

Undergraduate Diploma in International Development: Economy, Society and Welfare

2017-2018

Course code: 1718DCR002

COURSE GUIDE

Welcome to the **Undergraduate Diploma in International Development: Economy, Society and Welfare**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Diploma is taught and awarded at FHEQ level 5 (i.e. second-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 provide a more in-depth understanding of some key ideas of, and the differences between, economic and human development;
- to give students a good understanding of both the value and limits of the economic growth paradigm;
- to deepen student's knowledge about the range of alternative theories and approaches applied in International Development;
- to provide students with knowledge about the complex interactions between economic, political and social spheres that shape development interventions.

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 learning¹. 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.

Syllabus for first unit

Michaelmas term 2017

Economic growth and 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

- Providing a platform for subsequent units' analysis of the implications of economic development for social well-being
- Examining the theoretical and practical implications of market, state and institutional failures on development.
- Enable participants to evaluate the thesis that development can be explained by policy choices, rather than structural factors.

Content

Through a detailed theoretical framework, students are asked to examine both the role of particular factors of production as well as of particular actors including state and business. We will trace the impact of the evolution of economic development thought from the 1940s through the Structural adjustment period of the 1980s and 90s to the current re-evaluation of development and globalisation paradigms.

Presentation of the unit

The unit will be taught through a combination of lectures, videos, group work and individual assignments.

Course Structure

Date	Session	Title
06.10.17	Day- school 1	Economic theories of development
03.11.17	Day -school 2	Factors of production
01.12.17	Day- school 3	Trade and industrial policy

Day-school 1: Economic theories of development

This class will examine how theory and policy have evolved due to persistent failures to explain different growth trajectories or development 'failure'. This will encompass a re-examination of what we really mean by development and what is deemed to be required of policy makers from a variety of analytical standpoints including Classical, Neo-classical, Dependency, Endogenous & Institutional theories of development. From an overview of how these ideas have evolved over time, the class will draw lessons from economic history to discuss the current re-evaluation of development and globalisation paradigms. These will provide the focus for Days 2 & 3 which will concentrate on factors of production (capital and labour) and the role of the state and foreign trade.

Key readings

Chang, H.J., 2003, Kicking Away the Ladder, Development Strategy in Historical Perspective, Anthem Press, London

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

North, D.C., 1990, Institutions, Institutional Change & economic performance, CUP, Cambridge pp 3-11, pp 107-140

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

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

Day-school 2: Factors of production

Building on this theoretical and historical framework, this day school will focus on two key factors of production (capital and labour). Using a wide range of academic material (including Marx, Polanyi & Schumpeter), we will highlight the implications of the 'commoditisation' of rural labour in terms of the role of agriculture and social welfare (see Units 2 & 3) and the linkages between capital, business, innovation and the state in driving economic growth in particular directions.

Key readings

Diao, X., Hazell, P., Resnick, D., & Thurlow, J. (2007), The Role of Agriculture in Development, *IFPRI Research report 153* (available online <http://ebrary.ifpri.org/cdm/ref/collection/p15738coll2/id/125252>)

Dietz, T. (2013) Comparing the Agricultural Performance of Africa and South East Asia over the last Fifty years, in Berendsen, B., Dietz, T., Nordholt, H.S. & van der Veen, R., Editors: *Asian Tigers, African Lions: Comparing the Development Performance of Southeast Asia & Africa*. Brill, Leiden

Juma, C. (2011) The New Harvest – Agricultural Innovation in Africa. Oxford University Press Oxford

ISAAA (2013) International Service for the Acquisition of Agri-Biotech Applications. (available online) www.isaaa.org

Rapley, J. (2007) Understanding Development, Lynne Rienner. London **Chapters 3 & 4**

Day-school 3: Trade and Industrial Policy

Through case studies, this class will examine the evolving role of the state over time to examine the question - what do we mean by Industrial policy or the Developmental state? This will include historical cases discussed in Day 1 (including the UK & USA) as well as more contemporary examples including Brazil, Taiwan & South Korea. We will examine how countries have tried to manage the so-called 'resource curse', 'market failures' in agriculture and the transition to a manufacturing based economy.

Key readings

Auty, R. (1994) Industrial policy reform in six large newly industrializing countries: The resource curse thesis. *World Development* 22 (1) : 11–26

Newman, C., Page, J., Rand, J., Shimeles, A., Soderbom, M., Tarp, F. (2016) *Made in Africa: Learning to Compete in Industry*. Brookings Institution Press, Washington, USA

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

Mazzucato, M. (2015) The Entrepreneurial State. Anthem Press, London

Rodrik, D. (2007) One Economics, Many recipes, Princeton University press, Princeton, New Jersey, **pp 99-152, pp 213-240**

Learning outcomes

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

- compare and contrast different theories of economic growth and development;
- assess the rationale for and nature of the state, market and social co-ordination in the development process;
- have a thorough understanding of key terms such as institutional, market and state failure.

