

**UNIVERSITY OF CAMBRIDGE
INSTITUTE OF CONTINUING EDUCATION**

Undergraduate Diploma in International Development:
Environment, Sustainability and Globalisation

2016-2017

Course code: 1617DCR001

COURSE SPECIFICATION

Welcome to the **Undergraduate Diploma in International Development: Environment, Sustainability and Globalisation**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Diploma is taught and awarded at FHEQ level 5 (ie. second-year undergraduate level) and attracts 60 credits. The Diploma is part of a suite of undergraduate courses in International Development and Global Change offered at different academic levels. The Diploma is completed in one academic year and each unit (term) is equally weighted, in terms of credits. For further information about academic credit please see our website, <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/faqs/3-credit-faqs>

The course is taught over three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The **Undergraduate Diploma in International Development: Environment, Sustainability and Globalisation** aims to give students an enhanced understanding for the role of globalisation and sustainable development and the relationship of these processes to poverty reduction and reproduction.

The Diploma aims to:

- To provide a more in-depth understanding of some the key issues in International Development
- To introduce students to the diverse drivers and effects of globalisation and its interactions with human development
- To help students understand the importance of environmental resources and sustainable development for poverty reduction and reproduction
- To give insights into the various international political, corporate and legal frameworks aimed at sustainable development and mitigating the effects of e.g. climate change and biodiversity loss.

Teaching staff

Course Director

Alexandra Winkels is ICE's Teaching Officer and Academic Director for International Development and Global Change. Alexandra has a BSc in Environmental Sciences (University of Salford) and studied for an MPhil in Environment & Development (Geography, University of Cambridge) before completing her PhD in Migration & Development at the University of East Anglia (Norwich).

Alexandra's research focuses on the interactions between population, development and natural resources in developing countries, and particularly in Vietnam. Alexandra has worked as a consultant and advisor for DFID, CDKN and UNDP and teaches MPhil courses at the Centre of Development Studies (Cambridge)

Tutors

Mr Richard Sidebottom (Michaelmas term 2016)

Richard is an Affiliated Lecturer & PhD researcher at the Centre of Development Studies. His research interests include the Political Economy of Development and Markets, Agricultural Commodity chains and Sustainable Development in Cotton and Textiles in Africa. Richard holds an MPhil in Development Studies (Cambridge), an MSc in Finance (London Business School) and an MA & BA in History and Economics (Oxford). He has over 20 years' experience in the financial world as a portfolio manager in Emerging markets.

Dr Muhammad Tayyab Safdar (Lent term 2017)

Tayyab is based at the Centre of Development Studies, University of Cambridge where he is an Affiliated Lecturer. His research interests include the impact of global value chains on agricultural development, renewable energy policies and the role of energy provision in sustainable rural development. He has worked on projects for multi-lateral agencies including the World Bank, Food and Agriculture Organisation (FAO) and the International Fund for Agricultural Development (IFAD).

Tayyab completed his MPhil and PhD in Development Studies at the Centre of Development Studies, University of Cambridge. He also holds a BSc. in Mechanical Engineering from the University of Engineering and Technology, Lahore and an MBA from the Lahore University of Management Studies.

Ms Ingrida Kerusauskaite (Easter term 2017)

Ingrida is a PhD researcher at the University of Cambridge, focusing on international development and anti-corruption. At the University of Cambridge, Ingrida has lectured and led seminars on the MPhil programme in Development Studies ('Justice and Development' module), designed and delivered a weekend course on 'Justice and International Development' at the University's Institute for Continuing Education and supervises on the Institute's two year dissertation-based diploma course in International Development. Ingrida also works as an advisor with the KPMG International Development Assistance Services team in London. She has prior experience working with various agencies of the United Nations, including the United Nations Resident Coordinator's office and the UN Palestinian Refugee Agency in Syria; and the United Nations Industrial Development Organisation in China.

Administrative staff

Academic Programme Manager: Sarah Blakeney, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 760865.

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Venue

Madingley Hall is an historic Tudor mansion on the outskirts of Cambridge with one of the finest gardens in the region and will be the venue for your classes unless otherwise specified.

The Hall is situated in the village of Madingley, three miles west of Cambridge with easy access from the M11 and the A14. Full directions are given on our website at www.ice.cam.ac.uk/directions.

Workshops are held at Madingley Hall, which has a variety of teaching rooms ranging from the newly refurbished Courtyard Suite to rooms in the historic Hall. Workshops may be scheduled in different teaching rooms each term.

