

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Liberal Arts and Sciences Department/School SPGS

Prefix: SGS Number: 394 Title: International Development Units: 3

Course description: **The course will provide an introduction to the theories underlying international development and the remaining challenges facing academics, researchers, and policymakers in solving issues contributing to global poverty. We begin with an overview of the state of the world, illustrating how indicators of economic growth and well-being are unequally distributed across countries. We conceptualize what are the leading factors believed to drive these patterns and discuss the historical approaches to solving these problems. Particular attention is given to examples of policies and development strategies that either strengthened or weakened economies in the past. The second half of the course details current factors that continue to threaten development, such as poor health and education practices, limitations in agricultural growth and food security, heightened risk due to climate change, and gender economic inequities. We make reference to new experimental research being tested in the field to shed light on promising interventions to alleviate existing barriers to prosperity.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials GT (Required)

Requested designation: Global Awareness–G **Mandatory Review:** No

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Valerie Mueller E-mail vmuelle1@asu.edu Phone 480-965-9321

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Cameron Thies Date: 1/25/18

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[G] CRITERIA | | | |
|-------------------------------------|-------------------------------------|--|----------------------------------|
| GLOBAL AWARENESS [G] | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | Syllabus [Highlighted in Yellow] |
| | | 2. The course must match at least one of the following descriptions: (check all which may apply): | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world. | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas. | Syllabus [Highlighted in Green] |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures." | Syllabus [Highlighted in Blue] |

Page 3 of 4

| Course Prefix | Number | Title | Designation |
|---------------|--------|---------------------------|----------------------|
| SGS | 394 | International Development | Global Awareness (G) |

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---|--|---|
| SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue | SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK. | SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK. |
| 2c: comparative cultural study in which most of the material is devoted to non-U.S. areas | The first 1/2 of the course examines the cultural significance of earlier economic development models and discusses the relevance and limitations of those models in developing countries today. | Modules 1, 2, 3, and 4 set the stage for how we can compare the relative performance and well-being of people living in countries around the world and what may be driving underlying disparities. Modules 4 and 5 discuss the schools of thought regarding which policies and interventions promoted by governments would improve the livelihoods of those living in developing countries. Each week several case studies in Africa, Asia, and Latin America are reviewed and detailed under each module on the syllabus. |
| 2d: study the cultural significance of a non-U.S. centered global issue. | The second 1/2 of the course provides a comprehensive review of the latest schools solutions being proposed to deal with issues related to health, education, agriculture, and risk in the developing world. | Modules 6, 8, 9, 10, and 13 provide a conceptual and methodological framework motivating the interventions being tested experimentally in developing countries today to solve problems related to health, education, agriculture, and risk. The students become familiar with experimental methods, the latest findings on panaceas to relevant problems, and understand the knowledge gaps. Each week several case studies in Africa, Asia, and Latin America are reviewed and detailed under each module on the syllabus. |

Global Awareness [G]
Page 4

| | | |
|---|--|--|
| <p>2d: study the cultural significance of a non-U.S. centered global issue.</p> | <p>Student presentations and policy memos are required to complete the course.</p> | <p>Students are asked to give an individual presentation identifying a problem in a specific developing country related to one of the themes in the second 1/2 of the course (modules 11, 12, and 14). The presentation is essentially an outline of their policy memo which asks students to do the following in a 5-page paper: 1) identify a problem, 2) describe potential solutions and their feasibility given the findings from the literature, and 3) recommend an intervention and explain under what conditions the intervention would mitigate the problem.</p> |
| | | |



International Development
SPGS 394
Spring, 2019
Line Number:

Course Meetings: Mondays and Wednesdays at 3:05-4:20 pm (3 credits) in Durham Language & Lit – 230.

