

**California State University, Long Beach  
College of Liberal Arts**

**International Studies Program**

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**International Development  
I/ST 319-01//GEOG 319-01 Class**

**Classroom: LA 5 Rm 267**  
**Class Hours: M/W 3:30-4:45**

**Course Description:**

Today, billions of people struggle to meet their basic human needs: clean water, shelter, sufficient food, a safe environment. In response to this human suffering, most people agree that there is a moral imperative to help improve livelihoods across the globe. The desire to lessen global poverty is evident in the emergence of international development as a global phenomenon. For decades, the so-called “developing world” has been the recipient of billions of dollars worth of aid money and hundreds of thousands of programs, all meant to foster “development.” Yet, poverty and indigence continue. Development then, is not a simple task, nor are the recipients of development a homogenous group.

In this course, we will look at development as a theory and a practice. We will consider how development has been historically conceptualized and engage with contemporary debates on how development can or should be understood. Course readings will cover postcolonial, feminist and Marxist critiques of development as well as debates about the role of capitalism in development programs. We will also look at the material processes and institutions that constitute development such as NGOs, INGO’s, international governing bodies, state-led and grassroots movements. Finally, this class will also use a number of case studies to further explore development *in situ*. Case studies will allow us to discuss in depth the varied strategies recipients of development – whether willing or not – have come to understand their role in this global phenomenon.

**Course Learning Outcomes**

Upon completion of International Development 319, students will be able to do the following:

- Define the emergence of development as a global endeavor within an historical context
- Articulate the material practices that constitute development
- Demonstrate knowledge of the institutions involved in international development
- Possess a clear understanding of the different criticisms of international development
- Demonstrate an ability to think and write critically about development as a theory and practice

**Required Books:**

**Development as Freedom** - Sen, A. (2001). *Development as freedom*. Oxford University Press.

**Poor Economics** - Banerjee, A., Banerjee, A. V., & Duflo, E. (2011). *Poor economics: A radical rethinking of the way to fight global poverty*. PublicAffairs.

**Fair Trade for All** - Stiglitz, J. E., & Charlton, A. (2005). *Fair trade for all: how trade can promote development*. *New York*.

**The Anti-Politics Machine** - Ferguson, J. (1990). *The anti-politics machine*. Cambridge.

<<<All books available at CSULB bookstore and on Amazon.com>>>

**Methodology:**

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Lectures and discussions will be interspersed with talks, debates, presentations, and group projects. It is expected that each student taking the course will be an integral part of the class, not just an uninterested observer of the class activities. Note that all assignments should be typed and checked for grammatical and spelling errors. Assignments submitted late without a prior agreement will be penalized by the reduction of one third grade per day. Thus an assignment with a grade A submitted on Tuesday instead of Monday will receive a final grade of B+. Please note that all written assignments (other than exams) must be uploaded to the course BeachBoard website: <https://beachboard.csulb.edu> by the due date for it to count as on time. All grading will be done electronically so no paper copy is necessary. Note that it is the student's responsibility to ensure that all work is submitted on time. Technology glitches are not an excuse. Students are therefore strongly encouraged to submit papers ahead of the due date in case there are technical challenges.

**Course Requirements and Grading:**

The course is graded on points (0 to 300). If you are worried about your grade talk to me early and often.

**TOTAL POINTS 300**

- 1. Attendance and Participation (50)**
- 2. Prompts (50)**
- 3. Group Presentation (50)**
- 4. Midterm (50)**
- 5. Beachboard Discussion (50)**
- 6. Final Paper (50)**

*Attendance:*

It is mandatory that students attend class regularly, do the reading assignments, and be prepared to discuss the material each day. It is critical to the success of this course that we all approach readings, lectures and each others' contributions with a patient, open mind, as well as a willingness to see from new perspectives, explore the unfamiliar, and honestly challenge our own ingrained assumptions about how the world works. Participation on a regular basis is not only encouraged of all students, but, in fact, is expected. You will be allowed two unexcused absences during the term without penalty. An "excused" absence is defined by the CSULB as 1) illness or injury to the student, 2) death, injury, or serious illness of an immediate family member, 3) religious reasons (as defined by California Education Code section 89320), 4) jury duty or government obligation, 5) university sanctioned activities (artistic performances, intercollegiate athletics, etc.). Documentation must be provided for an excused absence. The student is responsible for all missed work. In the event of an excused absence the instructor will offer make up work. *In the event of an unexcused absence there will be no make up work and the student will receive a "0" if there is an in-class assignment grade.*

*Prompts:*

There will be 5 short written assignments in the course. Students are strongly encouraged to complete assignments well in advance of the **5 pm** shut off on the day they are due. No technical excuses will be considered.

