

SIS-337:International Development

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Office Hours: W, 10-12 noon; R, 1.30-3.30 p.m.; or by appointment

Course Description and Objectives

International Development (SIS-337) introduces you to the study of international development, as a field and a phenomenon. There are many academic fields that study aspects of this process, including history, geography, political science, economics, anthropology, sociology, demographics, and public health. The people and organizations involved in this work have taken a variety of approaches, whether by study and research, advocacy and action, criticism and reform, or some combination of all of these.

In this course, we will do the following:

- *Develop* a foundational understanding of competing schools of thought in contemporary international development.
- *Integrate* theory and practice through applying theory to current events and historical cases via written work.
- *Assess* how theory and research are put into practice via institutions, programs, and policies.

Learning Outcomes

As a result of this course, students will be able to:

- *Compare* and contrast major schools of thought.
- *Explain* current events and historical cases drawing on different schools of theory.
- *Define* major historical trends in the international development practice.
- *Demonstrate* how different ethical commitments and concepts of service emerge from competing theoretical perspectives and specific cases.

*Syllabus ©2011, Nathan A. Paxton. This syllabus derives from similar ones by Profs. Eve Bratman and John Richardson.

Academic Integrity

Standards of academic conduct are set forth in the University's Academic Integrity Code, which can be found in the University catalog. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. You can read the University's full Academic Integrity Code here: <http://www.american.edu/provost/registrar/regulations/reg80.cfm>

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (<http://www.prepared.american.edu>) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

Academic and Disability Support Services

If you experience difficulty in this course for any reason, please don't hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228. Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

Assignments

Students in this course will complete four components for their assessed grade, according to the following table. Further details on all assignments will be available as the course proceeds. The take-home midterm

will take place during the week of 10 October. The final paper will be due on the final week of class, and the final exam will take place at the day, time, and place assigned by the University.

Assignment	Percentage
Class Participation	20%
Take-home Midterm	20%
Term Paper	35%
Final	25%

Policies, Expectations, and Rules

Grading

No written work will be accepted for credit which you cannot verbally explain and defend in a cross-examination with the instructor, should he deem it necessary.

You will earn grades according to the following criteria.

- A Superior, outstanding scholarship and intellectual achievement
- B High attainment and notable degree of scholastic performance
- C Satisfactory performance, average level of achievement.
Understands the essential elements.
- D Deficient but passing. A grade of D indicates a bare minimum performance.
- F Failure to meet minimum standards.

I expect that American University students, on average, will be able to perform at roughly a B level.

Attendance and participation

You must attend all meetings of the course. Each class missed will result in a penalty to the participation component of your grade.

Students must, of course, participate in seminar each week. This requires actively contributing to our discussions, but quality is prized over quantity. Students will have to orally participate in each session to do their best, but I am more interested in excellent comments than in multiple comments. *Talking a lot is no guarantee of a high grade, but speaking not at all or infrequently will guarantee a low grade.*

While students can do very much to affect their overall participation grade, the determination of their performance level is ultimately mine.

Please note: if you need to miss class for a religious holiday observance, please simply inform me. We will work out alternative means for you to make up any assignments or material.

Computers

I highly prefer that you do not use computers during seminar, as the temptation to check one's e-mail, sports scores, IM, and so forth is often too great for even the most hearty of us.

If you wish to use a computer in class or seminar, I will require you to read and sign a contract in which you agree to use the computer for *note-taking only*. Should I discover that you are using the Internet, playing games, or any other activity that is not directly related to our work in the classroom, you will lose all in-class computer privileges for the rest of the term.

Contracts will be available from me and (possibly) from the course website.

Submitted Work

Please do turn work in on time, as I will not accept late assignments. If you have prevaricating circumstances, you must inform me *before the assignment is due, along with proper documentation*. (Such might include, depending upon the circumstances, a note from your dean, a doctor or other medical professional,

All final written work must and will be turned in as PDF files. I will not accept Microsoft Office, Apple iWork, OpenOffice, or any other proprietary format. Why? First, these formats are proprietary software, requiring the recipient to have the exact same software (or operating system!) as you used to prepare them; this is neither considerate nor financially feasible. In addition, these file formats have often been used by invidious people to transmit all sorts of computer maladies, and I prefer not to infect my computer with whatever infections yours may have. I will not look at work turned in using those formats and I will consider subsequent PDF files late work.

