

UCLA *International Institute*

October 6, 2017

Muriel McClendon, Chair
General Education Governance Committee
Attn: Myrna Dee C. Kikuchi, Program Representative
A265 Murphy Hall
Mail Code: 157101

RE: Proposal for GE Designation for Intl Dv 1

This letter is to request that International Development Studies 1 be approved as a General Education course, effective Summer 2018.

Intl Dv 1, Introduction to International Development, is designed for students who wish to pursue the International Development Studies major. However, students from a wide range of disciplines are encouraged to take this introductory course to explore the important concepts and common themes of international development and socioeconomic inequalities between the Global South and the Global North.

Included in this proposal is the General Education Course Information Sheet, a syllabus of the course, and the approved CIMS form. We would like to propose that this course be added to the list of approved courses in the following category: "Foundations of Society and Culture: Social Analysis", as this course will provide an overview of several areas of the social sciences, including economic development, cultural politics, and, political economy.

The syllabus addresses development theory in detail through the lens of social scientists by focusing on the scholarship and methodologies of experts. Through lectures, readings, writing assignments, and discussions, students will have the opportunity not only be familiar with terms and theories related to international development, but also capable of thinking critically about the factors that contribute to poverty and inequality and the interventions meant to reduce them in preparation for topics explored in greater detail in any upper division courses for the major they may wish to take.

Thank you for your consideration of this request. I would be happy to provide any further information for this proposal. If you have any questions, please do not hesitate to contact me.

Sincerely,

Michael F. Lofchie, Chair
International Development Studies

Cc: Gaby Solomon-Dorian, Director of Student Affairs, International Institute Academic Programs
Sandy Valdivieso, Academic Counselor, International Development Studies

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number International Development Studies: 1 (Intl Dv 1)
 Course Title Introduction to International Development Studies
 Indicate if Seminar and/or Writing II course No

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course will become our basic lower division introductory class to International Development Studies. In preparing and submitting this class, we are responding to an Academic Senate 8-year review, which strongly recommended that we add our own introductory class to the list of requisites for our program. The basic purpose of the class is to provide students with an overview that will provide a basic familiarity with cultural factors, political economy, and economic factors in development as well as the historical context of development topics and issues of critical importance today.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Michael Lofchie (Professor)

Do you intend to use graduate student instructors (TAs) in this course? Yes x No _____

If yes, please indicate the number of TAs 2

4. Indicate when do you anticipate teaching this course over the next three years:

2017-18	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2018-19	Fall	<u>X</u>	Winter	_____	Spring	_____
	Enrollment	<u>150</u>	Enrollment	_____	Enrollment	_____
2019-20	Fall	<u>X</u>	Winter	_____	Spring	_____
	Enrollment	<u>150</u>	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

- ❑ General Knowledge

This course will provide introductory material on several areas of the social sciences including economic development and culture (what role do cultural factors play?), political economy, and economics.
- ❑ Integrative Learning

The major purpose of this class is to let students know how different disciplines approach the topic of international development; these include Anthropology, Political Science, Geography (resource factors), and Economics.
- ❑ Ethical Implications

This course is about the roots of poverty, both within nations and between nations. We examine such issues as why poverty within nations so often aligns with differences in ethnicity and cultural background.
- ❑ Cultural Diversity

We want very much to encourage students of all cultural backgrounds to take this class. We believe it would be helpful to students of all cultural communities to think critically about matters of race, ethnicity, religion, gender and culture, and the gravely unequal distribution of wealth and other resources as between communities.
- ❑ Critical Thinking

One of the basic pedagogic objectives of this class is for students to begin the process of critical thinking about socioeconomic inequalities. Why do some groups oppress others, both within and between nations? What brought this about? What can be done about it?
- ❑ Rhetorical Effectiveness

During the academic year, class will have teaching assistants and discussion sections. The purpose is to encourage students to not only to think critically but to share their views in an open, supportive and affirming environment. This is especially important for lower division students. The instructor will meet with TAs to be certain that the learning environment in discussion groups encourages students to begin to articulate their ideas.
- ❑ Problem-solving