Student assessment

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 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:

- Should trade be free? Argue your case with the use of examples.
 - What should the role of the state be in shaping development agendas? Critically discuss your arguments with at least two contrasting examples.
 - Why does an abundance of natural resources facilitate development?
-

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

Social Change and Protection

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

Aims

- Developing students' understanding of the range of theories and approaches applied to international development, poverty and human rights.
- Deepening students' knowledge of the range of institutions and actors that are involved in international development work and the international human rights regime, 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 on development trends.

Content

In this unit we will analyse the concepts and interrelationship between human rights and development, welfare and social protection. We will discuss the various facets of poverty, its manifestations and coping mechanisms employed by vulnerable people and institutions at local, national, transnational and international levels. Population dynamics are highly relevant for international development and we will consider the recent demographic, technological and social changes and how they impact people's livelihoods.

Throughout this unit we will look at the strategies people employ to shield themselves from poverty and vulnerability; as well as governments' strategies and other institutions' work to assist people in their quest for security.

Presentation of the unit

The unit will consist of three 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
12.01.18	Day-school 1	Human Rights and Development
09.02.18	Day-school 2	Welfare and Protection
09.03.18	Day-school 3	Population dynamics

Day-school 1: Human Rights and Development

The first day school will consider the concept of human rights, the interrelationship between human rights and development, and discuss the international human rights and protection regimes. We will analyse the politics around the formation and signing of international human rights treaties and protection regimes, as well as their relevance and effectiveness. We will consider how these instruments can be used to protect the vulnerable.

Key readings

Buergethal, T. (2006) 'The Evolving International Human Rights System', *The American Journal of International Law*, 100 (4) : 783-807.

CHR (2010) *Criminalisation of Migration in Europe: Human Rights Implications, Issue Paper commissioned and published by Thomas Hammarberg, Council of Europe Commissioner for Human Rights*, <https://wcd.coe.int/ViewDoc.jsp?id=1579605>.

Cornwall, A. and C.N. Musembi (2004) Putting the 'Rights-Based Approach' to Development into Perspective', *Third World Quarterly* 25 (8): 1415-1437.

Hill, D. W. (2010) 'Estimating the Effects of Human Rights Treaties on State Behavior', *The Journal of Politics*, 72, (4) : 1161–1174 (available online) http://myweb.fsu.edu/dwh06c/pages/documents/Hill10_jop.pdf.

Uvin, P (2007) From the Right to Development to the Rights-Based Approach: How 'Human Rights Entered Development', *Development in Practice*, 17 (4/5): 597-60

Day-school 2: Welfare and Protection

This day school will delve into the concepts of welfare, social protection, poverty and vulnerability, as understood by different groups of individuals. We will discuss what makes one poor, vulnerable and in need of protection. We will also discuss what remedies states, international organisations, civil society organisations and the poor themselves could employ to reduce deprivation and vulnerability.

Key readings

Banerjee, A. and E. Duflo (2011) *Poor economics: A radical rethinking of the way to fight global poverty*. Penguin Books: London **Chapter 1**.

Chambers, R. (1995) Poverty and livelihoods: whose reality counts?, *Environment and Urbanization*, 7 (1) (available online) http://www.ucl.ac.uk/dpu-projects/drivers_urb_change/urb_society/pdf_liveli_vulnera/IIED_Chambers_poverty.pdf.

Evans, G and M. Sahnoun (2002) The responsibility to protect, *Foreign Affairs*, 81(6) 99-110, (available online) http://www.jstor.org/stable/20033347?seq=1#page_scan_tab_contents.

Sen, A. (1999) *Development as Freedom*, Oxford University Press **Introduction and Chapter 4**.

Sumner, A. (2012) *Global Poverty and the "New Bottom Billion" Revisited: Exploring The Paradox That Most Of The World's Extreme Poor No Longer Live In The World's Poorest Countries*, IDS, Working Papers. (available online) <https://www.ids.ac.uk/files/dmfile/AndySumnerGlobalPoverty14May2012.pdf>

Day-school 3: Population dynamics

The third day school will focus on population dynamics. We will consider the importance of various demographic variables, such as population size, distribution by age, gender, education and other characteristics. We will analyse the wider effects of the recent changes in life expectancy, fertility, lifestyles, gender roles, technology and migration. We will discuss the implications of such changes on food supply requirements, medical issues (including new diseases, medical advances as well as the challenges posed by a changing composition of the population), the environment, housing and labour force requirements. We will also look at the implications of these changes for government policies, individuals' choices and business strategies.

