

THE UNIVERSITY OF BRITISH COLUMBIA

POLITICAL SCIENCE 338B

POLITICS AND DEVELOPMENT

Summer Term 1 2024

Instructor:

Dr. Mark S. Williams

<https://www.markswilliams.ca>

Office Hours: Links will be posted as Announcements on Canvas for Zoom office hours. The instructor will give the class advance notice a couple of days before office hours are scheduled.

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Teaching Assistant:

Name: Cindy Robin

E-mail: cjrobin@mail.ubc.ca

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Course Description:

This course introduces students to the politics of development and underdevelopment in the Global South. It begins with a survey of the leading historical, political, economic, and social factors that both promote or hinder the prospects of development. Students will learn about mainstream development theories and analyze the roles of international actors and institutions such as the UN, World Bank, IMF, the BRICS, the Belt and Road Initiative, NGOs, and businesses in responding to developmental challenges. We will draw on relevant examples from Africa, Asia, the Middle East, and the Americas to illustrate the intricate connections between politics and underdevelopment in the world.

Course Assignments:

Grades will be determined on the basis of the following:

1. Research Essay	40%
2. Test #1	15%
3. Test #2	15%
4. Test #3	15%
5. Test #4	15%

Course Learning Objectives

This course has 7 core learning objectives. Students will be able to:

1. Understand the contemporary state of development and underdevelopment around the globe.
2. Understand how the challenges of development poses risks for world order.
3. Examine competing theoretical perspectives on development.
4. Apply theories and practices on development from different countries in a research essay.
5. Evaluate diplomatic case studies in the work of the IMF and World Bank.
6. Evaluate tensions in the rules-based international order with the rise of the BRICS and China's Belt and Road.

Course Format

Lectures:

Links to lectures will be posted to Canvas early in the semester. Students have the option to do the readings and then watch the lectures on days and times when it is convenient for them.

1. Research Essay

Students will submit an original research essay that examines the causes of both prosperity and poverty in world order. The essay must provide case studies on 3-4 low to middle income countries, or countries that were previously low to middle income during the twentieth century. The paper must be uploaded as a Word doc or pdf to Canvas. The essay should engage with approximately 12 academic sources (journal articles and books) and 5 primary sources (political memoirs; government or intergovernmental documents; essays, interviews, or speeches by public figures). It is the responsibility of the student to upload the essay, not a mistaken file, and a document that can be downloaded. The essay must be between 3,500-4,000 words in length (excluding bibliography). **You must upload your essay to Turnitin. Please see the General Guidelines section later in the course outline for your login information.**

The research essay has two deadlines:

- 1) Students who want detailed comments from the TA must submit their research essay by **May 31st** at 11:59pm.
- 2) Essays submitted after May 31st will receive grades based on the rubric and will be provided some general points from the TA on what they did well or what needed to be improved. Late penalties commence on essays submitted after 11:59pm on **June 10th** without exception.

Please adhere to APA for referencing. You can find a link to APA here:

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Please use 1.5 or 2 for line spacing.

Please see Appendix I to this course outline for the rubric that will be used to evaluate your essay.

4. Tests 1-4

There are 4 online tests that students must complete during the term. Each test is worth 15% of your final grade. The tests are all open-book. Each test will consist of 30 multiple choice questions. You will have 70 minutes to complete each test. Students with accommodations for extra time must email the professor at the beginning of the term. The tests will be found in Canvas under 'Quizzes.' The tests will unlock early in the term.

You can choose to complete the tests on days and times that are convenient for you. You have until **June 20th** at 11:59pm to complete all 4. **There is no option to complete the tests after June 20th.**

Test #1: Lecture 1-3 and corresponding readings

Test #2: Lecture 4-6 and corresponding readings

Test #3: Lecture 7-9 and corresponding readings

Test #4: Lecture 10-11 and corresponding readings

Late assignments will be penalized 3% each day. To be considered for extensions for papers, make-up exams, and/or being excused for an absence, Arts Students must contact [Arts Advising \(Buchanan D111\)](#) as soon as you are aware you may need an [in-term concession](#). Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction. Re-grading of marked work by the teaching assistant will only take place if accompanied by a one-page memo indicating in detail the grounds for re-grading; students should note that a re-grading of a paper or exam may result in the lowering of grade upon further review. If this procedure does not resolve the matter, it may be appealed to the professor, who, again, may raise or lower the grade upon further review.