This is a problem oriented class. Why are the rich countries rich? Why are the poor countries poor? What are the measures that can be taken to ameliorate these differences? Do these policies accentuate social and cultural inequalities within nations?
- ❑ Library & Information Literacy

Students will be encouraged to make ample use of library resources in creating their required projects.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|----------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u>1</u> | (hours) |
| 3. Labs: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week 4 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | <u>3</u> | (hours) |
| 2. Reading | <u>2</u> | (hours) |
| 3. Group Projects: | _____ | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>2</u> | (hours) |

5. Information Literacy Exercises:

_____ (hours)

6. Written Assignments:

2 (hours)

7. Research Activity:

2 (hours)

(B) TOTAL Out-of-class time per week

11 (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

15 (HOURS)

INTL DV 1: INTRODUCTION TO INTERNATIONAL DEVELOPMENT STUDIES

HISTORICAL CONTEXT & MODERN LANDSCAPE; THEORY & PRACTICE

INTRODUCTION

Why are the poor countries poor? Why are the rich countries rich? What can be done to enable poorer countries to become better off? Do policies intended to narrow the economic gap between nations worsen or ameliorate the socio-economic inequalities within them? Are the factors that have widened socio-economic inequalities in the developing world the same or different than those in more fully industrialized countries? What factors affect the success of development interventions, policies, and programs meant to reduce inequalities *within* countries and *between* them? How have the historical relationships between the now rich and poor countries affected the latter's growth and how do their interactions shape poverty and inequality in developing countries today? These are some of the questions that the International Development Studies major at UCLA seeks to address. This course introduces students to the cultural, political and economic realities of the developing world, which includes the countries of Asia, Eastern Europe, Africa, the Middle East, and Latin America.

COURSE OBJECTIVES

- Provide an historical analysis of the making of the Global South drawing upon detailed case studies of from Africa, East and South Asia, Eastern Europe, the Middle East, and Latin America.
- Explore key contemporary development problems (hunger, conflict, human security).
- By the end of this course, students should not only be familiar with terms and theories but also capable of thinking critically about the factors that contribute to poverty and inequality and the interventions meant to reduce them in preparation for topics explored in greater detail in the major's core courses: Intl Dv 110, m120, and 130.

COURSE FORMAT

- Mandatory Biweekly Lectures (1.5 hr each)
- Mandatory Weekly Discussions (1 hr each)
Discussions sections **ADD** to and encourage **DEBATE** over readings and lecture themes, and **TRAIN** students on research skills, development practice, writing, and presentations.

ASSESSMENT

- Terms Quizzes (Institutions, Theories, Language) 5%
- Map Quizzes (Global South) 5%
- Current Affairs Write-Up 10%
- Midterm (Multiple Choice, Short Answer) 40%
- Final Project, Presentation, Report 40%

REQUIRED TEXTS

Collier, Paul. *The Bottom Billion*. Oxford University Press, 2005.

Deaton, Angus. *The Great Escape: Health, Wealth, and the Origins of Inequality*. Princeton University Press, 2015.

Keller, Edmond J. *Identity, Citizenship, and Political Conflict in Africa*. Indiana University Press, 2014.

Moyo, Dambisa. *Dead Aid*. Douglas & McIntyre, 2009.

De Soto, Hernando. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. Basic Books, 2000.

