

# **Undergraduate Diploma in International Development: Environment, Sustainability and Globalisation**

**2019-2020**

Course code: 1920DCR001

## **COURSE GUIDE**

Welcome to the **Undergraduate Diploma in International Development: Environment, Sustainability and Globalisation**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Diploma is taught and awarded at FHEQ level 5 (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](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 specification.

The course aims to:

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

### **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**

#### **Academic 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 Coordinator – Professional Studies:** Julie Neeves  
[julie.neeves@ice.cam.ac.uk](mailto:julie.neeves@ice.cam.ac.uk) 01223 746236

**Academic Centre Administrator – Professional Studies** Anna Rupaningal,  
[Anna.Rupaningal@ice.cam.ac.uk](mailto:Anna.Rupaningal@ice.cam.ac.uk) 01223 761302

### **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)  
[ug-awards@ice.cam.ac.uk](mailto:ug-awards@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 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 22 July 2019*

# Syllabus for first unit

Michaelmas term 2019

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## Sustainability and development

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<b>Start date</b>	11 October 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>	3 day-schools

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### Aims

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

### Content

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

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

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

### Presentation of the unit

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

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

### Unit Structure

Date	Session	Title
11.10.19	Day- school 1	Perspectives on Sustainability
08.11.19	Day -school 2	Climate Change and Development
06.12.19	Day- school 3	Governing Sustainability

### Day-school 1: Perspectives on Sustainability

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

## Key readings

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

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

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

World Wildlife Fund for Nature (2014) Living Planet Report 2014: species and spaces, people and places [McLellan, R., Lygenar, L., Jefferies, B. and N.Oerlemans (Eds)]. WWF, [http://wwf.panda.org/about\\_our\\_earth/all\\_publications/living\\_planet\\_report/](http://wwf.panda.org/about_our_earth/all_publications/living_planet_report/)

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## Day-school 2: Climate Change and Development

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

## Key readings

Climate Change: How can we tackle the issue of climate change?  
<http://www.cokecce.com/sustainability/climate-change>

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

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

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

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## Day-school 3: Governing Sustainability

In this day-school we will explore alternative sustainable institutional, market and technological development solutions. We will develop an understanding of the numerous facets of the debate including concepts of justice, intellectual property and the role of state, firms and consumers in enforcing problems and solutions..

## Key readings

Environmental Investigation Agency (2015) Who Watches the Watchmen?  
<https://eia-international.org/report/who-watches-the-watchmen>

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

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

Solar Market Gardens as a Tool for Rural Development  
[https://fsi.stanford.edu/research/solar\\_market\\_gardens\\_as\\_a\\_tool\\_for\\_rural\\_development](https://fsi.stanford.edu/research/solar_market_gardens_as_a_tool_for_rural_development)

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

## Student 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 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 of 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 of 2000 - 2500 words**

**Please choose one of the following titles:**

- How do understandings and priorities of the competing aspects of sustainability differ between the developed and developing world? Use two specific country examples.
  - Critically evaluate the sustainable development policies of a particular country, international organisation or multi-national company.
  - What are the advantages and disadvantages of market-based governance of sustainable development? Discuss with references to specific examples.
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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 6 December 2019

**Closing date for submission of assignments 1 and 2: Friday, 10 January 2020 by 12.00 (noon) GMT\* \* Greenwich Mean Time**

# Syllabus for second unit

Lent Term 2020

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## Globalisation, integration and exclusion

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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>	4 day-schools

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### Aims

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

### Content

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

### Presentation of the unit

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

### Unit Structure

Date	Session	Title
17.01.20	Day-school 1	The different facets of globalisation
14.02.20	Day-school 2	Urbanisation and the reproduction of poverty
12.03.20	Day-school 3	Transnational processes: the role of migration
13.03.20	Day-school 4	Cultural diversity and the politics of exclusion



### Day-school 1: The different facets of globalisation

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

#### Key readings

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

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

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

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### Day-school 2: Urbanisation and the reproduction of poverty

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

#### Key readings

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

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

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

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

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

#### Key readings

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

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

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

UNDP (2009) Human Development Report. 2009. Overcoming barriers: human mobility and development. New York, United Nations Development Program. **Executive summary**  
[http://hdr.undp.org/en/media/HDR\\_2009\\_EN\\_Complete.pdf](http://hdr.undp.org/en/media/HDR_2009_EN_Complete.pdf)

