

International Organizations and Economic Development IEPM 6110-01

Peabody College, Department of Leadership Policy and Organizations

Fall 2025 Syllabus

Meeting time and location:

Monday, 4:15-7:05 pm, 6 Magnolia Circle 112

Instructors:

Professor Carolyn Heinrich (<https://my.vanderbilt.edu/carolynheinrich/>)

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Office hours: By appointment, office or Zoom meetings

Course description:

This course provides a framework for understanding the process of economic development and the role and history of policy and international organizations in influencing development. The course begins with an examination of various theories and evidence on the development process, including the microeconomic underpinnings of development, and the history of international organizations' involvement in development activities. Topics will include political institutions and the political economy of development policy; markets and the state; international trade and finance; foreign aid policy and flows; labor and migration; culture and human rights, and the role of evaluation in guiding development. Special attention will be given to international efforts to promote human capital accumulation, social protection (education and health), and the well-being of children in developing countries. The course will also draw on historical and contemporary examples of development challenges from a range of countries and will consider the knowledge and data at hand for guiding improvements in development policy through international organizations.

Texts and materials:

Globalization for Development: Meeting New Challenges (2012) by Ian Goldin and Kenneth A. Reinert (ISBN-13: 978-0199645572)

Development as Freedom (2000) by Amartya Sen (ISBN-13: 978-0385720274)

Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty (2012) by Abhijit Banerjee and Esther Duflo (ISBN-13: 978-1610390934)

The End of Poverty: Economic Possibilities for Our Time (2006) by Jeffrey Sachs (ISBN-13: 978-0143036586)

The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good (2007) by William Easterly (ISBN-13: 978-0143038825)

Why Nations Fail: The Origins of Power, Prosperity, and Poverty (2013) by Daron Acemoglu and James Robinson (ISBN-13: 978-0307719225)

Children's Chances: How Countries Can Move from Surviving to Thriving (2013) by Jody Heymann and Kristen McNeill (ISBN-13: 978-0674066816)

Other required readings are posted on Brightspace and listed below.

Course requirements and evaluation:

Course grades will be based on the following (as described in detail below):

Class participation: weekly – 10%, and class debate – 5%

Two group assignments submitted for grading: 30% (15% each)

Paper on a postcard: 5%

Paired/group assignment including World Policy Analysis (WPA) data and/or other data sources (Part I): 20%

Final paper (in pairs/groups) based on WPA/other data (Parts I and II) and concluding research roundtable discussions: 30%

We will experiment this year with using Perusall to help start classroom engagement around the course readings before coming to class. You can access Perusall through our course website on Brightspace (see <https://support.perusall.com/hc/en-us/articles/360033995074-A-student-s-guide-to-navigating-Perusall>). You should come to class prepared to discuss the assigned readings; your engagement during our class sessions will affect your **class participation** grade. I also recommend to you John Bryson's four "hallmarks of good participation": (1) risk-taking (i.e., presenting an opposing view or a different interpretation of readings/information); (2) listening (i.e., trying to understand what others are saying and why they are saying it); (3) bringing in your own work-related and other experiences when relevant to the discussions; and (4) monitoring your own participation in terms of both "airtime" and quality. **At the end of course, you will prepare a short reflection on your participation in the class.**

Important: For the course readings, *I do not expect you to read every work in depth.* You should try to at least skim each of the required readings and read more deeply where you find the work interesting/compelling and helpful to your understanding. I will provide guidance to you for approaching the readings each week, and we will use various approaches during the course to present the material for discussion, such as the paper on a postcard assignment.