LECTURE SCHEDULE & READINGS

Introduction	
<p>Week 1: Lecture 1</p> <p>Readings: Read syllabus in advance. Come prepared with questions.</p>	<ul style="list-style-type: none"> • What do the images tell us: Night-time lights and population around the world; GapMinder World, Elephant Curve • The historical context of poverty; poverty and Inequality today; Interventions • Syllabus, Course form (It ang expeP:ations
Part 1: Context	
<p>Week 1: Lecture 2</p> <p>Readings: Rodney, Walter. <i>How Europe Underdeveloped Africa</i>. Chapter 6.</p>	<ul style="list-style-type: none"> • Industrialization, European Colonization, Independence • Global North-South Dichotomy: what are the disparities and how are they perpetuated today? Is "nee-colonization" real?
<p>Week 2: Lecture 3</p> <p>Readings: Rodney, Walter. <i>How Europe Underdeveloped Africa</i>. Chapter 1. Collier, Paul. <i>The Bottom Billion</i>. Chapter 1.</p>	<ul style="list-style-type: none"> • What is International Dev. as an academic discipline and in practice? • What are the intervention efforts within developing countries by developing countries- and what does international assistance look like? • How has International Development Changed in the last 15 years?
Part 2: Surveying the Global Landscape and Understanding the Gaps Between Countries: Governance & Politics, Domestic & Global Economies, Culture & Society	
<p>Week 2: Lecture 4</p> <p>Readings: Kaufman, Joyce P. <i>Introduction to International Relations</i>. Chapter 5, pp. 161-183.</p>	<p>Government, Politics & Development</p> <ul style="list-style-type: none"> • What is a strong state, a weak state, and a failing state? Are "weak states" weak due to a lack of capacity, excess of corruption, both or neither? • What is the nature of bilateral & multilateral "partnerships"? • What is the role of international institutions in this process and to what extent can they enforce policies? Are these institutions controlled by the Global North and are they beneficial or harmful to the Global South? (Spotlight on successes, failures, and criticism of the United Nations)
<p>Week 3: Lecture 5</p> <p>Readings: DeSoto, Hernando. <i>The Mystery of Capital: Why Capitalism Triumphs In the West and Fails Everywhere Else</i>. Chapter 3. TedTalk: Dambisa Moyo. Link on Moodle.</p>	<p>National & Global Economies & Development</p> <ul style="list-style-type: none"> • Sharp rise post-independence followed by economic stagnation • Achieving middle-income status and the middle-income trap (Case Studies: Brazil & Argentina) • The problem(s) with capitalism • North-South Transfers: Investing (FDI), Loans, Aid (Spotlight on successes, failures, and criticism of the World Bank & IMF: benevolent assistance or neo-colonial oppression? Conditional aid and Debt.) • Development does not happen in a vacuum and its success isn't entirely contingent on internal factors: state of global economy and impact on developing countries (Case Study: 2008 Recession)

<p>Week 3: Lecture 6</p> <p>Readings: Edgerton, Robert B. <i>Culture Matters</i>. "Traditional Beliefs and Practices—Are Some Better than Others?" (pp. 126-140).</p>	<p>Culture, Society & Development</p> <ul style="list-style-type: none"> • Are traditional cultures an obstacle to development and modernization or can these cultures be capital? • Development policies and practices: working with and against "native" cultures • Social class and development within developing countries • Arguments against norms of Global North as ideal for development (Spotlight on the "Asian Values" argument)
<p>Week 4: Lecture 7</p>	<p>From Theory to Practice: Challenges & Outcomes of Development Interventions</p>
<p>Week 4: Lecture 8</p>	<p>MIDTERM</p>
<p>Part 3: Globalization, Urbanization, Migration & Development</p>	
<p>Week 5: Lecture 9</p> <p>Readings: Collier, Paul. <i>The Bottom Billion</i>. Part 3: An Interlude: Globalization to the Rescue? (pp. 79-98).</p>	<p>Globalization and Development</p> <ul style="list-style-type: none"> • Differing perspectives: globalization as the "savior" vs. the "dark underbelly" of globalization (Spotlight on the black market and trafficking) • The backlash: the rise of populism and its implication for development in Global South (Case Studies: U.S., Britain, France, India)
<p>Week 5: Lecture 10</p> <p>Readings: World Bank & Development Research Center of the State Council of the People's Republic of China. <i>Urban China: Toward Efficient, Inclusive, and Sustainable Urbanization</i>. Executive Summary (pp. xxiii-xxviii).</p> <p>TedTalk: Parag Khana: How Megacities are Changing the Map of the World. Link on Moodie.</p>	<p>Urbanization and Development</p> <ul style="list-style-type: none"> • Migration to cities within developing countries in search of opportunities and livelihoods. Are conditions in urban areas better? What social safety nets are present in cities? What is the impact on urban resources and services and environmental degradation due to rapid urban and peri-urban growth? (Spotlight on "favelas" in Brazil, water and sanitation in Ethiopia, Demolition, hazing, law enforcement and bribes in India). • Planning and policies: what are the challenges to planning for rapid urbanization amidst rapid population growth? How sincere are "pro-poor policies"? Who benefits from them?
<p>Week 6: Lecture 11</p> <p>Readings: None.</p> <p>Documentary: Deutsche Wells: Global 3000. The New Great Migration (Parts 1 & 2). Links on Moodie.</p>	<p>International Migration and Development</p> <ul style="list-style-type: none"> • What are the causes and patterns of migration within and from the Global South? What are the experiences of migrants? (Case Study: Central America) • What is the impact of migration on home countries and host countries? What is the impact on Migrants? • How do migrants stay connected to home countries? What are remittances and are they beneficial or harmful?

