



IRL 3030/6030: Patterns of Deevlopment and Cooperation

**Alliant International University
Mexico City campus**

Spring, 2012 First Session (Jan 26, 2012 to May 20, 2012)

Class Times: Thursday 6 to 9 PM

Instructor: Dr. Robert H. Jackson

Telephone contacts:

(55) 5533-0318

04455-2301-1765 (cel)

E-mail: rjackson4@alliant.edu

Grading: Letter

Units: 3

Alliant's Mission Statement

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Alliant is committed to excellence in four areas:

1. Education for Professional Practice

Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.

2. Scholarship

Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.

3. Multicultural and International Competence

Alliant Mexico 2011



Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

4. Community Engagement

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

See also below, “Appendix: Alliant Mission, Values, Professional Practices and Competencies”

ALLIANT INTERNATIONAL UNIVERSITY—MEXICO CITY SPRING SEMESTER 2012

Jan. 17 -20 Tuesday – Friday

New student orientation/Attendance is mandatory for new students

Jan. 23 Monday

Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]

Feb. 6 Monday

Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund

Monday, February 6-- Constitution Day Holiday—NO CLASSES

Feb. 17 Friday

Last day to withdraw from Spring Semester Session 1 courses in good standing

Mar. 8 Thursday

Annual Student Leadership Conference

Mar. 16 Friday

Last day to withdraw from Spring Semester full-term courses in good standing

Mar. 18 Sunday

Last day of Spring Session 1 courses

Mar. 19 Monday

Instruction begins for Spring Semester Session 2 (8-week) courses

Monday, March 19-- Benito Juárez Holiday—NO CLASSES

Mar. 30 Friday

Spring Semester Session 1 grades due to Registrar's Office

Apr. 2 – 8 Monday – Sunday

Spring Break. Classes do not meet

Apr. 20 Friday

Last day to withdraw from Spring Semester Session 2 courses in good standing. Spring Semester Session 1 grades available on-line.

Apr. 23 Monday

Registration for Summer Term and Fall Semester begins

Alliant Mexico 2011

Tuesday MAY 1—HOLIDAY—NO CLASSES

May 7 Monday

Last day to register for Summer Term without paying a late fee

May 13 Sunday

Last day of Spring Semester full-term courses

Tuesday MAY 15—HOLIDAY—MEXICO CAMPUS CLOSED

May 14-20 Monday – Sunday

Final Examinations; make up classes (in case of holidays, etc.); semester-end activities

May 20 Sunday

Last day of Spring Semester Session 2 courses

May 25 Friday

Spring Semester full-term grades due to Registrar's Office

June 1 Friday

Spring Semester Session 2 grades due to Registrar's Office

June 8 Friday

Spring Semester grades available on-line

COMMENCEMENT CEREMONIES--TBA

I. Rationale:

A large part of the world, particularly Latin America, Africa, and Asia, is caught in a cycle of producing raw materials for export to the industrialized countries, and of importing manufactured goods. The so-called “underdeveloped” countries of the “third world” are dependent on the demand for the raw materials they produce, and are in a disadvantageous position *vis a vis* the industrialized countries. This course aims at placing economic underdevelopment in its proper context, in order to enable a better understanding, critical thinking, and sounder policy construction for International Relations’ students.

This contextualization of underdevelopment will proceed in several directions; we will become familiar with interpretations of underdevelopment, the historical roots of underdevelopment, and the prospects for underdeveloped countries to develop more industrialized or autonomous economies. In this way, we will be in a better position to appreciate and evaluate underdevelopment within a global context.

Students will be required to participate actively and regularly; to work on their own and collaboratively, in writing and orally.

The International Relations major stresses a global and multicultural understanding of a complex and interconnected world through close study of historical, political, economic, legal and cultural forces. A degree in International Relations can provide students the knowledge and training important in the international business community, government, diplomacy and private and nongovernmental international organizations. It can also help prepare students for further graduate study in international relations, international law, political science, or policy studies.

