

# Sustainable Development

## The Struggle for Social Justice from Colonialism to Globalization

IS:3200:001

University of Iowa – Spring 2020

Class Time: 11:00 am -12:15 pm Tuesdays & Thursdays

Classroom: N221 Lindquist Center

Professor: Michael Andrew Žmolek

Email: [michael-zmolek@uiowa.edu](mailto:michael-zmolek@uiowa.edu)

Office: 169 Schaeffer Hall

Walk-In Hours: 3:10-4:40 Tues & Thurs (or by appointment)

Office phone: (319) 335-2574



DEO: Helena Dettmer, Associate Dean

Office: 120 Schaeffer Hall

Telephone: (319) 335-2633



Faculty Director: Emily Wentzell, International Studies

Email: [emily-wentzell@uiowa.edu](mailto:emily-wentzell@uiowa.edu)

GRADING			
Participation	40%	Quizzes	30%
Attendance	5%	Online Quizzes (10)	10%
Discussion and In-Class Assignments	15%	Comprehension Quizzes (4)	20%
Reading Summaries & Questions	20%	IU Plagiarism Detection Test	Pass/Fail
Writing Assignments			30%
Book Review	10%	Essay Proposal	5%
		Completed Essay	15%

**Textbooks** (available at the University Book Store: <http://www.hawkshop.com/>):

DSC = McMichael, Philip, 2017. *Development and Social Change: A Global Perspective*. Sixth Edition. Los Angeles | London | New Delhi | Singapore | Washington DC: Sage Publications. ISBN: 978-1452275901.

CM = Cheru, Fantu and Renu Modi, eds. *Agricultural Development and Food Security in Africa: The Impact of Chinese, Indian and Brazilian Investments*. London and New York: Zed Books, 2013. ISBN: 978-1780323718

Additional Readings are listed below in the Course Outline and will be posted on ICON. More readings may be added to the Course Outline as the semester progresses and if so, will be announced in class.

## SUMMARY

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The concept of development took center stage at the close of the Second World War, as the European powers began to relinquish their empires, giving rise to new states which enjoyed few of the same advantages as the industrialized European powers. During the Cold War, the ‘third world’ became a kind of chess board on which the superpowers vied for dominance, promoting sharply contrasting models of state-led versus private-led economic development. This struggle shaped the debates of the time and in many ways continues to form the basic parameters of developmental debates. With the collapse of the Soviet Union in 1991, free market capitalism was triumphant and neoliberal economics came to the fore as structural adjustment programs (SAPs) became the norm. Such austerity policies were hotly debated at the time and continue to provoke controversy. Supporters of neoliberalism point to successes in Asia particularly, where hundreds of millions were brought out of poverty with the economic growth of the late twentieth century. Critics argue that Asia’s economic success may have more to do with state-led policies than the free market policies of the west. Critics of both models point out the growing inequality globally, hundreds of millions still trapped in poverty and the way in which poverty leaves individuals, families and communities vulnerable to gross exploitation, as evidenced in the growth of human trafficking and modern slavery. We will look at all of this in the first part of the course, as we undertake a review of the progress of development theory since 1945.

Some of the central theoretical questions within development economics which we will be addressing are:

- Do state-led economic policies promote or hamper development?
- Do states and markets work harmoniously together or are they antagonistic?
- How do the externalities, bubbles, cycles and inequality generated by markets impact development?
- Does democracy promote development, or is it the other way around? Or neither?
- Why have NGOs proliferated and can they play an effective role in promoting development?
- Does resource dependence distort economics and/or political systems?
- What role does education play in promoting positive development?
- Is development a neutral concept and if not, is it always a good thing?
- Aside from measuring GNP and other quantitative indicators, are there qualitative measures of development that might be even more useful?

The second part of this course will focus on the relationship between development studies and sustainable development. We will interrogate the meaning of the term ‘sustainability’. We will look specifically at the role of women in sustainable development. And we will hold two roundtables where students will bring articles they have read concerning the relationship between environmental and developmental policies: one on China, one on Africa.

