

POSC 361-00:
Approaches to Development

Syllabus

Monday and Wednesday: 1:50p.m. - 3:35p.m
Winter 2013: January 7 – March 11, 2013

Weitz Center 233

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“If laws alone could make a nation happy, ours would be the happiest nation upon earth: idleness and vice could not exist; poverty would be unknown; we should be like prosperous hive of bees; all would have enough and none too much. The reverse of this we find to be the case: poverty and vice prevail, and the most vicious have access to the common stock.”

Joseph Townsend, *A Dissertation on the Poor Laws*, 1786.

Course Goals

How did we end up living as consumers in market society and thinking like citizens in state-governed political orders? What are the differences between farmers’ markets and conventional grocery stores such as Cub Food or Econono Food? Which one do you consider a phenomena of development and why? Why is community-supported agriculture different from industrial agriculture? What do conventional jargons such as “third world,” “first world,” “global south,” “global north,” “developed,” “developing,” and “under-developed” countries mean to you? What is neoliberal economic theory and why do global institutions such as the World Bank and International Monetary Fund embrace it? What do you think it means when you hear or say “free market”? Is poverty a product of culture? Do poor people care less about freedom? How can poverty be eradicated? These are some of the questions that serve as a source of motivation for this seminar on Approaches to Development.

This seminar will raise questions that unravel enduring market-society relations and tensions to study cases and evidence that help us understand the notion of development in diverse societies. On the one hand, some scholars and practitioners declare that we live in a market civilization where market exchange of goods and services dictate human behaviors and activities. On the other hand, some argue that social interactions and human associations ingrained in enduring traditions, cultures, and histories dictate human activities including market

exchanges. We live in a very exciting time, intellectually speaking, of the second wave of “The Great Transformation” since Karl Polanyi’s explanation of the political and economic origins of our time. Both State and Market are undergoing enormous transformation amplified by ongoing global economic stresses and global environmental changes including climate change. This contextual background serves as a conceptual landscape for the intellectual journey of this seminar to explore diverse approaches to development, properly understood.

The meaning of “development” has been contested across multiple disciplines and domains of societies. The disciplines of economics, political science, public policy, law, sociology, environmental studies, and anthropology all come to the forefront of studying how societies develop over time. In archeological terms, the development and continual existence of past civilizations has been at the core of the discourse among archeologists and historians who study factors leading to the rise and fall of civilizations. Can we reconcile the meaning of development in economic terms with the meaning of development in cultural, ecological, political, religious, social and spiritual terms? How can we measure quantitatively the holistic meaning of development? What and how do the UNDP Human Development Indexes and the World Development Reports measure to assess development of different countries? What are the exemplary cases from local to global scale that illustrate development? How do individual choices and patterns of livelihood activities link to communal, societal, and civilizational development trends? These overarching questions frame the learning mission of this seminar.

This seminar is designed to enable students to: (1) gain knowledge about theoretical underpinnings of political-economic theories that explain political economic orders; (2) understand the concepts and challenges of quantifying development; (3) undertake a research paper on a self-selected topic to apply theories, concepts, and methods learned from the course. To execute these goals, the seminar will be guided by the following outline.

Course Outline

- Week 1: Ontological Foundations
- Week 2: Epistemic Orientations
- Week 3: Appraisal of Capitalism and State-centric World Orders
- Week 4: Public Choice and Constitutional Choice
- Week 5: Realities and Dynamics of Poverty
- Week 6: Freedom and Development
- Week 7: Knowledge and Development
- Week 8: Ecologicalization of Capitalism and States
- Week 9: Your Approach to Development
- Week 10: Mini-Conference

Required Texts:

Paul Collier, *Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press, 2007.

Deepa Narayan , Lant Pritchett , Soumya Kapoor, *Moving Out of Poverty: Success from the Bottom Up*, Palgrave Macmillan, 2009.

Elinor Ostrom, *Understanding Institutional Diversity*, Princeton University Press, 2005.

Karl Polanyi, *The Great Transformation*, Beacon Press, 1944.

Beverly Schwartz, *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World*, Jossey-Bass - a Wiley Imprint, 2012.

Amartya Sen, *Development as Freedom*," Anchor Book, 1999.

