

## Term Information

Effective Term Autumn 2021  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

This is a request for approval of an online version of the International Studies 2500 Introduction to Development Studies class (the in-class version was previously approved and is offered on a regular basis).

### What is the rationale for the proposed change(s)?

To provide students the option of taking an online version of the class.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic implications for existing International Studies majors and minors.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	International Studies
Fiscal Unit/Academic Org	UG International Studies Prog - D0709
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2500
Course Title	Introduction to Development Studies
Transcript Abbreviation	Intro Dvlpmnt Stds
Course Description	Examines theories of political economy and development, as well as the historical geography of global capitalism and contemporary issues in international economic development.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

---

## **Prerequisites and Exclusions**

### **Prerequisites/Corequisites**

### **Exclusions**

### **Previous Value**

Not open to students with credit for 215.

### **Electronically Enforced**

No

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

### **Subject/CIP Code**

44.0501

### **Subsidy Level**

Baccalaureate Course

### **Intended Rank**

Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Human, Natural, and Economic Resources; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Introduce students to basic theories and concepts of political economy and development
- Develop an understanding of the historical geography of global capitalism
- Improve students' capacity to study issues in international economic development
- Explore the ethical dilemmas inherent in development practices and policies
- Learn to write critical review papers on development topics

### **Content Topic List**

- History of basic concepts in political economy of development
- The organization of global capitalist economy
- Key institutions and practices in world of development policy
- Development and climate change

### **Sought Concurrence**

No

**COURSE CHANGE REQUEST**  
2500 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
05/04/2021

**Attachments**

- 2500 Syllabus In-Person.docx: In-Person Syllabus  
*(Syllabus. Owner: Meltz,Richard Lee)*
- AU21 INTSTDS 2500 Syllabus for DL.docx: Online Syllabus  
*(Syllabus. Owner: Meltz,Richard Lee)*
- IS 2500 Tech Checklist.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Meltz,Richard Lee)*
- AU21 IS2500 Syllabus Revised (4-30-21).docx: Online Syllabus Revised  
*(Syllabus. Owner: Meltz,Richard Lee)*

**Comments**

- The two notations in the Tech Checklist have been addressed in the online syllabus attached to this proposal.  
  
4-30-21 Updated syllabus received from Professor Woodworth and attached to this proposal.  
  
Confirmed an Assessment Plan not needed for DL request. 1-5-2021 *(by Meltz,Richard Lee on 05/03/2021 08:32 AM)*
- See Panel feedback email sent 01/27/21 *(by Hilty,Michael on 01/27/2021 08:22 AM)*
- 12/26/20: Please respond to Bernadette's request on 11/12/20. *(by Haddad,Deborah Moore on 12/26/2020 10:23 AM)*
- Please include GE assessment plan that can be implemented in virtual environment. See instructions here  
<https://ascas.osu.edu/curriculum/distance-learning-courses> *(by Vankeerbergen,Bernadette Chantal on 11/12/2020 09:42 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Meltz,Richard Lee	11/08/2020 09:09 AM	Submitted for Approval
Approved	Kurtz,Marcus Jurgen	11/09/2020 08:01 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/09/2020 08:11 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/12/2020 09:43 AM	ASCCAO Approval
Submitted	Meltz,Richard Lee	12/21/2020 04:09 PM	Submitted for Approval
Approved	Kurtz,Marcus Jurgen	12/24/2020 12:31 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	12/26/2020 10:23 AM	College Approval
Submitted	Meltz,Richard Lee	01/05/2021 07:57 AM	Submitted for Approval
Approved	Kurtz,Marcus Jurgen	01/05/2021 12:32 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/05/2021 03:05 PM	College Approval
Revision Requested	Hilty,Michael	01/27/2021 08:22 AM	ASCCAO Approval
Submitted	Meltz,Richard Lee	05/03/2021 08:33 AM	Submitted for Approval
Approved	Kurtz,Marcus Jurgen	05/03/2021 02:36 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/04/2021 03:06 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	05/04/2021 03:06 PM	ASCCAO Approval

