

CED 230: Development Issues in the Global Context

Fall 2022

Tuesday and Thursday 10:35-11:50am

317 Boucke Building

Instructor: Brian C. Thiede, PhD
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Office hours: By appointment (use office hours rather than e-mail to address substantive issues)

Course description

This course explores development issues in low- and middle-income nations. The first part of the course provides an overview of how development has been theorized, and then focuses on changes in global economic trends and the actors and entities that shape them. The second part of the course covers a wide range of development issues including food security, environmental change, and demographic trends, and considers the implications of these issues at a range of scales (e.g., individuals, communities, nations). 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.

Required readings

The following book is required for the course:

Blattman, Christopher. (2022) *Why We Fight: The Roots of War and the Paths to Peace*. New York: Viking.

A copy of the book will be on reserve at Pattee and Paterno Library.

You will also be required to read multiple articles from *The Economist* newspaper each week. I highly recommend purchasing a student-discount subscription (<https://www.economist.com/subscribe>), but you can also access articles through the Penn State University Libraries website.

All other assigned readings will be posted to the course Canvas page (see Files section).

Attendance and participation (20% of grade)

Preparation, attendance, and participation are essential to succeed in this class. Readings for the course are listed in the schedule below. Additional readings from *The Economist* will be assigned throughout the semester. 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 may be assigned on an *ad hoc* basis 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. In addition to this everyday participation, you may be expected to prepare for and participate in various activities (e.g., debates, simulations) throughout the semester. I will evaluate this component of your grade during each class meeting and will provide individualized feedback upon request.

Exams (45% of grade)

You will receive two exams throughout the semester. Both are in essay format and are to be completed outside of class. Responses will be due one week (7 days) 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 45% of your total grade.

Current events (10%)

We will collectively endeavor to maintain an active discussion board on Canvas to share new course-relevant material (e.g., recent news items, investigative journalism, academic articles, etc.) from reputable sources. While all

students are strongly encouraged to make brief contributions on a regular basis, you must sign up to develop a more comprehensive posting once during the semester (the schedule will be set during the first week of classes). Your comprehensive posting should cover approximately 5-10 items and include (a) 1-2 sentence descriptions and (b) hyperlinks for each. The following are helpful examples (but are not intended to serve as formal templates): (a) [Chris Blattman's blog](#); (b) [This Week in Africa](#); and (c) [The World Bank's Development Impact blog](#).

Issue brief (25%)

Throughout the term, you will be expected to collect information on (a) contemporary development issues in a particular country or (b) a recent and (or) ongoing development-related event. You will be required to submit a written brief that describes the situation and offers policy recommendations, and to conduct a brief presentation of your findings and recommendations to the class. Your topic must be approved by Professor Thiede on or before 5:00pm on September 9. See Canvas assignment for instructions.

Grading

Grades will be calculated using the following weights:

| | |
|-------------------------------|-----|
| Attendance, and participation | 20% |
| Exams | 45% |
| Current events | 10% |
| Issue brief | 25% |

The following scale will be used to assign letter grades:

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

Late submissions

Students are permitted two 48-hour, no-questions-asked extensions during the semester. No excuse or rationale is needed. These extensions may be applied to any assignment except the issue brief presentation. No other extensions will be permitted throughout the semester except under exceptional circumstances and (or) after consultation with relevant administrators.

Electronics in the classroom

I strongly encourage you to unplug during class meetings and take hand-written notes. There is robust evidence that you will retain more knowledge and distract your classmates less by keeping your laptop off and taking notes by hand. You may take notes on a laptop or tablet if you feel that it is necessary. Do not use your computer for other purposes. Mobile phones and other devices should be turned off during class. Failure to comply with these policies will lead to a reduction in your grade.

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. The Pennsylvania State University 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

The Pennsylvania State University welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services (ODS) at 814-863-1807 (V/TTY). For further information regarding ODS, please visit the Office for Disability Services Web site at <http://equity.psu.edu/student-disability-resources/>.

