

MC 202 (Sec. 002): Introduction to the Study of Public Affairs II
("For the Greater Common Good? Support for, and Resistance to,
International Development Projects")

Spring Semester 2019

Monday/Wednesday 8:00-9:50am, 335B Case Hall

Professor: Mark Axelrod (email: axelrod3@msu.edu or phone: 517-353-8607)

Office Hours (362 North Case Hall): Mondays 2:00-4:00pm & Tuesdays 10am-noon

I have set aside these times for student meetings, and it is helpful for me if you can meet during those hours. However, I understand that these slots will not fit everyone's schedule. If these times do not work for you, please email to arrange a different time.

Introduction

Building on your experiences in MC 201 and MC 111, MC 202 focuses on research for public affairs, as well as written and oral communication of that research.

This section will explore the tensions around economic development projects funded by governments and international organizations such as the World Bank. These projects are intended to create necessary infrastructure (e.g., roads, power generation) for people to participate in global commerce, but they also may negatively impact communities in their path. Drawing on a wide range of social science and media accounts, we will critically examine issues such as stakeholder participation, economic and environmental costs and benefits, and principles of justice. Students will use a comparative research strategy to understand how two or more development projects differ along these lines.

Learning Objectives

By the end of this course, you will:

- Be familiar with, and critically evaluate, opposing arguments about international development aid, and their implications for policy within the United States
- Develop a strong public affairs research question
- Identify other scholars' arguments in response to that question, and develop your own arguments
- Locate and interpret evidence that supports or opposes those arguments
- Clearly present the results of your research in written and presentation formats

Course Meetings

We will meet twice every week. Class will focus on discussion of the readings for that week, and their application to current events. This class is designed to enhance your verbal, as well as written, communication skills. It is essential that all class members contribute to the conversation so that we can learn from different points of view. You are expected to prepare, attend, and participate every time we meet. **Please contact me in advance if you must miss a class meeting.**

We will have animated discussions about many controversial topics. You should be prepared to *support your position with evidence*, and are encouraged to disagree with me and with each other, but **you must pay attention to, and be respectful towards, each other's experiences and reasoned views**. The Madison College Statement of Values (next page) provides a useful model for engaging in respectful discourse.

Finally, although electronic devices may be useful for note-taking and information gathering, they can also provide a major distraction to you and others sitting around you. In addition, recent research shows that handwritten class notes may be more effective (see "Take Notes by Hand for Better Long-Term Comprehension," <http://www.psychologicalscience.org/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>). **You may not use laptops and other electronic devices during class, unless specifically indicated in advance of particular sessions.**

James Madison College Statement of Values

“As Madisonians, we affirm the necessity of compassion, conscientiousness, and curiosity in our community. We acknowledge our academic and moral responsibility to always seek to learn from one another, approaching our scholarly endeavors with respect and humility. We understand that this process can be uncomfortable, and that it often requires challenging closely held beliefs. Nevertheless, we strive to always participate in discussions in good faith, and to build a community conducive to the intellectual growth of all.”

Grading and Assignments

Summary of Formal and Informal Assignments (further details will be provided separately):

Assignment	Due Date	% of Overall Semester Grade
Attendance, Preparation, and Quality Participation (including informal in-class writing)	Every class period	15%
Summarize Eichengreen reading	January 9	Not Graded
Initial Research Question	January 16	3%
Revised Research Question and Annotated Bibliography	February 6, 5pm	10%
Arguments/Hypotheses contrasted with existing scholarship	February 25	12%
2 primary sources and analysis	February 20	Not Graded
Research Methods paper – explain how you sought evidence	March 11	5%
Research Update	March 20	Not Graded
First Draft of Full Paper	April 3	10%
Research Presentation	April 10 or 15	15%
Almost Final Draft of Full Paper	April 22	Not Graded
Peer Commentary – written	April 24	5%
Final Draft of Research Paper	April 29, 9:45am	25%

You are strongly encouraged to discuss all projects with Professor Axelrod during office hours.