# SYLLABUS

# INTERNATIONAL STUDIES

# 2500:

Introduction to Development Studies: Global Poverty, Inequality, and the Field of Development Studies  
Fall 2021 – Full Term, Online

## COURSE OVERVIEW

### Instructor

Instructor: Max D. Woodworth

Email address: [Woodworth.42@osu.edu](mailto:Woodworth.42@osu.edu)

Phone number: (614) 247-6899

Office hours: WF 12:00-2pm, or by appointment

### Course description

This is an introductory survey course that investigates the nature of development in the contemporary world. “Development” is a term that covers a broad spectrum of themes and issues, but at the center of the problem of development is a concern for global poverty and inequality. In this course, we will examine the causes and implications of poverty and uneven development and will consider some of the urgent intellectual and practical issues at the heart of Development Studies. In this class, you will work toward three core learning goals:

- 1) to gain a rigorous conceptual understanding of development;
- 2) to gain a more complete geographical knowledge of the world; and,
- 3) to achieve insight into the political and moral dilemmas surrounding the problem of uneven development.

This is a fully online course broken into 11 Modules, each centered on a topic or theme prominent in Development Studies. We utilize a range of learning materials grounded in real-world examples to illustrate the problems of global poverty and inequality historically and in the present. Students are expected to watch recorded lectures as well as videos and films, and to

complete all readings. It is vitally important that students commit to completing this work in order to succeed in this class.

## Course learning outcomes

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

- Understand the problem of poverty from a variety of perspectives
- Understand the problem of inequality from a variety of perspectives
- Assess historical patterns of economic and social development
- Interpret various data and measures related to development
- Understand the role of trade in global development
- Understand the connections between cities and development
- Understand the connections between population and development
- Appreciate and articulate the emergence and competing meanings of “development”
- Understand the implications of climate change for future development
- Articulate their own connection to places and processes occurring in the world today

This class fulfills **Social Science** and **Diversity GE** requirements.

### **GOALS of Social Science GE requirements:**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

### **Expected Learning Outcomes: Human, Natural, and Economic Resources**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

### **GOALS of Diversity GE requirements:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

## Expected Learning Outcomes: Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course will meet the goals and learning outcomes spelled out above by introducing students to the multi-faceted social, economic, political, and cultural components of poverty and inequality. It will require students to engage ideas developed in different times and places and to approach these analytically in order to apply such knowledge to present-day concerns. The fundamental questions addressed in this course are global in nature.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Communication:** The instructor will communicate with the class about assignments, deadlines, and any other crucial information for the course through Carmen Announcements. Students are expected to read Announcements as soon as possible to keep pace with the class.

**Pace of online activities:** This course is divided into **modules** that are arranged around specific themes. Modules and assignments become available as we progress through the semester. Students are expected to keep pace with deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours: OPTIONAL**  
I will hold office every week on Zoom. You are welcome to sign on to them at any time to discuss material from the course or to ask questions.
- **Personal meeting: REQUIRED**  
All students will be scheduled to meet via Zoom with me at least once during the semester.
- **Participating in discussion forums: 1 TIME PER WEEK**  
As part of your participation, each week you are expected to post at least one discussion post in response to the week's content.

## STUDENT SUPPORT FOR SUCCESSFUL LEARNING

Students are encouraged to make use of the university's support services. These can be very helpful as you navigate the significant challenges of university life in all its dimensions.

Please visit the Academic Advising website to obtain tips for success in this and other courses, information about academic affairs and regulations, and general advising about majors, minors, careers, and other aspects of academic life. Through the website you will be able to schedule appointments with advisors who can assist with specific issues. See here:

<https://advising.osu.edu/>

For guidance and access to resources in all areas of student life, please visit the Student Services Center. You can visit their website here for complete information: <http://ssc.osu.edu>

## COURSE MATERIALS AND TECHNOLOGIES

### Textbook, articles, audio-visual materials

- The book "Development: A Very Short Introduction" (Oxford University Press), by Ian Goldin, will serve as the course's backbone text. It can be purchased online for about \$12. Please consider purchasing from an independent bookstore (you can search for one here: <https://www.indiebound.org/indie-bookstore-finder>). It is also available for free as an e-book through the University Library.
- Readings will be made available through links provided in the syllabus or will be available in PDF format on Carmen.

