

**INTRODUCTION TO INTERNATIONAL DEVELOPMENT
(GDS 200)**

SPRING 2019

**MONDAY (3:00-4:415 PM), WEDNESDAY (3:00-4:15 PM)
KNIGHT 307**

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**MONDAY (2:00-2:50); WEDNESDAY (2:00-2:50)
(Individual meetings also arranged upon request)**

Teaching Assistant:

Madison (“Maddie”) Zgonc

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COURSE DESCRIPTION

This course is designed to introduce students to both the **theory and practice of international development**, supplemented by “real world” examples as well as class discussion and student presentations.

By the end of the course, students should (1) know **major theories and approaches** used to understand international development; (2) know **major institutions** focused on international development concerns; (3) understand **major issues** which international development addresses; and (4) become familiar with **major “tools” and “approaches”** used by those working in the development field.

Students should complete the course with an appreciation for both the **complexity and the cross-cutting nature of international development**, involving as it does multiple theories, multiple approaches and multiple academic disciplines. Students will also emerge with a new appreciation for the **challenges shaping today’s world**, especially those involving **global issues** such as **poverty, inequality, economic growth, sustainability** and a broad range of related concerns.

COURSE OBJECTIVES

This course will assist students in developing the knowledge and analytical skills needed to understand the theory and practice of international development. In particular, students enrolling in the course will develop a basic understanding of:

- **Approaches** to understanding international development including theoretical and historical concerns associated with it
- **Actors and institutions** involved in international development including national states, bilateral and multilateral development agencies, civil society and private enterprise
- **Issues** that dominate discussions of international development include debt, free trade, rural and urban development, health, conflict, free trade and environmental concerns
- **“Tools”** related to the “practice” of international development including issues surrounding the measurement of poverty, inequality, project planning, humanitarian assistance and the ethics of development

REQUIRED TEXT

Paul A. Haslam, Jessica Schafer and Pierre Beaudet, eds., *Introduction to International Development: Approaches, Actors, Issues and Practice* (Oxford University Press, Third Edition, 2017)

GRADE DISTRIBUTION

Test One (Covers Part I of Text Book)	10 percent
Test Two (Covers Part II of Text Book)	20 percent
Test Three (Covers Part III of Text Book)	20 percent
Test Four (Covers Part IV of Text Book)	20 percent
Class Presentation/Poster Board/Paper	20 percent
Class Participation	10 percent

GRADE SCALE

A	91-100 percent
B+	86-90 percent
B	81-85 percent
C+	76-80 percent
C	70-75 percent
D	60-69 percent
F	59 or below

SUMMARY OF COURSE EXPECTATIONS AND REQUIREMENTS

1. Students are required to **attend all classes and actively participate in class discussions**
2. Students are expected to **complete the assigned reading before the date on which it is listed in the course outline** attached as part of this document

3. There will be **four tests**, covering the four main parts of the assigned Text Book; the first test will account for 10 percent of the final grade, the final three 20 percent each (for a total of 70 percent of the final grade)
4. Each student will be responsible for **one short paper and poster board presentation** to the rest of the class, structured around the work of an outside donor in a particular country of interest; this project will contribute 20 percent toward the final grade
5. Finally, students are expected to **actively participate in class discussions**, contributing to 10 percent of the final course grade.

COURSE PROCEDURES AND REQUIREMENTS

Academic Integrity: The course will adhere to the Honor System, as maintained by Mercer University. The Honor System imposes on each student the responsibility for his or her own honest conduct and assumes the corollary responsibility that each one will report any violations of the Honor Code about which he or she has information. A violation of the Honor Code involves cheating, plagiarism, academic negligence or other acts of academic dishonesty and will be forwarded to the Honor Council. For more details about the specific code (including revisions made for the 2017-2018 school year), please consult the University Bulletin or the LAIR (University Policy).

Assessment: The College of Liberal Arts is interested in assuring the quality and integrity of its General Education Program. Every semester, randomly-selected students from each General Education course will be required to submit samples of their work to an independent and objective assessment by faculty. No personally identifiable information about any student will be used for the purposes of this assessment and assessment results will have no bearing whatsoever on student grades.

Attendance: A record of attendance will be kept for each class. Because participation is an integral part of this course, attendance is essential. *Up to three absences (excused or unexcused) can be accumulated for the term – each additional absence will adversely affect your final grade, reducing it by as much 2 percent on each additional occasion; six or more unexcused absences may result in an automatic “F”.*

(Note: If you are an athlete, debater or miss class because of an official Mercer function, I will consider classes and assignments missed as excused and will not count them against you. However, I must stress that it is your responsibility to provide advance notice of your expected absences and arrange for the completion of all assignments.)

Course Evaluations: In an ongoing effort to improve the quality of instruction, each student enrolled in the course is expected to complete an end-of-semester course evaluation, to be administered on-line via your MyMercer account during the final weeks of the term.