In the third part of this course we will consider the entry of ‘new players’ in the development field, led by China, as well as the founding of the New Development Bank (the ‘BRICS’ Bank). Does this open challenge to the dominance of the World Bank and IMF in the sphere of development represent a major shift of paradigm, or is it old wine in new bottles?

In the fourth and final part of the course, we will turn our attention to real activity in the work of development. Each of you will write a profile about several NGOs and will be asked to present your findings. We will hear from guest speakers who work with NGOs doing development work to give us a first-hand account of what work in the sphere of development looks like on the ground.

## LEARNING OBJECTIVES

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While this course is meant to introduce the undergraduate student to the field of development studies, the seminar format will give students a taste of what it is like to be a graduate student. By being asked to prepare for and lead classroom discussion, you will develop your skills by taking a hands-on approach. This includes:

1. **Leadership:** By taking turns preparing to lead in-class discussions and in your assignments, you will develop your ability to find the right materials to match your research agenda.
2. **Public Speaking:** The relaxed seminar format gives you an opportunity to practice public speaking when it is your turn to lead the discussion. We will seek to create a climate of mutual support so that each student feels at ease and does not feel pressured.
3. **Analysis and Critical Thinking:** As a field of study, Development Studies is full of controversy! Such an environment affords few opportunities for simply regurgitating facts and adopting blanket positions. Thus, here is an ideal arena in which you can learn how to analyze a problem and develop your own ideas, even if those ideas run counter to what you may think of as accepted wisdom.
4. **Applicability:** By studying both the theories behind development programs and their actual implementation, you will be afforded the chance to think about how scholarship can translate into practice and, hopefully, have a real impact in terms of improving human lives.

As the process of global integration becomes ever more accelerated, everyone is finding it difficult to keep up with the pace of change. By the end of this course, through what you have read, discussed and researched on your own, you may find yourself ahead of the game. In particular, you should have a working understanding of how the restructuring of global power is changing the way in which development programs are pursued and what this means for those who work in the field and the people they purport to serve.

## EVALUATION

GRADING SCALE									
59 or below	F	67-69	D+	77-79	C+	87-89	B+	98-100	A+
		63-66	D	73-76	C	83-86	B	93-97	A
		60-62	D-	70-72	C-	80-82	B-	90-92	A-
<b>Classroom Attendance and Participation</b> Please show up for class having completed the assigned readings and be prepared to discuss the content. You will be expected to participate in classroom discussion. You are encouraged to ‘think outside the box’ and challenge the presenter, whether that is your instructor or your classmates, while at the same time always showing respect and appreciation. We seek an environment where everyone feels safe and supported.					<b>Reading Summaries and Discussion Questions</b> Students will take turns initiating classroom discussion by preparing a brief synopsis of the reading(s), along with a list of questions for discussion. Students are encouraged to supplement their synopsis and discussion questions with <i>short</i> video presentations or other relevant content.				
<b>Comprehension Quizzes (4)</b> To test your comprehension of the material, there will be four brief, written quizzes at the outset of the class, spaced throughout the semester. These may involve multiple choice and short answer questions. <i>Dates:</i> #1: Feb 13      #2: Mar 26 #3: Apr 23        #4: May 7					<b>Online Quizzes</b> As notified, you will be expected to log into ICON/Canvas and take a short quiz on the reading material before class. This is meant to both prompt you to complete the readings as well as to stimulate you to think about the main ideas in the readings in the hopes that you will have some new ideas of your own to contribute to the classroom discussion.				
<b>Book Report / Review</b> Each student is required to write a 4-5 page book report/review on a title that is relevant to this course. Your instructor will provide a list of suggested (pre-approved) titles, but you are encouraged to seek out a title on a topic of the greatest interest to you, so long as you make sure the title is approved by your instructor before you undertake the work. <i>Due:</i> Tuesday, March 3 <sup>rd</sup>					<b>Written Essay Assignment</b> You will be expected to produce an 8-12 page written essay on a topic relevant to this course. A list of suggested topics to choose from will be handed out, but you are welcome to come up with your own topic in consultation with your instructor. <i>Due:</i> Draft Essay Proposal, Thursday, March 31 <sup>st</sup> <i>Due:</i> Completed Essay, Tuesday, April 28 <sup>th</sup>				
<b>NGO Profiling Exercise</b> Select three development agencies or NGOs and compare them. Imagine that you have applied to all three and all three have offered you a job. List some criteria you would use to evaluate the agencies, separating out personal considerations from more general evaluative criteria such as measuring the impact that the agency’s programs have or the ratio between overhead and project spending. Then announce your decision. This exercise is meant to help you think about whether or not you would want to work in the development field and to develop the analytical skills for evaluating the players. <i>When:</i> April 2 <sup>nd</sup> & April 28 <sup>th</sup> in class					<b>Plagiarism Detection Test (Pass/Fail)</b> You are required to visit Indiana University’s tutorial on How to Recognize Plagiarism at: <a href="http://www.indiana.edu/~istd/">www.indiana.edu/~istd/</a> . In order to pass this course you are required to submit <i>either</i> : 1) a 1-2 paragraph summary of what you have learned from this site; or: 2) the certificate with your name, email address and the unique ID number issued by the site upon successful completion of the test, in which case you will receive extra credit worth 1% of your final score. If you have passed this test for a previous course, you may resubmit the certificate you already received, but you will not receive extra credit unless you re-take the test. <i>Due:</i> Tuesday, February 4 <sup>th</sup>				