Key readings

Castles, S., H. de Haas, and M.J. Miller (2013) *The age of migration: International population movements in the modern world*, 5th ed. New York: Guilford **Chapter 11**.

Jolly, C. (1994) Four theories of population change and the environment, *Population and Environment* 16(1):61-89.

Lam, D. (2011) How the world survived the population bomb: Lessons from 50 years of extraordinary demographic history, *Demography* 34(3):443-454.

Poleman, T. (1995) Population: Past Growth and Future Control, *Population and Environment* 17(1):19-40.

Reher, D.S. (2011) Economic and social implications of the demographic transition, *Population and Development Review* 37(suppl.):11-33

Learning outcomes

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

- demonstrate an understanding of the various facets of poverty, migration and international development interventions in these areas;
- develop an understanding of the academic debates on poverty, social change and protection, as well as the social, political and cultural factors that shape the policy responses and implications;
- develop analytical, problem solving, team work and programme evaluation skills;
- Synthesise and critically engage with key ideas from the literature.

Student assessment

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 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 poverty be eradicated? Discuss in relation to relevant historical examples of poverty reduction work as well as current political, economic and scientific trends.
 - Has the international community done enough to protect the most vulnerable individuals globally? Illustrate and argue your answer with relevant examples.
 - Is migration a viable solution to poverty? Illustrate and argue your answer with 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 9 March 2018.

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

Syllabus for third unit

Easter Term 2018

Human capital and development

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

Aims

- Exploring the diverse conceptualisations of gender and how it evolved over time and examining the different ways in which women seek to address structural inequalities at the household, communal and local levels.
- Critically examining the contesting conceptualisations of education and analysing the diverse challenges encountered to promote and sustain educational capabilities, especially for young girls.
- Analysing the progress in health related international goals and exploring the interactive relationship between ill health and chronic poverty.
- Introducing students to social movements and examining the dynamics and strategies of grassroots organisations and their relationships with other development actors, esp. the state.

Content

What works for women's empowerment and how can this process be supported by development actors? How can educational services be reformed to ensure equitable access to quality educational services, especially by deprived communities? How does ill-health lead to poverty traps? What is the role of grassroots movements in promoting human development? This unit aims to answer some of these questions by linking the theoretical literature on the conceptualisation of gender, education and health with policymaking by examining the progress achieved in each of these areas and exploring the role of social movements in promoting this progress in practice.

Presentation of the unit

This unit will consist of four 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
13.04.18	Day-school 1	Gender and Development
11.05.18	Day-school 2	Education and development
08.06.18	Day-school 3	Health and development
06.07.18	Day-school 4	Social movements

Day-school 1: Gender and Development

This day school will critically examine the different conceptualisations of gender. We will explore the various 'types' of gender inequalities in the household, in the local community, in the workplace

and in politics. We will also discuss the feminisation of poverty, esp. among female-headed households. We will also look at the dynamics of women's empowerment and how this process can be supported by development actors. At the end of this day school, students will gain a deeper understanding of the underlying structural causes that perpetuate gendered inequalities and affect women's empowerment.

Key readings

Cornwall, A. (2016) Women's Empowerment: What Works? *Journal of International Development* 28 (3): 342-359. (available online) <http://onlinelibrary.wiley.com/doi/10.1002/jid.3210/full>

HDR (1995) Human Development Report on Gender, New York: UNDP. **Overview chapter entitled: the revolution for gender equality, pp. 1-10.** (available online) http://hdr.undp.org/sites/default/files/reports/256/hdr_1995_en_complete_nostats.pdf

Narayan, D. et. al (2000) Changing Gender Relations in the Household, Chapter 5 in Narayan, et. al. (Eds.) *Voices of the Poor: Can Anyone Hear us*, Washington: World Bank: pp. 135-173. (available online) <http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124115187705/ch5.pdf>

UN Secretary-General's High-Level Panel on Women's Economic Empowerment (2017) *Leave No one behind: Taking action for Transformational Change on Women's Economic Empowerment*, UNHLP. (available online) <http://www.womenseconomicempowerment.org/assets/reports/UNWomen%2017-01%200313h.pdf>

Day-school 2: Education and Development

This day school will critically examine the contested notions of education from human development and human capital perspectives. It will examine the politics of service delivery, particularly in the education sector, and critically analyse the existing trade-offs between improved access and enhanced quality of educational services. The role of education in promoting citizenship and democratic participation will also be examined. At the end of this day school, students will gain a critical understanding of the contested conceptualisations of education and the politics of reform in the educational sector.

