

# SOCI 254: Development and Underdevelopment

Instructor: Emre Amasyali

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E-mail: [emre.amasyali@mcgill.ca](mailto:emre.amasyali@mcgill.ca)

Office Hours: Tuesdays 11:30-1:30 (by appt on Calendly) Class Hours: T,TH 8:35-9:55 AM

Office: Online

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TA: **Kaitlin Conway**

E-mail: [kaitlin.conway@mail.mcgill.ca](mailto:kaitlin.conway@mail.mcgill.ca)

Office Hours: TBA

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TA: **Alicia Davison**

E-mail: [alicia.davison@mail.mcgill.ca](mailto:alicia.davison@mail.mcgill.ca)

Office Hours: TBA

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## 1 Course Description

This is an introductory level course that examines concepts, actors, key debates, and themes of global development. Students will be introduced to a broad range of topics in international development, viewed primarily from the perspective of sociology. The course is divided into two major parts. In the first half of the course we will unpack the concept of development, discuss the roots of the development project, examine theories of development, and identify some key actors in development. The second half of the course is devoted to expanding on specific themes of development that relate to the analysis of social, economic and political experiences of developing countries.

## 2 Learning Outcomes

On successful completion of this course, a student will be expected to be able to demonstrate:

- An understanding of the changing definitions of development over the course of the twentieth century to the current day;

- A critical understanding of the different ways in which poverty has been understood and the implications of those differences;
- An understanding of the key theories used to explain the diverging the social, economic and political experiences of countries;
- An understanding of the different roles of development actors, and the debates about their role and impact;
- A critical understanding of how individual identities, global processes, and experiences shape poverty and create obstacles and challenges to, and opportunities for, development;
- An ability to use empirically formed analysis to identify the tensions in the literature and academic debates.

### 3 Instructional Method

The course material for this semester will be delivered remotely (digitally). **All lectures and slide presentations will be pre-recorded and made available on MyCourses.** During these lectures we will cover basic conceptual tools that are the foundation of sociology of development. These lectures should be available for the duration of the course to review through the MyCourses portal. Note that as per university policy these recordings and slides are for your own use exclusively. You are not allowed to share these with people or to post them in the public domain (*see copyright policies below*).

#### 3.1 Live Q & A Sessions

I will be holding the following live Q &A sessions throughout the semester to answer questions related to assignments and exams:

1. Thursday, January 7th: Live Q &A (9:00-10:00 AM (EST))
2. Tuesday February 23rd: Live Q &A (9:00-10:00 AM (EST))
3. Tuesday April 13th: Live Q &A (9:00-10:00 AM (EST))

#### 3.2 Required Course Materials

There is one required textbook for this course:

Haslam, Paul Alexander, Jessica Schafer, and Pierre Beaudet, eds. *Introduction to International Development: Approaches, Actors, and Issues, 3rd edition*. Oxford University Press, 2012. (referred to as **HSB in the course outline below**)

We will read most of the book and assignments will cover that material (as well as lecture material) so it is crucial that you purchase the book to be successful in this class.

You can purchase or rent an e-version of the textbook from [www.vitalsource.com](http://www.vitalsource.com) or [www.redshelf.com](http://www.redshelf.com). New and used copies can be bought from the McGill bookstore, on Amazon, or often from previous students in the class. Note, shipping can be costly and slow so plan accordingly. Not having the books is not an excuse for missing assignments.

### 3.3 Course Website

I will use **MyCourses** to post resources used in this class. These include the syllabus, the required readings (outside the textbook), response paper prompts, and lecture overheads. It is the students' responsibility to familiarize themselves, if they have not done so already, with MyCourses. The MyCourses website is located at <https://mycourses2.mcgill.ca/d2l/home>.

I will attempt to post the lecture recordings and overheads the day before or the morning (early) of each class. I will further post revised overheads after the class if any change/correction is to be made.

## 4 Evaluation

Below is a description of the means of evaluation to be used in the course. Your final grade will be based on the following components:

Evaluation Component	Date	% of Final Grade
Midterm Exam	February 23rd	30%
Five Response Papers	Due Throughout	35% (7% each)
Final Exam	April 15th	35%

### 4.1 Response Papers (5 due throughout, 35% overall)

The response papers serve multiple functions in this course. They are designed to encourage you to: 1) keep apace of the readings; 2) follow the lectures; 3) generate notes that can be used to prepare for your exams, and perhaps future sociology courses; 4) compare and contrast the course's theoretical content with real-world experiences; and 5) formulate, in writing, a cogent viewpoint on key issues addressed by the course.

Response papers will be graded according to a rubric that will be posted on MyCourses, which reflects the following formal requirements. Grading for each of these components is "all or nothing." No half marks will be granted.