- Audio-visual material will be available through links.

## Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

## CARMEN ACCESS



You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

## GRADING AND INSTRUCTOR RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Eight reading quizzes	40
Posts to Discussion board (1 per week)	15
Individual Project	15
Exam 1	15
Exam 2	15
<b>Total</b>	<b>100</b>

### Explanation of graded assignments

Reading quizzes: At eight points in the semester (see schedule on pp. 12-14) you are expected to complete an online quiz. Quizzes are available in Carmen and will appear in your schedule of assignments. Quizzes draw from the assigned readings and/or documentary films. A typical quiz will feature ten multiple choice or true-false questions and is time-limited to 30 minutes. Quizzes are graded on a 0-100 scale.

Exams: This course includes two exams, one in the middle of the term and one at the end. The second exam is not cumulative. An exam typically contains 40 multiple choice and true-false questions and four short written responses of between 250-400 words each. Exams are taken online in Carmen and will appear in your schedule of assignments. Exams are time-limited to two hours. Exams are graded on a 0-100 scale.

Discussion board posts: Each week students are expected to write a short post between 100-250 words on the course's discussion board on Carmen. The instructor will provide a prompt each week based on that week's readings. Students should respond either directly to the prompt or to a response already offered by a classmate. Discussion posts are given a 100 for completion and a 0 for non-completion.

Individual Project: Students must write a 1200-1500-word paper by the end of the term that accomplishes one of the following:

- a. Reviews one of these three books:
  - i. Branko Milanovic, *Capitalism, Alone*
  - ii. Abhijit Banerjee and Esther Duflo, *Good Economics for Hard Times*
  - iii. Ching Kwan Lee, *The Specter of Global China*
- b. Analyzes a body of music (perhaps a single song/piece, or a set of songs, or the overall works of a music maker) that relates to and addresses questions of poverty, inequality, and development in the so-called developing world.
- c. Analyzes a piece of art that ties to problems of global poverty and/or inequality.

Midway through the term students will be expected to have selected a topic for their individual project and posted that topic on the course's Carmen discussion board. The individual project is graded on a 0-100 scale.

**Detailed instructions will be provided in Carmen for each option.**

## **Late assignments**

Late submissions will not be accepted. Please refer to Carmen for due dates.

## **Grading scale**

93–100: A  
90–92.9: A-  
87–89.9: B+

83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70 –72.9: C-  
67 –69.9: D+  
60 –66.9: D  
Below 60: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For any written assignments, you can generally expect feedback within **7 days**. Quizzes and exams will be taken through Carmen and graded automatically.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards **several times per week**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** In any written communications and assignments, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for Discussion board posts.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels they can express themselves freely and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Intentionally demeaning language will not be tolerated in the class.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

### POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. Written assignments undergo review through Turnitin, an online system that checks for plagiarism. The important thing to note here is that citation of sources is a **good thing** and shows you've done research. So, there is no need to not cite a source or to lift passages of others' writings.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

### OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another

student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of

harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: [ccs.osu.edu](http://ccs.osu.edu). You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

## Support and Resources

For further detailed information and access to helpful resources related to all of the policies listed above, please visit Academic Advising (<https://advising.osu.edu/>) and the Student Services Center (<http://ssc.osu.edu>).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

## Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

## COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug. 25 – Sept. 4	<p><b>Module 1, part 1: The Big Picture of Development</b></p> <p>To Read and Watch: <a href="#">Goldin</a>, Ch. 1; <a href="#">Poor Us, An Animated History of Poverty</a></p> <p>To Do: Discussion Post (Due Aug. 27)</p>
2		<p><b>Module 1, part 2: The Big Picture of Development</b></p> <p>Lecture 1</p> <p>To Read and Watch: ASDG; Sumner; <a href="#">Voices of the Poor</a></p> <p>To Do: Quiz (Due Sept. 3); Discussion Post (Due Sept. 3)</p>
3	Sept. 7 - Sept. 18	<p><b>Module 2, part 1: Poverty in Global Perspective</b></p> <p>Lecture 2, 3</p> <p>To Read: <a href="#">Goldin</a>, Ch. 2; <a href="#">Industrialization and Economic Development</a></p> <p>To Do: Discussion Post (Due Sept. 10)</p>
4		<p><b>Module 2, part 2: Poverty in Global Perspective</b></p> <p>Lecture 4</p> <p>To Read &amp; Watch: <a href="#">Goldin</a>, Ch.'s 3 &amp; 4; <a href="#">The Fourth World</a></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		To Do: Quiz (Due Sept. 17); Discussion Post (Due Sept. 17)
5	Sept. 21 - Oct. 9	<p>Module 3, part 1: Inequality</p> <p>Lecture 5, 6</p> <p>To Read &amp; Watch: Todaro and Smith Ch. 5; <a href="#">TEDTalks Wilkinson</a></p> <p>To Do: Quiz (Due Sept. 24); Discussion Post (Due Sept. 24)</p>
6		<p>Module 3, part 2: Inequality</p> <p>Lecture 7</p> <p>To Read &amp; Watch: <a href="#">Milanovic &amp; Jayadev</a>; <a href="#">Ha-Joon Chang – Why are some countries rich and others poor?</a></p> <p>To Do: Quiz (Due Oct. 1); Discussion Post (Due Oct. 1)</p>
7		<p>Module 3, part 3: Historical Roots of Poverty and Inequality: The West, The Rest, and Racial Capitalism</p> <p>Lecture 8</p> <p>To Read and Watch: Hall; <a href="#">Geographies of Racial Capitalism</a>; <a href="#">Congo, My Precious</a></p> <p>To Do: Discussion Post (Due Oct. 6); Exam 1 (Due Oct. 8)</p>
8	Oct. 12 - Oct. 16	<p>Module 4: Population, Migration, and Development</p> <p>Lecture 9, 10</p> <p>To Read and Watch: <a href="#">The Last Train Home</a></p> <p>To Do: Discussion Post (Due Oct. 13)</p>
9	Oct. 19 - Oct. 25	<p>Module 5: Trade and Development</p> <p>Lecture 12</p> <p>To Read and Watch: <a href="#">Goldin</a>, Ch. 7; <a href="#">Stealing Africa</a></p> <p>To Do: Quiz (Due Oct.22); Discussion Post (Due Oct.22)</p>
10	Oct. 26 – Nov. 1	<p>Module 6: Urbanization and Development</p> <p>Lecture 13</p> <p>To Read &amp; Watch: Roy; <a href="#">Welcome to Lagos</a></p> <p>To Do: Quiz (Due Oct.29); Discussion Post (Due Oct.29)</p>



Week	Dates	Topics, Readings, Assignments, Deadlines
11	Nov. 2 – Nov. 8	<p style="text-align: center;"><b>Module 7: Foreign Aid</b></p> <p style="text-align: center;"><b>Lecture 14</b></p> <p style="text-align: center;">To Read &amp; Watch: <b><u>Goldin</u></b> Ch. 5; <b><u>Give Me the Money</u></b></p> <p style="text-align: center;">To Do: Discussion Post (Due Nov. 5)</p>
12	Nov. 9 – Nov. 15	<p style="text-align: center;"><b>Module 8: Turning the Lens on the United States</b></p> <p style="text-align: center;"><b>Lecture 15</b></p> <p style="text-align: center;">To Read and Watch: <b><u>“The Measure of America”</u></b>; “Report of the Special Rapporteur on extreme poverty and human rights on his mission to the United States”</p> <p style="text-align: center;">To Do: Quiz (Due Nov. 12); Discussion Post (Due Nov. 12)</p>
13	Nov. 16 -Nov. 22	<p style="text-align: center;"><b>Module 9: China Case Study</b></p> <p style="text-align: center;"><b>Lecture 16, 17</b></p> <p style="text-align: center;">To Read &amp; Watch: <b><u>China’s Capitalist Revolution</u></b></p> <p style="text-align: center;">To Do: Quiz (Due Nov. 19); Discussion Post (Due Nov. 19)</p>
14	Nov. 23 – Nov. 29	<p style="text-align: center;"><b>Module 10: Global Climate Change</b></p> <p style="text-align: center;"><b>Lecture 18</b></p> <p style="text-align: center;">To Read &amp; Watch: <b><u>Goldin</u></b>, Ch. 6; <b><u>Maslin</u></b>, Ch.’s 1, 2, 3; <b><u>The Anthropocene</u></b></p> <p style="text-align: center;">To Do: Quiz (Due Nov. 23); Discussion Post (Due Nov. 23)</p>
15	Nov. 30 -Dec. 4	<p style="text-align: center;"><b>Module 11: Project Presentations</b></p>
	TBD	<p style="text-align: center;">To Do: Exam 2</p>

