

CED 230: DEVELOPMENT ISSUES IN THE GLOBAL CONTEXT

FALL 2021

Instructor: Dr. Heather Randell
Assistant Professor of Rural Sociology and Demography

Course description

This course introduces undergraduates to the basic theory and practice of international development. In the first part of the course, we take an interdisciplinary approach to some of the “big questions” in the field: What does development mean? Why are some countries persistently poorer than others? How have different stakeholders sought to address the challenges of development in the past, and how are they approaching these challenges now? The second part of the course covers a wide range of development issues including food security, environmental change, gender, and global health. This part of the course is designed to expose you to a broad range of topics in development studies, and to cultivate interest in further study of these topics.

Readings and videos

All assigned readings are either posted to the course Canvas page (see Files section) or a link to the webpage is provided in the course schedule below. Videos will be assigned to watch during some weeks. Please watch them before class and be prepared to discuss. Links to videos are in the course schedule below.

Preparation, attendance, and participation (10% of grade)

Preparation, attendance, and participation are essential to succeed in this class. Readings for the course are listed in the schedule below. You are required to complete readings before coming to class, and to be prepared to actively participate in discussions. To be adequately prepared, you will not only have to read the assigned texts but also think critically about the content. Note that additional readings and small assignments will be assigned throughout the semester. You are encouraged to stay up to date on current events related to class topics by reading the news from reliable sources, listening to podcasts, and accessing other sources of information. Many class meetings will be discussion-based, so your preparation is necessary for our meetings to be productive and fun.

Essays (40% of grade)

During the semester, you will receive two sets of essay prompts. Responses will be due on Canvas a week after they are assigned unless otherwise instructed. These prompts will variously require you to integrate, synthesize, and reflect upon the course readings, lectures, and in-class activities. Each set of essays will be weighted equally and, together, will contribute 40% of your total grade.

Book review (20%)

You will be required to read and review a book on a global development issue that is of particular interest to you. I have provided a list of recommended books for you to choose from, but you are welcome to propose an alternative with sufficient justification. All book selection requests must be submitted through Canvas and approved by Professor Randell on or before 11:59pm on September 2. Detailed instructions for the written book review will be provided within the first month of the semester, and your review will be due on or before 11:59pm on October 21. This book review will be weighted to contribute 20% of your total grade.

Country or event report and presentation (30%)

Throughout the term, you will be expected to collect information particular country (e.g., Brazil, Nepal), a recent or ongoing development-related event (e.g., conflict and famine in Yemen, the Zika epidemic, the civil war in Ethiopia), or a transnational issue related to global development (e.g., human trafficking, water insecurity). You will be required to submit a final paper that describes the issue and offers policy recommendations, and to conduct a brief presentation of your findings and recommendations to the class. Your topic proposal must be submitted on or before 11:59 pm on Thursday, September 16 and approved by Professor Randell. Detailed instructions will be provided within the first month of the semester. Final reports will be due on or before 11:59pm on Tuesday, December 14.

Grading

Grades will be calculated using the following weights:

Preparation, attendance, and participation	10%
Essays	40%
Book review	20%
Country or event report and presentation	30%

The following scale will be used to assign letter grades:

A 94-100	C+ 76-79
A- 90-93	C 70-75
B+ 86-89	D 60-69
B 83-85	F 0-59
B- 80-82	

Due dates and late submissions

Due dates for every assignment are provided on the course syllabus and posted on Canvas. Students are permitted one 72-hour (3 day), no-questions-asked extension during the semester. No excuse or rationale is needed. This extension may be applied to any assignment except the final paper. For any additional late assignments, you will lose 5 percentage points for each day late (e.g., an assignment submitted 2 days late will lose 10 percentage points and thus be eligible for a maximum score of 90%). If you experience extenuating circumstances that prohibit you from submitting an assignment on time, email me **before the assignment due date** to request an extension. I will evaluate these instances on a case-by-case basis.

