



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME
2008 TRIMESTER 1

INTP 246 INTERNATIONAL POLITICS OF DEVELOPMENT

CRN 13544 22 POINTS

LECTURER:	Dr Ray Goldstein
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PHONE:	463 5796; mobile 021 254 5923
EMAIL:	Ray.Goldstein@vuw.ac.nz
OFFICE HOURS:	Wednesday, 3-5. Other times by appointment. You are also welcome to telephone or email me.

LECTURE TIMES:	Tuesday and Friday 3:10-4pm
VENUE	Laby LT118

ADDITIONAL INFORMATION

Information about any changes to the timetable or programme will be announced in lectures, e-mailed to the class, and posted on the Course Blackboard notice board.

COURSE AIMS

To introduce students to development theory and practice from a critical standpoint. Coverage includes main concepts, theories, issues and debates with special emphasis on political aspects and, where relevant, New Zealand's role, both governmental and non-governmental, in overseas development. It is intended to provide grounding for more advanced and focused courses such as INTP375 Aid and Development (2nd trimester).

COURSE OBJECTIVES

Students passing the course should be able to:

- Identify and access the main sources used by development practitioners and researchers
- Possess a good grasp of some of the main concepts, theories, issues and debates concerning international development
- Have a basic understanding of the policies, processes and practices of New Zealand's official and non-governmental overseas development programmes
- Critically assess in some depth one or more examples or cases of controversy in development practice.

ASSESSMENT	<i>weighting</i>	<i>word limits</i>	<i>due date</i>
• First Essay	30%	1,500-2000	Monday 7 April
• Second Essay	40%	2,500-3000	Monday 26 May
• Final Examination	30%	3 hrs, closed book	during period 13 October-9 November

Relationship between assessment and course objectives:

The first essay shows the extent to which relevant source materials and arguments are utilised in acquiring information on a general issue in the field of development. The second essay demonstrates ability to critically analyse in some depth a specific example or case of development, using relevant concepts and theories. The two essays should be linked so that the second one explores a case or expanded empirical materials relevant to the issue area discussed in the first essay. See **“Guide to the Written Assignments”** below. The final examination tests overall knowledge and mastery of the course contents.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- a) Submit the two pieces of written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work). See *Guide* to these assignments below.
- b) Complete the final examination
- c) Achieve at least an average of “C” over all the assessments

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

TUTORIALS

Tutorials will be scheduled during the first week of the term. So far, the following times are available, all on Thursdays:

12 to 12:50 pm in KK203

2:10 to 3pm in KK202

3:10 to 4 in KK202

4:10 to 5 in MY531.

Tutorials will be used to clarify aspects of lectures and assignments. If attendance falls off they may be cancelled.

ATTENDANCE at lectures and tutorials is **not** mandatory, although a record will be kept as a guide to student interest and involvement.

EXPECTED WORKLOAD

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to reading, writing, and researching material for this course. This includes 2 hours of lectures per week.

COURSE READING [An announcement will be made in class about the availability of these texts and their use in the course]

Essential Prescribed Texts:

- Philip McMichael, *Development and Social Change: A Global Perspective*, Fourth Edition, 2008. Pine Forge Press \$99.99
- John Isbister, *Promises Not Kept: Poverty and the Betrayal of Third World Development*, Kumarian Press. \$58.95.
- Barbara P. Thomas-Slayter, *Southern Exposure: International Development and the Global South in the Twenty-First Century*, Kumarian Press \$109.95.

Recommended Texts:

- Anna K. Dickson, *Development and International Relations*, Polity Press, 1997. \$45.95.
- Damien Kingsbury, et al, *Key Issues in Development*, Palgrave Macmillan, 2004. \$71.95.
- John Saul, *Development after Globalization*, Zed Books, 2006. \$54.95.

Limited copies of the above (as well as other reference materials) will be placed on **closed reserve** in the library for the duration of the course.

Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. There may be a delay in obtaining some. As some of the books are fairly expensive, students might wish to form study groups and/or share books among themselves..

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays)

10.00 am – 1.00 pm Saturdays.

Phone: 463 5515

Additional Readings:

All other readings will be announced in class, by e-mail and on Blackboard and made available on Blackboard or freely available on the internet or placed on reserve in the library.

GUIDE TO THE WRITTEN ASSIGNMENTS

Format: Papers should be submitted in typed form, with adequate margins and double spacing between lines, and stapled in top left hand corner. Proper footnoting and bibliographical practices should be followed. The essays should contain an introduction and conclusion, along with headings throughout.