Deadlines: You will be expected to take tests on the day for which they have been assigned. As regards written assignments that are turned in, please note that this class has only one such written assignment (excluding of course exams and quizzes that are taken in the classroom during class time) that needs to be prepared outside of class and then turned in by a set deadline

– the short paper and poster board presentation described elsewhere in this syllabus. Both the paper and the poster board need to be turned in at the same time, on the day in which the classroom presentation is scheduled to take place.

Disabilities: Students in need of accommodation due to a disability should contact the Access and Accommodation Office to complete the verification process to become approved for services.

In order to receive accommodation, each term, student will request accommodation and faculty notification forms through the Access Office online system Accommodate.

Students with a history of disability, perceived as having a disability, or with a current disability who do not wish to use academic accommodations are also strongly encouraged to complete the verification process with the Access Office.

Students must request accommodations in a timely manner to receive accommodations in a timely manner.

The Access Coordinator for the Macon campus is Katie Johnson, Director and ADA/504 Coordinator:

Phone: (478) 301-2778

E-mail: Johnson_kc@mercer.edu

Website: <https://access.mercer.edu>

Electronic Submissions: “Hard copies” should be provided for all written assignments including the short paper and poster board as well as for any extra credit assignments; I prefer *not* to receive electronic submissions.

E-mail Distribution Lists: Everyone enrolled in the course will be automatically subscribed to an electronic list set up exclusively for this course:
POL25300116FAMCN00@LISTS.MERCER.EDU or
IAF253001116FAMCN00@LISTS.MERCER.EDU

Study Tips for Reading the Text: If you read the assigned chapter prior to class, you will gain a lot and learn a lot from this class. The text book is both comprehensive and well organized. Prior to reading the basic text, take some time to become familiar with the way it is organized. This will ensure that it becomes both a useful study guide and reference tool for you. Don’t just “read” the chapter – also study it! Take notes and/or highlight especially useful concepts. Don’t feel obliged to read the entire chapter in one sitting, rather break it into “manageable pieces”. Feel free to also make use of online resources when taking this class.

Withdrawal and Incomplete Grades: The university sets the deadline to withdraw or drop a course without penalty. Students who drop the course by this date will receive a “W” but it is your sole responsibility to know the date and to act upon it if necessary. Do not simply decide to stop coming to class and hope to get an “I” or a “W”. As a rule, I don’t plan on giving

“incompletes” or an “I” for this course! Any student receiving failing grades during the course is urged to arrange a meeting with the instructor to discuss the work/assignment(s) in question.

BASIS FOR DETERMINING FINAL GRADES

1. Four Tests (70 percent): *There will be four tests for this course, together accounting for 70 percent of your final grade. As noted, the first test will account for 10 percent of the final course grade each; the three remaining tests will count for 20 percent of the final course grade each. Typically tests will include a mix of brief essay, short answer and multiple choice, true/false or “mix and match”.*

Test dates shown in the course outline are final and except in extraordinary circumstances any undocumented excuse for failing to take the exam on the assigned date and time will not be accepted. In such cases, no make-up tests will be provided and the student will receive a failing grade for that test.

Requests for a make-up test will be made only under the following conditions: (1) the student provides a reasonable, documented (e.g. written) justification for missing the exam, such as hospitalization for major surgery; and (2) I am contacted within two days of the missed test. Make-up tests will not necessarily include the same questions given to the rest of the class. I reserve the right to not give make-up tests for non-emergency medical or other excuses.

With regard to the final test, the university requires that this test be administered only at the scheduled time published in the course schedule. The only exception is that students with three or more tests scheduled for the same day may make arrangements to move one of them. Please note that, barring an extreme emergency, an “Incomplete” will not be given as a final grade for the course and that no make-ups can or will be given for the final!

2. Short Paper/Poster Board/Class Presentation (20 percent): *Each student will be assigned one class presentation involving a “poster board”, accompanied by a short paper. Assignments will be made with a minimum of at least one week’s advance notice typically provided beforehand. A “hard copy” of the short paper on which the poster board presentation is based must be handed in by the end of the relevant class.*

This portion of the class involves two parts, each accounting for 50 percent of the grade for this particular assignment (which together accounts for 20 percent of the final course grade):

Part one entails creation of a poster that showcases the work of the World Bank, USAID, DFID, CIDA, Oxfam, World Vision or some other bilateral, multilateral or NGO donor in a particular country. Using illustrations, photos, charts, graphs, words, etc., the poster, at a minimum, needs to answer the following three questions:

1. What is one development challenge of the country that the selected donor is addressing?
2. What is one project that is being implemented by the donor concerned, related to that development challenge?
3. Who does the selected donor partner with to implement this project?

Poster sessions will be held throughout the semester, with students given an opportunity to explain their poster boards and view and discuss the work of others. Each poster session will be timed for seven minutes – basically, each student will have seven minutes to explain and present the main features of their poster board to the rest of the class.

