkatesh Sundararaman. 2015. “The Aggregate Effect of School Choice: Evidence from a Two-Stage Experiment in India.” Quarterly Journal of Economics 130 (3): 1011-66. [link](#)
- Pritchett, Lant. 2002. “When Will They Ever Learn? Why All Governments Produce Schooling.” John F. Kennedy School of Government, Harvard University: Cambridge, Mass. Processed. [link](#)

Recommended

- Ferguson, James. 2015. *Give a Man a Fish: Reflections on the New Politics of Distribution*. Durham: Duke University Press.
- Pritchett, Lant H., and Martina Viarengo. 2008. “The State, Socialization, and Private Schooling: When Will Governments Support Alternative Producers?”
- The World Bank. 2003. “World Development Report 2004: Making Services Work for the Poor.” Washington, D.C.: The World Bank.

April 19: Can We Trust the Numbers?

- Mkandawire, Thandika. “Thinking about Developmental States in Africa.” *Cambridge Journal of Economics* 25 (2001): 289-313. [link](#)
- Jerven, Morten. *Poor Numbers: How We Are Misled by African Development Statistics and What to Do about It*. 1 edition. Ithaca: Cornell University Press, 2013. Pgs. 1-32. (iPa©)
- Zuberi, Tukufu. *Thicker Than Blood: How Racial Statistics Lie*. 1 edition. Minneapolis: Univ Of Minnesota Press, 2003. Ch. 6. [link](#)
- Neal, Derek. “The Consequences of Using One Assessment System to Pursue Two Objectives.” *The Journal of Economic Education* 44, no. 4 (October 2013): 339-52. [link](#)

Recommended

- Herrera, Yoshiko M., and Devesh Kapur. “Improving Data Quality: Actors, Incentives, and Capabilities.” *Political Analysis* 15, No. 4 (2007): 365-86.
- Koretz, Daniel. *Measuring Up: What Educational Testing Really Tells Us*. Cambridge, Mass.: Harvard University Press, 2009.
- Karlan, Dean, and Jacob Appel. 2016. *Failing in the Field: What We Can Learn When Field Research Goes Wrong*. Princeton University Press. Pgs. 2-12 & Chapter 10 (iPa©)

April 26: What is “Development”?

- Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, N.J.: Princeton University Press, 2011. Pgs. 1-14 & Ch. 2. [link](#)
- Ferguson, James, and Larry Lohmann. “The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho.” *The Ecologist* 24, no. 5 (1994). [link](#)
- Robinson-Pant, Anna. “Development as Discourse: What Relevance to Education?” *Compare: A Journal of Comparative and International Education* 31, no. 3 (October 2001): 311-28. [link](#)

- Spivak, Gayatri Chakravorty. 2010. ““Can the Subaltern Speak?” revised edition, from the “History” chapter of Critique of Postcolonial Reason” In Morris, Rosalind, ed. 2010. *Can the Subaltern Speak?: Reflections on the History of an Idea*. New York: Columbia University Press. 21-80. (iPa©)
- Roy, Ananya, Genevieve Negrón-Gonzales, Kweku Opoku-Agyemang, and Clare Talwalker. *Encountering Poverty: Thinking and Acting in an Unequal World*. 1 edition. Oakland, California: University of California Press, 2016. Pgs. 32-49 & 149-176. (iPa©)

Recommended

- Abrams, Philip. 1988. “Notes on the Difficulty of Studying the State.” *Journal of Historical Sociology* 1 (1).
- Ferguson, James. 1994. *The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho*. New edition edition. Minneapolis: University of Minnesota Press.
- Mitchell, Timothy. 1991. “The Limits of the State: Beyond Statist Approaches and Their Critics.” *The American Political Science Review* 85 (1): 77-96.
- Mitchell, Timothy. *Colonising Egypt*. Berkeley: University of California Press, 1991.
- Mehta, Jal. *The Allure of Order: High Hopes, Dashed Expectations, and the Troubled Quest to Remake American Schooling*. 1 edition. Oxford University Press, 2015.

Final Paper Due on Friday, May 12, 2017