



International Development Ph.D. Program

The Knowledge to Change Your World

Fall 2008 Course Syllabus

IDV 710—INTERNATIONAL DEVELOPMENT THEORY

Professor Contact Information

Instructor: Dr. J.J. St. Marie

Office: North complex—Behind Hospital

Phone: 228-223-6845 **Please feel free to call**

Email: j.stmarie@usm.edu

Home Email: jjstmarie@cablone.net

Office Hours: Call anytime, or during the posted chat time.

In-person Office hours: By appointment during in-person sessions and any other time a student is on campus.

Drop Date

- Last day to drop without academic penalty: Wednesday October 1st.

Important Dates

- Mid-point in Fall Semester: Wednesday, October 8th.
- Fall Break: October, 16th and 17th No Class.
- Thanksgiving Holiday: November, 26st-30th.
- Second Fall In-person: December 5th-7th Tentative

Prerequisites:

Admission to the IDV program or by permission of the IDV director and instructor.

Credit Hours

This is a 3 (three) credit course.

Course Description

The intellectual heritage and the contemporary global framework of research and practice in international development, including foundations in various disciplines and fields of study.

Course Overview

This is the introductory course in the International Development program designed to introduce the student to the topic area of International Development. The course will



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introduce the topics such as: states and development; states and economic development; state building; institutions and development; underdevelopment; culture and development; problems with development. This course will provide a theoretical background for specialized IDV courses.

Learning Outcomes

Students will achieve the following outcomes by the end of the term:

- Learn how to find relevant scholarly works on various concepts and theories of international development.
- Learn how to read critically to support, refute, and critique existing concepts, theories and models in a scholarly fashion.
- Begin to position their research topic within the context International Development as a road to economic development.
- Learn how to write a scholarly paper with associated references debating current issues surrounding International Development.
- Finding a niche where the student can add relevant research to the existing literature.

Course Objectives

This course is designed with the following goals:

- To teach students how to access, name and define the major concepts in International Development.
- To teach students to describe and locate where International Development is positioned within the larger social sciences, while expressing distinguishing features of various fields.
- Teach students to engage the scholarly debates within the field of International Development by locating them within the larger theoretical context and assess the merits of each.
- To develop assessment and evaluative skills enabling the student to assess the various aspects of economic development in any country.
- Teach students to formulate, plan and evaluate models of International Development and evaluate political and economic programs.
- Teach students to articulate their ideas and join in the dialog of scholars in peer reviewed publication to further debate and discussions.

Course Communication

- For personal communication please feel free to contact me at the following number 228-223-6845.
- You may email me at jjstmarie@cableone.net



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- Communications for the course—meaning the “Chat” sessions or assignment postings—will be done on Blackboard. Grades will be available either on Blackboard or through the instructor.
- Ancillary or TBA readings will be sent to the student via email may but not always be posted on Blackboard.

Required Text(s) and Readings

Theories of Development. Richard Peet. Guilford Press. 1999 ISBN: 1572304898.

Economic Development, 9/E Michael P. Todaro, New York University and The Population Council **Stephen C. Smith**, George Washington University. Publisher: Addison-Wesley

One Economics, Many Recipes: Globalization, Institutions, and Economic Growth (Hardcover)

by [Dani Rodrik](#) (Author)

Publisher: Princeton University Press (September 24, 2007)

ISBN-10: 0691129517

Other readings to be distributed by Instructor. PDF files will be emailed to students or available on the course webpage.

Technology Requirements

Students will need to have a minimal working knowledge of the following technologies.

- MS Word or some other word processing program.
- PowerPoint—ability to make simple slide presentations
- Ability to email instructor or students on a daily basis.
- Ability to access Blackboard as well as participate in “Chat” sessions and postings.

Class Procedures and Requirements

Summary

- Students will participate in chat sessions and postings.
- Students will review books, book chapters or articles in written or “Slide” formats.
- Students will participate in In-Person “Problems”
- Students will be called upon to present their research or theoretical models.



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Research and Learning Groups

Each student will be assigned a research and learning group by the instructor at the beginning of the course. The purpose of these groups is to provide a mechanism for the postings, chat leadership, to convey information and provide mutual support. Each group will have leader who is responsible for reporting to the instructor on group matters. Internal governance is a collective responsibility of the group and what happens in the group stays in the group, unless it requires the attention of the professor.

Research Posts, Referee Reports and 12 Slides

Groups

Students will be subdivided into three research groups for the duration of the semester. Each student/group will complete 12 Research Posts, Referee Reports and 12 Slide presentations. Each student/group will be responsible for, four (4) of each respective assignment during the course of the semester.