You will receive a grade for each day of class and each assignment on the 4.0 scale. At the end of the semester, those grades will be weighted and averaged as identified above. Weighted averages of greater than 3.75 will result in a 4.0 reported grade; 3.25-3.75 = 3.5 reported grade; 2.75-3.25 = 3.0 reported grade; 2.25-2.75=2.5 reported grade; 1.75-2.25=2.0 reported grade; and so forth.

For all assignments, late papers (unless accompanied by doctor’s note or other verified excuse) will receive a reduction of one grade point for every two days after the deadline (i.e., 1 minute to 48 hours late reduces grade by 1.0; 48-96 hours late reduces grade by 2.0). If you have some extenuating circumstance that requires an extension for an assignment, you must request such an extension at least 72 hours prior to the deadline.

PLEASE NOTE THAT THIS COURSE WILL BE CONDUCTED IN LINE WITH JAMES MADISON COLLEGE AND MSU POLICIES ON ACADEMIC DISHONESTY. Among other requirements, that means that you must cite the source of any and all facts or ideas in your written assignments. Please also remember that the internet is a powerful source of information. While it may ease your research efforts, it can also lead you to non-reputable resources and help to identify your use of other people’s work. Violations of academic dishonesty principles will result in punishments up to and including a 0.0 grade for the course. Under MSU guidelines, I must report all such incidents to the University. IF IN DOUBT, I WILL BE HAPPY TO DISCUSS THE PROPER COURSE OF ACTION. Past experience has shown that most errors are easily avoidable with a short discussion.

Additional Course Policies

Needed Accommodations for Course Activities and Assignments

Requests for accommodations may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RPCD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation (VISA) form. Please present this form to me as soon as possible so that we can develop a plan that works best for your learning opportunities.

MSU Limits to Confidentiality

“[All] materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.” Paulette Granberry Russell, July 22, 2015.

Course Readings

Please note that you should not accept all course readings at face value. I have not chosen them because I agree with everything written, nor do I expect that you agree with their conclusions. You should know the authors’ arguments, but you are expected to read critically. I think these materials represent good entry points into the topics that we will study, and they generally do a good job of identifying interesting issues related to those topics. However, ***you should approach readings (and statements in class) with a healthy degree of skepticism.*** Such analytical thinking – particularly your assessment of whether authors and colleagues provide sufficient evidence to support their arguments – will help you gain a better understanding of the subject and will make you a better scholar as well. In addition, please make sure evidence is drawn from reputable sources that have an incentive to provide factual information. For suggestions on identifying valid news sources, in particular, see [Prof. Melissa Zimdars’ guidelines](https://docs.google.com/document/d/10eA5-mCZLSS4MOY5QGb5ewC3VAL6pLkT53V_81ZyitM/edit) (https://docs.google.com/document/d/10eA5-mCZLSS4MOY5QGb5ewC3VAL6pLkT53V_81ZyitM/edit).

You will be best served by reading all assigned materials before the session noted in this syllabus. As with all Madison College courses, I realize that there is a significant amount of reading assigned. This load is necessary to grasp broad theories of international development, while also applying them to real life situations. Class discussion will center around the assigned reading materials. As a result, you will need to be familiar with these events and ideas before coming to class, and you are also strongly encouraged to bring all materials with you for reference. As electronic devices are not generally allowed in this classroom, please budget for printing out these readings before class. If you are ever unable to find an assigned reading, please email me as soon as possible so that I can resolve the issue and share appropriate directions with the whole class.

- 1) No textbooks are required for this course. This approach allows us to read a wider range of shorter pieces (mostly academic or news articles, as well as some public documents) that include a broader selection of authors and perspectives. It also should be less expensive, since most of these materials can be accessed for free through the MSU library or other websites, and require only printing costs. Although no books are required, we will read excerpts from two writing textbooks that will be available on reserve. If you are interested in purchasing either/both for future reference, they are:
 - a) Graff, Gerald, and Cathy Birkenstein. *They Say / I Say”: The Moves That Matter in Academic Writing*. Third Edition. New York: W. W. Norton & Company, 2014. [There is a 2018 edition also.]
 - b) Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T.

FitzGerald. *The Craft of Research*. Chicago Guides to Writing, Editing, and Publishing. Fourth edition. Chicago: The University of Chicago Press, 2016.