II. Course Description, Purpose, Student Learning Outcomes and Assessment

A. Course Description

This course is organized as a research seminar and not a lecture course, which means that students will research, analyze, and write about the patterns of economic underdevelopment and the prospects for development, using a historical and contemporary perspective covering the periods of the 19th, 20th, and early 21st centuries.. Students will critically analyze the patterns of economic underdevelopment in Latin America, and Asia based on detailed case studies.

B. Purpose of the Course

Specifically, students will gain familiarity with the origins and development of economic underdevelopment or dependency at multiple levels of this modern complex problem.

C. Learning Outcomes:

The following are the general learning outcomes for the BA in International relations:

1. To be able to **understand and discuss concepts and theories** in international relations
2. To become competent in **communicating international relations ideas in written and oral form**
3. To demonstrate the capacity to **critically think and engage in analysis individually and collaboratively** about issues in international relations
4. To become competent in addressing issues of **diversity, ethics and multiculturalism**

In addition, upon successful completion of this course, students will be able to:

1. Demonstrate familiarity with the history of economic underdevelopment and development as a sub-field of International Relations;
2. Distinguish between descriptive, evaluative, and analytical approaches to the analysis of underdevelopment and development;

3. Distinguish between problem-solving and critical approaches to development theory and practice;
4. Identify and discuss the strengths and weaknesses of approaches to economic development;
5. Analyze case studies of the development of underdevelopment.

There are no grading curves in this course. The grading system is criterion-referenced in measuring individual student performance. Class participation is measured by attendance, punctuality, participation, and the willingness to assume leadership roles in course activities, e.g., discussions, presentations, quality of weekly papers, etc.

The following grading scale will be used for this course:

Grade	Per cent
A	100 – 95%
A-	94% – 90%
B+	89% – 87%
B	86% – 84%
B-	83% – 80%
C+	79% – 77%
C	76% – 74%
C-	73% – 70%
D+	69% – 67%
D	66% – 64%
D-	63% – 60%
F	Less than 60%

Principal Rubrics:

1. Class Participation: Preparation, presentation, and participation in the class should demonstrate your capacity to successfully demonstrate the identified outcomes. Class questions will focus on your preparation and participation, which will be evaluated on the basis of five criteria:

Class Participation Rubric	Clear Evidence	Minimal Evidence points	No Evidence
Preparation, Familiarity & Reflection on reading	Student exhibits substantial familiarity with the reading	Student demonstrates a basic familiarity with the reading.	Student demonstrates a lack of preparation and familiarity with the reading.
Understanding of Readings	Student has a clear understanding of the reading.	Student has minimal understanding of the reading.	Student lacks a basic understanding of the reading.
Contribution to Others Learning	Student contributes to the learning of others.	Student makes minimal contribution to the learning of others.	Student failed to contribute to the learning of others.
Clarity & Originality of Contribution	Student's contribution is clear and original.	Student's contribution is minimal.	Student contribution lacks clarity and originality.

2. Presentations (incl. power point: Objectives for this type of presentation include

1. Quality of oral presentation,
2. Focused, relevant research presented in a student-friendly manner,
3. Defense of one's analysis,
4. Response to questions,
5. Prompting relevant dialogue on important issues.

3. Research Paper Scoring Rubric:

Grading Criteria: Format	Excellent	Proficient	Poor
Grammar & Punctuation	The paper has no major grammatical and punctuation errors and very few minor errors. Any minor errors do not interfere with the understanding of the paper.	The paper has a few major errors and multiple minor errors, but almost all sentences are clear and understandable.	The paper has so many basic grammar errors that the paper cannot be readily understood.
Style of paper	Presentation style assured real learning by reader and engaged the reader.	Presentation style was adequate to advance reader learning.	Style of paper was confusing to reader. (0 points)
Presentation of research and design to class	Presentation was engaging for classmates.	Presentation was interesting but lacked clarity and explanation	Presentation lacked clarity and was not engaging of fellow students in the class
Adherence to APA style	Paper demonstrated full adherence to APA style.	Paper demonstrated partial adherence to APA style.	Paper failed to utilize APA style.

