Semester: 1st Bloc Winter 2013
Instructor: Daniel Nielson  
Ralph B. Brown
Time: 4:30 – 6:10
Thursday
Place: B030 JFSB
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**Course Overview:** This is a preparation course for the Wheatley International Affairs Conference (WIAC) on International Development. It is a team-taught (or better) team-directed course with Dan Nielson (Political Science) and Ralph Brown (Sociology) as the instructors/facilitators. This will be 100% a seminar course. That means we will not be lecturing, you will be carrying ALL of the discussion load for the course – seriously. As the Facilitators, we will assist and add where appropriate, but we will not lecture or carry the load. The first day (and perhaps the second as well) is the only day that we will carry the discussion load. So, the course, its quality, its content, its success is literally going to sink or swim by your input and efforts. This will prepare you for the upcoming roundtable sessions to be held at the WIAC on February 27 through March 2, 2013 at Aspen Grove.

Clearly, “International Development” is not only broadly defined and executed (and there are those who feel it should in fact be “executed”), but a highly contentious topic with often diametrically opposed opinions about not only how best to engage, but should we even be engaged. We have identified four recently published we believe seminal, books that offer an excellent window into the contentiousness of this topic as well as the breadth of opinions on how best to deal with it. The discussions will commence at the time we all start the book. In other words, we will be discussing the books while we are reading them, not when we have finished them.
You will be required to read each of the 4 books we will discuss in class and write a one page critique for each one. Each critique will be worth 10 points graded in half point intervals. You will be graded on the consistency of your logic, your ability to argue your point, and on the mechanics of language, spelling and grammar and most particularly, your ability to apply the logic of the author beyond the book. If you receive a 7.5 or better (a “C” average) on each critique, you will receive an additional 10 points at the end of the semester. These are not extra credit points, they will be counted into the total possible points for the class whether you earn them or not.

**Guidelines** for the reading critiques are provided below.

**Reading Critiques:** 1 PAGE double spaced (it must not exceed this length or points will be docked). They must be in 12pt, Times New Roman font, have 1 inch margins all the way around, and use APA – American Psychological Association–style. We will provide examples of well-done critiques from other books for your reference.

**Each paper will consist of four parts:**

1) **Your name** in the upper left corner followed by the complete APA formatted citation (these are to be single spaced). See example:

   Your Name

2) **Identify the primary thesis** (thesis statement) of the reading – what is the main issue/concept the author wants you to walk away with (answers like “a splitting headache” will not be acceptable here). This should be short and simple. See example:

   Development agents are comprised of both approaches and methods, each contributing to the overall success of the agency. Unfortunately, these approaches and methods often conflict in an effort to protect the agency and its success, causing “role strain” and enhancing problems.

3) A **discussion of the author’s logical argumentation and findings**. Briefly illustrate the reasoning employed by the author that leads to the thesis. Try to refine your presentation to include only the most relevant information. This should only constitute about a 4th of your entire critique. See example:

   As agencies look for funding, and more importantly success, they must take into account the wishes of potential sponsors while minimizing risks of
straying from the status quo. In doing this, they sometimes face dissonance, because the methods proposed don’t necessarily line up with the initial ideals. Agencies are faced with a choice to either use these methods or risk losing sponsorship and approval, but ultimately no method is a substitute for contextual, perceptive thinking.

4) **Your application of the piece** – apply the concepts from the reading to a different situation beyond the book itself. Show me that you understand the concepts, whether you agree with them or not. I want you think about HOW this information can be applied. These must be scholarly critiques that take me through the logic of your evaluation and go BEYOND the information provided by the author in his/her book. This is a good opportunity to tie it in with other ideas, readings, experiences, etc. that you have stored in your heads up to this point in your life. Bottom line, I want to see if you can intellectually apply the concepts. See example:

In working at the X X Foundation, I have noticed that the children must stay home from school often to play with the guests who are donating a significant amount of money to the foundation. Although one of the main ideals of the foundation is to educate these children and give them as many opportunities as possible, the children are missing a substantial amount of school because they are being taken on outings with guests. The founders X and X are worried that if the children are always at school, the guests will not enjoy their time visiting the foundation, and will be less inclined to visit and donate money in the future. They face a difficult decision to either stick with their original ideal to promote education, or change in order to protect themselves financially as an agency. Though their original approach is obviously important, it has become a lower priority because of the fear of losing funding. In the end, the approaches and
methods have conflicted, and though there are no immediate harmful effects, I predict that in time the children will fall behind in their schoolwork as a result.

1) **A word about the critiques:** Your job is **not** to critique style - - it is to critique (address) logic and argument - -substance. You need to show that you understand the author’s logic and arguments. Showing you understand an argument **DOES NOT MEAN** that you necessarily agree with it. You must separate these things in your head. Please do not just tell us that you disagree, show us that you understand. If the logic is consistent, the author MUST land in a certain predetermined place because the logic of his/her argument, if consistently applied, has no choice but to take him/her there. Logically, you cannot employ a “cafeteria plan” approach where you pick off a little piece here and a little piece there and say you don’t agree, etc. The problem with that is, if the author is consistent (and hint - - we have not assigned you any readings where the author is not), those little pieces are absolutely necessary. When you pick them off piece-by-piece, you are demonstrating that you did not understand the argument. You may critique inconsistency in the author’s logic if it is there (again, we have not assigned any that are inconsistent), but that’s pretty much it. Showing you understand is **NOT de facto** stating you agree. Finally, tell us about the author’s LOGIC and his/her arguments. Tell us how he/she is formulating his/her claims – logically. Do not give us a book report, do not tell us ABOUT what he/she does, tell us the structure of his/her claims – his/her arguments and the logic that undergird them. Don’t be generic, give us specifics.

**DUE TIMES:** To be handed in at the beginning of class when they are due. A schedule is provided below.

**FHSS Writing Lab**

This writing lab is open to all Family, Home, and Social Science classes, including our class. **They are your friends in helping you do well on the critiques!** To get help on your critique’s organization, structure, focus, tone, and documentation style, you can go to the writing lab in 1049 JFSB to meet one-on-one with a peer advisor. All advisors are trained in APA, Turabian, and ASA styles. To prepare for a tutorial, bring:

- A copy of the assignment
- A hard copy of your draft, whatever stage it may be in
- A list of questions and concerns you have about your paper

Walk in Monday-Friday 9:00am – 5:00pm or make an appointment online at: [http://fhsswriting.byu.edu](http://fhsswriting.byu.edu).
Four books in the order we will tackle them (We will provide you some optional recommended books as well a bit later).

We will tackle the books in the chronological order in which they were published as, in many respects, each is building off, or critiquing key points in those that preceded them.


Easterly, William. 2006. The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good. Penguin.


JAN
10 - Sen, Development as Freedom - Chapters 1-6
17 - Sen, Development as Freedom - Chapters 7-12
24 - Sachs, The End of Poverty - Chapters 1-12  (Sen Critique due)
31 - Sachs, The End of Poverty - Chapters 13-18; Easterly, The White Man's Burden - Chapters 1-4

FEB
7 - Easterly, The White Man's Burden - Chapters 5-11(Sachs Critique due)
14 - Banerjee and Duflo, Poor Economics - Chapters 1-5(Easterly Critique due)
21 - Banerjee and Duflo, Poor Economics - Chapters 6-10
28 -- (Banerjee and Duflo Critique due)