

**PSDV 3200-02/IDEV 3200-02: Development Issues and Strategies**  
MWF, 12pm-12:50 PM

*Fall 2018*

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Office Hours: MW 1:50-2:50 or by appointment

A central question for our time, and perhaps any time, concerns how the governments and societies of poor countries can reduce poverty, protect the most vulnerable from the worst forms of poverty, and deliver healthcare and education to their people in contexts where institutions are often weak. In this course, we examine the experiences of developing countries and international aid agencies in these critical areas of policy.

This course focuses on several core questions for development policy. First, what are the challenges underlying development policies in developing countries? Partly by way of review, we will consider the quality of institutions in these countries and the development challenges facing developing countries so we can carefully think about the policies that should be applied in this context. Second, what is the record of foreign aid on development outcomes and what explains variation in the success of international efforts? Third, we will consider a variety of policies designed to reduce poverty and improve the quality of education and healthcare. Here, we will consider the challenges facing particular countries, and the record of performance of “low hanging fruit” policies that largely tinker with incentives and deeper reforms that aim to fundamentally change institutions in ways that require more substantial investments of resources and time.

### Learning Outcomes

The following list identifies the knowledge, skills and competencies that make up the basic tenets of international development. By the end of this course, students will acquire the following:

### Knowledge

- Understand the political and state institutions of developing countries
- Understand the specific challenges development policies aim to address
- Understand a range of policy tools (and their limitations) for addressing these challenges.
- Understand why policies succeeded or failed.
- Summarize and comment on major theoretical debates and critical controversies in the field of development studies

## Skills

- Identify and analyze obstacles to development policy success and deep reforms
- Identify, analyze and critique arguments about development
- Synthesize and discuss your ideas in a precise way
- Begin to learn to analyze economic, political, and social data to assess a the success of a policy in a country.
- Understand how to interpret the results of social science experiments

## COURSE REQUIREMENTS

Your final grade will be based on the following components:

15% - **Class Participation.** Attendance is obligatory. An active role in discussions and in-class activities by everyone enrolled in the course is expected, as is the completion of the required readings before the session for which they are assigned. Each student is permitted one unexcused absence (i.e. without a written note from a doctor or a dean). There will be a grade penalty for unexcused absences beyond this. As a rule of thumb, each student should participate in class at least once per week.

15% - **Case Study Presentations.** I will ask each student to complete a presentation on a case that applies to the course theme of that week. The presentation should last 10 minutes. We will go over guidelines on presentations and finalize the country selections by week 3. All students should discuss the presentation with me no later than one week before the presentation. A 1-page proposal including the research question, argument to explore your preliminary sense of available evidence used for the case study will be due before our meeting (for your own use).

5% - **Follow the News in a Policy Area.** For this assignment, you will follow the news on a policy area that interests you (e.g., healthcare, education, welfare, etc.) in one country over the course of the term. Based on your reading of the news, I'll ask you to determine a central challenge in this policy area and your reaction to whether a particular policy that is in place is addressing that problem in a short 3-page response paper. [NOTE: If you want to work in pairs, then you would compare the same policy area in two countries or compare two different specific policy areas within the same category (e.g., family planning and AIDS treatment within the health policy area).

Here are a few links that may point you to news on development topics:

<http://chrisblattman.com/>

<http://www.poverty-action.org/blog>

[http://rodrik.typepad.com/dani\\_rodriks\\_weblog/](http://rodrik.typepad.com/dani_rodriks_weblog/)

<http://aidontheedge.info/>

<http://www.architecturefordevelopment.com/>

<http://www.globaldashboard.org/>

<http://blogs.dfid.gov.uk/groups/developmentdebates/>

<http://blogs.worldbank.org/developmenttalk/>

<http://www.economist.com/blogs/baobab>  
<http://www.economist.com/blogs/banyan>  
<http://blogs.cgdev.org/globaldevelopment/>  
[https://www.washingtonpost.com/news/monkey-cage/?utm\\_term=.31abddd862c7](https://www.washingtonpost.com/news/monkey-cage/?utm_term=.31abddd862c7)

5% - **Class Debate.** We have a class debate on foreign aid. You will join teams assigned to different sides of the debate.

