

CED 230: DEVELOPMENT ISSUES IN THE GLOBAL CONTEXT

FALL 2020

Tuesdays and Thursdays 10:35-11:50am, Zoom

Instructor: Dr. Heather Randell
Assistant Professor of Rural Sociology and Demography

Course description

This course introduces undergraduates to the basic theory and practice of international development. In the first part of the course, we take an interdisciplinary approach to some of the “big questions” in the field: What does development mean? Why are some countries persistently poorer than others? How have different stakeholders sought to address the challenges of development in the past, and how are they approaching these challenges now? The second part of the course covers a wide range of development issues including food security, environmental change, and global health, and considers the implications of these issues at a range of scales (e.g., individuals, communities, nations). This part of the course is designed to expose you to a broad range of topics in development studies, and to cultivate interest in further study of these topics.

Readings and videos

All assigned readings are either posted to the course Canvas page (see Files section) or a link to the webpage is provided in the course schedule below.

Videos will be assigned to watch during some weeks. Please watch them before class and be prepared to discuss. Links to videos are in the course schedule below.

Preparation, attendance, and participation (10% of grade)

Preparation, attendance, and participation are essential to succeed in this class. Readings for the course are listed in the schedule below. You are required to complete readings before coming to class, and to be prepared to actively participate in discussions. To be adequately prepared, you will not only have to read the assigned texts but also think critically about the content. Note that additional readings and small assignments will be assigned throughout the semester. You are encouraged to stay up to date on current events related to class topics by reading the news from reliable sources, listening to podcasts, and accessing other sources of information. Many class meetings will be discussion-based, so your preparation is necessary for our meetings to be productive and fun.

Essays (40% of grade)

During the semester, you will receive two sets of essay prompts. Responses will be due on Canvas a week after they are assigned unless otherwise instructed. These prompts will variously require you to integrate, synthesize, and reflect upon the course readings, lectures, and in-class activities. Each set of essays will be weighted equally and, together, will contribute 40% of your total grade.

Book review (20%)

You will be required to read and review a book on a global development issue that is of particular interest to you. I have provided a list of recommended books for you to choose from, but you are welcome to propose an alternative with sufficient justification. All book selection requests must be submitted through Canvas and approved by Professor Randell on or before 5:00pm on Friday, September 4. Detailed instructions for the written review will be provided within the first month of

the semester, and your review will be due at 5:00pm on October 23. This book review will be weighted to contribute 20% of your total grade.

Country or event report (30%)

Throughout the term, you will be expected to collect information on (a) contemporary development issues in a particular country or (b) a recent/ongoing development-related event (e.g., the Ebola outbreak in the Democratic Republic of Congo, persecution of Rohingyas in Myanmar). You will be required to submit a final paper that describes the situation and offers policy recommendations. Your topic must be approved by Professor Randell on or before 5:00pm on September 18. Detailed instructions will be provided within the first month of the semester. Final reports will be due on or before 5:00pm on Friday, December 11.

Grading

Grades will be calculated using the following weights:

Preparation, attendance, and participation	10%
Essays	40%
Book review	20%
Country or event report	30%

The following scale will be used to assign letter grades:

A 94-100	C+ 76-79
A- 90-93	C 70-75
B+ 86-89	D 60-69
B 83-85	F 0-59
B- 80-82	

Late submissions

Students are permitted one 72-hour, no-questions-asked extension during the semester. No excuse or rationale is needed. This extension may be applied to any assignment. If you need any additional extensions, please email me **before the assignment due date** to request an extension.

Zoom instructions and etiquette:

This course is scheduled to run synchronously at our scheduled class time via Zoom. You can find Zoom by going into your Canvas course. In the left-hand menu click on **Zoom**. You will see all of our scheduled meetings. At the appropriate time, click on **Start**.

The Zoom class sessions will be recorded. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they speak or share their computer video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public.

Video: Please turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. I am sensitive to the fact that not all students will be attending class from an environment conducive to webcam operations. If you have limited internet bandwidth or no webcam, it is ok to not use video.

Audio: Mute your microphone when you are not talking. This helps eliminate background noise.

Participation: Participating in class discussions is important, and I encourage you to ask questions at any point during the class session. To ask a question or contribute to a discussion please either use the “Raise Hand” button or type your question/comment into the “Chat” box.