Write your responses in a word doc. and submit to the appropriate **dropbox** on beachboard.

In **150 to 200** words answer the prompt questions. Be sure to reference readings from the current or past weeks. The prompts will be graded as follows:

- 10-9 points – Answers the question and goes above and beyond expected response. Incorporates additional examples, pulls from other classes or current media/
- 7-8 points – Answers the question using appropriate examples.
- 5-6 points – Attempts to answer the prompt but is lacking in clarity or lacks examples.

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- 5 points or less – Does not directly address prompt or is insufficient in length, clarity etc...  
See the prompts instruction folder on beachboard for prompts.

*Group Presentations*

Students will be expected to present in teams in class on a pressing topic in development. In addition, students will submit an annotated bibliography midway through the semester. Groups must also submit the project on Beachboard. See the Group Presentations folder on beachboard for further instructions.

*Beachboard Discussion*

Discussions will be about your country of interest. In the first 2 weeks of class you will choose a country to study more closely. You will answer several discussion questions about this country throughout the semester. Discussions should be made on beachboard discussion boards found in the relevant week. Please post **3-5 sentences** for each discussion and **reply to at least one class member**. See discussion topics in Discussions folder on beachboard.

*Midterm*

There will be one exam given halfway through the semester. The midterm will consist of short answers, fill-in-the-blank and multiple choice questions.

*Final Paper*

A final paper on your country of interest will be due in lieu of a final exam. The paper should be 10-12 pages double spaced NOT including a bibliography. Please see more specific instructions in the Final Paper section on beachboard.

**Grading**

You can expect each assignment to be graded within 4 class periods after it is due. Please do not email asking about when grades will be up if it is still within 4 class periods.

**In Class/On line Behavior**

You will be working closely with your classmates. Please be courteous at all times. If there is an issue report it to me immediately.

In addition, in your communications with me, please remember that emails are professional communications. I enjoy a lively informal atmosphere in the classroom, but remember that emails should be composed with an appropriate header (Dear Babs, Dear Dr. G, Dear Professor Grossman etc....).

Avoid emojis, text language and other inappropriate language.

**Academic Honesty**

Your written assignments and examinations must be your own work, written originally for this course.

*Plagiarism*

Academic misconduct will not be tolerated. In most cases plagiarism is accidental, but that does not make it any more acceptable. Please carefully review the CSULB definition of plagiarism. If a student is caught plagiarizing s/he will automatically be given a failing grade in the course by the instructor and there are potentially more severe CSULB actions. Please see the CSULB policy.

International Studies has adopted a common citation sheet. It gives four options for citing from which students must choose one. It is expected that students will give proper citation in all circumstances.

*Cheating*

All work is expected to be the original work of the student. No cheating of any sort will be tolerated.

Please see CSULB policy. If a student is caught cheating on an exam or project s/he will automatically

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receive a “0” for the work. The instructor reserves the right to give the student an “F” for the course and to report it to the appropriate university disciplinary authorities for further consideration.

*Turnitin.com*

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

**University Withdrawal Policy**

It is the student’s responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and the department chair or program director, and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student’s control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in this category involve total withdrawal from the university.

**Policy on Electronic Devices**

Please turn off mobile telephones and beepers during both lectures and discussion sections. Anyone whose electronic communications device causes a disturbance in class (even if it rings and is not answered) will be asked to leave for the remainder of the class period. Smartphones and all forms of electronic communication are strictly prohibited during all examinations. Any use of such device during an exam – even if it is only a phone ringing and not answered will result in a grade of zero. Laptop use for note-taking is encouraged. However, all students shall disable the wireless feature during class. Internet use, chatting, email, and other forms of communication can be disruptive to other students and the instructor – even when pursued with course objectives in mind. For each offense the student’s final grade in the course will be reduced by three (3) points. Any extenuating circumstances (a class project, assisted learning, etc.) must be discussed in advance. Recording devices are not permitted except with explicit prior approval given in writing by the instructor.

Date	Topic	Prompts	Reading Due	Assignments Due/In Class Activities
WK 1	Concepts			
8/24	Why development	What is poverty? Why is there global poverty? What is development? Where does a call for “development” come from?		
8/26			1. Millenium Development Goals Report pp.	