Required Texts:

All course readings and lectures are online in Canvas under Modules.

Lecture Outline and Readings:

Introduction and Course Overview (No assigned readings and not on any test)

1) The Global South and Development in Global Order

Reading One: Selina L. Haynes and Mark S. Williams. 2021. “Forbearance, Endogenous Development, and Aid Work.” *International Dialogue* 11, 3-32.

Reading Two: Comfort Ero. 2024. “The Trouble With ‘the Global South’: What the West Gets Wrong About the Rest.” *Foreign Affairs*.

Reading Three: Elizabeth Economy. 2024. “China’s Alternative Order: And What America Should Learn From It.” *Foreign Affairs*.

2) The Crisis of Development in World Order

Reading One: Branko Milanovic. 2023. “The Great Convergence: Global Equality and Its Discontents.” *Foreign Affairs*.

Reading Two: Kristalina Georgieva. 2023. “The Price of Fragmentation: Why the Global Economy Isn’t Ready for the Shocks Ahead.” *Foreign Affairs*.

Reading Three: Mia Amor Mottley and Rajiv J. Shah. 2023. “How to Revitalize the World Bank, the IMF, and the Development Finance System.” *Foreign Affairs*.

Reading Four: Ngozi Okonjo-Iweala. 2023. “Why the World Still Needs Trade: The Case for Reimagining—Not Abandoning—Globalization.” *Foreign Affairs*.

3) Development Theory

Reading One: John Rapley. 2007. “Development Theory in the Postwar Period,” In *Understanding Development: Theory and Practice in the Third World*. Lynne Rienner Publishers.

Reading Two: Daron Acemoglu and James A. Robinson. 2012. “Theories That Don’t Work.” In *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Currency.

Reading Three: Daron Acemoglu and James A. Robinson. 2012. “Understanding Prosperity and Poverty.” In *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Currency.

Test 1

4) History of Development

Reading One: Sara Lorenzini. 2019. "Truman's Dream: When the Cold War and Development Met." In *Global Development: A Cold War History*. Princeton University Press.

Reading Two: John Rapley. 2007. "State-Led Development in Practice," In *Understanding Development: Theory and Practice in the Third World*. Lynne Rienner Publishers.

Reading Three: John Rapley. 2007. "The Neoclassical Answer to Failure," In *Understanding Development: Theory and Practice in the Third World*. Lynne Rienner Publishers.

5) Development Failures at the End of the Cold War

Reading One: Sara Lorenzini. 2019. "Responding to the Challenges from the Global South: North-South Dialogues." In *Global Development: A Cold War History*. Princeton University Press.

Reading Two: John Rapley. 2007. "Development Theory in the Wake of Structural Adjustment," In *Understanding Development: Theory and Practice in the Third World*. Lynne Rienner Publishers.

Reading Three: Michael E. Latham. 2011. "The Ghosts of Modernization: From the Cold War Victory to Afghanistan and Iraq." In *The Right Kind of Revolution: Modernization, Development, and US Foreign Policy from the Cold War to the Present*. Cornell University Press.

6) The International Monetary Fund and the World Bank

Reading One: Ngaire Woods. 2006. "Whose Institutions?" In *The Globalizers: The IMF, the World Bank, and Their Borrowers*. Cornell University Press.

Reading Two: Ngaire Woods. 2006. "The Globalizing Mission." In *The Globalizers: The IMF, the World Bank, and Their Borrowers*. Cornell University Press.

Reading Three: Ngaire Woods. 2006. "The Power to Persuade." In *The Globalizers: The IMF, the World Bank, and Their Borrowers*. Cornell University Press.

Reading Four: Rebecca Solnit. 2011. "Worlds Collide in a Luxury Suite: Some Thoughts on the IMF, Global Injustice, and a Stranger on a Train." In *Men Explain Things To Me*. Haymarket Books.

