

**INTA 2050**  
**INTRODUCTION TO GLOBAL DEVELOPMENT**  
**Fall 2019**

Professor Anjali Thomas

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Office Location: Habersham 216

Office Hours: Wednesdays 11:15am to 12:15pm, or by appointment

Class Location and Time: Bunger-Henry 380, MWF 10:10am to 11am

Teaching Assistant: Alex Flack ([aflack8@gatech.edu](mailto:aflack8@gatech.edu))

**[Please check the Canvas website for the most up-to-date copy of the syllabus]**

**Description**

Global Development is a dynamic and multidisciplinary field that focuses on reducing poverty and inequality and improving the socio-economic wellbeing of citizens across the globe. This course provides an introduction to the field. Students will spend time unpacking the concept of development, learning about the key methodological tools used to understand and evaluate development, and examining the key drivers of underdevelopment. They will also explore various facets of underdevelopment including gender disparities, violent conflict and corruption. Finally, they will also gain an understanding of the role that various actors such as aid agencies, NGOs and private businesses play in the field of development. Students will explore these topics through reading and analyzing key development debates in the academic literature as well as by grappling with real-world cases. This course will leave students with the better understanding of both the conceptual and practical aspects of the field of global development, and will prepare them for more advanced courses in the field.

**Pre-Requisites**

There are no pre-requisites for this course. This course fulfills the social science requirement at Georgia Tech.

**Course Goals and Learning Outcomes**

Upon successful completion of the course, you should be able to:

- describe the key economic, social and political factors that shape the socio-economic wellbeing of citizens
- use your knowledge of international affairs to address issues of immediate international concern relating to global development (Problem-Solving in International Affairs):
  - o demonstrate an understanding of key concepts in global development
  - o characterize the key obstacles to economic development
  - o assess different approaches and frameworks for understanding and addressing key issues in global development

- become more aware of the diversity of cultural and ethical systems in the world (Cultural and Ethical awareness)
  - o describe the challenges relating to global development experienced by countries and regions across the globe
- express arguments clearly both in written reports and in oral presentations; and work in small groups in a way that demonstrates respect for their colleagues and efficiency in working collaboratively towards projects and goals. (Professional Development.)

### Course Requirements and Grading

Assignment	Date	Percentage of Overall Mark
Midterm	October 21 <sup>st</sup> : In-Class	15%
In-Class Group Worksheets	Continuous	25%
Class Attendance/Participation	Continuous	10%
Final Exam	December 6 <sup>th</sup> : 9:50am to 10:50am	20%
Final Group Project	Individual Summary: Nov. 11 <sup>th</sup> at 10am Group Progress Report: Nov. 22 <sup>nd</sup> at noon** Final Report and Slides: November 25 <sup>th</sup> at 10:10am In-Class Group Presentation: TBD ** Upload to Canvas	30%

### Description of Graded Components

#### Midterm and Final Exam

The midterm and final exam will consist of short answer questions which will be designed to test your knowledge of key concepts and debates covered in the course. A study guide will be provided in advance of both the midterm and final exams.

#### In-Class Group Worksheets

In many weeks throughout the semester, there will be one class in the week devoted to a small group exercise where you will be introduced to a real-world case related to the week's topic and then asked to work as a group to complete a worksheet based on the case. Many of these worksheets require advance reading as noted on the syllabus. *Please make sure you bring your laptop to class for these classes* as most of these worksheets will require you to perform internet searches and visit websites for information. There are four possible grades for the worksheet: check plus, check, check minus and 0. If you are

not present in class on the day the worksheet exercise is conducted, you will receive a 0 grade. Your individual grade on the worksheet may also be adjusted downward if there is evidence that you have participated at a level below other group members. There will be a total of 9 worksheets spread out throughout the semester and your final worksheet grade will be an average after dropping the lowest grade.

### **Class Participation**

The participation mark will be based on your attendance, your participation in class discussions and your performance in any written exercises handed out in class. Attendance is required for all classes, and will be spot-checked randomly. You are allowed two unexcused absences throughout the semester. Any additional unexcused absences will result in your participation mark being lowered by one percentage point per absence.

### **Final Project**

The final project will involve applied research and will require you to work in pre-assigned groups to produce a short written report and a presentation delivered in class. You will also produce an individual summary and a group progress report. Further details will be provided throughout the semester.

