
THIRD WORLD DEVELOPMENT FALL SEMESTER

MBA 539

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Introduction

“Never doubt that a small group of thoughtful, committed individuals can change the world. Indeed, it’s the only thing that ever has.” — Margaret Mead

The thrust of MBA 539 is to study key international development paradigms, and to learn the best methods for establishing programs as catalysts for truly changing the world. We will seek to generate an activist class culture so as to transform the planet, not just analyze it.

After the horrific events of September 11, 2001, the failure of the 2002 World Summit on Sustainable Development held in South Africa, the devastation of the 12/26/04 Asian tsunami, the misguided war in Iraq, the ongoing crisis in Darfur, and continuous struggles of the world’s poor, there is a greater need than ever to develop new, more creative strategies for enabling them to become self-reliant. This is a course that empowers students in designing programs/projects to create a better quality of life for those who suffer. We will engage in efforts that are participatory and that maximize the human dignity of the poor. Our long-term objective is to build sustainable, on-going changes, not a quick fix. By integrating LDS temporal and spiritual teachings, combined with development concepts and students’ passions, we will accelerate and further mobilize our movement against oppressive institutions, and policies and work toward social justice and peace.

This course’s purpose is to enlarge our awareness and understanding of Third World suffering through a variety of pragmatic, conceptual and gospel perspectives. From a gospel view, the teachings of prophets will be explored regarding temporal issues and socio-economic development— the poor, jobs and justice, community building, humanitarian service, ecology, health care, education, NGOs, and gender equity. United Order principles will be compared and contrasted with the values and systems of the world. Spirituality in one’s work, the soul of service, and stewardship ideals will be pursued as paths to creating more effective and moral solutions to global problems. In short, we will labor to create and implement new Third World paradigms for combating poverty, building family self-reliance, and establishing Zion.

Global development approaches range from the level of the individual to the family, the group, the village or city, and finally to whole societies, regions and/or nations. We will explore

various tools for managing and influencing NGOs, multilateral organizations, and so on. We will become better equipped to assess the needs of the poor, design effective approaches, and implement change strategies. We will also explore how NGOs have evolved historically and currently function, as well as learn how they can be restructured in the future—a pro-active approach that transforms today’s problems for a better tomorrow.

MBA 539 also reflects the increasing connections between haves and have-nots in contemporary society. It is designed to help participants understand and analyze core theories of international development. Your own ideas, newly acquired notions from readings, and your experience in various international settings will all be brought to bear in enriching this experience.

The following are objectives:

- To transform the contemporary world.*
- To foster reforms through new global and ethical strategies.*
- To increase our awareness of the assumptions and values of Third World development.*
- To develop new conceptual frameworks about people and cultures.*

We will build on the Marriott School deans’ recent call for “world class” learning approaches that will help to build new “signature strengths in our courses and programs:” A “pioneering and innovative spirit;” An increase in “ethical values” and corporate “social responsibilities;” Enhancing students’ “international experience and understanding.” According to them, these are to be the unique commitments that we should “devote ourselves to....They are core to our identity and our mission.” In short, our objective is to do a better job of “helping our students influence the world for good.” In this course we will emphasize doing good in the Third World.

Class Work

We will use a combination of methods: lectures, cases, experiential exercises, films and small group work. The use of this mixed methodology rests on the premise that learning comes not only from reading and writing, but also from interaction and careful reflection. Efforts in the classroom will center on becoming bilingual as we learn to speak of the sacred and the secular in addressing Third World issues.

Participants

Presently, this course is open to graduate students from any field who are interested in learning more about development theories, problems, and solutions. Undergraduate students are encouraged to take this course as well, with permission of the instructor.

Originally the course had the specific intention of providing students who are interested in understanding global issues, working in developing countries, and/or students from developing nations, with a broad but practical perspective on the pressing issues of the poor throughout the Third World. The thrust of this course as MBA 539 is to help students gain a basic understanding of the major theories that have guided development policies, as well as provide an assessment of failures and their causes. We will also analyze successful strategies, ranging from

grassroots action to macro-national intervention. Similarly, a goal is to enable students to gain an analytic as well as a practical perspective on the complexities of doing development work across the broad range of fields that are involved in this area including agriculture, economic development, public health, education, social capital and so on. The required reading assignments for this course were chosen with the specific intention of accomplishing these purposes.