Instructor: Dr. Valerie Mueller

Office: Coor Hall, Room 6778

Contact Info: Valerie.Mueller.1@asu.edu

Office Hours: Wednesdays at 1:30-2:30 pm or available by appointment

Teaching Assistant: Michaela McNaughton

Office: Coor Hall, 6779

Contact Info: mjmcnau1@asu.edu

Office Hours: Mondays at 1:30-2:30 pm or available by appointment

Course Description: The course will provide an introduction to the theories underlying international development and the remaining challenges facing academics, researchers, and policymakers in solving issues contributing to global poverty. We begin with an overview of the state of the world, illustrating how indicators of economic growth and well-being are unequally distributed across countries. We conceptualize what are the leading factors believed to drive these patterns and discuss the historical approaches to solving these problems. Particular attention is given to examples of policies and development strategies that either strengthened or weakened economies in the past. The second half of the course details current factors that continue to threaten development, such as poor health and education practices, limitations in agricultural growth and food security, heightened risk due to climate change, and gender economic inequities. We make reference to new experimental research being tested in the field to shed light on promising interventions to alleviate existing barriers to prosperity.

Course Goals: The goal of the class is to familiarize students with the leading development models and schools of thought motivating current economic, environmental, health, and political interventions in developing countries.

Learning Outcomes: Upon successful completion of this course:

- Students will have learned and be able to discuss a variety of theories underlying operational and research work in international development.
- Students will also be able to detail the promising directions forward in addressing key market and institutional failures from their knowledge of new experiments being implemented in the field.

Pre-requisites/Co-requisites/Anti-requisites: There are no pre-requisites for this course.

Required Course Texts/ Readings: There are two main texts for the course:

- 1) Roland, G. *Development Economics*. London, UK: Routledge.
- 2) Banerjee, A., Duflo, E. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*.

Additional articles and book chapters listed as required reading will be provided online.

Two of the chapters assigned in the Roland text (Chapters 4 and 5) are heavily reliant on economic concepts, which most of you may not be familiar with. The important thing is to understand the basic concepts (not the math or graphs) as they are the precursor to many of the research ideas tested in the field today. Do not be alarmed. I will greatly simplify this content in class, so be sure to attend all lectures.

Course Format: The course consists of lectures on topics related to international development. Students

should feel free to ask questions anytime throughout the lecture for clarification and further discussion in class. The students will be responsible for taking a multiple-choice midterm and final exam.

Each student will also be asked to write his/her own 5-page policy memo and give an individual 15-minute presentation in class describing the information researched to compose the memo. Sign-up sheets for the presentations during weeks 11, 12, and 14 will be circulated in early September.

The policy memo should be no more than 5 pages. A bibliography should be appended to the memo. Text should be double-spaced and in 12 Times New Roman font. Page margins should be 1-inch. Students are asked to identify a research question in a specific developing country related to one of the thematic topics covered during the second half of the class: health, education, agricultural productivity, or income risk. The policy memo should have the following components:

- *Research question:* Identify a research question for a specific developing country and explain why this question is important from an academic or policy perspective. For example, one could pose the question, "Does climate change jeopardize rice production in India?" Then s/he could elaborate on why understanding the relationship between climate change and rice production is important to policymakers.
- *Literature Review:* What is the consensus based on the literature (citing journal articles, book chapters, policy reports) in answering this question? Be sure to cite studies that look at both sides of the question. If the majority of evidence supports one side of the story that is important to note.
- *Knowledge gaps:* Identify the knowledge gaps in the literature. Are there aspects of the research question that have not been addressed in the literature?
- *Potential Solutions:* What policies or interventions have been suggested and/or used to address this issue in this country (or elsewhere if not available in this country)? Have they been successful? If the evidence is largely based on research in other countries, what is the major limitation in implementing the solutions achieved elsewhere in this country? (1 page)
- *Recommendations and Future Directions:* Based on what you have learned, what recommendations do you have to solve this problem in this specific country? Is more research required to investigate the problem in this country and/or elsewhere? What type of research? Might we learn from solutions to this problem in other countries? Are the main limitations to solving this problem coming from a government's unwillingness to adopt policies or promote technologies due to political or resource constraints?

