

Introduction to Global Development
INTA 2050
Spring 2024
Thursdays 5:00-7:45pm
LOCATION: Scheller College of Business 223
There are no prerequisites for this course

Instructor: Rana Shabb, Ph.D.; rshabb3@gatech.edu

Office Hours: By appointment only

Note: emails will be answered within 24 hours on weekdays.

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Course Overview:

This course introduces students to the history, theory and practice of international development. Students will examine the different meanings and objectives of global development, paying particular attention to economic growth, poverty alleviation, inequality reduction, capability enhancement, the defense of human rights and sustainability. They will also learn about competing theories of development, with particular emphasis on modernization, dependency, neoliberal and post-development paradigms. Students will also be introduced to different actors actively involved in the field, such as the state, non-governmental organizations (NGOs), official development assistance (ODA) agencies, multilateral agencies, and business. Through real-world cases, the course will address the consequences of development initiatives and projects. This introductory course will prepare students to better understand, assess and participate in the project of global development. Students will also be ready for more advanced courses on development.

Learning Outcomes

Students will be able to:

1. Demonstrate the ability to describe the social, political, and economic forces that influence social behavior and the global system
2. Describe, measure, and assess the different goals pursued in international development
3. Understand and critically evaluate some of the prevalent theories in the field
4. Use this knowledge in a practical problem-solving way to analyze and address issues of immediate international concern.
5. Describe key international financial institutions, states, firms, and civil society organizations and explain how they frame development issues
6. Express their arguments clearly and effectively both in written reports and class discussions

General Notes:

- This class will be held in-person weekly, unless otherwise notified.
- *Please check the syllabus posted on Canvas regularly for the latest readings.*

Course materials & Readings

All required readings will be available on the web (denoted by W), through the GT library (L), and/or on Canvas (C).

To access electronic journal articles through the library website:

- click on ‘eJournals’ on the left-hand side of the library homepage (under ‘research tools’);
- type the name of the journal in the search box;
- select the database option that includes the appropriate issue of the journal;
- browse the journal to the appropriate volume and issue.

All readings are required.

Please check the syllabus posted on Canvas regularly for the latest readings.

Assignments and Requirements

Assignments	Share of total
Attendance and Class participation	10%
In class worksheets and quizzes	20%
Midterm 1	20%
Midterm 2	20%
Final Exam	30%
Total	100%

Late assignments will NOT be accepted, except for medical or personal emergencies upon verification.

Attendance and Class participation (10%)

Attendance is required and students must complete the assigned readings before class in order to participate in class activities. Absences will count against students' participation score. The class participation mark will be based on attendance AND the quality of your in-class oral comments as well as on the quality of your performance on written exercises that will be handed to you in class.

In class worksheets and quizzes (20%)

Worksheets: Throughout the course, students will participate in different in-class activities, including discussions, small group projects and case analyses. In some of those activities, students will be required to complete written worksheets. There are three possible grades for the worksheets: check plus, check minus and 0. The lowest worksheet score will be dropped.

Quizzes: Students will complete up to 4 quizzes throughout the course. These short quizzes will have two short answer questions related to the readings for the class. The lowest quiz score will be dropped.

Midterm Exam 1 (20%)

This midterm exam will take place on February 16, 2023. More details will be provided before the exam.

Midterm Exam 2 (20%)

This midterm exam will take place on Thursday, April 6, 2023. More details will be provided before the exam.

Final exam (30%): The final exam will take place according to the registrar schedule.

Grades

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

Legitimate requests for grade changes are welcome. However, you should resist the temptation to file a frivolous request just hoping to "get lucky". Simple computational or clerical errors should be brought to the professor's attention immediately. Otherwise requests for grade changes must: i) be submitted in writing either electronically or in hard copy, ii) be submitted within 7 days of receiving the graded assignment, and iii) be no longer than 600 words and no shorter

than 150 words. Requests for grade changes should identify what was required in the assignment, describe precisely how these requirements were fulfilled at a level above the received grade and address any relevant comments written by the professor on the graded assignment (if applicable) and explain why they do not apply. Note that grade changes requests can result in re-grades both up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, then the lower grade may be assigned.

Policy on Attendance and Absences

Attendance is required, although each student can have 1 (one) unexcused absence without penalty. Absences for medical or personal emergencies will be excused upon verification by the Office of the Dean of Student Life. Absences due to participation in Institute activities including school athletics will be excused upon verification by the registrar. Absences due to military service will be handled on a case-by-case basis and subject to verification.

In the event of an unexcused absence, you will NOT be granted any special accommodations including but not limited an opportunity to make up work for in-class exercises. Thus, if you miss class due to an unexcused absence, you are likely to suffer a grade penalty due to your inability to participate in an in-class exercise or in class discussion. You will also be responsible for any material, assignments, or announcements covered in class that you miss as a result of an unexcused absence.

Course participants will treat each other with respect. Constructive questioning and criticism are welcome, even encouraged. Personal attacks and insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that

Statement on inclusiveness

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 also manifest here as they do in the broader society.