Required Reading Materials

All readings for this course will be posted on Blackboard several days before the class meeting time. You may access the files for either reading online or printing hard copies for you to underline, make notes, and further digest.

Other Related Readings.

1. *Human Development Report*. 2009. New York, NY: UNDP.
2. Jeffrey Sachs. 2005. *The End of Poverty*. New York: Penguin Press
3. Warner Woodworth. 1999. *Working Toward Zion*. Salt Lake City, UT: Aspen Books (with J. Lucas).
4. Paul Hawken. 2002. *Natural Capitalism*. Snowmass, CO: Rocky Mountain Institute.
5. Lester Brown. 2009. *State of the World*. Washington, D.C.: Worldwatch
6. C. K. Prahalad. 2005. *The Fortune at the Bottom of the Pyramid*. Upper Saddle River, NJ: Wharton School Pub.

Expectations

MBA 539 demands significant commitment from students because it will challenge participants in ways in which they may not be accustomed. Critical expectations include the following:

- a) *Participation*—attending all class sessions and being accountable for readings, presentations and the acquisition of practical skills. Hopefully we can create an atmosphere for the free exchange of ideas, not just lectures. Do not be reluctant to speak out. If students push themselves to be mentally engaged, the experience will be more rewarding for all. This does not preclude disagreement or argument with the ideas or opinions of others. Indeed, a healthy intellectual environment necessitates debate and differing views. Multiple voices are needed and we should each work hard to enhance the dignity of other individuals even as we take issue with their position. All of us at BYU need to better learn to discuss and confront in fun and healthy exchanges rather than simply conform.
- b) *Integrity*—careful adherence to the Honor Code in your personal and academic life. Each member of the BYU community ought to reference the Honor Code in determining what constitutes moral/ethical behavior. There is an assumption on my part that students will honor the commitment they have made to live an ethical life. The Code defines the standards of personal honesty and integrity in one's role as a student or faculty member at BYU. I would suggest that you reread the Code carefully and analyze your degree of

adherence to its principles. For this class I want to emphasize several specifics: 1) that there is no deception in your representation of who you are and what you do; 2) that other students are treated appropriately regardless of race, gender, nationality or religion.

- c) *Citizenship*—not engaging in unnecessary conversation or other distractions which disrupt the class. Please be courteous and supportive of the rights of others to learn in a constructive educational environment.
- d) *Purposes*—BYU’s mission is “to assist individuals in their quest for perfection and eternal life” in a “setting where a commitment to excellence is expected and the full realization of human potential is pursued.” In doing this effectively we will strengthen our “influence in a world we wish to improve.” By learning new skills, integrating gospel principles with the best theories of social science, we will expand our capacities for lifelong service to others.

Grading

Grading in this course will be based upon three factors.

1. *Participation/Reading/Thought Papers/Quizzes*

I would like you to make a diligent effort every week to be fully prepared for class by reading all of the assignments on the “Reading Schedule” completely, and with considerable thought and care. In order for this course to maximize learning, your active participation is essential. However, active participation does not mean just coming to class and depending simply on spontaneity without any prior thought or preparation. Occasional short pop quizzes or brief thought papers or writing assignments will be used to ensure students have done the readings and that they bring substantive contributions to class. In addition to being fully prepared for course discussions, it is also important to make every effort possible to attend *all* of the classes. Attendance is a necessary key to complete involvement.

2. *Service Learning/Research/Writing Project*

To enrich the course experience we will work in teams to assess and/or strengthen the social architecture of existing development organizations that are LDS-related. This will enable students to understand the nexus of socio-economic improvement and family well-being, and in the process, it will empower you as genuine problem-solvers. Furthermore, the NGO itself will benefit from your analysis and critique. Projects to which we may apply our conceptual skills are being identified, and groups will form to address their history, founding, evolution, structure, programs, clients, systems, key players, and outcomes. Resources to be utilized may include interviews, web pages, news coverage, past data collected by the NGO or a third party, etc. Utilizing various tools, writing a report and critique with recommendations, and performing services, as well as analyzing and reflecting on this experience will all lead to a polished document on which to be graded.

