



Institute of Continuing Education

Undergraduate Certificate in International Development

2020 - 2021

Course code: 2021CCR010

COURSE GUIDE

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

The course offers three termly units in accordance with the University of Cambridge terms: Michaelmas, Lent and Easter. A syllabus and reading and resource list for each of these units are included in this course guide.

Important note

In view of the coronavirus outbreak, the Institute will deliver all lectures and sessions via our Virtual Learning Environment, **using Zoom and other software**. For this reason, the dates and times of sessions below are indicative and may be changed. All times referred to in this Course Guide are UK time. Sessions/Tutorials will involve all course members, and some sessions may be broken-up into smaller groups as appropriate. Recordings of sessions will also be available. The majority of the teaching for this course has been scheduled for Saturdays to ensure the greatest level of attendance particularly from those with existing professional commitments. In most cases, lecturers will provide a pre-recorded 45-minute lecture or presentation to students and these will be made accessible usually at least a week before the seminar days. Students will have the opportunity to submit comments via the remote system and/or deal with queries which arise during seminars, sessions and skills workshops. During term time, sessions and tutorials on Saturdays will be interactive and involve going into concepts encountered in the readings and lectures in greater depth, utilising case studies to consider the issues in practice, and involve interaction, group discussions, and participatory analysis.

The course aims to:

- Give students a foundational introduction to key principles in development studies;
- Provide a wider perspective of the complexities of poverty, inequality, deprivation, geographical under-development, the Global North and South, the impact of corruption and other illegality, education and environmental challenges, and gender inequality;
- Develop an understanding of the historical evolution of development;
- Appreciate the nature of international development work, its institutions (both formal and informal), political and social agendas, and the challenges with aid work;
- Enhance students' ability to critically analyse the relationship between 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 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: Dr. Roxane Farmanfarmaian is Academic Director of Global Studies and International Relations at the Institute of Continuing Education (ICE). She is an Affiliate of the faculty of Politics and International Relations (POLIS) at Cambridge, and lectures on the Politics of the Modern Middle East, and on international media. Dr Farmanfarmaian obtained both her MPhil and PhD from POLIS, and her BA from Princeton University. Her publications include *Blood and Oil: Inside the Shah's Iran*, and two edited volumes, *War and Peace in Qajar Persia*, and *Media and Politics in the Southern Mediterranean* (forthcoming); and numerous journal articles, including 'Media and the Politics of the Sacral: Freedom of Expression in Tunisia after the Arab Uprisings' in *Media, Culture and Society*.

Course Director: Dr Dominic Thomas-James is Course Director of the International Development Undergraduate programme at the Institute of Continuing Education (ICE). He earned both his Ph.D. and M.Phil. from Queens' College, Cambridge and is a Fellow at Yale University's Global Justice Program. His research interests sit within the field of economic crime and international development. He is particularly concerned with suspect wealth transiting into jurisdictions that operate sophisticated financial centres, and their legal and regulatory responses to economic crime. He is a Secretariat Member of the International Symposium on Economic Crime at Jesus College, Cambridge and regularly speaks at conferences and forums internationally. Dr Thomas-James's written work has been published in peer-reviewed journals, and he has served as a consultant or expert to various inter-governmental and international organisations. Dr Thomas-James was called to the Bar of England and Wales by the Honourable Society of the Inner Temple, and is a practising Barrister and Door Tenant at Goldsmith Chambers, London.

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/internationaldevelopment-and-global-change>).

Administrative staff

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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 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 01/06/2020

Course Overview

UNIT TITLE	#	Part	Assessment(s)*
1. Contextualising Modern Issues in Development	1	Development in Context: Poverty, Inequality & Geography	Formative Assessment 1000-1500 words (not assessed for final grade)
	2	History & Evolution of International Development	
	3	International, Regional & Domestic Development: Work and Funding	Summative Assessment 3000-4000 word essay (33.3% of final grade)
2. Approaches to International and Sustainable Development	1	Addressing the Sustainable Development Goals – with reference to Gender and Education	Summative Assessment 3000-4000 word essay (33.3% of final grade)
	2	From Niche to Mainstream: Health, Humanity and Environment	
	3	The Good, the Bad, and the Difficult – Development in Practice	
3. Governance, Integrity, the Problem of Economic Crime and its Cultures	1	Governance and Integrity: The Impact of Financial Crime on Stability and Development	Student presentation (not assessed, but as a required element for the assessed mark of the summative assessment) Summative Assessment 3000-4000 word essay (33.3% of final grade)
	2	Illicit Wealth, Capital Flight and Organised Crime	

* Units 1 and 3 will also involve **Student Presentations** which **will not** count towards the final assessment, but be part of the skills programme of the Course for which feedback will be given.