Group/pair assignments:

1. SDG project (15%)

Two options for this group assignment (3-4 persons per group):

(1) Go to The Partnership Platform—a global registry of voluntary commitments and multi-stakeholder partnerships made by stakeholders in support of the implementation of the Sustainable Development Goals (SDGs): <https://sdgs.un.org/partnerships/browse>—and select an SDG and an “entity type” and then search to find a SDG partnership/project of interest *in a developing country*. Here is another helpful website with information on the SDGs and country-level indicators and performance: <https://www.iisd.org/program/sdg-knowledge/>. In a 5-6 page, double-spaced memo with 1” margins (tables or figures do not count toward the page limit), address the following questions about this project:

- i. What does the project aim to accomplish, and how do its goals link to the SDGs?
- ii. Who are the working partners and stakeholders, and what are the mechanisms for collaboration in carrying out the work?
- iii. What specific elements of the project hold promise for local capacity building and sustainability?
- iv. If there is any information available on the project outcomes or success to date, please describe it.

(2) Choose a local nongovernmental organization (NGO) and identify one or more SDGS the local NGO is working to achieve (<https://sdgs.un.org/>). Address the following questions:

- i. What is the program, project, or mechanism that the NGO has developed to make progress toward the SDG(s)?
- ii. Who are the working partners and stakeholders in the NGO’s work, and what are the mechanisms for collaboration in carrying out the work?
- iii. What specific elements of the program, project, or mechanism hold promise for local capacity building and sustainability?
- iv. If there is any information available on the NGO’s success to date, please describe it.

The memo will be due on September 22. You should be prepared to *informally* discuss your work in class on September 15.

2. A case study on citizenship (15%)—3 options for this group assignment:

(1) Interview someone who changed citizenship during their lifetime or is in the process of obtaining citizenship in a different country than their birth country.

(2) Interview someone working with an organization that assists refugees, asylees and immigrants seeking refuge or citizenship in another country.

(3) Study citizenship in depth in one country.

Working with a group of 3-4 and one of three options above, prepare a memo (5-6 pages, double-spaced with 1” margins) that addresses the following issues about citizenship:

- i. What defines a citizen, and what is the process to become a citizen if it is not granted by birth in a country?
- ii. For the desired country of citizenship, have there been changes over time in the laws and regulations and/or enforcement of citizenship obligations, rights and access?
- iii. What salient aspects of law and practice in the country affect human rights of citizenship seekers, access to education and health services, and how non-citizens, refugees and asylees are treated while in the country?
- iv. How does this country’s citizenship policies relate to a global or cosmopolitan view of citizenship as discussed in *People Out of Place: Globalization, Human Rights and the Citizenship Gap*?

The citizenship memo is due on October 27; be prepared to discuss your findings in class on October 20. (*This is a potentially helpful resource: <https://www.mipex.eu/>*).

3. World Policy Analysis Centre data and issue analysis: Part I (20%)

In Part I of this project, conducted in pairs, you will explore and identify data for analysis from the World Policy Analysis Centre/World Policy Forum on a topic of your choice. The data are described in the book, *Children's Chances: How Countries Can Move from Surviving to Thriving* (Appendices I and II) and on the project website: <http://worldpolicyforum.org/>. Each student must request use of the data, and I suggest you do this at the beginning of the semester. Go to the project website at the link above, and from the upper right-hand corner menu bar, select “Maps & Data” and then “Data Download.” From there click on “WORLD Areas,” which will bring you to a form you can submit to request access to the data. Choose any or all of the data files you are interested in and complete and submit the form. You can also separately request Gender Data, Childhood Data and Climate Adaptation data. In addition, there are a number of tools you can use on the website to do analysis, such as in the Global Maps, Resources and Global Agreements sections. You can also draw on other publicly available data and/or link other data to the WPA data for your project.

Begin this assignment by clearly defining a question (sufficiently narrow and specific) that you would like to address with these data. For example, you might ask: Which countries in South America have the strongest work and family support policies for adult workers? In preparing the first part of this assignment, you will write a 5-6 pp. paper that describes:

- i. The specific research question you will address and the country or countries (or other context) in which you will be undertaking the research.
- ii. Your motivation for choosing your research question and the information and data that the World Policy Forum provides that is informative in addressing this question, as well any other data sources you will use in your research.
- iii. What is original about your question by placing it in the context of a brief literature review—i.e., what can we newly learn from your analysis that you will undertake with the World Policy Analysis Center data and any other data you use?