- 2) I will post additional writing support materials on our D2L page, including resources from Purdue University's excellent Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html OWL is particularly useful for learning about different citation formats. We will also have materials provided by the MSU Library.
- 3) Many assigned readings are drawn from other books, journals, magazines, or newspapers. These readings are equally, if not more, important for our class discussions. The D2L version of this syllabus contains hyperlinks to all *news* articles. Unless otherwise noted, *all journal articles* are available online through the MSU library home page (<http://www.lib.msu.edu/>). At the top of that page, you can search by entering the article title. Other *book chapters and readings* will be available on reserve, unless they are also available online or as e-books through the MSU library website (as noted throughout the syllabus).
- 4) In addition, it is essential to keep track of news/current events. This material will be the empirical basis for classroom discussions and may appear in exam questions as well. For international development issues, the *New York Times* (hard copy available in Case Hall, or online at a discounted rate) provides excellent coverage, particularly related to US foreign aid. *The Guardian* (UK) also provides a broader range of coverage, particularly for development aid in former British colonies, and *The Hindu* covers related topics from an Indian perspective. Feel free to get your information from other reputable news sources as well.
- 5) Finally, I will of course also be happy to recommend supplementary readings on topics that interest you, or on which you are writing the course paper.

Schedule & Assigned Readings (PLEASE NOTE: SOME DAYS OVERLAP 2 PAGES)

This schedule is *subject to change with reasonable advance notice*. Changes may result from guest speaker availability and reading suggestions, weather events, or other unforeseen circumstances. Please check the D2L-posted syllabus regularly to stay aware of any changes.

January 7 – Introduction and the Greater Common Good

Roy, Arundhati. "The Greater Common Good," *Outlook India*, 24 May 1999.

<https://www.outlookindia.com/magazine/story/the-greater-common-good/207509>

January 9 – Contrasting Arguments and What makes good research?

Eichengreen, Barry. "Lessons from the Marshall Plan," *World Development Report 2011, Background Case Note*. http://web.worldbank.org/archive/website01306/web/pdf/wdr_2011_case_study_marshall_plan_1.pdf

Assignment Due: Summarize Eichengreen's argument and evidence (and evaluate whether the evidence does support his argument); In class we will contrast Eichengreen's and Roy's arguments

January 14 – Research Process and Asking Good Questions

Booth et al (2016), pages 3-15, 29-31, and 33-48 (reserve)

January 16 – Problems/Questions informed by Public Affairs

Booth et al, pages 49-64 (reserve)

Assignment Due: Develop an initial research question to discuss in small groups in class

January 21 – NO CLASS, Martin Luther King, Jr. Day

Please consider attending related events on campus (<http://www.inclusion.msu.edu/awards-programs/king/index.html>), in the community (<https://www.lansingmi.gov/942/MLK-Jr-Holiday-Commission>), or on your own. A group of JMC faculty is planning an environmental justice reading group for that day, and you will be informed of the details when finalized.

January 23 - What is an argument, and what have previous scholars argued? (They Say)

Graff and Birkenstein (2014) pages 3-8 and 19-41 (reserve)

Eichengreen, Barry, and Marc Uzan. "The Marshall Plan: Economic Effects and Implications for Eastern Europe and the Former USSR." *Economic Policy* 7(14)(1992): 13-54. [READ ONLY pages 14-16, 22-26]

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January 28 – Secondary Sources and Acknowledging/Citing Sources of Arguments

MSU MAIN LIBRARY with Elizabeth Webster

(Beaumont West Lab. *Meet in the lobby near the Red Cedar entrance*)

January 30 - Contrasting arguments (contestable claims) in scholarly literature

CLASS CANCELED DUE TO WEATHER – PLEASE READ THIS MATERIAL FOR MONDAY

So, Alvin Y. *Social Change and Development: Modernization, Dependency, and World-System Theories*.