In addition to reading some chapters of these texts, there will be e-reserve readings available at the Gould Library and Course folder in Carleton network drive. I will also use visual materials such as movies and documentary videos that will serve illustration to the theories, concepts, and puzzles we struggle with in this course.

Assignments, Expectations, and Grade

There are five components of course assignments. These five components will be used to evaluate your performance in this course. The points for each assignment are in parentheses. The assignments are:

- (1) Active Reading and Class Participation (15):** Your participation in this class begins with reading the assigned materials *before* the class for which readings are assigned. Raising questions, reflecting on lectures and your colleagues' discussion in class are all counted as participation. This course will be conducted mostly in interactive seminar style. There will also be group-led and group-based discussion sessions. What this means is that you will have many opportunities to participate. For group-led discussion sessions, you will sign up for two class periods. There will be two students for each class leading the class discussion beginning on January 9. **These two students are required to submit their questions and reflection on the readings to the class by 5:00p.m. on the day before the class.** Please send it to posc361-00-w13@lists.carleton.edu. For group-based discussion sessions, I will assign specific problems related to the readings to each group during the class. After discussion within each group in class, groups will be responsible for reporting to the entire class and generating discussion. To be an effective participant, you should pay attention to current day world affairs and read stories that are related to the class discussion and readings.
- (2) Critical and Quantitative Review of Documentary Videos (15):** Student will select one documentary video out of three: *Our Daily Bread*, *Friends at the Bank*, and *A Powerful*

Noise. Each of these videos deal with quantitative and qualitative arguments about the notion of societal development and change using language, images, cultures, and human diversity. These arguments are weaved in motion pictures and human expression in words, gestures, and actions to provide some sense of human progress or human decline as a theme of the documentary. The central task for students is to identify the main argument(s) of the documentary. Then identify key supporting qualitative and quantitative evidences in the documentary and analyze how the evidences compose a central theme of the documentary that shed light on our understanding of human progress. Your review will be evaluated by: (1) your identification of key quantitative arguments in motion pictures, human expression in world, gestures, and actions; (2) your identification of key qualitative arguments in motion pictures, human expression in world, gestures, and actions; (3) your analysis of how these key qualitative and quantitative arguments frame the central argument of the documentary as you identify the central argument; (4) organization of review essay; (5) control of language and errors; (6) critical and creative thinking; and (7) the use of the concepts from course readings and discussion as appropriate. The due date for review essay is to be self-designated. Appendix A is grading rubric I will apply in evaluating your essay.

- (3) Evaluating Macro-Level Taxonomy of Development (10):** Everyone who pays attention to world news has heard the terms such as ‘global south’, ‘global north’, “developed country’, ‘developing countries,’ ‘under-developed countries’, ‘least developed country’ ‘third world’, ‘newly industrialized countries,’ ‘advanced emerging markets’ ‘emerging markets’ and perhaps ‘overdeveloped’ country. This assignment requires a group of students to analyze these popularly used categories of development in newspaper articles, academic journals, and some literature on development. A group of students will pick two paired-terms (e.g. global south and north or third world and first world or developed or developing) and examine how it is operationalized in real world conditions and statistical indexes. Then students will examine the political and economic dimensions associated with these terms in categorizing countries based on the analysis of trade and economic relationship between two countries representing each term. World Development Indicators by the World Bank, Human Development Indicators by the United Nations Development Program, and Happy Planet Indicators by the New Economic Foundation are a few indicators that rank and categorize countries. Students will use these indicators and analyze the usefulness of these terms. Each group will analyze: (1) politics associated with the terms; (2) the analysis of the extent to which indicators represent the term and reflect the country’s realistic social economic conditions; (3) the usefulness of the terms. More guidelines will be provided once groups are formed. Each group will present the analysis and findings to the class during Week 5 after mid-term break. *Alternatively*, your group can select a Nobel Laureate (or joint winners) from any field and conduct a research about personal biography and intellectual biography of the winner(s). Then analyze how the intellectual works he/she produced won the prize and how that intellectual contribution influenced development of human civilization. More details are in Appendix B.
- (4) A Research Paper (40):** Each student is required to write a research paper on a self-selected topic or a topic chosen from suggested list. This research paper can be an in-depth single case study paper or a theory-testing paper applying theories and concepts we learned from the readings and discussion in class. While quantitative testing is optional, quantitative

