ICIR 314 International Development Studies

Course Description & Aims:
This course examines problems and challenges related to uneven development and the consequences of economic transformations in poor countries. It outlines the concepts of political and economic development; policies, structures and patterns of change; production and investment priorities; urbanization and urban-rural relations; social and economic stratification; problems and challenges relating to commerce and the communication revolutions. The course compares and contrast results of development efforts in Asia, Africa, the Middle East, Europe and the Americas. Students will be able to evaluate, apply and analyze international development efforts and its impacts.

Concepts of political and economic development; policies, structures and patterns of change; production and investment priorities; the consequences of economic transformation in poor countries; contrasting results in Asia, Africa, and Latin America; urbanization and urban-rural relations; social and economic stratification; problems and challenges relating to commerce, travel and the communication revolutions. Students will be able to discuss, analyze, and evaluate international development and its impacts.

Lecturer: Dr. Deekana Tipchanta
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Assessment
Participation 10%
Midterm Exam 30%
Group Presentation 20%
Final Exam 40%

Course Learning Outcomes
At the completion of the course the student will be able:

1. To understand the concepts of political and economic development
2. To apply the concepts of international development in order to assess structures and patterns of changes, and the contrasting results evident in different countries.
3. To evaluate and analyze the impact of international development with the help of selected case studies
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**Assessment Methods & Criteria**

1. **Participation 10%**
   Students are expected to actively and regularly participate during the lecture, peer presentation, class discussion exercises, and group work which are evenly distributed throughout the trimester. Punctuality, attendance, attentiveness, contribution and behavior will be taken into consideration. It is important to keep up with the course materials in order to be able do so. Relevant readings will be made available to students electronically or in print.

2. **Group Presentation 20%**
   Students will be provided a variety of contemporary international political economy topics to select in week 2. They will research, read, synthesize and present in class. Presentations will be in powerpoint format and address issues to be assigned. Critical thinking ability, content, and delivery are important assessment criteria. The presentation shall last no more than 15 minutes, following by Q&A where the presenting group encourages discussion and participation from their listening audience. The presentations of reading materials must (a) briefly summarize the main arguments of the presented text, (b) point out problematic or questionable sections of the reading, (c) provide updated content as necessary, and (d) provide 2-3 questions for further in-class discussion in relation to the presented materials. Although it is a group presentation, students will be graded individually.

3. **Midterm examination: 30%**
   Students will revise and discuss on contemporary IR events. The examination will comprise essay answer questions which will require students to draw on lectures, course readings and short personal research to answer questions. Students will write a structured argumentative essay with relevant reference to topics, issues and associated theoretical frameworks that have been discussed in class. Answers can be concise, but must be precise
and attend to all aspects of the question (read the questions carefully!). Midterm examination will take place in week 7.

4. **Final examination: 40%**
   Students will revise and discuss on contemporary IR events. The examination will comprise essay answer questions which will require students to draw on lectures, course readings and short personal research to answer questions. Content, argumentation, structure and grammar will be taken into consideration when grading. Final examination will be held in week 13.

**Introduction: Definitions, Actors, Policies**

**Topic description:** This week provides an introductory discussion of the international development studies including the definition of development; developed and developing countries; problems with definition and indicators; actors promoting development--local, national, regional and international actors. It surveys a range of development policies—economic, social, and environmental policies. It discusses the global development initiatives such as the MDGs and the SDGs and assesses the effectiveness and flaws of these initiatives.

**Expected learning outcomes:** The student will be able to understand the foundation concepts of political and economic development such as its definition; classification for developed and developing countries; and national, regional and global policies promoting development.

**Readings and activities:**

**Core readings:**

**Supplementary Readings:**

**Activities:** Students will participate in class discussion to answer a list of questions derived from lecture. These questions are designed to help students understand this week’s concepts and express their understanding in their own words. Students’ contribution will be counted toward their overall participation credits.

**Traditional Concepts of Development: Realism, Liberalism and Marxism**

**Topic description:** This week will explore the traditional theoretical and conceptual framework of development. From the realist perspective, game theory will be discussed. Within liberalism, the free market and laissez-faire principles will be examined. From the constructivist viewpoint, we will study how norms and social recognition are influencers of development discourse. We will also approach this topic from the Marxist standpoint, exploring capitalism, exploitation and poverty.
**Expected learning outcomes:** The student will be able to understand the traditional theoretical and conceptual framework of development and assess the effectiveness and drawbacks of each theoretical standpoint.

