

a place of mind



**DEPARTMENT OF SOCIOLOGY  
THE UNIVERSITY OF BRITISH COLUMBIA  
MUSQUEAM TRADITIONAL TERRITORY**

**SOCIOLOGY 301 - 102  
DEVELOPMENT AND UNDERDEVELOPMENT IN  
THE THIRD WORLD  
Winter Term 1, September - December 2202  
MWF, 14:00 - 15:00  
UBC LIFE BUILDING 2202**

**Instructor:** David C. Ryniker, Ph.D.

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**Office:** ANSO 149 **Office Hours:** Mon, 15:30-16:30

### **PURPOSE/OVERVIEW**

This course focuses on the analyses of development and underdevelopment in the "Third World," including economic and political development and the social impacts. We will look at the origins of the "Third World," the origins of notions of progress and development, competing theories regarding development, social impacts and problems related to development practices, gender, indigenous peoples, ethnic and nationalist conflicts, poverty, migration, population, dislocation and other features which have come to be almost synonymous with the "Third World."

### **PREREQUISITES**

Sociology 100 or equivalent. See instructor for permissions if you do not meet this requirement.

### **TEXT AND READINGS**

Haslam, Paul A., Jessica Schafer and Pierre Beaudet (Eds.) (2021). Introduction to International Development: Approaches, Actors, and Issues (4<sup>th</sup> edition) Don Mills, Ontario: Oxford University Press.

Some materials (charts, maps, graphs, etc.) will be uploaded to Canvas.

### **RATIONALES**

Terms such as "Third World" and "Development" are recent, post-war concepts which need to be unpacked and critically analyzed. This course is designed to provide a variety of perspectives, including gendered ones, about these issues. The Haslam et.al. text is a multiauthored collection containing many of the most important and current debates in this area.

## **POLICIES**

Please provide documented excuses for any missed components in order to do a make-up. Late papers are accepted but the instructor reserves the right to deduct points in fairness to other students, especially for extremely late papers when there are no mitigating circumstances. Please be proactive about such matters if you anticipate any problems in meeting deadlines. If you are struggling generally to meet deadlines, you might want to contact Arts Advising to obtain official accommodation.

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:  
<https://senate.ubc.ca/policies-resources-support-student-success>

## **ACADEMIC CONCESSION**

Arts Students must contact Arts Advising as soon as you are aware you may need an in-term concession. Please review their websites below for concession criteria as well as process to follow:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0#26592>

<https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

Students in other Faculties should contact their Faculty advising office for direction.

## **EVALUATION**

Evaluation of student learning will take the form of 2 exams, and a research paper. Points toward your overall grade will be calculated as follows:

Mid-Term Take-Home Exam	33.3%
Final Sit-Down Exam	33.3%
Research Paper	33.3%

Please note that marks may be curved to meet distribution requirements set by the Faculty of Arts.

## RESEARCH PAPERS

Term Paper: This paper will be on a topic of your choice. There are two Options, noted below. Due Date for Papers will be announced.

Papers will be evaluated using three main criteria: 1) appropriateness of topic, demonstrated by use of theoretical and historical constructs which are integrated with the data presented; 2) depth and breadth of research, demonstrated by adequate academic sources and extensive citation thereof; and 3) organization, writing style, clarity, editing, etc.

Papers should be 10 to 15 pages long (double-spaced, using standard margins and fonts). They should be clearly organized, with a clear introduction (thesis statement, a brief discussion of what you are going to do, and how you are going to do it), a middle (involving data and articles analyzed, a thorough discussion of the topic and the different points of view, and include appropriate quotations and references cited), and conclusion (restating thesis, posing any additional questions, giving your own evaluation, etc.).