critical thinking and reasoning must be incorporated into the paper. There are four graded processes in writing this research paper. Students will write (1) a three-page statement of topic proposal; (2) the outline of the paper; (3) the draft of paper; and (4) final paper. Your topic proposal is **due on January 21**. The outline and preliminary research exercise of the paper is **due on January 30**. The first draft of paper is **due on February 19** (10 points so far). The final draft of the paper is **due on March 2** (10 points). The final polished version of the paper is due on **March 15** (15 points). 5 points of the grade for the paper is assigned to quantitative reasoning component of the paper. I will provide more details about each process and expectation for each process in the assignment guideline to be distributed on January 14.

- (5) A Mini-Conference Presentation and Peer Review (20):** At the end of the term, beginning on March 4, we will hold Mini-Conference where each student will be assigned to present a colleague's paper during the class time. The presentation should include both concise summary and the appraisal of the paper. Attendance during the Mini-Conference is mandatory. If you need to be absent, make sure you request at least two days in advance. Each student will have 10 minutes to present the entire research paper of a colleague and thus this requires your skill to present in the most succinct and effective way. Be creative with powerpoint slides and other visual aids. All presenters must submit PowerPoint slides or presentation notes to the Course Folder in the network drive before presentation class. After presentation, reviewers will write a peer-review of the paper (2-3 pages) for the author. The breakdown of the grade is 15 points for presentation and 5 points for peer-review.

NOTE: All written assignments should be double-spaced pages with 12 point Times New Roman font and with page numbers. Send them to tmyint@carleton.edu in either pdf format or read-only rtf format.

Schedule of Assignments and Due Dates

- 1/9 - Self-assign due date for quantitative review of movie
- 1/9 - Distribute guideline for research paper
- 1/21 - Paper topic and research proposal due (**graded**)
- 1/22 and 1/24 - Individual meetings on research paper topics
- 1/30 - Extensive outline of paper and preliminary research exercise is due (**graded**)
- 2/5 - Individual meeting on research paper outline (**graded**)
- 2/7 - Group presentation slides on Taxonomy of Development are due (**graded**)
- 2/8 - Group presentations of Taxonomy studies (**graded**)
- 2/22 - First draft of the paper due (**graded**)

- 3/1 - The final draft of research paper is due (**graded**)
- 3/4 - Mini-Conference Presentations continues (**graded**)
- 3/6 - Mini-Conference Presentations continues (**graded**)
- 3/11 - Mini-Conference ends and Conclusion of the seminar (**graded**)
- 3/15 – Final term paper is due (**graded**)

Note: 2 to 3 page peer review of your colleague’s paper is due at 5:00p.m. on the next day after presentation at the Mini-Conference.

No final exam for the seminar.

IMPORTANT: This is a provisional syllabus and subject to change depending on the ebb and flow of the course and surrounding world.

Course Conducts

- a. Attendance:** Attendance is required for this course. If you need to be absent from the class, it is your responsibility to notify me in advance. When you are absent, it is in your benefit to borrow notes from your classmate or ask your classmates to learn what you missed. If you wish, I will be available during office hours or by appointment at your request to meet with you and go over what you missed while you were absent.
- b. Plagiarism:** There is zero tolerance for plagiarism. A summary of the College’s policy on plagiarism states: *“At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College.”* For more information on Carleton’s policy on academic honesty, please consult http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359
- c. Late assignments:** Assignments are due on the dates specified in this syllabus or in the assignment sheet. Late work **will receive half point reduction per late day.** If you are unable to complete an assignment on time due to illness or personal emergency, you can request an extension with the supporting documents such as a medical note from a doctor or the Wellness Center.
- d. Special needs:** If you require special accommodation due to a documented physical or medically classified different learning strategy, please come see me during the first week of class or any time throughout the semester to discuss how I might best assist you in meeting the objectives and requirements of this course.

IMPORTANT: The key for you to be successful as a student and for me as a teacher in this course is timely and effective communication between you and me. Carleton has numerous resources to help you excel in learning. If you do not know them, do not be shy to ask. Make good use of resources on campus! I encourage you to use the Write Place even if you consider yourself as the best writer in the world.