Syllabus for Unit 1

Michaelmas Term 2020

Contextualising Modern Issues in Development

Start date: 16 October 2020

End date: 28 November 2020

Venue: Online via Virtual Learning Environment

Time: Various – as below

Course Director: Dr Dominic Thomas-James

No. of Lectures: 11

No. of Sessions: 13

Aims

- Develop a foundational knowledge of key issues in development studies – including poverty, inequality, geographical issues in development;
- Explore different types of poverty (rural vs. urban) and examine how context matters in designing and implementing poverty reduction strategies;
- Gain an understanding of the historical evolution of development as a field and as a concept;
- Develop an awareness of the work of key development institutions;
- Appreciate the impact globalisation has had on the field;
- Develop and sharpen good academic skills and best practices in writing, research, use of authority, critical analysis and evaluation.

Content

This unit will provide a foundational overview of key principles and issues in development as well as afford students a comprehensive understanding of the historical evolution of the subject and the field. The unit seeks to explore diverse types of poverty in different contexts and how reduction can be addressed. The unit will also introduce the importance and role of development-related institutions, set within the context of globalisation. It posits key questions such as why is development important? What is the impact of globalization on the field? How has our understanding of development work changed over time? And, with all this, whether institutions are improving development and the causes of the world's under-developed populations and countries? The reading for this unit provides

foundational information on key concepts which will assist you when contemplating these questions during group discussions. The unit will also devote time to assisting you with good academic practices through workshops – in terms of making best use of the literature, how to engage most efficiently and effectively in academic research, analytical essay writing techniques, citations and academic referencing.

Presentation of the unit

Teaching and learning on the course are delivered through a combination of formal lectures and presentations, mostly pre-recorded, followed by associated seminars. The latter are designed to afford greater discussion and depth on certain issues and to facilitate discussion. These live sessions will include breaks where required. Students are encouraged throughout the course to be interactive and to participate. Students should at all times undertake independent reading and study, in order to consolidate their knowledge and understanding of the subject. Students are encouraged to make full use of the required readings in advance of lectures and sessions.

Michaelmas Term Timetable 2020

Contextualising Modern Issues in Development

Module 1: Development in Context: Poverty, Inequality & Geography

Friday 16 October 2020 (Lecture Recordings available on this date)

Session #	Times	
Pre-Recorded Lectures		Introduction to the Course, Aims, Structure, Assessment (DTJ)
		Introduction to Development Studies (DTJ)
		Concept of Poverty & Wealth Inequality (GL)
		Rural v Urban Poverty & Development Problems (GL)

Saturday 24th October 2020

Session 1	9:00-10:00	Overview of Research Skills, Writing Techniques & Best Practices for the Course (DTJ)
Session 2	10:30-11:30	The Impact, Scope and Reach of Development (DTJ)
Session 3	13:00-14:00	Poverty: The Global North v The Global South (GL)
Session 4	14:30-15:30	Poverty Reduction & Development Strategies (GL)
Session 5	17:30-19:30	Group Discussion and Student Presentations (DTJ)*

**Students are asked to prepare a 3-4 minute presentation on the topic: "What inspires me". It could include an anecdotal experience; a family member, mentor or colleague; an author or composer; a campaign or cause including activism; a favourite writer or piece of writing; historical figures etc. This presentation is not assessed, but aims to engage students in the course and provide an introduction of themselves to the group. Presentation competencies will be discussed throughout the skills sessions in the following course modules.*

Key readings

Summer, A. (2006) 'What is Development Studies?' *Development in Practice*, 16(6): 644-650. Available online at: <https://www.jstor.org/preview-page/10.2307/4029921?seq=1>.

Hulme, D. (2015) *Global Poverty: Global Governance and poor people in the post-2015 era*, London: Routledge, Chapter 1. Available on Cambridge iDiscover.

Mosse, D. (2010) 'A relational approach to durable poverty, inequality and power', *Journal of Development Studies*, 46(7): 1156-1178. Available on Cambridge iDiscover.

Tacoli, C. (2003) 'The Links Between Urban and Rural Development', *Environment and Urbanization*, 15(1): 3-12. Available on Cambridge iDiscover.

Rahim, H. L., Abidin, Z. Z., Ping, S. D. S., Alias, M. K., and Muhamad, A. I. (2014) 'Globalization and its Effect on World Poverty and Inequality', *Global Journal of Management and Business*, 1(2): 8-13. Available at:
https://repository.upenn.edu/cgi/viewcontent.cgi?article=1079&context=bepp_papers

Mayhew, K., and Wills, S. (2019) 'Inequality: an assessment', *Oxford Review of Economic Policy*, 35(3): 351-367. Available at:
<https://academic.oup.com/oxrep/articleabstract/35/3/351/5531386?redirectedFrom=fulltext>.

Docquier, F., and Rapoport, H. (2012) 'Globalization, Brain Drain, and Development', *Journal of Economic Literature*, 50(3): 681-730. Available online at:
<https://pubs.aeaweb.org/doi/pdfplus/10.1257/jel.50.3.681>.

Main, G. and Bradshaw, J. (2015) 'Child poverty in the UK: Measuring prevalence and intrahousehold sharing', *Critical Social Policy*. Available on Cambridge iDiscover.

