**UNIVERSITY OF WYOMING**

**SOC and INST 4110**

**International Development, 3 CREDIT HOURS**

**100% Online**

**Fall 2019**

**Dr. Karen Straight**

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**Phone:** 406-201-1224

**Office hours:** Monday and Wednesday 9 – 10:30 am MST remote and by arrangement.

**Course prerequisites, co-requisites, enrollment restrictions**: Cross listed with INST 4110. Prerequisite: SOC 1000 or ANTH 1200; SOC 3000 recommended.

**Course Description**:

Surveys development studies and rural change, including case studies of deliberate change efforts toward industrialization. Includes peasant modes of food production, daily life in subsistence, agriculture, shifts to commercial agriculture and global economy, ethical and critical issues of induced change and different approaches to development process and outcomes.

**Student Learning Outcomes**:

Students will:

* Define development, demonstrating awareness of various approaches to the term.
* Identify values underlying approaches to development.
* Explore the impact of varying approaches to development on individuals, communities, nations, and the globe.
* Critically evaluate advantages and disadvantages of economic development.
* Analyze competing explanations of the cause of underdevelopment.
* Evaluate arguments for and against the effectiveness of international aid.
* Demonstrate skills in analysis of specific development projects, processes, and outcomes to determine their impact on equity, justice, and sustainability.

**Required texts:**

## Baker, Andy. 2014. Shaping the Developing World. Los Angeles: Cq Press. ISBN: 9781608718559.

Sen, Amartya. Development as Freedom. Doubleday. ISBN: 9780385720274.

## General requirements and expectations for the course:

**Your grade will be determined through completion of the following assignments:**

Three exams, 50 points each: 150 Points

Twelve Short Assignments/Discussions, 10 points each 120 Points

Opening Exercise 5 Points

Term Presentation 50 Points

Total 325 Points Possible

The university grading system will be applied to determine your grade:

A: 90 – 100% (292.5 – 325)

B: 80 – 99.99% (260 – 292.49)

C: 70 – 79.99% (227.5 – 259.9)

D: 60 – 69.99% (195 – 227.49)

F: 59.99% and below 194.99 and below

**Group Discussion:**

Participation in discussion is a critical aspect of this class. Through group discussion we will learn a great deal about others, ourselves, and different ways to perceive the world around us. When you are caught off guard by another person’s insight or perspective on an issue, you are forced to examine your own opinions, assumptions, and values. This is invaluable to the learning process. Give our discussions time and attention. Demonstrate a willingness to hear others’ ideas, play with new ideas, and show respect across our differences and similarities. If you do, you will come away from this course with new and worthwhile knowledge. ***For each discussion, you will post responses to the assignment topic on the Wednesday of the week assigned (unless otherwise indicated) and reply to two other posts by Sunday of that week unless otherwise indicated in the assignment directions.*** Because the point of the discussions is to encourage interaction, late responses will NOT receive points. I will look for definite qualities in evaluating your work.  Some expectations include the following:

1. The development of independent thinking.

2.  Utilization and specific references to course materials.

3. A willingness to play with new ideas — yours and others.

4. The development of competence at learning from others and integrating those ideas which challenge, support or simply stimulate your thinking into your work.

5. The writing of a well-formulated response.  Be deliberate and reflective in your use of language.

6. The exploration of complicated ideas, even if you find you cannot come to a neat and easy conclusion.

7. The development of competence in writing that summarizes, analyzes and argues.

**Exams:**

We will have three exams during the course of the term. Exams will be available during a set period of time. Once you enter the exam, you must complete it within the time period indicated. All assignments are individual assignments. Any unauthorized collaboration is a violation of the Academic Integrity Policy. The exams will be composed of multiple choice and/or short essay questions.

**Late Work Policy:** Assignments are due by the date indicated in the syllabus. This is a short course. Failure to stay on top of the due dates will only compound the challenges of being in an accelerated course.

**Classroom Behavior Policy:** We form a learning community. Your behavior contributes to the learning experience of your peers. Give our course materials and assignments your full attention. Stay on top of due dates and participate on time in a manner that contributes to our learning community. Keep in mind that discussion is an opportunity to reflect more deeply on course materials and learn from your peers through an exchange of ideas. While critical evaluation of course materials and key debates is required, behavior that negatively impacts the learning environment of your peers will not be tolerated. As the instructor, I have the right to dismiss you from electronic forums if behavior is inappropriate and negatively impacts the experience of others.

**My Schedule:** I check email daily during normal business days. I am offline on holidays and weekends. Please plan accordingly. Thank you!

**Classroom Statement on Diversity:** “The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. “

**Disability Support**:

*The University of Wyoming is committed to providing equitable access to learning opportunities for all students.* *If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, , please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or*[*udss@uwyo.edu.*](mailto:udss@uwyo.edu)*It is in the student’s best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at:*[*www.uwyo.edu/udss*](http://www.uwyo.edu/udss)

**Academic Dishonesty Policies**: Include a statement or a reference to UW Regulation 2-114 (Procedures and Authorized University Actions in Cases of Student Academic Dishonesty).