Syllabus changes

I reserve the right to make changes to this syllabus—whether in schedule, readings, or other details—but will make all such changes public and will provide them to students as soon as such determination occurs.

Required Materials

- William Easterly (2006). *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin
- Jeffrey A. Frieden (2006). *Global capitalism: its fall and rise in the twentieth century*. 1st ed. New York: W.W. Norton
- Jeffrey Sachs (2005). *The end of poverty: economic possibilities for our time*. New York: Penguin Press
- Amartya Sen (1999). *Development as freedom*. New York: Anchor Books
- Jagdish N. Bhagwati (2007). *In defense of globalization*. Oxford: Oxford University Press
- Paul Collier (2007). *The bottom billion: why the poorest countries are failing and what can be done about it*. Oxford: Oxford University Press
- Dambisa Moyo (2009). *Dead aid: why aid is not working and how there is a better way for Africa*. 1st American ed. New York: Farrar, Straus and Giroux

Schedule of Lectures, Readings and Assignments

Week 1 (August 29, 2011): Introduction

Readings:

- Sachs, Chap. 1
- Sen, Introduction
- Easterly, Chap. 1

September 5, 2011: Labor Day—No class.

Week 2 (September 12, 2011): History I

September 12, 2011 Readings:

- Frieden, Chaps. 3, 4, 5
- Sachs, Chap. 2
- Sen, Chap. 2

Week 3 (September 19, 2011): History II

Readings:

- Frieden, Chaps. 11, 12, 13
- Easterly, Chap. 8
- Benjamin M. Friedman (2005). *The moral consequences of economic growth*. 1st ed. New York: Knopf.
URL: <http://www.loc.gov/catdir/enhancements/fy0623/2005040792-b.html>, Chap. 4

Week 4 (September 26, 2011): Theories of Development I

Readings:

- Sachs, Chap. 3
- Marx (portion TBD)
- Walt W. Rostow (2008). "The Five Stages of Growth." In: *Development and Underdevelopment: The Political Economy of Global Inequality*. Ed. by Mitchell A. Seligson and John T. Passe-Smith. 4th ed. Lynne Rienner Publishers, pp. 173–80
- Christopher Chase-Dunn and Peter Grimes (1995). "World-Systems Analysis." In: *Annual Review of Sociology* 21, pp. 387–417
- Immanuel Wallerstein (1974). "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." In: *Comparative Studies in Society and History* 16.4, pp. 387–415

Week 5 (October 3, 2011): Theories of Development II

Readings:

- Easterly, Chap. "Bailing Out"
- Sachs, Chaps. 4–6
- Peter Marber (2004). "Globalization and its contents." In: *World Policy Journal* 21.4, pp. 29–37
- Robin Broad and John Cavanagh (2006). "The Hijacking of the Development Debate." In: *World Policy Journal* 23.2, pp. 21–30
- Sen, Chap. 4

October 10, 2011 Prof. Paxton away, no class today (we will make it up near the end of the term)

Take-home midterm to be distributed and completed this week.

Week 6 (October 17, 2011): Globalization

- Frieden, Chaps. 17, 18
- Stiglitz, Chaps. 1, 3 (Chap. 2 recommended)
- Bhagwati, Chaps. 3–5, 12

Week 8 (October 24, 2011): Strategies of Development

Readings:

- Frieden, Chaps. 13, 19
- Easterly, Chaps. 2–3
- Sachs, Chap. 7
- Collier 6, 10
- Patrice M. Franko (2007). "Import Substitution Industrialization: Looking Inward for the Source of Economic Growth." In: *The Puzzle of Latin American Economic Development*. Lanham, Md.: Rowman & Littlefield Publishers. Chap. 3, pp. 51–77
- Moyo, Chap. 8

Week 9 (October 31, 2011): Debt, finance, exchange and development

Readings:

- Easterly, Chap. 6
- Stiglitz, Chap. 4
- Bhagwati, Chap. 13
- Moyo, Chaps. 6, 7

Week 10 (November 7, 2011): Aid

Readings:

