

COMMUNICATION AND INTERNATIONAL DEVELOPMENT

E.59.1305.001
Spring 2007
Tuesdays & Thursdays 11am–12.15pm
Waverley 429

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Course Description and Goals

Students in this course will understand, analyze and critique the promises of 'development' to alleviate economic, political and social problems that have driven national strategies in the 'Third World' over the past sixty years. Part One of the course focuses on mainstream development, its proponents and its application generally and specifically with respect to media and communication technologies. Part Two will delve into the problems of development and expose many of its shortcomings. In Part Three, on Africa, the Middle East, Latin America/Caribbean and Asia, every class will be dedicated to a particular country or sets of countries and specific case studies of development projects.

This is an upper-level inter-disciplinary course that draws on readings in political science, economics, history, sociology, communications and media research, and public policy. Topics of discussion are international in scope, and encourage cross-linkages between different theoretical concepts and geographical locations. Reading and writing requirements for this course are demanding. Independent research is strongly encouraged (keeping up with global affairs, gaining familiarity with economic terms, looking up historical events, etc).

Required Texts

Available at the NYU bookstore

Books:

- John Perkins, *Confessions of an Economic Hit Man*, 2004.
- Nicholas Thompson and Scott Thompson, *The Baobab and the Mango Tree: Africa, the Asian Tigers and the Developing World*, 2001.
- Gilbert Rist, *The History of Development: From Western Origin to Global Faith*. New Edition, 2002 (chapters from this book will be made available on Blackboard for students who do not want to purchase it).

Articles:

- Most required readings will be available on **Blackboard** (noted on Schedule as Bb)

EXPECTATIONS & GRADING

- **Class Participation 25%**
 - Students are expected to thoroughly read before each class and participate in all class discussions, as well as in all Blackboard-based assignments and discussions.
 - 10% for presence, punctuality and quality of participation in class
 - 10% for punctuality, quantity and quality of blackboard participation (due no later than 10am on days listed in schedule). Your Bb posts should be about one page in length and deal with the issues raised in the readings. These are short think-pieces where you show in-depth involvement with the readings, elaborate on your response to the readings, raise questions for discussion or about things you are unclear about. You have freedom in the format (essay form, Q&A, stream of consciousness, in-depth critique of one reading or overview of all readings or general topic, etc.).
 - 5% for leading class discussion: Students will be designated discussant during class at least once, bringing discussion questions based on the readings and prepared to debate and address central issues (you may rely on questions and comments posted on Blackboard). Depending on class size, you may be asked to prepare in teams. All students will comment on and grade leading class discussion
- **2 Book Reports 20%**
 - Students are required to write two reviews of two books: *The Baobab and the Mango Tree* (due Feb. 6 @11am in class) and *Confessions of an Economic Hit Man* (due Feb. 25 @6pm via email) of 1,500-1,750 words each. 10% each.
 - Book reviews are meant to show that you have read the books and that you are able to engage in-depth with the author(s)' arguments. You may write an overview of the book or choose one or two arguments and develop it/them.
- **3 Short Papers 15%**
 - These are thought papers based on class readings which should present a strong argument in response to the question(s) asked (do not summarize readings!). 1,000 words maximum. 5% each.
 - Short Paper 1 – Due Jan. 30 @11am
 - Short Paper 2 – Due Mar. 8 @11am
 - Short Paper 3 – Due Apr. 24 @11am
- **National Expert 15%**
 - Each student will choose a country to focus the following assignments on:
 - Country report and presentation (10%)
 - Brief 10-minute presentation to class
 - Report must be typed and handed out to professor and classmates on day of your continent presentation.
 - Any format is acceptable (bullet points, essay, Q&A, journalistic piece, etc.) not to exceed 1,500 words.
 - All students will comment on and grade country reports.
 - Continent Group presentation (5%)
 - According to which country you choose, you will be grouped with other students from the same continent. You will then as a group give a brief presentation (15 minute maximum) on your continent to class (during week of your continent).
 - All students will comment on and grade continent presentations.
 - Due Dates:
 - Africa – Mar. 20 @11am
 - Middle East – Mar. 29 @11am
 - Latin America / Caribbean – Apr. 5 @11am
 - Asia – Apr. 19 @11am

- **Final 25%**
 - No team work. To be written individually. 2,000 – 2,500 words maximum. Due May 2 @11am via email (you may leave hard copy in my mailbox).
 - All Options require you to undertake research beyond readings assigned in class, and must consist of research beyond the Web (books, articles, interviews, etc.)
 - Option A: Expand your country report into a research paper.
 - Option B: Expand one of your existing Blackboard comments into a research paper.
 - Option C: Take-home exam comprised of 4 short essay questions based on class readings and additional research and readings (500-600 words each). Questions will be handed-out no later than April 3.
 - More information about the Final will be discussed in class.