Contact details of ICE

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Please also refer to the 'information for students' section on our website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the relevant Student Handbook for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Syllabus for Unit 1

Michaelmas term 2016

Undergraduate Diploma in International Development: Environment, Sustainability and Globalisation

Unit Title: Sustainability and development

Start date	7 October 2016	End date	2 December 2016
Day	Friday	Time	10am – 5pm
Venue	Madingley Hall		
Tutor	Richard Sidebottom	No of meetings / classes	3 x day schools 7 October, 4 November, 2 December 2016

Aims

- To develop an understanding of the key concepts of sustainable development
- To explain the historical, social and political framing of sustainable priorities in different contexts and by different actors
- To critically analyse case studies of sustainable development policies or initiatives

Content

Sustainable development in the developing world is seen as the solution to the poverty of the current generation without jeopardising the future of the next. However, sustainability has come to embrace a wide and ever changing range of concepts and priorities, rendering implementation contested and problematic.

The unit will examine the history and development of various approaches and place them in their social, economic and political context. This will incorporate an understanding of the interlinkages between climate change and development to highlight the political, economic, social and technical barriers to resolution.

By developing an understanding of the multiple factors and perspectives influencing sustainable development, the unit will provide a framework for assessing the potential of various proposed sustainable solutions.

Presentation of the unit

Sustainability and development will be explored through tutor presentations supported by hand-outs, and videos. There will be major reliance on class participation, group work and discussion.

At all stages participants will be encouraged to contribute their own knowledge and viewpoints. Where appropriate, participants will be expected to carry out preparatory reading and research that will form the basis of discussions and presentations.

Unit structure

Day-school 1: Perspectives on Sustainability

The day school will commence with an examination of the evolution of the concept of 'sustainability'. This will incorporate discussion of how meanings and measurement have been shaped over time and how these frame problem diagnosis and policy priorities. The class will explore how the interactions between industrialisation, globalisation, agriculture, consumption and technology evolve to create new opportunities and obstacles for sustainable development.

Key readings:

Adams, W.M. (2009) *Green Development, Environment and Sustainability in a Developing world*, Routledge: London **Chapters 1 & 2**

Stiglitz, J.E., Sen, A., Fitoussi, J.P. (2009) *Report by the Commission on the Measurement of Economic Performance and Social Progress*, IEP **Executive Summary** www.stiglitz-sen-fitoussi.fr

Sachs J.F. and Reid W.V. (2006) Investments Toward Sustainable Development, *Science* vol 312 (May 2006) www.sciencemag.org

World Wildlife Fund for Nature (2014) *Living Planet Report 2014: species and spaces, people and places* [McLellan, R., Iyengar, L., Jefferies, B. and N.Oerlemans (Eds)]. WWF, http://wwf.panda.org/about_our_earth/all_publications/living_planet_report/

Day-school 2: Climate Change and Development

This day school will place Climate Change within the context of the sustainable development debate outlined in Day 1. We will look at the economics, politics and science of Climate Change and continue to look at the role of specific actors (including governments, corporates and consumers) in defining problems and solutions. This discussion will be used to draw out interlinkages between consumption and production across the Globe and the relative priorities placed on mitigation and adaptation in different countries.

Key readings:

Climate Change: How can we tackle the issue of climate change?

<http://www.cokecce.com/sustainability/climate-change>

Collier, Conway & Venables (2008) Climate Change and Africa. *Oxford Review of Economic Policy*, Vol 24, No 2

Klein, N. (2014) *This Changes Everything: Capitalism vs. the Climate*. Simon & Schuster: New York

World Bank (2012) *Turn Down Heat*. [http://www-wds.worldbank.org/ external/default/](http://www-wds.worldbank.org/external/default/)

Day-school 3: Governing Sustainability

In this day school we will explore alternative sustainable institutional, market and technological development solutions. We will develop an understanding of the numerous facets of the debate including concepts of justice, intellectual property and the role of state, firms and consumers in enforcing problems and solutions. This will include an evaluation of sustainable initiatives (such as Fairtrade and the Roundtable for Sustainable Palm Oil) and the intensification of agricultural production through the application of genetically-modified technology or solar-powered irrigation.