- Sachs, Chap. 13
- Easterly, Chap. 5
- Collier, Chap. 7
- Moyo, Chaps., 1–4

Week 11 (November 14, 2011): “Sustainable” Development

Readings:

- Bill Hopwood, Mary Mellor, and Geoff O’Brien (2005). “Sustainable development: mapping different approaches.” In: *Sustainable development* 13.1, pp. 38–52. DOI: [10.1002/sd.24](https://doi.org/10.1002/sd.24)
- Ann Swidler and Susan Cotts Watkins (2009). ““Teach a Man to Fish”: The Sustainability Doctrine and Its Social Consequences.” In: *World Development* 37.7, pp. 1182–96. DOI: [10.1016/j.worlddev.2008.11.002](https://doi.org/10.1016/j.worlddev.2008.11.002)

Week 12 (November 21, 2011): Persistent Problems: Health, sex/gender, human security

Readings:

- Frieden, Chap. 20
- Sachs, Chap. 10
- Peris Jones (2004). “When ‘Development’ Devastates: Donor Discourses, Access to HIV/AIDS Treatment in Africa and Rethinking the Landscape of Development.” eng. In: *Third World Quarterly* 25.2, pp. 385–404. URL: <http://www.jstor.org/stable/3993688>
- Jeremy Shiffman, David Berlan, and Tamara Hafner (2009). “Has Aid for AIDS Raised All Health Funding Boats?” In: *JAIDS Journal of Acquired Immune Deficiency Syndromes* 52, S45–S48. DOI: [10.1097/QAI.0b013e3181bbcb45](https://doi.org/10.1097/QAI.0b013e3181bbcb45)

- Justin O. Parkhurst and Louisiana Lush (2004). “The political environment of HIV: lessons from a comparison of Uganda and South Africa.” In: *Social Science & Medicine* 59.9, pp. 1913–1924. DOI: [10.1016/j.socscimed.2004.02.026](https://doi.org/10.1016/j.socscimed.2004.02.026)
- Alex de Waal (2010). “Reframing governance, security and conflict in the light of HIV/AIDS: A synthesis of findings from the AIDS, security and conflict initiative.” In: *Social Science & Medicine* 70, pp. 114–20. DOI: [10.1016/j.socscimed.2009.09.031](https://doi.org/10.1016/j.socscimed.2009.09.031). URL: <http://linkinghub.elsevier.com/retrieve/pii/S0277953609006224>
- Dennis Altman (2003). “AIDS and Security.” In: *International Relations* 17.4, p. 417. DOI: [10.1177/0047117803174002](https://doi.org/10.1177/0047117803174002)

Week 13 (November 28, 2011): Economic Development and State Regimes

Readings:

- Sen, Chap. 6
- Easterly Chap. 4
- Bhagwati, Chap. 8
- Collier, Chap. 5
- Benjamin M. Friedman (2005). *The moral consequences of economic growth*. 1st ed. New York: Knopf. URL: <http://www.loc.gov/catdir/enhancements/fy0623/2005040792-b.html>, Chap. 12, 13

Week 14 (December 5, 2011) Microfinance

Readings:

- Muhammad Yunus and Karl Weber (2007). *Creating a world without poverty: social business and the future of capitalism*. New York: PublicAffairs. URL: <http://www.loc.gov/catdir/toc/ecip0725/2007034545.html>, Chaps. 3, 4
- Moyo, Chaps. 9
- Robert Pollin (2007). *Microcredit: False Hopes and Real Possibilities*. URL: http://www.fpif.org/articles/microcredit_false_hopes_and_real_possibilities
- Susan Beaudry (N.d.). *Microfinance: A Guide for Grantmakers*. Grantmakers Without Borders. San Francisco: Grantmakers Without Borders. URL: http://www.gwob.net/news/GWOB_Microfinance_Guide.pdf
- You may also want to see David Roodman’s CGDEV blog: http://blogs.cgdev.org/open_book/.

Week 15 (December 12, 2011): Ethical Dimensions

Readings:

- Sachs, Chap. 17
- Benjamin M. Friedman (2005). *The moral consequences of economic growth*. 1st ed. New York: Knopf.
URL: <http://www.loc.gov/catdir/enhancements/fy0623/2005040792-b.html>, Chap. 14
- Sen, Chap. 10