# UNIVERSITY OF CAMBRIDGE
### Institute of Continuing Education

# Undergraduate Certificate in International Development

# 2017-2018

Course code:  1718CCR0101

# COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222  www.ice.cam.ac.uk

Welcome to the **Undergraduate Certificate International Development,** a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer

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

The course aims to:
- to give students a wider perspective of the complexities of poverty and inequality, and a way of understanding the diverse approaches to examine and manage these;
- to introduce students to the evolution of historical and theoretical ideas and practice of International Development;
- to enable students to assess critically the economic, political, social and environmental factors shaping people's livelihoods;
- to provide an understanding of the multiple stakeholders and agendas involved in International Development.

## Transferable skills for further study and employability

- The capacity for independent thought and judgement
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- The development of competence in using IT to support one's work
- The ability to work with others, productively and equitably
- The qualities necessary for employment requiring the exercise of some personal responsibility and the  demonstration of high levels of motivation and personal commitment through part-time study

## Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning[1]. Each of the units in this course attracts **-20** credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

1 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

## Teaching staff

**Academic 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:**

The course will be taught by a team of tutors whose expertise is shaped by both theoretical knowledge and practical experience. For a list of tutors who teach on the international development programmes please see the International development and global change subject page on the Institute's website (http://www.ice.cam.ac.uk/courses/courses-subject/international-development-and-global-change)

## Administrative staff

**Academic Programme Manager**: Sarah Blakeney, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 760865, Sarah.Blakeney@ice.cam.ac.uk

**Programme Administrator:** Rachel Revell, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746282, Rachel.Revell@ice.cam.ac.uk

## Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en-suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at: http://www.ice.cam.ac.uk/about-us/how-find-us

## Contact details of ICE

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*Please also refer to the 'information for students' section on ICE's website www.ice.cam.ac.uk/studying-with-us/information-for-students and the 2017/18 Student Handbook for award-bearing courses 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.*

*Information correct as at 18 August 2017*

# The problem of 'under' development

| | | | |
|---|---|---|---|
| **Start date** | 6 October 2017 | **End date** | 1 December 2017 |
| **Day** | Fridays | **Time** | 10am – 5pm |
| **Venue** | Madingley Hall, Madingley, Cambridge, CB23 8AQ | | |
| **Course Director** | Dr Alexandra Winkels | **No. of meetings** | 3 day-schools |

## Aims

- Exploring the different *types of poverty* (rural vs. urban) and examining *how context matters* in designing and implementing poverty reduction strategies
- Critically examining the different *causes of poverty and inequality* at the global, national and local levels.
- Critically examining the key *strategies and actors* that can/do play a role in addressing poverty and inequality
- Introducing students to diverse policy interventions and case studies to demonstrate the challenges encountered when addressing poverty and inequality in practice.

## Content

This unit aims to critically explore the different approaches to understanding poverty and inequality. It explains the diverse types of poverty and explores the different levels at which poverty reduction can be addressed. What is the link between poverty and inequality? What are the different factors that affect the success or failure in reducing poverty and inequality? How does context matter when designing and implementing poverty reduction strategies in practice?

These are some of the questions that this unit seeks to address. In doing so, the unit links the theoretical literature on the causes, levels and types of poverty and inequality with the empirical literature on case-studies and poverty reduction programmes in practice.

## Presentation of the unit

This unit will consist of three day schools. The teaching material will be delivered through short lectures, seminar discussions, class exercises as well as student presentations and panel discussions. These diverse teaching methods will offer students with plenty of space for participation and learning in an interactive environment, involving small-group work, class debates and presentations. These activities will be well-linked to the unit aims and objectives.

## Course Structure

| Date | Session | Title |
|---|---|---|
| 06.10.17 | Day-school 1 | The Causes of Poverty and Inequality |
| 03.11.17 | Day-school 2 | The Geography of Deprivation |
| 01.12.17 | Day-school 3 | Poverty and Inequality in Rural and Urban Contexts |

## Day-school 1: The Causes of Poverty and Inequality

This day school will explore the different types and conceptualisations of poverty and inequality. We will examine the recent trends in poverty and inequality and critically explore the link between them. We will also look at different approaches to explaining the causes of poverty and critically examine the policy implications underlying each of these different approaches.