Your grade will reflect a combination of the quality of your poster board along with the quality of your oral presentation.

Part two entails submission of a short paper that serves as a complement to the poster board presentation. For this aspect of the project, each student needs to find one or more articles that discusses the merits or shortcomings of the work of a specific donor in that country, providing a summary of the key arguments of the article in a way that answers the following questions: (1) Is foreign aid a worthwhile use of public and/or privately donated funds? (2) is the donor concerned making an effective contribution toward addressing important issues in that country; (3) in both cases, Why or Why Not?

Ideally, the paper should be no more than two pages in length. A bibliography of books, articles or on-line sources consulted should also be included.

Class Participation/Current Events (10 percent): You are expected to be prepared for each class, having read the material assigned beforehand. Simply “showing up” does not mean participation – rather, you should participate in (1) class discussions; (2) asking questions of your fellow students when they present their poster boards; and (3) responding to questions raised during the lecture portion of the course. In short, you should not be a silent witness but rather be prepared to participate in all aspects of the class.

Extra Credit: One or more extra credit opportunities will be provided during this course, allowing students to earn up to 4 percentage points of extra credit added to the calculation of their final grade.

These opportunities will be discussed and presented during the course, along with a corresponding deadline. Examples of extra credit might include (1) a brief written report on a campus speaker or other campus event on a topic that is relevant to international development; or (2) a brief review of a feature film or documentary that is relevant to international development.

Ideally, extra credit submissions would be no more than two pages in length; the contents of this short paper would include (1) a description of the lecture, event or film in question; (2) a discussion as to why it is relevant to a course on international development; and (3) a personal reflection, providing your personal thoughts on what you just witnessed, saw or heard.

COURSE READINGS AND ASSIGNMENTS

(NOTE: I reserve the right to make changes in the syllabus, as deemed necessary)

WEEK ONE

Monday, January 7 Introduction/Course Summary/Review of Syllabus
Wednesday, January 9 Chapter 1: Meaning, Measure and Morality in Int'l Development

WEEK TWO

Monday, January 14 Chapter 2: Imperialism and the Colonial Experience
Wednesday, January 26 Chapter 3: Theories of Development
Chapter 4: Post-Development and Alternatives to Development

WEEK THREE

Monday, January 21 *Martin Luther King Holiday*
Wednesday, January 23 Chapter 5: Gender and Development

WEEK FOUR

Monday, January 28 Chapter 6: Globalization and Development
Wednesday, January 30 **Test 1 (Part I on Theories and Approaches)**
Chapter 7: Does the State Have a Role in Development?

WEEK FIVE

Monday, February 4 Chapter 8: National Development Agencies and Bilateral Aid
Wednesday, February 5 Chapter 9: International Financial Institutions

WEEK SIX

Monday, February 11 Chapter 10: The UN and Multilateral Actors in Development
Wednesday, February 13 Chapter 11: Private Enterprise and Development

WEEK SEVEN

Monday, February 18 Chapter 12: Civil Society and Development
Wednesday, February 20 Chapter 13: China and the Emerging Economies

WEEK EIGHT

Monday, February 25 **Test 2 (Part II on International Development Actors)**
Wednesday, February 27 Chapter 14: Debt and Development
Chapter 15: Free Trade, Fair Trade and South/South Trade

WEEK NINE

Monday, March 4 **SPRING BREAK**
Wednesday, March 6 **SPRING BREAK**

WEEK TEN

Monday, March 11 Chapter 16: Democracy
Wednesday, March 13 Chapter 17: Climate Change, Environment and Development

WEEK ELEVEN

Monday, March 18
Wednesday, March 20

Chapter 18: Rural Development
Chapter 19: Urban Development

WEEK TWELVE

Monday, March 25
Wednesday, March 27

Chapter 20: Development and Health
Chapter 21: Conflict and Development

WEEK THIRTEEN

Monday, April 1
Wednesday, April 3

Chapter 22: Information Technologies and Development
Chapter 23: Culture and Development

WEEK FOURTEEN

Monday, April 8

Wednesday, April 10

Test 3 (Part III on Issues in Int'l Development)
Chapter 24: Understanding Global Poverty Reduction
Chapter 25: Measuring and Evaluating Poverty

WEEK FIFTEEN

Monday, April 15
Wednesday, April 17

Chapter 26: Inequality and Social Policy
Chapter 27: Planning and Appraising Development Projects

WEEK SIXTEEN

Monday, April 22
Wednesday, April 24

Chapter 28: Humanitarian Assistance and Intervention
Chapter 29: Ethics of Development

Friday, April 26

Last Day of Mercer Classes

Friday, May 3

Final Exam/Test Four (7-10 PM)
Course Reflection + Part IV on Practice in Int'l Development