Covid-19 and face masks

Penn State University requires everyone to wear a face mask in all university buildings, including classrooms, regardless of vaccination status. ALL STUDENTS MUST wear a mask appropriately (i.e., covering both your mouth and nose) while you are indoors on campus. This is to protect your health and safety as well as the health and safety of your classmates, instructor, and the university community. Anyone attending class without a mask will be asked to put one on or leave. Instructors may end class if anyone present refuses to appropriately wear a mask for the duration of class. Students who refuse to wear masks appropriately may face disciplinary action for Code of Conduct violations. If you feel you cannot wear a mask during class, please speak with your adviser immediately about your options for altering your schedule.

Academic integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State

University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, students should act with personal integrity, respect other students' dignity, rights and property, and should help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others (see Faculty Senate Policy 49-20 and G-9 Procedures; <http://studentaffairs.psu.edu/conduct/codeofconduct>).

Additionally, Academic Integrity Guidelines for the College of Agricultural Sciences can be found at <http://agsci.psu.edu/students/resources/academic-integrity>.

A lack of knowledge or understanding of the University's Academic Integrity policy and the types of actions it prohibits and/or requires does not excuse one from complying with the policy. Penn State and the College of Agricultural Sciences take violations of academic integrity very seriously. Faculty, alumni, staff, and fellow students expect each student to uphold the University's standards of academic integrity both in and outside of the classroom.

Disability services

Penn State welcomes students with disabilities into the University's educational programs. For further information, please visit [Student Disability Resources website](http://equity.psu.edu/sdr/) (<http://equity.psu.edu/sdr/>).

In order to receive consideration for reasonable accommodations, you must contact the disability services office, participate in an intake interview, and provide documentation: [See documentation guidelines](http://equity.psu.edu/sdr/guidelines) (<http://equity.psu.edu/sdr/guidelines>). If the documentation supports your request for reasonable accommodations, the disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

Counseling and psychological services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at University Park \(CAPS\)](http://studentaffairs.psu.edu/counseling/)
(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Educational equity and bias reporting

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the [Report Bias webpage](http://equity.psu.edu/reportbias/) (<http://equity.psu.edu/reportbias/>).

Subject to change

This syllabus is subject to change. Changes may be announced during class meetings. If you miss a class, please check with me or classmates for any announcements.

Course schedule and reading list

WEEK 1	August 24	Course introduction
	August 26	Introduction to development Chapter 1. Steven Radelet. 2015. <i>The Great Surge: The Ascent of the Developing World</i> . New York: Simon & Schuster.
WEEK 2	August 31	What is development? Conceptualization and measurement Pages 1-18 of Willis, Katie. 2021. <i>Theories and Practices of Development</i> . 3rd Edition. New York, NY: Routledge. Introduction. Amartya Sen. 1999. <i>Development as Freedom</i> . New York: Anchor Books.
	September 2	Development in historical context Osman, Jamila. 2017. Colonialism Explained. <i>Teen Vogue</i> . Available at: https://www.teenvogue.com/story/colonialism-explained . Pages 1369-1377 of Acemoglu, Daron. et al. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." <i>The American Economic Review</i> 91: 5, 1369-1401.
WEEK 3	September 7	Sections I, II, VI, and VII of Nunn, Nathan. 2008. The Long-term Effects of Africa's Slave Trades. <i>The Quarterly Journal of Economics</i> 123: 1, 139–176.
	September 9	Topik, Steven. 1987. Historical Perspectives on Latin American Underdevelopment. <i>The History Teacher</i> 20: 4, 545–560.
WEEK 4	September 14	Theories of development Rostow, Walt Whitman. 2015 [1960]. "The Stages of Economic Growth: A Non-Communist Manifesto." Pages 52-61 in Roberts, J. Timmons, Amy Bellone Hite, and Nitsan Chorev. <i>The Globalization and Development Reader</i> . Malden, MA: Wiley Blackwell. Frank, Andre Gunder. 2015 [1969]. "The Development of Underdevelopment." Pages 105-114 in Roberts, J. Timmons, Amy Bellone Hite, and Nitsan Chorev. <i>The Globalization and Development Reader</i> . Malden, MA: Wiley Blackwell.
	September 16	Pages 74-78 of Willis, Katie. 2021. <i>Theories and Practices of Development</i> . 3rd Edition. New York, NY: Routledge. Pages 22-28 of Rodney, Walter. 1982 [1972]. <i>How Europe Underdeveloped Africa</i> . Washington, DC: Howard University Press.