Research Posts

Research Posts are answers to questions provided by the instructor. Each group will collectively post answers to the question or questions posed by the instructor. Research Post essays will be approximately 2 to 2 ½ single spaced pages in length. These are submitted as a group effort and graded as such. Be succinct, cite if applicable and be robust.

Referee Reports

Referee Reports will be responses to the Research Posts. The Referee Report will be a critique of the answer to the question. Referee reports are individual efforts aimed at critiquing the research posts. Critiques should be insightful by adding to the analysis by pointing out an omission, by supporting the answer with further analysis or the critiques may disagree and thus provide alternative information that is verifiable. The important point for the referee reports is to back up your response with citations from the text if necessary. These critiques should be at least one half page single space but no longer than one page single spaced.

The Research Posts and Referee Reports to the posts will be uploaded to Web Ct. Students may provide textual references in the initial answer or response and are encouraged to do so. Examples are welcome in answers and responses as long as they relate directly to the answer or response. Grading will be on quality of the post or response, the insightfulness of the analysis and the ability to integrate theoretical aspects of the readings with practical application, if warranted.

The questions for each group will be provided by the instructor following the in-person. The initial answer post to the question the Research Post will be due Monday of the appropriate week, so the responding groups will have sufficient time to make the individual Referee Reports. Individual referee reports will be due by midnight (central time) Friday night. On the course webpage you will see the question, the Research Post by Monday and the by Friday the individual Referee Reports.



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12-Slides

The 12-slide presentations are group assignments. Each group is responsible for a 12-slide PowerPoint presentation on the chapter or chapters for the week in question. The 12-slide is intended to be an abstraction of the chapter. The idea is to synthesize the chapter down into a “manageable bite” and to put those bites on slides and then compile them into a whole. The goal is to create a final product that would allow a person who has not read the material to gain a basic understanding of the material sufficient to speak knowledgeably about the material.

For example: During week X Group A will be responsible for answering the Research Post question provided by the instructor. The group will post one response to the question or questions. The post will be made to Web Ct and also emailed to the instructor (Word or PDF file) by Monday morning of that week (central time) Each member of Group B will post an individual referee report or critique of the answer and email each report to the instructor. Referee Report posts can either agree or disagree with the original post from Groups A. Individual Referee Reports to the Monday assignment answer by members of Group B will be due or posted to Web Ct and emailed to the instructor by Midnight Friday (central time). Group C, as a group, will compile and post the 12-slide abstract of the chapter for that week. This will be posted to Blackboard and emailed to the instructor. Thus, each week a student will participate in either group or individual assignments. Each student will partake in 4 of each type of activity.

12-Slides are PowerPoint presentations limited to 12 slides each student will do for the course. Twelve slides means 12 content slides—no more, no less, (e.g. the title slide does not count). The idea is to outline/summarize the argument you are making. The idea is not to cram lots of data onto each slide not to use fancy animation to entertain the audience or instructor but to convey an argument in a clear and concise manner.

Groups will create a basic (Nothing fancy is required or wanted—just black and white—no graphics or animation or pictures—graphs are alright if they make your point) PowerPoint presentation of 12 slides. Slide one should give an introduction to the chapter. Slide two should give the theory used and methods. Slides three through 11 should summarize the “meat” of the Chapter. Slide 12 should present conclusions. The result should be that a reader, unfamiliar with the chapter could gain a basic understanding of the material by viewing the seven slides.

5-Slides

The 5-slide presentations are group assignments. Each group is responsible for a 5-slide PowerPoint presentation on each articles for the week in question. The 5-slide is intended to be an abstraction of the article. The idea is to synthesize the article down into a “manageable bite” and to put those bites on slides and then compile them into a whole. The goal is to create a final product that would allow a person who has not read the material to gain a basic understanding of the material sufficient to speak knowledgeably about the material.



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For example: During week X Group A will be responsible for answering the Research Post question provided by the instructor. The group will post one response to the question or questions. The post will be made to Web Ct and also emailed to the instructor (Word or PDF file) by Monday morning of that week (central time) Each member of Group B will post an individual referee report or critique of the answer and email each report to the instructor. Referee Report posts can either agree or disagree with the original post from Groups A. Individual Referee Reports to the Monday assignment answer by members of Group B will be due or posted to Web Ct and emailed to the instructor by Midnight Friday (central time). Group C, as a group, will compile and post the 5-slide abstract of the chapter for that week. This will be posted to Blackboard and emailed to the instructor. Thus, each week a student will participate in either group or individual assignments. Each student will partake in 4 of each type of activity.