**Readings and activities:**

**Core Reading:**

**Supplementary Readings:**

**Activities:** Students will participate in class discussion to answer a list of questions derived from lecture. These questions are designed to help students understand this week’s concepts and express their understanding in their own words. Students’ contribution will be counted toward their overall participation credits.

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**Change in Development, Contrasting Results and Need for Reconceptualization**

**Topic description:** This week will survey the following topics: structures and patterns of change in development; production and investment priorities; consequences of economic transformation in poor countries; contrasting results in Asia, Africa, and Latin America; falling behind and falling apart; contemporary development studies; the need for reconceptualization; sustainability; social cohesion; ecological livelihoods; food security; and population.

**Expected learning outcomes:** The student will be able to understand what are structures and patterns of change in development. They will be able to recognise the contrasting results evident in different countries. Furthermore, students will be able to evaluate and analyze the impact of international development using case studies.

**Readings and activities:**

**Core Readings:**

**Supplementary Readings:**

**Activities:** Students will participate in class discussion to answer a list of questions derived from lecture and case studies.
Globalisation and the Marginalisation of Poor Countries in the World Economy

**Topic description:** This week the class will explore whether globalisation is the answer for all countries. We will examine cases where countries successfully utilized the opportunities generated by globalization. Conversely, the poor countries in the world economy have been marginalized. We will discuss the reasons why this is the case.

**Expected learning outcomes:** The student will be able to understand how and why globalization presents development prospects to countries and affects their economy differently. They will also be able to evaluate and analyze the impact of globalization using case studies.

**Readings and activities:**

**Core readings:**

**Supplementary Readings:**

**Activities:** Students will participate in class discussion to answer a list of questions derived from lecture and case studies. Students’ contribution will be counted toward their overall participation credits.

International Financial Institutes and National/Global Economic Development

**Topic description:** This week will survey the following topics: International Financial Institutes; National and Global Economic Development; How the Money is Made; Federal Reserves; Banking Sector; Monetary System; Growth, Inflation and Debt; Unequal Distribution of Wealth; WTO, World Bank, IMF and Poor Countries; Economic Recession; Bailouts; and Austerity Measures. Case studies will be used.

**Expected learning outcomes:** The student will be able to comprehend how the global and monetary system works. They will recognise the roles of International Financial Institutes in growth, wealth distribution, economic boom-and-bust cycles and national and global development.

**Readings and activities:**

**Core readings:**

**Supplementary readings:**
Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

Problem of Development Policies: Political and Ideological Divide

Topic description: This week covers the discussion of the development traps and how the political and ideological divide exacerbates the problem. We will explore countries in Traps. The class will examine how International Development Agendas have changed. We will compare and contrasts success and failures of those in Africa, Central Asia, Southeast Asia, Middle East, and Central and South America.

Expected learning outcomes: The student will be able to understand how political and ideological divide further delays and complicates the solutions. They will also be able to evaluate and analyze its impacts using case studies.

Readings and activities:
Core Readings:

Supplementary Readings:

Activities: Presentation group 1 starts this week. Students will be assigned to a reading of international development. Using the theoretical and conceptual framework studied, the group will analyze and summarise the reading, conduct additional research and present it in front of class. The audience should be attentive to the presented content which will allow them to participate in the Q&A. Students’ contribution in the Q&A will be awarded participation credits according to the quality of their answer and discussion.

Conflicts and Civil Wars: Causes and Costs on Development

Topic description: This week we will explore the international development efforts and conflicts and civil wars. We will examine the quantitative and qualitative data which explain the causes including low income, stagnation and decline, dependence of primary commodities, grievances, greed, political repression, intergroup hatred, ethnic discrimination, income inequality, economic and political exclusion, history of violence, and colonial history. The week then outline what the costs of conflicts and civil wars on development are; how these contribute to the legacy of organized killings, government mismanagement, economic collapse and the conflict trap and coup trap. Case studies include Sierra Leone, Liberia, Angola, Fiji, Libya, United Kingdom, Colombia, Syria, and Yemen.

