

THE UNIVERSITY OF BRITISH COLUMBIA  
DEPARTMENT OF SOCIOLOGY  
SOCIOLOGY 301A - 001  
DEVELOPMENT AND UNDERDEVELOPMENT IN THE THIRD WORLD  
Winter Session, Term 1, September - December 2016  
TTh 3:30 – 5:00 p.m.  
LSK 460

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

**Office:** 149 AnSo

**Office Hrs:** Wednesdays, 1:30 – 2:30 p.m.

**Email:** [ryniker@mail.ubc.ca](mailto:ryniker@mail.ubc.ca)

(put "Soci 301" in Subject Line)

### 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."

### TEXTS

There are four required texts:

Lewellen, Ted C. (1995). Dependency and Development: An Introduction to the Third World. Bergin and Garvey

Martinussen, John (1997). Society, State and Market: A Guide to Competing Theories of Development. Fernwood.

Rahnema, Majid and Victoria Bawtree (eds.) (1997). The Post-Development Reader. Fernwood.

Waylen, Georgina (1996). Gender in Third World Politics. Lynne Rienner Publishers.

### 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 Lewellen text provides a basic overview of the general themes. Martinussen is primarily focused on theory and is very comprehensive in tracing theoretical streams. Waylen offers a gendered perspective and along with the Rahnema/Bawtree reader incorporates critical theory. The latter also provides perspectives from "Third World" writers.

## POLICIES

Make-up exams will be administered with a valid documented excuse, and the exam will have a different format than that offered for in-class exams. Students **must** make up a missed exam **before** the next exam in sequence is given (unless they have obtained a deferred standing for the course). Late papers will have points deducted in a manner intended to insure fairness to all students... extremely late papers may not be accepted without prior consultation or an unusual and verifiable excuse. Students who are encountering difficulties meeting deadlines due to "other" issues should seek a deferred standing.

## EVALUATION

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

Mid-Term Exam	25%
Final Exam	25%
Research Paper	25%
Group Exercises	25%

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 and will be based on the date of the final exam.**

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:** Guidelines for references should follow one of the accepted style guides: APA, Chicago, MLA, or Harvard. 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.

## GROUP EXERCISES

You will be assigned randomly into groups which will conduct kinds of experiments or exercises intended to get you engaged with data and models of development in a direct manner.

There will be three exercises, which will appear on Connect in due course, but a brief outline of the process is entailed here.

General Guidelines and Concerns: Members of groups will divvy up portions of the exercises/experiments to their members. There will be three exercises/experiments, each requiring you to engage with specific readings, models and data sets. Each group will prepare a group report, which will be authored by all the members in some fashion. In addition, there will be quizzes on the readings and each individual member of the group will submit a short (one page approximately) report about the experience of doing the exercise/experiment. This will also be graded. Groups experiences will begin with the quiz on the reading which has been uploaded to Connect for that module. This quiz will take 30 minutes in class. This will be followed by an introduction to the group exercise/experiment and then students will meet in their groups to discuss and plan out the experiment. You will be encouraged to contact and communicate with your fellow group members over the Connect system. You will be given two additional time periods in class to meet, each of approximately 30 minutes duration, to discuss progress and deal with issues face-to-face.

**EXPERIMENT ONE: Defining the "Third World"** (begins September 20, continues September 27 and September 29) **GROUP REPORT and INDIVIDUAL REPORTS due October 4**

In this experiment, you will collect data on a set of countries as assigned to your group. Using assigned online resources and other materials as suggested, the group will attempt to arrive at a more nuanced and refined definition of the countries commonly identified as "Third World." Details will be placed and made available on Connect on September 15.

**EXPERIMENT TWO: Defining "Success"** (begins October 13, continues October 27 and November 1) **GROUP REPORT and INDIVIDUAL REPORTS due November 3**

In this experiment you will be assigned a set of countries in which you will measure the development success using three models: GDP per capita, PQLI and HDI. Group members will collect and calculate using provided formulae on Connect.

**EXPERIMENT THREE: Stable and Unstable States** (begins November 17, continues November 24 and 29)

**GROUP REPORT and INDIVIDUAL REPORTS due December 1**

Utilizing political modernization theories outlined in a reading provided, groups will design a means of measuring political strength and weakness of states. This will involve creating measures of seemingly unmeasurable aspects. Again, groups will be assigned countries about which to collect data and to figure out how to measure it, providing rationales for doing so.

**POINT VALUES OF EXPERIMENTS:** Each Experiment is worth a maximum of 34 points out of the 100 total for this component. These 34 points are divided up in the following manner:

Quizzes:	10%
Group Reports:	12%
Country Reports:	4%
Individual Reports:	8%

**APPROXIMATE COURSE SCHEDULE**

**PART ONE: WHAT IS THE THIRD WORLD?**

Week 1: (9/8)	Origins of notions such as "Third World" and "Development" Readings: Lewellen, Chapter 1 Martinussen, Chapter 1
Week 2: (9/13-9/15)	Introducing Critical Perspectives Readings: Rahnema/Bawtree, Chapters 1, 3, 4 and 5 Waylen, Introduction
Week 3 (9/20-9/22)	The Emergence of the Third World/Historical Constructs Readings: Lewellen, Chapter 2 Waylen, Chapter 1

**PART TWO: THEORETICAL APPROACHES**

Week 4: (9/27-9/29)	Economic Development Theories Readings: Martinussen, Chapter 2
Week 5: (10/4-10/6)	Structuralist and Neo-Marxist Theories of Economic Development Readings: Lewellen, Chapters 3 and 4 Martinussen, Chapters 3 - 6 Rahnema/Bawtree, Chapters 6 - 7

Week 6: Globalization and Multinationals  
(10/11-10/13) Readings: Lewellen, Chapter 5  
Martinussen, Chapters 8 and 9

Week 7: The Green Revolution  
(10/18-10/20) Readings: Martinussen, Chapters 10 and 11  
Rahnema/Bawtree, Chapters 8 and 9

**10/25 MID-TERM EXAM**

### **PART THREE: THE STATE AND THIRD WORLD POLITICS**

Week 8: The State of the State in the Third World  
(10/27) Readings: Lewellen, Chapter 6  
Martinussen, Chapters 12 and 13

Week 9: Third World Regimes  
(11/1-11/3) Readings: Rahnema/Bawtree, Chapter 13  
Martinussen, Chapters 14 and 15  
Waylen, Chapter 4

Week 10: Political Domination and Violence  
(11/8-11/10) Readings: Rahnema/Bawtree, Chapters 14 and 15  
Rahnema/Bawtree, Chapters 16, 17 and 18  
Waylen, Chapters 5 and 6

### **PART FOUR: SOCIAL PROBLEMS AND DEVELOPMENT**

Week 11: Population Issues, Poverty and Development  
(11/15-11/17) Readings: Lewellen, Chapter 7  
Martinussen, Chapters 20 and 21

Week 12: Environmental Issues  
(11/22-11/24) Readings: Lewellen, Chapters 8 and 9

Week 13: Post-Development: What are the Alternatives? What are the Possibilities?  
(11/29-12/1) Readings: Lewellen, Chapter 10  
Rahnema/Bawtree, Chapters 27, 29, 33 and Afterword

**TBA FINAL EXAM**