Academic integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, students should act with personal integrity, respect other students’ dignity, rights and property, and should help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others (see Faculty Senate Policy 49-20 and G-9 Procedures; <http://studentaffairs.psu.edu/conduct/codeofconduct>).

Additionally, Academic Integrity Guidelines for the College of Agricultural Sciences can be found at <http://agsci.psu.edu/students/resources/academic-integrity>.

A lack of knowledge or understanding of the University’s Academic Integrity policy and the types of actions it prohibits and/or requires does not excuse one from complying with the policy. Penn State and the College of Agricultural Sciences take violations of academic integrity very seriously. Faculty, alumni, staff, and fellow students expect each student to uphold the University’s standards of academic integrity both in and outside of the classroom.

Disability services

Penn State welcomes students with disabilities into the University’s educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services (ODS) at 814-863-1807 (V/TTY). For further information regarding ODS, please visit the Office for Disability Services Web site at <http://equity.psu.edu/student-disability-resources/>.

In order to receive consideration for course accommodations, you must contact ODS and provide documentation (see the documentation guidelines at <http://equity.psu.edu/student-disability-resources/guidelines>). If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with me as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester.

Counseling and psychological services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)

(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Class in the time of COVID

The Fall 2020 semester is taking place during unprecedented times. Between a pandemic, an economic crisis, and a historic presidential election (don't forget to register to vote!), we will all be a bit stressed out and distracted at times during the semester. I am committed to being as flexible as possible to support all students in our class as we navigate life and learning this semester. If at any point during the semester you need extra support, or if you need accommodations with assignment deadlines, just let me know. No need to disclose the circumstances, just let me know you need extra support and I will work with you.

Voting in the 2020 election

Please register to vote in Pennsylvania if you are eligible! To check your registration status or register, you can visit <https://www.votespa.com>

To request a mail-in ballot, visit: [VotesPA.com/ApplyMailBallot](https://www.votespa.com/ApplyMailBallot)

The last day to register for the November 3rd election is October 19th and the last day to request a mail-in ballot is October 27th. If you are mailing in your ballot, please do so as soon as you can. The sooner your ballot is received the greater chance that it will be counted in the election results.

Subject to change

This syllabus is subject to change. Changes may be announced during class meetings. If you miss a class, please check with me or classmates for any announcements.

Course schedule and reading list

WEEK 1	August 25	Course introduction
	August 27	Introduction to development Chapter 1. Steven Radelet. 2015. <i>The Great Surge: The Ascent of the Developing World</i> . New York: Simon & Schuster.
WEEK 2	September 1	What is development? Conceptualization and measurement Pages 1-19. Willis, Katie. 2011. <i>Theories and Practices of Development</i> . 2nd Edition. New York, NY: Routledge. Introduction. Amartya Sen. 1999. <i>Development as Freedom</i> . New York: Anchor Books.
	September 3	Development in a historical context Osman, Jamila. 2017. Colonialism Explained. <i>Teen Vogue</i> . Available at: https://www.teenvogue.com/story/colonialism-explained . Acemoglu, Daron. et al. 2001. The Colonial Origins of Comparative Development: An Empirical Investigation.” <i>The American Economic Review</i> 91: 5, 1369-1401.
WEEK 3	September 8	Nunn, Nathan. 2008. The Long-term Effects of Africa’s Slave Trades. <i>The Quarterly Journal of Economics</i> 123: 1, 139–176.
	September 10	Topik, Steven. 1987. Historical Perspectives on Latin American Underdevelopment. <i>The History Teacher</i> 20: 4, 545–560.
WEEK 4	September 15	Theories of development Rostow, Walt Whitman. 2015 [1960]. “The Stages of Economic Growth: A Non-Communist Manifesto.” Pages 52-61 in Roberts, J. Timmons, Amy Bellone Hite, and Nitsan Chorev. <i>The Globalization and Development Reader</i> . Malden, MA: Wiley Blackwell. Frank, Andre Gunder. 2015 [1969]. “The Development of Underdevelopment.” Pages 105-114 in Roberts, J. Timmons, Amy Bellone Hite, and Nitsan Chorev. <i>The Globalization and Development Reader</i> . Malden, MA: Wiley Blackwell.
	September 17	Pages 543-552. Valenzuela, J. Samuel and Arturo Valenzuela. 1978. Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment. <i>Comparative Politics</i> 10(4): 535-557. Chase-Dunn, Christopher. 2015. Dependency and World-Systems Theories. <i>Wiley Blackwell Encyclopedia of Race, Ethnicity, and Nationalism</i> . Oxford, UK: John Wiley & Sons, Ltd.
WEEK 5	September 22	Chapter 4. Jeffrey Sachs. 2015. <i>The Age of Sustainable Development</i> . New York: Columbia University Press. Chapter 3. Acemoglu, Daron and James A. Robinson. 2012 <i>Why Nations Fail</i> . New York: Crown Business.
	September 24	Current events discussion: linking history & theory to contemporary issues <i>*Essay 1 assigned</i>