Submissions: Essays must be handed in with the Programme's 'Assignment Cover Sheet' filled out and stapled to the front. [available either from Course Documents on Blackboard or from the Pals & IR Office. **Hard copies** of the assignments may be submitted in class or deposited in the INTP 246 mailbox (with Course Coordinator's name on it) outside the Pals and IR office on the 5th floor of the Murphy Building; **electronic copies** must **also** be submitted to the course digital drop box at Blackboard.

Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

NB. Select a topic from among those listed below that that strongly interests you and conduct research using course texts and other sources including pertinent academic journals and web sites. **The two assignments are linked:** the **first one** is more exploratory, displaying awareness of differing views on potential answers, and assessing their apparent strengths and weaknesses with reference to available empirical information. The **second assignment** allows for more in-depth empirical examination of the same topic/issue (perhaps using a more intensive case study or extended empirical data) but also requires an attempt at theoretical analysis as indicated below.

First Written Assignment: 1,500 –2,000 words; 30%; due Monday 7 April 4:30pm

Select and discuss any ONE of the following questions

- What is the significance of ‘democratisation’ for development in the Third World?
- Is it important to make a distinction between economic and social underdevelopment?
- What is the relationship between the rise of religious fundamentalism and development problems?
- Why is it important to be aware of ethnic identification or cultural factors when considering development proposals or evaluating development projects?
- Why has the focus of research on gender in the developing world moved from the study of oppression to the study of empowerment?
- Is agrarian reform still fundamentally important for developing countries?
- How important is it to understand the political orientations of the urban poor in developing countries?
- What is the relationship-if any-of development to the rise and fall of revolutionary movements?
- What is the relationship-if any-of underdevelopment to the rise and fall of military regimes?
- What is the relationship of economic growth in the Third World to environmental degradation?
- Is contemporary development now more about ameliorating problems than wholesale social transformation?
- Who bears primary responsibility for eliminating chronic hunger and preventing famines?
- Is concern over the incidence and transmission of HIV/AIDS in developing countries exaggerated?
- Why is it important to understand the relationship between work and production in developing countries?
- What are the problems associated with population growth in developing countries and are they exaggerated?
- What are the main contending views of the environment and its role in development and which do you favour?
- How important is the provision of ‘human security’ for development in the Third World?
- Which international agencies have the greatest responsibility for providing assistance to developing countries?
- How important is it to know the historical and conceptual connections between colonialism and capitalism in order to understand contemporary problems of the developing world?
- Can the socialist model of development be adapted to contemporary global conditions and if so, what would its general lines look like?
- Which of the main accounts of how globalisation affects inequality and world order do you favour and why?
- Why should claims that are being made for the role of information technology in poverty alleviation and development be treated with caution?
- Should one be optimistic or pessimistic about the impact of biotechnology on hunger and poverty?
- Is the populist vision of a small-scale alternative to industrialisation an impossible dream?

OR. Answer a question of your own. If you choose this option you are **required** to check with and have the explicit approval of the lecturer before commencing your work on the essay.

Second Written Assignment: 2,500-3,000 words; 40%; due Monday 26 May 4:30pm
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Expand on the findings of your first essay by examining in more depth empirical data on one or more examples of relevant overseas development projects or programmes and then conduct an analysis by applying one or more of the general approaches to development (as outlined by Dickson in DIR or by Thomas-Slayter in SE or by Isbister in PNK or by another prominent author). **This assignment will be discussed in more detail in class meetings.**

PENALTIES

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary as soon as possible; if an extension is granted a notice to that effect will be given to the student who must attach it to the cover page of the written work. Unless late written work is handed to the lecturer it must be given to the Programme secretary who will record the date and time received on the essay before giving it to the lecturer.

WORKLOAD

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to this course. This includes 2 hours of lectures and 1 hour of tutorials per week.

AEGROTATS

Please note that under the revised Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **first trimester** courses in 2008 the starting point for this period is **Monday 14 May 2008**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, then an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under ‘Course Outline General Information’ at: <http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one’s own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct. All cases will be recorded on a central database and severe penalties may be imposed. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University’s website:

www.vuw.ac.nz/home/study/plagiarism.aspx

Class Representatives

One or more class representatives will be elected before the end of the third week of the course. Information on pertinent responsibilities will be circulated in class prior to the election. This is an opportunity to serve the needs of both fellow students and yourself by serving as a conduit to make sure the course meets expectations.

COURSE CONTENT

The course is organised into three parts: 1. Approaches to Development Thinking; 2. Selected Issues; 3. The Contingent Future of Development.

NB: Readings listed below are keyed to texts as follows:PNK=*Promises Not Kept*; SE=*Southern Exposure*; DAG=*Development after Globalization*; DIR=*Development and International Relations*; KID=*Key Issues in International Development*; DSC=*Development and Social Change*.