General Policies on Term Papers: You must use one of the following guides for citations, references in the paper: ASA, APA or Chicago Author-Date. These have been uploaded to Canvas and are under STYLE GUIDES. For each paper you should have a minimum of 8 sources and the majority must come from academic journals or publications. Internet sources should be of high quality and not used as a substitute for library research, but supplemental. Failure to cite sources correctly (i.e., following the guidelines) will mean an automatic deduction of 10%. If no sources are cited in the body of your paper, or you cite only sources which are not in your bibliography, you will receive an F for this assignment. As a rule of thumb, if you can cite a page number, do so.

A few errors will involve no deductions, but excessive typos or grammatical errors will result in a 10% point deduction, so be sure to proof-read.

Papers are to be based on library research, and should not involve conducting surveys or interviews with subjects as these would require a formal ethical review process and approval from the university. You may use first hand material in your paper only as incidental information, and you must protect the identities of those involved. (Example: you have a friend or family member who had a particular experience and this stimulated your interest in a particular issue. You may note this information in your paper and discuss the incident, but the individual(s) involved should not be identified. The experience should be the starting point for further research, not a substitute for library based data.)

Research Papers must be original for this course and not recycled from other classes. Plagiarism will result in no points and possible disciplinary action by the university.

Papers are not accepted via e-mail attachments, even to meet deadlines.

### **Option A: Issue Oriented Paper**

For this paper you may choose a topic of interest to you, so long as it is related to Development or the Third World. You may choose to focus on development issues in the First

World or what used to be called the Second World, so long as such paper looks at Development issues. Papers on the Third World are more open.

The use of academic source material (and extensive citation thereof) will be important in the evaluation of this paper. Do not overemphasize the internet... use the internet to supplement your library research, not as a substitute for doing library research. The scope and quality of your sources will be an important part of the evaluation of this assignment.

A thesis statement is required for a successful paper. The thesis statement will be evaluated as to how well it reflects a deep reading of the literature on the subject in question and how well it is integrated with supporting data. Your paper's organization should reflect the flow of a logical argument made in the thesis statement.

Topics are open, subject to the limitations noted here and in the syllabus. You are expected however to "demonstrate" the relevance of your topic by addressing appropriate theoretical and/or historical constructs which clearly engage with issues of development and/or the Third World. Papers focusing on theoretical or historical debates are welcomed and encouraged. You do not need to try and account for all theoretical perspectives, but if you are arguing a theoretical point, you should show evidence that you understand and can properly represent the opposing viewpoint.

You are also welcome to focus on a particular Third World country in your paper. Such papers should use the country information as an example of a particular or more general issue (e.g., the general subject of the paper is the causes of ethnic conflict in the Third World, the example of such conflicts is Sudan). In other words, the paper should have a general topic/thesis of general interest, but may focus on one country as an example.

Remember that organization and clarity of writing are important considerations. I will be looking for evidence of a clear introduction which states a strong argument and sets the stage, followed by a middle section that is well organized and data-rich, following by a conclusion which evidences your own analysis and critical thinking.

### **Option B: Country Report**

This paper should focus on a specific developing country, and the ideal approach is to think of yourself as preparing a report on the specific nation. The country must be part of the "Third World."

These papers should be 10 to 15 pages long, double-spaced and using a 10 or 12 point font. They should include appropriate and extensive citation of academic source material. The internet is acceptable as a source, but should not be over-emphasized. A general rule of thumb is to have no more than 50% of your sources be internet sources. Use the internet to enhance the quality of your sources, not as a substitute for library research. For instance, many NGO's, governmental agencies, international agencies, and political groups maintain websites. These sites often contain official statements, summaries of legal positions, ongoing legal disputes, etc. and would be highly useful to you in preparing this assignment, and would

certainly enhance the quality of your source material. However, using a website to discuss, for example, the colonial history of a nation, would be a poor use of the internet. Do not use the internet as a substitute for library research!!!

Your paper should be organized, with a clear introduction to the country and the main themes you have uncovered in your research. This should include some kind of a thesis statement or argument that are going to make regarding the country in question.

