

Overview

School of Humanities and Social Sciences/Department of Political Science

POLS 3510: Introduction to Development

3 credits/ Fall 2020

Contact Information/Office Hours:

Instructor: Dr. Tamer ElGindi (tamer.elgindi@aucegypt.edu)

Teaching Assistant: Ms. Rana Aly (ranamagdy@aucegypt.edu)

Preferred method of contact: Email

Office Hours: By appointment

Communication Procedures:

The instructor will respond to all questions via email or posted on the discussion board within 24 hours. The students are required to use their official AUC email for communication. The announcements feature will be used throughout this course; these announcements will be sent to your AUC email. You are able to send the instructor an email directly through Blackboard/ Moodle via the link titled “Send Email” that is located on the left hand navigation of the course. Additionally, the students are highly encouraged to contact the instructor and the TA through their official emails for any inquiries.

Course Information

Course Description:

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 critical issues related to development such as the role of the state, inequality, and foreign direct investment.

Course Learning Outcomes:

The primary objective of this course is to provide students a comprehensive understanding of the notion of development by focusing on various economic, political, social, and environmental dimensions. The students will learn different theories and paradigms associated with development along with their critiques. Through this course, student's analytical and critical skills will be strengthened through the analysis of critical readings along with understanding supporting data sets highlighting the importance of integrating both quantitative and qualitative indicators in any sound assessment for development. In addition, students will be taught to include historical as well as contextual factors in their analysis of development in different countries.

Course Content:

1. Major development theories and paradigms
2. The evolution of the term "development"
3. Major critical issues related to development such as the role of the state, inequality, and foreign direct investment.

Course Materials:

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.

ADDITIONAL COURSE RESOURCES:

- 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>)

Course Requirements

Assessment/Grading Criteria:

1) Participation (20%):

Active participation in online discussions demonstrating comprehension of readings is essential for this course. Students need to do required readings **BEFORE** class. **The total of 20% will be divided as follows: 15% class activities, and 5% active participation during online sessions.**

Class activities will be administered through Blackboard by posting a weekly planner that identifies specific activities that need to be completed **before our second class meeting** (on Wednesday) for each week. These activities will potentially include watching a short video, preparing for a class debate, identifying relevant data sets, etc.

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

2) Quizzes (15%):

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

3) Midterm Exam (20%):

The exam will consist of different questions such as essays, short answer, multiple choice, and true or false questions.

4) Final Exam (25%):

The final exam will consist of different questions such as essays, short answer, multiple choice, and true or false questions.

5) Group Project (20%):

The recent coronavirus (Covid-19) global pandemic has taken the entire world by surprise. The world seems to be stuck in a gridlock with global economy potentially sliding into a recession (maybe even depression), healthcare systems overwhelmed, and social lives being put to a halt.

Students are required to work in groups of 4-5 students and submit **either a reflection paper (1500-2000 words) or a short video (10-15 minutes)** reflecting on the current events and their consequences on the various sectors of the economy (economic, political, social, and environmental) both on global and local scales in the coming future.

The final product for this project (whether a reflection paper or a short video) is worth of 15% while the presentation is 5%.

Projects will be due by **Week 13 (29/11) 11:59 pm.**

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.**

Evaluation Strategy:

Assignment	# of instances	Total % of Grade
Participation	11	20% (15% class activities, 5% active participation in Zoom sessions)
Quizzes	3	15%
Midterm Exam	1	20%
Final Exam	1	25%
Group Project	1	20%

- Live online Zoom sessions will be held **twice a week with the instructor. Attendance is mandatory.**
- We will be meeting twice weekly on both Sundays and Wednesdays via Zoom. **Our Sunday lecture** will be confined to a typical class lecture, in which respective material will be explained. On the other hand, **our Wednesday lecture** will be restricted to respective class activities related to that week's material.
- Recorded lectures slides will be uploaded on BlackBoard before the start of each week.
- 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.**
- 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.

- 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 contact the professor through the email

University Policies

Attendance Policy

- Attendance will be taken through the live sessions and discussions; hence, more than six absences will result in a failing grade (F).
- You are required to participate in these discussions by interacting with the instructor and your peers with quality responses to enrich the discussion, ask questions to benefit the group, and enrich the community of learning in this course].