- iv. *A well-developed plan* for conducting your analysis with your chosen data. **Be sure to describe the specific data and measures you will use and your methods or approach for analyzing the data.**

Note that the analysis and findings will be presented in **Part II** of the assignment (final paper). This first paper should be approximately 5-6 pages (double-spaced, 1" margins), not including tables, figures and references. **The paper (Part I) will be due in class on November 10.**

4. Paper on a postcard (individual assignment)

The syllabus includes readings with the (*PoP) mark, which indicates a reading available for creating a "paper on a postcard." The "postcard" can be created on two PowerPoint slides (one for the "front", the other for the "back"). Your goal is to summarize the key elements and insights from the reading and describe the policy implications for a designated addressee of the postcard. You can decide who should read the postcard (to whom you will address it). You will send the PPT to your instructor by the day before our class meeting (Sunday), so that it can be shared with your peers in class. *PoP choices will be allocated "first come, first serve" (i.e., in order requested); up to two persons can choose the same reading, but you have to submit a single postcard/PPT.

5. The great (class) debate: research-based views, analysis of arguments

On Monday, Nov. 10, we will hold a debate to pull together the topics and materials we have covered in the course. The debate will focus on the Sachs-Easterly arguments and counter-arguments about the approach to foreign aid policy and development assistance that nation states and nongovernmental organizations should pursue. The class will be divided into two groups, and we will follow a revised format of the Lincoln-Douglas style debate. The "affirmative constructive" side will be the Sachs group, and the Easterly group will take the "negative constructive side." You will be expected to prepare arguments and speeches (as a team) for the following components of the debate (in order of delivery):

Speech: Affirmative Constructive (Sachs group)—12 minutes

Cross-Examination of the affirmative by Negative Constructive (Easterly) group—8 minutes

Speech: Negative Constructive (Easterly group)—12 minutes

Cross-Examination of the negative by Affirmative Constructive (Sachs) group—8 minutes

Affirmative Rebuttal by Constructive (Sachs group)—10 minutes

Negative Rebuttal by Negative (Easterly group)—10 minutes

Affirmative Rejoinder—8 minutes

Negative Rejoinder—8 minutes

Team members can specialize in debate roles (research, outlining arguments, speech writing, delivery of speeches, rebuttals, and rejoinders), but all team members should have a role. Prior to the debate (**by Friday, Nov. 7**), **each team should submit a list of team members and their roles in the debate**. Teams will be randomly selected no later than October 27.

6. World Policy Analysis Centre data and issue analysis, Part II

In this final paper—Part II of the World Policy Analysis Centre assignment—you will perform the analysis that you described in Part I, present the findings of the analysis, and discuss your conclusions and any policy recommendations you would make based on your analysis. In writing the final paper, you should merge the work you did for Part I with that of Part II into a single paper. Be sure to consider any feedback given by your instructors on your graded Part I. Thus, your final paper should include the following components: (1) clearly define the research question you are addressing; (2) present a literature review that motivates your question and describes how it is original in the context of past studies on this topic; (3) present your analysis of the data and discuss the findings; (4) draw conclusions and make recommendations (as appropriate), referencing the evidence that supports them. **The final paper (due Dec. 5)** should be approximately 10 pages (double-spaced, 1” margins), not including tables, figures and references. **On Nov. 17 and Dec. 1, we will hold roundtable discussions in class of your research question (11/17) and research findings (12/1).**

PLEASE PROOFREAD your assignments and final paper before submitting them!

REQUIRED Group participation comments: after each assignment (1., 2., 3. 5. & 6. above), each group member will complete and submit a group participation report at this link: https://redcap.link/iepm6110_assign.part.

Classroom Accommodations:

Vanderbilt is committed to equal opportunity for students with disabilities, as am I. If you need course accommodations due to a disability, please contact VU Student Access Services (<https://www.vanderbilt.edu/student-access/>) to initiate the process. After SAS has notified me of relevant accommodations, we will discuss how these accommodations may best be approached in this class, and I will facilitate the accommodations.

