



**THE UNIVERSITY OF BRITISH COLUMBIA**  
**Department of Sociology**  
**Course Outline – SOCI 301-201**

<b>Year/Term</b>	Winter 2018-T2
<b>Course Title</b>	SOCI 301 – Development and Underdevelopment (3 credits)
<b>Course Schedule</b>	Monday, Wednesday, Friday 15:00 – 16:00 (Term 2)
<b>Course Location</b>	TBA

Instructor:	Sule Yaylaci	<a href="mailto:suleyaylaci@alumni.ubc.ca">suleyaylaci@alumni.ubc.ca</a>
TA	Nicole Cheng	<a href="mailto:nkycheng@gmail.com">nkycheng@gmail.com</a>
Office location	TBA	
Office hours:	Wednesday, 4:00pm to 5:00pm Thursday, 2:00 pm to 3:00 pm Friday, 11:00-12:00 am Friday, 4:00-5:00 pm	

**COURSE DESCRIPTION:**

Why is the world so unequal on so many levels? How did the gap between the underdeveloped and developed countries emerge? Can underdeveloped countries develop? What are the main factors, and who the main actors, involved in the development process? What is the role of state in the development process? In this course, we will gain a sociological understanding of the complexities in the study of development and underdevelopment. We will explore the historical processes behind economic development, origins of the "Third World," critically analyze the varied definitions of development, and competing theories regarding development. Social impacts and problems related to development practices and globalization will constitute additional focuses of the course, in areas such as gender, ethnic and nationalist conflicts, poverty, migration, and other features which have come to be almost synonymous with the "Third World." Case studies from various parts of the world, spanning from Central America to Africa to Asia, will accompany the theoretical discussions.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. understand major sociological perspectives on global inequality and development;
2. explain the political and economic developments that have shaped concepts such as the third world, development, underdevelopment;
3. critically approach the measures of development;
4. reflect on and discuss country cases in relation to the content of the course.
5. investigate specific development issues, drawing on relevant sociological literature; and

**REQUIRED COURSE TEXTS:** Will be available at UBC Bookstore

1. Lewellen, Ted C. (1995). *Dependency and Development: An Introduction to the Third World*. Bergin and Garvey.
2. Philip McMichael. (2016). *Development and Social Change: A Global Perspective*, sixth edition, Thousand Oaks: Sage Publications, Inc.
3. John Martinussen. (1997). [Society, State and Market: A Guide to Competing Theories of Development](#). Zed Books.

The first two books have been ordered and should be in the bookstore. **Only the first book is required.** The third book is available online at UBC library. Copies of the chapters assigned from the optional books will be provided in the Course Package.

**EVALUATION:**

1. Participation, Group Exercise, and Attendance: 20%. Students are expected to complete the readings on a weekly basis prior to class and actively participate in class discussion.
2. Mid-term examination: 20%. A 60-minute exam will be held on Week 8 (the week after the Reading Break).
3. Short Country Report: 10%. Max 500 words. Due February 11.
4. Research paper and Presentation: 25%. Students will be required to select and analyze a topic of their choice from the dimensions of development in a selected country/countries, present their findings in the last two weeks of the class, and write a research paper (max. 1500 words).
5. Final Exam: 25%. A 90 min. exam incorporating multiple choice, short answer questions, and an essay will be written during the April examination period. Date to be announced.

**STRUCTURE OF THE COURSE:**

Each class will incorporate lectures, large and small group discussion or activities and opportunities for individual reflection. Students are encouraged to share ideas, personal experiences, academic resources and perspectives to expand upon the topics discussed. The roles of the instructor is to present the key theoretical frameworks to facilitate critical inquiry among the students in the class. Authenticity, curiosity and respectful dialogue will be used to create a safe and productive environment for learning.

**OUTLINE AND READINGS:**

Assigned readings are subject to change and will be finalized by January 2, 2019.

<b>Weeks</b>	<b>Required Readings</b>
<b>Week 1- December 31</b>	<p>Orientation and Introduction: What is Development and Third World?</p> <ul style="list-style-type: none"> <li>• Lewellen, Chapter 1</li> <li>• Stuart Hall, "The West and the Rest: Discourse and Power," in <i>Modernity. An Introduction to Modern Societies</i>, 1996, pp. 184-227. 2005.</li> </ul>
<b>Week 2- January 7</b>	<p>Development and Underdevelopment: A Historical Overview</p> <ul style="list-style-type: none"> <li>• Lewellen, Chapter 2</li> <li>• McMichael, Chapter 2 and 3: The Development Project</li> </ul>
<b>Week 3- January 14</b>	<p>Why is there Underdevelopment? : Overview of Theories of Development and Discussion of the Classical Theories</p> <ul style="list-style-type: none"> <li>• McMichael, Chapter 1, p. 4-7</li> <li>• Lewellen, Chapter 3, p. 50-54</li> <li>• <i>Optional</i>: Arturo Escobar, "Ch.2: The Problematization of Poverty: The Tale of Three Worlds and Development" (pp. 21-54), <a href="#">Encountering Development</a>, 2011 (e-book).</li> </ul>
<b>Week 4- January 21</b>	<p>Theories of Development—Modernization Theory</p> <ul style="list-style-type: none"> <li>• Lewellen, Chapter 3</li> <li>• Bernstein, H., (1971) "Modernization theory and the sociological study of development". <i>Journal of Development Studies</i>, 7(2), pp.141-160</li> <li>• <i>Optional</i>: W.W. Rostow, "The Stages of Economic Growth: A Non-Communist Manifesto," (Cambridge: Cambridge University Press, 1960), Chapter 2, "The Five Stages of Growth--A Summary pp. 4-16</li> </ul> <p><a href="https://www.theguardian.com/global-development/2012/oct/08/us-economist-walt-rostow-development">https://www.theguardian.com/global-development/2012/oct/08/us-economist-walt-rostow-development</a></p>
<b>Week 5- January 28</b>	<p>Theories of Development: Dependency Theory and Globalization-Part 1</p> <ul style="list-style-type: none"> <li>• Lewellen, Chapter 5</li> </ul>

