

MODERNIZATION & DEVELOPMENT?

Instructor: Thomas Douthat, JD PhD

Department: INTA/SCAR

Time: 6:00pm-8:45pm

Course: CP883 & INTA 6304

Location: Ivan Allen College G17

Course Description:

This course offers students an introduction to the field of global development and the pursuit of modernization across the Global South. Topics covered include (1) the different meanings and measurements of development; (2) the main theories adopted to promote development and modernization; and (3) some of the key institutional actors involved in the project of development.¹

Because we are cross listed in planning, the course will also cover issues about how space impacts the efficiency of economic activity, wealth creation and inequality via concepts such as industrial clustering, and agglomeration. We will also take a critical look at international networks of trade, and what explains their locations, beneficiaries, and how their environmental impacts are distributed across different geographies. This will involve applying concepts into contemporary planning and policy issues, as well as development practice.

By the end of the course you will understand the main spatial and environmental factors that shape economic activity at regional and global scales, as well as the ecological and social impacts of economic activity. This knowledge will be useful for both students who plan to enter private industry and those for whom environmental management & planning is a career objective.

Instead of structuring evaluation around term-papers, mid-terms, and finals, students will be evaluated on answers to reading questions through 5 quizzes, weekly collaborative memos, weekly data slides, and weekly debates. This grading scheme is structured to reward steady engagement with the course, and provide constant opportunities for feedback.

Learning Outcomes

Students will be able to:

1. Describe, measure and assess the different goals pursued in international development

¹ Language from Dr. Alberto Fuentes

2. Understand and critically evaluate some of the prevalent theories in the field
3. Describe, analyze and critique the role of key international financial institutions, states, firms, and civil society organizations in the context of global development
4. Enhance their skills in oral and written communication²
5. Make clear presentation slides
6. Write clear memoranda
7. Find statistical data on development
8. Develop expertise in their country of focus

Materials:

Reading:

Podcasts:

- Freakanomics
- Planet Money
- Others?

Documentaries (Extra Credit):

- Black Gold
- Food Inc.
- Urbanized

ADAPTS

- The instructor will work with ADAPTS so that all students have an equal opportunity for success. For information on ADAPTS, see <http://www.adapts.gatech.edu/>

Academic Integrity

- “While students are encouraged to work together and collaborate with each other, you should clearly differentiate your work from that of others, including your peers and bibliographical sources. Complete and accurate representation of all direct quotations and paraphrased material is required. Plagiarizing will be addressed in accordance with the Georgia Tech Honor Code. (<http://honor.gatech.edu/plugins/content/index.php?id=9>)” (Fuentes 2016)
- I owe professional integrity and commitment to you as students. You and your learning matter.
 - This class is a safe space for students of different ethnic, racial, religious, and linguistic backgrounds. Additionally, will provide support for different gender identities and members of different LGTBQ communities.

² Language from Dr. Fuentes

- You owe courtesy and commitment to your fellow students. Show this by coming prepared, helping when asked, refraining from personal attacks, and showing respect to diverse backgrounds and viewpoints.

Citation for Written Assignments

- Writing with authority and honesty requires explaining the sources of the information you reference. All material should be cited using APA format, which is explained here: <http://libguides.gatech.edu/citationtools/apacite>.
- Please use gender neutral style.

Grading Matrix:

We are not going to work around term papers. Instead every week you will work with a partner to prepare a three page memo, answering some directed questions and linking to your readings to a country where you will develop expertise. You will work for a partner to do this work, switching weekly between finding data and citations, and writing. Post the memo to T-Square by Noon on Monday.

Options:

- 1) Nigeria
- 2) Kenya
- 3) South Africa
- 4) Brazil
- 5) Kazakhstan
- 6) India
- 7) Pakistan
- 8) Poland
- 9) Yugoslavia
- 10) Russia
- 11) China
- 12) Egypt
- 13) Algeria
- 14) Mexico
- 15) South Korea

Class Room Attendance & Participation (35%)

a. Class room participation and attendance (20%)

- i. Attendance is mandatory, and a crucial part of the class, since we only meet once a week. If you cannot come, you must advise me beforehand to make arraignments to visit during office hours.
- ii. Reading and providing informed discussion in the class is a core element of success.