### **Grading Scale**

Your final grade will be assigned as a letter grade according to the following scale:

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

### **Grade Change Policy**

If you feel that an assignment has been marked incorrectly and you wish to appeal your mark during the semester (i.e. before the final grades have been submitted), you should submit a written request via email to me as well as the TA within 48 hours of the marked assignment being handed back to you. If your request concerns something other than a clerical error, it should be written in the form of a paragraph that i) identifies what was required in the assignment, ii) describes *precisely* how these requirements were fulfilled at a level above the received grade, and iii) addresses any relevant comments written by the professor on the graded assignment (if applicable) and explains why they do not apply. Please note that I will not consider requests for a grade change that do not follow these guidelines. Also, note that I reserve the right to revise your grade upward, downward or not at all upon reviewing your appeal.

### **Course Materials**

#### **Course Text**

The following book is required for the course:

Daron Acemoglu and James A. Robinson. *Why Nations Fail: The Origins of Power, Prosperity and Poverty*. Crown Business. 2012.

Copies of assigned book chapters will be made available electronically on Canvas.

We will also make use of electronic journal articles. To access electronic journal articles through the library website:

- ❖ Go to the Library Home Page (<http://www.library.gatech.edu>);
- ❖ click on 'eJournals' on the left-hand side (under 'research tools');
- ❖ type the name of the journal in the search box;
- ❖ select the database option that includes the appropriate issue of the journal;
- ❖ browse the journal to the appropriate volume and issue

### **Course Website**

I will be using the Course's Canvas Page quite extensively through the course of the semester. On the Canvas page, you should be able to find lots of important information about the course including but not limited to the most updated version of the syllabus, course announcements as well as slides from recent lectures. I will also use the Canvas page to provide feedback on your assignments. Please make sure that you check the email associated with the Canvas system regularly so you do not miss out on important course information.

### **Email Policy**

Email is the best way to contact me outside of class. However, please note that I will often not be available to respond to email inquiries outside of regular working hours so please keep this in mind when anticipating response times. To ensure that I accidentally do not overlook your email, it would be helpful if you could include the course number in the subject line "e.g. INTA 2050". Please note that, unless specifically stated otherwise, all assignments are due in hard copy only and I will **not** accept electronic copies of assignments via email, Canvas etc.

### **Policy on Electronic Devices**

To foster an environment conducive to learning, I encourage you to put away all mobile devices while in class. While the use of laptops in class to take notes is permitted, you are strongly discouraged from using electronic devices in class for other purposes. If your use of electronic devices in class proves distracting to others, you may be asked to leave the classroom.

### **Course Expectations & Guidelines**

### **Accommodations for Individuals with Disabilities**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (often referred to as ADAPTS) at (404)89-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. If you would like to discuss your learning needs, please email me as soon as possible to set up a time to do so.

### **Assignment Turn-In**

All written assignments should be turned in at the start of class on the due date, in hard copy only unless specifically instructed otherwise. Please see below for the policy on late assignments.

### **Attendance and/or Participation**

Since the success of the course depends heavily on student involvement and participation, you are expected to attend every class session barring an excused absence.

#### *Excused Absences*

Excused absences are those that are a result of a verified illness or emergency or “approved Institute activities”. In order to have an illness or emergency situation verified, you **must** contact the Office of Student Life who will contact me on your behalf to verify your situation. More information on this procedure can be found using the following link: <https://studentlife.gatech.edu/content/class-attendance>. To be excused for participation in Institute activities, you **must** contact the Office of the Registrar to formally approve your absence. Absence due to a religious observance will be excused provided you inform me of the upcoming absence, in writing, within the first two weeks of class. Please note that I cannot, as a matter of policy, excuse any absences outside of these aforementioned channels.

#### *Unexcused Absences*

More than two unexcused absences may result in your participation score being lowered. Also, in the event of an unexcused absence, you will not receive any special accommodations (e.g. a tutoring session during office hours, a make-up exam, opportunities for a make-up presentation or in-class assignment) for the class sessions you missed. I do understand, however, that there may at times be obligations or unforeseen circumstances that come up that are important, but that do not fall under the category of an “excused absence”. I cannot make individual exceptions to the general policy for such circumstances. However, since you are able to incur up to two unexcused absences without a penalty to your participation score, and since your lowest score on the worksheet is dropped, you do have some flexibility to deal with these situations.