## COURSE OUTLINE

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Note: This is a projected outline of the readings throughout the semester and may be altered or updated as necessary. New readings will be posted on ICON and will be announced prior to class.

### Introduction

- Tue Jan 21                    **Introduction**  
Introductions. Overview of the syllabus and course expectations, discussion of the learning objectives and format of the course.
- Thu Jan 23                    **Getting to Know Each Other - Development and Environment: Your Ideas**
- Films:                         Rosling, Hans, 2007. *Stats that reshape your world-view*. New York: Ted Talks. <http://www.youtube.com/watch?v=hVimVzgtD6w>  
El Tahri, Jihan, 2004. *The Price of Aid*. Brooklyn, NY: First Run/Icarus Films. UI Main Library Media Collection Video record 34289 DVD

### Part One: Theories of Development

- Tue Jan 28                    **The Concept of Development**  
Film (continue): El Tahri, Jihan, 2004. *The Price of Aid* (continued).  
Reading: DSC: Ch. 1: 'Development: Theory and Reality'  
ICON Readings: Rist, Gilbert. 'Development as a Buzzword' *Development in Practice*, 17, 4/5, August 2007.
- Thu Jan 30                    **Introduction to Development Theory**  
Readings: DSC: Ch. 2: 'Instituting the Development Project'  
DSC: Ch. 3: 'The Development Project: International Framework'  
ICON Readings: Sumner, Andrew. 'What Is Development Studies?' *Development in Practice*, 16, 16, November 2006.  
Sumner, Andrew and Michael Tribe. 'What Could Development Studies Be?' *Development in Practice*, 18, 6, November 2008.
- Tue Feb 4                    **ECLA and ISI**  
Reading: Rapley, John, 2007. 'State-Led Development in Practice' Ch. 3 in *Understanding Development*, Boulder/London: Lynne Rienner Publishers.
- Thu Feb 6                    **Classical Theories of Dependency and Underdevelopment**  
*Due:* IU Plagiarism Test  
Readings: Frank, Andre G., 1973. 'The Development of Underdevelopment', in *The*

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*Political Economy of Development and Underdevelopment*, C. Wilber, ed. New York: Random House.

Amin, Samir, 1972. 'Underdevelopment and Dependency in Africa: Origins and Contemporary Forms,' *Journal of Modern African Studies*, 10, 4, pp. 503-24.

Cardoso, Fernando Henrique and Enzo Faletto, 1979. *Dependency and Development in Latin America*. Berkeley: University of California Press, pp. 1-28.

### Class Analysis or the Lack Thereof

Reading: Brenner, Robert, 1977. 'The Origins of Capitalist Development: A Critique of Neo-Smithian Marxism.' *New Left Review*, 104, read pages 25-33 and 90-92.