Academic misconduct

According to the Georgia Tech honor code,¹ academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;

- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism).

Course Outline

Concepts and Measurements of Development		
Week 1	Thursday, January 11, 2024	Introduction
Week 2	Thursday, January 18, 2024	Colonialism and Capitalism
Week 3	Thursday, January 25, 2024	GDP, Poverty, Inequality
Week 4	Thursday, February 1, 2024	Human Development, Human Rights, and Sustainable Development
Week 5	Thursday, February 8, 2024	MDGs, SDGs, and Happiness
Theories of Development		
Week 6	Thursday, February 15, 2024	Midterm 1
Week 7	Thursday, February 22, 2023	Modernization
Week 8	Thursday, February 29, 2024	Dependency
Week 9	Thursday, March 7, 2024	Neoliberalism
Week 10	Thursday, March 14, 2024	Post-development Theories
Week 11	Thursday, March 21, 2024	NO Class Spring Break
Week 12	Thursday, March 28, 2024	Emerging theories: Rational Choice Institutionalism and REVIEW
Collective Actors		
Week 13	Thursday, April 4, 2024	Midterm 2 and The State
Week 14	Thursday, April 11, 2024	Failed States and Civil conflict
Week 15	Thursday, April 18, 2024	Aid Agencies, CSOs/NGOs, & Business
Week 17	Thursday, April 25, 2024	NO CLASS - FINAL EXAM WEEK

Detailed Course Outline

January 11 (Week #1): Introduction

- Introductions and course overview

January 18 (Week #2): Colonialism and Capitalism

- Diamond, Jared M. *Guns, germs and steel: a short history of everybody for the last 13,000 years*. Random House, 1998. Chapter 3. (C)
- Truman, H. "Inaugural Address," January 20, 1949 (C)
- Mujica, J. "Statement, General Assembly of the United Nations," September 24, 2013 (video). <https://www.youtube.com/watch?v=9q6xRQBF11M>

January 25 (Week #3): GDP, Poverty, Inequality

- McArdle, M. "Misleading indicator", *The Atlantic*, November 2009.
- Kennedy, B. "Speech at the University of Kansas," March 18, 1968.
- Banerjee and Duflo. *The economic lives of the poor*, October 2006.
- OXFAM. "Executive Summary" in *Even it up: time to end extreme inequality*. 2014 (read pp. 4-24).

February 1 (Week #4): Human Development, Human Rights, and Sustainable Development

- 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)
- Jeremic, V and Jeffrey Sachs, "Global Cooperation," *The World Post*, March 7, 2014; http://www.huffingtonpost.com/vuk-jeremic/global-cooperation_b_4890371.html
- United Nations Development Program, *Global Sustainable Development Report*, 2014 (read Chapter 3). (<https://sustainabledevelopment.un.org/globalsdreport/2014>)
- United Nations. *International bill of human rights*, 1948. (read Articles 1-30)
- Kaminer, A. and Sean O'Driscoll. "Workers at NYU's Abu Dhabi site faced harsh conditions" in *The New York Times*, May 18, 2014.
- Fresh Air, "How China's One-Child Policy Led to Forced Abortions, 30 Million Bachelors," NPR, February 1, 2016.
- Economist Video: Why is the World Cup important to Qatar?; Please watch this 12 minute video: <https://www.economist.com/films/2022/11/18/why-is-the-world-cup-important-to-qatar>. If you are having trouble accessing the video through the link above, you can get access via the GaTech Library. Just search for "Why is the World Cup important to Qatar?" on the GaTech library website and you can get access via ProQuest (<https://www.proquest.com/docview/2738610400?pq-origsite=primo>).

February 8 (Week #5): MDGs, SDGs, and Happiness

- *The Economist*, "Assessing development goals: the good, the bad and the hideous," March 28, 2015.
- *The Economist*, *The 169 commandments*, March 2015
- Specter, M. "How to Write the World's To-Do List," *The New Yorker*, July 22, 2015.

- If Everyone Gets Electricity, Can the Planet Survive?, The Atlantic, Sep 2015
- The Editorial Board, "An Ambitious Development Agenda From the U.N.," The New York Times, September 28, 2015.
- The Economist. "The pursuit of happiness; Bhutan," December 18, 2004
- Larmer, B. "Bhutan's Enlightened Experiment," National Geographic, March 2008.

February 15 (Week #6): MIDTERM 1

February 22 (Week #7): Modernization

- Gilman, N. *Mandarins of the Future: Modernization Theory in Cold War America*. The Johns Hopkins University Press, Baltimore, 2003. (read pp. 1 – 20)
- The Economist. "Power and the Xingu; Energy in Brazil," April 24, 2010
- Easterly, W. "Introduction" in *Tyranny of Experts*, New York, NY: Basic Books, 2013

February 29 (Week #8): Dependency Theory

- Isbister, J. *Promises Not Kept*, Bloomfield, CT: Kumarian Press, 2003 (pp. 41 – 49)
- Frank, A.G. *Latin America: Underdevelopment or Revolution*. MR, New York, 1969. (read pp. 3-9)
- Rodney, W. *How Europe Underdeveloped Africa*. Howard University Press, Washington D.C., 1974. (read pp. 13-28)
- Amsden, A. "Taiwan's economic history: A case of etatism and a challenge to dependency theory," *Modern China*, 5(3), 1990. (read pp. 341-343 and 367-372).
- Velasco, Andres. "Dependency Theory a Generation Later," October 2002.

