BROWN SCHOOL  
WASHINGTON UNIVERSITY IN ST. LOUIS  

SPRING 2018  

INTERNATIONAL SOCIAL DEVELOPMENT THEORY  
S20-5030.01  

CREDIT HOURS:  3  
GRADE:  L/G  
ROOM:  Goldfarb 333A  
TIME:  Tuesdays 9 a.m.-12 noon  

INSTRUCTOR:  Carolyn K. Lesorogol, Ph.D.  
OFFICE:  Goldfarb 229A  
OFFICE HOURS:  Thursdays, 1-3 p.m. or by appointment  
PHONE:  935-8232  
E-MAIL:  clesorogol@wustl.edu  
TEACHING ASSISTANT:  Michael Galvin (michaelgalvin@wustl.edu)  

I.  COURSE DOMAIN AND BOUNDARIES  

Social welfare is the major institutional vehicle through which societies assure a minimal level of living for all their citizens. Building on the core curriculum and the other foundational courses in the International Social and Economic Development concentration, this course focuses on achieving a fuller understanding of the theories underlying social development and welfare approaches, policies and programs around the world. Problems of global poverty, social injustice, inequality and issues of racial, ethnic and cultural diversity will receive special attention. The multi-faceted contributions of social work, the social services, and social welfare in advancing national and international social development within rich and poor countries will be emphasized. Students will be expected to demonstrate at least beginning skill in the application of theories to analyze a social welfare or social development dilemma of particular interest to them.  

II.  MSW COMPETENCIES ADDRESSED IN THIS COURSE  

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage Diversity and Difference in Practice | C2 |
| Advance Human Rights and social, economic and environmental justice | C3 |
| Engage in Practice-informed Research and Research-informed Practice | C4 |
| Evaluate individuals, families, groups, organizations and communities | C9 |
III. COMMON PEDAGOGICAL ELEMENTS

1. Literature search strategies will be discussed and demonstrated in class. Relevant sources of information for conducting research on international development problems will be provided by the instructor.

2. Students will demonstrate their ability to integrate empirical evidence with theory and to critically analyze theory and evidence through research projects, class and group discussions.

3. Students will gain facility in accessing, evaluating, and using diverse information and data sources relevant to their research questions. Sources of information include scholarly literature, agency reports, and publically available datasets such as those from the World Bank and United Nations.

IV. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio
record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

**Religious Holidays**: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**V. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon sexual assault**: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the **Relationship and Sexual Violence Prevention Center**. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the **Title IX office** in Umphre Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: **Title IX**

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: **RSVP Center**

**Bias Reporting**: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination
against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

**Additional Issues or Concerns:** If you feel that you need additional supports in order to be successful in your time at Brown, beyond the aforementioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

**VI. READINGS**

Readings are on Blackboard or on reserve in the library. You can access Blackboard by using your University ID and PIN number. You should find the course on your Blackboard homepage. We will review the use of Blackboard in the first class meeting.

A book that provides a good background to the theories we will discuss during the semester is,


I suggest you buy it.

**VII. ORGANIZATION OF COURSE**

This course will combine lectures with class and small group discussions. The quality of class discussion will depend on student preparation, therefore it is imperative that students come to class having read the material assigned for that week and with prepared questions, comments and ideas to contribute.

**VIII. ROLE OF FACULTY AND STUDENTS**

**Instructor Role:**
The instructor will provide learning materials, inputs related to course content and serve as a facilitator in group discussions. She will strive to provide an open atmosphere where multiple viewpoints and perspectives can be shared in an environment of mutual respect for the opinions and feelings of others. She will also provide feedback on student work as appropriate. Students are encouraged to attend office hours or make an appointment to meet with Professor Lesorogol to discuss questions, ideas or concerns during the course.

**Student Role:**
Students are expected to attend all classes and to come prepared to discuss the weekly readings. Since this class relies heavily on student discussion and participation in small and large group activities, thorough preparation is extremely important. Please notify the instructor before a class if you will be absent, and absences should only be for urgent reasons. Students are
responsible for completing all assignments on time and in proper form following standard writing conventions. Writing assistance can be found at the Communication Lab. It is the student’s responsibility to contact the instructor in case of any questions or problems related to the course. For this course, students will prepare an in-class oral presentation of their final research project, which will be graded. Appropriate audio-visual materials (powerpoint, handouts, overheads, video, etc.) are encouraged for student presentations.

IX. ASSIGNMENTS AND GRADING CRITERIA

Students will write two short essays (3-4 double-spaced pages) on topics related to course materials. Topics will be distributed in class and students will have one week to complete the essay which will be submitted via Blackboard. The essays will focus on the theories presented and discussed in class and the objective is for students to demonstrate clear understanding of the theories. The essays will be due WEEK EIGHT and WEEK THIRTEEN. These essays will count for 20% of the course grade.

