

CSUS 826
International Development: Theory and Practice

Spring 2021
Wednesdays 1500 – 1850 (3pm – 5:50pm)
Zoom Meeting ID: 347 643 4156
Zoom Password: KRZoomRoom

Instructor : Kurt R. Richter, Adjunct Assistant Professor
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Office hours via Zoom: by appointment

MSU course catalog description: Evolution of international development theory across disciplines. Changing conceptualizations, measurements, processes and effects of development and poverty. Ethnicity, social class, gender, and community influences on socioeconomic processes. Current issues, concerns, and strategic alternatives.

This course serves: graduate students from all over campus interested in international development, including those pursuing the graduate specialization in international development.

Course outcomes:

- Students will gain an interdisciplinary, historical perspective of the origins and evolution of current ideas in international development and world poverty alleviation since World War II.
- Students from different disciplinary backgrounds will improve their understanding of the concept(s) of development, the dominant paradigms of international development, the shifts in development paradigms over time, and the cyclical evolution of ideas in international development.
- The purpose is practical as well as critical; that is, students will gain insight on the search for approaches to international development that work.
- Given that students in the class tend to come from many countries and many departments, they will learn from each other's different disciplinary and national perspectives on international development issues.

Overview: The course will cover the following topics:

1. Definitions and concepts of poverty and development
2. The roots of “underdevelopment”
3. The beginnings of “development”
4. Economic modernization and neo-Marxist theories of development
5. Agriculture and development: Policy and Production
6. Trade policy debates, globalization and nationalism

7. The debt crisis and structural adjustment
8. Governance and development
9. Improving governance and decentralization
10. Foreign aid and development assistance
11. Assisting bottom-up development
12. Helping the market work for the poor
13. Environment and development (sustainable development)
14. Human capital development and social protection

Course Approach and Format

Current issues, concerns, and strategic alternatives are discussed and related to actual cases of international development. Key concepts are introduced through background readings, case studies, discussions, and group exercises. As a broad survey course, CSUS 826 will not go into depth on any particular issue, but students can use their writing and presentation assignments to delve more deeply into issues that interest them.

Class sessions will follow a seminar format that combines brief lectures, student presentations, and group discussions. Class discussion will focus on concepts and problems raised in weekly readings that each student is expected to have read prior to each session. The instructor will facilitate discussion through writing assignments and in-class exercises.

The first week of class, each student will select a country they will study over the course of the semester. This selected country can be any lower to middle income country of their choice. International students are welcomed but not required to select their home country. Domestic students are encouraged to select either a country they have experience with or a country of interest. No single country will be studied by more than one student.

On-Line Course Management

This course uses Desire to Learn (D2L), MSU's on-line course management system (www.D2L.com). All information about the course is posted on D2L; all course readings can be found there, and all assignments will be posted there.

Assignments and Evaluation

Graded assignments include reflections (8 in total), a short presentation, leading class discussion, and a term paper. These assignments are designed to help students achieve the course learning objectives of increasing their understanding of the evolution of ideas about how to achieve international development, while also strengthening their writing and presentation skills. Students also will be graded on class participation.

Details about these assignments and the way they are graded are available on D2L (Assignment Descriptions), but a short summary is as follows:

Reflections

Each student will write 8 reflections on the weekly readings; four will be prior to spring break and four will be after spring break. The focus of the reflection will be on applying the weekly course topic to the students selected country or topic. You **MUST** turn them in before class or they will not earn credit. Also, if you turn it in by 6 PM on the day before class, I promise to read it prior to class and give you

feedback on it. Reflections should be between about 1 and 1.5 pages single spaced (minimum 1 page, maximum 2 pages) and they should demonstrate that you have read and thought about all the readings. For details please see the Assignment Descriptions tab in D2L.

Term paper

A relatively short term paper will be required at the end of the semester (due on April 28 in lieu of final exam). The purpose of this paper is to apply ideas from the class to an area of interest to you inside your country of choice. For more details about approaches you can take, what I am looking for, and how the papers will be graded please see the assignment description in D2L.