Test 2

7) Foreign Aid and Its Discontents

Reading One: Dambisa Moyo. 2009. “Preface” (Niall Ferguson), “A Brief History of Aid,” “Aid is Not Working,” “The Republic of Dongo,” “A Radical Rethink of the Aid-Dependency Model,” “A Capital Solution,” “Dongo Revisited,” “Making Development Happen.” In *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*. Farrar, Straus, and Giroux.

Reading Two: A. Maurits van der Veen. 2011. “The Popularity Contest: Selecting the Recipients of Aid.” In *Ideas, Interests, and Foreign Aid*. Cambridge University Press.

8) The BRICS and Challenges to World Order

Reading One: Cynthia Roberts, Leslie Armijo, and Saori Katada. 2017. “Global Power Shift: The BRICS, Building Capabilities for Influence.” In *The BRICS and Collective Financial Statecraft*. Oxford University Press.

Reading Two: Cynthia Roberts, Leslie Armijo, and Saori Katada. 2017. “Motives for BRICS Collaboration: Views from the Five Capitals.” In *The BRICS and Collective Financial Statecraft*. Oxford University Press.

Reading Three: Ruchir Sharma. 2012. “Broken BRICS: Why the Rest Stopped Rising.” *Foreign Affairs*.

9) The Sustainable Development Goals

Reading One: Michael E. Latham. 2011. “Modernization Under Fire: Alternative Paradigms, Sustainable Development, and the Neoliberal Turn.” In *The Right Kind of Revolution: Modernization, Development, and US Foreign Policy from the Cold War to the Present*. Cornell University Press.

Reading Two: Vincent Pouliot. 2023. “The Sustainable Development Goals: Planning without a Blueprint.” In *Global Policymaking: The Patchwork of Global Governance*. Cambridge University Press.

Reading Three: Scott M. Moore. 2023. “The World Bank Is Failing on Climate Change: Global Warming Must Become Its Top Priority.” *Foreign Affairs*.

Test 3

10) China’s Belt and Road

Reading One: Yuen Yuen Ang. 2019. “Demystifying Belt and Road: The Struggle to Define China’s ‘Project of the Century’.” *Foreign Affairs*.

Reading Two: Michael Bennon and Francis Fukuyama. 2023. “China’s Road to Ruin: The Real Toll of Beijing’s Belt and Road.” *Foreign Affairs*.

Reading Three: Matt Schrader and J. Michael Cole. 2023. “China Hasn’t Given Up on the Belt and Road: Beijing’s Development Aid Plan is Less Flashy—but no Less Ambitious.” *Foreign Affairs*.

11) The Legitimacy of World Order and International Development

Reading One: Lora Anne Viola. 2020. “False Promises of Universalism: The Interdependent Logics of Equality and Inequality in the International System.” In *The Closure of the International System: How Institutions Create Political Equalities and Hierarchies*. Cambridge University Press.

Reading Two: Sara Lorenzini. 2019. “International Organizations and Development as a Global Mission.” In *Global Development: A Cold War History*. Princeton University Press.

Test 4

General Academic Policies

You need to read the assigned content, watch lectures, and regularly check Canvas. All assignments must be completed and handed in.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA or course instructor. If the student remains unsatisfied with this process, he/she may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays – UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an [Centre for Accessibility](#) advisor to determine what accommodations/services you are eligible for.

Turnitin Course Policy

In accordance with departmental policy, in this course you will be required to submit your research paper in electronic form to a service called TurnItIn. UBC subscribes to this service that checks written material for originality by searching for matching text. This service is in increasing use in universities as protection for students against the

impact of academic fraud on scholarship competitions, graduate and law school admissions, and degree reputation. Students will submit their research papers to the TurnItIn website, where software scans the paper against a database which includes public websites, paper writing services, essays submitted to TurnItIn, and journal articles. The service then produces a report on the paper's originality. The instructor will review the reports, and where necessary, the papers themselves.

Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use an alias and inform the instructor of your alias. You may also wish to use a non-identifying email account.

Students are required to submit one copy of each paper to Canvas and submit the same paper electronically to TurnItIn.

The following directions are taken directly from the UBC VP Academic website:

To submit your paper to TurnItIn, log on to the TurnItIn site, at:

www.turnitin.com

You will be asked to create a unique "user profile," consisting of an ID (e-mail address) and password (see upper right hand corner of the TurnItIn homepage). Once this ID is created, you will be able to add courses to your profile. To add a course, you will need the "course ID" which is:

Course ID: **43355147**

Course Password: development

Once added to a course, you will be able to submit your "research paper" to the service.

You can submit a paper in two ways:

- File Upload - Turnitin currently accepts submissions in Microsoft Word, WordPerfect, RTF, PDF, PostScript, plain text, and HTML formats.
- Cut and Paste - You can cut and paste the text of your submission into a text box

Note: Ensure that your name and identifying information does not appear in the document you submit.

Assignments are not accessible to the public once submitted to TurnItIn, and you, as the author, retain ownership of your original material. Your work will be added to TurnItIn's archive for comparison against subsequently submitted material, thus ensuring that your work is not plagiarized.

University Values and Priorities:

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 and cultural 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 [here](https://senate.ubc.ca/policies-resources-support-student-success) (<https://senate.ubc.ca/policies-resources-support-student-success>)

Academic Accommodations

Academic Accommodation for Students with Disabilities:

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students observances of sincerely held religious beliefs. If you would like to request an academic accommodation because of a conflict with a religious observance, please see your academic advisor. To learn more visit: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

Academic Concessions:

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession. For more information on concessions, please see Arts Advising: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

If you miss marked coursework (assignment, quiz) and you are an Arts student, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

Still a little uncertain or paranoid about what constitutes plagiarism? For a quick refresher visit: <http://sja.ucdavis.edu/files/plagiarism.pdf>

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

Respectful University Environment

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

Discrimination

UBC is committed to providing a safe, supportive, and inclusive living and learning environment, with resources and services to support all students.

Discrimination is treatment that burdens or disadvantages someone with no reasonable justification, where these disadvantages are related to one's race, colour, place of origin, ancestry, sexual orientation, gender identity or gender expression, mental disability, physical disability, sex, age, religion, family status, and marital status. Discrimination involves unfair or different treatment for reasons unrelated to academic or employment performance.

Discrimination can be a comment or behaviour that is unwelcome or that has a negative impact on the person whether the person intended it or not. Harassment can be either a single, serious incident or a pattern of related, repeated incidents.

If you experience discrimination, consult: <https://students.ubc.ca/campus-life/equity-diversity-inclusion-resources/responding-discrimination>

UBC offers many services that can help you with your situation:

- If you believe you or others are in physical danger, contact the [Campus Security](#) (call [604 822 2222](tel:6048222222)) or the police (call [911](tel:911)) immediately.
- You can [request an advising appointment](#) with an impartial human rights advisor at the [Equity and Inclusion Office](#).
- You may also want to contact the [Office of the Ombudsperson for Students](#), an independent, impartial, and confidential service that supports students in addressing and resolving concerns about unfair treatment at UBC.
- Other UBC staff members are available to help, such as [academic advisors](#) from your faculty or program. You can also contact staff and faculty members in your department.
- The University provides a wide range of [health and wellness resources](#), including [Counselling Services](#).

Sexual Violence

If you or someone you know has encountered sexual violence or harassment, or other forms of harm related to sex, sexuality, gender, gender identity, or gender expression, regardless of where and when it occurred, you can find confidential support and resources at the Sexual Violence Prevention and Responses Office (SVPRO).