Tue Feb 11

Readings: **The Asian Model and Export-led Industrialization**  
DSC: Ch. 4: 'Globalizing Developments'  
Cho, F.S.K., 1985, 'The Dilemmas of Export-led Industrialization: South Korea and the World.'  
World Bank. 1993. *The East Asian Miracle. Summary*. Washington, DC: The World Bank, pp. 6-34.  
Glassman, Jim and Young-Jin Choi. 'The *chaebol* and the US military-industrial complex: Cold War geopolitical economy and South Korean industrialization' *Environment and Planning*, 46 (2014): 1160-1180.

Thu Feb 13

Readings: **Comprehension Quiz #1**  
**Structural Adjustment and the Rise of Neoliberal Theory I**  
DSC: Ch. 5: 'Instituting the Globalization Project'  
Federici, Sylvia 'The Debt Crisis, Africa, and the New Enclosures' from *Re-Enchanting the World*. Oakland, CA: PM Press, 2019: 34-49.

Tue Feb 18

Reading: **Structural Adjustment and the Rise of Neoliberal Theory II**  
DSC: Ch. 6: 'The Globalization Project in Practice'

Thu Feb 20

Reading: **The Response to Neoliberalism**  
DSC: Ch. 7: 'Global Countermovements'

## Part Two: Development Studies and Sustainable Development

Tue Feb 25

**Career Options in the Development Field**

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	Guest:	<b>Samuel A. Worthington</b> , President & CEO, InterAction
Thu Feb 27		<b>Working for Social and Environmental Justice</b>
	Guest:	<b>Dr. Rania Masri</b> , University of Balamand, Lebanon
Tue Mar 3		<b>Changing Views on the Role of the State</b>
	Reading:	<u>DSC</u> : Ch. 8: 'The Globalization Project in Crisis'
	<b>Due:</b>	Book Report/Review
Thu Mar 5		<b>The Environment and other Considerations</b>
	Reading:	<u>DSC</u> : Ch.9: 'Sustainable Development?'
Tue Mar 10		<b>What is Sustainability?</b>
	Reading:	Fergus, A.H.T. and J.I.A Rowney. 'Sustainable Development: Lost Meaning and Opportunity?' <i>Journal of Business Ethics</i> , 60, 1, August 2005: 17-27. Kates, Robert W. 'What kind of a science is sustainability science?' <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 108, 49, December 6, 2011: 19449-19450. Tiedao Zhang. 'From environment to sustainable development: China's 4 strategies for ESD in basic education' <i>International Review of Education</i> , 56, 2/3 (2010): 329-41. Moellendorf, Darrel. 'A Right to Sustainable Development' <i>The Monist</i> , 94, 3 (July 2011): 433-452.
Thu Mar 12		<b>Women and the Environment</b>
	Readings:	Loots, Liane and herald Witt. 'Beijing +10: Women and the Environment: How Close Are We to Earth Democracy?' <i>Agenda: Empowering Women for Gender Equity</i> , 614, Beyond Beijing (2005): 52-62. Maathai, Wangari. 'Embracing Democratic Governance, Human Rights and the Environment' <i>Agenda: Empowering Women for Gender Equity</i> , 65, Women and Leadership (2005): 12-16. Muthuki, Janet. 'Challenging Patriarchal Structures: Wangari Maathai and the Green Belt Movement in Kenya' <i>Agenda: Empowering Women for Gender Equity</i> , 61, Nairobi +21 (2006): 82-91. Federici, Sylvia. 'Feminism and the Politics of the Common in an Era of Primitive Accumulation (2010)' in <i>Revolution at Point Zero</i> . Oakland, CA: PM Press, 2012: 138-148.
Tue Mar 17		<b>NO CLASS: SPRING BREAK</b>
Thu Mar 19		<b>NO CLASS: SPRING BREAK</b>