3. *Final Exam*

At the end of the semester, our learning will be integrated through your wrestling with perhaps two or three take home questions. The exam will give each student the opportunity to demonstrate thoughtful use of key concepts and tools in the resolution of actual Third World cases. This experience will enable you to appreciate the complexities of designing and strategizing about the implementation of your own solutions to real-world problems. Written memos/reports will be submitted for final exam evaluation purposes.

Point Allocations:

- 30 percent..... Class Participation, Papers, & Quizzes Based on Weekly Readings
- 40 percent.....Service Learning Project
- 30 percent..... Final Examination (Take Home)

Policies

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds. I was the first BYU professor to support this much-needed law and continue to do so because it is needed to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the University, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to me, or contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours). Or you can contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities, and I concur with this goal. If you have any disability that may impair your ability to complete this course successfully, please let me know and contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance, or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office at 422-5895, D-282 ASB.

Diversity

For three decades, I've labored to increase the presence on campus of more minority and international students. Over the past several years, teams of my students have helped launch a new Diversity Initiative in the Marriott School. It includes not only recruiting a greater mix of students, but dealing with cultural awareness and sensitivity to differences and people. Hence, diversity topics will flavor the dialogue in selected class discussions. While the overall goal of this program so far is to help BYU students become more effective in an increasingly diverse workforce, I emphasize these issues in my courses because it is moral. Diversity is not merely a business tool, but a key element for achieving a society based on socio-economic justice. If you feel a discriminatory offense from me or anyone in the class, I strongly encourage you to discuss this matter with me personally.

Academic Honesty/Cheating

The first injunction of the BYU Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education." It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students should collaborate and help one another. But all work completed should be your own, or that of your team. Do not use papers, tests, etc. from prior classes to help you prepare for exams, projects, or papers. This applies to internet materials also. Do not share test or quiz questions and answers with other students. If you have any questions please see me.

Policy on the Use of Technology in the Classroom

Technology is an essential part of today's learning environment. That is why the Marriott School requires every student to own a laptop. However, technology, when used inappropriately, can also hinder learning. Most Marriott School students have, at some point, sat next to students who use their laptops or PDAs in class to check e-mail, talk to friends, instant message, search the internet, or play on-line games. Unfortunately, every person sitting around such students is distracted by this behavior and classroom learning decreases. As a result of these distractions, the Marriott School has implemented the following policy effective Fall Semester, 2006: *Using laptops or PDAs in class to legitimately take notes or work on class projects is allowed, but all other use of laptops or PDAs in class is prohibited.* Please respect your fellow students and professors and abide by this Marriott School policy.

Cell Phones

Brigham Young University and I are committed to providing a high-quality learning environment for this class. Distractions, particularly cell phones, impose a cost to our learning. If your cell phone goes off during class, as payment for that cost to the class, you will buy doughnuts for everyone at the next session. Please, either don't bring your cell phone to class, or make sure it is turned off.

A Call to Action

***“You must be the change you wish to see in the world.”
-- Mahatma Gandhi***

I look forward to working with you this semester. MBA 539 won't be yet another traditional college course. It is not going to simply cover in a casual way a set of reading materials. Nor will it only consist of superficial class discussions. The overall result of this course, if you and I succeed, will be a life-changing experience. We will learn how to link ideology with practice, so it becomes praxis. We will develop new mind-sets. We will integrate gospel values with our personal, career and family lives.

The thrust of this experience is to find our passion, to “dream dreams” and “see visions.” We will strive to become life-long change agents in the struggle to transform the world. Fall Semester 2009 won't merely become another set of academic credits. Rather, it will become the time when you joined a worldwide movement, a global crusade to combat poverty and human suffering.

Building on the 2005 Anniversary of the Prophet Joseph Smith's birth, let us continue to commemorate and honor him with our actions, not just through speeches, ceremonies, and cultural events. Rather, let's be doers of the Prophet's teachings, not hearers only. MBA 539 will be the time in your life when you increasingly experience his expanded global vision of stewardship and consecration: ***“A man filled with the love of God is not content with, blessing his family alone, but ranges through the whole world, anxious to bless the whole human race.”***

CARPE DIEM!

MBA 539 Reading Schedule

“How wonderful it is to know that no one need wait a single moment to improve the world.”