Schedule of the Course and Readings

WEEK 1: ONTOLOGICAL FOUNDATIONS

Essential Readings:

January 7: Introduction to the Course

This syllabus

Karl Polanyi, *The Great Transformation*, Beacon Press, 1944 (57) and 2001.

Chapter 3: "Habitation versus Improvement," p. 35-44 (39-44)

Chapter 4: Societies and Economic Systems, p. 45-58 (all)

January 9: Development Paths of Civilizations

Essential Readings:

Karl Polanyi, *The Great Transformation*, Beacon Press, 1944 (57) and 2001.

Chapter 5: Evolution of the Market System, p. 59-70 (all)

Chapter 6: The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money, p. 71-80 (all)

Chapter 10: Political Economy and Discovery of Society

Chapter 11: Man, Nature, and Productive Organization

WEEK 2: EPISTEMIC ORIENTATIONS

Essential Readings:

January 14: Evolving Structures of Capitalism and States

Douglas C. North, *Understanding The Process of Economic Change*, Princeton University Press, 2005.

Chapter 2: Uncertainty in Non-ergodic World, pp. 11-22.
Chapter 5: The Scaffolds Humans Erect, pp. 48-64.

Scott, James C. “Vernaculars Cross-Dressed as Universals: Globalization as North Atlantic Hegemony,”

<http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1229&context=macintl>

“Haiti: Politics of Rebuilding” by Avi Lewis, Al Jazeera. Watch the documentary online:
<http://www.youtube.com/watch?v=AuUt12usDVs>

January 16: Approaches to Understand Structures of Human Orders

Elinor Ostrom, *Understanding Institutional Diversity*, Princeton University Press, 2005.

Chapter One: Understanding the Diversity of Structured Human Interactions
Chapter Four: Animating Institutional Analysis

Beverly Schwartz, *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World*, Jossey-Bass - a Wiley Imprint, 2012.

Chapter 1: Power to the People
Chapter 3: From Servitude to Solution
Chapter 4: Lifting the Veil for Who Don't Exist

January 17: MOVIE SCREENING at LIBE 305 at 7:30p.m.



A Powerful Noise (reserved at the library)

WEEK 3: DEVELOPMENT AS FREEDOM

Essential Readings:

January 21: Globalization and Standardization Project of Capitalism and States

Amartya. K. Sen, *Development as Freedom*, Knoff, 1999.

Chapter 2: The Ends and Means of Development
Chapter 4: Poverty as Capability Deprivation

Beverly Schwartz, *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World*, Jossey-Bass - a Wiley Imprint, 2012.

Chapter 5: Using Micro Consignment to Open a Door to Economic Inclusion

Chapter 6: Dialing Maize 411
Chapter 7: Stimulating Fiscal Vibrancy by Creating a New Economy
Chapter 12: Financial Freedom for Children

January 22: MOVIE SCREENING at LIBE 305 at 7:30 p.m.



***Our Friends at the Bank* (reserved at the library)**

January 23: Challenges of Macro-Level Social Dilemmas

Paul Collier, *Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press, 2007.

Chapter 1: Falling Behind and Falling Apart: The Bottom Billion
Chapter 2: The Conflict Trap
Chapter 3: Natural Resource Trap
Chapter 4: Landlocked with Bad Neighbors
Chapter 5: Bad Governance in a Small Country

WEEK 4: PUBLIC CHOICE AND CONSTITUTIONAL CHOICE

Essential Readings:

January 28: Understanding Institutional Diversity and Development

Lesson, Peter and Claudia R. Williamson, "Anarchy and Development: An Application of the Theory of Second Best," *Law and Development Review*, 2(1): 77-96, 2009.

Powell, Benjamin and Edward P. Stringham, "Public choice and the economic analysis of anarchy: a survey," *Public Choice*, (140): 503-538, 2009.

Beverly Schwartz, *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World*, Jossey-Bass - a Wiley Imprint, 2012.

Chapter 8: From Garbage to Gold
Chapter 9: A Better Model of Capitalism
Chapter 10: Shit Business Is Serious Business
Chapter 13: Overcoming the Barriers between Us and Them
Chapter 15: Crazy Becomes Normal

January 30: Understanding the dynamics of poverty

Deepa Narayan , Lant Pritchett , Soumya Kapoor, *Moving Out of Poverty: Success from the Bottom Up*, Palgrave Macmillan, 2009.