Grading Criteria: Content			
Organization	Writing is clear, logical, and very organized around a developed thesis.	Writing has minimal organization and a basic thesis statement.	The paper is unclear with no organization.
Support	Every important point is clearly supported by strong evidence.	The use of evidence is minimal, but it does support the thesis.	The paper does not attempt to support a thesis.
Analysis	Analysis shows a strong relationship between evidence and thesis.	Analysis of the evidence stretches its meaning in an attempt to support the thesis.	The paper does not attempt to explain how the content relates to the thesis.

4. Final Examination Rubrics:

Short Answer Questions	Superior-Exceeds Expectations	Proficient-Meets Expectations	Poor-Below Expectations
Student uses relevant concepts to answer the question	Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself.	Student uses the concepts that are specifically mentioned in the question.	Student does not use all the concepts that are specifically mentioned in the question.
Student exhibits understanding of the concepts/information	Student clearly and completely exhibits knowledge of the relevant concepts. (10 points)	Student exhibits basic knowledge of the relevant concepts used in the response. (5 points)	Student clearly lacks a basic understanding of the relevant concepts. (0 points)
The response is well-written.	The response is highly readable.	The response is basically understandable.	Response is not understandable.
Essay Question	Superior-Exceeds	Proficient-Meets	Poor-Below

	Expectations	Expectations	Expectations
Student uses relevant concepts to answer the question	Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself.	Student uses the concepts that are specifically mentioned in the question.	Student does not use all the concepts that are specifically mentioned in the question.
Student exhibits understanding of the concepts/information	Student clearly and completely exhibits knowledge of the relevant concepts.	Student exhibits basic knowledge of the relevant concepts use in the response	Student clearly lacks a basic understanding of the relevant concepts.
The response is well-written.	The response is highly readable.	The response is basically understandable and consists of at least 3 full paragraphs. (2 points)	Response is not very comprehensive/

III. Assigned Readings with links to Amazon:

A Century of Debt Crises in Latin America: From Independence to the Great Depression, 1820-1930 by Carlos Marichal

- **ISBN-10:** 0691077924
- **ISBN-13:** 978-0691077925

http://www.amazon.com/Century-Debt-Crises-Latin-America/dp/0691077924/ref=sr_1_9?s=books&ie=UTF8&qid=1291488519&sr=1-9

Regional Markets and Agrarian Transformation in Bolivia: Cochabamba, 1539-1960 by Robert H. Jackson

- **ISBN-10:** 082631533X
- **ISBN-13:** 978-0826315335

http://www.amazon.com/Regional-Markets-Agrarian-Transformation-Bolivia/dp/082631533X/ref=sr_1_1?ie=UTF8&s=books&qid=1291167441&sr=1-1



Land, Landlords, and the British Raj: Northern India in the Nineteenth Century (Center for South & Southeast Asia Studies) by Thomas Metcalf

- **ISBN-10:** 0520035755
- **ISBN-13:** 978-0520035751

http://www.amazon.com/Land-Landlords-British-Raj-Nineteenth/dp/0520035755/ref=sr_1_12?s=books&ie=UTF8&qid=1291488199&sr=1-12

Two Worlds of Cotton: Colonialism and the Regional Economy in the French Soudan, 1800-1946 by Richard Roberts

- **ISBN-10:** 0804726523
- **ISBN-13:** 978-0804726528

http://www.amazon.com/Two-Worlds-Cotton-Colonialism-1800-1946/dp/0804726523/ref=sr_1_14?s=books&ie=UTF8&qid=1291489418&sr=1-14

Students will also use Internet resources, including articles on www.wikipedia.com, as well as articles collected by the instructor and provided to students on a cd. The Library of Congress Geography and Map Reading Room has a large collection of digitized maps: <http://lcweb2.loc.gov/ammem/gmdhtml/gmdhome.html>.