Par4: Special Topics in Development Studies

Readings: Beswick, Danielle & Paul Jackson. *Conflict, Security and Development*. Chapter 1: Are Security and Development Mutually Reinforcing?

Keller, Edmond J. Identity, Citizenship and Political Conflict. Chapters 1 and 8.

The New York Times. "The Historic Scale of Syria's Refugee Crisis".

Conflict, Terrorism, Refugees, and the Security Development Nexus

- Is peace a pre-requisite for development or development a pre-requisite for peace?
- Ethnicity, religion, identity: are differences root causes for conflict or is violence a result of how differences are "managed"?
- What is the relationship between poverty and terrorism? (Spotlight: Afghanistan)
- What are the types of refugees and displacement? What conditions do they live in? What is the global impact of displacement (Global North case studies: U.S., London, Paris; Global South examples: Syrians, and "permanent" Palestinian settlements in Jordan, Rwandan diaspora)

Week 7: Lecture 13

Readings: Kaufman, Joyce. *Introduction to International Relations*. "Women's Rights as Human Rights" pp. 227-34.

Gender & Development: The Status of Women in the Global South

- Confronting the stereotype: are women in developing countries more oppressed or empowered than their counterparts in western countries?
- Quotas, public office, impact on national policies of having more women in office
- Women in the informal and formal sectors: impact of integration of women into formal economy
- Impact of empowering women on national development
- "Smashing the patriarchy" local responses to gender roles, gender norms, laws and expectations (Spotlight: Saudi Arabia & Yemen)

Week 7: Lecture 14

Readings: Kaufman, Joyce. *Introduction to International Relations*. "Environmental Protection as a Common Good" pp. 209-18.

Development and Environmental Impact

- The impact of climate change on vulnerable populations in Global South
- Government's capacity to take preventive measures and respond to crises (Case Study: floods in Bangladesh, Earthquake in Haiti)
- Development in the Global South and impact nationally and globally (case study: China)
- The argument for (and against!) "smart growth" and green solutions and innovations (Case Study: India). Do they expedite or hinder progress?

Week 8: Lecture 15

Readings: Deaton, Angus. *The Great Escape*. Chapters 1, 4 and 7.

Global Health and Development

- What are the most prevalent and critical issues in the Global South today? What are the local, national, and international efforts to tackle these issues?
- Water, Sanitation, and Health
- Food security and nutrition
- Vaccines and medical treatment
- Progress and setbacks (case study: the return of Polio in Syria)

Concluding Thoughts	
<p>Week 8:Lecture 16</p> <p>Readings: Review the SDGs on the UN Website. Link on Moodle.</p>	<p>Situation Analysis: MDGs to SDGs</p> <ul style="list-style-type: none"> • What are the Millennium Development Goals and the Sustainable Development Goals? • To what extent have they been successful? • What's left to be done?
<p>Week 9:Lecture 17</p> <p>Readings: "Poverty Capitalism:Interview with Ananya Roy." Josh Leon for Foreign Policy in Focus.</p> <p>TedTalk: Dambisa Moyo, Link on Moodle.</p>	<p>Beware: the road to hell is paved with good intentions</p> <ul style="list-style-type: none"> • Just how good were/are the intentions? • Fall out from "development aid": IMF loans and national debt crises, conditional loans, and structural adjustment programs • Activists, artists and advocates
<p>Week 9:Lecture 18</p> <p>Readings: None. Work on your final projects.</p>	<p>A Better Path Forward</p> <ul style="list-style-type: none"> • Changes at the UN, the Bank, the IMF and the emergence of institutions like the Asian Development Bank • Organizations beyond the UN, the Bank, IMF: NGOs, non-profits, grass-roots efforts to empower communities • The role of informed, responsible, compassionate global citizens (like you!) with diverse backgrounds and skills, etc, who approach their work with both humility and spirit of collaboration
<p>Week 10: Lecture 19</p> <p>Readings:</p>	<p>Presentation of Final Projects</p>
<p>Week 10: Lecture 20</p> <p>Readings:</p>	<p>Presentation of Final Projects</p>
<p>Week 11</p>	<p>FINALS EXAMS</p>



