



**CSUS 215**

**International Development and Sustainability**  
**3 credits, Spring 2021**

**Monday and Wednesday:** 10:20-11:40AM/Online Learning

<b>Instructor</b>	Dr. Abou Traore Department of Community Sustainability <a href="mailto:traoreab@msu.edu">traoreab@msu.edu</a>
<b>Class Materials</b>	All Class Materials Available on D2L, No Textbook Required
<b>Catalog Course Description</b>	Theories, concepts and themes in international development and sustainability.

**Course Requirements**

A stable internet connection (DSL, LAN or Cable connection desirable)  
Access to Desire2Learn (D2L) (<http://d2l.msu.edu>)

**Course Description**

This course explores developing issues low-income countries working towards development and sustainability. The course emphasizes on an overview of how development has been theorized, and then focuses on changes in global economic trends and the actors and entities that shape them. The course is provides understanding the main challenges and problems developing countries face, and the possible solutions to these problems.

The course will be divided into two parts. The first part explores concepts of “development” and “sustainability” to understand how sustainability goals can shape international development. this part will focus on the origins of the idea of development, and how it was conceptualized in its origins as a problem of economic growth and modernization, then went on to become a concept that includes economic and social justice, empowerment and human rights, and environmental change. Then we will look at the multidimensional aspects of poverty, and different ways to measure it. We will then discuss the concept of sustainable development.

Part two covers major issues related to development and sustainability: demographic trends and the implications of issues of gender and development, climate change, energy, agriculture, and management of commons, among others. Exploring these issues will improve our understanding of how communities and nations work (and don't work) and will also be a crucial foundation for practical solutions. These issues will be addressed with a critical understanding of the causes and possible ‘solutions’ under the lens of sustainable development. Case studies from Africa, Latin America and South Asia will be used to support understanding of international development in all its complexity.

Throughout the course, students are expected to follow current issues in news sources. This means that they need to make it a habit to read the news daily and search for stories related to



the topics we discuss in class. The New York Times, the Washington Post, the Wall Street Journal, and the Economist are some of recommended news outlets.

### **Course Overview**

These course outcomes support the Department of Community Sustainability undergraduate program competencies of critical thinking, systems thinking, economic literacy, equity, boundary-crossing, and ethics. Students can learn more about the Department of Community Sustainability undergraduate program competencies at [http://www.csus.msu.edu/undergraduate/sustainability\\_core](http://www.csus.msu.edu/undergraduate/sustainability_core). In addition, this course supports Michigan State University's Undergraduate Learning Goals of analytical thinking and integrated reasoning. More information about MSU's Undergraduate Learning Goals is available at <http://learninggoals.undergrad.msu.edu/>.

### **Course Learning Outcomes**

By the end of the course, students should be able to:

- Differentiate between economic growth, and development.
- Understand theories of development
- Discuss poverty and inequality.
- Apply critical thinking, analysis and research skills to evaluate the credibility of policy positions and scientific arguments.
- Be comfortable doing bibliographic searches and match sources to questions.
- Improve writing skills.
- Develop skills to work in developing countries.
- Explain why the Sustainable Development Goals are important.
- Appreciate the importance of being open-minded when thinking about international development.
- Think in complex ways about international development.

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### **\*Textbook & Course Materials**

There is no text required. But there are readings from different sources for each class. All readings will be posted in D2L.

Main Library: <https://mediaspace.msu.edu/channels>



## Accommodations

If you need accommodations in this class related to a disability or religious holidays, please make an appointment with me to discuss as soon as possible. For more information go to: <https://www.rcpd.msu.edu/services>

### **Resource Center for Persons with Disabilities (RCPD)**

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to an instructor during the second week of class and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

- To make an appointment with a specialist, contact: (517) 353-9642 Or TTY: (517) 355-1293
- Web site for RCPD: <http://MYProfile.rcpd.msu.edu>

### **Diversity Equity and Inclusiveness**

Diversity, Equity and Inclusion are important, interdependent components of everyday life in the College of Agriculture and Natural Resources (CANR) and are critical to our pursuit of academic excellence. Our aim is to foster a culture where every member of CANR feels valued, supported and inspired to achieve individual and common goals with an uncommon will. This includes providing opportunity and access for all people across differences of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, disability / abilities, political affiliation, veteran status and socioeconomic background. (See the full CANR statement: <https://www.canr.msu.edu/news/canr-statement-on-diversity-equity-and-inclusion>)

### **Religious Observance Policy**

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors.

