

A Guide to
Global Development Opportunities
at Middlebury College

for the 2013-2014 academic year

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I. Preface

The issues that we currently define as constituting “global development”—access to nutrition, health care, basic education and safety; a sustainable environment; democratic and just political institutions; and the economic growth necessary to finance these outcomes—will define the lives of everyone on the planet, including Middlebury students, for several more decades. It is safe to say that there is no other selective liberal arts college in the world that offers as rich an array of academic, study abroad, extra-curricular and volunteer opportunities in these fields of global development as does Middlebury College. Certainly no student should consider themselves a graduate of the “leading global liberal arts college of the twenty first century” without engaging with some of these resources and opportunities.

At the same time, it is not easy to navigate one’s way through Middlebury’s large and varied range of options in the fields constituting global development. First of all, it requires that you have some kind of working hypothesis of what your personal goals are for engaging with issues of global development, even if this will almost inevitably change during your years at Middlebury and beyond. Only the guidance system of your own larger goals while at Middlebury will enable you to select the depth, the disciplinary focus, and the individualized curricular, study abroad, internship and work experiences that will be appropriate to your particular plans and needs.

The fact that the ingredients for engaging with global development are also scattered across many academic disciplines and departments, co-curricular and extra-curricular programs, study abroad advisors, student activities and clubs, and internship and summer job opportunities does not make your task any easier. The purpose of this “Guide to Global Development Opportunities at Middlebury College” is to provide you with an overview of all that Middlebury offers in this arena, as well as some pointers as to how to set your own course and put together the combination of activities that is right for you.

Dr. Charles MacCormack, ‘63
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II. Introduction

I. The Changing Nature of Global Development

Fifty years ago, 90% of the world's population lived in absolute poverty—spending most of their short lives hungry, sick, illiterate and marginalized. Most had only recently emerged from colonial rule or were still ruled by colonial powers. The world's population was only one-third what it is today, and natural resources were relatively abundant. It is little wonder that most people thinking about “development” in the 1960's were thinking about how to provide the world's poor majority with adequate nutrition, sanitation, clean water, basic education and health care, and functional political institutions.

The situation today is very different. Less than 20% of the world's population lives in absolute poverty. Although a billion people still remain unacceptably poor in a world of affluence, we should not lose sight of the fact that billions now enjoy good health and nutrition, literacy, stable government and 25 more years of life expectancy than was the case five decades ago. Those are genuinely unprecedented accomplishments; but at the same time, these and other changes require a rethinking of what we mean by global development.

First of all, global development is now approached through the lens of several different disciplines. Economic growth is primarily the purview of Economics and International Politics and Economics, and to some extent Geography. Social Development—health, nutrition, sanitation, education, protection and human rights are primarily studied in Sociology, Anthropology, Global Health, Education, History and Geography. Political theories of development, state failure and humanitarian response are found in Political Science. Issues of environmental sustainability, resource depletion, population growth, and climate change are found in Environmental Studies and Geography.

In addition to the widening spectrum of disciplinary frameworks, methods and case studies that now fall within the “global development” framework, the fact is that these broad global trends and their attendant conceptual frameworks are also customized around regional, linguistic, and country conditions. What “development” will look like in Denmark, Colombia, Egypt, China, and Nigeria will depend not only on global trends (around global power rebalance, climate change, economic growth rates, population/environment balance, cultural heritage, and linguistic frameworks), but more practically how these are applied in the particular context of geographic/cultural/linguistic regions and also of individual countries. This is one of the ways that Middlebury's expertise in area and language studies factors in.

In addition to the global, regional, linguistic and national levels of analysis, there is the question of the academic and conceptual skills necessary to deliver results effectively in a globalized world. In many ways, the Liberal Arts are the ideal platform for doing this. You must be able to look at issues from a variety of disciplinary, linguistic, historic and individual perspectives. You need to understand the scientific method—forming hypotheses, rigorously testing their validity through the tools of the various disciplines, and still recognizing that ultimate truth probably remains in the future. At the same time, there are methodologies that have stood the test of time—mathematics, quantitative analysis, scientific and social science research methodologies, and testing hypothesis through transparent, open peer reviewed challenges of hypotheses.