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Tue Mar 24		<b>Roundtable on Environment and Development in China</b>
	Readings:	Wang Yi and Huiqing Liu. 'China's Environmental and Developmental Issues in Transition' <i>Social Research</i> , 73, 1 (Spring 2006): 277-291. Ping Li et. al. 'The Evolution of Environmental Management Philosophy Under Rapid Economic Development in China' <i>Ambio</i> , 40, 1 (February 2011): 88-92.
	Readings:	<b>Roundtable on Africa and the Environment</b> Each student will read a different essay on the topic and will come prepared contribute to the discussion based upon her or his reading and notes from that essay. See: <i>Review of African Political Economy</i> , 333, 109, Sept 2006.
Thu Mar 26		<b>Comprehension Quiz #2</b> <b>Writing Workshop</b>
		<b><u>Part Three: The New Players in Development: the BRICS and African Agriculture</u></b>
Tue Mar 31		<b>The Challenges of Peasant-Based Agriculture in Africa</b>
	Readings:	<u>CM</u> : Preface, pp. xi-xiii and Introduction, pp. 1-11 Kahn, Michael, 2011. 'The fall of the Wall, the rise of the BRICs and the new Scramble for Africa', <i>Foresight</i> , 13, 3, pp. 38-49.
	Reading:	<b>Transforming African Agriculture as a Development Target</b> <u>CM</u> : Part I: Overview, pp. 15-58
	<b>Due:</b>	Draft Outline of Essay
Thu Apr 2		<b>Student Presentations: NGO Profiles</b>
Tue Apr 7 & Thu Apr 9	Reading:	<b>India in Africa</b> <u>CM</u> : Part II: India, pp. 59-12
Tue Apr 14	Reading:	<b>China in Africa</b> <u>CM</u> : Part IV: China, pp. 173-210
Thu Apr 16	Reading:	<b>Brazil in Africa</b> <u>CM</u> : Part III: Brazil, pp. 125-172
Tue Apr 21	Guest:	<b>What Builds Resilience?</b> <b>Dr. Ann Salzarulo-McGuigan</b> Harrington School of Communication and Media, University of Rhode Island
Thu Apr 23		<b>Comprehension Quiz #3</b> <b>The New Development Bank of the BRICS and its Implications</b>

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- Readings: Anonymous, 2014. 'An acronym with capital; The BRICS bank', *The Economist*, July 19, 2014, pp. 62-63.  
 Bond, P, 2014. 'Sub-imperialism as Lubricant of Neoliberalism', *Third World Quarterly*, 34, 2, pp. 251-270.

### Part Four: NGOs and Work in the Field of Development

- Tue Apr 28 **Student Presentations: NGO Profiles**  
**Due:** Written Essay
- Thu Apr 30 **NGOs and their Critics**  
 Readings: Alvarez, Sonia E, 2009. 'Beyond NGO-ization? Reflections from Latin America.' *Development*, 52, 2, pp. 175-184.  
 Zmolek, Mike, 1990. 'Aid Agencies, NGOs and the Institutionalization of Famine', *Economic and Political Weekly of India*, 25, 1, pp. 37-48.
- Tue May 5 **Evaluations** (bring your electronic devices)  
**Where is Development Going from Here?**  
 Readings: DSC: Ch. 10: 'Rethinking Development'  
CM: Ch. 12: 'Conclusions and the Way Forward', pp. 211-223
- Thu May 7 **Comprehension Quiz #4**  
**Summary and Review**  
 Reading: Sheppard et. Al. 'Toward Different Worlds' in *A World of Difference*. New York: The Guilford Press, 2009: 594-608.

CALENDAR & CHECKLIST		
Tue January 21 <sup>st</sup>	First Day of Class	√
Tue February 4 <sup>th</sup>	IU Plagiarism Test Due	___
Thu February 13 <sup>th</sup>	Comprehension Quiz #1	___
Tue March 3 <sup>d</sup>	Book Report/Review Due	___
Thu March 26 <sup>th</sup>	Comprehension Quiz #2	___
Tue March 31 <sup>st</sup>	Draft Essay Due	___
Thu April 2 <sup>nd</sup>	Presentations: NGO Profiles	___
<i>March 16<sup>th</sup>-20<sup>th</sup></i>	<i>Spring Break</i>	
Thu April 23 <sup>d</sup>	Comprehension Quiz #3	___
Tue April 28 <sup>th</sup>	Completed Essay Due	___
Tue April 28 <sup>th</sup>	Presentations: NGO Profiles	___
Thu May 7 <sup>th</sup>	Comprehension Quiz #4	___