Module 2: History & Evolution of International Development

Friday 6 November 2020 (Lecture Recordings available on this date)

Pre-Recorded Lectures	Introduction to International Development: Concept & Field (DTJ)
	Overview of Development Related Institutions (GL)
	Evolution of Development Theories & Practices since 1945 (GL)
	Development Themes & How They Have Changed in the 21 st Century (GL)

Saturday 14 November 2020

Session 6	9:00-10:00	Examining the Work of Development-Related Institutions: some case studies (GL)
Session 7	10:30-11:30	Shift from International to Global Work: The Concept of Globalization (GL)
Session 8	13:00-14:00	Group Discussion: Are Institutions Improving Development? (DTJ)
Session 9	15:00-17:00	Essay Writing/Skills Workshop – Review of Formative Essay 1 (DTJ)

Key readings

Woolcock, M., Szreter, S., and Rao, V. (2011) 'How and Why Does History Matter for Development Policy?', *Journal of Development Studies*, 47(1): 70-96. Available at: <https://www.tandfonline.com/doi/full/10.1080/00220388.2010.506913>.

Curie-Alder, B. (2016) 'The state of development studies: origins, evolution and prospects', *Canadian Journal of Development Studies*, 37(1): 5-26. Available at: <https://www.tandfonline.com/doi/full/10.1080/02255189.2016.1135788>.

Ranis, G. (2004) 'The Evolution of Development Thinking: Theory and Policy', Economic Growth Centre, Yale University, Centre Discussion Paper No. 886, available at: http://www.econ.yale.edu/growth_pdf/cdp886.pdf.

Horner, R., and Hulme, D. (2017) 'From International to Global Development: New Geographies of 21st Century Development', *Development and Change*, 50(2): 347-278. Available at: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/dech.12379>.

Module 3: International, Regional and Domestic Development: Work & Funding

Friday 20 November 2020 (Lecture Recordings available on this date)

Pre-Recorded Lectures	Post-War Reconstruction and the Establishment of Institutions (GL)
	Relationship between Development Stakeholders (DTJ)
	Academic Research, Referencing, Citations and Authorities (DTJ)

Saturday 28 November 2020

Session 10	9:00-10:00	The Role, Influence and Reach of International Development Organisations (including Formal and Informal bodies) (GL)
Session 11	10:30-11:30	United Nations: History and Influence (GL)
Session 12	13:00-14:00	International Development Agendas: Political and Funding (DTJ)
Session 13	15:00-17:00	Written Skills Workshop & Interpreting Authorities (DTJ)

Key readings

Moyo, D. (2010) *Dead Aid: Why Aid is not working and how there is another way for Africa*, Part 1, Sections 1-3. Available on Cambridge iDiscover.

Werker, E., and Ahmed, F. Z. (2008) 'What Do Nongovernmental Organizations Do?', *Journal of Economic Perspectives*, 22(2): 73-92. Available at <https://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.22.2.73>

Agg, C. (2006) 'Trends in Government Support for Non-Governmental Organizations: Is the 'Golden Age' of the NGO behind us?', UN Research Institute for Social Development, Paper No. 23, June 2006. Available at: <https://www.files.ethz.ch/isn/91683/23.pdf>

Weiss, T. G. (2015) 'The United Nations: before, during and after 1945', *International Affairs*, 91(6): 1221-1235. Available at: https://www.chathamhouse.org/sites/default/files/publications/ia/INTA91_6_01_Weiss.pdf

Dimova, R., and Savoia, A. (2016) 'Institutions: Evolution, Path Dependency, Anachronisms and Impact', *Journal of Development Studies*, 56(2): 161-165. Available on Cambridge iDiscover

Outcomes

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

- Demonstrate an understanding of key development concepts and how they are contextualised;
- Show an understanding of how these issues translate to practice and work in the field;
- Demonstrate an awareness of the nature, role and function of development-related institutions;
- Show an appreciation of the interrelationship of development stakeholders;
- Be aware of the challenges and constraints which development agendas and activities face.

Student Assignments

All students will be expected to participate fully in class discussions and exercises. Students will need to ensure that they have successfully completed the pre-recorded lectures in advance of the live sessions, given that the latter will build upon issues which were covered or introduced in the pre-recorded lectures. In order to be able to effectively and thoughtfully engage in each lecture and session, students will be expected to complete the required readings in advance. While all sessions presuppose a degree of interaction and participation, those sessions specifically designated as 'Discussion' will involve broad exchange of views – drawing upon previous classes, the lectures and the readings. It is advised that the readings form part of your ongoing study and that you revisit them following classes as well to ensure that key concepts have been properly understood.

Informal 'Formative' Assessment

Students will be formatively assessed in unit 1 by submitting an essay of 1500 words in length. This essay will be reviewed in Unit 1 during Essay & Skills workshops, and smaller-group supervisions. While guidance and feedback will be given (including general collective feedback and individual feedback), this essay will not count towards your final grade. Titles for the formative essay will be provided during the course.

