I. Thematic Overview

For more than six decades, the “third” or “developing” world has been at the receiving end of numerous grand schemes (and billions of dollars of aid) to raise living standards, transfer technology, and eradicate disease, illiteracy, famine and despair. Things have gotten better in a few countries in East Asia, coastal China, parts of India and Brazil. Yet for all the effort, almost 1 of every eight members of our global population of 7.1 billion are hungry, eating fewer than 1200 calories per day. The World Bank estimates that 1.2 billion people manage with a total income of less than $1.25 a day (a bit more than a Red Box video, about 1/3 of the average daily cost of feeding and caring for a dog). One in nine people lives without access to safe drinking water, over one billion have no access to basic literacy training, and a startling 1 in 3 children born in the developing world will die before their 40th birthday.

The data are numbing because, in the back of our minds, we know them already. No matter how little (or how much) we follow these issues, we have a nagging sense that the problem has proven stubborn, elusive, almost Biblical in its intractability. Faced with a situation of apparent hopelessness, some turn away and tune out, wanting to hear as little as possible about global poverty, wishing Bono would just settle for mere rockstardom. Some dedicate themselves to making a difference. Still others ask about origins, so as to figure out who should – or should not – pay to fix the situation. You’ve probably experienced all of these reactions, especially the latter ones (since you’re in this course).

This is a subject informed by intense feeling -- fatalism, fatigue, fantastic dedication, hard-nosed frustration. This explains in part why development swings radically from one latest and greatest solution to the next, sometimes an evangelical campaign to “save the poor,” sometimes a hard-nosed message to “pull yourself up by your bootstraps.” Often though, it’s just another burden for rich countries, best not discussed much with the voters and taxpayers. Development is a cause, a life mission, a contentious global politics, and let’s not forget, an industry, keeping high priced development professionals and consultants, mostly from the US and Europe, quite gainfully employed.

It’s also been a matter of raw self-interest for us in the rich countries: Kennedy founded the Peace Corps to compete with the Soviets for global hearts and minds. After 9/11, the Bush Administration argued that “draining swamps” of
poverty and hopelessness could help win the “war against terror.” In Afghanistan and Iraq, the US has undertaken the biggest development campaigns since colonialism. And in a world still struggling with an economic depression, global development means more consumers to buy our exports. More prosperous neighbors will sneak into Arizona less often. A smidgeon more overseas stability means fewer conflicts for an aging, overburdened superpower to police.

We’re not the first people or generation to try to “do development.” Over the centuries, the rationale, methods and accents of those setting out to bring “modernity,” “civilization,” and “light” to those “in darkness” has varied. It turns out that in the Libyas or Afghanistans of the world, rebuilding an economy and a government requires order, which demands the establishment of effective institutions (of governance, production, distribution, and the dissemination of meaning), which depends on consent, which in turn seems to flow well from something called legitimacy, which itself is deeply embedded in the particularities of history and culture. The whole business is astonishingly complex, surprisingly unlikely to be met with flowers, and has a frustrating tendency to last longer than one baseball season. We as a country need a crash course in “Development 101” (or as we call it here, INTL 240). We need to begin with a clear grasp of the problematic theory and practice of international development.

To that end, this course will introduce you to many efforts, almost all of them well intentioned, to spread peace, prosperity, and popular government around the world. The course will push you to face the striking inequity between the glutonous range of comforts and choices in this, one of the world’s most comfortable societies, and the sometimes medieval poverty, lack of access to good housing, education, clean water, basic medicine and simple hope in most of the “developing” or “third” world. We will make ourselves familiar with the “problematic” of development, explore competing conceptualizations of the issues and ideologies at their base, consider what’s been tried in the past to address these issues, examine carefully what seems to work, explore major challenges facing developing societies today, and reflect on what we in the materially rich societies can do to address the problem of global, faraway (and let’s not forget local, nearby) poverty and underdevelopment.

