



Department of
Community Sustainability

MICHIGAN STATE
UNIVERSITY

College of Agriculture
and Natural Resources

CSUS 215
International Development and Sustainability

Spring 2018
Tuesdays and Thursdays, 10:20 to 11:40
118 Farrall Ag Eng Hall

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Catalog Course Description: Theories, concepts and themes in international development and sustainability.

Student Learning Outcomes

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

- Differentiate between economic growth, and development
- Apply critical thinking, analysis and research skills to evaluate the credibility of policy positions and scientific arguments.
- Develop skills to work in developing countries.
- Appreciate the importance of being open minded when thinking about international development.
- Think in a complex way about international development.

These course outcomes support the Department of Community Sustainability undergraduate program competencies of critical thinking, systems thinking, and ethics. Students can learn more about the Department of Community Sustainability undergraduate program competencies at 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 description

This course will provide an overview of the major issues developing countries face in trying to balance development and sustainability. The emphasis of the course is on understanding what are the main challenges and problems developing countries face, and the possible solutions to these problems. The course will be divided into two parts. In the first half of the semester we will explore the concepts of “development” and “sustainability” to understand how sustainability goals can shape international development. We will begin the course by studying 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 the environment among other things. 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.

During the second half of the semester, we will cover major issues (through papers, case studies and documentaries) related to development and sustainability relevant in developing countries: gender and development, energy, agriculture, famines and food access, urbanization, the commons, managements of commons, and extreme events. Our attempt to explore these issues will improve our understanding of how societies work (and don't work), and will also be a crucial foundation for practical solutions. During the course, we will also discuss the role of outsiders working on international development and the “culture shock” outsiders may encounter when starting to live and work in a new country.

For each of the subjects we cover, we will try to understand why these issues are problematic, for whom they are problematic and we will explore possible ‘solutions’ under the rubric of sustainable development. To explore these issues in some depth, we will use case studies from Latin America and the Caribbean, Africa, and South Asia. These variations will allow us to comprehend international development in all its complexity.

In addition, throughout the course, students are expected to follow current affairs in news sources. This means that they need to make it a habit to read the news on a daily basis and search for stories related to the topics that we discuss in class. I recommended sources like the New York Times and the Economist, which have better writing and reporting than other sources.

Required Text

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

Grading:

Grading Scale: Grade Percentage

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

Course Requirements

For all classes you are supposed to come prepared and to have done the readings for each class. Below you will find a list of all the readings week to week. Please note that some readings are subject to change and I will let you know when that happens.

For all the assignments make sure you include a bibliography with the different sources that you are citing.

Assignment	Points	Due date
Mini- essay 1	80	February 5
Mini- essay 2	90	March 16
Mini- essay 3	90	April 9
First Exam	200	March 1
Second Exam	200	April 19

Reading and documentary responses	40	Weekly
Participation	50	Weekly
Group Project (presentation and policy position paper)	200	May 4
Attendance	50	Weekly
Total Points	1000	

Each student will choose a **focus country** from the developing world, which will be the focus of the mini-essays. The selection of the country will be on a first-come-first-served basis, and no two students can have the same country. Every month you will turn in a 800-1000 word mini-essay on development issues based on specific questions presented by the instructor for each submission and related to topics that we are covering in class. Writing is a critical skill that you will need to master to be successful in this class and in whatever profession you choose to pursue; therefore, it is a primary focus of this course.

Before January 22, submit in D2L the country you want to focus on. The instructor needs to authorize the choice before you can go ahead with that country.

For all these assignments, the questions asked are part of the big theme that I want you to address in that mini- essay. **The assignment is not just to answer the questions I ask** (though you do need to answer those questions). Instead use my questions as a guide for how to structure your assignment. Each assignment should have in between 800-1000 words, without counting the bibliography. Be creative: you could include tables, maps, figures, etc, as soon as you include your sources, but those do not count in the word count.

February 5, Focus country mini essays 1: Why did you choose this country? Where is the country located? Find the GDP (what are the most important sectors in that GDP), the Gini coefficient, Human Development Index and the Multidimensional Poverty Index of your focus country, and compare those with the ones of neighboring countries. Any other index discussed in class is important for your country? How have these indicators changed over time? What can you say about the indicators for your focus country?

March 16, Focus country mini essay 2: Look at reports describing how your focus country did with respect to the different indicators measured in the millennium development goals. What are their goals for the sustainable development goals? What are the biggest challenges ahead? You are not supposed to report in each of the indicators, but to report where the biggest advances happen and why and what are the biggest challenger for the future, and why.

April 9, Focus country mini essay 3: In this mini essay you should focus *on one of the topics of the second part of the course related to your country*. Are there any gender issues that are important for that country right now? What is happening with food security? What about the energy strategies? Urbanization problems? What are the biggest environmental problems in rural areas your focus country is facing? Or/and are there any positive experiences you can show about resource management in that country? Any positive or negative experiences that you feel are important in any of the topics discussed during the second part of the semester.