Issues of global development are framed differently by different cultural and linguistic groups. Since the world of global leadership, scholarship, and practical impact is now implemented in the context of multi-national and multi-cultural teams, it is essential that anyone aspiring to excellence in any field—scientific, artistic, academic, professional, managerial, or entrepreneurial—must understand the different approaches that people of different cultures, regions, languages and histories bring to the global dialogue that marks being a leader in the world of today and tomorrow. Without understanding the impact that language, culture and history has on how people define and implement global development, you will not be able to deliver positive results in a multi-

national framework. Language, literature, music, performing arts, religion and history are often as important to producing results in concrete situations as knowledge of global macroeconomics, for example.

II. How to Define Your Level of Personal Interest in Global Development

a) Develop an Overview of Global Development

- i. How much of your personal and professional life you want to devote to global development, and in what particular ways, is something that evolves over one's time as an undergraduate student, and also through graduate school and one's career. You should take advantage of Middlebury's unparalleled offerings in Languages and International and Global Studies to test your level of interest in Global Development and to define better which aspects of this broad field seem most aligned with your values.
- ii. Early on during your academic career at Middlebury, consider taking an overview course in the broad field of global issues, and perhaps introductory courses in the fields of economic, political, or environmental development. This will provide you with both an overview of the entire field, as well as a basic understanding of how the different disciplines approach these issues. It will also enable you to decide whether or not you want to go further; and if so, in which discipline you wish to concentrate. You will also want to engage with students with different languages and from different cultural backgrounds; participate in the co-curricular activities of programs such as the Rohatyn Center, Chellis House and the Center for Social Entrepreneurship, and perhaps volunteer with a student group or outside organization working on global issues.
- iii. Realize that it is possible to be seriously engaged with issues of global development from whatever disciplinary platform you ultimately select: sciences, health and medicine, the arts and humanities, business and finance, a profession, or as a full-time career.
- iv. Since issues of global development will be among the great causes of your generation, stay actively engaged with some element of global development that is of greatest interest to you, regardless of what career or lifestyle you chose.

III. How to Think About a Major

If your survey of the overall options and scope of global development leads you to feel this may be the academic field and even the career you want to pursue, there are several options you will need to consider.

- 1. Broad Focus:** If you are most interested in the broader issues of global development, as compared to one of its several subfields, you should consider majoring in International and Global Studies or International Politics and Economics. These majors provide interdisciplinary skills as well as a more comprehensive view of development issues.
- 2. Disciplinary Focus:** If you feel that either a) economic growth or b) health, education and community development or c) institutional and political capacity-building or d) environmental sustainability is your most compelling interest, you would major in Economics; Sociology/Anthropology (perhaps minoring in Global Health or Education); Political Science, or Environmental Science, respectively.
- 3. Regional Focus:** The operational and policy decisions about economic, social, political and environmental development are made the regional and country level. While taking some courses at the global and the disciplinary levels, you may want to concentrate on the languages, the history and the politics of Latin American, Africa, the Middle East or South or East Asia. Middlebury also offers many courses that look at development issues within their regional context.

IV. Combining Academic Focus with Extracurricular Resources

Related to your choice of an academic major, Middlebury offers a host of other resources that will enrich your interest in global development. These include study abroad, co-curricular activities, residential life, volunteer service, summer internships and employment, and communication with alumni in your areas of interest. Of all these important learning opportunities for those interested in careers in global development, study abroad is probably the most important. It will allow you to study, experience, and apply how development plays out in a particular country, and also to develop the language skills that are essential to practical results.

At the same time, you need to begin exploring as early as possible in your Middlebury career, how your academic knowledge and skills are applied in practice. You need to attend lectures, join relevant student activities, attend appropriate national and international conferences, secure useful summer internships and jobs, and above all, build the professional networks you will need to decide on graduate school and career opportunities. There are faculty members, advisors, Education in Action staff, and Common's personal to help you in deciding how to put together the package of academic and extracurricular activities that is right for your own evolving priorities. Above all, start the process early and realize it is an iterative process from which learning in earlier years and stages clarifies your strategies and choices for the future.

