

## POLS 3510: Introduction to Development

Fall 2018

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**Office:** HUSS 2020, Department of Political Science

**Office Hours:** Thursdays 12:45-1:45 PM, and by appointment

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### COURSE DESCRIPTION

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This course introduces students to development dilemmas in the “Global South,” using a political economy approach. Questions raised include: What is development? How to measure it? Why are some nations “developed” and others are not? The course covers theories of modernization, dependency, and neoliberalism as well as experiences of various countries. The course is divided into three major parts. The first part introduces students to major development paradigms and theories that were developed since World War II. The second part (the bulk of the course) discusses the evolution of the term “development”. In specific, it addresses three distinct phases related to the literature associated with the notion of development. These can be classified into: 1) The Development Project (late 1940s to early 1960s), 2) the Globalization Project (1980s to 2000s), and 3) the Sustainability Project (mid 2000s and onwards). The third part covers major actors (civil society and NGOs) as well as critical factors related to development such as inequality, and foreign direct investment.

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### COURSE TEXTBOOK(S)

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The course utilizes chapters from various books along with scholarly journal articles. All readings are available through Blackboard. Major textbooks that we will use are as follows:

- 1) McMichael, Philip. (2012). *Development and Social Change*. Thousand Oaks, California: SAGE Publications.
  - 2) Sachs, Jeffrey. (2015). *The Age of Sustainable Development*. New York: Columbia University Press.
  - 3) Chang, Ha-Joon. (2008). *Bad Samaritans: The Myth of free Trade and the Secret History of Capitalism*. New York: Bloomsbury Press.
  - 4) Dicken, Peter. (2011). *Global Shift: Mapping the Changing Contours of the World Economy*. New York: The Guilford Press.
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### COURSE REQUIREMENTS

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#### 1) Participation (15%):

Active participation in class discussions demonstrating comprehension of readings is essential for this course. Students need to do required readings **BEFORE** class. There will be five pop-quizzes spread out throughout the semester (**each weighing 2%**) as part of the total grade. Pop-quizzes will cover basic understanding of the required readings of the week. They could be administered at the beginning, during, or at the end of class time. The **remaining 5%** will be assessed based on student’s active participation in class discussions.

**More than six absences will result in a failing grade (F).**

## 2) Quizzes (10%):

There will be two quizzes as indicated in the course structure (below) **with each quiz weighing 5%**. Quiz questions could consist of definitions, multiple choice, and true or false questions.

## 3) Midterm Exam (25%):

The exam will consist of various questions such as definitions, short essay questions, multiple choice, and true or false questions. The midterm exam will cover **weeks from one to six**.

## 4) Final Exam (30%):

The final exam will be given on the date assigned by the university exam schedule. **The exam will cover weeks from seven till the end.**

## 5) Group Project (20%):

As a means for guiding your application of the theories and the broader conceptual frameworks in the class, students must form groups (from four up to six students), and work together in the role of a development consulting agency. The client in this case is a country of the group's choosing, and the purpose of the report is to help the client to prioritize the policies that will best promote economic development in the coming years. The report should include the following sections:

- 1) Introduction to the country (1-2 pages)
- 2) Key trends and issues in national demographics, poverty and inequality (3 pages)
- 3) Discussion of three major developmental issues the country faces (3-4 pages)
- 4) Public policy recommendations to overcome those challenges (2-3 pages)
- 5) Summary and conclusion (1 page)
- 6) References (at least six sources)

Each group will be asked to present their findings in a group presentation during Week 13. The final grade will be divided as follows:

- 1) Oral presentation (5%)
- 2) Final report (15%)

### **Some important guidelines with regards to your projects:**

1) You have on BB under "Final Projects" one excel file containing two different sheets: 1) the first sheet shows the grading rubric for your final papers; 2) the second sheet is a peer evaluation form that each student needs to submit along with your final paper.

2) It is crucially important to include statistics, graphs, tables in your discussion of the three developmental issues before talking about their causes and consequences.

3) Make sure to cite **WHENEVER** you use any external source.

4) The final paper should be between 3,000-5,000 words.

