

International Affairs 2050: Introduction to Global Development Syllabus – Fall 2024 (Updated 8/19/2024)

Instructor	Dr. Jennifer Hamilton Sam Nunn School/Habersham 109 jhamilton99@gatech.edu (include INTA 2050 in subject line)
Course Meetings	Tuesday and Thursday, 3:30-4:45 PM Scheller College of Business, Room 203
Office Hours	Thursday, 10:00 AM-12:00 PM Or by appointment Sam Nunn School/Habersham 109
Final Exam	Tuesday, December 10, 2:40-5:30 PM

Course Overview & Objectives

This course provides a basic orientation within the field of global development studies. It is divided into three main parts, each with its own specific objectives.

Part I: Defining and Measuring Development

Based on this part of the course, students should be able to...

- Describe different approaches to conceptualizing development
- Describe different approaches to measuring whether development is occurring
- Evaluate the strengths and shortcomings of these various approaches
- Describe the current state of development, both at the global level and within specific cases
- Identify key actors and institutions and describe their roles

Part II: Causes of Underdevelopment

Based on this part of the course, students should be able to...

- Identify potential causes of underdevelopment
- Identify and evaluate evidence supporting claims regarding the causes of underdevelopment
- Explain how causes of underdevelopment may be intertwined with one another
- Evaluate the relevance of various explanations to specific cases

Part III: Proposed Solutions to Underdevelopment

Based on this part of the course, students should be able to...

- Describe both historical and contemporary proposed solutions to address underdevelopment
- Explain the theoretical justification for these proposed solutions
- Identify and evaluate evidence regarding the success of these proposed solutions

Core IMPACTS

This is a Core IMPACTS course that is part of the Social Sciences area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question: how do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes: students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Required Materials

All assigned readings for this course are either freely and publicly accessible or available through Canvas. No textbook is required. Students will need regular computer access in order to access course materials.

Assignments & Grading Policies

Grades for this course have three components:

1. **Participation (25%).** During the first week of the course, students will set their own goals for course participation and engagement. The initial participation form will provide guidance on what types of goals students can choose. Students will then complete forms to document and reflect on progress toward meeting these goals several times throughout the course. At the end of the course, students will self-assess a participation grade. While I will retain the right to adjust these self-assessed grades, I do not anticipate doing so.

Allowing students to set their own goals and assess their own participation goals serves several objectives. First, this approach allows students to receive credit for more forms of engagement than are usually recognized via conventional approaches. Second, this approach allows students to develop self-awareness regarding study habits, to learn about setting SMART (specific, measurable, achievable, relevant, and time-bound) goals, and to develop self-accountability skills.

As participation forms are critical bases for assessment of a participation grade, failure to submit these forms in a timely fashion will result in penalties. Students will receive an email alert if they fail to submit a participation-related form on time. Each full week a form is late will result in a penalty of two percentage points (out of 25pp for participation), starting one week after the submission deadline. For the final form (on which students self-assess a participation grade), failure to submit the form by Friday, December 13 at 3 PM will result in a zero for participation.

2. **Case Studies (30%).** During the first week of the course, students will select a country upon which to focus for case studies throughout the course. Case studies allow students to apply generalized concepts learned in the course to a particular context. Discussion of the case studies within course meetings will allow students to understand the diversity of development experiences even while understanding general.

Each part of the course will have one case study assignment, and each case study assignment is weighted equally. Each case study assignment will be approximately one page long single-spaced.

and will require some research going beyond course readings. Additional details on the content of each case study assignment, as well as a grading rubric for the case study assignment, will appear on Canvas at least two weeks prior to the assignment due date. I will also discuss expectations for each case study assignment during course meetings around the time that I post these details.

Any student may request an extension on any case study assignment *in advance of the submission deadline*. No justification is required for an extension, but students must propose an alternative submission deadline within one week of the original deadline. If a student either fails to request an extension in advance or fails to meet their proposed alternative deadline, they will incur a penalty of one percentage point (out of 30 pp for case study assignments) for each day that elapses after the deadline.

- 3. Exams (45%).** This course will have an in-person midterm and final exam. As this course is an introductory course, it contains basic building blocks of knowledge that students must retain to succeed in latter coursework. Along these lines, in-class exams motivate and evaluate retention of key terms and ideas. In addition, these exams will evaluate the extent to which students can apply critical thinking skills that the course intends to develop.