Key readings:

Environmental Investigation Agency (2015) *Who Watches the Watchmen?*

<https://eia-international.org/report/who-watches-the-watchmen>

Juma, C. (2011) *The New Harvest: Agricultural Innovation in Africa*. Oxford University Press: Oxford. **pages 1-49, 204-217**

Seufert, V., Ramankutty, N., & Foley, J.A. (2012) Comparing the yields of Organic and Conventional agriculture, *Nature* Vol 485

Solar Market Gardens as a Tool for Rural Development

https://fsi.stanford.edu/research/solar_market_gardens_as_a_tool_for_rural_development

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate a critical awareness of the interlinkages between environmental, economic and social aspects of development
- apply sustainable development as a contextual and contested concept within the wider debates of both globalisation and climate change
- understand and apply core concepts such as natural and human capital in order to examine a range of sustainability problems and solutions

Student Assignments

As this is a Diploma course (equivalent at least to second year undergraduate standard) it will require a commitment to reading and pre-class preparation. Students are required to submit their assignments online and feedback is delivered online. Students are required to produce the following two pieces of work:

1) **Assignment 1: Journal entries. Word count range of 1500-2000 words**

Students will be expected to keep individual online journals, accessible via the VLE, over the course of the unit. You will be expected to write 3 short reaction pieces to the assigned readings (between **500 – 700 words per entry**). At the end of the unit you will formally submit your 3 journal entries which together will make up your assignment 1.

The total word count for the **three** submitted online journal entries should be no less than 1500 words and no more than 2000 words

2) **Assignment 2: A written assignment. Word count range of 1500-2000 words**

Assignment questions, please choose one:

- How do understandings and priorities of the competing aspects of sustainability differ between the developed and developing world? Use two specific country examples.
- Critically evaluate the sustainable development policies of a particular country, international organisation or multi-national company.
- What are the advantages and disadvantages of market-based governance of sustainable development? Discuss with references to specific examples.

The assignment should be no less than 1500 words and no more than 2000 words in length

Equal weight will be given to both pieces of work for the award of credit.

Students are encouraged to seek advice regarding the assignment topics and outlines from the tutor by 2 December 2016.

Closing date for submission of assignments 1 and 2: Wednesday, 4 January 2017 by 12.00 (noon) UTC/GMT *Co-ordinated Universal Time/Greenwich Mean Time

Syllabus for Unit 2

Lent term 2016

Undergraduate Diploma in International Development: Environment, Sustainability and Globalisation

Unit Title: Environmental resources and poverty

Start date	6 January 2017	End date	3 March 2017
Day	Friday	Time	10am – 5pm
Venue	Madingley Hall		
Tutor	Dr Tayyab Safdar	No of meetings / classes	3 x day schools 6 January, 3 February, 3 March 2017

Aims

- To develop an understanding of the importance of environmental resources for individual livelihoods and in human development
- To gain knowledge of the complexity and importance of both food and water security using case studies from the global South
- To understand the critical role of biodiversity in achieving sustainable development

Content

The second unit takes a closer look at the role of environmental resources in the lives of the poor. For the majority in low and middle income countries, agricultural activities continue to provide the main source of capital. How natural resources are managed and how access is determined therefore have important implications for livelihoods and long-term economic and environmental sustainability.

This unit explores the diversity of farming systems, looking at both large scale and smallholder systems through an examination of the historic role of agriculture in economic development, livelihoods and sustainability. With a view to examine how access to resources is related to poverty, we will be using case studies to analyse the multiple dimensions of both the availability and access to food and water. The class will explore challenges and some of the trade-offs associated with ensuring water and food security, both from a social and political perspective and from a climate change perspective.

The crucial role of biodiversity and conservation and the impact on long-term sustainability is explored in the last day school this term. The class will also critically look at the evidence of how human activity, especially large-scale agriculture, impedes efforts to maintain biodiversity and improve conservation in the developing world.

Presentation of the course

The concepts and knowledge underpinning the course will be explored through tutor presentations supported by hand-outs, videos and class participation and discussion. At all stages participants will be encouraged to contribute their own expertise and knowledge. Where appropriate, participants will be expected to carry out preparatory reading and research for each session that will form the basis of discussions and presentations.

Unit structure

Day-school 1: Agriculture and livelihoods

The unit will begin with a critical overview of the diversity and different structures of farming systems in different parts of the world. Students will critically examine the role of technology in changing the way agriculture is structured and we will discuss who are the winners and losers. Issues of extreme poverty in rural areas and the impact on human development will also be examined through contemporary and historical examples.