### **Academic Integrity**

Academic dishonesty in the form of cheating or plagiarism will not be tolerated. According to the Georgia Tech Student Affairs Policy, “Plagiarism” is the act of appropriating the literary composition of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one's own mind. It involves the deliberate use of any outside source without proper acknowledgment. For information on Georgia Tech's Academic Honor Code, please visit

<http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Lateness Policy**

Late assignments are strongly discouraged and will incur penalties except in the event of an illness or emergency (documentation will be requested). Any major scheduling conflicts – including those that arise due to participation in “approved Institute activities” - should be discussed with me *at least two weeks before the assignment due date*. The penalty for a late assignment will be a deduction of 2% of the assignment mark for a paper handed in on the due date but after the time specified and an additional 2% for each subsequent day that the paper is not turned in. A missed seminar presentation will incur a grade of zero except in the case of an “excused absence” due to an illness or emergency (See above for the definitions of what constitutes an excused absence). Thus, it is crucial to prepare in advance for the seminar presentation and accord it the highest priority in your schedule for the given week.

### **Student-Faculty Expectations**

At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations – that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech, while in this class.

### **Detailed Course Outline**

#### **Weeks 1&2: What is Development**

Monday, August 19<sup>th</sup>: Introduction and Overview

Wednesday, August 21<sup>st</sup>: What is Development

Friday, August 23<sup>rd</sup>: Measuring Development

Monday, August 26<sup>th</sup>: *In-Class Group Worksheet*

Wednesday, August 28<sup>th</sup>: TBD

Friday, August 30<sup>th</sup>: No Class

Banerjee, Abhijit V., and Esther Duflo. "The economic lives of the poor." *The Journal of Economic Perspectives* 21.1 (2007): 141-167.

#### **Week 3: Sustainable Development**

Monday, September 2<sup>nd</sup>: No Class-University Holiday

Wednesday, September 4<sup>th</sup>: Sustainable Development

Friday, September 6<sup>th</sup>: *In-Class Group Worksheet*

United Nations Development Program, *Global Sustainable Development Report*, 2014 (read Chapters 1 and 3). <https://sustainabledevelopment.un.org/globalsdreport/2014>

Read for In-Class Group Worksheet on Friday, September 6<sup>th</sup>

"Kayapo Courage". 2014. *Nationalgeographic.Com*. Accessed May 17 2019. <https://www.nationalgeographic.com/magazine/2014/01/kayapo-courage/>.

"Power And The Xingu". 2010. *The Economist*. Accessed May 17 2019. <https://www.economist.com/the-americas/2010/04/22/power-and-the-xingu>.

## I. CAUSES OF UNDER-DEVELOPMENT

### **Week 4: Geography**

Monday, September 9<sup>th</sup>: Geography as a Cause of Under-Development

Wednesday, September 11<sup>th</sup>: Geography (Continued)

Friday, September 13<sup>th</sup>: *In-Class Group Worksheet*

*Why Nations Fail, Chapters 1 and 2*

Read for In-Class Group Worksheet on Friday, September 13<sup>th</sup>

Gettleman, Jeffrey. "Meant to Keep Mosquitoes Out, Nets Are Used to Haul Fish In." *New York Times*, 25 Jan. 2015.

<https://www.nytimes.com/2015/01/25/world/africa/mosquito-nets-for-malaria-spawn-new-epidemic-overfishing.html>

### **Week 5: Economic and Political Institutions**

Monday, September 16<sup>th</sup>: Institutions as a Cause of Development

Wednesday, September 18<sup>th</sup>: Institutions (Continued)

Friday, September 20<sup>th</sup>: *In-Class Group Worksheet*

*Why Nations Fail, Chapter 3*

Read for In-Class Group Worksheet on Friday, September 20<sup>th</sup>

The World Bank, Land, Context <https://www.worldbank.org/en/topic/land>

World Bank Project: Bosnia and Herzegovina - Land Registration

<http://documents.worldbank.org/curated/en/193011474633606461/pdf/000020051-20140625235817.pdf> Read Section 3. Relevance of Objectives & Design AND Section 4: Achievement of Objectives (Efficacy)

### **Week 6: Colonialism**

Monday, September 23<sup>rd</sup>: Colonialism

Wednesday, September 25<sup>th</sup>: Colonialism (Continued)

Friday, September 27<sup>th</sup>: *In-Class Group Worksheet*

*Why Nations Fail, Chapter 4 and Chapter 9*

Read for In-Class Group Worksheet on Friday, September 27<sup>th</sup>

Andres Velasco. "The Dustbin of History: Dependency Theory" Foreign Policy November 9<sup>th</sup>, 2009.