Presentation

Each student will give one short presentation to the class. These will be spread out over the course of the semester, with one or two students presenting each week. The presentations will be short and they need to be prepared very carefully in order to both complete and concise. The main purposes of this assignment are: 1) raise some good points for discussion, 2) practice giving a good, short presentation and 3) digesting diverse data sources to tell a singular story. For more details on what is expected and tips on how to prepare your presentation, see the Assignment Descriptions tab in D2L.

Leading class discussion

On the day of your presentation, you will also be responsible for leading class discussion for a portion of the class. Most likely this will be related to your presentation, but it doesn't have to be. I will be happy to help you come up with an approach for this. For details please see the Assignment Descriptions tab in D2L. We will discuss this in class.

Class participation

Participation refers to attending class, contributing to class discussion (either in class or on line), and generally being a good citizen of the class. Please keep in mind that dominating the discussion is not the same as contributing! Please do not dominate the discussion. Attendance in class is part of participation; if you cannot make it to class please alert me. The grade will be established as follows: everyone begins with a score of 90/100 and it goes up or possibly down based on the instructor's assessment. It will go up for anyone who is engaged in the class. In the middle of the term I will give you a preliminary assessment.

Overall grades for the class will be determined as follows:

Reflections on readings (at least 8 during the semester)	30%
Term paper	40%
Presentation	10%
Leading class discussion	10%
Class participation	10%
Total:	100%

Grading scale for the course

95 to 100%	4.0
90 to 94.9%	3.5
80 to 89.9%	3.0
75 to 79.9%	2.5
70 to 74.9%	2.0
65 to 69.9%	1.5
60 to 64.9%	1.0
<60%	no credit

Graduate Specializations

This course may be taken for credit for the CASID Graduate Specialization in International Development. This specialization is available as an elective for students enrolled in master's and doctoral degree programs at MSU. For more information see <http://casid.isp.msu.edu/academics/graduate-specialization/> or contact the student advisor for the Graduate Specialization in International Development, at gencenad@msu.edu. *(Please keep in mind that there is more flexibility in the courses you may choose than may be apparent on the CASID web site. If you have questions ask the student advisor.)*

The course is also an approved specialization for the Ethics and Development graduate specialization: <http://www.msu.edu/unit/phl/EandDWebsite/index.htm>. *(This course list is also out of date; for example it lists CSUS 826 as RD 826.)*

This course also can be used to meet the FLAS (Foreign Language and Area Studies) requirements. FLAS students must take one language course and one course that is at least 25% related to their geographic area of interest. You can easily satisfy the 25% requirement by focusing some of your assignments on a geographic area. I can help you with this if you are interested.

Unexpected Events

Unexpected events take place and factors out of our control can obstruct our plans. I will be highly sensitive to such things, and students with personal circumstances that hamper their ability to carry out certain tasks on time are encouraged to contact me in advance. I will do everything I can to help you. By contrast, it is much more difficult to be flexible if students do not make the effort to contact me in advance.

Writing assistance

If you have trouble writing, especially if it is because English is not your native language, please just do your best to get your point across, in your own words. I have a lot of experience in working overseas with people whose first language is not English and I will be very patient as long as you try your best. If you have trouble with writing, I strongly suggest that you visit the MSU Writing Center (www.writing.msu.edu) for assistance. You will find that the Writing Center is an amazing resource for helping you learn an important skill. If you visit the Writing Center every week, by the time you are ready to write your dissertation or thesis or Plan B paper you will be ready. If not, you are likely to really suffer when it comes time to write your dissertation or thesis or Plan B paper. (I have seen several students turn from very poor writer into reasonably good writers simply by working with the Writing Center every week.)

Course Outline and Readings

Week 1 January 13 **Reading, Reviewing and Reflection**

Given the official start of the semester in Jan 11th but we will not meet in person until January 20th, I want you take some time and read the following articles about the impact of COVID-19 on lower and middle income countries. We will discuss these articles during week 2 of our course.