### POLICIES: ATTENDANCE AND PARTICIPATION

1. **Attendance:** for each session is mandatory and will be recorded at the beginning of each session. Notify your instructor beforehand if you know you will be unable to physically attend a session. If miss the call for attendance, there will be a *sign-in sheet* to sign after class. If extreme circumstances are preventing you from regularly attending class or completing assignments, you will need to make accommodations with your instructor.
2. **Missing Class:** To request an excused absence due to an emergency or a legitimate scheduling conflict you must complete the form at: <https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM.pdf> and upload a copy along with any documentation demonstrating that it was a legitimate absence to the 'Attendance Forms and Documentation' drop box. **DO NOT email your instructors about a single absence** – direct all questions, forms and documentation to the drop box. **One absence will NOT affect your final grade!** Regularly missing class **will** affect your participation score, which is based on your participation in classroom discussion and homework assignments, which together are worth 15% of your final grade.
3. **Make-Up Assignments:** Online Quizzes and Geography Quizzes cannot be re-taken after the date by or on which they are to be taken except in cases involving legitimate, documented reasons. An assignment sheet with Instructions may be found under the Course Materials module on Icon/Canvas.
4. **Electronic Devices:** The **ONLY** permissible use of laptop computers or hand-held devices in the classroom is for taking notes or accessing course materials online. If you need to send an email, a text or shop for shoes, please do so outside of the classroom.
5. **Collaboration:** You are encouraged to collaborate with your classmates in reviewing the reading material and discussing the course content. Exams and assignments, however, are an evaluation of how well you have comprehended and synthesized the course content as an individual. While you may discuss the essay questions you are given for assignments with your colleagues, you are expected to do the writing on all written assignments, quizzes and exams by yourself.

### POLICIES: WRITTEN ASSIGNMENTS

1. **Plagiarism:** You are expected to submit original work. Do not cut and paste material from your sources as you write, as this greatly increases the likelihood of plagiarism. Any string of text longer than seven (7) words that is lifted directly from a source that is not attributed to the original by adding "quote marks" *and* a citation constitutes plagiarism. Paraphrasing without including a citation is also plagiarism. Plagiarism is a form of cheating because it involves falsely indicating to the reader that you wrote something which you did not write. All written assignments are checked electronically for instances of plagiarism. Blatant cheating will result in a 0 for the assignment and will be reported to the University authorities. You will learn more about academic dishonesty (plagiarism) by completing the IU Test.
2. **BOTH Hard Copy and Online Submissions Required:** All written assignments *must* be submitted in BOTH hard copy in class AND via the ICON/Canvas Dropbox so that the text of your writing assignments may be compared against the web and other student papers to ensure academic honesty. For the electronic version, submit your file in a standard file format such as .pdf, .docx, or .rtf to be sure that your instructor can open it.
3. **Late Penalties:** Assignments handed in by the on time will receive priority in terms of comments. A half a letter grade (5%) deduction will be assessed on any written assignment turned in after the deadline, increasing to a full letter grade (10%) after 7 days.
4. **Do Not Cite Reference Works:** Reference works such as *Encyclopedia Britannica* or *Wikipedia.org* provide general knowledge. You may take it for granted that your reader has access to information found here and therefore you do not need to include such reference works in your citations and bibliography; they will not count toward your minimum number of citations.
5. **No Domestic Topics:** The focus of this course is *international*. There are dozens of courses focusing on domestic topics within the United States. If the topic for your written assignments or presentations is focused solely on the

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United States, you will be asked to redo the assignment. Comparative studies between the US and another country, however, may be explored, with approval from your instructor.

6. **A Note to Foreign Students:** While you may not focus on the United States, you also may not focus on your country of origin, since this is 'domestic' for you. For example, students from China may not turn in papers exclusively about China and students from Mexico may not turn in papers about Mexico. You may, however, explore a comparative study between your country of origin and another country, upon approval of your instructor.