Exams will consist of key term identifications (approximately one paragraph) and short essay questions (several paragraphs). I will distribute a bank containing all possible key terms for identification at least one week in advance of each exam. Short essay questions will involve more critical thinking skills (e.g., evaluate an argument or evidence, assess the relevance of a concept, compare approaches, apply knowledge to a new case). The final exam can cover material from any point in the course, but it will focus more heavily on the latter part of the course.

I will use two different weighting methods to calculate exam grades. In the first method, the midterm exam and the final exam will comprise 20% and 25% of your final grade respectively. In the second method, I will weigh the final exam more heavily (30%) to reward students who learn and improve based on feedback on the midterm exam. I will calculate every student's grade using both methods and award whichever grade is higher.

Grade Dispute Procedure. To dispute grades on either a case study or exam grade, students must submit a regrade request via email within the dispute window. The dispute window starts 24 hours after students receive the returned graded assignment and ends 72 hours after students receive the returned graded assignment. The regrade request must include a specific description of where and why I should have awarded additional points. I will not accept generalized requests to regrade assignments without this specific description. Upon regrading, I can either raise the grade, lower the grade, or keep it the same.

Final Grades. When evaluating final grades, I will round your weighted average to the nearest whole number and assign a letter grade based on this breakdown:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Extra Credit. This course does not include extra credit opportunities.

Expectations of Students

Development studies is a field with ample disagreement, and I expect disagreement to become evident during class discussions. Discussion of contentious issues is central to intellectual development. However, there are appropriate and inappropriate ways to engage in disagreement to produce a constructive learning atmosphere. Students are free to disagree with one another, as well as with leading theorists in the discipline. However, disagreement must be justified with reference to ideas and evidence, not with reference to identities or origins. Ad hominem attacks will not be tolerated.

In terms of course policy, *you can expect flexibility and support, but you must remain engaged and communicative*. I cannot fix problems of which I have no knowledge. If you tell me about problems, I am happy to consider options to address them – as long as these options do not interfere with the integrity and equity of learning experiences within the course.

Students *never* need to disclose physical health status, mental health status, and/or experiences of sexual harassment or sexual assault in order to receive an assignment extension or avoid absence penalties in this course; these options are available to all students without justification. If you are experiencing hardship and you choose to tell me, I can help connect you with appropriate university resources. Students should be aware that, in my capacity as a responsible employee, I must alert the Title IX Offices of any instances of sexual harassment or assault that I learn about from students. If you are a survivor of sexual harassment or sexual assault and prefer to discuss your experiences using confidential resources, please contact the Center for Mental Health Care & Resources (404-894-2575 or visit at Smithgall Student Services Building, Suite 238).

These additional FAQs may help you understand what I expect of you during the course:

How do I get help from the instructor?

Office hours are the best way to get support because they allow easy follow-up and clarifications. Office hours are Thursdays from 10:00 AM to 12:00 PM in the Sam Nunn School (Habersham) 109). Office hours are communal, meaning other students can arrive at any time.

Email (through your Georgia Tech email or through Canvas) is the next best way to get help. Barring extenuating circumstances, I will respond to emails within two business days. To facilitate a timely response, please include INTA 2050 in the subject line.

Finally, if you cannot attend office hours or need a private appointment to discuss a sensitive topic (e.g., grades), email me to schedule an appointment. Please do not request to meet me after 6 PM or on the weekend!

What happens in the case of inclement weather?

In most cases, course meetings will shift online if campus closes owing to inclement weather. If weather is severe enough to produce widespread power outages, course meetings will be cancelled. As a default, you should assume that classes will proceed online.

What constitutes a violation of academic integrity?

Per the Center for Teaching and Learning, “Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, which will investigate the incident and identify the

appropriate penalty for violations. For more information on the Honor Code, visit the [OSI website](#).”

For the case study assignments, students should work independently even though multiple students will focus on the same country. Students can employ AI (e.g., ChatGPT, Grammarly) or their peers as a limited tool to support their work, but not as a substitute for completing the assignment themselves. Acceptable uses of peer collaboration and/or AI include the following:

- *Preliminary searches for information, which a student will subsequently assess for validity and put into their own words.* Students cannot use AI or peers to produce a full draft of an assignment, to produce drafts for sections of the assignment, nor for rewriting entire sentences or paragraphs. For example, if an assignment requires students to describe the state of development in a given country, students can ask AI or peers what some common development indicators are and who collects and provides that information. They should then locate those statistics or indicators for their country *on their own*. Students must be able to pinpoint and appropriately cite the original source of any statistics, quotations, or claims. AI platforms often fail to accurately document the source of information they provide; in this respect, these platforms do not constitute an acceptable source.
- *Light copy editing.* Students can also use AI or peers to check subject-verb agreement, punctuation, spelling, etc. However, they cannot use AI or peers to write or rewrite entire sentences or paragraphs. Learning to compile information and write competently is a skill you must develop for yourself.
- *Review for completeness.* Students can also have peers review drafts to identify information that may be missing from an assignment, but they must locate the missing information themselves.