Honor Code:

For this course, you are bound by the terms of the Vanderbilt Honor Code. Any breach of academic honesty, including cheating, plagiarism, or failing to report a known or suspected violation of the Code will be reported to the Honor Council. In particular, papers must assign credit to the sources you use. Material borrowed from another—quotations, paraphrases, key words, or ideas—must be credited following appropriate citation procedures (footnotes or parenthetical citation and bibliography). For group work, you are jointly responsible for ensuring that your work is in compliance with the honor code; all group members are responsible for ensuring that each individual’s contributions to the product submitted for grading do not violate

the honor code. You can view the full details of the honor code at the following link:
https://www.vanderbilt.edu/student_handbook/the-honor-system/.

Artificial Intelligence (AI) - Permission Required:

Students **must obtain permission** from me before using generative AI tools (including ChatGPT) for any work or assignments in this course. Using these tools without my explicit permission is prohibited in this course and will be penalized in assignments.

One-on-One Writing Support at the Writing Studio

I strongly encourage you to take advantage of the services at the Writing Studio, which offers feedback beneficial to writers at all skill levels. Writing Studio consultants can offer a fresh perspective on any of your writing projects. Go to: vanderbilt.edu/writing.

Mental Health & Wellness:

If you are experiencing undue stress that may be interfering with your ability to perform academically, Vanderbilt's Student Care Network offers a range of support services. The Office of Student Care Coordination (OSCC) is the central and first point of contact to help you navigate and connect to appropriate resources. You can schedule an appointment with the OSCC at <https://www.vanderbilt.edu/carecoordination/> or call 615-343-WELL. You can find a calendar of services at <https://www.vanderbilt.edu/studentcarenetwork/satellite-services/>.

If you or someone you know needs to speak with a professional counselor immediately, the University Counseling Center offers Urgent Care Counseling. Students should call the UCC at (615) 322-2571 during office hours to speak with an urgent care clinician. You can also reach an on-call counselor after hours or on the weekends by calling (615) 322-2571 and pressing option 2 at any time. You can find additional information at <https://www.vanderbilt.edu/ucc/>.

Mandatory Reporter Obligations:

All University faculty and administrators are mandatory reports. What this means is that all faculty, including me, must report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator. In addition, all faculty are obligated to report any allegations of discrimination to the Title IX Coordinator. I am willing to discuss with you such incidents but can only do so in the context of us both understanding my reporting obligations. If you want to talk with someone in confidence, officials in the Student Health Center, the University Counseling Center, and the Office of the Chaplain and Religious Life (when acting as clergy) can maintain confidentiality. The Project Safe Center serves as the central resource for those impacted by sexual misconduct and intimate partner violence and can assist with navigating all facets of the University's resource and support network and other processes. In addition, officials in the Project Safe Center <https://www.vanderbilt.edu/projectsafe/> have limited confidentiality, in that they must report the incidents but can do so without providing identifying information.

COURSE OUTLINE AND READINGS:

Week 1, August 25

Course introduction, Understanding and Measuring Development

Sen, *Development as Freedom*, Chs. 1 and 2

Cypher and Dietz, Ch. 2, Measuring economic growth and development, *The Process of Economic Development*

Keola, Andersson and Hall, Monitoring Economic Development from Space: Using Nighttime Light and Land Cover Data to Measure Economic Growth, *World Development*, Volume 66, 2015.

Week 2, Sept. 1

Overview of Theories of Development: Markets, Globalization, Geography, Climate, Institutions

Goldin and Reinert, *Globalization for Development: Meeting New Challenges*, Chs. 1 and 2 (pp. 31-43)

Sen, *Development as Freedom*, Ch. 5

Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Ch. 2 and 3

Acemoglu and Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Chs. 2 and 3

The Economist, 2020. "Land reform: Who owns what?" September 12.

Goldstein and Udry. 2008. "The profits of power: land rights and agricultural investment in Ghana," *Journal of Political Economy*, 116: 981-1022.

(*PoP) Woodruff, Christopher (2001) Review of de Soto's "The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else" by Hernando de Soto, *Journal of Economic Literature*.

Week 3, Sept. 8

Trade and Finance and the Role of Law and International Organizations

Goldin and Reinert, *Globalization for Development: Meeting New Challenges*, Chs. 3 and 4

Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Chs. 3 (pp. 75-110) and 6

Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Ch. 5

Nam and Ryu, 2024. Does trade openness promote economic growth in developing countries? *Journal of International Financial Markets, Institutions and Money*.

(*PoP) Easterly and Levine, 2002. “It’s not factor accumulation: Stylized facts and growth models”. *World Bank Economic Review*, 15(2), and *The Economist*, 2021. “China’s future economic potential hinges on its productivity.” August 14.

Week 4, Sept. 15

Global Governance, Capabilities, and Goal Setting

Langbein and Knack, 2010, The Worldwide Governance Indicators: Six, One, or None? *The Journal of Development Studies*, Volume 46, Issue 2.

Kanie, Bernstein, Biermann, and Haas. 2017. Introduction: Global Governance through Goal Setting. In *Governing through Goals: Sustainable Development Goals as Governance Innovation*, MIT Press.

Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Chs. 11-14

Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Ch. 4 and 5

(*PoP) Munk, Nina, *The Idealist Jeffrey Sachs and the Quest to End Poverty*, three book excerpts (from 11/03/2013)

For your reference: *We Can End Poverty. 2015 Millenium Development Goals*. United Nations: <https://www.un.org/millenniumgoals/bkgd.shtml>, and *From the MDGs to the SDGs*: <http://www.sdgfund.org/mdgs-sdgs>.

Week 5, Sept. 22

Development Assistance (Aid)

Goldin and Reinert, *Globalization for Development: Meeting New Challenges*, Ch. 5

Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Chs. 1 and 2

Sachs, “The Case for Aid”, *Foreign Policy*, January 2014.

Banerjee and Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Ch. 1

What Remains of U.S.A.I.D.?

https://www.nytimes.com/interactive/2025/06/22/us/politics/usaaid-foreign-aid-trump.html?unlocked_article_code=1.cE8.od9s.oNFzPab5saS2&smid=url-share

(*PoP) Alesina, A., and D. Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?," *Journal of Economic Growth*, 5(1).

Group memo on SDGs due.

Week 6, September 29

Education and Human Capital

Deming, 2022. Four Facts about Human Capital, *Journal of Economic Perspectives*

Heymann and McNeill, 2013, *Children's Chances: How Countries Can Move from Surviving to Thriving*, Chs. 2 and 8

Banerjee and Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Ch. 4

Baird et al, 2011, Cash or Condition? Evidence from a Cash Transfer Experiment. *The Quarterly Journal of Economics*, Volume 126, Issue 4, pp. 1709 – 1753.

(*PoP) Dryden-Peterson, 2016, Refugee Education: The Crossroads of Globalization, *Educational Researcher*

Week 7, Oct. 6

Income Support and How to Deliver It

Listen to this podcast: <https://www.npr.org/2024/01/10/1197956397/give-directly-universal-basic-income-poverty-kenya> and review the study findings here: <https://www.givedirectly.org/2023-ubi-results/>

Banerjee et al., 2023, Universal Basic Income: Short-Term Results from a Long-Term Experiment in Kenya

Study May Undercut Idea That Cash Payments to Poor Families Help Child Development, New York Times, July 28. 2025

(*PoP) Banerjee and Duflo, 2007, "The Economic Lives of the Poor," *Journal of Economic Perspectives*, 21:1, 141 – 167.

(*PoP) De Brauw et al., 2014, The Impact of Bolsa Familia on Women's Decision-Making Power. *World Development*, Volume 59, pp. 487-504.

Week 8, Oct. 13

Health

Banerjee and Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Chs. 2 & 3.