5-Slides are PowerPoint presentations limited to 5 slides each student will do for the course. Five slides means 5 content slides—no more, no less, (e.g. the title slide does not count). The idea is to outline/summarize the argument you are making. The idea is not to cram lots of data onto each slide not to use fancy animation to entertain the audience or instructor but to convey an argument in a clear and concise manner.

Groups will create a basic (Nothing fancy is required or wanted—just black and white—no graphics or animation or pictures—graphs are alright if they make your point) PowerPoint presentation of 5 slides. Slide one should give an introduction to the chapter. Slide two should give the theory used and methods. Slides three and four should summarize the “meat” of the Chapter. Slide 5 should present conclusions. The result should be that a reader, unfamiliar with the chapter could gain a basic understanding of the material by viewing the slides.

Late assignments

Any and all Research Posts, Referee Reports or 12-Slides that are late will be subjected to a one half grade point grade deduction per day beginning from the due date.

Due dates are as follows:

Research Posts—Monday morning of the appropriate week by 6:00 AM central time.

Referee Reports—Friday midnight central time of the appropriate week.

12-Slides—Friday midnight central time of the appropriate week.

Specific cause must be shown or late assignments will be subject to a minimum one half point grade deduction per day beginning Saturday morning for referee reports and 12-slides and Monday morning for the Research Posts. If Referee Reports and 12-Slides are not received by 6AM central time on Monday a grade of C will be automatically entered. If research Posts are not received by Wednesday 6AM central time a grade of C will be automatically entered for the group



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Email Protocol:

Students are required to use the following in the subject line when submitting 12 Slides and when sending posts and responses to the instructor.

In the subject line put the following:

For 12-slides:

IDV 710, 12-slide and the week number, your group name.

Example: IDV 710, 12-slide—Week 4, Group A

For Research Posts and Referee Reports.

IDV 710, Research Post—Week number, group X.

IDV 710, Referee Report—Week 4, St. Marie/or group A

It is essential that this be adhered to so I can easily find and classify your email and print it for grading. If you fail to follow these instructions I will reply and ask that the proper subject line format be used. After the first assignment is returned for improper subject line, subsequent assignments that do not have the proper subject line will be counted as late assignments and will be returned until the subject line is correct.

Chat Attendance and Leaders:

This is a graded course requirement and attendance will be taken. Chats will be lead by the assigned teams for each Chat week. Absence from more than one chat sections will result in automatic administrative withdrawal from the course, unless documentation of extenuating circumstances is received. In the event of thermonuclear war the documentation requirement will be waived. Each research group will be responsible for leading the chat session. We will utilize two chat rooms and members of each research groups will lead the chat in each room. The instructor will provide questions to all students to guide the discussion.

In-Person Problem Groups:

At the in-person newly assigned groups will work on a problem/question assigned by the instructor dealing with the One Economics, Many Recipes: Globalization, Institutions, and Economic Growth by Dani Rodrik text. The problem will be introduced prior to the in-person with each group responsible for producing and presenting a PowerPoint presentation of 12-Slides.



Evaluation Criteria

Research Posts, Referee Reports and written part In-Person Problem

A-- An excellent paper; the organization is tight; the argument is carefully controlled; the facts are correct and appropriate to the argument; the paper defends itself against major rival arguments; it exhibits unusual resourcefulness, insight, imagination and theoretical sophistication. Such a paper can also see problems in arguments; can articulate assumptions underlying arguments; and can state arguments from their beginning to their conclusion. It is written in clear sentences, in readable standard English, with paragraphs organized to express coherent thought, using the correct words to say precisely what is meant; avoids vagueness and lack of clarity. This paper successfully incorporates student and instructor comments from prior drafts into the paper. This paper reflects a solid start on dissertation or journal publication research.

B – A paper that is good to very good; it is well organized, factually correct, solidly documented, and thoughtfully argued; a solid piece of work. Such a paper shows knowledge of the arguments, but does not show the connection between parts of the arguments/or see the problems with the arguments, at least not very clearly. It does not state the assumptions underlying the arguments and/or does not trace the arguments from their beginnings to their conclusion. This kind of paper is written in clear sentences and readable thought; uses the correct words to say precisely what is meant; avoids vagueness and lack of clarity. This paper incorporates most student and instructor comments from prior drafts into the paper. The paper reflects a start on dissertation or journal publication research.