**NOTE: All final reports are due on (or before) the 29<sup>th</sup> of November (in class).** Each group needs to submit **one hard copy and one soft copy** through Safe-Assign on Blackboard. **Group members must submit peer evaluation reports that will count towards their final grade for their project. Late submissions will have a 0.5% deduction for each day delayed.**

**\*NO project will be accepted one week after the submission due date.**

### Extra Credit:

- 1) Extra credit is offered to those students who wish to improve their grades by introducing movies that are relevant to our class discussions. Students will be asked to write a one-page summary for these movies along with their personal evaluation of the respective movie. These summaries will earn students **a maximum of 2%** toward their final grade. Some suggested movies are as following (however, students are encouraged to come up with their own suggestions but need to consult in advance with the instructor).
  - *Before the Flood* (2016)- presented by National Geographic, features Leonardo DiCaprio on a journey as a United Nations Messenger of Peace, traveling to five continents and the Arctic to witness climate change firsthand.
  - *The Commanding Heights* (2002) – PBS documentary series based on the Daniel Yergin book about the geopolitics of globalization since World War II.
  - *Guns, Germs, and Steel* (2005) – PBS series based on Jared Diamond’s book about geographic influences on long-term human development.
  - *The End of Poverty?* (2008) – by Phillipe Diaz takes a critical and historical view towards the formerly regnant economic orthodox perspective known as “The Washington Consensus”.
  - *Stealing Africa* (2013) – by Christoffer Guldbrandsen . Based on original research into public documents, the film describes the tax system employed by multinational companies in Africa.

### OR

- 2) Perfect attendance (**ZERO absence**) will also lead to a 2% extra credit.

### Final grades will adhere to the following grading rubric:

A = 100-94	A- = 93-90	B+ = 89-87	B = 86-83	B- = 82-80	C+ = 79-77
C = 76-73	C- = 72-70	D+ = 69-67	D = 66-60	F ≤ 59	

**\*Grades are NOT negotiable.**

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### GENERAL POLICIES AND GUIDELINES

The following are some essential policies that students need to abide with throughout the semester:

- Punctuality is essential. If you come into class ten minutes after the beginning time of class, you will be allowed into class **but will be marked as absent**.
- Students need to communicate by email with the instructor in case of absence **BEFORE** beginning of class notifying him with their cause of absence in order to be allowed to do make-ups for pop-quizzes/quizzes/exams that they might miss due to sickness or other personal issues.
- Mobile phones are to be switched off during class time. Usage of mobile phones during class time could lead to the student being asked to leave class and it will also affect your participation grade negatively.
- Late submissions will have a 0.5% deduction for each day delayed for the first week after their submission date. **NO assignment will be accepted after the first week from the**

**due date of the assignment, and the student will receive an F for the respective assignment.**

- We will be using throughout class several online teaching tools in order to enhance active learning (such as <https://kahoot.com> and/or <https://nearpod.com/>). Students will need to have a device (smart phone/laptop/tablet) to complete such tasks.
- Any information, data, and arguments used in papers, reports, and oral presentations need to be correctly cited and credited. Failure to do so by cheating or plagiarizing will result in a failing grade and your name will be turned over to all relevant administrative bodies: the Department, HUSS Dean, and Academic Integrity Committee. If you are unsure about proper citation or what is regarded as plagiarism, please feel free to ask.
- Respect and tolerance. Students need to listen and respect each other views even (or especially) when it contradicts their own views. Any misbehavior towards your colleagues will not be tolerated.
- Students with any sort of writing problems are encouraged to go and visit the Writing Center (<http://in.aucegypt.edu/auc-academics/mohamed-taymour-writing-center>).
- The university offers a wide range of special needs and additional support services. Students with special needs are encouraged to go and visit the center (<http://in.aucegypt.edu/student-life/student-well-being/disability-services>).
- Students are highly encouraged to come to office hours and meet with their instructor. Building rapport with your instructor will facilitate your learning process and make you perform better in your academic career.
- **Important note on academic calendar:** We will miss couple of classes throughout this semester due to holidays. In order to abide by university's policies, we will reschedule these classes on Saturdays or Tuesdays throughout the semester. Exact dates will be announced during the semester.