25% - **Take-Home Mid-Term.** Students will be required to write a take-home midterm consisting of a short answer section (4 questions) and longer essay (7-8 pages) section. The essay will be due in hard copy and electronically on October 17.

35% - **Take-Home Final.** The final exam will be a take-home policy memo (8-10 pages) that focuses on the broad themes of the course with a focus on the material on development policies covered after the midterm. Final exam essay prompts will be handed out in the final week of class (12/3) and due at 5pm on the day of the scheduled final exam, which is set by the registrar.

### CLASSROOM ETIQUETTE

To make sure that we have a hospitable learning environment, I ask students to follow three simple rules:

- 1) Arrive on time
- 2) Turn your cell phones off when you enter the class room
- 3) Unless you are speaking in groups about readings, close your laptops in class. This will help everyone focus on class discussion.
- 4) Respect your classmates. Debate is welcome but disagree respectfully by engaging ideas rather getting personal.
- 5) Coffee/beverages are fine but food is not permitted in class since it can distract your classmates.

### HONOR CODE AND PLAGIARISM

Academic honesty is expected of all students at Tulane. Your responsibilities as a Tulane student include being familiar with the honor code and the plagiarism policy of the University (see <http://tulane.edu/college/code.cfm>). Cases of cheating or plagiarism will be reported to the Honor Board, and may result in a failing grade for the class, academic probation, or expulsion. Ignorance is not a valid excuse. Academic dishonesty includes but is not limited to the following actions:

1. Presenting another's work, ideas, expressions or research as if it were one's own;
2. Failing to acknowledge or document a source even if the action is unintended (i.e., plagiarism);

*Note: Plagiarism includes copying & pasting material from any source (Wikipedia, paper mill, other internet site, book, journal, newspaper, magazine, etc.) without proper*

- attribution. Plagiarism also includes non-verbatim borrowing of words or ideas through paraphrasing or summarizing another's work(s) without proper attribution.*
3. Fabricating or altering citations;
  4. Giving or receiving, or attempting to give or receive, unauthorized assistance or information in an assignment or examination;
  5. Submitting the same assignment in two or more courses without prior permission of both instructors;
  6. Having another person write a paper or sit for an examination (includes online paper-mills);
  7. Using tests or papers from students in prior semesters;
  8. Sabotaging the work of another through destroying or preventing work from receiving fair assessment (especially in group projects)

#### NOTE ON SPECIAL ACCOMODATIONS

If you believe you may encounter barriers to the academic environment, please feel free to contact me and/or the Goldman Center for Student Accessibility. This information is confidential. Any student with approved academic accommodations is encouraged to contact me during office hours or to email me to schedule an appointment. If you have questions regarding registering a disability or receiving accommodations, please contact the Goldman Center at 504.862.8433 or <http://www.accessibility.tulane.edu>. Students needing accommodations must provide me with a Course Accommodation Form and if applicable, an Exam Request Form ("blue sheet") in order to schedule an exam to be taken at ODS. Accommodations involving exams must be requested to me **four days before a test or seven days before a final exam**. Any student receiving an exam-related accommodation should plan to take the exam at the Goldman Center.

If you have any other special circumstances, such as involvement with a university activity that requires you to miss class, let me know as soon as possible. If, during the semester, issues arise that are likely to affect your participation, attendance or performance, it is in your interest to let me know as soon as they arise. You may consult with your academic advisor or Erica Woodley in Student Affairs if issues are serious enough that you need temporary accommodations.

#### Statement on Discrimination and IX Protections

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [titleix.tulane.edu](http://titleix.tulane.edu). Any and all of your communications on these matters will be treated as either "Confidential" or "Private" as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach

from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at [tulane.edu/concerns](http://tulane.edu/concerns).

