

INTA 2050. INTRODUCTION TO GLOBAL DEVELOPMENT

SPRING 2021

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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. The course will be divided into three parts: in the first part, students will spend time unpacking concepts and definitions related to development. In the second part, they will gain an understanding of the main theories of development. In the third part, they will learn about the role that various actors such as aid agencies, NGOs and national states play in the field of development. Students will examine these topics through the lens of key development debates in the academic literature, paired with illustrations from real-world cases. This course will leave students with a 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.

Course Mode: Hybrid

This hybrid course will primarily rely on a combination of synchronous and asynchronous online activities, with a small number of optional in-person meetings on campus. Specifically, the course will be organized as follows:

- Every Tuesday morning (by 9:30 a.m. ET), I will make the week's material available on Canvas, including pre-recorded lectures (and slides); a worksheet; the discussion questions; a quiz; and the required readings.
- Every Thursday morning, I will schedule a BlueJeans meeting from 9:30 – 10:45 a.m. I will be available during this time to discuss the course material for the week, and answer any student questions. Participation in these sessions is optional.
- There will be two optional in-person meetings throughout the semester to address student questions and concerns. These meetings are contingent on weather (we will be meeting outside), Covid-19 pandemic conditions, and student interest. They are preliminarily scheduled for March 16 and April 20, from 9:30 – 10:45 a.m.

Pre-Requisites

There are no prerequisites for this course. This course fulfills the social science requirement at Georgia Tech and is a required course for the minor in Global Development.

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):
 - demonstrate an understanding of key concepts in global development
 - characterize the key obstacles to economic development
 - 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)
 - 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	Due Dates	Percentage of Overall Mark
Quizzes x 10	Weekly (Wednesdays, noon ET)	10%
Discussion Question Responses x 10	Weekly (Thursdays, noon ET)	10%
Case Assignment x 10	Weekly (Saturdays, noon ET)	40%
Final Section Responses x 2	February 20 (noon ET) March 20 (noon ET)	20%
Final Project	April 24 (noon ET)	20%

Description of Graded Components

- 1. Quizzes.** On most weeks, you will have to complete a timed (5-minute, three questions), multiple-choice quiz on Canvas. The quizzes will address your required readings for that week. Quizzes must be completed weekly by Wednesday at noon ET. Together, the quizzes will comprise 10% of your final grade (1% each).
- 2. Discussion Question Responses.** Your participation score will be based on your contributions to the on-line discussions page on Canvas. In connection with most lectures, I will be posting discussion questions that invite your response. These responses may involve taking sides in a debate, exploring the possible policy implications of a particular argument, reacting to a news article or video clip and so on. You will be graded on both the quantity and quality of your responses. I strongly encourage you to pose your own questions and topics for discussion and to respond to questions, comments and discussion topics raised by your classmates. Discussion question responses will be due weekly Thursday at noon ET. Together, they will comprise 10% of your final grade (1% each).
- 3. Case Assignments.** On most weeks, you will delve into a real-world case related to the week's topic and be asked to complete a worksheet. While you will submit each worksheet on an individual basis, you are required to discuss your responses with members of your assigned group. These worksheets require advance reading. They also require outside research. There are 10 case assignments throughout the semester and each will be graded on a 4-point scale. Together, these case assignments will comprise 40% of your overall grade (4% each). Worksheets must be turned in each week by Saturday at noon (ET)
- 4. Final Section Responses.** The course is divided into three parts: (i) Definitions and Concepts (ii) Theories of Development and (iii) Actors and Policies. At the end of parts (i) and (ii), you will be given a prompt and asked to provide a written response drawing on course lectures and readings. The response should be between 2 and 3 double-spaced pages (12-point font, 1-inch margins). You will be given 72 hours to complete the response. Together, the two final section responses will account for 20% of your overall grade (10% each).