WEEK 5	September 21	Chapter 4. Jeffrey Sachs. 2015. <i>The Age of Sustainable Development</i> . New York: Columbia University Press.
	September 23	Chapter 3. Acemoglu, Daron and James A. Robinson. 2012. <i>Why Nations Fail</i> . New York: Crown Business. *Essay 1 assigned
WEEK 6	September 28	Food security Chapter 2. Abhijit Banerjee and Esther Duflo. 2011. <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i> . New York: PublicAffairs. Barrett, Christopher B. 2010. "Measuring Food Insecurity." <i>Science</i> 327: 825-828.
	September 30	Cassels, Susan. 2006. "Overweight in the Pacific: Links between foreign dependence, global food trade, and obesity in the Federated States of Micronesia." <i>Globalization and Health</i> 2: 1–8. Wheeler, Tim, and Joachim Von Braun. 2013. "Climate Change Impacts on Global Food Security." <i>Science</i> 341: 508-513.
WEEK 7	October 5	Food aid and foreign assistance Casey, Alyssa R. 2018. <i>U.S. International Food Assistance: An Overview</i> . CRS Report R45422. Washington, D.C.: Congressional Research Service. Gautam, Yograj. 2019. "Food Aid is Killing Himalayan Farms". Debunking the False Dependency Narrative in Karnali, Nepal. <i>World Development</i> 116: 54–65.
	October 7	Chapter 9. Steven Radelet. 2015. <i>The Great Surge: The Ascent of the Developing World</i> . New York: Simon & Schuster. Watch TEDx Talk: Maliha Chishti – Foreign Aid: Are We Really Helping Others or Just Ourselves? Available at: https://www.youtube.com/watch?v=1xJ6p0B5V_A
WEEK 8	October 12	Non-governmental organizations (NGOs) Swidler, Ann, and Susan Cotts Watkins. 2009. "'Teach a Man to Fish': The Sustainability Doctrine and its Social Consequences." <i>World Development</i> 37: 1182-1196. Godrej, Dinyar. 2014. NGOs – Do They Help? Available at: https://newint.org/features/2014/12/01/ngos-keynote
	October 14	Government programs & South-South cooperation Shei, Amie. 2013. Brazil's Conditional Cash Transfer Program Associated with Declines in Infant Mortality Rates. <i>Health Affairs</i> , 32(7), 1274–1281. Amanor, Kojo & Sérgio Chichava. 2016. South-South Cooperation, Agribusiness, and African Agricultural Development: Brazil and China in Ghana and Mozambique. <i>World Development</i> 81: 13–23.