C – An adequate paper; the argument is somewhat routinely conceived; the organization is unwieldy or major points are omitted; some facts may be incorrect or inappropriate to the arguments; but the paper covers the main points adequately. Such an paper faithfully repeats the arguments made by the readings or lectures, but shows little understanding of them beyond repetition. It is written in clear sentences in readable standard English, and it organizes paragraphs to express coherent thought, using the correct words to say precisely what is meant. This paper incorporates few student and instructor comments from prior drafts into the paper. The paper much work before it could be considered for on dissertation or journal publication research.

F – A poor paper which is not for this class, badly organized; many facts are incorrect or inappropriate, or appropriate facts are missing; little self-consciousness about the argument being made. Such a paper answers a question that was not asked, or is a half-hearted act of desperation. Such a paper does not write clear sentences in readable standard English and/or does not organize coherent paragraphs; imprecise use of words. This paper reflects a poor attempt a graduate level research.



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12-Slide & 5 Slide Presentations and In-Person Problem Presentation.

A--The presentation was almost flawless in content and delivery. The presenter(s) held the audience throughout and effectively incorporated multimedia into the presentation. The voice level and pitch were correct for the environment of the presentation.

B--The presentation was solid in content and delivery. The speaker(s) held most of the audience's attention and used multimedia as part of the presentation. The voice level and pitch of the presenter(s) were correct for the environment of the presentation.

C--The presentation was average in content and delivery. The speaker(s) held the attention of most of the audience for most of the presentation. The presentation used some visuals to convey the message. The presenters could be heard by the majority of the audience.

F--The presentation was poor in content and delivery. The speaker(s) could not hold the attention of the audience during the presentation. The presentation failed to make use of visuals or multimedia devices. The audience had difficulty hearing and following the speaker(s).

Chat Leaders:

A--The student excelled in leading class discussion creating a solid environment of learning. The student ensured that there was full participation from all and was fair in balancing the time and effort of each student. The class ended on time with all objectives being met. The seminar added much value to the overall class.

B--The student effectively led class discussion creating a solid environment of learning. The student ensured that there all students contributed and attempted to balancing the time and effort of each student. The class ended on time with most of the objectives being met.

C--The student led class discussion. The student's goals for their class were articulated and encouraged students to contribute.

F--The student led class discussion. The student did not have goals for their class. They did not encourage students to contribute.

Grading

25%	Research Posts
50%	Referee Reports
20%	12-Slides and 5-slides
5%	<u>Slide Presentation & In-person Problem and Chats</u>
100%	



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Grading Scale

A=90-100%	Excellent to Superior work	Exceeded high expectations
B=80-89%	Good to Very Good work	Met high expectations
C=70-79%	Average to above Average work	Met basic expectations
F=69% or less	Unacceptable work	Did not meet basic expectations

Final grades will be posted in a plus/minus format as follows:

A=95-100%
A-=90-94%
B+=88-89%
B=83-87%
B-=80-82%
C+=78-79%
C=73-77%
C-=70-72%
F=69% or less

Late Assignments or Projects:

All due dates are final unless the student can show cause or has prior permission from the instructor. Failure to turn in assignments by the due date will result in the deduction of one half letter grade per day for four days when a grade of C will be given automatically.

Note: The instructor reserves the right to change any and all course requirements, readings or assessment/grading procedures. In the event of thermonuclear war the instructor will extend paper and presentation deadlines by one week.



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Academic Honesty

The following is from the USM Undergraduate Bulletin:

“When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion.

Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.”

PLAGIARISM/INTEGRITY STATEMENT:

Plagiarism/Integrity Statement: Integrity is of the highest importance in the academic community and at The University of Southern Mississippi. Students are expected to conduct themselves with complete honesty and integrity. Nothing less is acceptable. Please refer to the “Code of Student Conduct” in the Student Handbook for greater detail.

Offenses involving academic dishonesty include, but are not limited to, the following:

- cheating on quizzes or examinations
- computer dishonesty
- plagiarism
- grade falsification
- collusion

In the event of student dishonesty, the instructor may award failing grades either on the pertinent assignment or for the course; and, at his/her discretion, report the student to the office of the Dean of Students for possible judicial proceedings under the University’s Code of Student Conduct.

Faculty members are expected to enforce rigorously the University’s Academic Honesty Policy.

For further information on Academic Honesty, please refer to the current Bulletin or to the Student Handbook. Additionally, the University library provides a Web site that reviews the topic of plagiarism at <http://www.lib.usm.edu/research/plag/plagiarismtutorial.php>. Students are encouraged to review the information on this site.

Students are expected to adhere to the highest standards of academic honesty as outlined in the Student Handbook. Academic dishonesty will result in the grade of a “0” on the assignment or for the entire course, and/or the student may be reported to the Vice President for Academic Affairs for further action.