<b>Confidential</b>	<b>Private</b>
<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
<b>Counseling &amp; Psychological Services (CAPS)   (504) 314-2277 or</b> <b>The Line (24/7)   (504) 264-6074</b>	<b>Case Management &amp; Victim Support Services   (504) 314-2160 or <a href="mailto:srss@tulane.edu">srss@tulane.edu</a></b>
<b>Student Health Center   (504) 865-5255</b>	<b>Tulane University Police (TUPD)   Uptown - (504) 865-5911. Downtown – (504) 988-5531</b>
<b>Sexual Aggression Peer Hotline and Education (SAPHE)   (504) 654-9543</b>	<b>Title IX Coordinator   (504) 314-2160 or <a href="mailto:msmith76@tulane.edu">msmith76@tulane.edu</a></b>

## READINGS

All the readings are available online or in required books and can be downloaded from the course's page on CANVAS or at the web page links provided on the syllabus. This course requires you to carefully read all assigned readings before class. Generally, 4 articles or book chapters are assigned each week. Make sure you not only understand the basic arguments, but give yourself time to think critically about the readings before class so you will be prepared to participate in discussion. I encourage you to complete the reading worksheet at the end of this syllabus for each challenging reading. Recommended readings are a resource for those making presentations or who seek to go beyond the class and are not required.

NOTE: Minor changes to the schedule of readings on the syllabus (including TBA readings) may take place. If this happens, I will give you at least one week of notice by email and in class. Pay attention to your emails for any (modest) changes to make sure you have the updated version.

The following has been ordered for purchase at the book store and is available on course reserve:

Banerjee, A. and Esther Duflo. 2012. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs. <See the website here: <http://www.pooreconomics.com>>

Krishna, Anirudh. 2011. *One Illness Away: Why people become poor and how they escape poverty*. Oxford University Press.

### **Week 1: Course Introduction (8/27)**

“SPENT” < <http://playspent.org>> [GAME; PLAY BEFORE CLASS]

**NO CLASS 8/29: I WILL BE TRAVELING FOR THE ANNUAL POLITICAL SCIENCE ASSOCIATION CONFERENCE IN BOSTON.**

**NO CLASS 9/3: Labor Day Holiday**

**Week 2: The Scope of the Challenge of Poverty Alleviation (9/5, 9/7)**

Sen, Amartya. *Development as Freedom*, Chapters 1-2.

Krishna, Anirudh. 2017. *The Broken Ladder*. Cambridge Press, Chapter 2 (pp 27-43).

**Week 3: Understanding State Institutions in Developing Countries (9/10 - 9/14)**

*Acemoglu and Robinson, Why Nations Fail, Chapters 3 and 9.*

Evans, Peter. 1989. “Predatory, Developmental, and Other Apparatuses: A comparative political economy perspective on the third world state.” *Sociological Forum*, 44 (4) 561-587.

Vaishnav, Milan, Pratap Bhanu Mehta, and Devesh Kapur. 2017. “Weak Public Institutions Behind India’s Low State Capacity.”  
<http://carnegieendowment.org/2017/05/15/weak-public-institutions-behind-india-s-low-state-capacity-pub-69971>

Osnos, Evan. 2009. “Green Giant: Beijing’s Crash Program for Clean Energy.” *New Yorker*.  
<available at: <http://www.newyorker.com/magazine/2009/12/21/green-giant>>.

**Week 4: Political Institutions and Development (9/17, 9/21)**

Ross, Michael. 2006. “Is Democracy Good for the Poor?” *American Journal of Political Science*, 50(4) 860-874 [SKIM FOR THE MAIN IDEA AND MAIN EMPIRICAL CONCLUSIONS]

Keefer, Philip, and Stuti Khemani. "Why Do the Poor Receive Poor Services?" *Economic and Political Weekly* (2004): 935-943.

Auerbach, Adam Michael. 2016. "Clients and Communities." *World Politics*, 68(1) 111-148.  
Sachs, Jeffrey D. 2005. *The End of Poverty: Economic Possibilities for Our Time* (New York: Penguin) [Chapter 13: “Investments Needed to End Poverty”].

*NO CLASS: YOM KIPPUR, 9/19*

**Week 5: Inequality, Growth, and Welfare**

***Growth and Poverty Alleviation (9/24)***

Drèze, Jean and Amartya Sen. 2012. “Putting Growth in its Place.” *YOJANA*, 35-40.

Bardhan, Pranab. *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India*. Princeton University Press Chapter 7 (“Poverty and Inequality: How Is the Growth Shared?”).

### **Welfare States (9/26 – 9/28)**

Sandbrook et al. *Welfare State in the Global Periphery*. Chapter 3 (Kerala) OR 6 (Chile) and 7 (Origins).

Melanie Cammett and Lauren McLean (eds) *The Politics of Non-State Social Welfare*, Chapters 5 (Kenya) and 7 (Lebanon).

*Recommended*: Alesina, Alberto, and Edward Glaeser. 2004. *Fighting Poverty in the US and Europe: A World of Difference*. New York: Oxford University Press: Chapter 6.

### **Week 6: Does Foreign Aid Work (10/1 – 10/5)**

#### **Introduction (10/1)**

Steven Radelet. 2006. “A Primer on Foreign Aid,” Center for Global Development Working Paper No. 92, July, Washington, D.C.

Yun, Sun. 2014. China’s Aid to Africa: Monster or Messiah? Brookings.  
<https://www.brookings.edu/opinions/chinas-aid-to-africa-monster-or-messiah/>

*Recommended*: Deaton, Angus. 2016. *The Great Escape*, Chapter 7.

#### **Documentary and Discussion (10/3)**

Watch: *Poverty Inc.*

Easterly, William and Claudia Williamson. 2011. “Rhetoric versus Reality: The Best and Worst of Aid Agency Practices,” *World Development* 39(11): 1930–49.

#### **Does Foreign Aid Work: Debate (10/5)**

William Easterly. 2006. *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Press, chapters. 1 (“Planners Versus Searchers”)

Birdsall Nancy, Dani Rodrik and Arvind Subramanian. 2005. “How to Help Poor Countries.” *Foreign Affairs* 84 (4): 136-152.

*Recommended:*

Alesina, Alberto, and David Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?." *Journal of Economic Growth*, 5 (1) 33-63.

Djankov et al. 2008. "The Curse of Aid." *Journal of Economic Growth* 13: 169-194

Moss, Todd, Gunilla Pettersson, and Nicolas Van de Walle. 2006. "An aid-institutions paradox? A review essay on aid dependency and state building in sub-Saharan Africa." *Center for Global Development working paper* 74.

Mosse, David. "Is good policy unimplementable? Reflections on the ethnography of aid policy and practice." *Development and change* 35.4 (2004): 639-671.

Moore, M. 1998. "Death without Taxes: Democracy, State Capacity, and Aid Dependence in the Fourth World." In *The Democratic Developmental State: Politics and Institutional Design*. Oxford: Oxford University Press.

Talesco, Cristian. 2015. "Aid Effectiveness and Development Policies in Botswana: A successful story." In *Millennium Development Goals (MDGs) in Retrospect*, pp. 247-263.

**Week 7: Foreign Aid: Cases 10/8 – 10/12**

**Aid and Epidemics: The Fight Against HIV/AIDS in sub-Saharan Africa (10/8)**

Ramiah, Ilavenil, and Michael R. Reich. 2005. "Public-Private Partnerships and Anti-Retroviral Drugs for HIV/AIDS: Lessons from Botswana." *Health Affairs* 24 (2) 545-551.

Have a look at the government site for background:

<https://www.pepfar.gov/about/strategy/document/133244.htm>

TAKE-HOME MIDTERM DISTRIBUTED IN CLASS

**Poverty Relief (10/12)**

Abhijit Banerjee et al. 2015. "A Multifaceted Program Causes Lasting Progress for the Very Poor: Evidence from Six Countries," *Science* 348(6236): 1260799–1260799.

**Disaster Relief: Aid in Times of Crisis (10/14)**

Eikenberry, Angela M., Verónica Arroyave, and Tracy Cooper. 2007. "Administrative Failure and the International NGO Response to Hurricane Katrina." *Public Administration Review* 67: 160-170.

Couldrey, Marion, and Tim Morris. 2005. "UN assesses tsunami response." *Forced Migration Review*, 18 (5) 6-9.