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			4-9; 14-23 2. Sen: Preface, Introduction, Chp 1	
<b>WK 2</b>				
8/31	What is development	How does the global community variously measure development? What is quality of life according to different standards? In your own opinion?	1. New Development indicators : <a href="http://www.undp.org/content/undp/en/home/mdgoverview/post-2015-development-agenda.html">http://www.undp.org/content/undp/en/home/mdgoverview/post-2015-development-agenda.html</a> 2. GNH article: <a href="http://www.theguardian.com/world/2012/dec/01/bhutan-wealth-happiness-counts">http://www.theguardian.com/world/2012/dec/01/bhutan-wealth-happiness-counts</a>	Prompt 1
9/2				Submit country choice to dropbox
<b>WK 3</b>				
9/7 (NO CLASS)				
9/9	Implementation	How does development happen? What is the process of implementing a development project? Who are the stakeholders?	1. Swidler & Watkins: "Teach a Man to Fish" 2. Yong and Grundy-Warr: "Tangled Nets"	Discussion 1
<b>WK 4</b>				
9/14	Major criticisms of the development project	How do critics of "Development" articulate their case? What are the historical failures of development?	1. Ferguson: Introduction, Chp 1, Chp 2	Prompt 2
9/16				
<b>WK 5</b>				
<b>Institutions</b>				
9/21	Aid, NGOs	What are the roles of non-governmental organizations? How have they succeeded? Failed?	1. Sachs: "The End of Poverty in Our Time," Introduction 2. Easterly: "The White Man's Burden," Chp 1	
9/23				<<assign groups>>
<b>WK 6</b>				

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9/28	Development and the state	What is the role of the state in fostering development? In your opinion, what role should the state play?	1. Sen: Chp 2, Chp 5	Discussion 2
9/30				
WK 7				
10/5	IMF/World Bank/WTO	What are the IMF, World Bank and WTO? How have they shaped development on a global scale?	1. Stiglitz: Chp 1 2. Banerjee and Duflo: Chp 1	Prompt 3
10/7				<<group meeting>>
WK 8				
10/12	Microfinance	What is microfinance? How has microfinance influenced the development sector? What are the critiques of this tactic?	1. Stiglitz: TBD 2. Banerjee and Duflo: Chp 2	
10/14				
WK 9				
10/19	Fair trade	What are the differing viewpoints on fair trade? What are arguments for and against fair trade?	1. Stiglitz: TBD 2. Banerjee and Duflo: TBD	Prompt 4:
10/21				
WK 10				
10/26	Global Case Studies	How do the case studies read for this week exemplify the complexities of development?	1. Stewart: "A Tale of Two Communities: Divergent Development in Guatemala" 2. Frewer: "Doing NGO work in Cambodia"	Discussion 3
10/28				group annotated bibliographies due
WK 11				
11/2	Development and conflict	How are conflict and development linked?		MID TERM EXAM
11/4			1. Anderson: "How Multilateral Development Assistance Triggered the Conflict in	

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			Rwanda"	
<b>WK 12</b>	<b>Theory</b>			
11/9	Postcolonial critiques of development	How do postcolonial critiques envision colonialism and development as interrelated? What do postcolonial critiques say about development?	<ol style="list-style-type: none"> <li>1. Chakrabarty: "Provincializing Europe," Chp 1</li> <li>2. Li: "The Will to Improve," Chp 1</li> </ol>	Prompt 5:
11/11 (NO CLASS)				
<b>WK 13</b>				
11/16	Capitalism, development and Marxist critiques		<ol style="list-style-type: none"> <li>1. Stiglitz TBD</li> <li>2. Ferguson TBD</li> </ol>	
11/18		What are different interpretations of the relationship between capitalism and development? Do you agree with one or another or both? Why?		Discussion 4
<b>WK 14</b>				
11/23	BREAK			
11/25	BREAK			
<b>WK 15</b>				
11/30	WID, WAD and GAD and Critiques of gender-based approaches to development		<ol style="list-style-type: none"> <li>1. Pigg: "Inventing Social Categories"</li> <li>2. Tamang: "The Politics of Developing Nepali Women"</li> </ol>	<<group meeting>>
12/2		Why is gender a centrally important aspect of development? What is an example of the connection between gender and development?		Discussion 5
<b>WK 16</b>				
12/7	Group Projects			Group Project Portfolios
12/9	Group Projects			Group Project Portfolios

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	FINAL			FINAL PAPER DUE
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\*\*\*Syllabus subject to change, please check frequently\*\*\*