Course Requirements:

- a. Oral Presentations and class participation (30%): Students will be required to make oral presentations and actively participate in class discussions.
- b. Biweekly response papers (30%): Students will prepare a response paper that examines a specific aspect of the issues discussed in class, including assigned readings. For undergraduates the response paper is to be 3-5 pages. For graduate students the response paper is to be 5-7 pages.
- c. Major term paper (40%): Students will prepare an original term paper on a specific subject related to the class. The course instructor must approve the subject of the term paper. For undergraduates the term paper is to be 22-26 pages, and for graduate students 25-30 pages.

Students must use textual citations for all written work submitted for the class (please review the policy regarding plagiarism).

IV. Policies and Procedures:

Behavioral Expectations/Attendance

1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments



The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance.

Attendance criteria for this class are:

Punctuality: Please be on time!

Attendance: More than four unexcused absences will lower course grade one level.

2. Information on Participation/types of participation required by the course
Readings and participation are the central elements in the course. The assignments provide details for class discussions, small and large work groups; and will vary on each assigned material prior to class. The amount and quality of participation in activities and discussions will be reflected in the students' final grades.

3. Instructor Assumptions
It is the student's responsibility to identify and complete any work missed in the course. All written work is due at the beginning of class on the assigned dates. Late papers will be accepted only at the professor's discretion and will be penalized. Grades will be determined on the basis of these course requirements as follows;

You are always welcome to discuss this course and other academic issues with me during my office hours. I will also be happy to make an appointment for another time if you cannot see me during office hours. Don't hesitate to ask if you have any questions or problems.

4. Responsibility to Keep Copies
Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

5. Respectful Speech and Actions
Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

6. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. *The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.* The University reserves the right to use plagiarism detection software.

Policy Regarding Plagiarism

Plagiarism is not citing, quoting, or paraphrasing the works of others without proper textual and bibliographic citations. It is the responsibility of students to understand the rules of proper use of the intellectual production of others, and the forms of proper citation in academic works. For example, students must not copy and paste written sources from the internet, and present these sources as their own work. Plagiarism constitutes a violation of university ethics rules.

Documented cases of plagiarism will have the following consequences. In the first instances the student may fail the written assignment that was plagiarized or the course, at the discretion of the class instructor. In the first instance of plagiarism the Program Director will create a file with a copy of the plagiarized work. In the second instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider suspension from the university for one semester. In the third instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider dismissal from the university.

If the student has any questions regarding the use of citations in papers or plagiarism, please ask the instructor or the Program Director.

7. Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

8. Policy on Course Requirements During Religious Holidays
Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

9. Resources for Obtaining Tutoring or Other Student Support Services
Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

10. Problem Solving Resources
If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf or contact the University Ombudsperson at jlewis@alliant.edu.

V. Course Outline

Jan. 26: Theoretical discussion of development and underdevelopment.
Internet resource : Wikipedia article on the United Nations Economic Commission for Latin America and the Caribbean:

http://en.wikipedia.org/wiki/United_Nations_Economic_Commission_for_Latin_America_and_the_Caribbean

Wikipedia article on development economics:

http://en.wikipedia.org/wiki/Development_economics

Wikipedia article on underdevelopment:

<http://en.wikipedia.org/wiki/Underdevelopment>

Wikipedia article on the Chicago Boys:

http://en.wikipedia.org/wiki/Chicago_boys

Wikipedia article on Andre Gunder Frank:

http://en.wikipedia.org/wiki/Andre_Gunder_Frank

Feb. 2, Feb 9: Case study of Latin American debt crises.

Reading: Carlos Marichal, all.

Feb. 16, Feb. 23: The transformation of regional markets and land tenure changes: the case of Cochabamba, Bolivia.

Reading: Jackson, 3-124, 137-221.

Internet resource: Wikipedia article on economic liberalism:

http://en.wikipedia.org/wiki/Economic_liberalism

Wikipedia article on Bolivian nationality

http://en.wikipedia.org/wiki/History_of_Bolivian_nationality

Wikipedia article on Miguel Lerdo de Teran:

http://en.wikipedia.org/wiki/Ley_Lerdo

Wikipedia article on Benito Juárez:

http://en.wikipedia.org/wiki/Benito_Juarez

Internet resources: Wikipedia article on Haciendas:

<http://en.wikipedia.org/wiki/Hacienda>

Wikipedia article on Land reform:

http://en.wikipedia.org/wiki/Land_reform

March 1, March 8, March 15, March 22: The British Raj in India.

