

INTA 6704 Syllabus

Introduction to Global Development, Sections A and AT1, 3 credits

Fall 2026

Instructor Information

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General Course Information

Description

Global Development is a dynamic and multidisciplinary field that focuses on reducing poverty and inequality and improving the socio-economic wellbeing of citizens across the globe. This course provides a graduate-level introduction to the field.

Course Learning Outcomes

Upon successful completion of the course, students should be able to:

- Demonstrate knowledge of principal contemporary global challenges in the field of global development
- Apply disciplinary knowledge in describing key challenges and goals pursued in global development.
- Demonstrate a deeper knowledge of countries in the developing world
- Explain why underdevelopment persists and what can (and cannot) be done about it
- Express arguments clearly both in written reports and in oral presentations.

Required Course Materials

The following book is required for the course:

Daron Acemoglu and James A. Robinson. *Why Nations Fail: The Origins of Power, Prosperity and Poverty*. Crown Business. 2012.

We will also make use of electronic journal articles. To access electronic journal articles, go to the electronic Georgia Tech Library Catalog (<https://library.gatech.edu>) and search for the relevant article.

Grading Policy:

Assignment	Description	Percentage of Overall Mark
Case-Study Presentation	9-10 slides, <u>10-12 minutes long</u> excluding Q&A	15%
Worksheets x 2	Exercises are submitted individually but a portion of the worksheet is based on discussions with the group. Time is allotted in class for group discussions.	20%
Discussion Lead/Co-Lead x 2	Serving as a Discussion Co-Lead involves preparing a blog post on the week's readings (to be submitted on Canvas) as well as co-leading the discussion. Detailed instructions provided below.	20%
Discussion Posts x 2	Discussion posts on the Canvas course discussion page on the guest lectures that will be held over the course of the semester. You must offer detailed comments on at least <u>two</u> of the lectures. Other guidelines will be posted on Canvas.	10%
Final Review Essay	As Described Below. 8-10 pages double-spaced (excluding title and reference pages)	15%
Participation	Oral In-Class Participation, Participation on online discussion boards, as well as performance on in-class exercises	20%

Description of Graded Components

- (1) **Case Study Presentation.** You are required to give a presentation on one major course topic. Your presentation should focus on a problem or challenge relevant to the given part of the course. In particular, you will identify a specific country that experiences the problem or

challenge and then you will apply the lessons from the lectures and readings for the week to understand and analyze the problem or challenge. The entire presentation should be roughly 9-10 slides (excluding title and reference slides) and 10-12 minutes long not including time for Q&A.

(2) **Discussion Lead/Co-Lead.** Starting in the third week, one or more students will be assigned to lead or co-lead the discussion on the week's readings and to prepare an accompanying written post. The post should be submitted on Canvas by 10am on which you are scheduled to co-lead the class session. The post must include the following elements to receive full credit:

- (a) Five *distinct* bullet points (1-2 sentences each) summarizing your key takeaways from the assigned readings for the week.
 - (i) At least three of these bullet points should *draw connections between readings*, as opposed to focusing simply on one reading.
- (b) Three questions based on the readings that you would like to propose to the class for discussion.

Your grade will be based on your post as well as your performance as discussion co-lead in class.

(3) **Worksheets:** The worksheets require you to apply the insights from the course to addressing real-world cases, debates or policy questions. You will submit the worksheets individually, but a portion of each worksheet will be based on small group discussions in class. These portions will be clearly marked. During the class sessions marked in the detailed schedule below, you will work in small groups to discuss the relevant portions of the worksheet. While you may complete portions of the worksheet before the scheduled class discussion, you should wait until after the discussion to incorporate reflections on the discussion into your worksheet. The worksheet will be due on Canvas a week after the scheduled discussion.

(4) **Discussion Posts:** You will write two reflections on two separate guest lectures and post them in the relevant space on the Course Canvas discussion board. Your post must incorporate a discussion of at least two assigned course readings either from the given session (if readings are assigned) or from other sessions or weeks. You must post in the relevant discussion thread and, if you are not the first to post, your post must address the comments of at least one other student. Your post is due within seven days of the relevant guest lecture.

(5) **Participation.** Your class participation mark will be based on (a) the quantity AND quality of your participation in class and/or on online discussion boards and (b) your performance on any written or online exercises assigned during class. You are expected to have done all of the readings assigned for the week before the relevant discussion class as noted on the syllabus and *you are expected to prepare one or two questions or comments about each of the assigned readings to share during the discussions*. The quality of participation is determined by the extent to which your comments and responses on in-class exercises are *based on the readings and*

lectures and demonstrate that you have *thought deeply about the readings and lectures* and developed your own insights, reactions and critiques around them. Participation must be consistent throughout the semester and excessive unexcused absences may result in the lowering of the participation grade (Please review the attendance policy elsewhere on this syllabus).