If you need any help deciding on a research question or would like one of us to review an outline of your memo or power point presentation, feel free to stop by at our office hours (mine or the TAs) or make an appointment with one of us. I discuss grading of the presentation and memo below.

Coursework

Final grades for the course will be assigned on the basis of the following:

- Midterm 25%
- Policy Memo 25%
- Presentation 25%
- Final 25%

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Schedule of Readings, Assignments, and Exams

Week 1: Motivation for International Development Course. Empirical evidence of the economic and living standard disparities between industrialized and developing countries is presented. The importance of

trying to reduce these inequalities is motivated out of reasons related to self-interest, altruism, and moral responsibilities

Reading: Roland, Chapter 1

Week 2: Poverty and Inequality. Details regarding the metrics and tools used to capture poverty and inequality are reviewed. Theories regarding the relationship between inequality and economic development (and vice versa) are reviewed, followed by evidence testing their empirical validity in China, Brazil, and across multiple countries.

Reading: Roland, Chapter 2

Week 3: Population Growth. Malthus, the demographic transition model, and the economic theories describing the underlying drivers of population growth (e.g. fertility and migration) in the developing country context are examined. Specific case studies are provided for Zambia, Bangladesh, China, India, and Japan to show previous efforts made to alter social norms and practices regarding fertility and migration in the past, their effectiveness, and limitations.

Reading: Roland, Chapter 3

Banerjee & Duflo, Chapter 5

Week 4: Economic Growth & Structural Change. Earlier schools of thought regarding which policies and interventions promoted by governments would improve the livelihoods of those living in developing countries are discussed in the context of the Solow Growth and Romer models. We then turn to a discussion of structural change, describing development models underlying the importance of transforming economies beyond the agricultural sector to support a more productive manufacturing sector. We provide case studies in Brazil, India, and Africa broadly to mention the strengths and weaknesses of earlier development strategies.

Reading: Roland, Chapter 4

Week 5: Other Development Strategies. Newer theories of economic development are elaborated on, in terms of the role of geography, institutions, and foreign aid. Cross-country evidence is presented to test the relative merits of each theory. A critique of the Millennium Village concept is provided by showing conflicting results in Kenya, Ghana, and Nigeria.

Reading: Roland, Chapter 5

Week 6: Randomized Control Trials. The importance of randomized control trials in development to identify solutions to various thematic issues is presented. A refresher course on the design and interpretation of scientific studies is provided.

Reading: Banerjee & Duflo, Chapter 1

Week 7: Midterm Review and Midterm

Week 8: Health. A conceptual framework for why improving broader health outcomes is important from an economic development perspective is revealed. We review the latest findings of preventative methods that work to mitigate illness, with a focus on malaria prevention (in India, Kenya and Zambia), deworming in Kenya, nutrition (in Colombia, India, and Peru), and STDs (in Colombia, Kenya, Malawi, and Uganda). We also visit mechanisms that have been tested to improve the supply of health care in China, India, Rwanda, and Uganda.

Reading: Banerjee & Duflo, Chapter 3
Roland, Chapter 16

Week 9: Education. A conceptual framework for why improving broader educational outcomes is important from an economic development perspective is revealed. We review the latest findings of demand-side (relaxing liquidity constraints, providing information, performance incentives) and supply-side interventions (bolstering school resources, the technology of instruction, and school governance) in Colombia, Kenya, Malawi, Dominican Republic, Peru, India, Afghanistan, among a few.

Reading: Banerjee & Duflo, Chapter 4
Roland, Chapter 17

Week 10: Agricultural Development. We motivate the importance of agricultural development in developing countries given the reliance on the sector and the importance of satisfying nutritional needs within countries vulnerable to macroeconomic shocks (as demonstrated in the 2008 food crisis). We then discuss what price and market incentives and encouragements to adopt productive technologies have been shown effective in recent research, focusing on case studies in Kenya, Mozambique, India, Rwanda, among a few.

