

INTL 240
Perspectives on International Development
 Professor: Dennis Galvan
 Co-Instructor: Ian L. Campbell

Class Room:	182 Lillis	Office Hours:	Mon 4-5; Tues 5-6 or by appointment
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Discussion Sections:

13100	13101(FIG)	13102	13103(FIG)	13104	13105	13106(FIG)	13107	13108
9-0950	10-1050	11-1150	1601650	17-1750	18-1850	16-1650	17-1750	18-1850
116 ED	154 STB	132 GSH	214 FR	101 VIL	471 MCK	122 MCK	373 MCK	349 MCK
Maria	Maria	Jesse	Maria	Jeff	Hervé	Jeff	Jesse	Jesse

I. Thematic Overview

For decades, the developing world has been on the receiving end of numerous schemes (and billions of dollars of aid) to raise living standards, improve technology, eradicate disease, advance literacy, and end poverty. Things have gotten better, mostly in big cities in a few countries in East Asia, the Middle East and Latin America.

Yet for all the effort, one out of every nine people in the world are undernourished. Ten percent of us live in extreme poverty (less than \$1.90 a day). One third of all humans (2.1 billion people) lack access to safe drinking water, and 4.5 billion people across the globe live in communities whereby sewage is not disposed of safely. What’s more 750 million adults and youth cannot read and write, and another 250 million children fail to achieve basic literacy skills that would allow them to gain an education or a job.

International development is a subject informed by intense feelings of fatalism, fatigue, and fidelity. This explains in part why development swings radically from one aspirational solution to the next. Sometimes it is an evangelical campaign to “save the poor,” other times a hard-nosed message about “pulling yourself-up-by-your bootstraps,” all of which suggest that the development industry is a cause, a life mission, a contentious global debate, but it is also a thriving industry.

The development industry is one of high-priced professionals and consultants, mostly from the US and Europe, gainfully employed in communities around the world. It is also a matter of raw self-interest for Western countries. JFK 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 United States undertook some of the biggest development projects since colonialism.

And now in the new thinking of populist-nationalists, borders should close, foreigners are suspect, and investment in international development wastes scarce taxpayer resources much needed at home. If “those people” ever sort out their development mess “over there,” then perhaps more consumers could buy our exports, fewer refugees and illegal migrants will sneak into Arizona and Italy, and there will be less mixing

of peoples to the detriment of traditional cultures and communities. In the meantime, while development can help *them*, it isn't *our* problem.

If this resurgent nationalism defines the 21st century, we may see the end of the era of doing development. Future historians may note that this was a complicated, often quixotic effort. We will come to see that (re)building an economy, society, culture and government requires order, which demands the establishment of effective institutions (of rule, 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 when invaders try to get it all started, and has a frustrating tendency to last longer than one baseball season.

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 gluttonous 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.

II. Learning Outcomes

After completing this course, students should be able to:

- Creatively link the history of development ideology and theory, the historical evolution of development across many geographical locales, & the many forms of local adaptation of global development models.
- Analyze the moral, political, economic, and cultural tensions inherent in international development practices in the 21st century.
- Compare and contrast the competing ends and means in international development.
- Begin assessing the relative success or failure of specific development initiatives.
- Understand deeply the development process in a focus country, and use examples from that country to illustrate major themes in development studies.
- Strengthen mental agility, deeply understand the perspective of another, especially that of someone who holds values, ideologies or politics repugnant to one's self; gain the capacity to rapidly switch between perspectives (one's own, that of various Others), honing and sharpening arguments derived from the various perspectives.

III. 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 other's 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 & 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 yourself or others in class. Exercise common sense. If this is a problem, you will be asked to leave and will lose attendance & participation credit.
- With instructor approval, you may use a laptop, tablet, phone or other device in class to take notes and assist in your engagement with course material. If you plan to use a device this way, seek approval first. You must then sit in the first few rows of the class. You will be called upon to look up information and illustrations in real time to support the whole class learning experience. If you are using your devices for anything not class related, you will be asked to leave class immediately, and will receive a failing grade for attendance, quizzes and participation in lecture and section (at least for that week, possibly more).
- Plagiarism results in an automatic grade of F, and is reported to the university, which can result in student conduct disciplinary action and, in certain circumstances, removal from the university. 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. If your plans prevent you from attending the scheduled final (in this or any class), you should sign up for a different class for which you can attend the final.