### **Bereavement**

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the "Grief Absence Request" web form (found at <https://www.reg.msu.edu/sitemap.aspx?Group=7>) no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

### **Disruptive Behavior**



Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at MSU states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

### **Technical Assistance**

If you need technical assistance at any time during the course or to report a problem, you can:

- Visit the [Distance Learning Services Support Site](#)
- Visit the [Desire2Learn Help Site \(http://help.d2l.msu.edu/\)](http://help.d2l.msu.edu/)
- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345
- Kaltura MediaSpace: <https://mediaspace.msu.edu/channels>

### **Academic Integrity**

[Article 2.III.B.2](#) of the Academic Freedom Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

If requested by the instructor, students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number). The system will automatically show this info to faculty in your course when viewing the submission, but the



information will not be retained by Turnitin.

### COURSE POLICIES

**Class attendance**- Students are expected to attend class and to be on time. Absences will be noted and attendance points will suffer. If you are sick, contact the instructor in advance, please stay at home and get better. Though there are no “excused” or “unexcused” absences, students are encouraged to notify the instructor beforehand for **2** anticipated absences or email the instructor as soon as possible for unexpected absences. If you miss more than 2 classes, it is your responsibility to provide a proof of absence, obtain lecture notes and assignments from a fellow student.

**Participation** – Student participation includes quality of verbal responses, group interaction, comments and questions, as well as attentiveness in class and in all activities. This is an interactive class and students must take notes from readings, class discussions and/or lectures. Lectures presentations are not shared.

**Mobile phones** – keep your cellular devices in a silent mode during the entire class period, this allows you to receive emergency SMS text, phone, or email messages distributed by the university. Texting or emailing during class can hinder our class learning efforts.

**Professionalism** – One aim of this class is to develop the skills students need to be successful in a professional setting. Students are expected to show respect to the professor and to one another. This is demonstrated in numerous ways including being on time, giving full attention in class, engaging in discussion and problem-solving, working collaboratively in groups, and taking responsibility for learning the material. Assignments must be neat with no grammatical and spelling errors, and they must indicate a serious effort to do a good job. All students are encouraged to express their points of view and opinions in this class. Disagreement, whether it is with the professor, another student or guest speaker, is a natural part of the learning process and all present can benefit from an informed debate. However, all participants in this class are expected to be respectful of others’ opinions and professional in such discussions. Being respectful, interested, attentive, and participatory will reflect well on your grade.

Item	Points	Details
Weekly reading summaries	200	Student will have 10 week reading summaries one per week based on the material covered (readings, videos/ documentaries)
Country development brief (Group work)	200	Throughout the term, you will be expected to collect information on (a) contemporary development issues in a particular country or (b) a recent/ongoing development-related event (e.g., climate change and development, famine in Yemen, development implications of migration in Latin America or Africa). You will be required to submit a written six-page brief that describes the situation and offers policy recommendations and to conduct a brief presentation of your findings and recommendations to the class (10% of total grade). Your topic must be approved by Dr. Traore



Mini essay	200	Students will write a muni essay on one of the topics covered. The essay should be scholarly written and must be proved read. The essay should be at least 8 pages double spaced and it will be peer reviewed.
Final paper	200	You will do a research project based on a problem you identify from the country you are studying in class. You will have to do a presentation and submit a policy paper.
Presentation	100	
Peer Reviews: Mini essay & presentation	100	You will review a projects/essays and present to your classmates.
Total points	1000	
Extra Credit	50	TBD

**Mandatory Reporting** – Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at [www.titleix.msu.edu](http://www.titleix.msu.edu).

**Communication** – Electronic communication has become a critical tool in our society. For this reason, you will be required to check your **MSU-assigned email** on a daily basis. Throughout the semester, I will be corresponding with students via email and the information in these emails are considered official course communication for which students are responsible. If you regularly check a different email account than your “msu.edu” account, be sure to forward your MSU account to your other account. However, if you email me using such an account, beware that I may not receive it. MSU’s SPAM identification software often tags emails from public accounts as SPAM and I never receive them. For this reason, it is recommended that students check their MSU accounts on a daily basis and use this account for all communication with me.