Learning Outcomes: After completing this course, students will be able to:

- Draw connections between the relevant historical and theoretical perspectives that inform international development practices.
- Analyze the moral, political, economic, and cultural tensions inherent in international development practices in the 21st century.
- Compare and contrast the competing objectives present in international development.
- Begin assessing the relative success or failure of specific development initiatives.
- Strengthen their mental agility and gain the capacity to relativize ones own political and economic morality.

II. Requirements

The Key Requirement: The most important requirement for this course, as with any course that deals with social or political ideas, values or institutions, is 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.

Some Basic Ground Rules:

- Come to every class (lecture and discussion section) prepared to pose questions, discuss the readings, offer comments, and generally engage in informed conversation about topics covered in readings and lecture.
- Complete all the reading for a topic by the 1st date listed for that topic.
- Be present and attentive in lecture and section. Don't do anything that might distract others in class. Exercise common sense. If this is a problem, you will be asked to leave and will lose attendance & participation credit.
- No laptops or phone use in class, except with prior approval from the professor. If you need the laptop for note taking, request and receive approval first. You’ll be required to sit in the first few rows of the classroom.
- Plagiarism results in an automatic grade of F, and is reported to the university, which can result in other sanctions. If you are not sure what plagiarism is, consult the course web page resources on citation.
- Absences not excused in advance count against your grade. Late papers will not be accepted. No make ups of any kind on the final exam. Please drop the class now if your plans prevent you from attending the scheduled final.
**Focus Country:** You will be assigned a focus country from the developing world, which will be the subject of some course assignments (described below). We can help you get started in researching development issues in your countries. Be sure to take a good look at the various links on the web page under Country Background.

**News Source:** You are expected to read (daily) an approved major newspaper or Internet news source (e.g.: New York Times, Wall Street Journal, BBC, many others; ask if you’re not sure). Students can receive discounted subscriptions to many major newspapers, including the New York Times. Get to know all the major news of the day, since it all touches on development broadly understood. If you develop a regular news reading habit, you will do much better in International Studies and related courses, as well as in life. Regularly reading will also help you score well on the news quizzes, discussed below.

**Course grades** will be based on attendance, in-class quizzes and participation in both lecture & discussion section (25%), focus country assessment (5%), two reading reaction papers (30%), and an in-class final exam (40%).

**Attendance/Participation/Quizzes (25%)** You are expected to attend every class meeting and every discussion section (unless the professor or GTF has excused your absence in advance). You may miss one discussion section without penalty; missing more than one discussion section will negatively impact your grade. Come to lecture and discussion section ready to participate or to be penalized. Quizzes in the lecture will be drawn from the major news on development (broadly understood), as well as from lecture and readings. **(NOTE: You must have your clicker with you in lecture to participate in news quizzes).** Some quizzes will require you to demonstrate command of events in your focus country (see above).

**Discussion Section Writing Responses:** Students are required to hand in a ½-1 page (single space) writing response each week in discussion that addresses the topic or discussion question listed on the syllabus for that week’s discussion. Students are expected to thoroughly engage with at least two of the recommended readings for that discussion section in an attempt to address the topic or question for this week. These short assignments will count towards discussion section grades and will help enrich the student’s ability to discuss the relevant topics with his/her peers. Discussion section activities may vary throughout the course, but students are expected to come to discussion sections prepared to discuss each week’s topic, focus question, and readings.

**Focus Country Assessment (5%):** In your week 2 discussion section (10/10) you will turn in a 2-page assessment of the major development challenges currently facing your focus country. This assignment will demonstrate your awareness of relevant historical background and current dynamics in your focus country, and will require you to conduct some independent research on that country.

**Reaction Papers (30%):** Twice during the term, you will turn in a brief (maximum 3 typed pages) reaction paper. These assignments offer you an opportunity to synthesize what you learned from readings and lecture, explore the implications of course themes, respond creatively to a very structured set of questions, and develop a clear and critical thesis claim. Reaction paper assignments will require you to make informed reference to your focus country (see above). These two reaction papers combined will count for 30% of your grade.