Focus Country: You will be assigned a focus country, which will be the subject of course assignments (see 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 **Canvas** under Country Background.

News Source: You are expected to read a good news source every day (e.g.: *New York Times*, *Wall Street Journal*, *CNN*, *BBC*, many others; ask if you're not sure). Paper or online versions OK. Engage 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.

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

Attendance/Participation/Quizzes (25%) You must attend every class meeting and every discussion section (unless the professor or GE has excused your absence *in advance*). Come to lecture *and* discussion section ready to participate.

In Lecture (13%) -- Quizzes will usually be drawn from major international news relevant to course topics, from required readings for lecture, or both. Some quizzes will reference your focus country. NOTE: You must have your iClicker with you in lecture to participate in news quizzes. Attendance and participation are also tracked in lecture.

In Discussion Section (12%) – We track and score attendance and participation in each mandatory weekly discussion section. ***You are required to post to Canvas a response to the discussion section question listed on the syllabus before coming to discussion section.*** Extra credit for posting your response by 5pm on the day before section. Discussion section participation grades will draw on lecture material, and the required readings for lecture and discussion section for that week.

Misericordia Assessment (5%): In your week 2 discussion section (10/4) you will turn in a 2-page assessment of the major development challenges currently facing Misericordia, from the point of view of your character in that country.

Reaction Papers (30%): Twice during the term, you will turn in a brief (maximum 2 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). Each reaction paper counts for 15% of your overall course grade.

Final Exam (40%): The comprehensive final exam will take place **from 2:45-4:45 pm on Wednesday, Dec. 5th** in 182 Lillis. It will cover **all the material** in readings, lecture and discussion sections. *No make-up exams offered.*

IV. Materials

Required materials include:

- 1) All required readings are available on the **course Canvas Page** or through web links.
- 2) iClicker Version 2 (i.e., new and used) available in Duck Store (note: Version 1 will also work)

V. Connecting with the Course and the Instructional Team

Expect to receive course information via your uoregon email account. The **course Canvas page** is the main source for course related information, including required readings, announcements, and other updates.

You should 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 GEs. 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 GE knows you are waiting, and we'll do our best to accommodate everyone as quickly as possible.

Accessible education: UO is committed to creating inclusive learning environments. Please notify the professor, co-instructor or your GTF 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 in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

COURSE SCHEDULE AND READINGS

- Unless otherwise noted, all readings:
 - Available on Canvas.
 - Are required. Understanding of the readings will inform quizzes, essays and final exam
 - Must be completed by date of lecture or discussion section listed.
 - Designated [c] = conceptual reading; or [ex] = illustrative example. Both equally important.
- Post your mandatory response to the weekly question to discussion section location on Canvas before section begins (extra credit for posting by 5pm the day before section).

WEEK 1: OVERVIEW TO UNDERDEVELOPMENT

September 24 Lecture: *Development in Ethical, Practical & Global Perspective; Course Introduction*

- INTL 240 syllabus

September 26 Lecture: *What is Development? What is it in the Popular Republic of Misericordia?*

- Isbister, Promises Not Kept, 2006, chapters 1 & 2 [c]
- Mitra, The US Needs to Get Over its Obsession with GDP, 2018. [ex]
- Takolia, Hijab Liberated Me, The Guardian, 28 May 2012 [ex]
- Al-Chiang, Misery in Misericordia, Again, Dar-al-Kalib Mercury, 21 September 2018. [ex]

September 27 Discussion Section: Respond to this question for weekly section write-up -- *What is development? How would my character in Misericordia view development?*

- US State Department, Background Notes on Popular Republic of Misericordia, 2018.