Students will complete a semester long research project of their choosing culminating in a 15-20 page research paper as well as an oral presentation of the project presented in class. Students should begin to consider topics immediately and a preliminary outline of the paper is due in class WEEK SIX. Students are encouraged to discuss possible paper topics with the instructor and/or TA. Papers should focus on a critical examination of theories and practices of international social development relevant to a particular place and time (e.g. a country, region or group of countries at a certain historical period, including contemporary). Students should identify a particular issue or set of issues/problems and do a thorough review of literature on the conceptual and empirical aspects of this issue/problem as well as the particular place where the issue is being analyzed. A mix of qualitative and quantitative data sources is encouraged as well as appropriate historical depth. The final form of the paper will vary according to the specifics of the topic and materials, but should be logically structured, clearly written and should develop an argument regarding the issue/problem of concern. Final papers are due on the day of the presentation, either week Fourteen or Fifteen.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Two short essays</td>
<td>20%</td>
</tr>
<tr>
<td>Proposal for Semester-End Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Semester-End Paper</td>
<td>50%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale: 94-100 A, 90-93 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, 70-73 C-

Submitting Assignments through Blackboard: Please submit assignments through Blackboard on the corresponding Assignment page. Please label your files as follows:

Your last name_name of assignment.docx (e.g. Smith_first short essay.docx)
## X. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Competency(ies)</th>
<th>Dimension(s) Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short papers analyzing international</td>
<td>Knowledge, Skills, Cognitive Processes</td>
</tr>
<tr>
<td>social development theories</td>
<td>C3, C4, C9</td>
</tr>
<tr>
<td>Final paper applying theory to social</td>
<td>Knowledge, Skills, Cognitive Processes</td>
</tr>
<tr>
<td>development issue</td>
<td>C2, C3, C4, C9</td>
</tr>
<tr>
<td>Panel paper presentation and role as</td>
<td>Knowledge, Skills, Cognitive Processes</td>
</tr>
<tr>
<td>discussant</td>
<td>C1, C4</td>
</tr>
<tr>
<td><strong>Course Activities</strong></td>
<td></td>
</tr>
<tr>
<td>Cultural Relativism Discussion</td>
<td>Knowledge, Cognitive Processes, Affective</td>
</tr>
<tr>
<td></td>
<td>Processes, Values</td>
</tr>
<tr>
<td></td>
<td>C1, C2</td>
</tr>
<tr>
<td>Social Work ethics Discussion</td>
<td>Knowledge, Cognitive Processes, Affective</td>
</tr>
<tr>
<td></td>
<td>Processes, Values</td>
</tr>
<tr>
<td></td>
<td>C1, C2</td>
</tr>
<tr>
<td>Human Rights Exercise</td>
<td>Knowledge, Cognitive Processes, Affective</td>
</tr>
<tr>
<td></td>
<td>Processes, Values</td>
</tr>
<tr>
<td></td>
<td>C1, C2</td>
</tr>
<tr>
<td>Readings on Social Exclusion</td>
<td>Knowledge, Cognitive Processes, Affective</td>
</tr>
<tr>
<td></td>
<td>Processes, Values</td>
</tr>
<tr>
<td></td>
<td>C2, C4</td>
</tr>
<tr>
<td>Collective Action Exercise</td>
<td>Cognitive Processes, Affective Processes,</td>
</tr>
<tr>
<td></td>
<td>Values</td>
</tr>
<tr>
<td></td>
<td>C3, C4</td>
</tr>
</tbody>
</table>

## XI. COURSE OUTLINE

### Part I: Understanding the long-term trajectories of social change and the rise of inequality

**Week 1: January 16, 2018**

Introduction to the Course.

**Week 2. January 23, 2018** Origins—the original affluent society? Cultural relativism and how we look at the “other”.

Reading:

Week 3. January 30, 2018  Emerging hierarchy and inequality; patterns of cultural contact

Reading:

Wolf, E. (1982) Europe and the People Without History, Berkeley: University of California Press. (Ch. 5-6)

Part 2: Theories of Development

Week 4. February 6, 2018 Modernization

Reading:


Suggested:
Willis: Chs 1-2.

Week 5: February 13, 2018 Dependency and World Systems approaches (critique of modernization)

Reading:


Suggested:
Willis: Ch. 3

**Week 6. February 20, 2018 Structural Adjustment (modernization II)**

**PROJECT OUTLINES DUE ON BLACKBOARD**

Reading:


Optional:


**Week 7. February 27, 2018 Institutions** (critique of mainstream econ; combines elements of Marxist critiques of modernization with greater attention to history, etc.)

**FIRST SHORT ESSAY TOPIC DISTRIBUTED**

Reading:


Optional reading:


**Week 8. March 6, 2018 Participation (is it a theory or an approach to practice?) and Capabilities**

**FIRST SHORT ESSAY DUE VIA BLACKBOARD**

Readings:

(available online open access)


**NO CLASS MARCH 13th, 2018 SPRING BREAK**

**Week 9. March 20, 2018**  Post-modern critiques of “development”

Readings:


**Part 3: Contemporary Challenges in Development**

**Week 10. March 27, 2018**  Collective action and the provision of public goods

Theory of collective action. The tragedy (or not) of the commons.

Encouraging successful management of shared resources

Readings:


**Week 11. April 3, 2018**  New(ish) Directions in Social Development theory and practice: Gender, Rights, and social policy approaches in developing countries

Readings:

Varun Gauri and Siri Gloppen (2012)  Human Rights Based Approaches to Development

Sylvia Chant & Caroline Sweetman (2012) Fixing women or fixing the world? ‘Smart economics’, efficiency approaches, and gender equality in development, Gender & Development, 20:3, 517-529


Suggested:


Week 12: April 10, 2018  The Organization of Development

The organization of development: different development actors and new forms of development activity

SECOND SHORT ESSAY TOPIC DISTRIBUTED

Readings:


Week 13. April 17, 2018  How to achieve good governance?

  Accountability, transparency and corruption
  Civil society
  Decentralization

SECOND SHORT ESSAY DUE VIA BLACKBOARD

Readings:


**Week 14: April 24, 2018: Student presentations**

**Week 15: May 1, 2018: Student presentations and course wrap up**