- b. Modified Oxford Style Debate (4 students each week, rotating) (15%)
 - i. We will host one to two of these debates each week. Your participation in them will be approximately biweekly with your Memo partner. You will participate on approximately 6 of these debates.
 - ii. The way these work is that I (or one of you) propose a point related to key class concepts covered in the weeks readings. Students will form pairs. After flipping a coin, one Student 1 from Pair 1 will make a 3 minute opening, then Student 1 from Pair 2 will make a 3 minute rebuttal, followed by a 3 minute counter from Student 2 from Pair 1, and a second counter from Student 2 from Pair 2. Then both groups will finish with a 1 minute closing argument given by either student (order Pairing 1 then Pairing 2).
 - a. Both groups will be graded on preparation and execution.
 - b. Extra credit will be assigned to the winning team chosen by the class.
 - i. (Votes will be secret).

5 Quizzes (20%)

- c. A 10-minute quiz on topics relevant to the reading questions covered in previous thematic section.
- d. I will provide quiz topics as an enumerated list to the class before starting each section.
- e. I will discuss the grading of each quiz the following class.

Partner Driven Activities (45%)

- a. Weekly Memo (Due Posted Monday 12:00pm before class)
 - i. Review These Sources for Writing Memos
 - 1. Purdue: <https://owl.english.purdue.edu/owl/resource/590/02/>
 - 2. UC Davis: http://www.des.ucdavis.edu/faculty/handy/ESP171/Writing_Memos.pdf
 - 3. UCincinnati: http://www.uc.edu/content/dam/uc/aess/docs/LACResources/MEMO_template%20and%20tips_5_29_2012.pdf
 - ii. Format:
 - 1. Memos should address questions I pose to the class each week, and be 3-4 pages long. With citations in Chicago
 - 2. They should include the questions I have asked, adapted to your country of expertise.
 - a. A summary of the question (s), as addressed in the readings, augmented by three independent academic sources (books or journal articles).

3. Cite following APA: Author, A. (Publication Year). Article title. Periodical Title, Volume(Issue), pp.-pp. <http://www.bibme.org/citation-guide/apa/>
 4. Rotate with your partner each week. One week one will be responsible for the country-specific research. Note, you are both responsible for the class reading.
- b. Weekly Data Slides (Due Sunday at 6:00pm before class). On rotating weeks, you should provide 3 slides around a key indicator related to the readings of the week. 1) Graphic of Indicator, 2) Explanation, and 3) Citation
- i. Social Explorer: World Development Indicators: <https://www.socialexplorer.com/explore/tables>
 - ii. Data Planet
 - iii. World Bank Development Indicators
 - iv. Development Guide: <http://libguides.gatech.edu/c.php?g=54161&p=4305317>
 - v. Country Level Guide: <http://libguides.gatech.edu/intastat/countrylevel>
 - vi. Gap Minder Data: <http://www.gapminder.org/data/>

Final Examination:

- f. The final will be extra credit for students wishing to improve their grade. I will split the difference between the final and the student's pre-final class average.

Extra Credit:

- g. I will provide extra credit opportunities based around speakers, extra readings, or podcasts.
- h. There will be a forum on T-Square for students to respond to these opportunities.

Books:

Acemoglu, D., & Robinson, J. A. (2013). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business.

Peattie, L. (1990). Planning: Rethinking Ciudad Guayana. In *Planning: rethinking Ciudad Guayana*. Ann Arbor.*

Rivoli, P. (2014). *The travels of a t-shirt in the global economy: An economist examines the markets, power, and politics of world trade. New preface and epilogue with updates on economic issues and main characters*. John Wiley & Sons.

Sen, A. (2001). *Development as freedom*. Oxford Paperbacks.

Harvey, D., & Cities, R. (2012). *From the Right to the City to the Urban Revolution*. New York.*

Chronology of Course Topics (Specific Assignment and Reading Calendar to Be Posted Separately)

- 1) 8/21/2017 (Foundational Theories)
- 2) 8/28/2017 (Foundational Theories II)
- 3) 9/11/2017 (Agents and Indicators of Development)(Quiz 1)
- 4) 9/18/2017 (Institutions and Development)
- 5) 9/25/2017 (Property and Development)(Quiz 2)
- 6) 10/2/2017 (Trade & Development)
- 7) 10/16/2017 (Value Chains & Development)(Quiz 3)
- 8) 10/23/2017 (Finance & Development)
- 9) 10/30/2017 (Limits to Capital)
- 10) 11/6/2017 (Urbanization I)
- 11) 11/13/2017 (Urbanization II)(Quiz 4)
- 12) 11/20/2017 (Race, Ethnicity & Gender)
- 13) 11/27/2017 (Health and Development)
- 14) 12/4/2017 (Environment & Development) (Quiz 5)