

# **Undergraduate Certificate in International Development**

**2019-2020**

Course code: 1920CCR010

## **COURSE GUIDE**

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](http://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 guide.

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<sup>1</sup>. 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.

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

### Teaching staff

#### Course Director:

Dr Ingrida Kerusauskaite is an Affiliated Lecturer at the University of Cambridge, Centre of Development Studies, where she lectures on the MPhil programme in Development Studies. She also teaches on a number of international development courses at the Institute of Continuing Education. Ingrida's research focuses on anti-corruption in international development, forced migration and education. Ingrida has completed a PhD at the University of Cambridge, Centre for Development Studies and recently published a book on "Anti-Corruption in International Development" with Routledge.

Ingrida also works in international development from a practical angle. She has delivered projects for the UK's Department for International Development, the Foreign and Commonwealth Office and the UK's Independent Commission for Aid Impact, among others. Her work focuses on the issues

surrounding anti-corruption interventions and business environment reforms. 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.

### **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**

**Head of Academic Centre Administration - Professional Studies:** Valentina Steel  
[Valentina.Steel@ice.cam.ac.uk](mailto:Valentina.Steel@ice.cam.ac.uk) 01223 760859

**Academic Centre Administrator – Professional Studies:** Anna Rupaningal  
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### **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**

Institute of Continuing Education  
University of Cambridge  
Madingley Hall  
Madingley  
Cambridge  
CB23 8AQ  
T: 01223 746222  
[www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)  
[globalstudies@ice.cam.ac.uk](mailto:globalstudies@ice.cam.ac.uk)

*Please also refer to the 'information for students' section on ICE's website [www.ice.cam.ac.uk/studying-with-us/information-for-students](http://www.ice.cam.ac.uk/studying-with-us/information-for-students) and the 2019/20 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 2019

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### The problem of 'under' development

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<b>Start date</b>	20 September 2019	<b>End date</b>	6 December 2019
<b>Day</b>	Fridays	<b>Time</b>	10am – 5pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Course Director</b>	Dr Ingrida Kerusauskaite	<b>No. of meetings</b>	4 day-schools

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#### 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. The unit seeks to address questions including: 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?

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 linked to the unit aims and objectives.

#### Course Structure

Date	Session	Title
20.09.19	Day-school 1	The Causes of Poverty and Inequality
11.10.19	Day-school 2	The Geography of Deprivation
08.11.19	Day-school 3	Poverty and Inequality in Rural and Urban Contexts
06.12.19	Day-school 4	The good, the bad and the difficult – development in practice

#### 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 post-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.geh.ox.ac.uk/pdf/gehwp/gehwps107.pdf>

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## 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](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>

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## 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.

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#### **Day-school 4: The good, the bad and the difficult – development in practice**

This session will discuss the difficulties of measuring 'development' and explore an array of different development priorities, pathways and degrees of success and failure. Through case studies we 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**

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>.

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

Rapley, J. (2007) *Understanding Development*, Lynne Rienner, London **Chapters 5 & 7**

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#### **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 between 1000 - 1500 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.

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#### **Summative assignment 1: Word count range between 1000 - 1500 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.

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**Summative assignment 2: Word count range between 2000 - 2500 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.
  - Is it better to be poor in a high-income or a low-income context? Justify your answer with reference to specific case studies.
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For the award of credit for this unit summative assignment 1 is weighted at 34% and summative assignment 2 at 66%

Students are encouraged to seek advice regarding the assignment topics and outlines from the tutor by 30 November 2019.

**Closing date for submission of assignments 1 and 2: Monday 6 January 2020 by 12.00 (noon) GMT\*** \* *Greenwich Mean Time*



# Syllabus for second unit

Lent Term 2020

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## Approaches to International Development

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<b>Start date</b>	17 January 2020	<b>End date</b>	13 March 2020
<b>Day</b>	Fridays	<b>Time</b>	10am – 5pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Course Director</b>	Dr Ingrida Kerusauskaite	<b>No. of meetings</b>	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.

