CED 230: Development Issues in the Global Context
Fall 2022
Tuesday and Thursday 10:35-11:50am
317 Boucke Building

Instructor: Brian C. Thiede, PhD
Associate Professor of Rural Sociology, Sociology, and Demography
Office: 112C Armsby Building
Telephone: 814-865-2561
E-mail: bct11@psu.edu (do not contact me through Canvas messages)
Office hours: By appointment (use office hours rather than e-mail to address substantive issues)

Course description
This course explores development issues in low- and middle-income nations. The first part of the course provides 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 second part of the course covers a wide range of development issues including food security, environmental change, and demographic trends, and considers the implications of these issues at a range of scales (e.g., individuals, communities, nations). This part of the course is designed to expose you to a broad range of topics in development studies, and to cultivate interest in further study of these topics.

Required readings
The following book is required for the course:


A copy of the book will be on reserve at Pattee and Paterno Library.

You will also be required to read multiple articles from The Economist newspaper each week. I highly recommend purchasing a student-discount subscription (https://www.economist.com/subscribe), but you can also access articles through the Penn State University Libraries website.

All other assigned readings will be posted to the course Canvas page (see Files section).

Attendance and participation (20% of grade)
Preparation, attendance, and participation are essential to succeed in this class. Readings for the course are listed in the schedule below. Additional readings from The Economist will be assigned throughout the semester. You are required to complete readings before coming to class, and to be prepared to actively participate in discussions. To be adequately prepared, you will not only have to read the assigned texts but also think critically about the content. Note that additional readings may be assigned on an ad hoc basis throughout the semester. You are encouraged to stay up-to-date on current events related to class topics by reading the news from reliable sources, listening to podcasts, and accessing other sources of information. Many class meetings will be discussion-based, so your preparation is necessary for our meetings to be productive. In addition to this everyday participation, you may be expected to prepare for and participate in various activities (e.g., debates, simulations) throughout the semester. I will evaluate this component of your grade during each class meeting and will provide individualized feedback upon request.

Exams (45% of grade)
You will receive two exams throughout the semester. Both are in essay format and are to be completed outside of class. Responses will be due one week (7 days) after they are assigned unless otherwise instructed. These prompts will variously require you to integrate, synthesize, and reflect upon the course readings, lectures, and in-class activities. Each set of essays will be weighted equally and, together, will contribute 45% of your total grade.

Current events (10%)
We will collectively endeavor to maintain an active discussion board on Canvas to share new course-relevant material (e.g., recent news items, investigative journalism, academic articles, etc.) from reputable sources. While all
students are strongly encouraged to make brief contributions on a regular basis, you must sign up to develop a more comprehensive posting once during the semester (the schedule will be set during the first week of classes). Your comprehensive posting should cover approximately 5-10 items and include (a) 1-2 sentence descriptions and (b) hyperlinks for each. The following are helpful examples (but are not intended to serve as formal templates): (a) Chris Blattman’s blog; (b) This Week in Africa; and (c) The World Bank’s Development Impact blog.

**Issue brief (25%)**
Throughout the term, you will be expected to collect information on (a) contemporary development issues in a particular country or (b) a recent and (or) ongoing development-related event. You will be required to submit a written brief that describes the situation and offers policy recommendations, and to conduct a brief presentation of your findings and recommendations to the class. Your topic must be approved by Professor Thiede on or before 5:00pm on September 9. See Canvas assignment for instructions.

**Grading**
Grades will be calculated using the following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, and participation</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>45%</td>
</tr>
<tr>
<td>Current events</td>
<td>10%</td>
</tr>
<tr>
<td>Issue brief</td>
<td>25%</td>
</tr>
</tbody>
</table>

The following scale will be used to assign letter grades:

- A: 94-100
- A-: 90-93
- B+: 86-89
- B: 83-85
- B-: 80-82
- C+: 76-79
- C: 70-75
- D: 60-69
- F: 0-59

**Late submissions**
Students are permitted two 48-hour, no-questions-asked extensions during the semester. No excuse or rationale is needed. These extensions may be applied to any assignment except the issue brief presentation. No other extensions will be permitted throughout the semester except under exceptional circumstances and (or) after consultation with relevant administrators.

**Electronics in the classroom**
I strongly encourage you to unplug during class meetings and take hand-written notes. There is robust evidence that you will retain more knowledge and distract your classmates less by keeping your laptop off and taking notes by hand. You may take notes on a laptop or tablet if you feel that it is necessary. Do not use your computer for other purposes. Mobile phones and other devices should be turned off during class. Failure to comply with these policies will lead to a reduction in your grade.

**Academic integrity**
Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, students should act with personal integrity, respect other students’ dignity, rights and property, and should help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others (see Faculty Senate Policy 49-20 and G-9 Procedures;
A lack of knowledge or understanding of the University’s Academic Integrity policy and the types of actions it prohibits and (or) requires does not excuse one from complying with the policy. The Pennsylvania State University and the College of Agricultural Sciences take violations of academic integrity very seriously. Faculty, alumni, staff, and fellow students expect each student to uphold the University’s standards of academic integrity both in and outside of the classroom.

Disability services
The Pennsylvania State University welcomes students with disabilities into the University’s educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services (ODS) at 814-863-1807 (V/TTY). For further information regarding ODS, please visit the Office for Disability Services Web site at http://equity.psu.edu/student-disability-resources/.

In order to receive consideration for course accommodations, you must contact ODS and provide documentation (see the documentation guidelines at http://equity.psu.edu/student-disability-resources/guidelines). If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with me as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester.

COVID-19
Students are expected to comply with current university health guidelines, which can be found here: https://virusinfo.psu.edu/health-guidelines/.

The following guidance is recommended by the University Faculty Senate (as of 8/23/22): While COVID-19 cases have decreased substantially since fall of 2021, COVID-19 remains a pandemic. More transmissible variants are a major concern. Penn State urges everyone to continue to take steps to protect not only themselves, but their colleagues, friends, and the campus by practicing good hand hygiene, staying home if you are sick, being up to date on vaccinations and boosters, and wearing a mask indoors. There is evidence that masks are effective in reducing the transmission of COVID-19 and everyone is strongly encouraged to wear masks while indoors.

Subject to change
This syllabus is subject to change. Changes may be announced during class meetings. If you miss a class, please check with me for any announcements.
Course schedule and reading list

Course introduction

23 August  
No assigned readings

What is development? Conceptualization and measurement

25 August  

Theorizing development

30 August  

1 September  

6 September  

8 September  

13 September  

15 September  
No assigned readings  
*Exam #1 assigned*

Food security

20 September  

22 September  

27 September  
No class
29 September


Food aid and foreign assistance

4 October


6 October


Non-government organizations (NGOs)

11 October


13 October


Population, migration, and development

18 October


20 October


Development and the natural environment

25 October

27 October

1 November

Global population health

3 November

Book of the semester: *Why We Fight*

8 November
Blattman, Chapters 1-3

10 November
Blattman, Chapters 4-6

15 November
Blattman, Chapters 7-9

17 November
Blattman, Chapters 10-conclusion

22 November
No class – Thanksgiving break

24 November
No class – Thanksgiving break

Careers in development

29 November
No assigned readings
*Exam #2 assigned*

Issue brief presentations

1 December
Issue briefings: Assigned readings to be determined

6 December
Issue briefings: Assigned readings to be determined

8 December
Issue briefings: Assigned readings to be determined