### GUIDELINES FOR WRITING ASSIGNMENTS

The following guidelines apply to all three of your writing assignments.

#### CHOOSING AND NARROWING DOWN TOPIC

You are encouraged to choose a topic which involves two or more countries, but if you choose to focus on one country, be sure to include an international component. For example, if you want to write about the culture of *favelas* (slums, shantytowns) in Brazil, you might make some brief comparisons with shantytowns in one or more other countries in Latin America or elsewhere. A good way to get started narrowing down your topic is to write down a list of 6-12 keyword phrases and then start entering these as search terms in databases like JSTOR [see 'JSTOR' on the syllabus, p. 8], the university's main website, or using a search engine.

You are looking for a *specific* topic and more specifically, a controversy or debate. Your topic can be as specific as, for example, focusing on a particular policy which affects shantytown residents or the rhetoric and the reality when it comes to perceptions of certain migrants or refugees in a certain country.

**Note:** As stated in your syllabus, you may *not* choose a topic that focuses solely on a domestic issue in the United States. Non-US students may *not* choose a topic that focuses solely on your country of origin.

#### RESEARCH EXPECTATIONS

Once you have decided upon a topic, the next step is to locate reading materials which you will actually use as your sources. Gather a dozen or so items as a first search, pause, refine your search from there and start again. Simply grabbing the first few sources you locate to meet any specified minimum number of sources is not the way to produce a quality essay and earn a good grade. In order to locate a good controversy and/or good evidence to support your argument, you will read many more sources than you actually use in your paper.

1. In class, we will review the distinction between '**scholarly**' (peer-reviewed) and '**popular**' sources. You are encouraged to work with scholarly sources as much as possible. When using popular sources, you are encouraged to avoid websites which provide minimal information for your citation and to rely on reputable sources, including reliable news outlets, government reports and documentary videos. Do not cite reference works such as *Encyclopedia Britannica* or *Wikipedia* even if you use them to locate information. Wikipedia pages will often provide footnotes; you are encouraged to explore and cite *those* sources if they appear reliable. Ask your instructor for assistance if you are uncertain as to whether a source is scholarly, reputable or reliable.

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2. Use a **variety of sources** and do not rely too heavily on one source or one journal.
3. Physically **visiting the library** is a great way to begin your research and you are encouraged to build time into your schedule for this purpose. The university librarians on duty will be eager to assist you in locating materials. They can show you how to access scholarly materials through online journals and databases and how to browse the book stacks by identifying one or more books in a relevant section and then perusing nearby titles in search of more recent or relevant titles. Timothy Arnold is the new specialist in International Studies at UI Libraries.
4. You may **use course materials** as sources for your paper if appropriate. They should make up no more than 1/3 of your total citations at most. Course materials listed in your bibliography will *not* count toward meeting any specified minimum number of sources, scholarly or otherwise.

### FORMATTING

Written assignments will be typed on plain white 8.5" x 11" paper using 12 point font (Times New Roman is preferred), using 1" margins. 1.5 line spacing is preferred; 2.0 is acceptable. Use a standard font like Calibri or Times. Number your pages, starting from page 2. Chicago Manual of Style formatting is preferred but you may use any style manual you choose, or follow your own formatting style, so long as you are consistent. Be sure to give your essay an informative title.

#### Length

All three essays should be a minimum of two (2) full pages in length; there is no maximum page length. Writing short papers can be harder than writing long papers! Because you are writing a short paper, you will likely want to produce several drafts until you are sure that your argument is focused and specific by removing redundant or unnecessary material such as 'throat clearing' statements. ("This idea is important because x" can usually be revised to just say "x"). Please provide a word count, not counting the bibliography, two lines below the last sentence of your essay.

