

# CED 230: DEVELOPMENT ISSUES IN THE GLOBAL CONTEXT

SPRING 2020

**Instructor:** Dr. Heather Randell

Assistant Professor of Rural Sociology and Demography

**Office hours:** Thursday 2:30-4:00pm and by appointment

## 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, TED Talks, and podcasts

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.

TED Talks and podcasts will be assigned to watch/listen to during some weeks. Please watch or listen to them before class and be prepared to discuss. Links to talks/podcasts are in the course schedule below.

## Preparation, attendance, and participation (20% 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 may be assigned on an *ad hoc* basis 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. In addition to this everyday participation, you will be expected to prepare for and participate in various activities (e.g., debates, simulations) throughout the semester. I will evaluate this component of your grade during each class meeting and will provide individualized feedback upon request.

## Essays (40% of grade)

Throughout the semester, you will receive two sets of essay prompts. Responses will be due in hard copy one week (7 days) 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 (15%)**

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 January 24. 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 March 20. This book review will be weighted to contribute 15% of your total grade.

### **Country or event brief (25%)**

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 written brief that describes the situation and offers policy recommendations, and to conduct a brief presentation of your findings and recommendations to the class. Your topic must be approved by Professor Randell on or before 5:00pm on February 7. Detailed instructions will be provided within the first month of the semester.

### **Grading**

Grades will be calculated using the following weights:

Preparation, attendance, and participation	20%
Essays	40%
Book review	15%
Country or event brief	25%

The following scale will be used to assign letter grades:

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

### **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 except the country/event brief presentation. No other extensions will be permitted throughout the semester except under exceptional circumstances and after consultation with relevant administrators.

### **Electronics in the classroom**

I strongly encourage you to unplug during class meetings and take hand-written notes. There is robust evidence that you will retain more knowledge and distract your classmates less by keeping your laptop off and taking notes by hand. You may take notes on a laptop or tablet if you feel that it is absolutely necessary. Do not use your computer for other purposes. Mobile phones and other devices should be turned off during class. Failure to comply with these policies will lead to a reduction in your attendance and participation grade.

### 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.

### 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

<b>WEEK 1</b>	January 14	NO CLASS – Dr. Randell returning from travel
	January 16	<b>Course intro and introduction to development</b> Chapter 2. Steven Radelet. 2015. <i>The Great Surge: The Ascent of the Developing World</i> . New York: Simon & Schuster.
<b>WEEK 2</b>	January 21	<b>What is development? Conceptualization and measurement</b> 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.
	January 23	<b>A historical perspective on development</b> Osman, Jamila. 2017. Colonialism Explained. <i>Teen Vogue</i> . Available at: <a href="https://www.teenvogue.com/story/colonialism-explained">https://www.teenvogue.com/story/colonialism-explained</a> . Acemoglu, Daron. et al. 2001. The Colonial Origins of Comparative Development: An Empirical Investigation.” <i>The American Economic Review</i> 91: 5, 1369-1401.
<b>WEEK 3</b>	January 28	Nunn, Nathan. 2008. The Long-term Effects of Africa’s Slave Trades. <i>The Quarterly Journal of Economics</i> 123: 1, 139–176.
	January 30	Topik, Steven. 1987. Historical Perspectives on Latin American Underdevelopment. <i>The History Teacher</i> 20: 4, 545–560.
<b>WEEK 4</b>	February 4	<b>Theories of development</b> 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.
	February 6	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.
<b>WEEK 5</b>	February 11	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.
	February 13	Current event articles (to be assigned). *Essay 1 assigned