5. **Final Project.** For the final project, the class will be divided into groups with assigned topics or questions relating to the field of global development. Each individual student in the group will write a 2 to 3-page paper (double-spaced, 1-inch margins, 12-point font) exploring the topic or question in the context of a given country. Group members will coordinate so that each student within the group picks a different country. Group members will share their individual papers with the instructor and fellow group members. Group members will then read each other's papers and work together to prepare a slide deck. The slides should *not* simply be a summary of the individual component papers, but should instead present overarching conclusions, questions, or problems that emerge from comparing and contrasting the findings of the individual student papers.
- *Individual Paper: 2 to 3 pages (12%)*
 - *Group Slide Deck: 3 to 5 slides (8%)*

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	65-69%
F	0-64%

Policy for Late Assignments

Late assignments are strongly discouraged, 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 the professor at least two weeks before the assignment due date. For assignments turned in 24 hours late or less, the penalty will be a deduction of 20% off the assignment grade. No assignments turned in over 24 hours late will be accepted.

Grade Change Policy

If you believe that an assignment has been incorrectly graded and wish to appeal the grade during the semester (i.e. before the final grades have been submitted), you should email a written request to the instructor within 48 hours of receiving the marked assignment. 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 Readings.** Copies of all assigned book chapters and articles will be made available electronically on Canvas.
- **Course Website.** I will be using the Course's Canvas Page quite extensively throughout the semester. On the Canvas page, you should be able to access important information about the course including but not limited to the most updated version of the syllabus, course announcements, and all required material. I will also use the Canvas page to provide feedback on your assignments, and record grades. Please make sure that you check the Canvas system regularly so you do not miss out on important course information.

Feedback and contact with the faculty

- **Online Lecture Recordings and Responses:** I will be posting pre-recorded lectures for each weekly topic on the Canvas website. In addition, I will conduct a weekly live meeting on BlueJeans.
- **Virtual Office Hours.** I am available to meet with you during virtual office hours to answer any questions you may have or to discuss any aspect of the course. If you would like to meet, please send me an email and I will make the necessary arrangements using BlueJeans.
- **Email Policy.** Email is the best way to contact me outside of class. However, please note that I will often be unable to respond to email inquiries outside of regular working hours, so please keep this in mind when anticipating response times. To ensure that I do not accidentally overlook your email, it would be helpful if you could include the course number in the subject line “i.e. INTA 2050”.

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/>

<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.

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.

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. 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

Part I: Definitions and Concepts

Week 1. Introduction (January 14)

Week 2. The historical origins of “development” (January 19 and 21)

Required Readings:

- Haslam et al. (eds). *Introduction to International Development: Approaches, actors and issues*. Canada: Oxford University Press, 2012. (read pp. 29 – 42)
- Arndt, H.W. *Economic Development: The History of an Idea*. University of Chicago Press, 1987 (read pp. 22-29)
- Truman, H. “Inaugural Address,” January 20, 1949
- Mujica, J. “Statement, General Assembly of the United Nations,” September 24, 2013 (video) (<http://gadebate.un.org/68/uruguay>)

Week 3. The conventional economic perspective (January 26 and 28)

Required readings:

- *The Economist*, “Keeping up with the Karumes,” October 29, 2015.
- Kennedy, B. “Speech at the University of Kansas,” March 18, 1968.
- Casazza, A. “How are all countries, rich and poor, to define poverty?” 2015. (<http://www.undp.org/content/undp/en/home/blog/2015/10/16/How-are-all-countries-rich-and-poor-to-define-poverty-.html>)
- World Inequality Lab, *World Inequality Report* (Executive Summary), 2018.
- Banerjee and Duflo. *The economic lives of the poor*, October 2006.

Assignments:

- Week 3 Discussion Questions
- Quiz 1
- Case Assignment Worksheet 1: The poor around the world

Week 4. Human Development and Human Rights: alternative concepts (February 2 and 4)

Required readings:

- Ul-Haq, M. “The human development paradigm in *Readings in Human Development*. Sakiko Fukuda-Parr and A. K. Shiva Kuma (eds.). Oxford, UK: Oxford University Press, 2003 (read pp. 17-22)
- United National Development Program. *Human Development Report 2016: Human Development for Everyone*. (read Overview).
- United Nations. *International bill of human rights*, 1948. (read Articles 1-30)
- *The Economist*. “Paul Kagame, feted and feared,” July 15, 2017.
- Gettleman, J. “The Global Elite’s Favorite Strongman,” *The New York Times*

Assignments

- Week 4 Discussion Questions
- Quiz 2
- Case Assignment Worksheet 2: Human rights and economic development in Rwanda

Week 5. Sustainable Development (February 9 and 11)

- Newport, D. “Sustainability’s new rules, 50 years old.” November 18, 2014. (<http://davenewportblog.blogspot.com/2013/11/sustainabilitys-new-rules-50-yrs-old.html>)
- *The Economist*, “Assessing development goals: the good, the bad and the hideous,” March 28, 2015.