Academic Integrity Policy

AUC academic fraud and dishonesty includes, but is not limited to, the following categories:

- Cheating, plagiarism, fabrication, multiple submissions, obtaining unfair advantage, unauthorized access to academic or administrative systems, aiding and abetting, impersonation, threatening harm, and copyright infringement.
- For more elaboration about AUC academic integrity policy, please check the following link [Academic Integrity](#)

<https://documents.aucegypt.edu/Docs/Policies/AUC%20Acceptable%20Use%20Policy.pdf>

<https://documents.aucegypt.edu/Docs/Policies/Code%20of%20Ethics.pdf>

https://documents.aucegypt.edu/Docs/about_Policies/Reformatted%20disability%20policy.pdf

Online Course Requirements

Participation requirements:

To be successful in an online course, it is important you access the Blackboard/Moodle course website frequently, at least every other day for announcements and discussions.

Online Course Components:

This course has required online components. This course is taught using multiple instructional methods. You will be required to watch and listen to recorded lectures and videos, participate in online discussions, submit online assignments, and work online in small groups.

- Students are responsible for downloading all course material in a timely manner.
- Online Announcements will be used throughout this course to share important information.

Course navigation:

All course material will be available through the course website on BB. Course materials will be categorized according to the different weeks. Any assignments or online discussions should be submitted online via the course website.

Netiquette Guidelines:

Communication is very important in this online course. In order to maintain a positive online environment for our class, we all need to follow the netiquette guidelines summarized below.

All students are expected to:

1. Show respect for the instructors and for other students in the class.
2. Express differences of opinion in a polite and rational way.
3. Maintain an environment of constructive criticism when commenting on the work of other students.
4. Stay on topic when involved in group discussions or other collaborative activities.
5. Use sentence case in messages. Use of all uppercase in a message is the equivalent of shouting and is considered offensive.
6. Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
7. Use good grammar and spelling, and avoid using text messaging shortcuts.

Information and Technology Literacy:

Off-Campus library access:

When you access one of our libraries' subscription databases from off-campus, you will be directed to a "proxy-screen" which asks you for a username/password to identify you as an AUC Community member. Once you enter your AUC username and password (details below) you will be directed to the database.

Student technical assistant:

- clt.vid.ser@aucegypt.edu
- <http://itsupport.aucegypt.edu/>

Services for students with disabilities:

If you are a student with a disability who requires accommodations, please contact the Office of Disabilities Services during the first few days of the semester. More information can be found at <https://www.aucegypt.edu/student/well-being/disability-services>.

Course Calendar

Week 1 (6/9-9/9): Course Introduction

Week 2 (13/9-16/9): 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 (20/9-23/9): 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.

Week 4 (27/9-30/9): 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.

Quiz #1: September 30

Week 5 (4/10-7/10): 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 (11/10-14/10): Review and Midterm Exam

October 11th: Review for Midterm Exam

October 14th: Midterm Exam

Week 7 (18/10-21/10): 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 (25/10-28/10): 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)

Recommended Reading(s):

- 1) Gore, Charles. (2000). The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries. *World Development* (pp.789-804).
- 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 (1/11-4/11): 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)

Quiz #2: November 4th

Week 10 (8/11-11/11): The Role of the State: Does the State Really Matter?

Required Readings:

- 1) Dicken, Peter. (2011). *Global Shift: Mapping the Changing Contours of the World Economy*. New York: The Guilford Press. (Chapter 6: pp.169-220)

Week 11 (15/11-18/11): 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 (22/11-25/11): 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)

Quiz #3: November 25th

Week 13 (29/11-2/12): Group Presentations

Week 14 (6/12-9/12): 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.

December 9th: Review for Final Exam

Student Resources Centers

University Writing Center:

Provides a place where all University students, faculty, and staff are welcome to discuss their writing with trained writing consultants. The AUC serves online students. More information can be found here, <https://www.aucegypt.edu/academics/mohamed-taymour-writing-and-communication-center/writing-center-reservation-system>

University Learning Commons:

Students are encouraged to use the Learning Commons as a hub in which to work quietly with friends, to catch up on the news, to update social media and more. When listening to music or watching videos, please remember to be respectful of those around you and always use headphones. The Learning Commons is a collaborative study space that provides AUC students with the support and resources they need to excel their coursework.

<http://schools.aucegypt.edu/library/about/Pages/L-Commons.aspx>

University Career Center Services:

The American University in Cairo's Career Center offers a variety of services to help students and graduates identify their career goals and paths, as well as gain work experience while studying at AUC.

<https://caps.aucegypt.edu/students/index.htm>