This should be followed by a reasonably detailed account which will likely include many, if not all, of the following areas of concern:

- 1) Demographics: population, relevant geographical features, centres, regions, etc.;
- 2) History: pre-contact, colonial or imperial experiences, independence;
- 3) Social Groups: ethnic, religious, linguistic, classes, castes... diversity contained in the country;
- 4) Economics: systems and modes of production and exchange, main development activities, employment/unemployment, land issues, role or place of country in global or regional systems;
- 5) Government: type of system, internal demarcations and institutions, political parties, agencies, significant foreign relations or alliances, etc.;
- 6) Communication and Education: mass media, languages, literacy, educational attainment;
- 7) Infrastructure: transportation, roads, ports, etc.
- 8) Nationalism: components of identity, national story;
- 9) Current Issues: disputes, conflicts, human rights, land tenure, etc.

Which of the above you emphasize will, to a degree, depend upon what you find out about the country you are investigating. Your emphasis should correspond to the argument that you have identified in your thesis statement.

The final section of the paper, the concluding section, should briefly sum up your main points, discuss any information and material that you could not find out, and any informal analysis you have about addressing the issues facing the country you have investigated. You could also, in this portion, discuss any trends or issues you see on the horizon.

## **COURSE SCHEDULE**

### **Part One: Introduction and Basic Overview of Issues**

- 07-09 SEP    What is the Third World? What is meant by terms associated with it? Where did these terms originate? What problems and issues can we identify in relation to them? Who are the Rich and the Poor of the Earth? What are the main features of this set of relationships?  
Readings:    Haslam et al, Chapter 1

12-16 SEP How did the Third World come to be? What historical and regional events helped to establish the kinds of inequality common in the world today? How did inequality become a central feature of the system?  
Readings: Haslam et al, Chapter 2

**Part Two: Development Theories, Practises, Impacts**

19-23 SEP What are the main economic approaches to development? How do they relate to basic theories of economics and society? What happened in the 20th century to set the stage for development as it is currently conceived?  
Readings: Haslam et al, Chapters 3 and 4

26-30 SEP How is development gendered? What is the relationship between poverty and gender? What is dependency? How is fostered and maintained? What are the main problems in addressing such issues?  
Readings: Haslam et al, Chapters 5 and 6

03-07 OCT What agencies and organizations are the primary actors in development? How do institutional arrangements shape practises and discourses of development?  
Readings: Haslam et al, Chapters 8, 9, and 11

12-14 OCT How have the failures of development practises been addressed? What role does debt play in development problems? What role does trade play? Critiquing the East Asian Model.  
Readings: Haslam et al, Chapters 13, 14 and 15

17-21 OCT How did agriculture come about? What are its characteristics? How has it been modernized? What are HYV's?  
Readings: Power Points will be uploaded to Canvas

**EXAM ONE: Released 24 OCT, Due 31 OCT**

**Part Three: The State as the Locus of Development**

31 OCT-04 NOV What is the state? What are the origins of nationalism? What specific problems do Third World states face?  
Readings: Haslam et al, Chapters 7 and 12

07-09 NOV How does authoritarianism develop? What is the nature of political change? How does political violence emerge? Looking at conditions of state development in Africa and the Middle East.  
Readings: Haslam et al, Chapters 16 and 22

## **Part Five: Global Problems and Development**

14-18 NOV What can we do about population growth? Rapid Urbanization? What fuels population changes? Looking at Latin America in depth.  
Readings: Haslam et al, Chapters 19 and 23

21-25 NOV What environmental consequences are important in understanding development? How is the environment impacted by modernization?  
Readings: Haslam et al, Chapters 17 and 20

28 NOV-02 DEC How does development affect consciousness? How are its dictates internalized, adopted, resisted? An indepth look at Southeast Asia.  
Readings: Haslam et al, Chapter 21

05-07 DEC What is sustainability? Can it be achieved? What options do peoples face? What barriers are prominent? What alternatives have been tried?  
Readings: Haslam et al, Chapters 25, 26 and Epilogue

What are the alternatives to the standard models of development? What does the future hold?

## **EXAM TWO: (TBA in Schedule of Examinations)**

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