At the end of this day school, students will gain a deep critical understanding of the underlying processes that underpin poverty and inequality.

**Key readings**

Hulme, D. (2015) *Global Poverty: Global Governance and poor people in the pos-2015 era*. Routledge, Chapters 1.

Mosse, D. (2010) A relational approach to durable poverty, inequality and power, *Journal of Development Studies* 46(7) pp. 1156-1178

Maxwell, S. (1999) 'The Meaning and Measurement of Poverty.' *ODI Poverty Briefing*. February 1999. https://www.odi.org/publications/2277-meaning-measurement-poverty

Ruggeri Laderchi, C., R. Saith and F. Stewart (2003) 'Does it matter that we don't agree on the definition of poverty? A comparison of four approaches', *Queen Elizabeth House Working Paper 107*. http://www3.qeh.ox.ac.uk/pdf/qehwp/qehwps107.pdf

## Day-school 2: The Geography of Deprivation

This day school will explore the nature of poverty and inequality in high -, middle- and low-income countries. It critically examines the causes and manifestation of poverty in different socio-economic contexts and explains how context affects the design and implementation of poverty reduction strategies. We will also examine how poverty and inequality can be addressed nationally (e.g. through poverty reduction programmes) and locally (through communal action and civil society organisations). We will also discuss the diverse challenges encountered when reducing poverty and inequality in practice.

**Key readings**

Barrientos, A. & C. Santibanez, (2009), "Social policy for poverty reduction in low income countries in Latin America: Lessons and Challenges", *Social Policy & Administration*, 43: 409-424

Ferguson, C. (2011) Enhancing the Role of NGOs and Civil Society in Poverty Alleviation: Challenges and Opportunities, a paper prepared for the high level expert group meeting of poverty eradication, Geneva, ILO. (available online) http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@emp_policy/documents/meetingdocument/wcms_162981.pdf

Ibrahim, S. and D. Hulme (2011) Has civil society helped the poor? - A review of the roles and contributions of civil society to poverty reduction*, BWPI working paper no. 114.* http://hummedia.manchester.ac.uk/institutes/gdi/publications/workingpapers/bwpi/bwpi-wp-11410.pdf

Souza, P. H. G. F. d. (2011) Poverty, inequality and social policies in Brazil, 1995-2005. Mimeo Brasilia: IPEA (available online) http://www.ipc-undp.org/pressroom/files/ipc631.pdf

## Day-school 3: Poverty and Inequality in Rural and Urban Contexts

This day school explores the nature and manifestations of poverty and inequality in rural and urban settings. It compares the causes of rural and urban poverty and examines the different challenges encountered by the poor in each context. We will also examine the different ways in which the urban and rural poor seek to address structural inequalities in their communities. Different patterns of grassroots activism are critically explored and their potentials and limitations are discussed.

**Key readings**

Anzorena, J., et al. (1998) 'Reducing urban poverty: some lessons from experience', *Environment and Urbanization*, 10(1), pp. 167-186.

Dercon, S., (2009), "Rural Poverty: Old Challenges in New Contexts", *World Bank Research Observer*, 24(1): 1-28.

Mitlin, Diana and David Satterthwaite (2013), *Urban Poverty in the Global South: Scale and Nature*, London and New York: Routledge. **Especially Chapter 2**.

Tacoli, C. (2003) 'The Links Between Urban and Rural Development*', Environment and Urbanization,* 15(1), pp. 3-12.

## Learning outcomes

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

- demonstrate a critical understanding of the different types and causes of poverty and inequality;
- develop an understanding of the key debates on the nature and manifestations of poverty in different socio-economic contexts;
- be knowledgeable about the key strategies and mechanisms for reducing poverty and inequality;
- be conversant with a range of case-studies about poverty and inequality in different settings;
- develop various analytical, critical thinking and presentation skills through class activities.

## Student assessment

As this is a Certificate course (equivalent at least to first 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 pieces of work:

**Formative assignment: 3 short essays submitted during the term. Word count range of 700 - 1000 words per essay**

During this unit you are expected to write 3 short essays reflecting the content of each day school. Essay titles will be provided for you by your tutor after each day school. You will be required to submit your essay via the VLE by a set deadline, and your tutor will provide written feedback. Formative assignments do not receive a mark but the written feedback you receive is aimed at helping you improve your research, study and writing skills. At the end of the term you are asked to formally submit one of the short essays as your summative assignment 1.