– Anne Frank

Class	DATE	TOPICS	READINGS
1	Aug. 31	Introduction to Course	Our Backgrounds
2	Sept. 2	The Spiritual & the Temporal	Global Church Outreach Spiritual, Economic Self-Reliance Third World Strategies Toward Zion
3	Sept. 7	Globalization Debates	World Summit on Sustainable Development & United Nations Globalization Rethinking Development How to Judge Globalization
4	Sept. 9	The Modernization Perspective	Modernization Theory Modernization & Social Change Energy-Rich Nations
5	Sept. 14	Unintended Consequences of Modernization	Steel Axes for Stone Age Australians Defective Modernization & Health in Mexico
6	Sept. 16	Socialism & The Dependency Perspective of Underdevelopment	Dependency Globalization--- Power of Capital Dependency Theory Free Trade vs. Fair Trade
7	Sept. 21	Colonialism.: U.S. Intervention	A Case History of U.S. Subversion: Guatemala

8	Sept. 23	Multinational Corporations	The Fortune at the Bottom of the Pyramid Dependency & Imperialism Mexico's Desperate Experiment NAFTA's Promise & Reality
9	Sept. 28	The World Systems Perspective	The Modern World-System World Systems Theory Summary of Wallerstein The World is Flat
10	Sept. 30	Neo-Modernist Policy: the East Asian Model of a Command Economy	The Origins & Development of the Northeast Asian Political Economy Political Institutions & Economic Performance
11	Oct. 5	Women's Empowerment: The Informal Economy & NGOs	The Ideas, Ideology & Economics of the Informal Sector Women's Interests in Development Women in Informal Employment Globalizing & Organizing
Note:	Oct. 7	No Class: MBA Schedule	Business Trips / Job Interviews (Oct.7-9)
12	Oct. 12	Women & Microfinance	<i>Small Really is Beautiful</i> : Chapters 1-3
13	Oct. 14	Women, Gender & Micro Enterprise Cont'd	<i>Small Really is Beautiful</i> : Chapters 6-8
14	Oct. 19	Gender, Equity & Micro Enterprise Cont'd	<i>Small Really is Beautiful</i> : Chapters 12-14 Where to Microfinance?
15	Oct. 21	The Basic Needs Approach: Humanitarianism	UNICEF & FAO Basic Human Needs Appropriate Third World Development

16	Oct. 26	Basic Needs Cont'd	A New Ethics of Development Food & Southern Africa WHO
17	Oct. 28	Rural Development & Small-Scale Agriculture	Two Ears of Corn Benson Institute Organizing for Rural Development: A Learning Process
18	Nov. 2	Grassroots Community Organizing & Confrontation Tools	Anthropological Views of Community & Community Development WTO, WCAR Radicalism
19	Nov. 4	Participate in ESR Conference	Attend ESR Conf. Nov. 5-6, 2009 & write paper
20	Nov. 9	Participatory Problem-Solving	Reorganization at the Grassroots: Its Origins & Meaning From Conflict to Cooperation
21	Nov. 11	Ecology & Development	Sustainable Development Buddhism & Environmentalism Nature's Limits
22	Nov. 16	Environmental Tactics	Struggle for the Forest
23	Nov. 18	Educational Strategies, Learning & Literacy	Perpetual Education Fund Literacy: Change, Challenge & Response
24	Nov. 23	Education & Literacy Cont'd	Words Quench Flames of Poverty in Latin America The Legacy of Frank Laubach Background Theory & Philosophy
Note:	Nov. 25	No Class: Holiday	Reflect on Blessings
25	Nov. 30	Economic & Social Justice: ESOPs & Co-ops	The Just Third Way Mondragon Cooperative System

26	Dec. 2	Democratizing Industry, Toward Self-Management & Worker Ownership	<i>Economic Democracy</i> : Chapters 1-3
27	Dec. 7	Development Alternatives: From Scandinavia to Peru	<i>Economic Democracy</i> : Chapters 4-6
28	Dec. 9	Societal Transformation: The Kibbutz / Solidarnosc Conclusion: A Call to Action	<i>Economic Democracy</i> : Chapters 7-9 Distribution of Take Home Final Examination

“We can affirm that nothing great in the world has ever been accomplished without passion.”
–Georg Wilhelm Hegel