(6) Final Essay. Your final essay assignment is intended to demonstrate your understanding of social scientific research methodology, your knowledge of the scholarly literature on a given topic and your ability to communicate these in written and oral form. You will start by identifying an article or paper published or written in or after 2015 that is not listed on the course syllabus but whose topic is ***closely related*** to a topic (and the assigned readings) for a given week of the course. You will then submit a written review of the article that both critiques the article as well as situates it within the broader scholarly literature.

Essay Length: 8 to 10 pages in length (double-spaced, 12 point font, 1 inch margins, page count does not include title and reference pages).

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Course Policies

Attendance and/or Participation

Since the success of the course depends heavily on student involvement and participation, you are expected to participate in every class session barring an excused absence (see definition below). Although it is recognized that occasionally it may be necessary for students to be absent from scheduled classes for reasons that do not fall under the conditions of an excused absence, students are responsible for all material covered in their absences, and they are responsible for the academic consequences of their absences. Students should discuss planned absences with their instructors as soon as possible after the beginning of an academic term. Work missed may be made up at the discretion of the instructors. Excessive unexcused absences may result in a lowering of the participation grade.

Excused Absences

Excused absences are those that are a result of a verified illness or emergency or “approved Institute activities”. In order to have an illness or emergency situation verified, you are responsible for contacting the Office of the Dean of Students as soon as possible to report the medical issue or emergency, providing dated documentation from a medical professional and requesting assistance in notifying their instructors. The medical documentation will be handled confidentially within the Office of the Dean of Students and will inform a decision as to whether communication with instructional faculty is appropriate. Once I receive this documentation, you should contact me to discuss a plan for making up missed participation, presentations, and other assignments. Absences due to participation in approved Institute activities will also be excused provided they are discussed with me at least a week in advance. At this time, we will discuss a plan for making up missed participation, presentations, and other assignments.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech’s Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia’s General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Policies on the Use of Generative AI

Any generative AI tools used to produce any assignments should be clearly acknowledged as indicated by the instructor. This includes not only content directly produced by a generative AI tool but also when a generative AI tool is used in the process of composition (for example, for brainstorming, outlining, or translation purposes). The student should cite any content generated by an AI tool as s/he would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people. See this [article](https://apastyle.apa.org/blog/how-to-cite-chatgpt) for how to cite AI properly (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>). Using generative AI tools in the course without adhering to these principles, or when it is specifically prohibited by the instructor, may be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity.

Group Work and Collaboration and Use of Outside Resources

All assignments, including the worksheets, must be your own work. While you are allowed – and even encouraged to consult with your classmates regarding your assignments, the work you turn in must be your own. For the worksheets requiring group discussion, you are expected to be an active participant in your group’s discussions. Any use of outside resources must be acknowledged within the assignment and cited appropriately according to the assignment’s instructions.

Assignment Turn-In

All assignments should be submitted online on Canvas in the designated area for the assignment by the specified due date. Please see below for the policy on late assignments.

Policy on Late Assignments

Late assignments are discouraged and will incur penalties except in the event of an illness or emergency (verification will be requested from the Office of Student Life as in the case of excused absences). Any major scheduling conflicts – including those that arise due to participation in “approved Institute activities” - should be discussed with me *at least one week before the assignment due date*. The penalty for a late assignment will be a deduction of 2% of

the assignment mark for a paper handed in on the due date but after the time specified and an additional 2% of the assignment mark for each subsequent day that the paper is not turned in. An assignment turned in more than one week late will receive a mark of zero unless in the event of a documented illness or emergency. *A missed case study presentation or discussion co-lead session will also receive zero marks unless in the event of an illness or emergency verified by the Office of Student Life (see above policy on excused absences).*

Course Website and Communication

I will be conducting the course using Canvas. Please make sure that you set up necessary alerts so you are up to date on important course announcements posted on Canvas. You are expected to have read any Canvas announcements within 24 hours of posting them. Email is the best way to contact me outside of class. Please note that, unless specifically stated otherwise, I will **not** accept electronic copies of assignments via email. All assignments must be submitted in the designated place on Canvas.

Pre-Requisites

There are no pre-requisites for this course.

Graduate Student Academic and Professional Success Resources:

A list of resources for graduate students is given on the Office of Graduate and Postdoctoral Education website. Specific information for current graduate students includes

- Academic Resources such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- Student Resources such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- Professional Development such as the programming from the Career Center and other professional development resources and events”

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being (student-resource-guide (gatech.edu))