## POLICY STRATEGIES

### Week 8: Micro-Finance (10/15 – 10/17)

Banerjee and Duflo. *Poor Economics*, Chapters 7 and 9.

Rhyne, Elizabeth. “Microfinance in Bangladesh: It’s Not What You Thought.” *Huffington Post*. [https://www.huffingtonpost.com/elisabeth-rhyne/microfinance-in-banglades\\_b\\_1266759.html](https://www.huffingtonpost.com/elisabeth-rhyne/microfinance-in-banglades_b_1266759.html)

Watch in Class: *Banking on the Poor*

MIDTERM DUE IN CLASS 10/17

FALL BREAK: NO CLASS 10/19

### Week 9: Welfare Programs (10/22 – 10/26)

#### Identifying the Poor (10/22)

Dreze, Jean and Reetika Khera. 2010. The BPL Census and a Possible Alternative. *Economic and Political Weekly*, 45(9), 54-63.

*Recommended:* Brady, David. *Rich Democracies, Poor People*. Chapter 2 (“Rethinking the Measurement of Poverty”).

#### Reaching the Poor (10/24)

Diaz-Cayeros, Alberto, Federico Estévez, and Beatriz Magaloni. 2016. *The Political Logic of Poverty Relief: Electoral strategies and social policy in Mexico*. Cambridge University Press, Chapter 1.

*Recommended:* Schneider, Mark. 2015. “[Do Local Leaders Prioritize the Poor?](#)” *Hindu Business Line*.

#### Innovations in Anti-Poverty Programs: Technology and Social Audits (10/26)

Muralidharan, Karthik “Lessons from Andhra Pradesh: Building State Capacities for Welfare.” *Mint* (3/12/2014).

<available at: <http://www.livemint.com/Opinion/ZhNl5vVuZMTcz6Rv0npMjN/Lessons-from-Andhra-Pradesh-building-state-capacities-for-w.html>>

Aiyar, Yamini, Soumya Kapoor Mehta, and Salimah Samji. “A Guide to Conducting Social Audits: Learning from the Experience of Andhra Pradesh.” India Accountability Initiative Report.

## **Week 10: Conditional and Unconditional Cash Transfers (10/29 – 11/2)**

Lomeli, Enrique Valencia. 2008. "Conditional Cash Transfers as Social Policy in Latin America: An Assessment of their Contributions and Limitations." *Annual Review of Sociology*, 475-93.

Christopher Blattman and Paul Niehaus. 2014. "Show Them the Money: Why Giving Cash Helps Alleviate Poverty," *Foreign Affairs*, 93.3 (May/June).

Schubert, Bernd and Rachel Slater. 2006. "Social Cash Transfers in Low-Income African Countries: Conditional or Unconditional?" *Development Policy Review*, 24(5) 571-578.

Sukhtankar, Sandip. 2016. "India's National Rural Employment Guarantee Scheme: What Do We Really Know about the World's Largest Workfare Program?" *India Policy Forum*.

## **Week 11: Education and Reform I (11/5 – 11/9)**

Review: Banerjee and Duflo, *Poor Economics*, Chapter 4.

Chaudhury, Nazmul; Hammer, Jeffrey; Kremer, Michael; Muralidharan, Karthik; Rogers, F. Halsey. 2006. "Missing in Action: Teacher and Health Worker Absence in Developing Countries." *Journal of Economic Perspectives*, 20(1) 91-116.

Aiyar, Yemini. "Education reform and frontline administrators: A case study from Bihar – I: <http://www.ideasforindia.in/topics/human-development/education-reform-and-frontline-administrators-a-case-study-from-bihar-i.html>

Kapur, Devesh, and Pratap Bhanu Mehta. 2017. *Navigating the Labyrinth: Perspectives on India's Higher Education*. Introduction.

## **Week 12: Education Reform (11/12– 11/16).**

### **Expanding Access (11/12)**

Mangla, Akshay. 2018. "Elite strategies and incremental policy change: The expansion of primary education in India." *Governance* 31, no. 2 (2018): 381-399.