First exam

The midterm will be on March 1st. This exam will cover all material (including readings, class presentations and documentaries) covered up until the class previous to the exam (February 22nd). The exam will be a mix of short-answer questions, true and false questions and multiple-choice questions. I will provide last year's exam as an example of the type of questions that you can expect, and we will go over that exam on February 27.

Second exam

The second exam will on April 19th. This will cover all material (including readings, class presentations and documentaries) covered since March 13 until the class previous to the exam (April 12). The exam will be a mixture of short-answer questions, true and false questions and multiple-choice questions. I will provide last year's exam as an example of the type of questions that you can expect and we will go over that exam on April 17.

Group Project

Students will organize in groups of 3 to investigate an issue of development relevant for a region or for a particular country (for example food security in East Africa, megacities in China, mining in a determined region or country, the impact of HIV/AIDS in a region, etc). This assignment will imply doing research about the topic and to work in groups, and individually as well. Keep in mind that it is necessary to this project to explore how different actors (i.e. political actors, or different groups) may perceive or are affected by that issue. In general, different actors have different views of the problem or development initiatives and projects.

For this group project, you will have to do 3 things. First, students are required to create their groups and suggest a topic by March 19th in D2L. Each group will meet with me to discuss the project they want to accomplish. Second, the group will do a presentation about that topic. Presentations are due on the last week of classes. Each group is going to have 15 minutes to do their presentation. Finally, each group would submit a policy position paper. A policy paper is a persuasive document that outlines your views on a policy or issue you have studied (and is of interest to you). The policy paper is a way to apply what you have learned in a format that communicates ideas or recommendations, or persuades people to consider your views. The audience for the paper may be other students, citizens, members of a public commission, elected representatives, or anyone else with a stake in the issue. There is a resource to help you with writing a policy position paper in the Assignments Folder on D2L. The paper is worth 100 points and the presentation 100 points. The policy paper is due on May 4.

Reading and documentary responses

For some readings, activities and documentaries students will be expected to answer a question in 2-3 sentences, or with other type of questions. Sometimes I will use the reading responses at the beginning of the class based on the readings for that day, or at the end of the class based on the presentation and the readings.

In addition, you will be asked to watch three documentaries and answer some questions

Documentary: Germs, Guns and Steel we will watch it in class

Documentary: The End of Poverty? For February 15 (you can find this online)

Documentary: Life and Debt, we will watch it in class.

Participation

Active participation in class is expected (including prior assigned readings and in-class activities). If you are texting, on Facebook, Twitter, Instagram or on any other forms of social media, you are not participating in class. Be prepared to discuss your thoughts and share your ideas with your fellow classmates in a construction and respectful manner. You may be called on to present your comments on the readings throughout the term

Attendance

The number of unexcused absences during the semester directly impacts this grade. If you attend all classes, your attendance grade will be 50. For each unexcused absence, 2 points will be deducted (i.e., 1 unexcused absence will be an attendance grade of 48, 2 unexcused absences 46, etc). If you are absent more than 6 times (i.e., 25% of class), your attendance grade will automatically become zero.

Unexcused absences include required fieldtrips for other classes with a note, participation in university athletics with a note, and illnesses for which you have a doctor's note.

Extra Credit (up to 50 points). There are numerous interesting on-campus events that relate to the themes of our class that you are encouraged to seek out and attend (e.g., look sign up for the Environmental Science and Public Policy email list, look at the [International Studies & Programs](http://www.isp.msu.edu) website (<http://www.isp.msu.edu>). When you've found something, email me to confirm relevance and appropriateness for extra credit. After attending, you have one week to write a 1-page double-spaced response for which you can earn 5 points toward your final grade (up to a maximum of 50 extra points). Responses should summarize key presentation points (i.e., what was the key themes or message? Who was presenting?). Make ties between the presentation and our class (i.e., how did the presentation relate to course content?). What did the presentation make you think about? What was your reaction? Why is it interesting or important?

Late Policy:

Assignments will be turned in electronically via D2L. If you will not be able to submit an assignment on time, I advise that you seek permission for a late submission prior to the due date. I will then determine if I will accept your late submission with or without a penalty. Assignments are due at 11 PM on the posted date. Unexcused late submissions are penalized 10% for every late day.

Communication Policy

Email is the best method for sharing information with me. I will do my best to respond within 24-48 hours of your email. Please include "CSUS 215" in all email subject lines. See "E- Learning Policies" below for additional information.

Cellphones

You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. You are not supposed to be texting or sending emails during class. This is a collective action problem, calls, texts and emails only "benefit" you, but cause a big discomfort to others. So please don't.

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, 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 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. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>). **There will be no warnings – the**

maximum sanction allowed under University policy will occur on the first offense. Turnitin.com will be used for all written assignments.

Accommodations for Students with Disabilities

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. 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.

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 Michigan State University 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.

Campus Emergencies

In the event of an emergency arising within the class, the Professor will notify you of what actions may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood:

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.

- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelinespolicies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
 - Dr. Lopez will answer email about:
 - Questions arising from difficulties in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship
 - Dr. Lopez will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 215).
 - Raises an inappropriate subject.
 - Dr. Lopez will make every effort to answer email received within 24hrs and no later than the end of the following business day, unless otherwise specified in class.
 - You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.