WEEK 2: THE BREAK IN THE WEST & IMPACT ON THE REST (SUCH AS MISERICORDIA)

October 1 Lecture: *The Break and What Might Have Been...in Misericordia and Globally*

- Social Issues India, Amartya Sen's "Capability Approach" to Development, 2013. [c]
- AfriMobileTeam, Drawing parallels King T'Challa and Mansa Musa, Medium, 27 Feb 2018 [ex]
- US State Department, Background Notes on Popular Republic of Misericordia, 2018. [ex]

October 3 Lecture: *Cultural and Geographical Origins of the Break in West, but not in Misericordia*

- Frey, Protestant Ethic Thesis, 2001. [c]
- Rennets, Open Field Farming in Late Medieval Zlegmia, J Miser Studies, 2017. [ex]
- Miserircordia Artists Against Colonial Oppression, Online Catalog, Dar al-Kalib, August 2018 [ex]

October 4 Discussion Section: *What is the link between individualism and conventional approaches to development? How would your character in Misericordia see this?*

- Brooks, Power of Altruism, New York Times, 7/8/2016. [ex]
- Work-Life Balance in France, Businessculture.org, 2014 [ex]
- Bach, Buen Vivir: Social Philosophy Inspiring Movements in S America, *Guardian* 2/4/13. [ex]

*****ASSIGNMENT DUE** in Section, Oct 4: *Misericordia Assessment* ***

WEEK 3: THE IDEOLOGY OF THE BREAK AND THE NEW WORLD OF DEVELOPMENT

October 8 Lecture: *Classical Liberalism*

- Ball & Dagger, Political Ideologies, 1999, pp 47-54 (Chapter 3, "Liberalism"). [c]
- Miller, Economic Freedom: The Proven Path to Prosperity, 2018. [ex]

- Jones, “What is the Magna Carta...?” The Daily Telegraph, 6/15/15. [ex]

October 10 Lecture: *Relevance of Liberal Break Today – The Neo-Liberal Model*

- Isbister, *Promises Not Kept*, 2006, pp. 181-188 (Chapter 6). [c]
- BBC, “What is Thatcherism?” April 2013. [ex]
- Storr, *Metamorphosis of Western Soul*, New York Times, 24 Aug. 2018 [ex]

October 11 Discussion section: *How does the protection of individual rights promote development?*

- “Prostitution: A Personal Choice,” The Economist, 09/08/14. [ex]
- British Public Overwhelmingly Support Banning the Islamic Burqa, The Independent 8/31/16. [ex]
- Gunter, *Cash Better for Poor*, 2018. [ex]
- Muthukutti, *Role of neoliberalism [Sri Lanka]*, Mirror Business, 18 Sept. 2018 [ex]

WEEK 4: FIRST REACTION TO THE BREAK—SLOW DOWN

October 15 Lecture: *First Reaction – This is Way Too Fast, Slow Down, Conserve the Past & Tradition*

- Ball, Dagger, & O’Neill. *Political Ideologies*, 2014, Chapter 4 (Conservatism). [c]
- Brooks, “The Neocon Revival,” NYT, 8/1/13. [ex]
- Palmer, RR, *Revolution & Reimposition of Order, History of the Modern World*, pp 483-97. [ex]
- Lich, *Forty Eighters*, Texas State Historical Association, 2018. [ex]

October 17 Lecture: *Conservative Development Today*

- Winder, *The Diwaniyya in the Digital Age*, January 2016. [ex]
- Kettle, *Brexit was a Revolt against Liberalism...New Political Era*, The Guardian 9/15/16. [ex]
- Zakaria, *A Conversation With Lee Kuan Yew*, Foreign Affairs 3/1/94 [ex]
- BBC, *Islamic State and the crisis in Iraq and Syria*, 28 March 2018 [ex]

October 18 Discussion Section: *What’s more useful to build a good, healthy, society – unlimited freedom or shared values?*

- Abu Baker & Leow, *12 Things... Be Punished for in Singapore*, *The Straits Times* 9/23/16. [ex]
- Brooks, *The Cost of Relativism*, NYT, 3/10/15. [ex]
- Bruenig, *Poor People Don’t Need Better Norms..Need Better Policies*, *New Republic*, 3/10/15. [ex]
- Zhurzhenko, *Importance Being Earnest: Putin, Trump Politics Sincerity*, Eurozine, 28 Feb2018 [ex]

WEEK 5: SECOND REACTION – SPEED UP

October 22 Lecture: *Liberalism as Hypocrisy and the Socialist Imperative*

- Yates, *Can The Working Class Change the World?*, Monthly Review, 3/21/04 [c]
- Goldfarb, *Pope Francis Denounces ‘Trickle-down.’* Washington Post, 11/26/13 [ex]
- Hickel, *Global Inequality May be Much Worse Than We Think*, The Guardian, 4/8/16 [ex]

October 24 Lecture: *Marxian Development: Stalin, Cold War & Beyond*

- John, *Socialism a Necessity for Human Survival*, 2018 [c]
- Gregory, *Industrialization, Soviet*, Encyclopedia of Russian History, 2004. [ex]
- Robin, *The New Socialists*, NYT, 2018. [ex]

October 25 Discussion Section: *In a world of growing economic inequality, how relevant are socialist ideas and Marxian models?*

- Taylor, *Millennials are in a Love Triangle with Capitalism and Socialism*, 2017. [ex]
- Chen, *Strikes a Sign of Growing Militancy among China’s Workers?* The Nation, 4/9/15. [ex]

- Bufacchi, *The Rebirth of Socialism*, 2017. [ex]
- Walsh, U.S. Needs More Worker-Owned Businesses, *Dallas News*, 31 Aug 2018 [ex]

*****ASSIGNMENT DUE in Section, Oct 25: Reaction Paper 1*****

WEEK 6: LIMITS OF RADICAL CHANGE --THE DEMOCRATIC SOCIALIST COMPROMISE

October 29 Lecture: *Liberalism & Socialism Fused*

- Ball & Dagger, *Political Ideologies*, 1999, pp74-83 (“Lib’m Divided” & “Liberalism Today”). [c]
- Hennig, Let’s say Auf Wiedersehen to Tuition Fees, *The Guardian*, 3 Jan 2018. [ex]
- Mirsky, Restorative Practices with...Homeless: The Stockholm City Mission,” 3/23/04. [ex]

October 31 Lecture: *The L-S Fusion for Anti-Communism: The Modernization Model*

- Isbister, *Promises Not Kept*, 2006, ch 3; ch 6 (pp 146-157; *also* be familiar with chs 4-5) [c]
- Jacobs, *Economist’s 5 stages of economic growth*, 2018. [c]
- Kuo, *What is China’s Belt and Road*, 2018. [ex]

November 1 Discussion Section: *Compare big investments in the infrastructure of capitalism to opening up more freedom for more people as development solutions? Which is preferable? Why?*

- To New Horizons: Ephemeral Films, 1931-1945. [ex]
- Voigt, Mobile Phones: Weapon Against Poverty, *CNN* 10/9/11 [ex]
- Taylor, Why countries might want out of China’s Belt and Road, 2018. [ex]

WEEK 7: THE SECOND BREAK –END OF ENLIGHTENMENT & RETURN TO TRIBALISM

November 5 Lecture: *End of Enlightenment: Mobilizational Authoritarian Hypernationalism*

- Richman, *Fascism*, Economics Library, 2018 [c]
- Illing, How Fascism Works, *Vox*, 9 Sep 2018 [c]
- Mussolini, *The Doctrine of Fascism*, 1932. [ex]
- Bin Laden, Fatwah Urging Jihad Against Americans, 2/23/98. [ex]

November 7 Lecture: *Communitarianism as Post-Enlightenment Development*

- Etzioni, *Communitarianism*, *Encyclopedia of Community*, 2003 [c]
- Barker, *Mondragon Model*, *Organization of the Future*, 2000 [ex]
- Santos, *Communitarianism in France*, 2018. [ex]

November 8 Discussion Section: *How important are community & identity politics in today’s development?*

- Kelly, Nationalist Anti-immigrant Party in Nordic Haven, *Independent*, 8 Sep 2018 [ex]
- Zakaria, Our Identity Politics are Polarizing Us, *The Washington Post* 9/15/16. [ex]
- Oduah, The Women Who Love Boko Haram, *Al Jazeera* 9/22/16. [ex]
- Sputnik, Headscarf Ban is Way out of Communitarianism, 2018. [ex]
- Huggler, Mesut Ozil Betray Germany’s Turkish Community, 2018. [ex]

WEEK 8: DECONSTRUCTING DEVELOPMENT & FINDING ALTERNATIVE PATHS

November 12 Lecture: *Deconstructing the Break in the West, the Path and the Reactions*

- Arab American National Museum, What is Orientalism? 2018, read definition, peruse website. [c]
- Easterly, *The Ideology of Development*, 2009. [c]
- Sen, Democracy Isn’t Western, *Wall Street Journal Online*, 3/24/06. [ex]

November 14 Lecture: *Syncretism and Multiple Modernities (Beyond the Myth of One Break, One Path)*

- Berk and Galvan, Processes of Creative Syncretism, 2013, pp 29-43. [c]
- Rossi, Celebrating Religious Syncretism in Brazil, 1/12/13 [ex]
- Naqvi, Changing Culture, Tribune India, 2018. [ex]
- Bruderman, New Social Resistance Model – Hypo Modernism, 2017 [recommended only].

November 15 Discussion Section: *Explain the link between developmentalism and one path. Contrast it to the idea of syncretism and multiple paths.*

- Banning-Lover, Jaded Aid: Drinking Game for Disillusioned Humanitarians,” Guardian, 2015. [ex]
- Hickel, Does the West Care about Development? 2016. [ex]
- Moyo, Aid Dependency Blights Africa. The Independent, 2/2/09. [ex]
- Edge, The Tortilla Takes a Road Trip, New York Times, 7/27/10. [ex]

*****ASSIGNMENT DUE in Section, Nov 15: Reaction Paper 2 *****

WEEK 9: DECONSTRUCTING DEVELOPMENT –WHEN THE WEST BECOMES IRRELEVANT

November 19 Lecture: *After the West: Zaibatsu, Chaebol, Islamic Banking, China’s Modernization*

- Chaebol and Zaibatsu entries, Oxford Encyclopedia of Economic History, 2003. [c]
- Murray, Growth of Islamic finance drives demand, Financial Times, 2018. [ex]
- The Chinese Path: Answer to Problems Developing Countries Face, 7/1/2014. [ex]

November 21 Lecture: *Global Development Challenges as the West Declines, China Rises*

- Subramanian, Imagining the Day China Eclipses America, 3/12/12. [ex]
- Moyo, Democracy is in Crisis...My Plan to Save It, 2018. [ex]
- Brown, Swedes Can’t Go Home Again, 2018. [ex]
- DeJong, Rise of the Postmodern Conservative, 2017. [ex]

November 22 No Discussion Section: US Thanksgiving Break

WEEK 10: REAL WORLD APPLICATION – MISERICORDIA NATIONAL CONFERENCE

November 26 National Conference: Opening by Religious Leaders and Ruling MCPDR; Sector Presentations; Cross-Sectoral Cocktail; Forging New Alliance to Save Motherland

- State Department Background Notes: Popular Republic of Misericordia, 2018.
- Other Misericordia materials as noted on Canvas.
- Rotberg, Stirrings in Africa, Christian Science Monitor, 7/25/1991.

November 28 National Conference Conclusion: Cross-Sectoral Strategies to End Crisis and Restore Development; Which Development? For Whom? How to Decide?

- McMahon, The Death of Dayton, Foreign Affairs, 10/2009
- Ruble, Philippine President Pushing to Create Autonomous Muslim Region. 10/09/14

November 29 Discussions Section: *Review session driven entirely by your questions.*

***** FINAL EXAM in 182 Lillis, 14:45-16:45, Wednesday, December 5 *****