Students are advised to keep records of their work progress, including rough (unedited) drafts and/or AI transcripts, to demonstrate compliance with course policies in case their work is flagged for a potential violation of academic integrity. Students may also be asked to discuss the ideas represented in their assignments to confirm that it represents original work.

Students cannot recycle work from other courses, either past or ongoing, either in part or in full, without individual permission from the instructor. I will consider these requests on a case-by-case basis based on compatibility with learning objectives.

For exams, students can collaborate in preparation for the exam, including after the key terms list is distributed but before the exam itself commences. However, once the exam starts, students cannot use any outside resources such as peers, class notes, course readings, or the internet.

If you are uncertain what constitutes a violation of academic integrity, please check with the instructor prior to submitting an assignment.

What accommodations will you provide for students with disabilities?

Students who require accommodations beyond those outlined in this syllabus must request an accommodations letter from the Office of Disability Services (404-894-2563 or [here](#)). Please confirm receipt of the letter with me via Canvas messages or in person.

Course Schedule

Date	Course Meeting Topic	Readings and Assignments <i>(readings without hyperlinks are/will be on Canvas)</i>
Part I: Defining and Measuring Development		
August 20	Syllabus Review/What is Development?	Sen, “Development as Freedom” in <i>Development as Freedom</i> Rodney, “Some Questions on Underdevelopment” in <i>How Europe Underdeveloped Africa</i> “The Human Rights-Based Approach,” <i>United Nations Population Fund</i>
August 22	Measurement, Part 1: Common Approaches and Challenges	“In poor countries, statistics are both undersupplied and underused,” in <i>The Economist</i> “On the poverty line,” in <i>The Economist</i> Coyle, “Beyond GDP” in <i>Foreign Affairs</i>
August 23	Submit Participation Form #1 and submit country preferences for case assignment by 5 PM on Canvas	
August 27	Measurement, Part 2: Alternative Approaches	Herre and Arriagada, “The Human Development Index and related indices: what they are and what we can learn from them” from <i>Our World in Data</i> Wein, Blair, and Mungomba, “Measures of Respect” in <i>The Dignity Report 2022</i> Diener, Oishi, and Tay, “Advances in subjective well-being research” in <i>Nature Human Behavior</i>
August 29	Measurement, Part 3: The Promises and Pitfalls of Randomized Control Trials	Piper, “Randomized control trials and the debate over them, explained.” in <i>Vox</i>
September 3	A Brief Introduction to Global Development in the 21 st Century	“Overview,” <i>The Millenium Development Goals Report 2015</i> Fong and Roy, “What are the UN Sustainable Development Goals?” from <i>Council on Foreign Relations</i>
September 5	Class cancelled; begin working on Case Study Assignment #1	

September 10	Realities of Poverty and Underdevelopment	Banerjee and Duflo, “Economic Lives of the Poor” in <i>Journal on Economic Perspectives</i> Haushofer, “The Price of Poverty: Psychology and the Cycle of Need” in <i>Foreign Affairs</i> Desmond, “The Kind of Problem Poverty Is” in <i>Poverty, by America</i>
Part II: Causes of Underdevelopment		
September 12 & 17	Geography and Natural Resources	Diamond, Prologue, Chapter 4, and Chapter 10 in <i>Guns, Germs, and Steel</i> Collier, “The Natural Resource Trap” in <i>The Bottom Billion</i>
September 13	Submit Case Study Assignment #1 by 5:00 PM on Canvas	
September 19	Conflict and Violence	Collier, “The Conflict Trap” in <i>The Bottom Billion</i>
September 24	Colonialism, Part 1: Capital Extraction and Appropriation	Nunn, “ Understanding the Long-Run Effects of Africa’s Slave Trades ” from <i>Center for Economic and Policy Research</i> “ A Chat with Melissa Dell on the Persistent Effect of Peru’s Mining Mita ” (start to 12:22) on <i>YouTube</i> Rodney, “Expatriation of African Surplus under Colonialism” in <i>How Europe Underdeveloped Africa</i>
September 26	Colonialism, Part 2: Bad Institutions	Acemoglu and Robinson, “So Close and Yet So Different” in <i>Why Nations Fail</i>
September 27	Submit Participation Form #2 by 5 PM on Canvas	
October 1	Authoritarianism	Min, “Introduction” in <i>Power and the Vote</i> “ A study of lights at night suggests dictators lie about economic growth ,” in <i>The Economist</i>
October 3	Bad Incentive Structures	Charles, “ Why there’s a storm brewing about global food aid from the U.S. ” in <i>NPR</i> Meyersohn, “ The invisible laws that led to America’s housing crisis ”
October 8	In Review: Poverty Traps and Path Dependency	Banerjee and Duflo, “Trapped in Poverty?” in <i>Poor Economics</i>
October 10	Midterm Exam	
October 11	Case Study Assignment #2 due at 5:00 PM	
October 15	No class meeting (Fall Break)	