Expected learning outcomes: The student will be able to understand the dynamisms between underdevelopment and conflicts/civil wars; what political and economic costs this bears; and how it further exacerbates underdevelopment, poverty, and future conflict risks, the so-called development trap.
Readings and activities:
Core Readings:

Supplementary readings:

Activities: Presentation group 2. Students will be assigned to a reading of international development. Using the theoretical and conceptual framework studied, the group will analyze and summarise the reading, conduct additional research and present it in front of class. The audience should be attentive to the presented content which will allow them to participate in the Q&A. Students’ contribution in the Q&A will be awarded participation credits according to the quality of their answer and discussion.

Resource Abundance and the Socio-politico-economic Costs on Development

Topic description: This week covers the discussion of the natural resource curse which can be grouped to answer the following questions: Are Natural Resources Good for Development? Why is Resource Wealth a Problem?; Why do Resource Surpluses Mess up Politics?; and Is Natural Abundance a Trap. It discusses the economic and political mismanagement in the presence of natural resource abundance. It also explores the social and environment costs borne by the resource-rich countries and what challenges these pose to domestic and international development. We will compare and contrast cases including Nigeria, Libya, Equatorial Guinea, Democratic Republic of Congo, Saudi Arabia, Kuwait, Botswana, Canada, USA, and Norway.

Expected learning outcomes: The student will be able to understand the relations between resource abundance and socio-politico-economic development. They will recognize the contrasting results evident in different countries; and be able to evaluate and analyze the impact of policies on maximizing natural resources for the countries’ development.

Readings and activities:
Core readings:

Supplementary reading:

Activities: Presentation group 3. Students will participate in class discussion to answer a list of questions derived from lecture and case studies.
**Geography and Development**

**Topic description:** This week the class will survey studies which argue that geography matters. We will examine the landlocked and the neighborhood variables and how these pose as challenges on development. The class will explore solutions and a common approach that emphasizes the three-way interaction among increasing returns, transportation costs, and the movement of productive factors which can be applied to a wide range of issues in urban, regional, and international economics. We will explore the cases that have overcome the geographic obstacles such as Switzerland, Austria and Botswana as contrasted to the cases which are underwhelmed such as Uganda, Nepal and Uzbekistan, why and what can be done about it.

**Expected learning outcomes:** The student will be able to understand the relations between geography and development. They will recognize the contrasting results evident in different countries; and be able to evaluate and analyze the impact of policies on overcoming geographical barriers.

**Readings and activities:**

**Core readings:**

**Supplementary readings:**

**Activities:** Presentation group 4.

Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

**Governance and Development**

**Topic description:** This week discusses the topic of governance. It explores the problem of bad governance as well as democracy pitfalls. It examines today’s controversial questions of whether autocracy is the answer; what causes bad governance and what costs on development. Case Studies include Iraq, Zimbabwe, Chad, Thailand, United States of America and Bangladesh.

**Expected learning outcomes:** The student will be able to comprehend the relationship between governance and development. Students will be able to differentiate contrasting results from similar governance policy prescription using case studies.

**Readings and activities:**

**Core reading:**

**Supplementary reading:**


Activities: Presentation group 5.

Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

**Transnational Corporations: Energy, Productivity, Technology and Profits. Case Studies.**

**Topic description:** Students will be introduced to the roles and functions of transnational corporations in IR which cover energy, productivity, technology and profits. Students will learn to analyze the concepts of Neocolonialism and Postcolonialism. We will also apply Realism, Neoliberalism and Marxism to this topic. The case of the Seven Sisters will be studied and analyzed.

**Expected learning outcomes:** The student will be able to apply the concepts of international development in order to assess structures and patterns of changes, and the contrasting results evident in different countries; and to evaluate and analyze the impact of international development using case studies.

**Readings and activities:**

**Core readings:**


**Supplementary Readings:**


**Activities:** Students will participate in brainstorming exercise and class discussion to answer a list of questions derived from lecture, case studies and VDO.

**Solutions:** Military, Trade Agreements, Aid, International Law and Charters, Standard Setting

**Topic description:** The class will focus on multi-faceted solutions to the development failures. It discusses how the military, trade agreements, aid, international law and charters, and standard setting can help solve the problems and under what circumstances.

**Expected learning outcomes:** The student will be able to evaluate the effectiveness of policies prescribed using case studies and suggest alternative solutions where possible.
Readings and activities:

Core readings:

Supplementary readings:

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies.