

アカデミック・スキル (1-11, 1-12, 1-13)

読解: 国際協力・開発に関わる意味を考えよう

Aya Okada

In 2011, 6.9 million children died before reaching his or her fifth birthday – that's 13 children dying every minute¹. 123 million people around the world cannot read or write, and 57 million children are unable to attend elementary schools².

International development is a global effort to change and improve lives of these people that suffer from poverty. How do we do so? Why? What is our objective? Who determines the objective of development? In this course, we will discuss these old, but new questions. Following introductory sessions on international development, the class will read a novel based on a real story of a development practitioner's experience as a guide to think about dilemmas and questions that one face in engaging in development efforts.

- Course Objective

Students will be able to logically discuss dilemmas and questions that one face in engaging in international development.

- Class Topics

1	Introduction: Image of “Development”
2	Poverty around the World and Self-Presentation
3	Tropical Gangsters: Preface and Chapter 1
4	Tropical Gangsters Chapter 2
5	Guest Speaker (to be determined)
6	Tropical Gangsters Chapter 3
7	Self-Reflection
8	Guest Speaker (to be determined)
9	Tropical Gangsters Chapter 4
10	Tropical Gangsters Chapter 5
11	Tropical Gangsters Chapter 6
12	Tropical Gangsters Chapter 7
13	Tropical Gangsters Chapter 8
14	Images of “Development” Revisited
15	Mini-Presentations

¹ United Nations Inter-Agency Group for Child Mortality Estimation. (2012). *Levels and Trends in Child Mortality Report 2012*. Available at www.unicef.org/esaro/UNICEF_2012_IGME_child_mortality_report.pdf

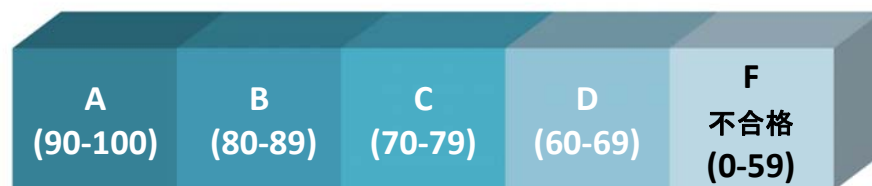
² United Nations. (2013). *The Millennium Development Goals Report*. Available at www.undp.org/content/dam/undp/library/MDG/english/mdg-report-2013-english.pdf

- Assignments

1. Short summary for response chapters of the textbook
2. Final Paper: Essay “Why I Want to Engage in International Development”
Two to three A4 pages, English or Japanese

- Evaluation

Class participation	20%	Attendance and active participation in in-class discussions and exercises
Short summary	40%	Capturing the main point of the literature
Final paper (including a mini presentation)	40%	Clear, logical argument
Extra Credit Participating in Kyoto Consortium for Japanese Studies (KCJS) Projects	+5	Interacting with American Students studying at Doshisha



- テキスト

Klitgaard, Robert. (1991). *Tropical Gangsters: One Man's Experience With Development And Decadence in Deepest Africa*. New York: Basic Books.