Key readings

Nussbaum M. (2006) Education and democratic citizenship: capabilities and quality education, *Journal of Human Development*, 7 (3): 385-395.

Robeyns I. (2006) Three models of education. Rights, capabilities and human capital, *Theory and Research in Education*, 4 (1): 69-84.

Unterhalter E. (2009), Education. In S. Deneulin and L. Shahani (Eds.). *An introduction to the human development and capability approach. Freedom and agency*, Earthscan, London, **pp. 207-227.**

Day-school 3: Health and Development

This day school will critically examine the progress to date in the achievement of health-related MDG- and SDG- targets. It will also analyse the impact of health shocks on poor households and examine the interactive relationship between ill-health and chronic poverty. We will also discuss different types of health inequalities and how these inequalities can be addressed. The day school will also discuss the impact of disability on human capabilities. At the end of this school day, students will enhance their understanding of health inequalities and the challenges faced in addressing these inequalities.

Key readings

Begum, S. and B. Sen (2004) *Unsustainable Livelihoods, Health Shocks and Urban Chronic Poverty: Rickshaw Pullers as a Case Study*, Chronic Poverty Research Centre, CPRC Working Paper 46 (available online) http://www.chronicpoverty.org/uploads/publication_files/WP46_Begum_Sen.pdf

Gwatkin, D. R., A. Bhuiya and G. V. Cesar (2004) Making health systems more equitable, *Lancet* 364, pp. 1273–80.

WHO (2015) *Health in 2015: from MDGs, Millennium Development Goals to SDGs, Sustainable Development Goals*. Geneva: World Health Organization. **Summary chapter, pp.1-13** (available online) http://apps.who.int/iris/bitstream/10665/200009/1/9789241565110_eng.pdf?ua=1

Day-school 4: Social Movements

This day school will introduce students to social movements by examining the dynamics and strategies that these movements adopt to call for poor people's rights. The day school will also critically explore the role of grassroots initiatives in promoting human development and will examine the potential and limitations of poor people's collective agency at the local level. We will also discuss the relationship that these social movements have with other actors, such as NGOs and the state.

Key readings

Appadurai, A. (2004) The Capacity to Aspire: Culture and the Terms of Recognition. In V.Rao and M. Walton (eds.) *Culture and Public Action: a cross-disciplinary dialogue on development policy*. Stanford: Stanford University Press, **pp. 61-84**

Bebbington, A.J. and D. Mitlin (2006) *Social movements and chronic poverty across the urban-rural divide: concepts and experiences*. Chronic Poverty Research Centre Working Paper No. 65, Manchester: University of Manchester. (available online) https://assets.publishing.service.gov.uk/media/57a08c4540f0b652dd00120c/60428-CPRC_WP65.pdf

Escobar, A. (1992) Reflections on 'development': grassroots approaches and alternative politics in the Third World. *Futures* 24(5), pp. 411-436.

Kabeer, N. and M. Sulaiman (2015) Assessing the Impact of Social Mobilization: Nijera Kori and the Construction of Collective Capabilities in Rural Bangladesh, *Journal of Human Development and Capabilities*, 16 (1): 47-68.

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 conceptualisations of gender and types of gender inequalities;
- develop an understanding of the key debates on the role of education in promoting human capabilities and enhancing citizenship;
- have a deep understanding of the progress to date in achieving health-related global goals and the challenges encountered in sustaining this progress;
- gain an understanding of the role that social movements and grassroots initiatives can play in demanding poor people's rights;
- be conversant with a range of case-studies about gender, education, health and social movements in different socio-economic and political contexts;
- develop various analytical, critical thinking and presentation skills through class activities.

Student assessment

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 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:

- 'The burden of poverty and inequality affects women disproportionately'. Critically discuss the underlying causes for gendered inequalities drawing on two case studies to illustrate your argument.
 - 'Reforming education inevitably involves a trade-off between access and quality'. Discuss this statement by critically exploring the contested conceptualisations of education and the challenges encountered when reforming the education sector – using at least two examples to support your argument.
 - 'Health shocks are a double-whammy for the poor'. Critically examine the relationship between ill-health and poverty traps and how health-inequalities can be addressed – drawing on at least two case studies.
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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

Economic growth and development

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

Lent 2018

Social change and protection

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

Easter 2018

Human capital and development

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.

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
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