Key readings:

Deininger, K. and Byerlee, D. (2012) The Rise of Large Farms in Land Abundant Countries: Do They Have a Future? *World Development* 40(4): 701-714

Collier, P. and Dercon, S. (2014) African Agriculture in 50 Years: Smallholders in a Rapidly Changing World?, *World Development* 63: 92-101

Gerwal, B. et al. (2012) *The contribution of agricultural growth to poverty reduction*. Australian Centre for International Agricultural Research (ACIAR), available at:

http://aciarc.gov.au/files/node/14358/ias76_the_contribution_of_agricultural_growth_to_p_27524.pdf

Rigg, J (2006) Land, Farming, Livelihoods, and Poverty: Rethinking the Links in the Rural South. *World Development* 34, (1): 180–202

Day-school 2: Food security and water security

During this day school, we will analyse the importance of food and water security for individuals as well as for human development. Nearly 800 million people are undernourished globally and a similar number do not have access to improved drinking water sources. Students will be encouraged to look at the complexity of these issues from multiple perspectives, including those living in both rural and urban areas as well as from policymakers' point of view.

Key readings:

Bigas, H. (2013) *Water Security and the Global Water agenda: A UN-Water analytical brief*. UN-Water, especially Chapter 1 and 2

http://www.unwater.org/downloads/watersecurity_analyticalbrief.pdf

Boelee, E. eds. (2011) Ecosystems for water and food security, **Chapter 2 & 4**

www.unep.org/pdf/DEPI-ECOSYSTEMS-FOOD-SECUR.pdf

FAO (2015) *The state of food-insecurity in the world*. Joint publication of the Food and Agriculture Organisation, International Fund for Agricultural Development and the World Food Programme

www.fao.org/3/a-i4646e.pdf

Day-school 3: Biodiversity and conservation

The importance of both species biodiversity and healthy ecosystems is long known, and the day school will explore how biodiversity and its conservation interacts with long-term sustainable development. Conservation of biological diversity has been addressed at various multi-lateral forums and the class will explore whether these discussions have translated into concrete actions on the ground. Based on case studies, students will develop an understanding about the impact of human activity especially the increased demand of food and biofuels on biodiversity and the challenges facing conservation policy in developing countries.

Key readings:

Boelee, E. eds. (2011) Ecosystems for water and food security **Chapter 3 & 5**

www.unep.org/pdf/DEPI-ECOSYSTEMS-FOOD-SECUR.pdf

Bigas, H. (2013) *Water Security and the Global Water agenda: A UN-Water analytical brief* UN-Water, **Chapter 3**

<http://www.fao.org/3/a-i2930e.pdf>

Neeley, J.A. and Mainka, S.A. (2009) *Conservation for a new era*. International Union for Conservation of Nature, **Chapters 1 & 4 – 7**

<https://portals.iucn.org/library/efiles/documents/2009-026.pdf>

Outcomes:

As a result of the unit, within the constraints of the time available, students should be able to:

- discuss the important links between agriculture-based livelihoods and human development in different parts of the world
- understand both the complexity and trade-offs of achieving food and water security
- identify some of the major challenges associated with increasing human activity for food and biofuel production

Student Assignments:

As this is a Diploma course (equivalent at least to second year undergraduate standard) it will require a commitment to reading and pre-class preparation. Students are required to submit their assignments online and feedback is delivered online.

Students are required to produce the following two pieces of work:

1) **Assignment 1: Journal entries. Word count range of 1500-2000 words**

Students will be expected to keep individual online journals, accessible via the VLE, over the course of the unit. You will be expected to write 3 short reaction pieces to the assigned readings (between **500 – 700 words** per entry). At the end of the unit you will formally submit your 3 journal entries which together will make up your assignment 1.

The total word count for the **three** submitted online journal entries should be no less than 1500 words and no more than 2000 words

3) **Assignment 2: A written assignment. Word count range of 1500-2000 words**

Assignment questions, please choose one:

- Discuss with reference to examples, how farming systems in low and middle income countries are evolving and the impact this has on poverty alleviation and livelihood generation in rural areas.
- Critically discuss some of the ways in which food security can be improved without increasing the area under agriculture. Use examples to examine associated impacts on water security.
- Using two contrasting examples, discuss the impacts of different agricultural activities on biodiversity and associated challenges for poverty alleviation.

The assignment should be no less than 1500 words and no more than 2000 words in length

Equal weight will be given to both pieces of work for the award of credit.

Students are encouraged to seek advice regarding the assignment topics and outlines from the tutor by 3 March 2017.

