MODERNIZATION AND DEVELOPMENT: 
AN INTRODUCTION TO THE FIELD OF GLOBAL DEVELOPMENT
INTA 6304/CP 8883
Spring 2020
Mondays, 3:00 - 5:45 pm, Skiles 271
There are no prerequisites for this course

Instructor: Alberto Fuentes (alberto.fuentes@inta.gatech.edu)
Office Hours: Wednesdays, noon-2p or by appointment in Habersham (781 Marietta St), office 317.

Overview
This course offers students an introduction to the field of global development across the Global South. It will cover debates related to (1) the different meanings and measurements of development; (2) the main frameworks adopted to promote development; and (3) some of the currently relevant topics in the field. Through readings, class discussions and activities, the course links theoretical themes to empirical cases and examples, and subjects standard taken-for-granted assumptions embedded in the field to critical review.

Learning Outcomes
Students will be able to:
1. Describe, measure and assess the different goals pursued in international development;
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 communication.

Course readings: All readings will be available on Canvas or, for books marked with an asterisk (*), through Georgia Tech’s online library portal. No purchase of reading material required.

Requirements: A rough average of seven article- or chapter-length readings are assigned each session, to be read before the session for which they are assigned. Students should attend class regularly and be prepared to contribute to discussions and activities. In some sessions, one or more students will be required to lead the discussion of one of the assigned class readings. Each student should expect to lead such a discussion once throughout the semester. A sign-up sheet will be provided in class.

In addition, students will participate in two in-class Labs. In those Labs, students will employ class time to construct a sample exam (Lab 1) and an interactive class (Lab 2). Each will address a different component of the course’s material: Lab 1
focuses on the meanings and measurements of development, while Lab 2 addresses frameworks of development.

Lastly, students will prepare a paper of up to 12 double-spaced pages. Each student will present the main argument of their paper in class. The paper and presentation are both due on April 20. No late papers will be accepted.

**Grades** will be assigned as follows:
- Attendance and participation: 20% of final grade
- Labs 1 and 2: 30% of final grade (15% each)
- Discussion questions/lead: 10% of final grade
- Final Paper: 30% of final grade
- Final presentation: 10% of final grade

**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/](http://www.adapts.gatech.edu/)

**Academic integrity and Honor Code**
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.

**Statement on Diversity and Inclusion**
The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may manifest here as they do in broader society.
COURSE ORGANIZATION AND READINGS

Class 1: INTRODUCTION (January 6)

PART I: OBJECTIVES AND OUTCOMES

Class 2: HISTORY AND MEANING OF DEVELOPMENT (January 13)


January 20 – HOLIDAY

Class 3: MEASUREMENTS OF DEVELOPMENT (January 27)


Class 4: LAB 1 (February 3)

- MIT Teaching and Learning Lab. Revised Bloom’s Taxonomy.
PART II: FRAMEWORKS

Class 5: MODERNIZATION (February 10)
- Case 1: Afghanistan
- Case 2: Tanzania
- Case 3: Urban modernization across the Global South

Class 6: STRUCTURALISM (February 17)
- Case 1: Korea
  - *Amsden, A. Asia’s Next Giant: South Korea and Late Industrialization. Oxford University Press, 1989 (read chapters 1, 6 and 7).

Class 7: NEOLIBERALISM (February 24)
- Case 1: Mexico

Class 8: NEO-INSTITUTIONALISM (March 2)

• Case 1: Thailand
  o *Doner, Richard F. The Politics of Uneven Development: Thailand’s Economic Growth in Comparative Perspective*. Cambridge University Press, 2009 (read chapters 1, 2, 3 and 7).

• Case 2: China
  o Fuller, D. *Paper Tigers, Hidden Dragons: Firms and the Political Economy of China’s Technological Development*. Oxford University Press, 2016 (read Introduction, chapter 1).

**Class 9: POST-DEVELOPMENT (March 9)**


• Case 1: Lesotho (critique of standard practices)

• Case 2: City of Guayana

• Case 3: Participatory Budgeting in Brazil


**March 16 – NO CLASS/ SPRING BREAK**

**Class 10: LAB 2 (March 23)**


[In addition, I will upload a folder with examples of active learning techniques]

**PART III: SELECTED TOPICS**

**Class 11: THE MIDDLE-INCOME TRAP (March 30)**

- Pritchett, L. and Larry Summers. “Growth slowdowns: middle-income trap vs. regression to the means.” (11 December 2014)
- Case 1: Queretaro / Mexico
  - Kahn, T. *Government-Business Relations and Regional Development in Post-Reform Mexico*. Palgrave MacMillan, 2019. (read chapters 1, 2, 3, 4 and 6).
  - Fuentes, A. and Seth Pipkin. “Escaping the Middle-Income Trap: A subnational perspective” [draft]

**Class 12: TRANSNATIONAL ADVOCACY (April 6)**

- Case 1: Human Rights in Latin America
- Case 2: Dalit movement in India
- Case 3: Corruption in Guatemala
  - Fuentes, A. “The Vulnerability of Transnational Advocacy Network (TAN) Targets: Structural or Ideational?” [draft]

Class 13: CORRUPTION (April 13)
• Transparency International (2019).
  o How do you define corruption?
  o What is transparency?
  o What are the costs of corruption?
  o What do you do to fight corruption?
• Case 1: Operation Car Wash in Brazil
  o The Intercept
  o Netflix Documentary: The Edge of Democracy (WATCH IN CLASS)

Class 14: FINAL PRESENTATIONS (April 20)