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## ACADEMIC INTEGRITY AND PLAGIARISM

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- Students are expected to commit to the principles of academic integrity.
- Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet or other sources without citation, fabricating field data or citations, stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.
- Plagiarism for assignments and/or reports may result in a zero grade for the assignment and/or the report in question. Cheating during an examination may result in a zero grade for this examination. Further action, according to university regulations, would also be implemented.
- You should be aware that all written work might be submitted to "Turnitin.com", the detection prevention software. By signing this syllabus, you will acknowledge that you have understood that any detected plagiarism will have to be reported.
- The University's statement on academic integrity, from which the above statement is drawn, is available at <http://www.aucegypt.edu/academics/integrity/Pages/default.aspx>

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## SOME USEFUL WEBISTES

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The following are some websites that could be useful for your projects and for your general knowledge:

- The World Bank (<http://www.worldbank.org/>)
  - The World Development Indicators (<http://data.worldbank.org/data-catalog/world-development-indicators>)
  - The International Monetary Fund (<http://www.imf.org/external/index.htm>)
  - United Nations Development Programme (<http://www.undp.org/content/undp/en/home.html>)
  - Project Syndicate (<https://www.project-syndicate.org/>)
  - UN Comtrade Database (<https://comtrade.un.org/>)
  - The Observatory of Economic Complexity (<http://atlas.media.mit.edu/en/>)
  - The World Wealth and Income Database (<https://www.parisschoolofeconomics.eu/en/research/data-production-and-diffusion/the-world-wealth-income-database>)
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## COURSE STRUCTURE

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### Part One: Development Paradigms and Theories

#### **Week 1 (3/9-6/9): Course Introduction**

#### **Week 2 (10/9-13/9): Setting the Stage: Transitioning from Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs)**

##### **Required Readings:**

- 1) The Millennium Development Goals Report 2015 Summary
- 2) Sustainable Development Goals (<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>)

##### **Recommended Reading(s):**

- 1) The Millennium Development Goals Report 2015 (Full Report)

#### **Week 3 (17/9-20/9): Development: Theory and Reality**

##### **Required Readings:**

- 1) McMichael, Philip. (2012). *Development and Social Change*. Thousand Oaks, California: SAGE Publications. (Chapter 1: pp.1-23)

##### **Recommended Reading(s):**

- 1) Thorbecke, Erik. (2007). "The Evolution of the Development Doctrine, 1950-2005" in Mavrotas, George and Anthony Shorrocks (ed.), *Advancing Development*, pp.3-36. New York: Palgrave Macmillan.

## **Part Two: The Development, Globalization, and Sustainability Projects**

### **Week 4 (24/9-27/9): Instituting the Development Project: Colonization, Decolonization, and the Rise of Third World Countries**

#### **Required Readings:**

- 1) McMichael, Philip. (2012). *Development and Social Change*. Thousand Oaks, California: SAGE Publications. (Chapter 2: pp.26-54)

#### **Recommended Reading(s):**

- 1) Mamdani, M. (2001) "Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism." *Comparative Studies in History and Society* 43(4), pp. 651-664.
- 2) Lange, M., J. Mahoney, and M. vom Hau (2006) "Colonialism and Development: A Comparative Analysis of Spanish and British Colonies." *American Journal of Sociology* 111(5), pp.1412-62.

September 27<sup>th</sup>: Quiz #1

### **Week 5 (1/10-4/10): Variations in Developmental Outcomes**

#### **Required Readings:**

- 1) Sachs, Jeffrey. (2015). *The Age of Sustainable Development*. New York: Columbia University Press. (Chapter 4: pp.101-138)

#### **Recommended Reading(s):**

- 1) Kohli, A. (2009) "Nationalist Versus Dependent Capitalist Development: Alternate Pathways of Asia and Latin America in a Globalized World." *Studies in Comparative International Development*, vol. 44, pp. 386-410.
- 2) World Bank (1993) *Main Report vol. 1 of The East Asian Miracle: Economic Growth and Public Policy*.