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Important Note

Students must send the instructor an e-mail stating that they understand USM's academic honesty policy and also understand that if they do not uphold the standards of academic honesty, the instructor will enforce all applicable punishment.

Americans with Disabilities Act—ADA Policy

ADA Syllabus Statement for the Gulf Coast Campus

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi on the Gulf Coast
Office for Disability Accommodations
730 East Beach Blvd
Long Beach, MS 39560
Voice Telephone: (228) 214-3232 or (601) 266-5024
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.



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Class Schedule

Week	Topic	Date	Reading& 12 Slides	5-slides	Assignments
	In-person	Aug 22 nd	Introduction		
1		Aug. 25 th			
2	Development Theory I	Sept. 1 Labor Day	Peet Chaps. 1-4	None	Chat 1 All
3	Development Theory II	Sept. 8 th	T&S Chp.: 1	Krugman; Griffin; Sen; North	A: RP B: RR C: 12 D: 5 Chat 2: A
4	Comparative Development	Sept. 15 th	T&S Chp.: 2	Besley; Binswanger; Chichilnisky; Dorfman	A:12 B:RP C:RR D:12
5	Classic Theories	Sept 22 nd	T&S Chp.: 3	Alesina; LaPorta; Montalvo	A: 12 B:5 C:RP D:RR Chat 3: B
6	Development and Underdevelopment	Sept. 29 th	T&S Chp.: 4	Pack; Rodrik; Kremer; Taylor	A:RR B:12 C:5 D:RP
7	Human Capital	Oct. 6 th	T&S Chp.: 8 Note skip	Guiso—Both; Fratianni; Glaeser	A: RP B:5 C:RR D:12
8	Agriculture	Oct. 13 th	T&S Chp.: 9	Johnston; Behrman; Murphy; Strauss	A:12 B:RP C:5 D:RR Chat 4: C
9	Policymaking	Oct. 20 th	T&S Chp.: 11 Note skip	LaPorta—1997; Levine; King; Levine	A:RR B:12 C:RP D:5
10	Trade Theory	Oct. 27 th	T&S Chp.: 12	Dornbusch; Acemoglu--Both	A:5 B:RR C:12 D:RP



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11	Trade Policy	Nov. 3 rd	T&S Chp.: 13	Acemoglu; Bardhan; Alam; Reinhart; Bruton	A:RP B:5 C:12 D:RR Chat 5: D
12	Macro-Stability	Nov. 10 th	T&S Chp.: 14	Kasahara; Kalotay; Hart-Landsberg; Kojima	A:RR B:RP C:5 D:12
13	Foreign Finance	Nov. 17 th	T&S Chp.: 15	Edwards; Easterly; Acemoglu--Both	A:12 B:RR C:RP D:5
14	Fiscal Policy	Nov. 24 th	T&S Chp.: 16	King; Barro; McCleary; Barro	A:5 B:12 C:RR D:RP Chat 6:All
15	In-Person	Dec.5th-7 th	In-Person Problem		



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Date		Research Post	Referee Report	12-- Slides	5-- slides
Aug 22 nd					
Aug. 25 th					
Sept. 1	Chat 1 All				
Sept. 8 th	A:RP B:RR C: 12 D: 5 Chat2:A				
Sept. 15 th	A:12 B:RP C:RR D:12				
Sept 22 nd	A: 12 B:5 C:RP D:RR Chat 3:B				
Sept. 29 th	A:RR B:12 C:5 D:RP				



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Oct. 6 th	A: RP B:5 C:RR D:12				
Oct. 13 th	A:12 B:RP C:5 D:RR Chat 4: C				
Oct. 20 th	A:RR B:12 C:RP D:5				
Oct. 27 th	A:5 B:RR C:12 D:RP				
Nov. 3 rd	A:RP B:5 C:12 D:RR Chat 5: D				



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Nov. 10 th	A:RR B:RP C:5 D:12				
Nov. 17 th	A:12 B:RR C:RP D:5				
Nov. 24 th	A:5 B:12 C:RR D:RP Chat 6:All				
Dec.5th- 7 th					



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Fall/Summer/Spring Semester (circle one)

International Development Doctoral Program Family Educational Rights and Privacy Act (FERPA) Email Grade Communication Permission Sheet

This letter gives faculty, staff and instructors associated with the International Development Doctoral (IDV) Program at The University of Southern Mississippi the right to communicate with me via email regarding class grades and performance during this semester. The email(s) that will be used for this correspondence is provided by the student below.

Student's signature

Email Address 1

Email Address 2

Date