Formal 'Summative' Assessment

- Unit 1 will be assessed via a 3000-4000 word essay. Titles for this are provided below and students must choose 1 title.

Deadline:

- Deadline for submission of the **Summative Assessment** is:

12:00 (noon) (GMT) Wednesday 6th January 2021

Further guidance will be given during the Essay & Skills workshop session detailed above.

The summative essay for unit 1 will represent 33.3% (a third) of the final course grade.

Students are encouraged to seek advice and consult the Tutor on essay topics and structure.

Unit 1 Essay Titles (for Summative Assessment)

- Poverty is multidimensional. Critically discuss the underlying causes of poverty and inequality, drawing on case studies to support your argument.
- With reference to its historic evolution, critically examine the progression of the field of international development and the challenges it faces.
- Is the global framework of development organisations and institutions fit for purpose?
- 'The poor are not passive aid recipients, but active agents of change'. Critically explore the role that the poor can play in addressing poverty, structural inequalities and challenges, using examples to substantiate your argument.
- Compare and contrast the development challenges in urban and rural settings.

Syllabus for Unit 2

Lent Term 2021

Approaches to International & Sustainable Development

Start date: 8 January 2021

End date: 27 February 2020

Venue: Online via Virtual Learning Environment

Time: Various – as below

Course Director: Dr Dominic Thomas-James

No. of Lectures: 11

No. of Sessions: 12

Aims

- Develop and understanding of the concept of sustainable development;
- Critically examine the sustainable development goals and other international and supranational initiatives;
- Within the context of the SDGs, develop an understanding of gender inequality and female empowerment as a development issue;
- Consider the concept of 'under-development' and challenges of education, and its use as a development strategy;
- Appreciate the notion of 'development in crisis' – by reference to natural disasters, humanitarian, migration and health crises;
- Understand the problems and challenges associated with development work in these contexts, as well as the impact these crises have on countries' development;
- Further develop understanding of the concept of globalisation.

Content

This unit explores approaches to international and sustainable development and introduces these concepts. The unit pays particular reference to the creation and reach of various international development instruments – particularly, the Sustainable Development Goals and considers their rationale, application and scope. The unit also analyses the evolution of various key themes in development, such as environment, climate change, gender and education. Sessions will explore how these development issues have been addressed via such instruments. By way of case examples, we shall also consider the impact of various crises – including humanitarian and mass migration crises, natural disasters, and sickness pandemics and the impact of the same on development and development-related activities. The unit also further develops students' understanding, and application, of authorities to substantiate argument when embarking on written work, as well as how to critically utilise case studies to support points of view.

Presentation of the unit

Teaching and learning on the course are delivered through a combination of formal lectures and presentations, mostly pre-recorded, followed by associated seminars. The latter are designed to afford greater discussion and depth on certain issues and to facilitate discussion. These live sessions will include breaks where required. Students are encouraged throughout the course to be interactive and to participate. Students should at all times undertake independent reading and study, in order to consolidate their knowledge and understanding of the subject. Students are encouraged to make full use of the required readings in advance of lectures and sessions.

Lent Term 2021 Timetable

Approaches to International & Sustainable Development

Module 4: Addressing the Sustainable Development Goals

Friday 8 January 2021 (Recorded Lectures available on this date)

Pre-Recorded Lectures	What are the Sustainable Development Goals? (DTJ)
	Implementing SDGs into National Strategies (GL)
	Analysing SDGs: #4 Quality Education (GL)
	Analysing SDGs: #5 Gender Equality & its Challenges (GL)

Saturday 16 January 2021

Session 14	9:00-10:00	From Millennium Goals to Sustainable Development Goals – a transition (GL)
Session 15	10:30-11:30	Importance of Education, Barriers and Impact of Under Development (GL)
Session 16	13:00-14:00	Gender Inequality, Barriers to Female Empowerment, and the Impact on Economic Development (GL)
Session 17	15:00-17:00	Essays, Research and Presentation Skills Workshop (DTJ)

Key readings

World Economic Forum: Rowling, M. (2015) 'What are the SDGs, and why do we need them?', Available at: <https://www.weforum.org/agenda/2015/09/what-are-the-sdgs-and-whydo-we-need-them/>.

Filho, W. L. et al (2019) 'Using the Sustainable Development Goals towards a better understanding of sustainability challenges', Journal of Sustainable Development & World Ecology, 26(2): 179-190. Available on Cambridge iDiscover.

United Nations Foundation: Green, C. (2018) '7 Reasons we need to step up action on the Sustainable Development Goals'. Available at: <https://unfoundation.org/blog/post/7-reasonswe-need-to-step-up-action-on-the-sustainable-development-goals/>.

Ofir, Z. et al (2016) 'Five Considerations For National Evaluation Agendas Informed by the SDGs', International Institute for Environment and Development, Policy Briefing. Available at: <https://pubs.iied.org/pdfs/17374IIED.pdf>

Le Blanc, D. (2015) 'Towards integration at last? The sustainable development goals as a network of targets', UN Department of Economic and Social Affairs Working Paper No. 141. Available at: https://iccia.com/sites/default/files/library/files/wp141_2015.pdf

Duflo, E. (2012) 'Women Empowerment and Economic Development', *Journal of Economic Literature*, 50(4): 1051-1079. Available at: <https://economics.mit.edu/files/7417>.

Azcona, G., and Bhatt, A. (2020) 'Inequality, Gender, and Sustainable Development: Measuring Feminist Progress', *Gender and Development*, 28(2): 337-355. Available on Cambridge iDiscover.

Ozturk, I. (2001) 'The Role of Education in Economic Development: A Theoretical Perspective', *Journal of Rural Development and Administration*, 33(1): 39-47. Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1137541

Riddell, A., and Nino-Zarazua, M. (2016) 'The effectiveness of foreign aid to education: What can be learned?' *International Journal of Educational Development*, 48: 23-36. Available on Cambridge iDiscover

Epstein, M. J. and Yuthas, K. (2012) 'Redefining Education in the Developing World', *Stanford Social Innovation Review*, Available at: https://ssir.org/articles/entry/redefining_education_in_the_developing_world#

Module 5: From Niche to Mainstream: Health, Humanity and Environment

Friday 29 January 2020 (Recorded Lectures available on this date)

Pre-Recorded Lectures	An Introduction to 'Development in Crisis' (DTJ)
	Health Epidemics & Access to Healthcare: Impact on Development (GL)
	Natural Disasters & Reconstructions: Difficulties of Humanitarian Aid (GL)
	Mass Migration and Brain Drain: Rethinking Policy and Strategy (GL)
	Case studies on Crises: Venezuela (GL)

Saturday 6 February 2021

Session 18	9:00-10:00	Globalisation and Development: Friend or Foe? (GL)
Session 19	10:30-11:30	Healthcare and Development: How healthcare systems undermine development (GL)
Session 20	13:00-14:00	Disaster and Crisis: Hurricanes in the Caribbean (DTJ)
Session 21	15:00-17:00	Skills Workshop: Building Substantiating Argument (DTJ)

Key readings

Hammond, T. G. (2015) 'The Mediterranean Migration Crisis', Foreign Policy Journal. Available at: <https://www.foreignpolicyjournal.com/wp-content/uploads/2015/05/150519-Mediterranean-Migration-Crisis-Timothy-G-Hammond.pdf>

Labrador, R. C. (2019) 'Venezuela: The Rise and Fall of a Petrostate', Council on Foreign Relations. Available at: <https://www.cfr.org/background/venezuela-crisis>.

Castles, S. (2019/2000) 'International migration at the beginning of the twenty-first century: global trends and issues', International Social Sciences Journal, 52: 269-281, available at: <https://onlinelibrary.wiley.com/doi/full/10.1111/issj.12185>

Lau et al (2020) 'Covid-19 in humanitarian settings and lessons learned from past epidemics', Nature Medicine, 26: 647-648. Available at: <https://www.nature.com/articles/s41591-020-0851-2>

Kipgen, N. (2019) 'The Rohingya Crisis: The Centrality of Identity and Citizenship', Journal of Muslim Minority Affairs, 39(1): 61-74. Available on Cambridge iDiscover.

Langhelle, O. 'Sustainable Development: Linking Environment and Development' in Meadowcroft, J., and Fiorino, D. J. (eds) (2017) Conceptual Innovation in Environmental Policy MIT Press, Chapter 8. Available on Cambridge iDiscover.

Guillaumont, P. (2010) 'Assessing the Economic Vulnerability of Small Island Developing States and the Least Developed Countries', *Journal of Development Studies*, 46(5): 828-854. Available on Cambridge iDiscover.

Padli, J. et al (2018) 'The impact of human development on natural disaster fatalities and damage: panel data evidence', *Economic Research*, 31(1): 1557-1573. Available on Cambridge iDiscover.

Bishop, M.L., and Payne, A. (2012) 'Climate Change and the Future of Caribbean Development', *Journal of Development Studies*, 48(10): 1536-1553. Available on Cambridge iDiscover.

Agrawala, S. (ed) (2005) *Bridge over troubled waters: linking climate change and development*, OECD, particularly pp23-24: 'Putting Climate Change in the Development Mainstream'. Available on Cambridge iDiscover.