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

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

#### Key readings

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

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

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

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

#### Learning outcomes

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

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

#### Student 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:

#### Individual presentation

During the 3<sup>rd</sup> and 4<sup>th</sup> day-schools of the term 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 the assignment topics and outlines from the tutor 13 March 2020

**Closing date for submission of the written materials to support the individual presentation and the summative assignment: Friday, 3 April 2020 by 12.00 (noon) BST\* \* *British Summer Time***

# Syllabus for third unit

Easter Term 2020

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## Environmental resources and poverty

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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

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

### Content

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

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

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

### Presentation of the unit

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

### Course Structure

Date	Session	Title
24.04.20	Day-school 1	Agriculture and livelihoods
15.05.20	Day-school 2	Food security and water security

05.06.20	Day-school 3	Biodiversity and conservation
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### Day-school 1: Agriculture and livelihoods

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

#### Key readings

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

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

Gerwal, B. et al. (2012) *The contribution of agricultural growth to poverty reduction*. Australian Centre for International Agricultural Research (ACIAR), available at: [http://aciarc.gov.au/files/node/14358/ias76\\_the\\_contribution\\_of\\_agricultural\\_growth\\_to\\_p\\_27524.pdf](http://aciarc.gov.au/files/node/14358/ias76_the_contribution_of_agricultural_growth_to_p_27524.pdf)

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

### Day-school 2: Food security and water security

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

#### Key readings

Bigas, H. (2013) *Water Security and the Global Water agenda: A UN-Water analytical brief*. UN-Water, especially Chapter 1 and 2  
[http://www.unwater.org/downloads/watersecurity\\_analyticalbrief.pdf](http://www.unwater.org/downloads/watersecurity_analyticalbrief.pdf)

Boelee, E. eds. (2011) Ecosystems for water and food security, Chapter 2 & 4  
[www.unep.org/pdf/DEPI-ECOSYSTEMS-FOOD-SECUR.pdf](http://www.unep.org/pdf/DEPI-ECOSYSTEMS-FOOD-SECUR.pdf)

FAO (2015) *The state of food-insecurity in the world*. Joint publication of the Food and Agriculture Organisation, International Fund for Agricultural Development and the World Food Programme  
[www.fao.org/3/a-i4646e.pdf](http://www.fao.org/3/a-i4646e.pdf)

### Day-school 3: Biodiversity and conservation

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

#### Key readings

Boelee, E. eds. (2011) Ecosystems for water and food security Chapter 3 & 5  
[www.unep.org/pdf/DEPI-ECOSYSTEMS-FOOD-SECUR.pdf](http://www.unep.org/pdf/DEPI-ECOSYSTEMS-FOOD-SECUR.pdf)

Bigas, H. (2013) *Water Security and the Global Water agenda: A UN-Water analytical brief* UN-Water, **Chapter 3**  
<http://www.fao.org/3/a-i2930e.pdf>

Neeley, J.A. and Mainka, S.A. (2009) *Conservation for a new era*. International Union for Conservation of Nature, Chapters 1 & 4 – 7  
<https://portals.iucn.org/library/efiles/documents/2009-026.pdf>

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### Learning outcomes

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

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

### Student 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 piece of work:

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### Summative assignment: Word count range of 3500 - 4000 words

Please choose one of the following titles:

- Discuss with reference to examples, how farming systems in low and middle income countries are evolving and the impact this has on poverty alleviation and livelihood generation in rural areas.
  - Critically discuss some of the ways in which food security can be improved without increasing the area under agriculture. Use examples to examine associated impacts on water security.
  - Using two contrasting examples, discuss the impacts of different agricultural activities on biodiversity and associated challenges for poverty alleviation.
  - Migration has been heralded as a positive force for development. Examine its potential contradictions for different actors. Migration has been heralded as a positive force for development. Examine its potential contradictions for different actors.
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For the award of credit for this unit the summative assignment is weighted at 100%.

Students are encouraged to seek advice regarding the assignment topics from the tutor by 05 June 2020

**Closing date for submission of summative assignment: Friday, 3 July 2020 by 12.00 (noon) BST\*** \*British Summer Time

# TIMETABLE

Michaelmas 2019

## **Sustainability and development**

Day-school 1	11 October 2019
Day-school 2	8 November 2019
Day-school 3	6 December 2019

Lent 2020

## **Globalisation, integration and exclusion**

Day-school 1	17 January 2020
Day-school 2	14 February 2020
Day-school 3	12 March 2020
Day-school 4	13 March 2020

Easter 2020

## **Environmental resources and poverty**

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.*