Title IX

"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."

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Week	Date	Topic	Readings	Class documentaries and/or guest speakers.
Week 1	January 9	Introduction to the course		
	January 11	Some definitions important for this course		
Week 2	January 16	Development and its origins		Documentary: Germs, Guns and Steel
	January 18	Development and its origins	The companion to development studies. Second edition. V. Desai and R. B. Potter. London, Hodder Education chapters 1.1 and 1.2 (pages 5-15)	
Week 3	January 23	Development and, economic growth	The companion to development studies. Second edition. V. Desai and R. B. Potter. London, Hodder Education chapters 1.5 and 1.6 (pages 25-33)	
	January 25	How to cite and how to do a bibliography		
Week 4	January 30	Poverty and ways to measure it	Haslam, P. A., J. Schafer, et al., Eds. (2012). Introduction to international development: Approaches actors and issues. Second edition. Don Mills Ontario, Oxford University. Press. Chapter 1 (pages 3-25) Not always with us. The Economist. June 1st 2013.	
	February 1	Poverty and ways to measure it	The companion to development studies. Second edition. V. Desai and R. B. Potter. London, Hodder Education chapters 1.12 and 1.13 (pages 56-67) Sabina Alkire and Maria Emma Santos, July 2010 Multidimensional Poverty Index. Oxford Poverty and Human Development Initiative (OPHI)	
Week 5	February 6	Millennium Development Goals and Sustainable Development goals	Haslam, P. A., J. Schafer, et al., Eds. (2012). Introduction to international development: Approaches actors and issues. Second edition. Don Mills Ontario, Oxford University. Press. Chapter 13. Sachs, Jeffrey D. "From millennium development goals to sustainable development goals." <i>The Lancet</i> 379.9832 (2012): 2206-2211.	
	February 8	Sustainable development	Kates, Robert W., Thomas M. Parris, and Anthony A. Leiserowitz. "What is sustainable development? Goals, indicators, values, and	

			practice." <i>Environment (Washington DC)</i> 47.3 (2005): 8-21.	
			Elliot, J. (2006) Introduction to Sustainable Development. Chap. 1 (8-31)	
Week 6	February 13	Sustainable development	TBD https://www.footprintnetwork.org/resources/footprint-calculator/	https://www.kateraworth.com/videos/
	February 15	Experiment	No reading necessary, but you need to watch the documentary: The End of Poverty?	
Week 7	February 20	Development and ethics	The companion to development studies. Second edition. V. Desai and R. B. Potter. London, Hodder Education chapters 1.12 and 1.10 (pages 47-50) Burns, G. W. (2011). Gross national happiness: A gift from Bhutan to the world. (pp. 73-87). Dordrecht: Springer Netherlands. doi:10.1007/978-90-481-9938-9_5omist March 4, 2010.	http://www.grossnationalhappiness.com
	February 22	Synthesis first part of the course.	Green, Duncan. From poverty to power: How active citizens and effective states can change the world. Oxfam, 2012. Introduction (3-14)	
Week 8	February 27	Preparation for the first exam		
	March 1	First Exam		

Spring Break				
Week 9	March 13	Gender and Development	The worldwide war on baby girls. The Economist. March 4, 2010 Gendercide. The Economist. September 21, 2013 Brygo, Julien “Filipino maids for export” Le Monde Diplomatique. October 2011. Haslam, P. A., J. Schafer, et al., Eds. (2012). Introduction to international development: Approaches actors and issues. Second edition. Don Mills Ontario, Oxford University. Press. Chapter 5	
	March 15	Energy and Development: the case of dams.	The companion to development studies. Second edition. V. Desai and R. B. Potter. London, Hodder Education chapters 6.8 and 6.9 (pages 365-374)	Guest speaker: Laura Castro
Week 10	March 20	Agriculture	TBD	
	March 22	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	
Week 11	March 27	Urbanization	Haslam, P. A., J. Schafer, et al., Eds. (2012). Introduction to international development: Approaches actors and issues. Second edition. Don Mills Ontario, Oxford University. Press. Chapter 19 (pages 355-372)	
	March 29	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	April 3	Manage the commons	Sustaining the commons. John M Anderies and Marco Janssen. Published by Center for the Study of Institutional Diversity. Arizona State University. Section 4 (39-47) and Section 5 (51-62)	
	April 5	Extreme events and Development	The companion to development studies. Second edition. V. Desai and R. B. Potter. London, Hodder Education chapters 6.3, 6.4 and 6.5 (pages 341-336)	
Week 13	April 10	International Aid	The companion to development studies. Second edition. V. Desai and R. B. Potter. London, Hodder Education chapters 10.1 and 10.3 (539-542 and 547 -551)	Documentary: Life and Debt.
	April 12	Let's talk about coffee		Guest speaker: Andrew Gerard
Week 14	April 17	Preparation for the second exam		
	April 19	Second Exam		
Week 15	April 24	Group Presentations		
	April 26	Group presentations		