Part III: Proposed Solutions

October 17	Political Independence	Nkrumah, "Independence Speech" (1957) Fanon, "On the Pitfalls of National Consciousness" in <i>The Wretched of the Earth</i>
October 22	Planned Economies	Jennings, "Ujamaa" in <i>Oxford Research Encyclopedia of African History</i> Brown, "China's Great Leap Forward" from <i>Association for Asian Studies</i>
October 24 & 29	A Brief History of Development Economics, Part 1: Trade Restrictions and State-Led Growth, circa 1950s-1970s	Ray, "Chapter 17: Trade Policy" in <i>Development Economics</i> "Why is the idea of import substitution being revived?" in <i>The Economist</i> "Overview: The Making of a Miracle" in <i>The East Asian Miracle</i>
October 25	Submit Participation Form #3 by 5 PM on Canvas	
October 31	A Brief History of Development Economics, Part 2: Structural Adjustment, circa 1980s-present	Sims and Romero, " Latin American Debt Crisis of the 1980s " from <i>Federal Reserve History</i> Archibong et al., "Washington Consensus Reforms and Lessons for Economic Performance in Sub-Saharan Africa" in <i>Journal on Economic Perspectives</i> Kentikelenis et a., "Did the IMF actually ease up on structural adjustment? Here's what the data say." in <i>Washington Post</i>
November 5	A Brief History of Development Economics, Part 3: The (Partial) Rise of Free Trade, circa 1990s-present	"Global Trade after the Failure of the Doha Round" in <i>New York Times</i> Klobucista and Ferragamo, " AGOA: The U.S.-Africa Trade Program " from <i>Council on Foreign Relations</i> Chatzky et al., " NAFTA and the USMCA: Weighing the Impact of North American Trade " (skim parts on US and Canada) from <i>Council on Foreign Relations</i> Reenen, " A Healthy Reexamination of Free Trade's Benefits and Shocks "

November 7	Technical Assistance and Foreign Aid	Sachs, “The End of Poverty” in <i>Time</i> Bhagwati, “Banned Aid” in <i>Foreign Affairs</i> Easterly, “Ideology of Development” in <i>Foreign Policy</i>
November 12	Foreign Direct Investment and Social Enterprise	McKibbens, “The Race to Solar Power Africa” in <i>New Yorker</i> “Free Two Shoes,” in <i>The Economist</i> Mosley, “Does Globalization Hurt the Poor? It’s Complicated” in <i>Washington Post</i> Blattman and Decron, “Everything We Knew about Sweatshops Was Wrong” in <i>New York Times</i>
November 14	Community-Based Development	Raffler et al., “ Does Bottom-Up Accountability Work? Evidence from Uganda ” on <i>VoxDev</i> Bowman, “ The World Doesn’t Need Another New Non-Profit ” on <i>YouTube</i>
November 19	Investments in Human Capital	Miguel, “ Twenty year economic impacts of deworming in Kenya ” from <i>Center for Effective Global Action</i> Gounder, “ The improbable victory over smallpox holds lessons for health threats in 2024 ” in <i>NPR</i> Patrinos, “ Investing in Tomorrow ” from <i>World Bank</i> “Even though more people are doing it, studying is still worthwhile” in <i>The Economist</i>
November 21	Microbanking and Cash Transfers	Banerjee and Duflo, “The (Not So) Simple Economics of Lending to the Poor” in <i>Poor Economics</i> Blattman and Niehaus, “Show Them the Money” in <i>Foreign Affairs</i>
November 26 (remote meeting)	In Review	Banerjee and Duflo, “How Poverty Ends” in <i>Foreign Affairs</i> Martin, “ The Reductive Seduction of Other People’s Problems ” in <i>Medium</i>
December 3	Panel: Careers in Global Development	None
December 4	Submit Participation Form #4 and Case Assignment #3 by 5 PM on Canvas	
December 10	Final Exam	