

INTA 2050: INTRODUCTION TO GLOBAL DEVELOPMENT

SUMMER 2020

Instructors

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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 four 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 causes of development and under-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. In the final part, they will explore social and political aspects of development such as gender disparities, violent conflict and corruption. 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.

Pre-Requisites

There are no prerequisites 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):
 - 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	Description	Due Dates	Percentage of Overall Mark
Case Assignment x 10	Completion of 10 Case Worksheets	As Specified Below	30%
Final Section Responses x 4	Short essays in response to prompts given by instructors. A total of four throughout the semester.	May 29 June 12 June 26 July 17	40%
Participation	Synchronous and Asynchronous Participation on On-Line Discussion Boards and Live Sessions	Ongoing throughout the course	10%
Final Project	Individual	July 23	20%

Description of Graded Components

- (1) Case Assignments.** For each week during the course of the semester, you will delve into a real-world case related to the week's topic and be asked to complete a worksheet based on the case. Many of these worksheets require advance reading as noted on the syllabus and many require outside research as well. There are 10 case assignments throughout the semester and each will be graded on a 10-point scale. Together, these case assignments will comprise 30% of your overall course mark (3% each).
- (2) Final Section Responses.** The course is divided into four parts: (i) Definitions and Concepts (ii) Causes of (Under)Development (iii) Actors and Policies and (iv) Social and Political Aspects of (Under)Development. At the end of each part, you will be given a question or prompt and asked to provide a written response to the prompt drawing on lectures and readings pertaining to that part. The response should be between 2 and 3 double-spaced pages (12 point font, 1 inch margins) and you will be given 72 hours to complete the response.
- (3) Participation.** Your participation mark will be based on your contributions to the on-line discussions page on Canvas. In connection with each lecture, we will be posting discussion topics and 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. We also encourage you to pose your own

questions and topics for discussion and to respond to questions, comments and discussion topics raised by your classmates.

(4) Final Project. For the final project, the class will be divided into groups and each group will be assigned a topic or question 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 then share their individual papers with the instructor and fellow group members. Then group members will read each other's papers and will work as a group to prepare a slide deck summarizing three overall conclusions that integrate the insights generated by the individual student papers in the group. 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 (10%)*
- *Group Slide Deck: 3 to 5 slides (10%)*

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 the instructors 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 we 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

(1) Course Readings. The following book is required for the course, and digital copies are available at Georgia Tech Library's online portal (<http://www.library.gatech.edu>):

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

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

- (2) Course Website.** We 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 access important information about the course including but not limited to the most updated version of the syllabus, course announcements, required readings as well as slides from recent lectures. We will also use the Canvas page to provide feedback on your assignments. Please make sure that you check the Canvas system regularly so you do not miss out on important course information.

Course Expectations & Guidelines

- (1) 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.
- (2) Assignment Turn-In.** All assignments should be submitted by the due date in accordance with the instructions pertaining to each assignment. Please see below for the policy on late assignments.
- (3) Attendance and/or Participation.** The success of the course depends heavily on student involvement and participation. You are expected to participate regularly in online discussions, responding to questions posed by the faculty, and adding your own comments and inquiries.

Feedback and contact with the faculty

- (1) Online Lecture Recordings and Responses:** We will be posting pre-recorded lectures for each weekly topic on the Canvas website. Where appropriate, we will also post video recordings of our responses to your questions or comments.
- (2) Virtual Office Hours.** The professors are happy to meet with you during virtual office hours to answer any questions you may have or to discuss any aspect of the course. We will circulate a sign-up sheet so we can identify mutually convenient times to meet. We will use BlueJeans or another similar platform.

(3) Email Policy. Email is the best way to contact the professors outside of class. However, please note that we 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 we 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”.

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.

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, we encourage you to remain committed to the ideals of Georgia Tech, while in this class.