**INTRODUCTION TO DEVELOPMENT STUDIES:  
Global Poverty, Inequality, and the Field of Development**

Professor: Max D. Woodworth  
Email: woodworth.42@osu.edu

Office Hours: Tuesdays 3 - 4pm or by apt.  
Office: Derby 1148

---

This is an introductory survey course that investigates the nature of development in the contemporary world. “Development” is a term that covers a broad spectrum of themes and issues, but at the center of the problem of development is a concern for global poverty and inequality. In this course, we will examine the causes and implications of poverty and uneven development and will consider some of the urgent intellectual and practical issues at the heart of Development Studies. In this class, you will work toward three core learning goals:

- 1) to gain a rigorous conceptual understanding of development;
- 2) to gain a more complete geographical knowledge of the world; and,
- 3) to achieve insight into the political and moral dilemmas surrounding the problem of uneven development.

There are two parts to this course. We will begin in the first part with a detailed study of foundational theories, concepts, and measures within Development Studies. This overview is grounded in real-world examples to provide a panoramic view of global poverty and inequality. The second part of the course is organized around a series of critical development issues: population, urbanization, China, trade, and emergent paradigms. While not exhaustive of the issues that inform development study and practice today, they are intended to show the breadth of Development Studies and provide conceptual tools to analyze complex global problems.

**Readings:**

There is one required text available at the campus bookstore:

1. Goldin, Ian. 2018. *Development: A Very Short Introduction*. Oxford University Press.

All other readings are stored on the course’s Carmen site under “Files.”

**Course Requirements and Grade Distribution:**

- 1) 6 short essays (6 x 5% = 30%)
- 2) Two exams (2 x 30% = 60%)
- 3) Attendance and participation (10%)

Assignments are graded along the standard Ohio State grade system.

This class fulfills **Social Science** and **Diversity GE** requirements.

**GOALS of Social Science GE requirements:**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

**Expected Learning Outcomes: Human, Natural, and Economic Resources**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

**GOALS of Diversity GE requirements:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes: Global Studies**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course will meet the goals and learning outcomes spelled out above by introducing students to the multi-faceted social, economic, political, and cultural components of poverty and inequality. It will require students to engage ideas developed in different times and places and to approach these analytically in order to apply such knowledge to present-day concerns. The fundamental questions addressed in this course are global in nature.

## ACADEMIC MISCONDUCT POLICY

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).”

## DISABILITY SERVICES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Mental Health Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

## **Diversity Statement**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Class Policies and Guidelines

### *General classroom etiquette:*

- ***Absolutely*** no cellphone gazing during class.
- Please ***arrive on time***.
- If you must leave early, please let me know at the beginning of class. Never simply leave class before the end of the period. Doing so is disrespectful toward your classmates and the instructor and will count against your attendance grade.

### *Can I use a laptop in class?*

Laptops and tablets can be used for taking notes only. A blanket laptop ban we be instated if this rule is not followed.