Chapter 2: Stories of the Poor, Stories by the Poor

Chapter 3: Poverty Is a Condition, Not a Characteristic

Chapter 4: I Believe I Can

FEBRUARY 1-4: MID-TERM BREAK

WEEK 5: REALITIES AND DYNAMICS OF POVERTY

Essential Readings:

February 6: Defining development (for whom and by whom?)

Deepa Narayan , Lant Pritchett , Soumya Kapoor, *Moving Out of Poverty: Success from the Bottom Up*, Palgrave Macmillan, 2009.

Chapter 5: The Dream of Equal Opportunity

Chapter 7. The Unfulfilled Potential of Collective Action

Grow, Brian and Keith Epstein, “Poverty Business: Inside U.S. companies' audacious drive to extract more profits from the nation's working poor” *Business Week*, May 21, 2007.

WEEK 6: QUANTITY AND QUALITY OF DEVELOPMENT

Essential Readings:

February 11: Meanings and Measurements

Sen, Amartya K., “The Importance of Democracy,” Chapter 6 in *Development as Freedom*, Knoff, 1999, pp. 147-159.

Blume, Lorenz., Jens Muller, Stefan Voigt, “The economic effects of direct democracy—a first global assessment,” *Public Choice*, 140: 431-461, 2009.

APSA Task Force, “The Persistent Problem: Inequality, Difference, and the Challenge of Development,” *American Political Science Association*, July 2008. **Read the Executive Summary and Section V of the document.** URL:

<http://www.apsanet.org/~globalinequality/imgtest/PersistentProblem.pdf>

February 13: Political and Economic Freedom

Stroup, Michael D., "Economic Freedom, Democracy, and the Quality of Life" *World Development*, 35(1): pp. 52–66, 2007.

Casson, Mark C., Marina Della Giusta And Uma S. Kambhampati, "Formal and Informal Institutions and Development," *World Development* 38(2): pp. 137–141, 2010.

Savoia, Antonio., Joshy Easaw, Andrew Mckay, "Inequality, Democracy, and Institutions: A Critical Review of Recent Research," *World Development*, 38(2): pp. 142–154, 2010.

Williamson, Claudia R., "Informal institutions rule: institutional arrangements and economic performance," *Public Choice*, (139): pp. 371-387, 2009.

February 17: MOVIE SCREENING at LIBE 305 at 7:30p.m.



***Our Daily Bread* (reserved at the library)**

WEEK 7: ECOLOGICALIZATION OF CAPITALISM AND STATES

Essential readings:

February 18: Technologies of Development

Ronnie D. Lipschutz, *Global Environmental Politics: Power, Perspectives, and Practice*, CQ Press, 2004.

Chapter 3: Capitalism, globalization, and the environment, pp. 87-131.

Sen, Amartya, "Capitalism Beyond the Crisis," *The New York Review of Books*, 56(5), March 26, 2009.

World Bank, Knowledge for Development, *World Development Report 1998/99*. p. 1-25. url: <http://www.worldbank.org/wdr/wdr98/contents.htm>

February 20: Environment and Development

Collier, Paul., Anke Hoeffler, "Testing the neocon agenda: Democracy in resource-rich societies," *European Economic Review*, (53): 293-308, 2009.

Chertow, Marian R., "The IPAT Equation and Its Variants: Changing Views of Technology and Environmental Impact," *Journal of Industrial Ecology*, 4(4): 13-29, 2001.

WEEK 8: SOCIAL CAPITAL AND SOCIAL ENTREPRENEURSHIP

Essential readings:

February 25: Social Entrepreneurship

Young, H Peyton, The dynamics of social innovation *PNAS* 2011; *published ahead of print* December 22, 2011, at: <http://www.pnas.org/content/early/2011/12/13/1100973108.abstract?etoc>

Acemoglu, Daron., Georgy Egorov, and Konstantin Sonin Political model of social evolution *PNAS* 2011; *published ahead of print* December 22, 2011, at: <http://www.pnas.org/content/early/2011/12/13/1019454108.abstract?etoc>

Ryszard Praszquier and Andrzej Nowak, *Social Entrepreneurship: Theory and Practice*, Cambridge University Press, 2012.
Section 1: Social entrepreneurship

February 27: Social Capital Entrepreneurs

Evans, Gary W. and Michelle A Schamberg, “Childhood Poverty, chronic stress, and adult working memory,” *PNAS*, March 30, 2009.