Detailed Course Outline

Part I: DEFINITIONS AND CONCEPTS - 3 weeks

1. The conventional economic perspective

- Arndt, H.W. *Economic Development: The History of an Idea*. University of Chicago Press, 1987 (read pp. 22-29)
- *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.
- CASE 1 (May 15): The poor around the world
 - Banerjee and Duflo. *The economic lives of the poor*, October 2006.

2. Human Development and Human Rights: alternative concepts

- 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 Nations. *International bill of human rights*, 1948. (read Articles 1-30)
- CASE 2 (May 22): Human rights and economic development in Rwanda
 - *The Economist*. "Paul Kagame, feted and feared," July 15, 2017.
 - Gettleman, J. "The Global Elite's Favorite Strongman," *The New York Times*,

3. Sustainable Development

- 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.
- CASE 3 (May 27): Operationalizing the SDGs
 - United Nations, *The Sustainable Development Goals Report 2017* (read the Overview, pp. 3 – 13 and skim Chapter 5, "Measuring Progress").

FINAL SECTION RESPONSE 1 (MAY 29): DEFINITIONS AND CONCEPTS

Part II: CAUSES OF DEVELOPMENT/UNDER-DEVELOPMENT - 2 weeks

1. Geography as a Cause of Under-Development

- *Why Nations Fail*, Chapters 1 and 2
- PART II, CASE 1: *Bed Nets and Malaria*
 - Jeffrey Sachs. "The Case for Aid" *Foreign Policy* January 21, 2014.
 - Gettleman, Jeffrey. "Meant to Keep Mosquitoes Out, Nets Are Used to Haul Fish In." *New York Times*, 25 Jan. 2015.

2. Economic and Political Institutions as a Cause of Under-Development

- *Why Nations Fail, Chapter 3*
- PART II, CASE 2: *Property Rights*
 - 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/00020051-20140625235817.pdf> Read Section 3. Relevance of Objectives & Design AND Section 4: Achievement of Objectives (Efficacy)

FINAL SECTION RESPONSE 2: CAUSES OF UNDER-DEVELOPMENT

Part III; ACTORS AND POLICIES - 2 weeks

1. The Domestic Sphere: The State and Civil Society

- 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)
- CASE 6 (June 19): Bottom-up city planning in Ciudad Guayana, Venezuela and Porto Alegre, Brazil
 - 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)

2. The International Sphere: Multilateral Organizations and Bilateral Aid Agencies

- *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.
- CASE 7 (June 24): SARS-CoV-2 and COVID-19
 - *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.

FINAL SECTION RESPONSE 3 (JUNE 26): ACTORS AND POLICIES

Part IV: SOCIAL/POLITICAL ASPECTS OF (UNDER-)DEVELOPMENT - 3 weeks

1. The Resource Curse and Violent Conflict

- Paul Collier, *The Bottom Billion*, Chapter 3 last 2 sections
- *Why Nations Fail*, Chapter 12
- Collier, Paul and Anke Hoeffler. 2004. Greed, Grievance and Civil War. Oxford Economic Papers. 56 (4): 563-595.
- PART IV, CASE 1: *The Ivory Coast*
 - Adams, Tim. 2019. "From Bean To Bar In Ivory Coast, A Country Built On Cocoa". The Guardian. <https://www.theguardian.com/global-development/2019/feb/24/ivory-coast-cocoa-farmers-fairtrade-fortnight-women-farmers-trade-justice>.

2. Gender Disparities

- Seema Jayachandran. 2015. "The Roots of Gender Inequality in Developing Countries" *Annual Review of Economics* Vol. 7:63-88.
- 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/>
- PART IV, CASE 2: *Infant Formula*
 - "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>.

3. Corruption

- *Why Nations Fail*, Chapter 13
- Olken, Benjamin A., and Rohini Pande. 2012. "Corruption in Developing Countries" *Annual Review of Economics* 4 (1): 479–509.
- PART V, CASE 3: *Corruption and Power in Russia*

- 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)

FINAL SECTION RESPONSE 4: SOCIAL AND POLITICAL ASPECTS OF (UNDER-) DEVELOPMENT

FINAL PROJECT: Due July 23rd at 5pm.