#### Citations Formatting

In class you will be given examples of how to produce citations and a bibliography using the *Chicago Manual of Style*. You may use the style manual or format of your choosing, so long as the formatting is consistent. Whether you use footnotes or in-text citations, each citation should contain, at a minimum, the surname of the author or the name of the institution which produced the document, the year of publication and page numbers if available. Here is an example of an in-text citation: (Smith 2017: 1-5). At the end of this sentence and at the bottom of this page is an example of a footnote.<sup>1</sup>

#### Bibliography Formatting

You must also produce a bibliography or 'list of references' at the end of the paper. *Do not* simply cut and paste your bibliography from an automated referencing program like Endnote because the result will *not* be a consistently formatted bibliography. The entries in the bibliography should be alphabetized by surname (Smith, John) or name of institution credited with authorship. The bibliography should be single-spaced with a blank line

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<sup>1</sup> John A. Smith. "International Studies is the most awesome field of studies in the world." *Journal of Awesome Studies*, 10, 1 (2017): 1-5.

## Sustainable Development

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between each entry. The first line of each entry should be flush left and additional lines of the same entry should be indented five spaces, for example:

Berk, Richard A. *Water shortage : lessons in conservation from the great California drought, 1976-1977*. Cambridge, Massachusetts: About Books, 1981.

Jowett, A. J. "China's Water Crisis: The Case of Tianjin (Tientsin)." *The Geographical Journal* , vol. 152, no. 1 (March 1986): 9-18. <<http://www.jstor.org/stable/632934>> (accessed: November 1, 2013).

### Non-English Sources

If you can read in a language other than English, you are encouraged to use foreign language sources, however be sure you translate into English any passages you choose to quote directly. Also, be sure to translate the title of the article or book in question alongside the non-English title in the bibliography. Any non-English terms appearing in your text should be *italicized*.

## GRADING RUBRIC

Each writing assignment will involve a different rubric. Each criterion under each rubric will be graded on a 10-point scale and the results will be averaged to produce a final score and letter grade. The policy on late assignments can be found on page 6 of the syllabus.

## GRADING SCALE

0-5.9	F	6-6.9	D_	7-7.9	C_	8-8.9	B_	9-10	A_
unacceptable		poor		acceptable		good		excellent	

## STUDENT RESOURCES

- **The Writing Center:** [www.uiowa.edu/~writingc/](http://www.uiowa.edu/~writingc/) helps all in the University community improve their writing, including attitudes and self-confidence about writing. We also assist with reading.
- **The Speaking Center:** [clas.uiowa.edu/rhetoric/for-students/speaking-center](http://clas.uiowa.edu/rhetoric/for-students/speaking-center) is available to help students who would like to work on any aspect of oral communication, including: effective classroom participation, delivering oral presentations, speech anxiety and much more.
- **Tutor Iowa:** [tutor.uiowa.edu/](http://tutor.uiowa.edu/) is an excellent resource to find academic assistance and mentoring for your University of Iowa courses.
- **UI Libraries:** have librarians on hand to help you succeed with your projects, while the website: <http://search.lib.uiowa.edu> is your gateway to finding resources. The new International Studies Librarian here at Iowa is Tim Arnold; he is ready to assist you with your work.
- **JSTOR:** Guidelines for your written assignments may require a minimum number of scholarly sources. JSTOR is the world's largest repository of scholarly articles and the first place to look for scholarly articles on your topic. From the University Libraries website, click 'Databases', select the letter 'J' and scroll to the bottom of the page and click on 'JSTOR (Journal Storage)'. Log in using your hawkid at the prompt and click 'Advanced Search'. Type in your key terms and check the 'Articles' checkbox to begin searching.

### UNIVERSITY POLICIES & PROCEDURES

#### **Administrative Home**

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (<https://clas.uiowa.edu/students/handbook>).

#### **Electronic Communication**

Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](#)).

#### **Accommodations for Disabilities**

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor (<https://sds.studentlife.uiowa.edu/>).

#### **Nondiscrimination in the Classroom**

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity ([diversity.uiowa.edu](http://diversity.uiowa.edu)).

#### **Academic Integrity**

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

#### **CLAS Final Examination Policies**

The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals (<https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies>).

#### **Making a Complaint**

Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (<https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>).

#### **Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy, see <https://osmrc.uiowa.edu/>

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