Covid-19 and International Development

<https://www.nytimes.com/2020/07/11/world/americas/coronavirus-latin-america-inequality.html?searchResultPosition=3>

<https://www.aljazeera.com/opinions/2020/9/25/the-little-talked-about-side-effects-of-covid-19/>

<https://www.uschamber.com/series/above-the-fold/what-the-k-shaped-recovery>

<https://www.nationalreview.com/corner/coronavirus-economy-k-shaped-recovery-would-mean-more-misery-for-many-americans/>

Week 2 January 20 **Introductions and Setting Goals**

Levels and Lens in International development. We will frequently discuss in this course how the international development issue is framed by the level of analysis and the theoretical lens used to understand the level.

Let's talk about Covid-19

Week 3 January 27 **Developing Our Language: Definitions and Concepts of Poverty and Development**

What is poverty? What is development? Why are people poor?

Between week 2 and week 3 students will start their exploration of development via selected text. The class will develop definitions for key terms we will use throughout the course. We will discuss the key terms and create our shared definitions for the terms in class at the end of week 3.

Required readings:

Todaro, Michael. 2003. Economic Development 9th Edition. Chapter 1, Introduction. pp 15-23: "What do we mean by development?"

Martinussen, John. 1999. Society, State and Market. Chapter 3, pp 32-46 only.

Human Development Index (HDI): read the short description of the HDI (<http://hdr.undp.org/en/content/human-development-index-hdi>) and explore the data (http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf) - it starts on page 198, which is the 206th page of the pdf. (You can search for *Human Development Report 2016* and look for the PDF and you'll find it.)

Sustainable development goals: all you need to know. The Guardian.
<https://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations>

Anirudh Krishna , Patti Kristjanson , Maren Radeny & Wilson Nindo (2004) Escaping Poverty and Becoming Poor in 20 Kenyan Villages. *Journal of Human Development* 5(2): 211-226.

Also: Each person will choose an additional short reading and will present that it in class next week. We will end up with two - three groups people choosing each reading; the groups will give a 5-minute presentation about this reading to share with the rest of class. (That means that each student speaks for only one minute. Speaking for exactly one minute requires careful preparation.) The idea is not to report every detail of the article but to put it in context, report on the main points, and discuss its implications.

The readings, all blog posts, are as follows:

An end in sight to early marriage in Bangladesh?
<http://www.ifpri.org/blog/end-sight-early-marriage-bangladesh>

Fifteen years isn't that long: the SDGs and holistic development
<https://www.cgdev.org/blog/fifteen-years-isnt-long-sdgs-and-holistic-development>

What if we just gave poor people a basic income for life? That's what we're about to test
http://www.slate.com/blogs/moneybox/2016/04/14/universal_basic_income_this_nonprofit_is_about_to_test_it_in_a_big_way.html

Anti-corruption and happiness go hand in hand
<https://blog.transparency.org/2016/09/20/anti-corruption-and-happiness-go-hand-in-hand/>

Travels on the digital frontier: field notes from Karauli, Rajasthan, India
<https://www.cgdev.org/blog/travels-digital-frontier-field-notes-karauli-rajasthan>

Week 4 February 3
The roots of “underdevelopment”

Do historical factors explain why some parts of the world are more advanced than others?

Required readings

Diamond, Jared. 1997. *Guns, Germs and Steel*. Prologue: Yali's question, pp 13-15 only; and Epilogue: The future of human history as a science. Pp 404-417 only. Available at
<http://www.cloverport.kyschools.us/userfiles/3/Classes/308/Jared%20Diamond%20-%20Guns%20Germs%20and%20Steel.pdf>

Acemoglu, Daron, & James Robinson. 2012. So close and yet so different. Chapter 1, pp 7-44. *Why Nations Fail: the origins of power, prosperity and poverty*. New York: Crown. Available at <http://norayr.am/collections/books/Why-Nations-Fail-Daron-Acemoglu.pdf>

North, Douglass. 1991. Informal Constraints. Chapter 5 in *Institutions, Institutional Change, and Economic Performance*, pp 36-45. Cambridge University Press

Week 5 February 10

The beginnings of “development”

What are the roots of the idea of international development assistance?