Week 11: Student Presentations

Week 12: Student Presentations

Week 13: Risk. We present the number of risks (weather-, conflict-, and health-related) that developing countries disproportionately face given geographic location and the absence of formal credit and insurance markets. We then show what strategies have been tested to deal with weather- and health-related risks in Cambodia, India, Kenya, Malawi, Ghana, and their relative promise.

Reading: Banerjee & Duflo, Chapter 6

Week 14: November 20 & 22: Student Presentations and Policy Memos due

Week 15: November 27 & 29: Final Review and Final Exam

Final Grades

The midterm (final) exam will be based on the content in the first (second) half of the class. Both exams will consist of 50 multiple-choice questions, with the highest possible score of 100 (2 points per question).

For the presentation, the highest score will be 100 points based on the following: coverage of all memo components (e.g., research question and its importance, knowledge gaps, etc.) (60 points), clarity of power point slides and use of illustrations and diagrams to engage the audience (40 points). Your policy memo should not be copy-pasted into your slides. In other words, each power point slide should not be filled with paragraphs that you read to the class. Rather, you should include simple phrases in bullet points to aid your discussion of the concepts in class. Also, some of your evidence should be presented in figures and/or diagrams. You can use graphs or tables of statistics from other papers to get your point across. If you use figures/tables from an article or other source, be sure to indicate the source on your slide (e.g., *Source: Mueller et al., 2014*).

For the memo, the highest score will be 100 points based on the following: coverage of all memo components (40), clarity of text (40), and use of evidence (20). It is important to have sufficient evidence presented in the policy memo. Reference peer-reviewed articles, policy reports, or book chapters to support assertions. Please be cognizant of plagiarism. If you are paraphrasing another person's idea, be sure to cite that author in your memo. Also, it is important to present multiple points of view, if available.

| | | |
|-----------|---------------------------------|-----------|
| A-/A/ A+ | 89.5-92.4/ 92.5-97.4/ 97.5-100 | Excellent |
| B- /B/ B+ | 79.5-82.4/ 82.5-87.4/ 87.5-89.4 | Good |
| C/ C+ | 69.5-77.4/ 77.5-79.4 | Average |

| | | |
|----|-----------|------------------------------------|
| D | 59.5-69.4 | Passing |
| E | <60 | Failure |
| XE | | Failure due to Academic Dishonesty |

Extra Credit

There will be no extra credit opportunities assigned for this course.

Late Assignments

Any policy on late assignments, e.g., "Unexcused late assignments will not be accepted. Excuses for an assignment must be made and approved in advance of the due date of the assignment. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed. In order to get credit, with the late assignment you must turn in a copy of the email approval or signed written excuse."

Course Policies

Laptops and cellphones are not permitted during midterm and final exams. I will not respond to emails or requests an hour or two before the lecture, especially on the days of the midterm or final exam, presentations, or due date of the policy memo. If you know there will be a time conflict with an exam, please approach me in advance. For emergencies, the same policies as stated in the Late Assignments section apply for missing exams in terms of getting prior written approval.

I will generally not take class attendance except during three weeks (weeks 11, 12, and 14). Even if you are not making a presentation on one of those days, attendance is required to support your colleagues. For every day you miss, I will deduct 2 points from your presentation score unless you receive prior approval for missing the day.

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](http://students.asu.edu/forms/incomplete-grade-request) (<http://students.asu.edu/forms/incomplete-grade-request>).

Student Standards

Students are required to read and act in accordance with the provisions of this syllabus as well as university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
<https://students.asu.edu/srr>

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including

the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations

The provisions of the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, do not apply outside of the United States, so students with disabilities may find accessibility and accommodation in a given ASU study abroad program location to be very different from what is found in the United States. Upon request, the ASU Study Abroad Office can provide information about the availability of accommodations and accessible facilities on the specific program and can help the student determine whether the student's preferred program can meet the student's accommodation needs. Students with disabilities should understand that the ASU Study Abroad Office cannot guarantee access to public transportation, buildings, or public sites on this program.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#) during the study abroad program. Eligibility is based on qualifying disability documentation and assessment of individual need. Every effort is made to provide reasonable accommodations for qualified students with disabilities, although the nature of the accommodations that can be provided by ASU during your study abroad program will depend on a number of variables, including but not limited to availability of resources on-site, accessibility of program facilities, and any study abroad requirement of the student's degree program.

Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>. If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services. Typically, once a student discloses the need for an accommodation through their study abroad application, the ASU Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

Drop and Add Dates/Withdrawals

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#).

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the [Study Abroad Withdrawal Policies](#) for important dates regarding withdrawing from your Faculty Directed program.

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Harassment Prohibited:

ASU policy prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities (480-965-6547) if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Establishing a Safe Environment:

Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' view points, whether you agree with them or not.

Syllabus Disclaimer:

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as

deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the *Announcements* section on Blackboard.

Student Conduct Statement:

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>,
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm>, and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students:

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

SGS 394 **Special Topics**

Course Description:

Covers topics of immediate or special interest to a faculty member and students.

SGS 394: International Development

The course will provide an introduction to the theories underlying international development and the remaining challenges facing academics, researchers, and policymakers in solving issues contributing to global poverty. We begin with an overview of the state of the world, illustrating how indicators of economic growth and well-being are unequally distributed across countries. We conceptualize what are the leading factors believed to drive these patterns and discuss the historical approaches to solving these problems. Particular attention is given to examples of policies and development strategies that either strengthened or weakened economies in the past. The second half of the course details current factors that continue to threaten development, such as poor health and education practices, limitations in agricultural growth and food security, heightened risk due to climate change, and gender economic inequities. We make reference to new experimental research being tested in the field to shed light on promising interventions to alleviate existing barriers to prosperity.

Brief Contents

| | | |
|------------|--|-----|
| Chapter 1 | The Development Gap | 1 |
| Chapter 2 | Poverty and Inequality | 27 |
| Chapter 3 | Population Growth | 55 |
| Chapter 4 | Economic Growth | 82 |
| Chapter 5 | Structural Change and Development Strategies | 113 |
| Chapter 6 | International Trade and Exchange Rates | 145 |
| Chapter 7 | Institutions and Economic Development | 175 |
| Chapter 8 | Markets and Hierarchies | 203 |
| Chapter 9 | Political Institutions | 232 |
| Chapter 10 | Legal and Fiscal Institutions | 264 |
| Chapter 11 | Culture | 288 |
| Chapter 12 | Rural Land Rights and Contracts | 312 |
| Chapter 13 | Property Rights and Efficiency in Urban Areas | 340 |
| Chapter 14 | Market Development | 366 |
| Chapter 15 | The Role of Credit Markets in Development | 394 |
| Chapter 16 | Health Care Delivery in Developing Countries | 422 |
| Chapter 17 | Delivering Education in Developing Countries | 455 |
| Chapter 18 | Delivering Infrastructure in Developing Countries | 485 |
| Chapter 19 | Corruption | 508 |
| Chapter 20 | Conflict | 537 |
| Appendix | Econometric Appendix | 561 |
| | Glossary | 581 |
| | Index | 593 |

Contents

Foreword vii

1 Think Again, Again 1

PART I: PRIVATE LIVES

2 A Billion Hungry People? 19

3 Low-Hanging Fruit for Better (Global) Health? 41

4 Top of the Class 71

5 Pak Sudarno's Big Family 103

PART II: INSTITUTIONS

6 Barefoot Hedge-Fund Managers 133

7 The Men from Kabul and the Eunuchs of India:
The (Not So) Simple Economics of Lending to the Poor 157

8 Saving Brick by Brick 183

9 Reluctant Entrepreneurs 205

10 Policies, Politics 235

In Place of a Sweeping Conclusion 267

Acknowledgments 275

Notes 277

Index 295