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New Course Proposal

International Development Studies 1 Introduction to International Development Studies

Course Number International Development Studies 1

Title Introduction to International Development Studies

Short Title INTRO-INTRNTNL DVLP

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week

Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement Yes

Requisites none

Course Description Lecture, three hours; discussion, one hour. Exploration of historical and contemporary context of socioeconomic inequalities between Global South and Global North. Focus on cultural, political, and economic realities of developing world, which including countries of Asia, eastern Europe, Africa, Middle East, and Latin America. P/NP or letter grading.

Justification Per the Academic Senate and the IDS FAC, a true introductory course that familiarizes students interested in pursuing the IDS major with the theories, concepts, debates, and terms central to the discipline is critical to ensuring students understand the themes the major explores before applying to the major. Moreover, the course is designed based on input from core IDS faculty in order to ensure that it prepares students to perform better in upper division core courses as well as electives once in the major. Intl Dv 1 will prepare students for the core upper division courses in a manner that a combination of micro and macroeconomics and social science courses alone simply cannot. Most other majors have an introductory course to address the same concerns and the creation of Intl Dv 1 will harmonize the IDS major with other programs housed within and outside of the International Institute. This course will also provide students with a better sense of the scope and background of the IDS major which will assist them in major exploration and application to the major.

Syllabus File [Intl Dv 1 Syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Terms Quizzes (Institutions, Theories, Language) 5%
Map Quizzes (Global South) 5%
Current Affairs Write-Up 10%
Midterm (Multiple Choice, Short Answer) 40%
Final Project, Presentation, Report 40%

Effective Date Summer 1 2018

<u>Instructor</u>	Name	Title
	Michael Lofchie	Professor

Quarters Taught Fall Winter Spring Summer

Department International Development Studies

<u>Contact</u>	Name	E-mail
	GABRIELA SOLOMON-DORIAN	gsolomon@international.ucla.edu

Routing Help DORIAN

ROUTING STATUS

Role: Registrar's Office
Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590
Status: Added to SRS on 9/6/2017 3:54:38 PM

Changes: Description
Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441
Status: Added to SRS on 9/1/2017 4:02:41 PM

Changes: Short Title
Comments: No Comments

Role: FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040
Status: Approved on 9/1/2017 10:02:33 AM

Changes: No Changes Made
Comments: Routing to Doug Thomson in the Registrar's Office.

Role: FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173
Status: Approved on 8/25/2017 7:16:42 PM

Changes: No Changes Made
Comments: No Comments

Role: L&S FEC Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040
Status: Returned for Additional Info on 8/25/2017 4:18:25 PM

Changes: No Changes Made
Comments: Routing to Joe Bristow for FEC approval.

Role: Department Chair or Designee - Solomon-Dorian, Gabriela Ra (GSOLOMON@INTERNATIONAL.UCLA.EDU) - 62806
Status: Approved on 8/21/2017 11:30:30 AM

Changes: No Changes Made
Comments: Acting on behalf of Mike Lofchie, Chair of International Development Studies, and Chris Erickson, Senior Associate Vice Provost and Director of the International Institute.

Role: Initiator/Submitter - Solomon-Dorian, Gabriela Ra (GSOLOMON@INTERNATIONAL.UCLA.EDU) - 62806
Status: Submitted on 8/21/2017 11:27:51 AM

Comments: Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 825-6704