SAGE Publications: Newbury Park (1990). READ ONLY Chapter 1: "Introduction: The Power of Development Theories", pages 11-14. [Available through Google Books]

February 4 – New arguments and contributions to scholarly literature (I Say)

Booth et al, pages 105-121 (reserve)

Graff and Birkenstein, 55-91 (reserve)

February 6 – NO CLASS, Axelrod away at workshop

[replaced by additional conference office hours, week of February 11]

Assignment Due, 5pm: Revised Research Question and Annotated Bibliography

February 11 and 13 – Contrasting Arguments about Development Aid: Modernization, Dependency, and Morality

(readings for 1st Session, to be discussed both days)

Required:

- Williamson, John. "What Washington Means by Policy Reform," Chapter 2 in Williamson, John, ed. *Latin American Adjustment: How Much Has Happened?* Peterson Institute for International Economics (1990). <https://piie.com/commentary/speeches-papers/what-washington-means-policy-reform>
- Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press: Princeton (2011). Chapter 1: <http://assets.press.princeton.edu/chapters/s9564.pdf>
- Eichengreen, Barry, and Marc Uzan. "The Marshall Plan: Economic Effects and Implications for Eastern Europe and the Former USSR." *Economic Policy* 7 (14) (1992): 13-54. [READ ONLY pages 42-54]

Recommended:

- Keohane, Robert O., and Marc A. Levy, eds. 1996. *Institutions for environmental aid: pitfalls and promise*. Cambridge, MA: MIT Press. (especially Michael Ross, "Conditionality and Logging Reform in the Tropics")

February 18 – Primary Sources (Evidence to Assess Arguments)

MSU MAIN LIBRARY with Elizabeth Webster

(Beaumont West Lab. *Meet in the lobby near the Red Cedar entrance*)

February 20 – Primary Sources, continued

GUEST SPEAKER: Laura Castro-Diaz, MSU Department of Community Sustainability

Booth et al, Chapter 9, pages 132-140 (reserve)

Donovan, Robert J. *The Second Victory: The Marshall Plan and the Postwar Revival of Europe*. Madison Books: New York (1987). https://pdf.usaid.gov/pdf_docs/pcaaa454.pdf VIEW ONLY Pages 71-99, "A Photo Essay: The Marshall Plan at Work"

Assignment Due: Find 2 primary sources for your research, and assess their implications

February 25 – Explaining research methods (i.e., How did you make sure it was unbiased evidence?)

Assignment Due (February 25): Revised Bibliography and Argument Contrasted with Cited Sources

February 27 – Using Evidence to Assess Arguments

Booth et al, Chapter 8, pages 122-131 and chapter 10, pages 141-154 (reserve)

March 4 and 6 – NO CLASS, Spring Break

March 11 –Film on Development Aid and Social Movements

Assignment Due: Draft Research Methods section of paper – explain and justify process for locating and interpreting evidence

March 13 and 18 – Contrasting Examples of Development Project Success and Failure

Readings for March 13:

Ferguson, James with Larry Lohmann, "The Anti-Politics Machine: 'Development' and Bureaucratic Power in Lesotho," *The Ecologist*, Vol. 24, No. 5, September/October 1994.

http://www.brandonkendhammer.com/politics_of_development/wp-content/uploads/2018/11/ecologist-1994-09.pdf

Yee, Amy. "The Power Plants That May Save a Park, and Aid a Country," *New York Times*, Aug. 30, 2017. <https://www.nytimes.com/2017/08/30/business/congo-power-plants-poaching.html>

Mike Ives, "Laos Dam Failure Exposes Cracks in a Secretive Government's Agenda," *New York Times*, July 29, 2018. <https://www.nytimes.com/2018/07/29/world/asia/laos-dam-response-government.html>

Readings for March 18:

Buntaine, Mark T., Bradley C. Parks, and Benjamin P. Buch. "Aiming at the Wrong Targets: The Domestic Consequences of International Efforts to Build Institutions." *International Studies Quarterly* 61, no. 2 (2017): 471-88.

Elizabeth Becker, "World Bank Inaugurates Oil Pipeline in Africa" October 3, 2003, *New York Times* (<http://www.nytimes.com/2003/10/03/business/world-bank-inaugurates-oil-pipeline-in-africa.html>)

Lydia Polgreen, "World Bank Ends Effort to Help Chad Ease Poverty" September 11, 2008, *New York Times* (<http://www.nytimes.com/2008/09/11/world/africa/11chad.html>)

Celeste Hicks, "As oil-rich Chad splashes the cash it must beware white elephant projects," 5 August 2013 *The Guardian* (<http://www.theguardian.com/global-development/2013/aug/05/chad-oil-infrastructure-investment>)

March 20 – Responses to Development Aid Concerns 1: legal/institutional approaches

Cullet, Philippe. 2001. Human Rights and Displacement: the Indian Supreme Court Decision on Sardar Sarovar in International Perspective. *International & Comparative Law Quarterly* 50 (4):973-987.