Module 6: The Good, the Bad and the Difficult: Development in Practice

Friday 19 February 2020 (Recorded Lectures available on this date)

Pre-Recorded Lectures	The Issue of Priorities in Development, and the Difficulties of Measuring Development (GL)
	Cultural Nuances and the Challenges for Int'l Development (GL)

Saturday 27 February 2020

Session 22	9:00-10:00	Skills workshop: How to utilise case studies in critical And evaluative writing (DTJ)
Session 23	10:30-11:30	The Challenges to Economic Development (GL)
Session 24	13:00-14:00	Impact of Conflict on Development & Reconstruction (GL)
Session 25	15:00-16:00	Political and Social Challenges to Development (GL)

Key readings

Hickey, S., and King, S. (2016) 'Understanding Social Accountability: Politics, Power and Building New Social Contracts', *Journal of Development Studies*, 52(8): 1225-1240. Available at: <https://www.tandfonline.com/doi/full/10.1080/00220388.2015.1134778>

Addison, T. et al (2007) 'Reconstructing and Reforming the Financial System in Conflict and 'Post-Conflict' Economies', *Journal of Development Studies*, 41(4): 703-718. Available on Cambridge iDiscover

Pere, G. L. (2009) 'Challenges and Prospects for Economic Development in Africa', *AsiaPacific Review*, 16(2): 89-114. Available on Cambridge iDiscover.

Drinkwater, S., Lashley, J., and Robinson, C. (2018) 'Barriers to enterprise development in the Caribbean', *Entrepreneurship and Regional Development*, 30(9-10): 942-963. Available on Cambridge iDiscover.

Outcomes

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

- Consider the relevance, impact and scope of the Sustainable Development Goals (in theory and in practice);
- Understand, by way of case examples, the applicability of the Goals and strategies for their implementation;
- Develop an understanding of crises in development, including health, humanitarian and migration crises, and environmental issues;
- Critically consider the practical challenges of development, including an appreciation of cultural and societal nuances, and political agendas;
- Practice using and analysing case studies in written argument.

Student Assignments

All students will be expected to participate fully in class discussions and exercises. Students will need to ensure that they have successfully completed the pre-recorded lectures in advance of the live sessions, given that the latter will build upon issues which were covered or introduced in the pre-recorded lectures. In order to be able to effectively and thoughtfully engage in each lecture and session, students will be expected to complete the required readings in advance. While all sessions presuppose a degree of interaction and participation, those sessions specifically designated as 'Discussion' will involve broad exchange of views – drawing upon previous classes, the lectures and the readings. It is advised that the readings form part of your ongoing study and that you revisit them following classes as well to ensure that key concepts have been properly understood.

Formal 'Summative' Assessment

- Unit 2 will be assessed via a 3000-4000 word essay. Titles for this are provided below and students must choose 1 title.

Deadline:

- Deadline for submission of the **Summative Assessment** is:

12:00 (noon) (GMT) Wednesday 31st March 2021

Further guidance will be given during the Essay & Skills workshop session detailed above.

The summative essay for unit 2 will represent 33.3% (a third) of the final course grade.

Students are encouraged to seek advice and consult the Tutor on essay topics and structure.

Unit 2 Essay Titles (for Summative Assessment)

- Critically examine the utility of a goals-based system in international and sustainable development work, and its challenges.
- Assess the impact of sickness pandemics on development – with reference to case studies.
- Critically discuss the challenges to development caused by mass migration?
- “The international community is responsible in helping developing states during natural disasters”.
- Critically examine this statement with reference to case studies.
- How can education foster economic development? Examine the benefits of education as a development strategy with reference to examples in both developing and developed jurisdictions.
- “Gender Inequality hinders development at its core”. Examine this statement and the problem of ‘under-development’ due to gender inequality
- “Development means different things to different actors” Discuss the challenges of measuring and prioritizing development.

Syllabus for Unit 3

Easter Term 2021

Governance, Integrity, the Problem of Economic Crime and its Cultures

Start date: 16 April 2021

End date: 9 May 2020

Venue: Online via Virtual Learning Environment

Time: Various – as below

Course Director: Dr Dominic Thomas-James

No. of Lectures: 7

No. of Sessions: 10

Aims

- Develop an understanding of development-hindering types of economic crime;
- To understand culture of crime, including corruption and unaccountability and its impact on development;
- To develop an awareness of role of Good Governance and the Rule of Law in International Development;
- Become familiar with the concept of kleptocracy and what it means for development;
- Critically consider types of facilitative criminality, including money laundering, illicit capital flight, and terrorism financing.

Content

This unit acknowledges the darker side to development – specifically, the inimical relationship between financial crime and development. Specifically, the unit aims to familiarize you with common forms of economic crime and how such has a negative impact on development in both developed and developing jurisdictions alike. With anti-corruption

being at the forefront of developed governments' agendas, the unit aims to critically consider cultures of unaccountability and to consider the importance of the rule of law and good governance as development strategies. We also consider the influence of other types of development-related initiatives, such as global transparency work. We shall explore kleptocracies and despot regimes and, by way of case studies, look at examples whereby financial crimes like embezzlement and the onward laundering of illicit wealth, has impacted developing jurisdictions. We shall also acknowledge the complexities of the modern, global financial system and the role it plays (both positively and negatively) in this context.