Closing date for the submission of assignments: Friday, 24 March 2017 by 12.00 (noon)

UTC/GMT *Co-ordinated Universal Time/Greenwich Mean Time

Syllabus for Unit 3

Easter term 2017

Undergraduate Diploma in International Development: Environment, Sustainability and Globalisation

Unit Title: Globalisation, integration and exclusion

Start date	21 April 2017	End date	14 July 2017
Day	Friday	Time	10am – 5pm
Venue	Madingley Hall		
Tutor	Ms Ingrida Kerasauskaite	No of meetings / classes	4 x day schools 21 April, 19 May, 16 June, 14 July 2017

Aims

- To introduce students to the diverse drivers and effects of globalisation and its interactions with development
- To provide a more in-depth understanding of the relationship between urbanisation and development
- To enhance critical awareness and understanding of the role of migration in development
- To examine ideas of cultural diversity, social marginality and the effects of exclusion from development processes

Content

This unit delves into the different facets of globalisation and how it shapes and is shaped by economic, cultural and social changes worldwide. We will explore key globalisation processes and what globalisation means for the urban poor as well as how movement of labour across borders and associated livelihood opportunities and risks shape people's lives. Students will have the opportunity to look at the role of social movements, cultural diversity and conflict and the impact these have on development, as well as cases of exclusion from development processes. The sessions will include drawing together, comparing and contrasting various perspectives for an informed assessment of the relationship between globalisation processes and integration / exclusion with development.

Presentation of the course

Teaching and learning on the course is delivered in four full-day sessions through a combination of formal presentations by the tutor, a range of interactive and participative methods of teaching and learning which may include small and whole group exercises, projects, case studies, structured seminar discussions, oral presentations, Q&A exercises, etc. Each session will be structured around a key area and cover relevant approaches, debates and case studies. Students will be exposed to and expected to engage with educational content and learning tools through a variety of media (film shorts, social media, radio podcast, etc.) and different materials (maps, plans, documentary material, etc.) Students will be given a short list of readings for each session and are expected to read these so as to be able to take an active part in discussion. Students will also be encouraged to draw on their experiences and to reflect on their own positions as they critically engage with key issues surrounding globalisation and development processes.

Unit Structure

Day-school 1: The different facets of globalisation

The first day school centres on the question of 'What is globalisation?' and sets the stage for the following three sessions. It will begin with a brief history of globalisation before examining present-day globalisation processes through the key facets of economy, technology and mobility, exploring their main characteristics and interrelationships. Approaches to understanding and critically examining these globalisation processes will be introduced and, with reference to case studies, special attention will be directed to social and cultural change.

Key readings:

Bhalla, S. (2002). *Imagine There's No Country. Poverty, Inequality, and Growth in the Era of Globalization*, Institute for International Economics, Washington DC. **Ch. 1: Overview**
www.piie.com/publications/chapters_preview/348/1iie3489.pdf

Massey, D. (1994). A global sense of place. In *Space, Place and Gender*, Polity Press, Cambridge. pp. 146-156. www.aughty.org/pdf/global_sense_place.pdf

Steger, M. (2013). *Globalization: A Very Short Introduction*, Oxford University Press: Oxford.

Day-school 2: Urbanisation and the reproduction of poverty

Over half of the world's population now lives in cities and population growth is concentrated in urban centres in most places of the world. While cities are heralded as centres for economic development we find that the poor are still excluded from essential services and economic opportunities. This day school will look at the benefits and costs of urbanisation in a globalised world with a special focus on the inequalities that exist and are reproduced due to certain forms of development.

Key readings:

Marcus, A. & Asmorowati, S., (2006). Urban Poverty and the Rural Development Bias Some Notes from Indonesia. *Journal of Developing Societies*, 22(2) pp145–168.

McGranahan, G., Schensul, D., & Singh, G. (2016). Inclusive urbanization: Can the 2030 Agenda be delivered without it? *Environment and Urbanization*, pp13-34.

United Nations, Department of Economic and Social Affairs, Population Division (2014). *World Urbanization Prospects: The 2014 Revision, Highlights* (ST/ESA/SER.A/352)
<http://esa.un.org/unpd/wup/highlights/wup2014-highlights.pdf>

Day-school 3: Transnational processes: the role of migration

Labour migration and associated remittances are an important factor in many people's lives. During this day school we will explore how people employ their most important 'factor of production' i.e., labour, to take part in the global economy, and the role of related transnational processes in globalisation and development. We will examine both the benefits and costs associated with transnational lifestyles, and pay particular attention to the changing role of diasporas in the development process.