### **Week 6 (8/10-11/10): Review and Midterm Exam**

October 8<sup>th</sup>: Review for Midterm Exam

October 11<sup>th</sup>: Midterm Exam

### **Week 7(15/10-18/10): Globalization and its Discontents**

#### **Required Readings:**

- 1) Dicken, Peter. (2011). *Global Shift: Mapping the Changing Contours of the World Economy*. New York: The Guilford Press. (Chapter 1: pp.1-9)
- 2) Chang, Ha-Joon. (2008). *Bad Samaritans: The Myth of free Trade and the Secret History of Capitalism*. New York: Bloomsbury Press. (Chapter 1: pp.19-39)

#### **Recommended Reading(s):**

- 1) McMichael, Philip. (2012). *Development and Social Change*. Thousand Oaks, California: SAGE Publications. (Chapter 5: pp.112-149)

## **Week 8 (22/10-25/10): Neoliberalism and the Washington Consensus**

### **Required Readings:**

- 1) Harvey, David. (2007). Neoliberalism as Creative Destruction. *The ANNALS of the American Academy of Political and Social Science* (pp. 610-621)
- 2) Gore, Charles. (2000). The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries. *World Development* (pp.789-804).

### **Recommended Reading(s):**

- 1) Harvey, David. (2005). *A Brief History of Neoliberalism*. New York: Oxford University Press.
- 2) Rodrik, Dani. (2006). Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's "Economic Growth in the 1990s: Learning from a Decade of Reform". *Journal of Economic Literature*, Vol.44(4): pp. 973-987.

## **Week 9 (29/10-1/11): Sustainable Development**

### **Required Readings:**

- 1) Sachs, Jeffrey. (2015). *The Age of Sustainable Development*. New York: Columbia University Press. (Chapter 1: pp.1-44)

### **Recommended Reading(s):**

- 1) McMichael, Philip. (2012). *Development and Social Change*. Thousand Oaks, California: SAGE Publications. (Chapter 9: pp.251-283)

## **November 1<sup>st</sup>: Quiz #2**

## **Part Three: Major Issues in Development**

## **Week 10 (5/11-8/11): NGOS and Civil Society**

### **Required Readings:**

- 1) Simmons, P.J. (1998). "Learning to Live with NGOs." *Foreign Policy*, No.112, pp.82-96.

### **Recommended Reading(s):**

- 1) Edwards, Michael. (2009). Gates, Google, and the Ending of Global Poverty: Philanthrocapitalism and International Development." *Brown Journal of World Affairs*, Volume XV, Issue II, pp.35-42.

## **Week 11 (12/11-15/11): Economic Growth, Human Welfare, and Inequality**

### **Required Readings:**

- 1) Turner, Adair. (2012). *Economics After the Crisis: Objectives and Means*. Cambridge, MA: The MIT Press. (Chapter 1: pp.1-33)

### **Recommended Reading(s):**

- 1) Wade, Robert H. (2005). "Globalization, Poverty, and Inequality." in Ravenhill, J. (ed.), *Global Political Economy*, pp.291-317. Oxford: Oxford University Press.

## **Week 12 (19/11): Economic Development and Foreign Direct Investment**

### **Required Readings:**

- 1) Chang, Ha-Joon. (2008). *Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism*. New York: Bloomsbury Press. (Chapter 4: pp.84-102)

### **Recommended Reading(s):**

- 1) Dicken, Peter. (2011). *Global Shift: Mapping the Changing Contours of the World Economy*. New York: The Guilford Press. (Chapter 5: pp.109-168)

## **Week 13 (26/11-29/11): Group Presentations**

## **Week 14 (3/12-6/12): Rethinking Development**

### **Required Readings:**

- 1) McMichael, Philip. (2012). *Development and Social Change*. Thousand Oaks, California: SAGE Publications. (Chapter 10: pp.284-303)

### **Recommended Reading(s):**

- 1) Stiglitz, Joseph E., Amartya Sen, and Jean-Paul Fitoussi. (2010). *Mismeasuring Our Lives: Why GDP Doesn't Add Up*. New York: The New Press.

## **Week 15 (10/12): Review for Final Exam**