	<ul style="list-style-type: none"> <li>• Martinussen, Chapter 7 (Full book is available online at <a href="#">UBC library</a>).</li> <li>• McMichael, Chapter 3</li> </ul> <p>In –Class Film: <a href="#">Global Assembly Line</a></p>
<b>Week 6- February 4</b>	<p>Recap of the Theories of Development and Going Back to the Fundamentals</p> <p>What are the necessary steps for development? How could underdeveloped countries develop? What is the role of globalization in Underdevelopment?</p> <ul style="list-style-type: none"> <li>• McMichael, Chapter 4: Globalizing Developments</li> <li>• Valenzuela, J.S. and Valenzuela, A., (1978) “Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment”. <i>Comparative Politics</i>, 10(4), pp.535-557.</li> <li>• Amartya Sen, <i>Development as Freedom: Introduction, and Chapter 1: The Perspective of Freedom</i></li> <li>• <i>Optional</i>: Santos, T.D., (1970) “The Structure of Dependence”. <i>The American Economic Review</i>, 60(2), pp.231-236.</li> </ul>
<b>Week 7- February 11</b>	<p>CASE STUDIES: Applying the Theories to Country Cases</p> <p>(Details will be uploaded to Canvas)</p> <p><b>In-Class Activity: Measuring Development</b></p> <p>Groups will be assigned a set of countries in which participants will measure the development success using three models: GDP per capita, PQLI and HDI.</p> <p><b>*** Short Response Papers DUE February 11</b></p>
<b>February 18</b>	READING BREAK
<b>Week 8- February 25</b>	<p style="text-align: right;">***Mid-Term Exam</p> <p>Development and Politics</p> <ul style="list-style-type: none"> <li>• Lewellen, Chapter 6</li> <li>• Martinussen, Chapters 12</li> </ul>
<b>Week 9- March 4</b>	<p>Gender and Development</p> <ul style="list-style-type: none"> <li>• Janet Momsen, 2003, <i>Gender and Development</i>, Introduction (Full book is available online at the <a href="#">UBC library</a>).</li> <li>• Naila Kabeer, <i>Reversed Realities: Gender Hierarchies in Development Thought</i>, Verso, 1994, chapters 1.</li> <li>• Naila Kabeer, 1999, Resources, Agency, Achievements: Reflections on the Measurement of Women’s Empowerment, <i>Development and Change</i> 30(3): 435-464</li> </ul> <p>IN-CLASS DOCUMENTARY: GENERATION RESCUE</p>

	<a href="https://www.youtube.com/watch?v=FFGKWwzxUGQ">https://www.youtube.com/watch?v=FFGKWwzxUGQ</a>
<b>Week 10 March 11</b>	Sustainable Development <ul style="list-style-type: none"> <li>• Lewellen, Chapters 8 and 9</li> <li>• Naomi Klein, "The Rise of Disaster Capitalism," <i>The Nation</i>, May 2, 2005.</li> <li>• McMichael, Chapter 9</li> <li>• Documentary "Crude"</li> </ul>
<b>Week 11 March 18</b>	<b>Sustainable Development</b> <ul style="list-style-type: none"> <li>• Mike Davis, "The Secret History of the Nineteenth Century," "A Note on Definitions" in <i>Late Victorian Holocausts. El Nino Famines and the Making of the Third World</i>, 2001, pp. 6-22.</li> </ul>
<b>Week 12 March 25</b>	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>
<b>Week 13 April 1</b>	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>

## COURSE POLICIES

### Attendance:

Regular attendance is expected of students in all their classes. Please contact me if you miss a class.

### Disabilities and Religious Accommodations:

The University accommodates students with disabilities who have registered with Access and Diversity. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.

### Retaining Assignments:

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked assignments with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The assignment remains the property of the university.

### Academic Dishonesty:

Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

**Submitting Assignments:**

Please submit your research assignment to both the TA and me by email (email me and cc' our TA for this course). Please send it as a .doc, .docx, or .rtf. file so we can insert 'track changes' with suggestions and feedback. PDF files will not be marked. Hardcopies of assignments are not required. We will not acknowledge receipt of your email/ assignment. We will, however, get in touch with those who do not submit assignments.

**Return of marked student assignments:**

We will mark your assignment electronically with track changes and return it to you by the same email you sent it to us.

**Late assignments:**

Late submissions will result to a deduction of the grade of your assignment. The rule of deduction is 2% a day. Any assignment that is more than a week late will not be accepted. Extensions will only be granted in cases of personal illness or family issues and not because of academic or employment workloads or conflicts. Extensions must be requested in far advance of the due date of the assignment.

**GRADING CRITERIA**

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.