Required readings:

Truman, Harry. 1949. Point Four. Part of President Harry Truman’s Inaugural Address, January 20, 1949. (1 page)

Badeau, John. 1966. The big idea. Chpt 1, pp 1-9 in *Bread from Stones: Fifty years of technical assistance*. Prentice Hall.

Rist, Gilbert. 1997. The invention of development. Chapter 4, pp 69-79, in *The History of Development: From Western Origins to Global Faith*. Zed Books.

Easterly, William. 2013. One day in Bogota. Chapter 5, pp 105-121 in *The Tyranny of Experts*. New York: Basic Books.

Week 6 February 17

Economic Modernization and Neo-Marxist Theories of Development

What were the early economic development theories; what policies did they call for, and how did they play out?

Required readings:

Easterly, William. 2001. The elusive quest for growth. Chpt 2, pp 25-44, Aid to investment. (**Only pages 25-33 required, the rest optional.** The key idea is to understand the motivations for the modernization school of thought.)

Martinussen, State, Society and Market, chapter 5, pp 56-73. Theories of growth and modernization.

Martinussen, State, Society and Market, chapter 7, pp 85-100. Neo-Marxist theories of underdevelopment and dependency.

Film: Commanding Heights: The Battle of Ideas. Episode 1: The Battle of Ideas. This video is available on the web at <https://www.youtube.com/watch?v=DoWbm8zUG6Y>. Also go to the Commanding Heights home page www.pbs.org/commandingheights for information about the entire video series. See the reading guide for a discussion of the first episode.

Please watch all of Episode One by February 8. It is about two hours long.

Week 7 February 24

Agriculture in Economic Development

What role should agriculture play in the economy at different levels of development? What kind of agricultural policy should a country pursue? What is the role of new technology in agricultural development?

Required readings:

Martinussen, chapter 10, Focus on agricultural development 129-142.

World Development Report 2008. Agriculture. Chapter 1, pp 26-44. Growth and poverty reduction in agriculture's three worlds, and pp 45-49, Focus A on declining rural poverty.

Mann, Charles. 2018. Can planet Earth feed 10 billion people? *Atlantic Monthly*. March 2018.

Week 8 March 3

No Class

Week 9 March 10

Trade policy debates, globalization and the WTO

What are the theoretical benefits of trade? How does the theory play out in reality? What trade policies should a country pursue? What is globalization and what difference does it make?

Guest Speakers: Eric Johnston and Kelly Stange – United State Department of Agriculture – Foreign Agricultural Service

Required readings:

Todaro, Michael, and Steven Smith C. 2012. *Economic Development*, 11th edition. Excerpts on trade theory and trade policy:

- Pp 564-575, sections 12.1: Economic Globalization: an Introduction, and 12.2: International Trade: Some Key Issues
- Pp 581-584: the traditional arguments of trade theory and the intro to the critique of traditional theory
- Pp 593-603, section 12.5: traditional trade strategies for development: export promotion vs. import substitution
- Pp 620-623, trade policies of developed countries: the need for reform

(Note: these page numbers will be different if you have a different edition of this book but the headings are likely to be the same.)

Rist, Gilbert. The New International Economic Order. 140-157, in *The History of Development*, chapter 9.

Rosenberg, Tina. 2002. The Free Trade Fix. *New York Times Magazine*, August 18, 2002.

Three short articles on sweatshops in the *New York Times*: 1) Let them Sweat, editorial by Nicholas Kristoff; 2) Clothed in Misery, editorial by M.T. Anderson, and 3) Fast and Flawed Inspections of Factories Abroad, by S. Clifford and S. Greenhouse.

Week 10 March 17

Governance and Development

What constitutes good governance? What is the role of government and governance in development?

Required readings:

Acemoglu, Daron, and James Robinson. 2012. The making of prosperity and poverty. Chapter 3, pp 70-95 in *Why Nations Fail: the origins of power, prosperity and poverty*. New York: Crown. Available at <http://norayr.am/collections/books/Why-Nations-Fail-Daron-Acemoglu.pdf>

World Development Report 2017. Governance and the Law. Overview: pp 1-12 only.