V. Having the Global Development Career You Want

There are many different careers within the broad field of global development. There is government and the UN System. There is global business, finance, and social and economic entrepreneurship. There are international non-governmental organizations (NGOs). Foundations, media and universities all have growing international development activities. In all these sectors, there is increasing engagement with issues of sustainable environment, food and energy systems, and climate change. In the majority of cases the most rewarding career paths will require that within the first three to five years after your graduation from Middlebury, you will have spent a year or two working and living in a country different than your own and will have secured a graduate degree in your field of interest.

Conclusion

The issues of Global Development will define the twenty-first century. Economic growth, employment generation, global health and education, political stability and a more sustainable environment will determine the future quality of life for every Middlebury graduate and every other young person. You could not be in a better place than Middlebury to understand and explore these issues and to decide how you want to engage with them as a person and as a professional. The remainder of this Guide is to inform you of the resources that are available at Middlebury. It is up to you to examine and decide what particular mix of these activities and opportunities best serves your personal aspirations.

III. Academic Program & Course Offerings

i. Course Offerings

Courses in all departments address different aspects of global development and can be taken together in various combinations to promote an interdisciplinary understanding of the issue. They will be categorized here according to the logic presented in the introduction: under “broad,” “disciplinary,” and “regional” headings. Since the course catalog is subject to change, be sure to double check relevant course offerings each semester for the most up to date information (go.middlebury.edu/catalog).

Broad Focus

INTD 0257 Global Health (Fall, 2013, Spring 2014), P. Berenbaum
IGST 0101 Introduction to International and Global Studies (Fall 2013), (G. Herb, D. Wyatt)
ENVS/PSCI 0211 Conservation and Environmental Policy (Fall 2013)
SOAN 0260 Globalization and Its Discontents (Fall 2013), J. McCallum
SOAN 0267 Global Health (Spring 2014), S. Closser
GEOG 0210 Geographic Perspectives on International Development (Fall 2013), K. McKinney

Disciplinary Focus

Economics

ECON 0200 Health Economics and Policy (Spring 2014), J. Holmes
ECON 0228 Economics of Agricultural Transition (Fall 2013), S. Pecsok
ECON 0265 Environmental Economics (Fall 2013), N. Muller
ECON 0275 Urban Economics (Fall 2013, Spring 2014), C. Myers
ECON 0328 Economics of Global Health (Fall 2013), E. Gong
ECON 0337 Democracy, Development, and Globalization (Fall 2013), J. Cason, W. Pyle
ECON 0425 Seminar on Economic Development (Spring 2014), E. Gong
ECON 0428 Population Growth and the Global Future (Fall 2013), D. Horlache
ECON 0465 Special Topics in Environmental Economics (Spring 2014), N. Muller

Education Studies

EDST/WRPR 0102 English Lang in Global Context (Spring 2014), S. Shapiro
EDST 0115 Education in the USA, (Fall 2013: T. Affolter; Spring 2014: J. Miller-Lane)

Literature

ENAM 0273 Slumdogs and Millionaires: Fictions of Globalization (Spring 2014), B. Graves
ENAM/GSFS 0371 In Different Voices: Postcolonial Writing by Women (Spring 2014), Y. Siddiqi
ENAM/GSFS 0419 Gender, Power, and Politics on the Early Modern Stage (I) (Spring 2014), M. Wells
ENAM/ENVS 0445 Recent Novels of Environmental Justice (Spring 2014), D. Brayton

Environmental Studies

ENVS/PSCI 0211 Conservation and Environmental Policy (Fall 2013)
ENVS 0380 Global Challenges of the 21st Century (Fall 2013), C. Ashcroft

Gender, Sexuality, and Feminist Studies

GSFS/SOAN 0304 Gender, Culture, and Power (Spring 2014), E. Oxfeld

Geography

GEOG 0200 Food Geographies (Fall 2013), K. McKinney

Geography (cont.)