Key readings:

Castles S., de Haas, H. & Miller, J. (2013). *Age of Migration* (5th Ed) Palgrave: London. **Introduction**

Koser, K. (2007). *International Migration: A Very Short Introduction* (Very Short Introductions) Oxford University Press: Oxford.

Page, B. and Mercer, C. (2012). Why do people do stuff? Reconceptualizing remittance behaviour in diaspora-development research and policy, *Progress in Development Studies*, 12, 1, 1-18.

UNDP (2009) Human Development Report. 2009. Overcoming barriers: human mobility and development. New York, United Nations Development Program. **Executive summary**
http://hdr.undp.org/en/media/HDR_2009_EN_Complete.pdf

Day-school 4: Cultural diversity and the politics of exclusion

The final day school session will explore the social dimension of globalisation by exploring arguments centred around the homogenisation of culture and society. We will first look at approaches to cultural diversity and then examine the ways in which minorities around the world are being 'left behind' and excluded from the benefits of development, and the social movements that seek to address this. In particular, we will focus on how such movements operate in a transnational, globalised world, and their relationship to development processes.

Key readings:

Briggs, J. and Sharp, J. (2004). 'Indigenous Knowledges and Development: A Postcolonial Caution' *Third World Quarterly*, **25** (4) pp 661–76. www.jstor.org/stable/pdfplus/3993739.pdf

Escobar, A. (2004) Beyond the Third World: imperial globality, global coloniality and anti-globalisation social movements. *Third World Quarterly* 25(1) pp 207–230.

UNESCO ed., (2009). *Investing in cultural diversity and intercultural dialogue*, Paris: UNESCO.
esp. Cultural diversity 1.1-1.2, and Cultural diversity and development 7.1-7.3
<http://unesdoc.unesco.org/images/0018/001852/185202e.pdf>

World Commission on the Social Dimension of Globalisation. (2004). *A Fair Globalisation: Creating Opportunities for All*, International Labour Organisation, Geneva.
<http://www.ilo.org/public/english/wcsdg/docs/report.pdf> **Synopsis, Parts I & IV**

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- understand the various processes of globalisation and their interaction with development
- provide critical examples of the costs and benefits of globalisation
- demonstrate the inclusive and exclusionary effects of globalisation in relation to urbanisation, migration, cultural diversity and social marginality

Student assignments

As this is a Diploma course (equivalent at least to second year undergraduate standard) it will require a commitment to reading and pre-class preparation. Students are required to submit their assignments online and feedback is delivered online.

Students are required to produce the following two pieces of work:

1) **Assignment 1: Journal entries. Word count range of 1500-2000 words**

Students will be expected to keep individual online journals, accessible via the VLE, over the course of the unit. You will be expected to write 3 short reaction pieces to the assigned readings (between **500 – 700 words** per entry). At the end of the unit you will formally submit your 3 journal entries which together will make up your assignment 1.

The total word count for the three submitted online journal entries should be no less than 1500 words and no more than 2000 words
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2) **Assignment 2: A written assignment. Word count range of 1500-2000 words**

Assignment questions, please choose one:

- What are the opportunities for, and barriers to, development presented by globalisation? Discuss with reference to case studies and particular contexts.
- What are the opportunities and challenges that urbanisation presents for development? Discuss exclusion and poverty in relation to urban economic growth.
- Migration has been heralded as a positive force for development. Examine its potential contradictions for different actors.

The assignment should be no less than 1500 words and no more than 2000 words in length

Equal weightage will be given to both pieces of work for the award of credit.

Students are encouraged to seek advice regarding the assignment topics and outlines from the tutor by 16 June 2017.

Closing date for submission of assignments 1 and 2: Friday, 7 July 2017 by 12.00 (noon) BST * (11.00 UTC).*British Summer Time

TIMETABLE

Unit 1 - Michaelmas 2016

Sustainability and development

Day-school 1	7 October 2016
Day-school 2	4 November 2016
Day-school 3	2 December 2016

Unit 2 - Lent 2017

Environmental resources and poverty

Day-school 1	6 January 2017
Day-school 2	3 February 2017
Day-school 3	3 March 2017

Unit 3 - Easter 2017

Globalisation, integration and exclusion

Day-school 1	21 April 2017
Day-school 2	19 May 2017
Day-school 3	16 June 2017
Day-school 4	14 July 2017

Version correct as of 27/06/2016

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time.
The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*

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