**Final Exam (40%):** The comprehensive final exam will take place from 10:15 am – 12:15 pm on Tuesday, Dec. 9th in 282 Lillis. It will cover all material in readings, lecture and discussion sections. **No make-up exams offered.**

**III. Materials**

**Required reading materials include:**


2) iClicker – available at UO bookstore.

3) All other required readings are available on the course Blackboard Page or through web links.
Films: These films supplement course themes and may the subject of an extra credit assignment. They are available in the Knight Library Video Room. *Koyaanisqatsi*, Godfrey Reggio, 1982; *Guelwaar*, Ousmane Sembene, 1993; *Learning from Ladakh*, John Page, 1993; *Our Friends at the Bank*, Peter Chappell, 1997; *Life and Debt*, Stephanie Black, 2001; *Bamako*, Abderrahmane Sissako, 2006;

IV. Electronica & Office Hours

Expect to receive course information via your uoregon email account. The course Blackboard page is the main source for course related information, including required readings, announcements, and updated syllabi (if applicable).

Do take full advantage of office hours (detailed at top of syllabus), or make appointments outside of office hours to pose questions, discuss readings, or explore related topics with both the professor and the GTFs. These hours are set aside for you: feel free to drop by to chat or raise any and all questions, concerns or comments that you may have. If you encounter a line at office hours, please make sure the professor or GTF knows you are waiting, and we’ll do our best to accommodate everyone as quickly as possible.

Students with disabilities: *The University of Oregon is working to create inclusive learning environments*. Please notify me if there are aspects of the instruction or design of this course that result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.
Course Readings and Schedule

INSTRUCTIONS:
- All readings listed next to lectures are required.
- Discussion section readings are meant to supplement the material covered in lectures and the required readings; however, you are required to read and engage with at least 2 discussion section readings each week when you answer the discussion question for that week. Many discussion section readings are news articles, short blog posts, or videos.
- Other than excerpts from John Isbister’s book, Promises Not Kept, all required readings are available through the course Blackboard page in the “Course Documents” folder.

Week 1: Contemporary International Distribution of Resources, Skills, & Hope

Lectures: September 29 & October 1 - Overview to Underdevelopment
- Introductory Readings:
  - Deangelis, "Ben Affleck’s Vow of Poverty Comes with Expiration Date." Breitbart News Network. 4/25/2013
  - "Measuring Inequality." Poverty Analysis. World Bank Website 2013
- Isbister, Promises Not Kept (2006), chapters 1 & 2

Week 1 Discussion Section (Friday 10/3): Why do (or should) we care about underdevelopment around the world?
NOTE: In answering the above question for your discussion section assignment, you should significantly engage with at least 2 of the following readings:
- Bruni, “Individualism in Overdrive,” NYT, 7/16/12
- Swanson, “The Struggle for Kenya’s Marginalized Youth” Al Jazeera America 30/07/T14
- Fuentes-Nieva, “Working for the Few: Political Capture and Economic Inequality.” Oxfam International 01/20/14
- “Poverty: Not Always With Us,” The Economist, 6/1/13
- Walsh, “Taliban Guns Down Girl Who Spoke Up For Rights,” NYT, 10/9/12

Week 2: Ideology as Foundation

Lecture: October 6 - Classical Conservatism to Classical Liberalism
- Excerpts from Ball & Dagger, Ideas and Ideologies (2011), readings from: Burke, Edmond, Society, Reverence, and the Natural Aristocracy; Locke, Toleration and Government;
- Coogle, “Saudia Arabia to Women: ‘Don’t Speak Up – We Know What’s Best For You’,” The Daily Beast, 6/26/13
- Gambino, "Outrage Follows Baltimore's 'deeply Flawed' Youth Curfew Decision." The Guardian, 07/08/14

Lecture: October 8 – Classical Liberalism Against Classical Conservatism
- Brooks, “The Neocon Revival,” NYT, 8/1/13
**Week 2 Discussion Section (Friday 10/10):** What is the proper role of government in regulating and protecting individual rights?