GEOG 0207 Resource Wars: A Geopolitical Perspective (Spring 2014), T. Mayer
GEOG 0211 The Global Economy (Spring 2014), P. Nelson

International and Global Studies

IGST 0447 Democracy, Development, and Globalization (Fall 2013), (J. Cason, W. Pyle)
IGST 0460 Global Consumptions: Food, Eating, and Power in Comparative Perspective (Spring 2014), E. Oxfeld, P. Schwartz

Philosophy

PHIL 0214 Science and Society (Fall 2013), H. Grasswick

Political Science

PSCI 0212 Comparative Environmental Politics (Spring 2014), K. George
PSCI 0214 International Environmental Politics (Fall 2013), K. George

Regional Focus

Asia

IGST 0250 International Diplomacy and Modern South Asia (Spring 2014) (J. Lunstead)
CHNS 0425 Contemporary Social Issues in China: Advanced Readings (in Chinese) (Fall 2013)
(H. Du, H. Yang)
CHNS 0426 Politics and Business in China: Advanced Readings and Discussion (in Chinese) (Spring 2014)
GEOG 0230 Geography of South Asia: Youth (Spring 2014), K. McKinney

The Middle East

HIST 0109 History of Islam and the Middle East, Since 1453 (Fall 2013), F. Armanios
GEOG 0220 Geopolitics of the Middle East (Spring 2014), T. Mayer
ARBC 0431 The Environmental Middle East: Forests, Rivers, and Peoples (Spring 2014), R. Greeley

Latin America

ECON 0429 Trade and Foreign Aid in Latin America (Spring 2014), J. Maluccio

North America

0226 Global American Studies (Fall 2013), R. Joo
0234 American Consumer Culture (Spring 2014), H Allen

ii. Study Abroad

Studying abroad is perhaps the best avenue available to Middlebury students seeking a global experience. By studying in places like Egypt, Cameroon, or Berlin, students are able to entrench themselves in a distinctly different culture and gain language proficiency. However, global development issues are not at the fore of Middlebury study abroad programs; with a focus on language and formal curriculum, the program in many ways resembles a traditional educational experience. It is at the host institutions' discretion to offer development related courses, or not. That said, students seeking a more robust global development curriculum on their study abroad term are encouraged to pursue non-Middlebury options, of which SIT is the most well known. SIT programs provide students with the opportunity to study development issues in countries all over the world. Though language requirements may apply to some programs, the focus that predominates is on focusing academic and applied development learning.

iii. J Term

J Term is a unique time for students to either remain on campus or pursue research or internship opportunities. Taking advantage of this term to pursue research or internships related to global development is an excellent idea, and you should look especially at Middlebury's program in Monterey called Development Project Management, which is a three week course that prepares students for handling development projects through simulations, strategic partnering, and extensive group collaboration. Visit <http://www.miis.edu/academics/short/development-management> for more information.

III. Co-Curricular Offerings

One of the enormous benefits of Middlebury's position as a residential liberal arts college is that it offers a wide range of non-classroom opportunities to round out your academic studies. Courses and Study Abroad provide you with the theoretical, conceptual, and disciplinary grounding necessary to understand the dynamics of global development. At the same time, you can supplement, apply, and explore these understandings and insights through 1) discussions and activities with students from all over the world, 2) through a rich offering of outside speakers, 3) through applying theory to real world situations through Middlebury's many Centers, student groups, and volunteer work, and 4) through summer jobs and internships. It is this synthesis of academic rigor, residential life, outside stimulation, and practical applications that distinguishes Middlebury's unique position as the "leading global liberal arts college of the twenty first century."

i.) The Rohatyn Center for International Affairs

Housed in the Robert A. Jones House (RAJ), the Rohatyn Center is the hub of international programs in the Middlebury community. Make sure to keep posted about speaker series, lectures, workshops, and grant opportunities, of which there are many. Students interested in pursuing international research funding should certainly be on the lookout for different offers from the Rohatyn Center (<http://www.middlebury.edu/international/rcga>), as most international grant opportunities are funneled through Rohatyn. The impressive spring International Conference is something to keep tabs on as well in addition to the multiple lectures sponsored every week!

ii.) Center for Creativity, Innovation and Entrepreneurship (<http://www.middlebury.edu/studentlife/innovation/>)

This is an umbrella program intended to provide students an outlet to experiment with ideas and project development outside of a rigidly structured academic environment. Center offerings include, but are not limited to:

Center for Social Entrepreneurship: A recent Middlebury addition that offers speaker series, fellowships, summer grants and more to students interested in learning how to bring effective social change.