A Note About Readings

Reading load for this class is heavy (averaging 50-60 pages per class). The challenge in the readings is not however just in the amount, but in helping you develop reading skills. Think of the reading assignments not only as something you have to get through for each class, but as strengthening your critical skills. Learn how to speed read, how to carefully browse, how to figure out what is important or not, what is repetitive or not. The objective is also to introduce you to a variety of scholarly styles, so that sometimes you will be asked to read economics-heavy reports, other times you will be asked to read political reports or more literary pieces. You will inevitably like and dislike some, struggle or breeze through them, and that is the point. You are still required to read them all and come to class prepared to discuss them.

Grading Policies

- Students with special needs, either with physical and/or learning disabilities, or religious observances, must come talk to me at the beginning of the semester in order to assure any special needs: extra time for exams or papers; different settings for exams; access to materials, etc.
- Grades will not be curved. If you attend class, do the required work and have a reasonable grasp of the information, you should have no trouble earning at least a C, which indicates satisfactory work. No make-up exams will be given. Late papers and assignments will be graded down by -2 for every day late (24 hours from 11am, including weekends and holidays). Papers and assignments will not be considered once they are more than 10 days late (24 hours from 11am, including weekends and holidays) and will automatically result in an F (0%).
- You are expected to abide by the NYU's and Steinhardt's standards of Academic Integrity. Cheating or plagiarizing the work of another will result in an automatic "F" on the exam or assignment. Additionally, departmental and university policy permits harsher actions, if warranted.
- Notify me in advance if you are going to miss a class or a deadline. You will need a legitimate excuse (doctor's note, etc.)

Grading Scale

94-100 A; 90-93 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 F

Grading Standards

Please read grading standards carefully. I will not be subject to grade inflation or curving. In what is listed below, a C is an average/adequate grade, i.e. do not freak out if I give you a C! An A is only given to work that is truly excellent and exceptional.

A = Excellent. Outstanding work in all respects. Work demonstrates comprehensive understanding and presents thoughtful and creative interpretations, well-focused and original insights, well-reasoned commentary and analysis.

B = Good. Work demonstrates complete and accurate understanding of course materials, presents a reasonable degree of insight and broad level of analysis. Work reflects competence but stays at a general or predictable level of understanding.

C = Adequate. Work demonstrates adequate understanding but remains superficial, incomplete, vague or expresses some important errors or weaknesses. Work may lack concrete, specific examples and illustrations; writing may be vague or hard to follow.

D = Unsatisfactory. Work demonstrates a lack of understanding and fails to express basic aspects of the course. Participation was inadequate or superficial.

F = Failed. Work was not submitted or completed according to parameters (page length, topical focus, types of sources), or completely failed to express the most basic and elementary aspects of the course.

Schedule of Readings and Assignments

The syllabus is a roadmap at best. While it is intended that the course will follow the schedule below, modifications along the way are **inevitable**. I will notify you of changes in class and/or email and/or Blackboard.

DO NOT USE THIS PRINT-OUT AS THE FINAL VERSION OF OUR READING SCHEDULE. ALWAYS CHECK ON BLACKBOARD!

Readings are listed in the **suggested reading order**.

PART ONE: ROMANCE AND ILLUSION: HISTORY & THEORY OF DEVELOPMENT

Section 1: Foundations of Development and the Making of a Global Economic System

Jan. 16 - Introductions

Jan. 18: Stories of Development (50)

- Bb: Thomas W. Dichter: Story 1 "Romance" pp.11-18 and Story 2 "Illusion" pp.19-22 from *Despite Good Intentions*, 2003.
- Bb: Hadjor: *Dictionary of Third World Terms*, pp.1-11.
- Bb: David Turnbull "The Function of Maps" pp.7-15
- Bb: Janice Monk "Are Things What They Seem to Be? Reading Maps and Statistics" pp.16-26.
- Bb: Chandra Talpade Mohanty "On-Third/Two-Thirds World" pp.41-43.
- Bb: W.W. Rostow, *The Stages of Economic Growth: A Non-Communist Manifesto*, pp.290-296.
- **Bb: Comments and Questions Due on readings for 1/18.**

Jan. 23: Understanding Global Development (40)

- [Group 1 Leading Class Discussion](#)
- Rist: Ch. 1 "Definitions of Development", pp.8-24; Ch. 2 "Metamorphoses of a Western Myth" pp.25-28 and pp.43-46; Ch. 3 "The Making of a World System", pp.47-48 and pp.66-68 and Ch. 4 "The Invention of Development" pp.69-79.
- Rist: Appendix 1, *President Truman's Point Four Message*.
- Bb: Samir Amin "Eurocentrism" pp.97-99.