**Summative assignment 1: Word count range of 700 - 1000 words**

Please choose one of your short essays from your formative assignment submitted throughout the term for submission. You may edit the existing essay with the tutor's feedback in mind before submitting it, but you may not write a new short essay for your summative assignment 1.

**Summative assignment 2: Word count range of 2500 - 3000 words**
**Please choose one of the following titles:**

- Poverty is multidimensional. Critically discuss the underlying causes of poverty and inequality drawing on two case studies to develop your argument.
- 'The poor are not passive aid recipients, but active agents of change'. Critically explore the role that the poor themselves can play in addressing poverty and structural inequalities and the challenges - using at least two examples to back up your argument.
- 'The urban poor suffer more than the rural poor'. Discuss the nature and causes of urban poverty and how the urban poor seek to overcome their deprivation - using at least two case studies to back up your argument.

- Do you think that it is better to be poor in a high-income or a low-income context? Justify your answer with reference to specific case studies.

For the award of credit for this unit summative assignment 1 is weighted at 25% and summative assignment 2 at 75%

Students are encouraged to seek advice regarding the assignment topics and outlines from the tutor by 1 December 2017.

**Closing date for submission of assignments 1 and 2: Thursday, 4 January 2018 by 12.00 (noon) GMT*** *Greenwich Mean Time*

# Syllabus for second unit

## Lent Term 2018

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## Approaches to International Development

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|---|---|---|---|
| **Start date** | 12 January 2018 | **End date** | 9 March 2018 |
| **Day** | Fridays | **Time** | 10am – 5pm |
| **Venue** | Madingley Hall, Madingley, Cambridge, CB23 8AQ | | |
| **Course Director** | Dr Alexandra Winkels | **No. of meetings** | 3 day-schools |

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### Aims

- Providing an overview of various theoretical and development policy approaches since 1945.
- Introducing participants to a range of strategies and techniques required by those working in international development. These include critical, analytical and interpretative skills that will enable students to evaluate choices and their development implications.
- Conceptualising 'development', diagnose development 'successes' and 'failures' and interpret the implications of development experiences across time and space.

### Content

Through the use of case studies, the unit will analyse the evolution of ideas and experiences in International Development over time to provide students with an appreciation of different development perspectives, approaches, successes and failures.

By the end of the unit students should be to understand the importance of history and context and analyse some of the critical factors that facilitate or undermine international development.

### Presentation of the unit

The course 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 perspectives. Where appropriate, participants will be expected to carry out preparatory reading and research that will form the basis of discussions and presentations.

### Course Structure

| Date | Session | Title |
|---|---|---|
| 12.01.18 | Day-school 1 | History of International Development |
| 09.02.18 | Day-school 2 | Contemporary perspectives |
| 09.03.18 | Day-school 3 | The good, the bad and difficult – development in practice |

### Day-school 1: History of International Development

This Day school will trace the evolution of development theory and practice since 1945. It will cover the impact of policy consensus during the post-war reconstruction, as well as post-colonial independence in Asia and Africa. This will encompass concepts of 'development as modernisation' involving the need for a 'Big-Push' to alleviate 'backwardness', hunger and widespread poverty throughout the 'Third World'.

This places institutions dominated by the developed world, such as the United Nations, International Monetary Fund and the World Bank, at the forefront of global efforts to mould the pathways of the developing world. Through a range of case studies, the class will evaluate the impact of contrasting (including Structuralist and Dependency in the 1960s and Structural Adjustment in the 1990s) on development defined as growth, trade and a shift away from rural to urban jobs.

**Key readings**

Chang, H.J. (2008) *Bad Samaritans*. Bloomsbury, London **Chapters 1&2**,

Chang, H.J. (2014) *Economics: The User's Guide*. Penguin, London **Chapter 3**

Martinussen, J. (1997) *Society, State & Market*, Zed, New York **Chapter 5 & 6**

Rapley, J. (2007) *Understanding Development*, Lynne Rienner, London **Chapter 3**

### Day-school 2: Contemporary perspectives

The so-called 'development failures' of previous decades to alleviate poverty coincided with a conceptual re-evaluation of what we actually mean by 'development' – perhaps most popularly encapsulated in Sen's (1999) *Development as Freedom* and Stiglitz's (2002) *Globalisation and its Discontents*, 2002. We will use these critiques to trace the broadening of development metrics into the Millenium Development Goals (MDGs) and how these evolved to become the Sustainable Development Goals (SDGs) in 2015.