MiddCORE: A program designed to build skills, create opportunities and open networks for tomorrow's leaders. Offered at Middlebury, Monterey and Lake Tahoe. <http://middcore.middlebury.edu>

Others include: MiddSTART, which is a program that helps Middlebury students access a broader platform for fundraising for original projects, and MiddChallenge, which is a competition open to all students looking

iii.) Franklin Environmental Center at Hillcrest

The Franklin Environmental Center is home to Middlebury's environmental efforts, of which issues of sustainability and development are at the center. The Center, a LEED Platinum certified structure, hosts a weekly colloquium as well as various other academic and extracurricular offerings <http://www.middlebury.edu/sustainability/fech>.

iv.) Education in Action (EIA)

The EIA is the go-to center for students interested in learning more about internship and job opportunities, and is a fantastic resource for individuals looking to obtain summer funding, enhance their resume, and hone interview skills. Staff are available daily during drop in hours, which you can find on their website (<http://www.middlebury.edu/studentlife/eia>) or by appointment.

v.) **Student Initiatives:** Please find more information about these groups and more at go.middlebury.edu/middlink.

GlobeMed: student group focused on global health issues and related development measures.

Amnesty International: group working to bring consciousness to social inequity issues, which are often related to unjust development practices.

Divest for Our Future: student group focused on promoting a vision of development free from oil and arms investment.

International Student Organization (ISO): student organization populated by international students and others to bring attention to diversity of student experiences.

Middlebury Alternative Trips (MALT): student initiative to offer Middlebury students the chance to spend February and Spring break working on development issues in different countries.

EatReal: student group focused on better incorporating principles of environmental sustainability into the dining program at Middlebury.

Stop Traffick: student group geared towards raising awareness and funds to combat human trafficking - an important and unfortunate byproduct of globalization.

IV. Student Body

Middlebury is fortunate to attract students from all over the world, as evidenced by the large enrollment of United World College Scholars and foreign exchange students, which encourages young people from all walks of life to learn about different cultures and practices. Diversifying the community encourages valuable discussion around international issues, of which development is a primary one. Engaging consciously with Middlebury's greatest resource—its student body—is pivotal for any individual interested in global development.

V. Residential Life

Though no special housing option exists for students interested in global development, there are a few tactics students can employ to align their living situation more closely with their academic and career interests. Living in language houses on campus is a great way to bolster language proficiency and heighten exposure to international events on campus. Additionally, ambitious students can propose a “Global Development” theme for an interest house (analogous to “Intentional Living” at Munford); this would unite like-minded folks under one roof and provide a consistent venue for formal and informal development discussions. Students can also apply to become sustainability coordinators in their commons in order to promote responsible environmental practices at Middlebury.

VII. Professional Associations, Conferences, Networking

Should you decide you might be interested in a career in one of the sectors that make up global development, you should engage with the many associations that offer professional conferences, research materials, and networking opportunities. These associations exist in every sphere of international development, in 1) the disciplines such as political science, economics, geography or chemistry; 2) the professions such as global health, international education or law; and 3) the regions, such as Asia, Latin America, or Africa. This networking will help you understand the cutting edge issues in your field of interest, who the leaders are in these fields, and how to develop the personal contacts and mentors who can help you as a young professional with internships, with graduate schools, and with your long term career goals.

VIII. Conclusion

In deciding to attend Middlebury College, you have selected the premier institution of higher education that combines the strengths of a residential liberal arts college, a leading provider of outstanding study abroad programs, and a world class provider of a wide range of language, area studies, and international and global programs. We hope that this *Guide to Global Development Opportunities at Middlebury College* will provide you with a way to think about and choose the personalized course of action and combination of activities that is right for you.