<https://svpro.ubc.ca/support/>

Sexual Violence Prevention and Response Office

6363 Agronomy Road, ROOM 4071
Vancouver, BC Canada V6T 1T2
Business hours: Mon to Fri 8:30 am – 4:30 pm
Phone: [604-822-1588](tel:604-822-1588)
Email: svpro.vancouver@ubc.ca
<https://svpro.ubc.ca/>

The AMS Sexual Assault Support Centre (SASC)

SASC is a resource for students at UBC, and is run through the AMS: it is a supportive and advocacy resource for students specific to sexual assault.
Tel: 604.827.5180
Email: sasc@ams.ubc.ca
<https://www.amssasc.ca/>

Harassment and Bullying

At UBC, we strive to provide a safe, respectful and productive work environment for our faculty, staff and student employees. The [Respectful Environment Statement](#) sets out the expectations of everyone who is a member of the UBC community in this regard. Bullying or harassment are behaviours that prevent us from the kind of respectful and productive environment envisioned in the Statement. Bullying or harassment are not acceptable and will not be tolerated at UBC.

Bullying or harassment is objectionable and unwanted behaviour that is verbally or physically abusive, vexatious or hostile, that is without reasonable justification, and that creates a hostile or intimidating environment for working, learning or living.

If you have experienced bullying or harassment, please contact your home faculty's advising office and/or the Office of the Ombudsperson for Students.

Arts Advising

Buchanan D111
1866 Main Mall
Hours: M-F (9:00AM to 4:30PM)

Phone: 604 822 4028 (M-F 9am-4pm).

Email: <https://students.air.arts.ubc.ca/contact-arts-academic-advising/>
<https://www.arts.ubc.ca/student-support/academic-support/academic-advising/>

Office of the Ombudsperson for Students

C.K. Choi Building [[Map](#)]

181 – 1855 West Mall

Tel: 604.822.6149

Email: ombuds.office@ubc.ca

Hours: M-F (9:00AM to 4:00PM)

<https://ombudsoffice.ubc.ca/>

Appendix I

Research Essay Grading Rubric (100 marks total)

1. Introduction 10 marks

- Frame your essay by getting the reader's attention and communicating the importance of your topic.
- Include a brief overview of your essay structure.
- Provide a clear, concise thesis statement that anchors your essay with a unique insight informed by your research.
- Your thesis should be framed as a perspective rooted in a debate, not an obvious statement where prevailing consensus exists.

2. Research of Existing Literature 15 marks

- Either throughout your essay, or in a distinct section called "Literature Review," you must discuss scholarly research
- Reference at least 5 primary sources, such as government documents, political memoirs, essays by public figures, interviews with public figures, speeches, historical newspaper articles, etc, where appropriate.
- Discuss at least 12 major scholarly works (articles and academic books) that are relevant to your topic.
- Properly cite your sources throughout the essay in APA.

3. Theoretical Insights 10 marks

- Provide a commentary on developmental theoretical insights from your research.
- Do your cases align with principles from a major theory on development or challenge one?

4. Commentary on Prosperity and Poverty 25 marks

- Explain the political issues of poverty and prosperity in 3-4 country case studies.
- Detail the strategies used by these governments and comment on their effectiveness and limitations.
- You must have a commentary on the international context of development strategies, such as either on trade relations, investment, foreign aid, or the international financial institutions (IMF, World Bank).
- You must provide a commentary on the role of a few notable NGOs in your country case studies, either to demonstrate contributions towards prosperity or to highlight persistent poverty.

5. Coherence 10 marks

- Ensure the essay flows logically from one sentence or paragraph to the next.
- The thesis statement should be present throughout the essay to provide focus.

6. Persuasiveness 10 marks

- Does the essay succeed in persuading a skeptical reader?
- The essay must engage and respond to perspectives that are not shared by the author.

7. Descriptive Statistics 5 marks

- Claims should be supported by reference to descriptive statistics from reputable sources.
- Examples include economic statistics from the World Bank Open Data (<https://data.worldbank.org>) or The Observatory of Economic Complexity (<https://oec.world>). Political statistics are available online as well, such as the Varieties of Democracy dataset (<https://www.v-dem.net>).

8. Writing Style 10 marks

- The essay should be free from spelling and grammatical errors.
- Aim to balance sophisticated insights with accessible writing that is enjoyable for anyone interested in the topic to read.

9. Conclusions 5 marks

- Offer to the reader thoughtful reflections on the significance of your research.