**Assignments** – Poor presentations can reduce the credibility of otherwise good contents, thus, all assignments must be typed / word-processed (unless otherwise specified) and presented in a professional manner. Standardized grammar and spelling are expected on all submitted assignments. Proof-read your work! If you feel you need assistance in this area, see the instructor or any of a number of university resources so that help can be provided and your grade will not be diminished. Unless approved in advance, I will only accept hard copies of all assignments.

### Grading Scale

<u>Grade</u>	<u>Points Earned</u>
4.0	925 - 1000
3.5	865 - 924
3.0	795- 864
2.5	765-794
2.0	695-764
1.5	665- 694



1.0                      595-664  
0.0                      under 594

### Late Policy

Assignments will be turned in electronically via D2L and are due at 11:59 PM (EDT) on the due date unless otherwise noted. If you will not be able to submit an assignment on time, I advise that you seek permission for a late submission at least 24 hours prior to the due date/time. I will then determine if I will accept your late submission with/without a penalty. Unexcused late submissions are penalized 10% for every late day.

### Recommended Texts & Other Readings

<https://libguides.lib.msu.edu/c.php?g=1111777&p=8106250>

### Class Schedule

**\*\*\* Please note that the schedule is a working progress and likely to change\*\*\***

**Readings should be completed before the date in which they appear on the schedule.**

Days and Weeks	Topic	Readings Due	Assignments
Week 1 Wed 1/20/21	Introduction	Introduce yourself: Preferred names, major, country or state, hobby and why you are taking this class on international development and sustainability.	
M 1/25/21	Key Definitions	Haslam, P. A., J. Schafer, et al., Eds. (2017). Introduction to international development: Approaches actors and issues. Third edition. Don Mills Ontario, Oxford University Press Canada (1-22)	
Week 2 Wed 1/27/21	Development, paths and origins	The companion to development studies. Second edition. V. Desai and R. B. Potter. London, Hodder Education chapters 1.1 and 1.2 (5-15)	Video: Guns, Germs and Steel, pt. 3



Mond 2/1/21	Development and economic growth	The companion to development studies. Third edition. V. Desai and R. B. Potter. London, Hodder Education chapters 1.5 and 1.6 (25-33)	
Week 3 2/3/21	Development and economic growth	The companion to development studies. Third edition. V. Desai and R. B. Potter. London, Hodder Education chapters 1.5 and 1.6 (25-33)	
2/8/21	Development and ethics	Haslam, P. A., J. Schafer, et al., Eds. (2017). Introduction to international development: Approaches actors and issues. Third edition. Don Mills Ontario, Oxford University Press Canada (Chap 2. p22-37)	
Week 4 2/10/21	Poverty and ways to measure it	Isbister, John. <i>Promises not kept: the betrayal of social change in the Third World</i> . Kumarian Press Inc., 2006. Chap1&2 (p1-27)	Country development brief (Group work)
2/15/21	Poverty and ways to measure it	The companion to development studies. Third edition. V. Desai and R. B. Potter. London, Hodder Education (56-74)  Sabina Alkire and Maria Emma Santos, July 2010 Multidimensional Poverty Index. Oxford Poverty and Human Development Initiative.	
Week 5 2/17/21  2/22/21	Millennium Development Goals and Sustainable Dev. Goals	Haslam, P. A., J. Schafer, et al., Eds. (2017). Introduction to international development: Approaches actors and issues. Third edition. Don Mills Ontario, Oxford University Press Canada (Chap 10. p180-197)  Sachs, Jeffrey D. "From millennium development goals to sustainable development goals." <i>The Lancet</i> 379.9832 (2012): 2206-2211.	
2/24/21	Sustainable Development	Kates, Robert W., Thomas M. Parris, and Anthony A. Leiserowitz. "What is sustainable development? Goals, indicators, values, and	