- United Nations, *The Sustainable Development Goals Report 2017* (read the Overview, pp. 3 – 13 and skim Chapter 5, “Measuring Progress”).

Assignments

- Week 5 Discussion Questions
- Quiz 3
- Case Assignment Worksheet 3: Operationalizing the SDGs

Week 6. Gender and Development (February 18, no class on February 16)

Required readings:

- Haslam et al pp. 86-103

Assignments:

- Final Section Response 1: Definitions and Concepts (due by noon ET on February 20)

Part II: Theories of Development

Week 7. Modernization Theory (February 23 and 25)

Required readings:

- Gilman, N. *Mandarins of the Future: Modernization Theory in Cold War America*. The Johns Hopkins University Press, Baltimore, 2003. (read pp. 1 – 20)
- Easterly, W. "Introduction" in *Tyranny of Experts*, New York, NY: Basic Books, 2013
- Stevenson, M. “Mexico: Lopez Obrador expands plan for Yucatan tourist train,” *Miami Herald*, August 14, 2018.
- PBS, “Land Rush.” Watch at: <http://www.pbs.org/video/why-poverty-land-rush/>

Assignments:

- Week 7 Discussion Questions
- Quiz 4
- Case Assignment Worksheet 4: Land Rush

Week 8: Structuralism and Dependency (March 2 and 4)

Required readings:

- Isbister, J. *Promises Not Kept*, Bloomfield, CT: Kumarian Press, 2003 (pp. 41 – 49)
- Rodney, W. *How Europe Underdeveloped Africa*. Howard University Press, Washington D.C., 1974. (read Chapter One)
- Amsden, A. "Taiwan's economic history: A case of etatism and a challenge to dependency theory," *Modern China*, 5(3), 1990. (read pp. 341-343 and 367-372).
- Velasco, Andres. “Dependency Theory a Generation Later,” October 2002.
- Dubois, L. “How Not to Scout for Soccer Talent.” *The Atlantic*, July/August 2018.

Assignments:

- Week 8 Discussion Questions
- Quiz 5
- Case Assignment Worksheet 5: Soccer Talent

Week 9: Neoliberalism (March 9 and 11)

Required readings:

- Portes, A. “Neoliberalism and the Sociology of Development: Emerging Trends and Unanticipated Facts.” *Population and Development Review* 23 (2), 1997 (read pp. 229-239, rest optional)

- Williamson, J. "What Washington Means by Policy Reform," in ed. Williamson, J., *Latin American Adjustment: How Much has Happened?* Peterson Institute for International Economics: Washington D.C., 1990 (read pp. 1-2 and 8-9, rest optional)
- Rodrik, D. "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*, XLIV, 2006. (read pp. 973 – 977).
- Newman, L. "The other side of Chile's economic miracle." *Al Jazeera*, November 16, 2013.
- Kentikelenis, A. et al. "The International Monetary Fund and the Ebola outbreak." *The Lancet*. 2014.
- Gupta, S. "The International Monetary Fund and the Ebola outbreak." *The Lancet*. 2014.
- Estache, A. and J. Carbajo. "Designing Toll Road Concessions – Lessons from Argentina." World Bank.
- Baugadinova et al. "How to reform in 3 months... Azerbaijan registers businesses faster by setting-up a one-stop shop." World Bank.
- Fjelsted, K. "Madagascar trade." World Bank.