Jan. 25: Understanding Global Development Players 2: the World Bank and the UN (40+)

- [Group 2 Leading Class Discussion](#)
- Rist: Ch. 5 "The International Doctrine and Institutions Take Root" pp.80-92 and Ch. 6 "Modernization Poised Between History and Prophecy" pp.93-103.
- Bb: World Bank Brochure
- Bb: UN Millennium Goals: Read Preface, Millennium Development Goals, Ten Key Recommendations, Overview. Browse through Chapters 1-4.
- **Bb: Comments and Questions Due on readings for 1/23 and 1/25.**

Section 2: The Workings of Developers

Jan. 30: Understanding Global Development Players 3: the state, NGOs, religious groups and other smaller players (20+)

- [Group 3 Leading Class Discussion](#)
- Bb: Thomas W. Dichter: Preface, pp.ix-xiii; Story 3 "A Straw in the Wind" pp.31-36, and Story 4 "Being Useful or Being Used" pp.37-47 from *Despite Good Intentions*, 2003.
- USAID: Readings TBD
- Other Readings TBD

++ Jan.30: Short Paper 1 Due – on Defining Development and the Third World

Feb. 1: READING BREAK - NO CLASS

- Read *The Baobab and the Mango Tree*.

Feb.6: Class Resumes

- Finish *The Baobab and the Mango Tree*.

**** Feb.6: Book Report 1 Due – on *The Baobab and the Mango Tree*.**

Section 3: Mainstream Development Theory and the Role of the Mass Media

Feb. 8: *Mainstream Development Theory and Mass Media: History (91+)*

- [Group 4 Leading Class Discussion](#)
- Bb: Daniel Lerner. *The Passing of Traditional Society: Modernizing the Middle East*, pp.19-75.
- Bb: Robert Stevenson, Ch.2 "The Magic Multiplier" pp.17-33, Ch. 3 "Collision with a New Order" pp.35-54 from *Communication, Development and the Third World*, 1988.
- Bb: Re-read W.W. Rostow *The Stages of Economic Growth: A Non-Communist Manifesto*, pp.290-296, from January 18 if you have forgotten it!
- Bb: Browse through Everett Rogers and Lynne Svenning. *Modernization Among Peasants: The Impact of Communication*. Excerpts from Ch 1 and 5: pp.1-18, 96-117.

Feb. 13: *Mainstream Development Theory and Mass Media: Towards a New Order (86+)*

- [Group 5 Leading Class Discussion](#)
- Bb: Robert Stevenson, Ch.4 "The Record of Communication Development" pp.55-74, Ch.5 "Communication Development for a New Order" pp.75-97, Ch.6 "The State of Third World Media" pp.99-120, from *Communication, Development and the Third World*, 1988.
- Bb: Mustapha Masmoudi: "The New World Information Order", pp. 14-27
- Bb: The MacBride Commission, *Many Voices, One World*, Ch.1 "The Historical Dimension" pp.3-13, Ch. 2 "The Contemporary Dimension" pp.14-33, and Ch.3 "The International Dimension" pp.34-45. Browse through Chapters 1 & 2, Read Chapter 3.

Feb.15: *Mainstream Development Theory and Mass Media: Building Information Societies (29+)*

- [Group 6 Leading Class Discussion](#)
- Bb: Robin Mansell and Uta Wehn, *Knowledge Societies: Information Technology for Sustainable Development, 1998*, Ch. 1 "Building Innovative 'Knowledge Societies'", pp.6-17 and Ch. 9 "Friend or Foe? Developing Countries and the International Governance System" pp.180-197.
- WSIS Readings TBD
- Begin reading *Confessions of an Economic Hit Man*.
- **[Bb: Comments and Questions Due on readings for 2/8, 2/13 and 2/15 \(not to include 'Confessions' book\).](#)**

PART TWO: WHAT'S WRONG WITH DEVELOPMENT?

Section 4: Critiques, Part 1.

Feb.20: *Understanding Aid, Debt and Poverty (85+)*

- [Group 7 Leading Class Discussion](#)
- Bb: Maggie Black "Aid: The International Contribution" pp.30-49 from *The No-Nonsense Guide to International Development*, 2002.
- Bb: Damien Millet and Eric Toussaint, *Who Owes Who? 50 Questions About World Debt*, pp.1-30, and pp.36-53, and Glossary pp.171-181.
- Bb: Maria Mies "The Myth of Catching-Up Development" pp.150-157.
- Bb: Jan Knippers Black 'Inequity in the Global Village' pp.323-329
- Bb: Michael Yates 'Poverty and Inequality in the Global Economy' pp.330-338.
- Continue reading *Confessions of an Economic Hit Man*.