WEEK 6	September 29	<p style="text-align: center;">Food security</p> <p>Chapter 2. Abhijit Banerjee and Esther Duflo. 2011. <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i>. New York: PublicAffairs.</p> <p>Barrett, Christopher B. 2010. “Measuring Food Insecurity.” <i>Science</i> 327: 825-828.</p>
	October 1	<p>Cassels, Susan. 2006. “Overweight in the Pacific: Links between foreign dependence, global food trade, and obesity in the Federated States of Micronesia.” <i>Globalization and Health</i> 2: 1–8.</p> <p>Wheeler, Tim, and Joachim Von Braun. 2013. “Climate Change Impacts on Global Food Security.” <i>Science</i> 341: 508-513.</p>
WEEK 7	October 6	<p style="text-align: center;">Food aid and foreign assistance</p> <p>Casey, Alyssa R. 2018. <i>U.S. International Food Assistance: An Overview</i>. CRS Report R45422. Washington, D.C.: Congressional Research Service.</p> <p>Gautam, Yograj. 2019. “Food Aid is Killing Himalayan Farms”. Debunking the False Dependency Narrative in Karnali, Nepal. <i>World Development</i> 116: 54–65.</p>
	October 8	<p>Chapter 9. Steven Radelet. 2015. <i>The Great Surge: The Ascent of the Developing World</i>. New York: Simon & Schuster.</p> <p>Watch TEDx Talk: Maliha Chishti – Foreign Aid: Are We Really Helping Others or Just Ourselves? Available at: https://www.youtube.com/watch?v=1xJ6p0B5V_A</p>
WEEK 8	October 13	<p style="text-align: center;">Non-governmental organizations (NGOs)</p> <p>Swidler, Ann, and Susan Cotts Watkins. 2009. “‘Teach a Man to Fish’: The Sustainability Doctrine and its Social Consequences.” <i>World Development</i> 37: 1182-1196.</p> <p>Godrej, Dinyar. 2014. NGOs – Do They Help? Available at: https://newint.org/features/2014/12/01/ngos-keynote</p>
	October 15	<p style="text-align: center;">Government programs & South-South cooperation</p> <p>Shei, Amie. 2013. Brazil’s Conditional Cash Transfer Program Associated with Declines in Infant Mortality Rates. <i>Health Affairs</i>, 32(7), 1274–1281.</p> <p>Amanor, Kojo & Sérgio Chichava. 2016. South-South Cooperation, Agribusiness, and African Agricultural Development: Brazil and China in Ghana and Mozambique. <i>World Development</i> 81: 13–23.</p>
WEEK 9	October 20	<p style="text-align: center;">Population, migration, and development</p> <p>Chapter 5. Abhijit Banerjee and Esther Duflo. 2011. <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i>. New York: PublicAffairs.</p>
	October 22	<p>de Haas, Hein. 2005. “International Migration, Remittances, and Development: Myths and Facts.” <i>Third World Quarterly</i> 26: 1269-1284.</p> <p>Koutonin, Mawuna Remarque. 2015. Why are White People Expats When the Rest of Us are Immigrants? <i>The Guardian</i>. Available at: https://www.theguardian.com/global-development-professionals-network/2015/mar/13/white-people-expats-immigrants-migration</p>