Assignments:

- Week 9 Discussion Questions
- Quiz 6
- Case Assignment Worksheet 6: Reform in Argentina, Azerbaijan and Madagascar

Week 10. Post-development (March 16 and 18)

Required readings:

- Hickel, J. "Essay: The Death of International Development," *Red Pepper* (February 2015). (read pp. 1-6)
- Escobar, A. "The making and remaking of the Third World through Development," in eds. Rahnema, M. and Victoria Bawtree, *The Post-Development Reader*, Zed Books, 1997 (pp. 85 – 93)
- McGregor, Andrew. "New Possibilities? Shifts in Post-Development Theory and Practice." *Geography Compass* 3, no. 5 (September 1, 2009). (read pp. 1688 – 1695)
- Biddle, P. "The problem with little white girls, boys, and voluntourism," *Huffington Post*, August 5, 2014.
- Kahn, C. "As volunteerism explodes in popularity, who's it helping most," *NPR*, July 31, 2014.
- The world doesn't need another new non-profit | Kirk Bowman | TEDxPeachtree (<https://www.youtube.com/watch?v=W51BsasAx8I&feature=youtu.be>)

Assignments:

- Week 9 Discussion Questions
- Quiz 7
- Case Assignment Worksheet 7: Rise Up and Care!

Week 11. Institutionalism (March 23 and 25)

Required readings:

- Rodrik, D. "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*, XLIV, 2006. (read pp. 977 – 980).
- Hindess, B. "Investigating International Anti-Corruption," *Third World Quarterly* 26 (8), 2005.

Assignments:

- Final Section Response 2: Theories of development (due by noon ET on March 20)

Part III: Institutional Actors

Week 12. The Domestic Sphere: The State and Civil Society (March 30 and April 1)

Required readings:

- Haslam et al. (eds). *Introduction to International Development: Approaches, actors and issues*. Canada: Oxford University Press, 2012. (read pp. 127 - 140)
- *The Economist*. "From chaos, order; Rebuilding failed states," March 5, 2005.
- *The Economist*, "Conquering Chaos: How states fail and how to rebuild them," January 7, 2017.
- Yunus, Muhammad. *Banker To The Poor*. Penguin Books India, 2007 (read Chapters 4 and 5).
- Sanyal, B. "The Myth of Development from Below" (read pp. 1-10)
- Angotti, Tomas. "Ciudad Guayana: From Growth Pole to Metropolis, Central Planning to Participation." *Journal of Planning Education and Research* (2001).
- Sousa Santos, Boaventura de. "Participatory Budgeting in Porto Alegre: Toward a Redistributive Democracy," *Politics & Society*, 26:4 (1998)

Assignments:

- Week 12 Discussion Questions
- Quiz 8
- Case Assignment Worksheet 8: Bottom-up planning in South America
- Group Project Announced

Week 13. International aid agencies and organizations (April 6 and 8)

Required readings:

- Clements, B. et al. "Foreign aid: grants versus loans," *Finance and Development*, September 2004.
- *The Economist*, "Aid agencies of the future: poverty, geography and the double dilemma," June 3, 2013.
- *The Economist*, "Dissing Unity: Could Donald Trump's attack on the UN destabilize the world?" March 25, 2017.
- Goddard, C. Roe, Patrick Cronin, and Kishore C. Dash. *International Political Economy: State-Market Relations in a Changing Global Order*. Lynne Rienner, 2003. (read Chapter 19)
- Costa, K. et al. "New Development Bank is BRICS' best card," *Financial Times*, September 5, 2017.
- *The Economist*, "The Coronavirus could devastate poor countries," March 26, 2020.
- Friedman, U. "The Coronavirus-Denial Movement Now Has a Leader," *The Atlantic*, March 27, 2020.
- Mobarak, A. "Responding to COVID-19 in the Developing World," *Yale Insights*, April 3, 2020.
- Oomen, K. "How the Indian state of Kerala flattened the coronavirus curve," *The Guardian*, April 21, 2020

Assignments:

- Week 13 Discussion Questions
- Quiz 9
- Case Assignment Worksheet 9: SARS-CoV-2 and COVID-19

Week 14. Business and development (April 13 and 15)

Required readings:

- *The Economist*, "Multinationals: The retreat of the Global Business Company," January 28, 2017.
- Amsden, A. "National companies or foreign affiliates: Whose contribution to growth is greater?" *Perspectives on topical foreign direct investment issues*, 60, February 13, 2012.
- Niemi, Wayne. "The Next Chapter: How to Incorporate Labor Rights Needs" in *Footwear News*, 60 (38), September 27, 2004.

Assignments:

- Week 14 Discussion Questions
- Quiz 10
- Case Assignment Worksheet 10: Labor Rights in Global Value Chains

Week 15. Conclusion (April 20 and 22)

Assignments

- Group Project (due April 22)