<https://foreignpolicy.com/2009/11/09/the-dustbin-of-history-dependency-theory/>

### **Week 7: Natural Resources and Extraction**

Monday, September 30<sup>th</sup>: Natural Resources and Development

Wednesday, October 2<sup>nd</sup>: Natural Resources (Continued)

Friday, October 4<sup>th</sup>: *In-Class Group Worksheet*

*Why Nations Fail, Chapter 12*

Read for In-Class Group Worksheet on Friday, October 4<sup>th</sup>

Paul Collier. *The Bottom Billion, Chapter 3 last two sections.*

## II. FACETS OF UNDER-DEVELOPMENT

### **Weeks 8&9: Economic Causes of Violent Conflict & Guest Presentations**

Monday, October 7<sup>th</sup>: Economic Causes of Violent Conflict

Wednesday, October 9<sup>th</sup>: *Discussion with Humanitech Students*

Friday, October 11<sup>th</sup>: Economic Causes of Violent Conflict (continued)

Monday, October 14<sup>th</sup>: University Holiday

Wednesday, October 16<sup>th</sup>: *Guest Lecture by Professor Neha Kumar*

Collier, Paul and Anke Hoeffler. 2004. Greed, Grievance and Civil War. Oxford Economic Papers. 56 (4): 563-595.

### **Week 9&10: Gender Disparities**

Friday, October 18<sup>th</sup>: No Class, Prepare for Midterm

Monday, October 21<sup>st</sup>: \*\*\*\*\*Midterm\*\*\*\*\*

Wednesday, October 23<sup>rd</sup>: Gender Disparities

Friday, October 25<sup>th</sup>: *In-Class Group Worksheet*

Sen, Amartya. 1990. "Over 100 million women are missing." *New York Times Review of Books*. 37(20). <http://www.nybooks.com/articles/1990/12/20/more-than-100-million-women-are-missing/>

Read for In-Class Group Worksheet on Friday, October 25<sup>th</sup>

"Every Parent Should Know The Scandalous History Of Infant Formula". 2012. *Business Insider*. Accessed May 17 2019. <https://www.businessinsider.com/nestles-infant-formula-scandal-2012-6>.

Neslen, Arthur. 2018. "Nestlé Under Fire For Marketing Claims On Baby Milk Formulas". *The Guardian*. Accessed May 17 2019. <https://www.theguardian.com/business/2018/feb/01/nestle-under-fire-for-marketing-claims-on-baby-milk-formulas>.

### **Weeks 11: Corruption**

Monday, October 28<sup>th</sup>: Corruption

Wednesday, October 30<sup>th</sup>: Corruption (Continued)

Friday, November 1<sup>st</sup>: *In-Class Group Worksheet*

*Why Nations Fail, Chapter 13*

Read for In-Class Group Worksheet on Friday, November 1<sup>st</sup>

Noah Buckley, Corruption and Power in Russia, <https://www.fpri.org/wp-content/uploads/2018/04/buckley.pdf>. April 2018. Read the *Executive Summary* and *Russia's Fight Against Corruption* (total of 6 pages)

## PART III. ROLE OF EXTERNAL INTERVENTION

### **Week 12&13: Role of NGOs/Private Sector and Development**

Monday, November 4<sup>th</sup>: **Introduction to Final Project on SDGs**

Wednesday, November 6<sup>th</sup>: Role of NGOs in Development

Friday, November 8<sup>th</sup>: No Class, Prepare for Final Project

Monday, November 11<sup>th</sup>: In-Class Work on Group Projects

Wednesday, November 13<sup>th</sup>: *Guest Lecture by John Rice, Professor of the Practice*

Friday, November 15<sup>nd</sup>: Role of NGOs/Private Sector in Development

*Why Nations Fail, Chapter 14*

### **Week 14: Foreign Aid**

Monday, November 18<sup>th</sup>: Foreign Aid

Wednesday, November 20<sup>th</sup>: Foreign Aid (Continued)

Friday, November 22<sup>nd</sup>: *In-Class Group Worksheet*

Dani Rodrik. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform". *Journal of Economic Literature*. Vol. XLIV (December 2006), pp. 973-987.

William R. Easterly. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. MIT Press, 2001, Read Chapter 6.

Read for In-Class Group Worksheet on Friday, November 22<sup>nd</sup>

Afghanistan Country Development Cooperation Strategy FY 2019-2023; Read the Executive Summary p.8-10.

[https://www.usaid.gov/sites/default/files/documents/1871/CDCS\\_Afghanistan\\_Nov\\_2023.pdf](https://www.usaid.gov/sites/default/files/documents/1871/CDCS_Afghanistan_Nov_2023.pdf)

**Weeks 15&16: Final Presentations**

Monday, November 25<sup>th</sup>: Final Presentations

Wednesday, November 27<sup>th</sup>: No Class – University Holiday

Friday, November 29<sup>th</sup>: No Class – University Holiday

Monday, December 2<sup>nd</sup>: Final Presentations

**Final Exam: Friday, December 6<sup>th</sup> from 9:50am to 10:50am**