In order to receive consideration for course accommodations, you must contact ODS and provide documentation (see the documentation guidelines at <http://equity.psu.edu/student-disability-resources/guidelines>). If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with me as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester.

COVID-19

Students are expected to comply with current university health guidelines, which can be found here: <https://virusinfo.psu.edu/health-guidelines/>.

The following guidance is recommended by the University Faculty Senate (as of 8/23/22): While COVID-19 cases have decreased substantially since fall of 2021, COVID-19 remains a pandemic. More transmissible variants are a major concern. Penn State urges everyone to continue to take steps to protect not only themselves, but their colleagues, friends, and the campus by practicing good hand hygiene, staying home if you are sick, being up to date on vaccinations and boosters, and wearing a mask indoors. There is evidence that masks are effective in reducing the transmission of COVID-19 and everyone is strongly encouraged to wear masks while indoors.

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 for any announcements.

Course schedule and reading list**Course introduction**

23 August No assigned readings

What is development? Conceptualization and measurement

25 August Pages 1-19. Willis, Katie. 2011. *Theories and Practices of Development*. Second Edition. New York, NY: Routledge.

Theorizing development

30 August Davis, Mike. 2002. "The Origins of the Third World: Market, States, and Climate." Corner House Briefing No. 27. Dorset, UK: The Corner House.

1 September Frank, Andre Gunder. 2015 [1969]. "The Development of Underdevelopment." Pages 105-114 in Roberts, J. Timmons, Amy Bellone Hite, and Nitsan Chorev. *The Globalization and Development Reader*. Malden, MA: Wiley Blackwell.

6 September Rostow, W.W. 2015 [1960]. "The Stages of Economic Growth: A Non-Communist Manifesto." Pages 52-61 in Roberts, J. Timmons, Amy Bellone Hite, and Nitsan Chorev. *The Globalization and Development Reader*. Malden, MA: Wiley Blackwell.

8 September Chapter 3. Acemoglu, Daron and James A. Robinson. 2012 *Why Nations Fail*. New York: Crown Business.

13 September Chapter 4. Sachs, Jeffrey. 2015. *The Age of Sustainable Development*. New York: Columbia University Press.
The Weeds (podcast). 2022. "How the World Became Rich". Available here: <https://www.vox.com/the-weeds>.

15 September No assigned readings
Exam #1 assigned

Food security

20 September Barrett, Christopher B. 2010. "Measuring Food Insecurity." *Science* 327: 825-828.

Choularton, Richard J., and P. Krishna Krishnamurthy. 2019. "How Accurate is Food Security Early Warning? Evaluation of FEWS NET Accuracy in Ethiopia." *Food Security* 11: 333-344.

22 September Wheeler, Tim, and Joachim Von Braun. 2013. "Climate Change Impacts on Global Food Security." *Science* 341: 508-513.
Anttila-Hughes, Jesse K., Amir S. Jina, and Gordon C. McCord. 2021. "ENSO Impacts Child Undernutrition in the Global Tropics." *Nature Communications* 12: 1-8.

27 September No class

- 29 September Center for Strategic and International Studies Global Food Security Program. 2022. "USAID Administrator Power on the State of Global Food Security and Nutrition." Available at: <https://www.csis.org/events/usaid-administrator-power-state-global-food-security-and-nutrition>.
- Barrett, Christopher B. 2022. "The Global Food Crisis Shouldn't Have Come as a Surprise." *Foreign Affairs*. Available at: <https://www.foreignaffairs.com/world/global-food-crisis-shouldnt-have-come-surprise>.