### *What is the policy on late assignments?*

For logistical purposes and because deadlines are deadlines, late assignments will only be accepted in the case of a documented medical or family emergency, or if an extension has been granted before the due date. Unfortunate occurrences, such as a failed Internet connection, roommate crises, traffic, etc., ***do not count***. Please do not request an extension unless you have a valid excuse and documentation. Assignments not turned in on time receive a 0% grade.

### *How should I contact the professor?*

I maintain designated weekly office hours and am happy to accommodate requests to meet outside those hours, if needed.

## Course Requirements Information

### Short Essays

You are expected to write six short essays during the semester. A short essay is a brief (~1 page single-spaced, 12-point, Times New Roman) critical reflection on the topic at hand. A prompt (or prompts) will be provided for each essay. An effective essay demonstrates careful engagement with the text(s) and the issues raised. It is rarely the case that an issue in development has definitive “right” and “wrong” answers. Thus, the purpose of these essays is to practice writing on complex social issues in a clear, rigorous, and balanced way. The Explanation of Grade Standards on the following page provides information on expectations for written assignments. In brief, an A-grade Journal Entry will accurately and fairly represent the ideas of others, make logical explanations and arguments, be the proper length (longer is not always better), written in an essay format (i.e., with an introduction, body, and conclusion comprised of discrete paragraphs), will apply some form of easily legible and consistent citation wherever appropriate, and will have no grammatical or spelling errors. A sample essay will be provided on CARMEN.

Essays are due on the dates indicated in the syllabus by 2pm. They should be submitted through CARMEN in the relevant assignment dropbox.

### Exams

Two take-home exams will be assigned during the semester. The exams are *not* cumulative. Details of the exams and study guides will be provided in advance of exams.

### Attendance and Participation

Consistent attendance is crucial to success in this class. Attendance will be taken at the beginning of each class session. You are expected to attend each session and to provide documented evidence (doctor’s note, etc.) to receive an excused absence. Please note that absences due to extracurricular activities (i.e., Model UN, club travel, family travel, etc.) *do not count* as excused. Also note that ***after three unexcused absences, your final grade will begin to drop by a percentage point per unexcused absence.***

Reading and listening are good but are not enough to guarantee effective learning. Verbally articulating your ideas and participating in discussions and activities are helpful ways to process, organize, and express thoughts and learn more deeply. Active participation is therefore expected of everyone.

## Links for class

Shayla Love (*Vice*): [https://www.vice.com/amp/en\\_us/article/bj9yjq/the-radical-plan-to-save-the-planet-by-working-less?\\_\\_twitter\\_impression=true&fbclid=IwAR3nET8EmoDP3Zn2H54-oXuKyhXjRan0oCgmy3Tv5kxTiHlHJzPVMiOFx94](https://www.vice.com/amp/en_us/article/bj9yjq/the-radical-plan-to-save-the-planet-by-working-less?__twitter_impression=true&fbclid=IwAR3nET8EmoDP3Zn2H54-oXuKyhXjRan0oCgmy3Tv5kxTiHlHJzPVMiOFx94)

## Explanation of Grade Standards

**A** (93 – 100%) = excellent understanding of the topic/question, insightful and thoughtful response to the material covered, goes beyond basic limits of assignment, persuasive and logical argumentation, no typographical or grammatical errors.

**A-** (90 – 92%) = superior understanding of the topic/question, insightful and thoughtful response to the material covered, goes beyond basic limits of assignment, strong argumentation, only minor typographical or grammatical errors.

**B+** (87 – 89%) = strong understanding of the topic/question, clear argumentation and logic, meets requirements of assignment, few typographical or grammatical errors or minor organizational problems.

**B** (83 – 86%) = competent understanding of the topic/question, adequate grasp of information, logical argument, possibly a few minor organizational problems or grammatical errors, but shows overall coherence in discussion, few typographical or grammatical errors or minor organizational problems.

**B-** (80 – 82%) = competent understanding of the topic/question, shaky grasp of information, possibly a few organizational problems or grammatical errors, but shows overall coherence in discussion.

**C+** (77 – 79%) = meets minimum requirements of the assignment but reveals superficial preparation through some problems with factual information (omissions or errors) and/or logical argument, more than a few grammatical and/or typographical errors.