NOTE: In answering the above question for your discussion section assignment, you should significantly engage with at least 2 of the following readings:

- Prostitution: A Personal Choice.” *The Economist* 09/08/14
- Dylan and Levy, “Hurricane,” 1976
- “France’s niqab and burqa ban defended by minister, despite riots in Trappes,” *The Guardian* 7/22/13

**IMPORTANT: FOCUS COUNTRY ASSESSMENT DUE IN SECTION 10/10**

**Week 3: Ideology as Foundation (continued)**

**Lecture: October 13 – Socialism**


**Lecture: October 15 – Fascism**

- Mussolini, *The Doctrine of Fascism* (1932)
- Stanton, "10 Stages of Genocide." Genocide Watch Website, 2013

**Week 3 Discussion Section (Friday 10/17):** Fascism and Socialism: What do these terms mean today, and why does it matter?

NOTE: In answering the above question, you should significantly engage with at least 2 of the following readings:

- Wieseltier, “‘Its Name is Fascism’: The Supporters of Egypt’s Military aren’t Liberals,” *The New Republic*, 8/15/13
- Henley, “Antisemitism on rise across Europe in ‘worst times since the Nazis’” *The Guardian* 07/08/14

**Week 4: Ideology as Foundation (continued)**

**Lecture: October 20 – Communitarianism**


**Lecture: October 22 – Ideology in the U.S.**

- Bai, “In Clinton and Warren, Competing Messages for the Middle Class,” NYT, 9/5/12
- McAuliff, "Obamacare is Socialism: Reps. Louie Gohmert, Steve King Attack" *Huffington Post* 20/03/14
• Purdy, "Why Some Americans are More Equal Than Others" The Daily Beast 02/09/14

Week 4 Discussion Section (Friday 10/24): In today’s world of polarized politics, how might the ideas of communitarianism help us solve global problems (or make them worse)?

In answering the above question, you should significantly engage with at least 2 of the following readings:
- Brooks, “Religion and Inequality,” NYT, 6/13/13
- Etzioni, "Religious Civil Society is Antidote to Anarchy in Iraq & Afghanistan" 4/1/04.
- Gillispie, "The Libertarian Moment in Ferguson" The Daily Beast 21/08/14
- Etzioni, "The Common Good and Rights: A Neo-Communitarian Approach" 2009

**IMPORTANT: REACTION PAPER 1 DUE FRI 10/24, 5PM, to your GTF **

Week 5: Development Word & Deed – Theories and Practices of Induced Social Change

Lectures: October 27 & 29 – Modernization Theory and Practice

Basic Concepts: To New Horizons: Development as Removing Obstacles to Linear Progress
- Inglehart, "How Development Leads to Democracy: What we Know about Modernization" Foreign Affairs 03/2009

Successes and Failures: The Progressive Benefits of Science and Technology
- Isbister, Promises Not Kept. 2006, ch 3; ch 6 (pp 146-157) (also be familiar with chs 4-5)
- Voigt, “Mobile Phones: Weapon Against Poverty,” CNN 10/9/11
- Schnieder, "World Bank Rethinks Stance on Large-Scale Hydropower Projects" The Guardian 14/05/13

Week 5 Discussion Section (Friday 10/31): What are the possibilities and limitations of “modernizing” underdeveloped countries?

NOTE: In answering the above question, you should significantly engage with at least 2 of the following readings:
- Cagaptay, “Turkey’s Middle Class Strikes Back,” NYT 6/5/2013
- Frank, “Welcome to the Age of Denial,” NYT, 8/21/13
- Schiffman, “Two years on, America hasn’t learned the lessons of Fukushima nuclear disaster,” The Guardian 3/12/13
- Gordon, "The Computer Did It? Technology and Inequality" Dissent. 61.2 (Spring 2014)

Week 6: Development as Removing (other) Obstacles to (a Different) Linear Progress