Presentation of the unit

Teaching and learning on the course are delivered through a combination of formal lectures and presentations, mostly pre-recorded, followed by associated seminars. The latter are designed to afford greater discussion and depth on certain issues and to facilitate discussion. These live sessions will include breaks where required. Students are encouraged throughout the course to be interactive and to participate. Students should at all times undertake independent reading and study, in order to consolidate their knowledge and understanding of the subject. Students are encouraged to make full use of the required readings in advance of lectures and sessions.

Easter Term 2021 Timetable

The Dark Side of Development: Crime, Culture and Practical Challenges

Module 7: Governance and Integrity: The Impact of Financial Crime on Stability and Development

Friday 16 April 2021 (Recorded Lectures available on this date)

Pre-Recorded Lectures	Introducing the Problems of Economic Crime (DTJ)
	Cultures of Crime: Corruption & Unaccountability (DTJ)
	The Role of the International Financial System (DTJ)
	The Transparency Lobby (GL)

Saturday 24 April 2021

Session 26	9:00-10:00	Examining the Inimical Relationship between Economic Crime, Development & Sustainability (DTJ)
Session 27	10:30-11:30	Examining the “Race to the Bottom” (DTJ)
Session 28	13:00-14:00	Corruption and Integrity: Good Governance and the Rule of Law (DTJ)
Session 29	15:00-17:00	Skills Workshop: Critical Thinking, Making Submissions and Structuring and Signposting work (DTJ)

Key readings

Huberts, L.W.J.C. (2018) ‘Integrity: What is it and Why is it Important?’, *Public Integrity*, 20(1): 18-32. Issue sup1: International Colloquium on Ethical Leadership: Past, Present and Future of Ethics Research. Available at: <http://www.tandfonline.com/doi/full/10.1080/10999922.2018.1477404?scroll=top&needAccess=true>

Gisselquist, R. M. (2012) ‘Good Governance as a Concept, and Why This Matters for Development Policy’, WIDER Working Paper No 2012/30, United Nations World Institute for Development Economics Research, Helsinki. Available at: <http://www.econstor.eu/bitstream/10419/81039/1/688432662.pdf>

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>.

Neudorfer, N.S. (2015) 'Development, Democracy and Corruption: How poverty and lack of political rights encourage corruption', *Journal of Public Policy*, 35(3): 421-457. Available at: <https://www.cambridge.org/core/journals/journal-of-public-policy/article/developmentdemocracy-and-corruption-how-poverty-and-lack-of-political-rights-encouragecorruption/B2E2CE5EA2A3B004BBF172EED3B6592C>

Rider, B.A.K. (ed) (2015) *Research Handbook on International Financial Crime*, Elgar, Chapter 33 (Kerusauskaite – Corruption and International Development Assistance); and Chapter 19 (Jeremie – the Financial Crisis, Economic Crime and Development). Available on Cambridge iDiscover

Hearson, M. (2017) 'The challenges for developing countries in international tax justice', *Journal of Development Studies*, 54(10): 1932-1938. Available on Cambridge iDiscover.

Transparency International (2018) 'The Cost of Secrecy', available at: <https://www.transparency.org.uk/publications/cost-of-secrecy/>

Module 8: Illicit Wealth, Capital Flight and Organised Crime

Friday 30 April 2020 (Recorded Lectures available on this date)

Pre-Recorded Lectures	Cultures of Crime: Kleptocracies & Despot Regimes (DTJ)
	What to do with Illicit Wealth? The International Anti-Money Laundering and Terrorism Financing Regime (DTJ)
	Facilitating Organised Crime and its Impact on Development (GL)

Saturday 8 May 2020

Session 30	9:00-10:00	Embezzlement, Illicit Capital and its Flight from Developing Countries: some case studies (DTJ)
Session 31	10:30-11:30	Organised Criminality: Money Laundering, Trafficking and the Financing of Terrorism (DTJ)
Session 32	13:00-15:00	Student Presentations (DTJ)
Session 34	16:00-17:00	Formative Essay Review and Q&A (DTJ)

Sunday 9 May 2020

Session 35	10:00-11:00	Group Discussion – Tying it All Together: The Future of International Development (DTJ)
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Key readings

Sharman, J. C. (2017) Despot's Guide to Wealth Management, Cornell, Chapter 1. (Access Available on Cambridge iDiscover)

Simser, J. (2012) 'Money Laundering: emerging threats and trends', Journal of Money Laundering Control, 16(1): 41-54. Available on Cambridge iDiscover.

Aidt, T. S. (2009) 'Corruption, Institutions and Economic Development', Oxford Review of Economic Policy, 25(2): 271-291. Available on Cambridge iDiscover.

Findley, M., Nielson, D., and Sharman, J.C. (2010) Global Shell Games: Experiments in Transnational Relations, Crime, and Terrorism, CUP, Chapter 4. (Available on Cambridge iDiscover)

Cerra, V., Rishi, M., and Saxena, S. C. (2008) 'Robbing the Riches: Capital Flight, Institutions and Debt', Journal of Development Studies, 44(8): 1190-1213. Available on Cambridge iDiscover).