Fukuyama, Francis “Social capital, civil society and development,” *Third World Quarterly*, 22 (1): 7-20, 2001.

Stein, Rob, “Research Links Poor Kids' Stress, Brain Impairment” *Washington Post*, Monday, April 6, 2009; A06

WEEK 9: YOUR APPROACHES TO DEVELOPMENT

March 4: Mini-Conference

March 6: Mini-Conference

WEEK 10: YOUR APPROACH TO DEVELOPMENT Cont. . .

March 11 Mini-Conference & Conclusion

Appendix A

Movie Review

The following is my rubric that will be used to evaluate your documentary review essay. If you have question, come and see me.

Category	Comments
Main theme of documentary	- Do you identify the main argument or theme of documentary? Do you state is clearly?
Clarity and organization	- Do you have a clear organization of the essay in terms of physical structure and logical flow of ideas?
Appropriate language and control of errors	- Do you have appropriate control of errors and language? - Do you deliver your points clearly?
Application of the concepts from readings and class discussions	- Do you connect the documentary to the readings and class discussion?
Quantitative and Qualitative Review of the central Argument(s) of the movie	- Do you have qualitative and quantitative review of documentary? - Do you evaluate how images and words are applied by producers to make quantitative statements in the documentary?
Critical thinking and evaluation	- Do you critically reflect and evaluate the documentary? - Do you present and evaluate the lessons you learned from the documentary?
Proper citations	- Do you provide proper citations to readings and ideas you apply in reviewing the documentary?
TOTAL Points	Your grade point is indicated here.

Appendix B

Intellectual Biography of Nobel Laureate

The following rubric will be used to evaluate your group presentation about intellectual biography of Nobel Laureates of your choice. You can select a Nobel Laureate (or joint winners) from any fields as long as you can argue that her or his intellectual works contribute to development of human civilizations.

Category	Comments
A personal life of the subject	- Do you have personal history of the laureate?
Intellectual training, research and contribution to a devoted field	- Do you have a clear organization of presentation? Do you walk through intellectual journal of the subject?
Evaluation of intellectual works	- Do you trace literature the laureate(s) produced up to the Nobel Prize? How important is the prize and what are the reasons for the prize?
Lessons you learned from the Laureate's biography	- What lessons do you learn from the laureate and your research about the laureate?
Evaluation of Nobel Award committee's decision	- Do you evaluate whether the intellectual works of the laureate(s) deserve Nobel Prize? Why or why not? Are there any scholars who deserve similar recognition at that time of award?
Critical thinking and evaluation with the focus on intellectual works of the winner(s) and their contribution	- Why is the intellectual contribution of the winners important and how does it relate to the questions and discussion of the seminar on approaches to development? - How does it influence the particular field and why? Are there any intellectual dissent?
Proper citations	- Do you provide proper citations to the readings and ideas?
TOTAL Points	Your grade point is indicated here.

Appendix C

Topic Areas for Research Papers

Name _____

Please rank the following broad topic areas from 1 = most interested to 20 = least interested. And bring this when you meet with me to discuss your topic. You are highly encouraged to come up with your own topic area not listed here.

- Economic development and human security in China (or country of your choice)
- Relationship between sustainable development and human security
- Institutional entrepreneurship (social entrepreneurship)
- Gender and development issues
- Knowledge and development (innovation, science, and technologies)
- Standardization as development and cultural diversity
- Marginalization of groups in development projects (World Bank Style)
- Fair trade (human rights, justice, and market economy)
- Drivers of great transformation in China, Burma, and other former socialist or communist countries: land, labor, education, and science
- Relationship between peace and development
- Ecologicalization through green companies and states
- Does globalization reduce diversity?
- Structure of inequality in democracy
- A theory of satisfaction or moral economy of needs
- Local agricultural movement (e.g. Just Food and community supported agriculture)
- Political transition and development policies (a case study of USAID in Myanmar or another country)
- Educational opportunities and development (several policy issues in USA or abroad or comparative study)
- Town-gown relationship: the role of College(s) in economic and social development of a college town
- What drive the rise of China?
- Nobel prizes and intellectual growth in the field of development