WEEK 9	October 19	<p style="text-align: center;">Population, migration, and development</p> <p>Chapter 5. Abhijit Banerjee and Esther Duflo. 2011. <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i>. New York: PublicAffairs.</p> <p>Aberro, Heather. Why We Should Be Wary of Blaming ‘Overpopulation’ for the Climate Crisis. <i>The Conversation</i>. Available at: https://theconversation.com/why-we-should-be-wary-of-blaming-overpopulation-for-the-climate-crisis-130709</p>
	October 21	<p>de Haas, Hein. 2019. Paradoxes of Migration and Development. <i>IMI Working Paper Series</i> 157: 1–22.</p> <p>Koutonin, Mawuna Remarque. 2015. Why are White People Expats When the Rest of Us are Immigrants? <i>The Guardian</i>. Available at: https://www.theguardian.com/global-development-professionals-network/2015/mar/13/white-people-expats-immigrants-migration</p>
WEEK 10	October 26	<p style="text-align: center;">Development and the natural environment</p> <p>Chapter 6. Jeffrey Sachs. 2015. <i>The Age of Sustainable Development</i>. New York: Columbia University Press.</p>
	October 28	<p>Randell, Heather, and Peter Klein. 2021. Hydropower Development, Collective Action, and Environmental Justice in the Brazilian Amazon. <i>Society & Natural Resources</i>: 1–18.</p> <p>Watch the following Vox videos: The destruction of the Amazon, explained. Available at: https://www.youtube.com/watch?v=SAZAKPUQMw0 Brazil's indigenous land is being invaded. Available at: https://www.youtube.com/watch?v=oGjRNbXeRXI</p>
WEEK 11	November 2	<p>Jones, Isabel, et al. 2020. Improving Rural Health Care Reduces Illegal Logging and Conserves Carbon in a Tropical Forest. <i>Proceedings of the National Academy of Sciences</i> 117 (45).</p> <p>Watch TED Talk: Tshering Tobgay - This Country isn't Just Carbon Neutral — It's Carbon Negative. Available at: https://www.ted.com/talks/tshering_tobgay_this_country_isn_t_just_carbon_neutral_it_s_carbon_negative</p>
	November 4	<p style="text-align: center;">Current events discussion: Development and the environment</p> <p>News articles to be assigned.</p> <p>*Essay 2 assigned</p>
WEEK 12	November 9	<p style="text-align: center;">Gender and development</p> <p>Duflo, Esther. 2012. Women Empowerment and Economic Development. <i>Journal of Economic Literature</i> 50(4): 1051-1079.</p> <p>Watch TED Talk: Agnes Binagwaho – How Women are Revolutionizing Rwanda. Available at: https://www.ted.com/talks/agnes_binagwaho_how_women_are_revolutionizing_rwanda</p>
	November 11	<p style="text-align: center;">Global health</p> <p>Pp. 23-58. Angus Deaton. 2013. <i>The Great Escape: Health, Wealth, and the Origins of Inequality</i>. Princeton: Princeton University Press.</p>

WEEK 13	November 16	Benach, Joan, et al. 2019. What the Puerto Rican Hurricanes Make Visible: Chronicle of a Public Health Disaster Foretold. <i>Social Science & Medicine</i> 238. Watch video: The Battle for Paradise: Naomi Klein Reports from Puerto Rico. Available at: https://www.youtube.com/watch?v=pTiZtYaB3Zo *While watching the video, take notes on the implications of historical events in Puerto Rico, Hurricane Maria, and post-hurricane recovery for the island's development. Be prepared to discuss this in class.
	November 18	Chapter 3. Abhijit Banerjee and Esther Duflo. 2011. <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i> . New York: PublicAffairs. Watch TED Talk: Soyapi Mumba – Medical Tech Designed to Meet Africa's Needs. Available at: https://www.ted.com/talks/soyapi_mumba_medical_tech_designed_to_meet_africa_s_needs
WEEK 14	November 23	NO CLASS – THANKSGIVING WEEK
	November 25	
WEEK 15	November 30	Current events discussion: Development and global health News articles to be assigned.
	December 2	Rethinking international development Rutazibwa, Olivia U. 2019. What's There to Mourn? Decolonial Reflections on (the End of) Liberal Humanitarianism. <i>Journal of Humanitarian Affairs</i> 1(1): 65–67. Editorial Board. 2021. Foreign Aid is Having a Reckoning. <i>The New York Times</i> . Available at: https://www.nytimes.com/2021/02/13/opinion/africa-foreign-aid-philanthropy.html
WEEK 16	December 7	Final Paper Presentations
	December 9	Final Paper Presentations

Summary of due dates

Below is a list of due dates for class assignments.

Assignment

Book review selection
Country/event proposal
Essay 1
Completed book review
Essay 2
Completed country/event report

Time/date due

Thursday, September 2 @ 11:59pm
Thursday, September 16 @ 11:59 pm
Thursday, September 30 @ 11:59pm
Thursday, October 21 @ 11:59pm
Thursday, November 11 @ 11:59pm
Tuesday, December 14 @ 11:59pm