Lectures: November 3 & 5 – Marxian Theory and Practice

Basic Concepts:
Successes and Failures: *But They’re Still Poor and Starving* – *Turning to “Basic Human Needs”*
• Jeffries, “Why Marxism is on the rise again,” *The Guardian*, 7/4/12
• Lewis, “Nyerere and Tanzania: No Regrets at Socialism” *New York Times* 24/10/90
• Cayult, “The End of ‘21st Century Socialism’ in Latin America” *Deutsche Welle* 05/09/14

**Week 6 Discussion Section (Friday 11/7): How does Marxian theory explain (or fail to explain) the development problems we see today? (globally or in your focus country)**

In answering the above question, you should significantly engage with at least 2 of the following readings:

- Kotkin, “In the Future We’ll All Be Renters” *The Daily Beast*, 10/08/14
- “FAO Recognition Confirms Chavez’s Policies Succeed.” *AVN*, 6/13/13
- “An Income of One’s Own: A Citizen’s Income,” STWR 10/25/12
- Optional: *Browse* United Academics Website (link on BB)

**Week 7: Development as Freeing Markets (Neo-Modernization or Post-Modernism I?)**

**Lectures:** November 10 & 12 – *Neo-Liberalism*

Basic Concepts:
- “What is Thatcherism?” BBC

Successes and Failures:
- Sumner, “The Unacknowledged Success of Neoliberalism” *Library of Economics and Liberty* 07/06/10
- Cypher, “Is Chile a Neoliberal Success?” *Dollars and Sense* 2004

**Week 7 Discussion Section (Friday 11/14): How might globalization and free-market capitalism solve (or create more) global development problems?**

In answering the above question, you should significantly engage with at least 2 of the following readings:

- Khanna, “Can India be Modernized Without Being Westernized?” *LiveMint* 7/17/13
- Finn-Foley, “Using Evidence to Analyze the Success of Microfinance Programs,” 2/13/13

**IMPORTANT:** REACTION PAPER 2 DUE FRI 11/14, 5PM, to your GTF **

**Week 8: Post-Modernism II**

**Lectures:** November 17 & 19 – *The Problem is the Idea of “Development”*

Basic Concepts: *Recognizing Developmentalist Discourse, Shedding Conceptual Baggage*
Successes and Failures: Local Empowerment, Social Capital, Creative Adaptation

- Isbister, *Promises Not Kept*, 2006, ch 8

Week 8 Discussion Section (Fri. 11/21): **No Assignment Due** – Misericordia Planning Session

Rec’d Readings:

- “Narendra Dabholkar: India’s Maharashtra state bans black magic after killing,” BBC News 8/21/13
- Rossi, “Celebrating Religious Syncretism in Brazil,” *Beyond Samba* 1/12/13
- Brooks, “The Real Africa” *The New York Times* 08/05/14

Week 9: Challenges of Development: What Must Be Done

Lectures: November 24 & 26

Basic Concepts: *Legitimate Authority, Corruption and Violence*

- Misericordia Background Readings

Successes and Failures: The coexistence of capitalism and democracy?


Week 9 Discussion Section (Fri. 11/28): **No Assignment Due** – Misericordia Planning Session

Rec’d Readings:

- Reich, “How Capitalism is Killing Democracy,” *Foreign Policy* 8/15/07

Week 10: Conclusions - What Can We/I Do?

Lectures: Dec. 1 & 3 – **MISERICORDIA NATIONAL CONFERENCE**

- Potential Misericordia Outcomes document (for assignment)
- Mabor, “South Sudan: Is Power Sharing Impossible or Inevitable?” *Sudan Tribune* 07/09/14
- Ruble, “Philippine President Pushing to Create an Autonomous Muslim Region” *Vice News* 10/09/14
- Taub, “8 Questions about Scottish Independence that you were too embarrassed to ask,” *VOX*, 9/9/18

**FINAL EXAM in 182 Lillis Tuesday, Dec 8th, 12:30pm**
***THE FALL 2015 INTL 240 SYLLABUS IS A WORK IN PROGRESS – ALL DETAILS BELOW ARE SUBJECT TO CHANGE***