#### 4.1.1 Formal requirements

1. Each response paper is composed of **two questions**.

2. Answer the questions. Each question will ask you to recapitulate material from the required readings and lectures. The questions will be given to you **the week before the response papers are due** (*see course outline*).
3. Part (a) of each question requires **one direct quotation** from course material in order to receive a full mark. That quotation needs to be referenced properly.
4. For Part (b), you **do not** need to cite the lecturer.
5. For Part (c) apply the highlighted concepts to a real-life example. This part of the response gives you the opportunity to consider how theoretical concepts discussed in the class resonate with your personal experience and/or current events. For this section, you **are not** required to cite if you are referencing “common knowledge.” However, if you do draw on outside knowledge (not a requirement), this does need to be probably referenced. This section paves the way for more in-depth class discussions by ensuring that everyone has had an opportunity to think more deeply about material presented in class.
6. Use APA citation style correctly part (a) and outside sources. Proper referencing is a skill that cannot be practiced enough. We will review APA citation style in class in advance of the due date for the first response paper.
7. Follow formatting instructions. Papers must be single-spaced, written in 12pt Times New Roman font, and have standard margins (2.54 cm on all sides). Your name and response paper number must appear at the top of the page. The maximum length of the paper is 1,000 words, all inclusive, i.e. approximately 500 words per question. A sample document illustrating the proper appearance of a response paper will be made available on MyCourses.

#### 4.1.2 Submission

Response papers must be uploaded to MyCourses **by 10:00 AM** on the dates indicated on the course outline. Since MyCourses occasionally malfunctions, I suggest that you upload your response paper at least 1 hour before the deadline. In the event of a dispute over the submission time/date, you will need to give the instructor an electronic version of the response paper that was last modified (according to document properties) prior to the deadline, in order to prove that your paper could have been submitted on time.

#### 4.1.3 Time Requirement

If you keep apace with lectures and weekly required readings, it should normally take you no longer than 30-45 minutes to answer a single question, i.e. 1 – 1.5 hours to complete a whole response paper.

#### 4.1.4 Accommodation

There is no accommodation for late or missed response papers, and no extensions will be granted. The due date for each response papers is one week after the last (i.e. second) question has been handed out. Please plan ahead now to work around assignments and mid-terms in other courses. For each response paper, you will receive the second question 7 days in advance of the deadline and the first question some time before that date. If you are going to be absent, if you have other commitments around a due date, or if you start to feel under the weather, please complete and submit the response in advance. Given the limited time commitment required for each response (assuming you attend lectures and keep up with readings), it should always be possible to hand in response papers on time or earlier.

#### 4.2 Midterm & Final Exam (30% and 35% of final grade respectively)

The course will consist of **two timed-exams** (for further information on terminology see [Guidelines on Remote Teaching](#)). The midterm and final exam will cover all readings and lecture material, including videos shown in class. The test will consist of a mixture of True/False, multiple-choice questions, short/long answer questions. It will cover material from the textbook, additional required readings and the lectures up to the date of the test. A review session for both the midterm and final exam will be provided before the exam date.

The window of availability for both exams will be 48-hours, which includes the time available to complete the exam. The online timed exam may be completed between Tuesday, 10:00 AM (EST) and Thursday 10:00 AM (EST). Once the exam is opened you will have 2.5 hours to complete the test (the test should normally take 1 hour to complete). You must complete the test in one sitting.

##### 4.2.1 Re-Grading

Students who wish to contest a grade for an assignment or exam must do so in writing (by email, sent to me) providing the reasoning behind their challenge to the grade received within two weeks of the day on which the assignments are returned. The TA who graded the assignment will re-grade your assignment, and may **raise or lower the grade**. If you are still unsatisfied after the re-assessment, you can re-submit the assignment to me (original copy with TA comments), along with your justification. I will then re-evaluate the paper, but also reserve the right to **raise or lower the grade**.

## 5 Communication Policy

My preference is to answer questions in my office hours — this format is best for avoiding misunderstandings (which are common via email). My office hours are listed on the first page of the syllabus.

To communicate with you I will use mainly e-mail and MyCourses. It is your responsibility to check both outlets regularly. It is also your responsibility to ensure that I receive any messages from you. I recommend sending messages through MyCourses to ensure your messages to me from a non-McGill account are not mistaken for spam.

If you have logistical questions about the class you need to pose those on the discussion board on MyCourses that we the TAs and myself will monitor. Do not e-mail us with these questions. The reason is that many of you will have the same questions and we don't want to answer the same question multiple times. Before you ask a question please make sure you read through the syllabus, MyCourses announcements and previous questions on the discussion board. Should your particular question not be answered after 48 hours on the discussion board you may e-mail us.

E-mail is a piece of formal correspondence and should be treated as a permanent record of communication. I will endeavour to respond to e-mails within 24 hours, but this may not always be possible. Please note that I am generally offline weekdays after 6p.m. and on weekends. E-mails containing questions that can be answered by referring to this syllabus, or to administrative matters discussed in class (e.g., specifics of assignments, instructions on how best to prepare for the exam) will not receive a response.