Radelet, Steven. 2010. Emerging Democracies, Chpt. 3, pp 47-62 in *Emerging Africa: How 17 countries are leading the way*. **Only 62-67 required (but pp 47-62 also recommended)**.

Radelet, Steven. 2010. Stronger Economic Management, Chpt. 4, pp 71-90 in *Emerging Africa: How 17 countries are leading the way*.

Guggenheim, Scott. 2006. Crises and contradictions: understanding the origins of a community development project in Indonesia. In A. Bebbington, S. Guggenheim, E. Olson, & M. Woolcock (Eds.), *The search for empowerment. Social capital as theory and practice at the World Bank*. West Hartford: Kumarian Press. **(No need to read the entire paper – read the first 2-3 pages to understand how the program works.)**

Gonçalves, S., 2014. The effects of participatory budgeting on municipal expenditures and infant mortality in Brazil. *World Development*, 53, pp.94-110.

Paul, S. (2007). Citizen Report Cards in Bangalore, India. Chapter 13, pp 347-377 in Narayan, Deepa, and Elena Glinskaya, Eds. *Ending Poverty in South Asia*. Washington, DC: World Bank.

World Development Report 2017. Governance and the Law. Overview: pp 12-32 only.

Week 11 March 24

People, Profit and the Planet

How important is environmental protection in the context of development? What are different theories about how and whether to direct attention to environmental protection?

Guest Speaker: Dr. Robbie Richardson, Professor – CSUS and Jefferson Fellow – U.S. State Department

Required readings:

Ho, Peter. 2006. Trajectories for Greening in China: Theory and Practice. *Development and Change* 37(1): 3-28. (pp 1-18 required; the rest describes the other articles in the special issue.)

World Bank. 2010. World Development Report 2010: Development and Climate Change. Chapter 2, Reducing Human Vulnerability: Helping People Help Themselves. pp 87-111.

Griggs, D., Stafford-Smith, M., Gaffney, O., Rockström, J., Öhman, M.C., Shyamsundar, P., Steffen, W., Glaser, G., Kanie, N. and Noble, I., 2013. Policy: Sustainable development goals for people and planet. *Nature*, 495(7441), p.305.

Clements, T., 2010. Reduced expectations: the political and institutional challenges of REDD+. *Oryx*, 44(3), p.309.

Week 12 March 31

How Foreign Aid Works (a USAID Example) Part 1 *What are different philosophies about foreign aid? What difference has aid made and what is the best way to make it effective according to different thinkers?*

Guest Speaker: Dr. Emmanuella Delva - Center for Development Research, United States Agency for International Development

Required readings:

Sachs, Jeffrey. 2005. Making the Investments Needed to End Poverty. Chapter 13, pp 244-265 in *The End of Poverty: Economic Possibilities for our Time*. The Penguin Press.

Easterly, William. 2006. Planners vs. Searchers. Chapter 1, pp 3-33 in *The White Man's Burden: Why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press.

Harford, Tim, and Michael Klein. 2005. Aid and the Resource Curse. *World Bank Public Policy Journal* #293. (4 pages)

Brown, S., den Heyer, M., and Black, D.R. (2016). *Rethinking Canadian Aid*, 295. University of Ottawa Press. Introduction (pp 1-12), and Conclusion (pp 295-306).

Week 13 April 7

Autonomy-respecting development assistance

Is it possible to use foreign assistance in a way that promotes decentralized development or is that an oxymoron?

Guest Speaker: Dr. Robert "Rob" Floyd – Director and Senior Advisor – African Center for Economic Transformation

Required readings:

Ellerman, David. 2007. Helping self-help: The fundamental conundrum of development assistance. *Journal of Socio-Economics* 36(4): 561-577.

Easterly, William. 2006. The future of Western assistance. Chpt 11, Pp 367-384, in *The White Man's Burden: Why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Books.