### Course Structure

Date	Session	Title
17.01.20	Day-school 1	History of International Development
14.02.20	Day-school 2	Contemporary perspectives
13.03.20	Day-school 3	From niche to mainstream: environmental concerns in development

### 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**,  
Martinussen, J. (1997) *Society, State & Market*, Zed, New York **Chapter 5 & 6**  
Rapley, J. (2007) *Understanding Development*, Lynne Rienner, London **Chapter 3**
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### 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 Millennium 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/>
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### Day-school 3: From niche to mainstream: environmental concerns in development

In the past 30 years, climate change, and associated concepts such as sustainability, have become deeply embedded in contemporary understandings of 'development'. This day-school will examine the history of the idea of 'the environment', from its origins in the Romantic movement of the late 18<sup>th</sup> and early 19<sup>th</sup> century, through its time as a counter-cultural issue in the 1960s and 70s, to its achievement of 'mainstream' status from the 1990s. Central to this will be a critical examination of contemporary rhetoric and action around climate change, particularly in the context of concerns about development.

### Key readings

- Forsyth, T. (2003). *Critical Political Ecology: the politics of environmental science*. Routledge, London, UK.  
Nicholson, C, *Climate Change and The Politics of Causal Reasoning* (2014) <https://doi.org/10.1111/geoj.12062>  
Stott, P., Sullivan, S. (Eds.) (2000). *Political Ecology: Science, Myth, Power*, Arnold  
Thomas D., and Middleton, N. (1994). *Desertification: exploding the myth*, Chichester: Wiley  
Williams, R. (1980). 'Ideas of Nature', in Williams, R. (Ed.), *Problems in Materialism and Culture*, London: Verso, pp. 67-85
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### 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; and

- 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 between 1000 - 1500 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 between 1000 - 1500 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 between 2000 - 2500 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?
- What lessons does history provide for development policy makers?
- Is the emergence of 'climate change' as a mainstream cultural and institutional concern predominantly attributable to the strength of scientific evidence or to broader social and geo-political factors and context?

For the award of credit for this unit summative assignment 1 is weighted at 34% and summative assignment 2 at 66%

Advice about the summative assignment topics and outlines should be sought from the tutor by 5 April 2020.

**Closing date for submission of the written materials to support the individual presentation and the summative assignment: Tuesday 14 April 2020 by 12.00 (noon) BST\* *\*British Summer Time***

# Syllabus for third unit

Easter Term 2020

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## Governance and Institutions

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<b>Start date</b>	24 April 2020	<b>End date</b>	5 June 2020
<b>Day</b>	Fridays	<b>Time</b>	10am – 5pm
<b>Venue</b>	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
<b>Course Director</b>	Dr Ingrida Kerusauskaite	<b>No. of meetings</b>	3 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 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. 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
24.04.20	Day-school 1	Good and 'Bad' governance
15.05.20	Day-school 2	Institutions in International Development
05.06.20	Day-school 3	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).

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## 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. We will also discuss the international aid infrastructure and how different organisations relate, coordinate and work with one another, as well as their contribution to development in poorer states.

## 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>.

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

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>.

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## Day-school 3: Linking theory and practice; student presentations

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. The day school will include time for individual student presentations.

## 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>.

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](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>

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### 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;
- digest, synthesise and apply appropriate research orally and in written form; and
- demonstrate an ability to communicate ideas clearly in an individual presentation.

### 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:

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### Individual presentation

During the 3<sup>rd</sup> day school of the term (5<sup>th</sup> of June) you will be asked to give an individual presentation to the class on a topic agreed with your tutor. Further guidelines on the presentation will be given by your tutor during the term. After the presentation has taken place you will be required to submit the supporting materials from your presentation (i.e. presentation powerpoint slides, presentation notes and any handouts, etc.) as part of the formal assessment for this element of the unit.

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### Summative assignment: Word count range between 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 should the international community play in promoting 'good governance' in developing countries?
- Is the international aid infrastructure fit for purpose to promote development in the Global South?

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For the award of credit for this unit the individual presentation is weighted at 25% and summative assignment at 75%.

Students are encouraged to seek advice regarding their presentation topic as early as possible in the unit. Students are encouraged to seek advice regarding the summative assignment topics from the tutor by 28 June 2020.

**Closing date for submission of summative assignment: Friday, 29 June 2020 by 12.00 (noon) BST\*** *\*British Summer Time*

# TIMETABLE

Michaelmas 2019

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

Day school 1	20 September 2019
Day school 2	11 October 2019
Day school 3	8 November 2019
Day school 4	6 December 2019

Lent 2020

## **Approaches to International Development**

Day school 1	17 January 2020
Day school 2	14 February 2020
Day school 3	13 March 2020

Easter 2020

## **Governance and Institutions**

Day school 1	24 April 2020
Day school 2	15 May 2020
Day school 3	5 June 2020

*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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