## **6 Grade Disputes**

If you want to contest an assignment or exam grade, you are required to submit a one-page explanation about why you think you received an inadequate grade. Be as specific as possible about how you answered the question(s) correctly. You must wait at least 48 hours after receiving your grade to dispute it and submit your written dispute within a week of getting the grade. The course instructor will review your assignment/exam and state reasons for grade adjustment. Please be advised that a grade dispute could result in a lower grade.

## **7 Academic Integrity**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see [www.mcgill.ca/students/srr/honest/formoreinformation](http://www.mcgill.ca/students/srr/honest/formoreinformation)).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)).

## 8 Other Policies

### 8.1 Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

### 8.2 Copyright

Copyright and the reproduction of course material: Instructor-generated course materials (e.g., lectures, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Specifically, you may not reproduce or place in the public domain lecture and course session recordings. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

### 8.3 Recording of Live Sessions

To make lectures and other course sessions accessible to students who cannot attend class, I will record all course meetings. You will be notified through a 'pop-up' box in Zoom that a session is being recorded. By remaining in the session, you agree to the recording, which implies that your image, voice, and name may be disclosed to classmates and that recordings will be made available in MyCourses to students registered in the course.

### 8.4 Disabilities Policy

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

### 8.5 Other McGill Resources and Support

If you need counseling and mental health support, do not hesitate to contact Counseling Services, where Psychologists, Social Workers, Counseling, Psychotherapies and Psychiatrists support the wellbeing and mental health of McGill students. You can reach the Student Wellness Hub at <https://www.mcgill.ca/wellness-hub/>.

If you have been impacted by sexual violence — sexual harassment or assault, gender-based or intimate partner violence, cyberviolence —, do not hesitate to contact the Office for Sexual Violence Response, Support and Education. You can reach the Office by mail at [osvrse@mcgill.ca](mailto:osvrse@mcgill.ca), in person at 550 Sherbrooke O. Suite 585 (West Tower elevators 1-11) and visit <https://www.mcgill.ca/osvrse/>.

## **8.6 End-of-Course Evaluations**

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

## 9 Class Schedule

Scheduling of topics for the course listed below and associated readings are subject to change at my discretion. Such changes, should they take place, will be announced through MyCourses. Students are responsible for keeping abreast of any changes made.

### Part I: What Is Development?

#### Week 1

- 07/01: **Live Introduction:** Course Syllabus and Overview (Course Syllabus)

#### Week 2

- 12/01: Foundational Concepts of Development (Rist 2002; HSB, chapter 1)

### Part II: Development in Historical Perspective

- 14/01: Imperialism and Colonialism (Mamdani 1996; HSB, chapter 2)

#### Week 3

- 19/01: Decolonization and the Emergence of the Project of Development (Escobar 1995)

### Part III: Theories of Development

- 21/01: Formative Approaches to Development and Social Change (Smith; Marx & Engels; Weber) – **Response Paper Due**

#### Week 4

- 26/01: Modernization Theory and Its Critics (Rostow 1960; HSB, pp. 45–56)
- 28/01: Underdevelopment, Dependency and World Systems Theories (HSB, pp. 56–64; Wallerstein 2007)

#### Week 5

- 02/02: Neoliberal Turn in Development Theory (Harvey 2005; Rodrik 2006)
- 04/02: Post-Development and Alternatives to Development (HSB, chapter 4; Escobar 1995) – **Response Paper Due**

### Part IV: International Development Actors

**Week 6**

- 09/02: NGOs, civil society and social movements (HSB, chapter 12)
- 11/02: The State (HSB, chapter 7; Evans 1995)

**Week 7**

- 16/02: Multinational Corporations (HSB, chapter 11)
- 18/02: The UN and IFIs (HSB, chapter 9 & 10) – **Live Q & A Session**

**Week 8**

- 23/02: **No Class**
- 25/02: **Midterm Exam**

**Week 9**

- **Study Break – no class**

*Part V Themes of Development in a Neoliberal Age*

**Week 10**

- 09/03: Globalization and Development (McMichael 2016)
- 11/03: Foreign Aid and Development (HSB, chapter 8; Todaro 2014)

**Week 11**

- 16/03: Technology and Development (Easterlin 1998; Madrigal 2013)
- 18/03: Cultural Dimensions of development (HSB, chapter 26)

**Week 12**

- 23/03: Education and Development (HSB, chapter 21)
- 25/03: Gender and Development (HSB, chapter 4; Kothari 2002) – **Response Paper Due**

**Week 13**

- 30/03: Demography and Social Change (Easterlin 1998)
- 01/04: The Environment, Natural Disasters and Development (HSB, chapter 17; Reid 2014)

**Week 14**

- 06/04: Conflict and Development (HSB, chapter 22; Hooks 2017)
- 08/04: Summary of major themes and challenges

**Week 15**

- 13/04: **Live Q & A Session**
- 15/04: **No Class**

**Week 16 - Exam Week**

- 21/04: **Final Exam Goes Live**
- 23/04: **Final Exam Due**