**Key readings**

Chang, H.J. (2014) *Economics: The User's Guide* Penguin, London **Chapter 4**

Rapley, J. (2007) *Understanding Development*, Lynne Rienner, London **Chapter 4**

Sen, A. ( 1999) *Development as Freedom*, OUP, Oxford **pp3-86**

Stiglitz, J.E. (2002) *Globalisation and its Discontents*, Penguin, New York

World Economic Forum (2015) What are the SDGs, and why do we need them? (available online) https://www.weforum.org/agenda/2015/09/

### Day-school 3: The good, the bad and the difficult – development in practice

Beneath these general histories lie an array of different development priorities, pathways and degrees of success and failure. Through detailed studies of Brazil, Korea and Sub-Saharan Africa, this Day school will assess how the understanding of development concepts and priorities and the impact of policy is dependent upon numerous factors including institutional context, politics and history.

**Key readings**

Martinussen, J.(1997) *Society, State & Market*, Zed, New York **Chapters 17,18 & 25**

Rapley, J. (20070 *Understanding Development.* Lynne Rienner, London **Chapters 5 & 7**

### Learning outcomes

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

- understand a broad range of development concepts, policy ideas and experiences;
- outline a number of factors that influence the success, failure and trajectory of development;
- digest, synthesise and apply appropriate research orally and in written form.

## Student assessment

As this is a Certificate course (equivalent at least to first 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 pieces of work:

**Formative assignment: 3 short essays submitted during the term. Word count range of 700 - 1000 words per essay**

During this unit you are expected to write 3 short essays reflecting the content of each day school. Essay titles will be provided for you by your tutor after each day school. You will be required to submit your essay via the VLE by a set deadline, and your tutor will provide written feedback. Formative assignments do not receive a mark but the written feedback you receive is aimed at helping you improve your research, study and writing skills.  At the end of the term you are asked to formally submit one of the short essays as your summative assignment 1.

**Summative assignment 1: Word count range of 700 - 1000 words**

Please choose one of your short essays from your formative assignment submitted throughout the term for submission. You may edit the existing essay with the tutor's feedback in mind before submitting it, but you may not write a new short essay for your summative assignment 1.

**Summative assignment 2: Word count range of 2500 - 3000 words**
**Please choose one of the following titles:**

- Critically discuss how understandings of 'development' have changed over time?
- With reference to a specific country, what factors lie behind the failure of development in Sub-Saharan Africa?
- How do we explain the 'East Asian miracle'? Illustrate your argument with case studies where appropriate.
- What lessons does history provide for development policy makers?

For the award of credit for this unit summative assignment 1 is weighted at 25% and summative assignment 2 at 75%

Students are encouraged to seek advice regarding the assignment topics and outlines from the tutor by 9 March 2018.

**Closing date for submission of assignments 1 and 2: Thursday 29th March 2018 by 12.00 (noon) BST\***   *\*British Summer Time*

# Syllabus for third unit
## Easter Term 2018

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# Governance and Institutions

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|---|---|---|---|
| **Start date** | 13 April 2018 | **End date** | 6 July 2018 |
| **Day** | Fridays | **Time** | 10am – 5pm |
| **Venue** | Madingley Hall, Madingley, Cambridge, CB23 8AQ | | |
| **Course Director** | Dr Alexandra Winkels | **No. of meetings** | 4 day-schools |

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## Aims

- Developing students' understanding of the theories and approaches applied to governance within the context of international development.
- Deepening students' knowledge of the range of institutions and actors that are involved in international development work, including the institutions' historical approaches, current work and their critiques within academia.
- Developing students' knowledge of the complex interactions between economic, political and social influences that shape international development interventions.

## Content

The issue of governance has been gaining importance in international development institutions' and academics' agendas and this unit will consider the various conceptions of governance. This includes topics such as rule of law, corruption and accountability and we will consider both formal and informal institutions, and their roles in the international aid infrastructure. We will also discuss the different players involved in international development (states, non-state actors, multilateral institutions, grassroots movements and individuals) and delve into their historical work, prevalent ideologies and power differentials. Finally the unit will focus on the relationship and differences in theoretical and practical approaches to international development concepts and programming.