WEEK 10	October 27	<p style="text-align: center;">Development and the natural environment</p> <p>Chapter 6. Jeffrey Sachs. 2015. <i>The Age of Sustainable Development</i>. New York: Columbia University Press.</p> <p>Chen, Joyce and Valerie Mueller. 2018. Coastal Climate Change, Soil Salinity and Human Migration in Bangladesh. <i>Nature Climate Change</i> 8(11): 981-987.</p>
	October 29	<p>Rodrigues, Ana S. et al. 2009. Boom-and-bust Development Patterns Across the Amazon Deforestation Frontier. <i>Science</i> 324(5933): 1435–1437.</p> <p>Watch the following Vox videos: The destruction of the Amazon, explained. Available at: https://www.youtube.com/watch?v=SAZAKPUQMw0 Brazil's indigenous land is being invaded. Available at: https://www.youtube.com/watch?v=oGjRNbXeRXI</p>
WEEK 11	November 3	NO CLASS – GO VOTE!
	November 5	No assigned readings. In class we will watch and discuss “The World’s Water Crisis” from the Netflix show <i>Explained</i> .
WEEK 12	November 10	<p>Pages 4-7 and 41-56. UNDP. 2012. <i>Triple Wins for Sustainable Development - Case Studies of Sustainable Development in Practice</i>. New York.</p> <p>Watch TED Talk: Tshering Tobgay - This Country isn't Just Carbon Neutral — It's Carbon Negative. Available at: https://www.ted.com/talks/tshering_tobgay_this_country_isn_t_just_carbon_neutral_it_s_carbon_negative</p>
	November 12	<p style="text-align: center;">Current events discussion: Development and the environment</p> <p>News articles to be assigned. *Essay 2 assigned</p>
WEEK 13	November 17	<p style="text-align: center;">Gender and development</p> <p>Duflo, Esther. 2012. Women Empowerment and Economic Development. <i>Journal of Economic Literature</i> 50(4): 1051-1079.</p> <p>Watch TED Talk: Agnes Binagwaho – How Women are Revolutionizing Rwanda. Available at: https://www.ted.com/talks/agnes_binagwaho_how_women_are_revolutionizing_rwanda</p>
	November 19	<p style="text-align: center;">Global health</p> <p>Pp. 23-58. Angus Deaton. 2013. <i>The Great Escape: Health, Wealth, and the Origins of Inequality</i>. Princeton: Princeton University Press.</p>

WEEK 14	November 24	NO CLASS – THANKSGIVING WEEK
	November 26	
WEEK 15	December 1	Benach, Joan, et al. 2019. What the Puerto Rican Hurricanes Make Visible: Chronicle of a Public Health Disaster Foretold. <i>Social Science & Medicine</i> 238. Watch video: The Battle for Paradise: Naomi Klein Reports from Puerto Rico. Available at: https://www.youtube.com/watch?v=pTiZtYaB3Zo *While watching the video, take notes on the implications of historical events in Puerto Rico, Hurricane Maria, and post-hurricane recovery for the island's development. Be prepared to discuss this in class.
	December 3	Chapter 3. Abhijit Banerjee and Esther Duflo. 2011. <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i> . New York: PublicAffairs. Watch TED Talk: Soyapi Mumba – Medical Tech Designed to Meet Africa's Needs. Available at: https://www.ted.com/talks/soyapi_mumba_medical_tech_designed_to_meet_africa_s_needs
WEEK 16	December 8	Current events discussion: Development and global health News articles to be assigned.
	December 10	Rethinking international development Rutazibwa, Olivia U. 2019. What's There to Mourn? Decolonial Reflections on (the End of) Liberal Humanitarianism. <i>Journal of Humanitarian Affairs</i> 1(1): 65–67. Hobbes, Michael. Stop Trying to Save the World. <i>The New Republic</i> . Available at: https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it

Summary of due dates

Below is a provisional list of due dates for class assignments.

Assignment

Book review selection
Country/event proposal
Essay 1
Completed book review
Essay 2
Completed country/event report

Time/date due

Friday, September 4 @ 5:00pm
Friday, September 18 @ 5:00pm
Friday, October 2 @ 5:00pm
Friday, October 23 @ 5:00pm
Friday, November 20 @ 5:00pm
Friday, December 11 @ 5:00pm