Wong, Susan. 2012. What have been the impacts of World Bank Community-Driven Development programs? World Bank. Pp 8-10: Conceptual framework behind CDD interventions, and pp iv-viii, Executive Summary.

Nancy Birdsall, Ayah Mahgoub, and William D. Savedoff. 2010. Cash on Delivery: A New Approach to Foreign Aid. Center for Global Development (Brief – 7 pages)

Week 14 April 14
Markets To The Rescue

In a world where market economies dominate, what can be done to give poor people a better shot at success in operating in the market?

Required readings:

Karlan, Dean, and Jacob Appel. 2011. To Borrow. Chapter 4, pp 55-84 in *More than good intentions: how a new economics is helping to solve global poverty*. New York: Dutton.

Economist. 2009. Mobile Marvels. (Eureka Moments, pp 2-5; and Beyond Voice, pp 10-13.)

Banerjee, Abhijit, and Esther Duflo. 2011. Barefoot hedge fund managers. Chapter 6, pp 133-156, in *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. PublicAffairs.

Rural India gets a piece of the jobs boom. 2009. New York Times.

Week 15 April 21

How USAID Works – A Human Capacity Development Example.

This week you will take on the role as implementing partner and respond to a USAID Human Capacity Development “call”. Dr. John Bonnell will be leading the course this week.

What are the best ways to achieve human capital development and social protection in developing countries?

Guest Speaker: Dr. John Bonnell – GIDEAS, MSU

Required readings:

Sen, Amartya. Editorial: Human capital and human capability. *World Development* 25(12): 1959-1961.

Karlan, Dean, and Jacob Appel. 2011. To learn: the importance of showing up. Chapter 9, pp 191-222 in *More than good intentions: how a new economics is helping to solve global poverty*. Dutton.

Hanlon, Joseph, Armando Barrientos and David Hulme. 2010. Chpt 1, Introduction, pp 1-14 in *Just Give Money to the Poor: The Development Revolution from the Global South*. Kumarian Press.

Definitive data on what people buy when they’re just given cash. *Quartz*. December 7, 2016. (2 pages.)

Barrientos, Armando. 2014. Social Protection. Chapter 11, pp 188-203 in B. Currie-Alder, R. Kanbur, D. Malone, & R. Medhora, eds. *Development Ideas*. Oxford University Press.

Week 16 April 28

Final exam period is scheduled for Wednesday April 28th, from 12:45 – 2:45 Natural Resources Building. No meeting planned as of yet.

MSU Required Syllabus Components

MSU Grief Absence Policy

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the “Grief Absence Request” web form (<https://www.reg.msu.edu/sitemap.aspx?Group=7>) no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

Disability Accommodations

Any student who feels that she or he may need accommodations based on a disability should discuss this with me as early as possible in the semester. It can either be after class or we can make an appointment to meet in my office.

MSU Guidelines for Handling Emergencies

In the event of an emergency arising within the classroom, the instructor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, “shelter-in-place,” and “secure-in-place” guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the instructor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

Academic Integrity

MSU recommends including the following language in all course syllabi:

[Article 2.III.B.2](#) of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, (insert name of unit offering course) adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this

course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

Spartan Code of Honor: Student leaders have recognized the challenging task of discouraging plagiarism from the academic community. The Associated Students of Michigan State University (ASMSU) is proud to be continuing awareness of the Spartan Code of Honor academic pledge, focused on valuing academic integrity and honest work ethics at Michigan State University. The pledge reads as follows:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

You can learn more about the Spartan Code of Honor at honorcode.msu.edu.

Title IX

“Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.”

Unless identified as a confidential source, all university employees are obligated to promptly report incidents of sexual harassment, sexual violence, sexual misconduct, stalking, and relationship violence that:

- Are observed or learned about in their professional capacity
- Involve a member of the university community or
- Occurred at a university-sponsored event or on university property

Employees are only required to report relationship violence and sexual misconduct of which they become aware in their capacity as a university employee, not in a personal capacity.

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and

others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.