## Presentation of the unit

The unit will consist of four day schools. A range of teaching methods will be deployed – lectures, seminars and student group work/short presentations. Students will be required to actively participate in discussing and challenging the topics addressed in the reading materials and tutor's presentations. Some sessions will include group activities.

## Course Structure

| Date | Session | Title |
|---|---|---|
| 13.04.18 | Day-school 1 | Good and 'Bad' governance |
| 11.05.18 | Day-school 2 | Institutions in International Development |
| 08.06.18 | Day-school 3 | International aid infrastructure |
| 06.07.18 | Day-school 4 | Linking theory and practice |

## Day-school 1: Good and 'Bad' governance

This day school will discuss the key concepts of development and governance. We will consider what 'good' or 'bad' governance is, including what factors are or should be taken into account, and whose views tend to dominate. We will look into corruption and the rule of law, and how these issues affect the broader parameters of 'development'.

**Key readings**

Bardhan, P. (1997) Corruption and development: a review of issues. Journal of Economic Literature 35, 1320–1346, available at: http://www.jstor.org/stable/2729979.

Chang, H.-J. (2002) *Kicking away the ladder*, Northampton: Elgar, Chapter 3

Carothers, T. (1998) Rule of Law Revival. *Foreign Affairs* 77, pp 95–106. http://heinonline.org/HOL/Page?handle=hein.journals/fora77&id=267&div=&collection=journals#267.

Kang, D.C. (2002) Bad loans to good friends: money politics and the developmental state in South Korea. *International Organization 56*, 177–207, available at: http://journals.cambridge.org/action/displayFulltext?type=1&fid=164538&jid=INO&volumeId=56&issueId=01&aid=164537.

Trubek, D.M. and Santos, A. (2006) 'Introduction: the third moment in law and development theory and the emergence of a new critical practice', *The new law and economic development: A critical appraisal*, 1(11).

## Day-school 2: Institutions in International Development

This day school will analyse the concept of what an institution is, as well as the range of formal and informal institutions that are involved in international development work. We will discuss their historical and current approaches, their interactions with one another, as well as their critiques within academia.

**Key readings**

Barro, R.J. and Lee, J.-W. (1993) *Losers and winners in economic growth.* National Bureau of Economic Research, (available online) https://ideas.repec.org/p/nbr/nberwo/4341.html.

Moyo, D. (2010) *Dead Aid: Why aid is not working and how there is another way for Africa*, Penguin Books, London, **Part 1, sections 1-3**.

Palma, J. G. (2005), 'Four sources of de-industrialisation and a new concept of the Dutch Disease', in J. A. Ocampo (ed.), Beyond Reforms, Structural Dynamics and Macroeconomic Vulnerability.

World Bank (2002) World Development Report 2002: Building Institutions for Markets. New York: Oxford University Press (available online) https://openknowledge.worldbank.org/handle/10986/5984.

## Day-school 3: International aid infrastructure

This day school will discuss the international aid infrastructure and how the different institutions analysed in the previous day school relate, coordinate and work with one another, as well as their contribution to development in poorer states. We will discuss views of proponents of international aid institutions and those that suggest that developed states should not be substantially involved in the affairs of developing states.

**Key readings**

Chang, H.-J. (2002) *Kicking away the ladder*, Northampton: Elgar, **Chapter 4**.

Cline, W.R. (1982) Can the East Asian model of development be generalized? *World Development* 10, 81–90 (available online) http://www.sciencedirect.com/science/article/pii/0305750X82900390.

Jerven, M. (2011) The quest for the African dummy: explaining African post-colonial economic performance revisited. *Journal of International Development* 23, 288–307 (available online) http://onlinelibrary.wiley.com/doi/10.1002/jid.1603/abstract.

UNDP Human Development Report (2013) *The Rise of the South: Human Progress in a Diverse World*, UNDP, **Summary** (available online)
http://hdr.undp.org/sites/default/files/hdr2013_en_summary.pdf

Vreeland, J.R. (2008) 'Political institutions and human rights: Why dictatorships enter into the United Nations Convention Against Torture', *International Organization*, Volume 62, Issue 1, pp. 65-101, available at: https://doi.org/10.1017/S002081830808003X.