*Example: “Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course. Academic dishonesty means anything that represents someone else’s ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.”*

**Duty to Report under Title IX:**

*While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW.*

*For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200,* [*report-it@uwyo.edu*](mailto:report-it@uwyo.edu)*,* [*www.uwyo.edu/reportit*](http://www.uwyo.edu/reportit)*). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (*[*stopviolence@uwyo.edu*](mailto:stopviolence@uwyo.edu)*,* [*www.uwyo.edu/stop*](http://www.uwyo.edu/stop)*, 766-3296) (or SAFE Project (*[*www.safeproject.org*](http://www.safeproject.org)*,* [*campus@safeproject.org*](mailto:campus@safeproject.org)*, 766-3434, 24-Hour hotline: 745-3556).*

*Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to* [*www.uwyo.edu/dos/uwyocares*](http://www.uwyo.edu/dos/uwyocares)*.*

*Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors and what was done to resolve them.*

**Substantive changes to syllabus**:

*All deadlines, requirements, and course structure is subject to change if deemed necessary by the instructor. Students will be notified in our online class shell through the announcements of these changes. It is your responsibility to regularly review the announcements.*

**Schedule of Activities and Assignments:**

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| Dates and Topic | Readings | Assignments |
| Unit One: 9/4 – 9/15  Introduction  Underdevelopment and Diversity in the Global South  **Please Note: This is a two-week unit.** | Sen, Chapters 1  Baker, Chapter 1 | Introduce yourself in discussion by 9/6. (Not Graded)  Discussion: Opening Exercise: Your definition on development due 9/6. (5 Points)  Discussion: How Developed is the US? Post your response to the assignment by Wednesday, 9/11 and reply to two additional posts by 9/15. (20 Points)  ***Please review expectations for participation in discussion. Unless otherwise noted, we will always follow this Wednesday/Sunday cycle.*** |
| Unit Two: 9/16 – 9/22  Human Development and Underdevelopment | Sen, Chapter 2 and 3  Baker, Chapter 2 | Discussion: Sen and Living on a Dollar a Day (20 Points) |
| Unit Three: 9/23 – 9/29  The Benefits and Costs of Economic Development | Sen, Chapter 4  Baker, Chapter 3 | Discussion: Documentary Analysis |
| Unit Four: 9/30 – 10/6  Slavery and Colonialism | Sen, Chapters 6 and 7  Baker Chapter 4 | Discussion: The End of Poverty |
| Unit Five: 10/7 – 10/13  Globalization and Neocolonialism | Sen, Chapters 11 and Twelve  Baker, Chapter 5 | Test One (50 Points). Once you launch the exam you must complete it in one sitting. |
| Unit Six: 10/15 – 10/20  10/14 is a holiday  Foreign Aid and the Bretton Woods Institutions | Baker, Chapter 6 | Discussion: Does foreign aid contribute to development or underdevelopment? |
| Unit Seven: 10/21-10/27  Culture and Identity | Sen, Chapter 10  Baker, Chapter 7 | Discussion: Is our understanding of development ethnocentric? |
| Unit Eight: 10/28-11/3  States, Development Models, and Economic Institutions | Sen Chapter 5  Baker, Chapters 8 and 9 | Discussion: The Human Right to Water |
| Unit Nine: 11/4-11/10  Political Institutions and Governance | Sen Chapters 6 and 7  Baker, Chapter 10 | Test Two (50 Points). Once you launch the exam you must complete it in one sitting. |
| Unit Ten: 11/12-11/17  11/11 is Veteran’s Day  Violence and State Failure | Baker, Chapter 11 | Discussion: Advocacy Statement due 11/17. |
| Unit Eleven: 11/18 – 11/24  Gender Inequality | Sen Chapter 8  Baker, Chapter 12 | Discussion: Women’s empowerment and development |
| Unit Twelve: 11/25 & 11/26 Environmental Change and Development  11/27 – 12/1: Thanksgiving Holiday | Baker, Chapter 14 | Discussion: Development, Consumerism, and the Environment (replies are not required due to the short week). Post your response to the assignment by 11/26. |
| Unit Thirteen: 12/2-12/8: Geography and Economic Prosperity | Baker, Chapter 13 | Discussion: Bhutan: The Kingdom Where GDP is Measured in Happiness. (20 Points).  Test Three (50 Points). Once you launch the exam you must complete it in one sitting. |
| Unit Fourteen: 12/9-12/13: Is Development Working? | Readings posted in module from *Factfinder*. | Discussion: Factfulness and Hope in Development. Post your response to the assignment by 12/11. Reply to peers by 12/13.  Term Presentation due12/10 |
| We do not have a final exam. |  |  |

***CAMPUS RESOURCES***

*DISABILITY SUPPORT SERVICES:* [*udss@uwyo.edu*](mailto:udss@uwyo.edu)*, 766-3073, 128 Knight Hall,* [*www.uwyo.edu/udss*](http://www.uwyo.edu/udss)

*COUNSELING CENTER:* [*uccstaff@uwyo.edu*](mailto:uccstaff@uwyo.edu)*, 766-2187, 766-8989 (After hours), 341 Knight Hall,* [*www.uwyo.edu/ucc*](http://www.uwyo.edu/ucc)

*ACADEMIC AFFAIRS: 766-4286, 312 Old Main,* [*www.uwyo.edu/acadaffairs*](http://www.uwyo.edu/acadaffairs)

*DEAN OF STUDENTS OFFICE:* [*dos@uwyo.edu*](mailto:dos@uwyo.edu)*, 766-3296, 128 Knight Hall,* [*www.uwyo.edu/dos*](http://www.uwyo.edu/dos)

*UW POLICE DEPARTMENT:* [*uwpd@uwyo.edu*](mailto:uwpd@uwyo.edu)*, 766-5179, 1426 E Flint St,* [*www.uwyo.edu/uwpd*](http://www.uwyo.edu/uwpd)

*STUDENT CODE OF CONDUCT WEBSITE:* [*www.uwyo.edu/dos/conduct*](http://www.uwyo.edu/dos/conduct)