World Bank, "Extending Education to the Millions of Out-of-School Children." Available at: <http://go.worldbank.org.libproxy.tulane.edu:2048/L7R3GZ7X10>

### **Improving Quality (11/14 – 11/16)**

Review: Banerjee and Duflo, *Poor Economics*, Chapter 4.

Aiyar, Yemini. "Education reform and frontline administrators: A case study from Bihar – I: <http://www.ideasforindia.in/topics/human-development/education-reform-and-frontline-administrators-a-case-study-from-bihar-ii.html>

*Reading TBA*

**Healthcare: Introduction (11/19)**

Banerjee and Duflo, *Poor Economics*, Chapter 3.

THANKSGIVING, NO CLASS 11/21 or 11/23

**Week 13: Healthcare Reform (11/26 – 11/30)**

Björkman, Martina, and Jakob Svensson. 2009. "Power to the People: Evidence from a Randomized Field Experiment on Community-Based Monitoring in Uganda." *The Quarterly Journal of Economics*, 124 (2) 735-769.

Tendler, Judith and Sara Freedheim. 1994. "Trust in a Rent-Seeking World: Health and Government Transformed in Northeast Brazil." *World Development*, 22(12) 1771-1791.

*Reading TBA*

**Week 14: Putting Development in Perspective & Course Review) 12/3 – 12/7**

**The Way Forward (12/3)**

Banerjee and Duflo, *Poor Economics*, Chapter 10

**News Presentations and Discussion (12/5)**

*No Readings*

**Course Conclusion (12/7)**

## Reading Skills:

As you manage the reading for this and other courses, you are likely to find, if you have not already, that there is no correlation between effort and outcome. It is entirely possible to spend several hours reading something without “getting it.” And it is equally possible to spend less than a half-hour reading something else and getting to the heart of the argument. You will have to devise for yourselves ways to read efficiently. These are some devices that may help:

1. Figure out what the heart of an argument is before you read deeply: skim, read the abstracts, the jacket blurbs, often short reviews published elsewhere. When you know where the center of gravity is, you read more efficiently.
2. Read actively: do not simply soak up the reading for what the author wants to tell you, but approach it with questions, and try to answer them for yourself as you make your way through.
3. Use other peoples’ skills: you do not have to do all the work yourself. It is not “cheating” if you talk through the argument with someone else before or after you delve in, or look at reviews for explication, or form reading groups where you can discuss the argument with each other.
4. Write in order to read. The response papers for this class and the (non-graded) worksheet attached should help.
5. Use diagrams if necessary: often, the structure of an argument can be most clearly expressed if you “draw” it, using arrows and lines, than by trying to understand it in words.
6. Organize your notes in a way that makes retention and information retrieval possible: you could use index cards, annotated bibliographies, database programs like Filemaker Pro etc. These rules may be obvious to some and not to others. Basically, do whatever works for you. But be self-conscious about the reading process as a skill that has to be learned and not necessarily as an ability that either comes naturally or does not.

## Reading Worksheet

*For each book, chapter, or article assigned in this course, you should fill out the following (non-graded) worksheet. Many of these points can be addressed in a sentence or two (e.g. Questions 1 and 2; in some cases, answers will not need even to be full sentences (e.g., Question); and in some cases, the answers may overlap. These worksheets should be retained: they will be useful for future reference.*

1. State the central question that the reading addresses.
2. State the central argument(s) defended in the paper in response to this question.
3. What type of reasoning or evidence is used to support these arguments? If it is an analytical paper, what is the logic that undergirds the argument? If an empirical paper, what type of data is employed? Are there other data sources that you think might be more appropriate?
4. Do you find the claims of the reading convincing? What do you see as the main gaps that need to be filled?
5. Why (if at all) is the reading interesting?
6. Do you agree with the main claims? What are your hesitations? (This may simply involve restatement of previous points.)
7. Identify one or two implicit premises or background assumptions in the paper that you think are especially controversial or objectionable.
8. Considering your answers to the previous questions, write an abstract for the article of no more than 100 words. (Feel free to repeat formulations given in response to earlier questions.)
9. When you have done this for individual readings, take some time to think about the various readings you have been assigned in relation to each other. See if you can write or imagine a summary table for all the readings taken together which compares and contrasts them.