March 7 (Week #9): Neoliberalism

- Rodrik, D. "Goodbye Washington Consensus, Hello Washington Confusion? A review of the World Bank's *Economic Growth in the 1990s: Learning from a decade of reform*," *Journal of Economic Literature*, XLIV, 2006. (read pp. 977 – 980).
- Williamson, J. "What Washington Means by Policy Reform," in ed. Williamson, J., *Latin American Adjustment: How Much has Happened?* Peterson Institute for International Economics: Washington D.C., 1990.
- Ribaldo Seelke, C. et al. "Mexico's Oil and Gas Sector: Background, Reform Efforts, and Implications for the United States," Congressional Research Service, September 28, 2015. (read section "Pemex: A Brief History and Pre-Reform Status Report").
- Baugadinova et al. "How to reform in 3 months... Azerbaijan registers businesses faster by setting-up a one-stop shop." World Bank.
- Fjelsted, K. "Madagascar trade." World Bank.

March 14 (Week #10): Post-development Theories

- Ostry, J. et al. "Neoliberalism: Oversold?" *Finance and Development*, June 2016, pp. 38-41.
- Rodrik, D. "Goodbye Washington Consensus, Hello Washington Confusion? A review of the World Bank's *Economic Growth in the 1990s: Learning from a decade of reform*," *Journal of Economic Literature*, XLIV, 2006. (read pp. 973-977).

- Hickel, J. "Essay: The Death of International Development," Red Pepper (February 2015). (read pp. 1-6)
- Escobar, A. "The making and remaking of the Third World through Development," in eds. Rahnema, M. and Victoria Bawtree, *The Post-Development Reader*, Zed Books, 1997 (pp. 85 – 93)
- Biddle, P. "The problem with little white girls, boys, and voluntourism," Huffington Post, August 5, 2014.
- Kahn, C. "As volunteerism explodes in popularity, who's it helping most," NPR, July 31, 2014.

March 21 (Week #11): NO CLASS Spring Break

March 28 (Week #12): Emerging theories: Rational Choice Institutionalism and REVIEW

- McGregor, Andrew. "New Possibilities? Shifts in Post- Development Theory and Practice." *Geography Compass* 3, no. 5 (September 1, 2009). (read pp. 1688 – 1695)
- Fukuyama, F. "Acemoglu and Robinson on Why Nations Fail," *The American Interest*, March 26, 2012.

April 4 (week #13): Midterm and the role of the state

- Haslam et al. (eds). *Introduction to International Development: Approaches, actors and issues*. Canada: Oxford University Press, 2012. (read pp. 127 - 140)
- New Industrial Policy Chang, H. "Africa needs an active industrial policy to sustain its growth," *The Guardian*, July 15, 2012.
- Evans. (2012). *Embedded Autonomy: States and Industrial Transformation*. Princeton University Press. Chapter 1 (C)
- Evans, Peter B. "Predatory, developmental, and other apparatuses: A comparative political economy perspective on the third world state." In *Sociological forum*, vol. 4, pp. 561-587. Kluwer Academic Publishers-Plenum Publishers, 1989.

April 11 (week #14): Failed States and Civil conflict

- The Economist. "From chaos, order; Rebuilding failed states," March 5, 2005
- Collier, Paul. *The bottom billion: Why the poorest countries are failing and what can be done about it*. Oxford University Press, USA, 2008. Chapter two

April 18 (week #15): Aid Agencies, CSOs and NGOs, & Business

- Clements, B. et al. "Foreign aid: grants versus loans," *Finance and Development*, September 2004.
- The Economist, "Aid agencies of the future: poverty, geography and the double dilemma," June 3, 2013.
- Foust, J. "How to fix USAID," *The Atlantic*, July 7, 2011
- Allen & Thomas (eds), *Poverty and development: Into the 21st Century*. United Kingdom: Oxford University Press, 2000. Pp. 199- 204
- Goddard, C. Roe, Patrick Cronin, and Kishore C. Dash. *International Political Economy: State-Market Relations in a Changing Global Order*. Lynne Rienner, 2003. (read Chapters 18 and 19)

- Dugger, C. "Peace Prize to Pioneer of Loans to Poor No Bank Would Touch," The New York Times, October 14, 2006.
- Sanyal, B. "The Myth of Development from Below" (read pp. 1- 10)
- Amsden, A. "National companies or foreign affiliates: Whose contribution to growth is greater?" Perspectives on topical foreign direct investment issues, 60, February 13, 2012.

April 25: Exam Week No Class