**C** (73 – 76%) = meets minimum requirements of the assignment but reveals superficial preparation through problems with factual information (omissions or errors) and logical argument, more than a few grammatical and/or typographical errors.

**C-** (70 – 72%) = barely meets minimum requirements of the assignment, reveals weak preparation through problems with factual information (omissions or errors) and logical argument, has grammatical and/or typographical errors.

**D+** (67 – 69%) = work reveals inadequate preparation through illogical argumentation and/or numerous factual information errors, does not follow directions, poor use of resources, organizational problems and grammatical errors

**D** (60 – 66%) = inadequate work as revealed through illogical argumentation, numerous factual errors, does not follow directions, poor use of resources, serious writing problems

**E** (59 or lower) = work not turned in or does not match assignment requirements



## COURSE OUTLINE

Note: SE indicates Short Essay

	Date	Topic	Reading	Assignment
<b>PART I: INTRODUCTION TO DEVELOPMENT, POVERTY, AND INEQUALITY</b>				
Week 1	Jan. 6	Introduction to the course		
	Jan. 8	Roundtable discussion on “development”	ASDG Ch.’s 1-4	
Week 2	Jan. 13	The Big Picture of Development	Goldin Ch. 1	SE 1
	Jan 15	Comparative Economic Development	Goldin Ch. 2 & 3	
Week 3	Jan. 20	<b>NO CLASS – MLK HOLIDAY</b>		
	Jan. 22	Comparative Economic Development, cont’d	T&S Ch. 2	
Week 4	Jan. 27		T&S Ch. 2	
	Jan. 29		Case Study 2	SE2
Week 5	Feb. 3	Watch <i>Stealing Africa</i>		
	Feb. 4	Poverty, Inequality, and Development	T&S Ch. 5	
Week 6	Feb. 10		T&S Ch. 5	
	Feb. 12		T&S Ch. 5, Case Study 5	
Week 7	Feb. 17		Goldin Ch. 4; Milanovic 1	SE3
	Feb. 19	<b>EXAM 1</b>		
<b>PART II: TOPICS IN CONTEMPORARY DEVELOPMENT</b>				
Week 8	Feb. 24	China Case Study: How did the China development “miracle” happen?	Watch: <i>China’s Capitalist Revolution</i> , parts 1 & 2	
	Feb. 26			
Week 9	Mar. 2	Population and development: What is the relation? What are the policy implications?	T&S Ch. 6	
	Mar. 4		T&S Ch. 6	SE4
Week 10	Mar. 9	<b>NO CLASS – SPRING BREAK</b>		
	Mar. 11			
Week 11	Mar. 16	Development Assistance: What is it? How does it work? What are the debates?	Goldin Ch. 5; Sachs; Easterly 1 & 2	
	Mar. 18		Banerjee & Duflo	SE5
Week 12	Mar. 23	Watch <i>Give Me the Money</i>		
	Mar 25	Global trade and development: What role does trade play in development?		
Week 13	March 30			
	April 1	Watch <i>Welcome to Lagos</i>	Davis, Angotti	
Week 14	April 6	AAG	Watch <i>Darwin’s Nightmare</i>	
	April 8			SE6

<b>Week 15</b>	<b>April 13</b>	Development in question: Radical Alternatives, Post- Development, and De-Growth	Marglin; Bhalla; Goldin Ch. 6 & 7	
	<b>April 15</b>		Milanovic 2	
<b>Week 16</b>	<b>April 20</b>			Love (see URL, syllabus p. 5)
	<b>April 22</b>	<b>EXAM 2</b>		

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: International Studies 2500**  
**Instructor: Max D. Woodworth**  
**Summary: Intro to Development Studies**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenZoom</li> <li>• Pre-recorded lectures.</li> <li>• Carmen Discussion Board posts.</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided to obtain materials in another format.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

## Reviewer Information

- Date reviewed: 10/29/20
- Reviewed by: Ian Anderson

**Notes: Please add statements B and C before submission to curricular committee.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.