<b>WEEK 6</b>	February 18	<p align="center"><b>Food security</b></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>
	February 20	<p>Wheeler, Tim, and Joachim Von Braun. 2013. "Climate Change Impacts on Global Food Security." <i>Science</i> 341: 508-513.</p> <p>Pages 1-30. FAO. 2018. <i>In Brief: The State of Food Security and Nutrition in the World</i>. Rome: Food and Agricultural Organization. Available at: <a href="http://www.fao.org/3/CA1354EN/ca1354en.pdf">http://www.fao.org/3/CA1354EN/ca1354en.pdf</a>.</p>
<b>WEEK 7</b>	February 25	<p align="center"><b>Food aid and foreign assistance</b></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>
	February 27	<p>Brown, Stephen. 2017. "National Development Agencies and Bilateral Aid." Ch. 8 Haslam, Paul A., Jessica Schafer, and Pierre Beaudet. <i>Introduction to International Development</i>. Don Mills, Ontario: Oxford University Press.</p> <p>Chapter 3. Dambisa Moyo. 2009. <i>Dead Aid: Why Aid is not Working and How There is a Better Way for Africa</i>. New York: Farrar, Strauss, and Giroux.</p>
<b>WEEK 8</b>	March 3	<p align="center"><b>Non-governmental organizations (NGOs)</b></p> <p>Banks, Nicola, and David Hulme. 2012. "The Role of NGOs and Civil Society in Development and Poverty Reduction." Brooks World Poverty Institute Working Paper 171.</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>
	March 5	<p align="center"><b>Government programs &amp; South-South cooperation</b></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 &amp; 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>
<b>WEEK 9</b>	March 10	NO CLASS – SPRING BREAK
	March 12	
<b>WEEK 10</b>	March 17	<p align="center"><b>Population, migration, and development</b></p> <p>Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." <i>Journal of Economic Perspectives</i> 17: 167-190.</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>
	March 19	<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: <a href="https://www.theguardian.com/global-development-professionals-network/2015/mar/13/white-people-expats-immigrants-migration">https://www.theguardian.com/global-development-professionals-network/2015/mar/13/white-people-expats-immigrants-migration</a></p>

<b>WEEK 11</b>	March 24	<p><b>Development and the natural environment</b></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>
	March 26	<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>Listen to podcast: Jair Bolsonaro and the Destruction of the Amazon. Available at: <a href="https://www.globaldispatchespodcast.com/jair-bolsonaro-and-the-destruction-of-the-amazon/">https://www.globaldispatchespodcast.com/jair-bolsonaro-and-the-destruction-of-the-amazon/</a></p>
<b>WEEK 12</b>	March 31	<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: <a href="https://www.ted.com/talks/tshering_tobgay_this_country_isn_t_just_carbon_neutral_it_s_carbon_negative">https://www.ted.com/talks/tshering_tobgay_this_country_isn_t_just_carbon_neutral_it_s_carbon_negative</a></p>
	April 2	<p><b>Gender and development</b></p> <p>Duflo, Esther. 2012. Women Empowerment and Economic Development. <i>Journal of Economic Literature</i> 50(4): 1051-1079.</p> <p>Listen to podcast: How “The Girl Effect” Has Changed International Development. Available at: <a href="https://www.globaldispatchespodcast.com/how-the-girl-effect-has-changed-international-development/">https://www.globaldispatchespodcast.com/how-the-girl-effect-has-changed-international-development/</a></p>
<b>WEEK 13</b>	April 7	<p><b>Global health</b></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>
	April 9	<p>Benach, Joan, et al. 2019. What the Puerto Rican Hurricanes Make Visible: Chronicle of a Public Health Disaster Foretold. <i>Social Science &amp; Medicine</i> 238.</p>
<b>WEEK 14</b>	April 14	<p>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.</p>
	April 16	<p><b>Rethinking development</b></p> <p>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.</p> <p>Hobbes, Michael. Stop Trying to Save the World. <i>The New Republic</i>. Available at: <a href="https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it">https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it</a></p>
<b>WEEK 15</b>	April 21	<p>Country/event briefings</p> <p><i>*Essay 2 assigned</i></p>
	April 23	<p>NO CLASS – Dr. Randell at PAA Annual Meeting</p>
<b>WEEK 16</b>	April 28	<p>Country/event briefings</p>
	April 30	<p>Country/event briefings</p>

### Summary of due dates

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

<u>Assignment</u>	<u>Time/date due</u>
Book review selection	Friday, January 24 @ 5:00pm
Country/event proposal	Friday, February 7 @ 5:00pm
Completed book review	Friday, March 20 @ 5:00pm
Completed country/event brief	Tuesday, April 21 @ 10:00am
Completed country/event presentation slides	Tuesday, April 21 @ 10:00am

### Summary of essay assignment dates

Below is a provisional list of essay assignment dates. Unless instructed otherwise, they are due in hard copy in class one week after the assignment is distributed.

Assigned February 13 (due February 20)

Assigned April 21 (due April 28)