Global Witness (2009) Undue Diligence: How banks do business with corrupt regimes, Chapter 1: Breaking the links between banks, corruption and poverty. Available at: https://cdn.globalwitness.org/archive/files/pdfs/undue_diligence_lowres_0.pdf.

Ogbonnaya, U.M. (2016) 'Terrorism, Agenda 2063 and the challenges of development in Africa', South African Journal of International Affairs, 23(2): 185-199. Available on Cambridge iDiscover.

Outcomes

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

- Appreciate the complexity of economic crime and its inimical relationship to development;
- Develop an understanding of how interrelated certain types of economic crime are and what effects this can have on development – in developed and developing countries;
- Understand the nuances of corruption and cultures of unaccountability – being able to draw upon case studies demonstrating the ramifications of the same;
- Show an awareness of the impact of good governance and accountability;
- Demonstrate an understanding of integrity as a development strategy and the rule of law;
- Be aware of how kleptocracy, embezzlement, illicit capital flight etc., harms developing countries;
- Understand “where the wealth goes” and how negative use of the financial system can facilitate such criminality, sustain under-development, and can serve to launder the proceeds of crime and finance terrorism.

Student Assignments

All students will be expected to participate fully in class discussions and exercises. Students will need to ensure that they have successfully completed the pre-recorded lectures in advance of the live sessions, given that the latter will build upon issues which were covered or introduced in the pre-recorded lectures. In order to be able to effectively and thoughtfully engage in each lecture and session, students will be expected to complete the required readings in advance. While all sessions presuppose a degree of interaction and participation, those sessions specifically designated as 'Discussion' will involve broad exchange of views – drawing upon previous classes, the lectures and the readings. It is advised that the readings form part of your ongoing study and that you revisit them following classes as well to ensure that key concepts have been properly understood.

Informal 'Formative' Assessment

Students will be formatively assessed in Unit 3 by submitting an essay of 1500 words in length. This essay will be reviewed in Unit 3 during Essay & Skills workshops, and smaller-group supervisions. While guidance and feedback will be given (including general collective feedback and individual feedback), this essay will not count towards your final grade. Titles for the formative essay will be provided during the course.

Formal 'Summative' Assessment

- Unit 3 will be assessed via a 3000-4000 word essay. Titles for this are provided below and students must choose 1 title.

Deadline:

- Deadline for submission the **Summative Assessment** is: **Friday 4th June 2021**

Further guidance will be given during the Essay & Skills workshop session detailed above.

The summative essay for unit 3 will represent 33.3% (a third) of the final course grade.

Students are encouraged to seek advice and consult the Tutor on essay topics and structure.

Presentations

Unit 3 will also include Individual Presentations, building upon presentation skills workshops throughout the course and the Presentation exercise in Unit 1. In Unit 3, these will take place during a session on **Saturday 8th May**. This **will not form part of your overall assessment**. The purpose of the presentations is to afford students the opportunity to present to the class on a theme(s) explored in Units 1-3. Each Presentation will last approximately 10 minutes and students are encouraged to utilise visual aids in the form of PowerPoint Presentations which they can share with the group on the VLE / screen share function. Students will receive feedback on their materials. The Presentation should address a topical theme in development and may draw upon case studies to explain the position taken in the presentation. Each presentation should have a coherently-framed purpose (i.e. a title, or an exploratory question, or a supposition). This exercise will develop students' ability to engage in the necessary research and preparation involved in giving a presentation (including the production of slides to assist); public speaking and presentation skills; and the ability to present a position in a short period of time drawing upon the materials and themes considered in the course. It is especially important to hone these skills, given these will be valued skills in further study or the workplace, particularly in the context of international development work.

Unit 2 Essay Titles (for Summative Assessment)

- How can good governance and integrity solve broader development issues in low-income countries?
- "There is no greater inhibitor to development than corruption". Critically assess this statement with reference to examples.
- Illicit capital flight, money laundering and terrorism financing are frustrating development work in low-income countries. Critically examine the work of the transparency lobby in the development context.
- What role should the international community play in promoting good governance in developing countries?

Essay Guidance:

- For the 'long' Summative Assessment, students **must** choose from the list of titles contained at the end of each unit detailed in this Course Guide;
- The word-count for the Summative Assessments must include footnotes. There is a margin of discretion of 10% either side of this amount (anything which exceeds 10% over the word-length will not be read or marked);
- The essay is to be written in an academic style and use of appropriate referencing and citations (e.g. Harvard Referencing System);
- Essays should use appropriate, professional font and formatting (i.e. no smaller than font 12 and at least 1.5 spacing);
- Under no circumstances should students use footnotes to contain anything which ought to be reasonably contained in the body of their work, for example to circumvent the word limit;
- Students will be expected to submit a Bibliography appended to their essay (which will not count toward the word-length);
- Students are to use the Virtual Learning Environment to submit their essays electronically as a PDF document.

Further guidance will be given during the Essay & Skills workshop session detailed above.