3/1/21		<p>practice." <i>Environment (Washington DC)</i> 47.3 (2005): pg. 8-21.</p> <p>Elliot, J. (2006) Introduction to Sustainable Development. Chap. 1 (8-31)</p> <p>Please watch the documentary: The End of Poverty  <a href="https://www.youtube.com/watch?v=DrRiU2nuDpU">https://www.youtube.com/watch?v=DrRiU2nuDpU</a></p>	
Week 6 3/3/21	Sustainable Development	<p><a href="https://www.footprintnetwork.org/resources/footprint-calculator/">https://www.footprintnetwork.org/resources/footprint-calculator/</a></p> <p>The companion to development studies. Third edition. V. Desai and R. B. Potter. London, Hodder Education chapters 6.2 and 6.3 (337-345)</p>	
3/8/21	International Aid and its impacts	<p>The companion to development studies. Third edition. V. Desai and R. B. Potter. London, Hodder Education chapters 1.5 and 1.6 (25-33)</p> <p>Life and debt in Jamaica  <a href="https://www.youtube.com/watch?v=UzYGaFv1ry0">https://www.youtube.com/watch?v=UzYGaFv1ry0</a></p>	
Week 7 3/10/21	Prep for exam 1	<p>Green, D. From poverty to power: How active citizens and effective states can change the world. Oxfam, 2012. Intro. (3-14)</p>	
	Exam 1		
Week 8 3/15/21	Gender and Development	<p>Haslam, P. A., J. Schafer, et al., Eds. (2017). Introduction to international development: Approaches actors and issues. Third edition. Don Mills Ontario, Oxford University Press Canada Chapter 5. p84-96</p>	
3/17/21	Climate change and development	<p>Haslam, P. A., J. Schafer, et al., Eds. (2017). Introduction to international development: Approaches actors and issues. Third edition. Don Mills Ontario, Oxford University Press Canada. Chap 17. p320-334</p>	Mini essay



3/22/21		The companion to development studies. Third edition. V. Desai and R. B. Potter. London, Hodder Education chapters 7.4. (402-410)	
Week 9 3/24/21	Food production, consumption, and waste	The companion to development studies. Third edition. V. Desai and R. B. Potter. London, Hodder Education chapters 4.5, 4.6, and 4.9 (249-258; 270-273)  Torrez, Faustino. "La Via Campesina: Peasant-led agrarian reform and food sovereignty." <i>Development</i> 54.1 (2011): 49-54.	
3/29/21	Energy and Development: the case of dams	The companion to development studies. Third edition. V. Desai and R. B. Potter. London, Hodder Education. Chapters 6.8 and 6.9 (365-374)	
Week 10 3/31/21	Agriculture and development: Coffee case study		
4/5/21	Famines and Food Access	The companion to development studies. Second edition. V. Desai and R. B. Potter. London, Hodder Education chapters 4.3 and 4.4 (235-248)	
Week 11 4/8/21	Urbanization	Haslam, P. A., J. Schafer, et al., Eds. (2017). Introduction to international development: Approaches actors and issues. Third edition. Don Mills Ontario, Oxford University Press Canada Chap 19. p 362-376  <a href="https://www.prb.org/demographic-dividend-engage/">https://www.prb.org/demographic-dividend-engage/</a>	
4/15/21	The commons	Sustaining the commons. John M Anderies and Marco Janssen. Published by Center for the Study of Institutional Diversity. Arizona State University. Section 1 (3-11), section 2 (13-23)	
Week 12 4/17/21	Management of the commons	Sustaining the commons. John M Anderies and Marco Janssen. Published by Center for the Study of Institutional Diversity. AZU. Section 4 (39-47) and Section 5 (51-62)	



4/22/21	Poverty in industrialized countries		
Week 13 4/24/21	Group presentations		
4/29/21	Group presentations		
4/31/21	Group presentations		
Week 14 5/5/21 5/7/21 5/12/21	Group presentations  Prep for Exam 2		
	Final Exam 2		Final paper

### Additional Readings

Lowrey, Annie. 23 February 2017. "The Future is Not Working." *New York Time Magazine*

<http://documents1.worldbank.org/curated/en/932161595873019233/pdf/Gender-Empowerment-Supply-Chain-Linkages-and-Foreign-Direct-Investment-Evidence-on-Bangladesh.pdf>

[https://www.cgdev.org/sites/default/files/15416\\_file\\_Growth\\_Africa.pdf](https://www.cgdev.org/sites/default/files/15416_file_Growth_Africa.pdf)

Cardoso, Fernando Henrique, and Enzo Faletto. *Dependency and development in Latin America (Dependencia y desarrollo en América Latina, engl.)*. Univ of California Press, 1979.

Banks, Nicola, and David Hulme. "The role of NGOs and civil society in development and poverty reduction." *Brooks World Poverty Institute Working Paper 171* (2012).