Feb. 22: READING BREAK - NO CLASS

- Finish *Confessions of an Economic Hit Man* – Report Due via email no later than 6pm Sunday Feb. 25

**** Feb.25: Book Report 2 Due – on *Confessions of an Economic Hit Man*.
Note: Due Date is Sunday evening. Submit your paper via email.**

Section 5: Critiques, Part 2.

Feb. 27: Development: *Colonialism by Another Name* (114)

- Bb: William Appleman Williams "Empire as a Way of Life" pp.81-88
- Bb: Felix Greene "How it Began" pp.88-97
- Bb: Jerry Kloby "The Legacy of Colonialism" pp.99-106
- Bb: Peter Worsley: *The Three Worlds*, pp.1-16, and pp. 306-344.
- Bb: Paul Cammack: *Third World Politics*, Ch. 1 "The Heritage of the Past" pp.11-48.
- **Bb: Comments and Questions Due on readings for 2/27.**

Mar.1: Development: *Global Capitalism by Another Name* (51)

- [Group 8 Leading Class Discussion](#)
- Bb: Ankie Hoogvelt, *Globalization and the Postcolonial World*, Ch. 1 "The History of Capitalist Expansion" pp.1-28, and Ch.2 "Neocolonialism, Modernization and Dependency" pp.29-42.
- Bb: Paul Cammack "Attacking the Poor" *NLR* 13, Jan/Feb 2002, pp.125-134.

Section 6: Revisiting Development

Mar. 6: Dependency (47+)

- [Group 9 Leading Class Discussion](#)
- Rist: Ch. 7 "The Periphery and the Understanding of History", pp.109-122 and Ch.9 "The Triumph of Third –Worldism" pp.140-170.
- Bb: James Petras "Dependency and World System Theory", pp.166-170
- Other Readings TBD
- **Bb: Comments and Questions Due on readings for 3/1 and 3/6.**

Mar. 8: Dependency / Globalization (40+)

- [Group 10 Leading Class Discussion](#)
- Rist Ch.11 "A Mixture of Realism and Fine Sentiments" pp.197-210, and Ch.12 "The Postmodern Illusion: Globalization as Simulacrum of 'Development'" pp.211-237.
- Other Readings TBD

**** Mar. 8: Short Paper 2 Due – on Critiques of Mainstream Development**

PART THREE: LOCALIZING THE DEBATES

Readings for Part 3 will be announced before Spring Break.

Section 7: Africa

Mar. 20: Africa 1

- [Group Presentation on Africa and Chosen African Countries](#)
- **Bb: Comments and Questions Due on readings for 3/20.**

Mar. 22: Africa 2

- Ghana

Mar. 27: Africa 3

- French West Africa
- Country Choices: South Africa, Kenya, Nigeria or Zimbabwe

Section 8: The Middle East

Mar. 29: Middle East 1

- *Group Presentation on Middle East and Chosen Middle Eastern Countries*
- **Bb: Comments and Questions Due on readings for 3/29.**

Apr. 3: Middle East 2

- Palestinian Territories and IT-Development
- Country Choices: UAE, Jordan or Tunisia

Section 9: Latin America and the Caribbean

Apr. 5: Latin America 1

- *Group Presentation on Latin American and the Caribbean and Chosen Latin American and Caribbean Countries*
- **Bb: Comments and Questions Due on readings for 4/5.**

Apr. 10: Latin America 2

- Country Choices: Mexico, Brazil, Cuba

Apr. 12: Latin America 3

- Country Choices: Argentina, Venezuela, Bolivia

Apr. 17: Latin America 4

- Indigenous Populations

Section 10: Asia (non-'Tiger' countries)

Apr. 19: Asia 1

- *Group Presentation on Asia and Chosen Asian Countries*
- **Bb: Comments and Questions Due on readings for 4/19.**

Apr. 24: Asia 2

- Choices: India, China or Pakistan

++ Apr. 24: Short Paper 3 Due – Comparative Analysis of Development Projects. 11am

Section 11: Conclusions

Apr. 26: Alternatives to Development

- Bb: Samir Amin, *Delinking*, Ch. 2.
- Bb: Arturo Escobar, *Encountering Development*, Ch.6 "Conclusion: Imagining a Postdevelopment Era."
- Other Readings TBD

++ May 2: Final Papers Due – 11 am via email or in office mailbox