Food aid and foreign assistance

- 4 October Casey, Alyssa R. and Emily M. Morgenstern. 2021. *U.S. International Food Assistance: An Overview*. CRS Report R45422. Washington, D.C.: Congressional Research Service
- 6 October Banerjee, Abhijit, Esther Duflo, Nathanael Goldberg, Dean Karlan, Robert Osei, William Parienté, Jeremy Shapiro, Bram Thuysbaert, and Christopher Udry. 2015. "A Multifaceted Program Causes Lasting Progress for the Very Poor: Evidence from Six Countries." *Science* 348: 1260799.
- Banerjee, Abhijit V., Rema Hanna, Gabriel E. Kreindler, and Benjamin A. Olken. 2017. "Debunking the Stereotype of the Lazy Welfare Recipient: Evidence from Cash Transfer Programs." *The World Bank Research Observer*: 155-184.

Non-government organizations (NGOs)

- 11 October Banks, Nicola, and David Hulme. 2012. "The Role of NGOs and Civil Society in Development and Poverty Reduction." Brooks World Poverty Institute Working Paper 171.
- 13 October Klarreich, Kathie and Linda Polman. 31 October 2012. "The NGO Republic of Haiti." *The Nation*. Available at: <https://www.thenation.com/article/archive/ngo-republic-haiti/>.
- Swidler, Ann, and Susan Cotts Watkins. 2009. "'Teach a Man to Fish': The Sustainability Doctrine and its Social Consequences." *World Development* 37: 1182-1196.

Population, migration, and development

- 18 October Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." *Journal of Economic Perspectives* 17: 167-190.
- Yeakey, Marissa Pine. 2013. Harnessing the Demographic Dividend. Population Reference Bureau ENGAGE Presentation. Video available at: <https://www.prb.org/demographic-dividend-engage/>.
- 20 October de Haas, Hein. 2005. "International Migration, Remittances, and Development: Myths and Facts." *Third World Quarterly* 26: 1269-1284.
- Clemens, Michael. 11 April 2017. "The Economics of Global Migration." Video available at: <https://www.youtube.com/watch?v=ZoYQNrcVdzQ>.
- Urbina, Ian. 2021. "The Secretive Prisons That Keep Migrants Out of Europe." *The New Yorker*. Available at: <https://www.newyorker.com/magazine/2021/12/06/the-secretive-libyan-prisons-that-keep-migrants-out-of-europe>.

Development and the natural environment

- 25 October Chapter 6. Sachs, Jeffrey. 2015. *The Age of Sustainable Development*. New York: Columbia University Press.
- 27 October Mueller, V., Gray, C., & Hopping, D. (2020). "Climate-Induced Migration and Unemployment in Middle-Income Africa." *Global Environmental Change* 65: 102183.
- Lustgarten, Abrahm. 2020. "The Great Climate Migration." *New York Times Magazine*. Available at:
<https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html>.
- 1 November Koubi, Vally. 2019. "Climate Change and Conflict." *Annual Review of Political Science* 22: 343-360.
- Taub, Ben. 4 December 2017. "The Emergency." *The New Yorker*. Available at:
<https://www.newyorker.com/magazine/2017/12/04/lake-chad-the-worlds-most-complex-humanitarian-disaster>.

Global population health

- 3 November Pp. 23-58. Angus Deaton. 2013. *The Great Escape: Health, Wealth, and the Origins of Inequality*. Princeton: Princeton University Press
- Pp. 29-50. Paul Farmer. 2005. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkely: University of California Press.

Book of the semester: *Why We Fight*

- 8 November Blattman, Chapters 1-3
- 10 November Blattman, Chapters 4-6
- 15 November Blattman, Chapters 7-9
- 17 November Blattman, Chapters 10-conclusion
- 22 November No class – Thanksgiving break
- 24 November No class – Thanksgiving break

Careers in development

- 29 November No assigned readings
Exam #2 assigned

Issue brief presentations

- 1 December Issue briefings: Assigned readings to be determined
- 6 December Issue briefings: Assigned readings to be determined
- 8 December Issue briefings: Assigned readings to be determined