Heymann and McNeill, 2013, *Children's Chances: How Countries Can Move from Surviving to Thriving*, Ch. 4.

Cohen and Dupas, 2010, “Free distribution or cost sharing? Evidence from a randomized malaria prevention experiment.” *Quarterly Journal of Economics*, 125(1): 1—45.

Dupas, Jayachandran, Lleras-Muney, and Rossi, 2025. The Negligible Effect of Free Contraception on Fertility: Experimental Evidence from Burkina Faso. *American Economic Review*.

(*PoP) Pettifor et al. 2012. Can money prevent the spread of HIV? A review of cash payments for HIV prevention. *AIDS Behavior* 16: 1729–38. – Caitlin B.

(*PoP) Gawande, Atul. Costa Ricans live longer than we do. *The New Yorker*. Aug. 30, 2021.

Week 9, Oct. 20

Institutions and Citizenship

Sen, *Development as Freedom*, Ch. 6

Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Ch. 8

Acemoglu and Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Ch. 5 (Optional: Chs. 13 and 14)

Niklaus Steiner, “Citizenship, nationalism, and national identity.” Ch. 8, *International migration and citizenship today*. 2023.

The Case for Getting Rid of Borders—Completely, *The Atlantic*, Oct. 10, 2015.

(*PoP) Goodman, *Citizenship Studies: Policy Causes and Consequences*, 2023

Week 10, Oct. 27

Labor, Migration and Education in Conflict

Goldin and Reinert, *Globalization for Development: Meeting New Challenges*, Ch. 6

Heymann and McNeill, 2013, *Children's Chances: How Countries Can Move from Surviving to Thriving*, Chs. 3 and 5

Listen to this NPR author interview: 'A Good Provider' Argues Migration Can Be Salvation. <https://www.npr.org/2019/08/20/752805784/a-good-provider-argues-migration-can-be-salvation>.

(*PoP) Mahruf and Shohel, 2022, Education in emergencies: challenges of providing education for Rohingya children living in refugee camps in Bangladesh, *Education Inquiry*

In-class case study: To Move Mountains, <https://tomovemountains.org/about/>

Background reading: The New Yorker, Escape from Khartoum, May 19, 2025, and The Atlantic, The Most Nihilistic Conflict on Earth (This is What the End of the Liberal World Order Looks Like), August 6, 2025

Case study memo on citizenship due.

Week 11, Nov. 3

Culture and Human Rights, Equity and Discrimination

Sen, *Development as Freedom*, Ch. 10

Jae-Eun Noh, 2022. Review of human rights-based approaches to development: Empirical evidence from developing countries, *The International Journal of Human Rights*.

Khan et al., 2023: *White Saviorism in International Development: Theories, Practices and Lived Experiences*, Introduction (pp. 1-15).

Heymann and McNeill, 2013, *Children's Chances: How Countries Can Move from Surviving to Thriving*, Ch. 7

(*PoP) Duflo, 2012, Women Empowerment and Economic Development, *Journal of Economic Literature*, 50(4), 1051–1079. - Yaze Li

(*PoP) Levy, Ariel. 2020. "A Missionary on Trial." *The New Yorker*, April 13.

Week 12, Nov. 10

The Great Debate on the Future of Aid Policy and Development Assistance and Future Policy Directions to Advance Human Potential

Post-debate discussion:

Goldin and Reinert, *Globalization for Development: Meeting New Challenges*, Ch. 8

Heymann and McNeill, 2013, *Children's Chances: How Countries Can Move from Surviving to Thriving*, Ch. 9.

Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Ch. 11

Banerjee and Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, final chapter, "In Place of a Sweeping Conclusion."

Paper (part I) on World Policy Forum data analysis due.

Week 13, Nov. 17

Roundtable discussions of research paper questions.

Nov. 24

No class—Thanksgiving break

Week 14, Dec. 1

Roundtable discussions of research paper findings.

Final World Policy Analysis papers and participation reflections are due Friday, December 5.