## Day-school 4: Linking theory and practice

The last day school will focus on the relationship and differences in academic and practitioners' approaches to international development concepts and programming. We will analyse international development agencies' programme documents and the assumptions that they make in relation to the effect of various interventions on the quality of governance in developing countries, as well as broader parameters of international development. We will consider how best academic analyses of the concepts of international development can be applied to international institutions' programming.

### Key readings

Andrews, M. (2008) The Good Governance Agenda: Beyond Indicators without Theory, *Oxford Development Studies*, Volume 36, Issue 4, pp. 379-407 (available online) http://dx.doi.org/10.1080/13600810802455120.

DFID (2015) *Business Case: Commercial Law & Justice Programme* (available online) https://devtracker.dfid.gov.uk/projects/GB-1-202647/documents. **Required reading**

Easterly, W. (2009) How the millennium development goals are unfair to Africa. *World Development* 37, 26–35 (available online) http://dri.fas.nyu.edu/docs/IO/13016/UnfairtoAfrica.pdf.

Haddad, L. et al. (2013) 'Whose Goals Count? Lessons for Setting the Next Development Goals', *IDS Bulletin,* 44 (5-6). Editors Manning, R., Harland Scott, C. and Haddad, L. Brighton: Institute of Development Studies. (available online) http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/7450/IDSB_44_5-6_10.1111-1759-5436.12049.pdf?sequence=1.

International Development Committee (2016) *UK aid: allocation of resources: interim report,* Third Report of Session 2015-2016 (available online) https://www.publications.parliament.uk/pa/cm201516/cmselect/cmintdev/927/927.pdf

### Learning outcomes

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

- develop an understanding of the institutions involved in governance and international development work, including their histories, practices and critiques of their operations;
- demonstrate an understanding of the academic debates and policy on governance, rule of law and corruption, as well as the tensions and links between theoretical and practical approaches to the issues;
- develop analytical, problem solving and team work skills;
- synthesise and critically engage with key ideas from the literature.

### Student assessment

As this is a Certificate course (equivalent at least to first 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 pieces of work:

**Formative assignment: 3 short essays submitted during the term. Word count range of 700 - 1000 words per essay**

During this unit you are expected to write 3 short essays reflecting the content of each day school. Essay titles will be provided for you by your tutor after each day school. You will be required to submit your essay via the VLE by a set deadline, and your tutor will provide written feedback. Formative assignments do not receive a mark but the written feedback you receive is aimed at helping you improve your research, study and writing skills. At the end of the term you are asked to formally submit one of the short essays as your summative assignment 1.

**Summative assignment 1: Word count range of 700 - 1000 words**

Please choose one of your short essays from your formative assignment submitted throughout the term for submission. You may edit the existing essay with the tutor's feedback in mind before submitting it, but you may not write a new short essay for your summative assignment 1.

**Summative assignment 2: Word count range of 2500 - 3000 words**
**Please choose one of the following titles:**

- How can good governance solve broader development issues in low income countries? Discuss with reference to relevant examples.
- What role does the international community play in improving governance systems in developing countries? Discuss with reference to relevant examples.
- What are the main failures of the international aid infrastructure and what could be done to improve the situation? Discuss with reference to relevant examples.

For the award of credit for this unit summative assignment 1 is weighted at 25% and summative assignment 2 at 75%

Students are encouraged to seek advice regarding the assignment topics and outlines from the tutor by 8 June 2018.

**Closing date for submission of assignments 1 and 2: Friday, 29 June 2018 by 12.00 (noon) BST\*** *\*British Summer Time*

# TIMETABLE

## Michaelmas 2017
**The problem of 'under' development**

| | |
|---|---|
| Day school 1 | 6 October 2017 |
| Day school 2 | 3 November 2017 |
| Day school 3 | 1 December 2017 |

## Lent 2018
**Approaches to International Development**

| | |
|---|---|
| Day school 1 | 12 January 2018 |
| Day school 2 | 9 February 2018 |
| Day school 3 | 9 March 2018 |

## Easter 2018
**Governance and Institutions**

| | |
|---|---|
| Day school 1 | 13 April 2018 |
| Day school 2 | 11 May 2018 |
| Day school 3 | 8 June 2018 |
| Day school 4 | 6 July 2018 |

*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.*