Assignment Due: Update on your Research

March 25 – Responses to Development Aid Concerns 2: social movements

Required:

Tania Branigan, "Anti-pollution protesters halt construction of copper plant in China," *The Guardian*, July 3, 2012. <http://www.theguardian.com/world/2012/jul/03/china-anti-pollution-protest-copper>

Angelovski, Isabelle, and Joan Martínez Alier. "The 'Environmentalism of the Poor' Revisited: Territory and Place in Disconnected Glocal Struggles." *Ecological Economics* 102 (2014): 167-76.

Recommended:

Keck, Margaret E., and Kathryn Sikkink. 1998. *Activists beyond borders: advocacy networks in international politics*. Ithaca: Cornell University Press.

Van Der Heijden, Hein-Anton. 1999. Environmental Movements, Ecological Modernisation and Political Opportunity Structures. *Environmental Politics* 8(1): 199-221.

March 27 – Applying modernization and dependency arguments in the US (possible guest speaker)

GUEST SPEAKER: A.J. Rice, MSU Department of African-American and African Studies and James Madison College

Robles, Frances. "Puerto Rico's Debt Crisis Claims Another Casualty: Its Schools," *New York Times*, May 10, 2017. <https://www.nytimes.com/2017/05/10/us/puerto-rico-debt-schools-close.html>

Sadler, Richard Casey and Andrew R. Highsmith. "Rethinking Tiebout: The Contribution of Political Fragmentation and Racial/Economic Segregation to the Flint Water Crisis." *Environmental Justice* 9 (5) (2016): 143-51.

April 1 – What enables response success? Political opportunity structures and Bank Accountability mechanisms

Park, Susan. "Accountability as Justice for the Multilateral Development Banks? Borrower Opposition and Bank Avoidance to Us Power and Influence." *Review of International Political Economy* 24(5) (2017): 776-801.

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Centre for Research on Multinational Corporations (SOMO). 2014. “The Patchwork of Non-Judicial Grievance Mechanisms: Addressing the limitations of the current landscape,”

http://grievancemechanisms.org/resources/brochures/non-judicial-grievance-mechanisms-a-patchwork-1/at_download/file

Amnesty International, “Ecuador: Inter-American Court ruling marks key victory for Indigenous Peoples,” 27 July 2012 (<https://www.amnesty.org/en/press-releases/2012/07/ecuador-inter-american-court-ruling-marks-key-victory-indigenous-peoples-20/>)

Full judgment (not required reading): http://corteidh.or.cr/docs/casos/articulos/seriec_245_ing.pdf

Judgment summary (not required): http://www.corteidh.or.cr/docs/casos/articulos/resumen_245_ing.pdf

April 3 – Stakeholder Impacts

Agrawal, Arun, and Kent Redford. "Conservation and Displacement: an Overview." *Conservation and Society* 7, no. 1 (2009): 1-10.

Assignment Due: First Full Paper Draft, including Question, Arguments, Methods, and Evidence

April 8 – Democracy and Social Movements

Kramarz, Teresa, David Cosolo, and Alejandro Rossi. 2017. Judicialization of Environmental Policy and the Crisis of Democratic Accountability. *Review of Policy Research* 34(1): 31-49.

April 10 and 15 – Research Presentations

Assignment Due: Research Presentation

April 17 – Writing Workshop (and responding to Peer Comments)

April 22 - Almost Final Draft – Peer Review Groups

Assignment Due: Almost Final Draft

April 24 – Conclusion

Khagram, Sanjeev. 2003. Neither Temples nor Tombs: A Global Analysis of Large Dams. *Environment* 45 (4).

Assignment Due: Peer Feedback

Monday, April 29, 9:45am – end of Final Exam Session

Assignment Due: Final Draft