Readings: Metcalf, all.

Internet resources: Wikipedia articles

http://en.wikipedia.org/wiki/British_Raj

http://en.wikipedia.org/wiki/East_India_Company

http://en.wikipedia.org/wiki/Opium_Wars

<http://en.wikipedia.org/wiki/Taluqdar>

<http://en.wikipedia.org/wiki/Ryotwari>

<http://en.wikipedia.org/wiki/Ryot>

http://en.wikipedia.org/wiki/Dadabhai_Naoroji_Road

http://en.wikipedia.org/wiki/Economic_history_of_India

http://en.wikipedia.org/wiki/Famine_in_India

<http://en.wikipedia.org/wiki/Deindustrialization>

http://en.wikipedia.org/wiki/Ahmedabad_textile_industry

http://en.wikipedia.org/wiki/Mohandas_K._Gandhi

Asian countries not formally colonized

http://en.wikipedia.org/wiki/History_of_china

http://en.wikipedia.org/wiki/History_of_japan

http://en.wikipedia.org/wiki/History_of_Siam

http://en.wikipedia.org/wiki/History_of_Thailand_%281768%E2%80%931932%29

March 29: View the film “Gandhi.”

April 12: View the film “The Last Emperor.”

April 19, April 26, May 3: Colonialism and economic underdevelopment in Africa.

Readings: Roberts, all.

Internet resources: Wikipedia articles

http://en.wikipedia.org/wiki/African_slave_trade

http://en.wikipedia.org/wiki/Elmina_Castle

http://en.wikipedia.org/wiki/Walter_Rodney

Alliant Mexico 2011

http://en.wikipedia.org/wiki/How_Europe_Underdeveloped_Africa
<http://www.marxists.org/glossary/people/r/o.htm#rodney-walter>
http://en.wikipedia.org/wiki/History_of_Africa
http://en.wikipedia.org/wiki/European_exploration_of_Africa
http://en.wikipedia.org/wiki/Africa#Colonialism_and_the_22Scramble_for_Africa.22
http://en.wikipedia.org/wiki/Colonization_of_Africa
http://en.wikipedia.org/wiki/Scramble_for_Africa
http://en.wikipedia.org/wiki/French_Soudan
http://en.wikipedia.org/wiki/Economic_history_of_Africa
http://en.wikipedia.org/wiki/Economy_of_Africa
http://en.wikipedia.org/wiki/Famine#Famine_in_Africa
http://en.wikipedia.org/wiki/History_of_Kenya#Colonial_history
http://en.wikipedia.org/wiki/Hugh_Cholmondeley,_3rd_Baron_Delamere
http://en.wikipedia.org/wiki/White_Mischief

May 10, 17: Presentation of term papers (oral reports) in class. Papers are due on Thursday May 17.

Reminder that Syllabus is Subject to Change

The preceding is the general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.



Appendix: Alliant Mission, Values, Professional Practices and Competencies

A. Alliant Mission

Description: Alliant's mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Purpose: The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.

B. Alliant Core Values

Description: The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

Purpose: The purpose of this anchor is to ensure that Alliant's Programs are planning and operating in accordance with Alliant's Core Values.

C. Alliant Professional Practice University Components of Excellence from the Mission

Description: The four components of a professional practice university explained in Alliant's mission are:

- Education for Professional Practice
- Scholarship
- Multicultural and International Competence
- Community Engagement

Purpose: The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

D. Professional Practice Competencies

Description: The Alliant Professional Practice Competencies (A-IMPACT) are:

- A discipline-specific body of knowledge and research/scholarship
- Insight into the context of practice
- Multicultural/International competence
- Professional literacies
- Application of knowledge and research in new ways
- Conduct, judgment, dispositions and ethics
- Team-based and multidisciplinary approaches

Purpose: The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.