

**INTRODUCTION TO DEVELOPMENT STUDIES
INTERNATIONAL STUDIES 215
WINTER QUARTER, 2010
TUESDAY AND THURSDAY 11:30AM - 1:18PM
BOYD LAB 0311**

SYLLABUS

Lecturer: Dr. Omar Keshk
Office: 33 Townshend Hall
Office Hours: T & TH 9.30-11.18 & 1.30-3.30 or anytime by appointment
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Course Description and Objectives

What is development? How can it be achieved? Should it be achieved? These are the type of questions being asked and addressed in academic institutions as well as political circles throughout the world. The purpose of this class is to introduce students to these important questions as well as how to critically analyze these questions by understanding the issues behind them. To this end, the class will look at what development means and what it entails. The student will quickly realize that development means different things to different people. Given this fact, it is only natural that depending on the point of view, how development can or should be achieved will differ.

Given that three quarters of humanity currently live in abject conditions. It becomes imperative, that we, as citizens of the world, try to understand why this is the case. Only by having a clear understanding of the issues involved can we hope to help the three quarters of humanity who currently have no hope. Thus, our study of development will be both positivistic (scientific or objective) and empathetic (and therefore by extension, normative).

To this end, we will learn how people differ, why they differ, what those differences mean (if anything) to their own development and our own. We will learn how to critically evaluate theories that try to explain these differences. We will also learn how our own cultural, religious, historical, political and social experiences; as well as, those of the rest of the world influence how we see the world and how the rest of the world see us.

Course Readings

Required Readings

Handelman, Howard. (2005) *The Challenge of Third World Development*. New Jersey: Prentice Hall

Book will not be available at bookstores and instead students should acquire a copy for a much cheaper price from different sellers on the web (i.e., Amazon, coursesmart) or any

other place they desire. Please note previous version of the book are acceptable, however, I would not go back beyond 2002 versions.

Course Requirements and Students Responsibilities

Final Exam	30%
Papers (2)	First 25%, Second 30%
Attendance	0% (but will impact your participation grade)
Participation	15%

Students are strongly encouraged to read my grading philosophy and methodology, which is posted at the following website:

www.omarkeshk.com/grading.html

Legal Requirements

Warning

Make ups for missed work and exams are rarely allowed except with a valid excuse. The professor must be informed immediately of any situation that will necessitate missing handing in an assignment or taking an exam. Contacting the professor after the fact is not acceptable except under exceptional circumstances. Finally, I reserve the right to change exams and assignments for make ups when and if they are allowed. EXAMS AND FINAL EXAMS CANNOT BE GIVEN EARLIER THAN THE DAY THEY ARE SCHEDULED.

PROFESSOR RESERVES THE RIGHT TO CHANGE EXAMS DATES DEPENDING ON HOW THE CLASS IS PROGRESSING.

Attendance: All students are expected to attend the lecture and participate in class discussions.

Academic Misconduct

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).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil

Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Class Behavior

It is unfortunate to have to put this in a syllabus for a university level class; however, students should not talk or whisper to each other during lectures or discussions. Please do so before class, during the break or after class but not during the class lectures or discussions. Any students being discourteous will lose participation points: 2.5 points per incident. If the class does not have participation points, then the points will be deducted from home work assignments or papers or exams. Consider yourself warned.

Recording Lectures:

No student can record lectures without the consent of the professor. Furthermore, the recorded lectures cannot be distributed, sold, or exchanged without the written consent of the instructor. The student wishing to tape the lectures will be required to sign a form affirming that they understand these restrictions, abide by them and accept liability if they violate them. No video taping, whether by camera or other means, is permitted under any circumstances.

Miscellaneous

If students want their exams and their papers after the quarter has ended they must notify the Instructor within two weeks of the beginning of the following quarter. Otherwise, their exams, papers, etc. will be disposed off after the 1st week of the following quarter.

Class Schedule

A: Introduction and Establishing the Context of the Puzzle We Will Study

Week 1 & 2

Topic: Introduction to Class

Why study Development & what is Development?

Topic: *Evolution of Present Political & Economic System*

And possible causes of Underdevelopment

Readings: Handleman: pp. 14-22

B: Hypothesized Factors Impacting Development

Week 3

Topic: *Political Systems: Democracy & Authoritarianism*

Readings: Handleman: Chapter 2, 8 & 9

Week 4

Thursday January 28th, no class meet with students to discuss papers

Tuesday February 2nd, First paper due in Class no exceptions

Week 5

Topic: *Societal Influences: Religion and Culture*

Readings: Handleman: Chapter 3 & 4

Week 6

Topic: *Rural versus Urban*

Readings: Handleman: Chapter 6 & 7

Week 7

Topic: *Economic Systems:*

Readings: Handleman: Chapter 10

Week 8

Topic: *The Status and Role of Women*

Readings: Handleman: Chapter 5

C: What does the future hold for the other world

Week 9

Topic: *What is to be done and What can be done and Review for Final*

Thursday February 25th, no class meet with students to discuss papers

Tuesday March 2nd, Second paper due in Class no exceptions

NOTE Final Exam MARCH 11, 2009 in class

CORRECTED MARCH 17, 2010 1.30-3.30

Return second papers and maybe final exam and discuss them

GEC STATEMENT

Diversity: International Issues

Goals:

International Issues coursework helps students become educated, productive, and principled citizens of their nation and an increasingly globalized world.

Expected Learning Outcome:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the US.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Human, Natural, and Economic Resources Expected Learning Outcomes

Goals:

Social science courses develop students' understanding of 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:

1. Students understand the theories and methods of scientific inquiry as they are applied 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 develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

How This Class Satisfies These Requirements:

See course description and objectives on page 1.