1 Introduction

As the course title implies, Introduction to International Development and Cooperation is designed to provide a foundation for more advanced studies of international development and cooperation. Learning goals will be pursued through intensive reading assignments and hands-on investigation and research on four topics. First, students will interrogate the histories and theories of international development and cooperation. Second, students will develop a familiarity with the concepts and evolution of development and its variants, including sustainable development, economic development, human development and capabilities, and post-development. Third, they will investigate the emergence and functioning of international organizations involved in coordinating global cooperation. Finally, students will explore a selection of compelling contemporary issues in international development and cooperation.

2 Objectives

By the end of this course, students will be knowledgeable on:

1. A broad range of theoretical perspectives on development, including both those that are widely accepted and those that are contentious.
2. An understanding of the global framework for cooperation.
3. Selected foundational readings that inform contemporary theories of development.
4. Basic use of spreadsheets to analyze common data about development.

5. Sustainable Development Goals and indicators.

3 Course Requirements

- Great consideration has been given to what readings are assigned. As such, you are expected to have completed all the readings assigned prior to our class meetings. Do not expect that you can complete the readings assigned in one night simply because there are only two chapters or a few articles to read. The readings can be dense and take time to get through.

- You will take a short quiz about this syllabus before the first class meeting in the third week of classes. This quiz is designed to ensure that you are familiar with the syllabus, that you understand the class requirements, and that I can anticipate your interests.

- For ten of the 13 weeks for which there are assigned readings, you are responsible for completing an online quiz about that week’s readings. You are free to choose which of the ten weeks you take the quiz. You will have 15 minutes to complete the quiz, which will consist typically of three or four questions. The quiz must be taken before 12pm (noon) on the day we will discuss the readings. This is to ensure that you have the background needed to understand the class and that you can ask about material you do not understand fully.

If you elect to take more than ten quizzes, I will use the top ten scores when calculating your grade.

- There will be midterm and final examinations.

- You will submit a group paper that summarizes trends in global poverty as determined through your analysis and plotting of data from the WDI database.

- You will create an infographic on a predetermined question using data and self-generated graphs from the WDI database. These exercises will be based on the current Sustainable Development Goals (SDGs) indicators, which can be downloaded here: https://unstats.un.org/sdgs/indicators/Official%20List%20of%20Proposed%20SDG%20Indicators.pdf. Specific topics are listed at the end of the syllabus.

4 Grading

Weights

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<td>Syllabus quiz</td>
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Note: I will also offer a Bullshit Bonus of two points to the student who first identifies my deliberate attempt to lie to you about reading content.

5 Plagiarism

Plagiarism is unacceptable. If plagiarism is detected, you will receive a zero for the given assignment. If it is a group assignment, all individuals in your group will also receive zero points. Please note that plagiarism is much broader than many students realize. You are encouraged to look at the excellent descriptions of plagiarism from Indiana University (http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml), Harvard University (http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054), and the University of Wisconsin (http://writing.wisc.edu/Handbook/QuotingSources.html), and you will be held to their standards.
6 Electronics policy

In this class electronic device use (computers, cell phones, etc.) will not be allowed in the front half of the classroom. Though I am willing to allow you to take notes in the way you wish, the science on note taking and comprehension suggests that computer use is detrimental. First, because you cannot write down everything a person is saying, it is necessary to do some preliminary processing of the material before you write your notes, leading you to retain the knowledge more effectively. Typing your notes allows you to do less pre-processing. Second, once your computer is on, it is easy to be distracted by email, social networking, and other things. Though we all believe we can multitask this way, we are wrong. We do not process information as effectively. Third, an individual using a computer or phone distacts not only her but also those around her who can see her screen. Therefore, I am determined that there will be a laptop and phone free zone in the front of the classroom. That said, I expect to use an online forum extensively and interactively during the semester in order to accommodate such a large class. During these exercises, you should use your laptops or phones to participate. But in the front half of the room, they should be put away when the exercise is over.

7 Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. If you or someone you know is feeling overwhelmed, depressed, or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus via https://kuscc.korea.ac.kr/kuscc/index.do.

8 Required texts

There are no required texts for this course. All readings will be available as a reader at 공문화사 and online through Blackboard. You may consider purchasing the following books, as they will be drawn on as background.


9 Schedule of Topics and Reading

*Please note that this schedule may be subject to minor alterations.*

*Please note that while all readings are important and will be part of each week’s quiz, those readings marked with a † should be considered absolutely essential.*

**Week 1 (March 6): Introduction and development as a problematic**


Related readings:


Reflection questions:
How are the Galeano and Rodney readings connected? According to Lenin, what drove imperialism? Do we still see imperialist practices today?

Week 3 (March 20): Measuring poverty
Note: If possible, bring a laptop to this class.


Reflection questions:
How do we discern between the deserving and undeserving poor today? How do absolute and relative poverty measures differ? Why does the method of data collection and analysis matter for understanding poverty?

Week 4 (March 27): State, society, and market, the World War II debates
Note: SDG1 poverty trend assignment due before class.


Reflection questions:
What is each author’s view of planning and markets? What is Polanyi’s double movement? What does Keynes’s essay suggest about economic growth?

Week 5 (April 3): Institutional framework
Note: Student infographic on SDG4.

Reflection questions:
Where does power lie in the development banks? Whose interests do they serve? How do human rights and capabilities differ? Do they have the same philosophical foundation?

Week 6 (April 10): Early development economics I
Note: Student infographic on SDG9.

3. Helena Norberg-Hodge. 2009. *Ancient Futures: Lessons from Ladakh for a Globalizing World*. San Francisco: Sierra Club Books, chapters 2, 4, 6 and 7. (This reading introduces a pre-capitalist society and will be the basis for a future session.)

Reflection questions:
How does the division of labor drive economic growth, according to Smith? Why is Rosenstein-Rodan’s model referred to as “balanced growth”?

Week 7 (April 17): Early development economics II


Reflection questions:
How does Rosenstein-Rodan’s idea of how to foster growth differ from that of Hirschman and Nurkse? How does Nurkse’s vicious circle work?

Week 8: (April 24): Midterm exam

Week 9 (May 1): Modernization


Related reading:

Reflection questions:
In what ways does Ladahki society change as it modernizes? Are these changes positive or negative? In what ways do Rostow and Sachs agree or disagree?

Week 10 (May 9): Marxist theories of development
Note: Student infographic on SDG6.


Reflection questions:
What is neoimperialism? How does Nyerere's African socialism respond to neoimperialism? Was the perception of neoimperialism just an illusion? Do we see neoimperialist tendencies today?

Week 11 (May 15): Why nations fail
Note: Student infographic on SDG3.


Reflection questions:
What is dead capital? Why is it dead? What brings dead capital back to life? Can you think of examples of countries that escaped Collier's poverty traps? If so, how did they escape?

Week 12 (May 22): Aid, or more money, more problems
Note: Student infographic on SDG10.


Reflection questions:
How do Sachs's ideas reflect those of Rosenstein-Rodan? Why does Easterly think such large-scale efforts are doomed to failure? How do his ideas reflect those of Hayek or Mannheim? Does Moyo agree with Easterley?

Week 13 (May 29): Neoliberal solutions
Note: Student infographic on SDG8.


Related readings:

Reflection questions:
Is the development problem fundamentally one of aid crowding out small business? What is the Washington Consensus? How do conditionalities impede development?

Week 14 (June 5): Sustainability
Note: Student infographic on SDG7.


Reflection questions:
What is the difference between sustainability and resilience? Does the tragedy of the commons reflect historical precedent? Is it a modern problem? According to Goldman, how do institutional constraints undermine the effectiveness of sustainability initiatives?

Week 15 (June 12): Post-development


Related readings:

Reflection questions:
Were sedentary lifestyles really an improvement? What does it mean to think of development locally? How should we approach development in the coming fourth industrial revolution?

Week 16 (June 19): Final exam

10 Infographic topics

Though you may not be familiar with the word “infographic”, they are a daily staple in our contemporary media diet and you have consumed many.
For a good introduction, see https://venngage.com/blog/what-is-an-infographic/.
The following are useful references for visual design, especially for presenting information.


10.1 Infographic topics

1. SDG3 (Health): Describe trends in maternal, infant, and suicide mortality.

2. SDG4 (Education): Describe trends in educational attainment by age and sex. Note that students who choose this topic will receive a five point bonus on their grade since they will be going first and early in the semester.

3. SDG6 (Water and sanitation): Describe trends in access to clean water and sanitation.

4. SDG7 (Energy): Describe trends in access to electricity and energy sources.

5. SDG8 (Employment): Describe trends in employment by age and sex, including children and self-employment.

6. SDG9 (Industry): Describe employment and GDP trends in primary goods, manufacturing, and services.

7. SDG10 (Inequality): Compare trends in aid flows and remittances.