COURSE SCHEDULE

Part 1: Introduction to Development Thinking

Week 1: Course Organisation

26 and 29 February

Reading

- PNK: Preface and Introduction, pp. 1-6.
- SE: Preface, pp. xiii-xv. and Chapter 1, pp. 1-36.
- DAG: Author's Note and Introduction, pp. 1-8.
- DIR: Preface, Introduction and Chap 1, pp. 1-23.
- KID: Introduction, pp. 1-21.
- DSC: Foreword, Preface to the Fourth Edition, Timeline of Developmentalism and Globalism, and Chap 1: Development and Globalization, pp. xiii-22.

Discussion

1. Why study Development?
2. Why consider Development within an international relations context?
3. What is the best perspective or approach to use to analyse Development?
4. Has Development become an "imperial project" in the 21st century?
5. Should the global south "emulate the capitalist North in finding its way towards the future"?
6. Do you agree that global inequalities will "not be significantly ameliorated within a global system defined along capitalist lines"?
7. How important is it intellectually and practically to structure a strategy to redress global imbalances around the three "key angles of vision [site, agency and imaginary] that Saul proposes in DAG?

Week 2: What's Poverty and Inequality got to do with it?
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4 and 7 March

Reading

- PNK: Chap 2, A World of Poverty, pp. 7-29.
- SE: Chap 1, Understanding the "Global South", pp 1-36.

Discussion

1. What are the pros and cons of using the term "Third World" when considering world poverty? Is the term "the Global South" preferable?
2. Why is it important to distinguish between absolute and relative poverty?
3. What generalisations can be used to characterise poverty and development characteristics in developing nations?
4. Why is it important to identify the distribution of income among different groups within a developing country?
5. What indexes should be used to compare poverty across different countries?
6. Are Korea, Taiwan, Hong Kong, Malaysia, Singapore, and China really "success stories"? Is India about to join them?
7. Why isn't the "prospect of an end, or even an overall reduction, in world poverty...not yet in sight"? Who bears primary responsibility for this situation?
8. What should the "prosperous countries and their institutions" do (and avoid doing) to reverse this situation?

Week 3: Explanations of Underdevelopment

11 and 14 March

Reading

- PNK: Chap 3, Explanations of Underdevelopment, pp. 30-63.
- DAG: “Dependency”, pp. 9-17.
- DSC Part I, The Development Project (Late 1940s to Early 1970s), pp. 25-84.

Discussion

1. How do adherents of the “Modernization School” explain underdevelopment?
2. Why do Marxists reject this and what unites them?
3. How do adherents to the “Dependency School” differ from the above in their explanations of underdevelopment?
4. Is dependency “a real feature of contemporary International Relations”?
5. Why has an alternative socialist development path for dependent countries been hard to realise in practice?
6. Should this lead to pessimistic conclusions on the feasibility of overcoming the present African crises?
7. Is it useful to “consider a variety of different theories at the same time rather than just a single view”?
8. Do you agree that “the modernization and the Marxist schools have more insight” than the dependency school?
9. What are the practical implications of adopting any of these three “world views”?
10. Why has development over time come “to be viewed as a universal necessity”?
11. What are the ingredients of “the Development Project” and how successfully are they illustrated in McMichael’s 5 case studies?

Week 4: Imperialism, Nationalism & Political Change

18 March (Friday 21st is Good Friday holiday)

Reading

- PNK: Chaps 4 “Imperialism” & 5 “Nationalism and Independence”, pp. 65-145.
- SE: Chap 2: Exploring North-South Relationships: From the East India Company to East Timor”, pp. 39-74; and Chap 3: Politics and the State, pp. 75-109.
- DAG: “Globalization, Imperialism and Development: False Binaries and Radical Resolutions” pp. 19-51.

Discussion

Imperialism:

1. Is the history of imperialism “critical to an understanding of the third world and its poverty today”?
2. Is there a “fundamental cause of imperialism”?
3. What is the developmental legacy of imperialism and colonialism?
4. Can responsibility for the population explosion in the third world be attributed to European imperialism?
5. What’s wrong with viewing imperialism as occurring in a “fit of absence of mind”?

Nationalism and Political Change

1. What are the origins of Third World nationalism?
2. What generalisations can (should?) be made concerning nationalist identities in newly independent third world countries and regions?

3. Is the legacy of the nationalist movements in the third world ambiguous?
4. What insights into developmental issues can be gained from Southern scholars, writers and political analysts?
5. What are the main challenges faced by countries of the Global South and how important is it to strengthen governance in the Global South in order to meet these?

Week 5: Economic Development

28 March (Monday 24th is Easter Monday holiday)

Reading

- PNK: Chap 6 “Economic Development”, pp. 146-188.
- SE: Chaps 5 “The Shape of the Global Economy,” & 6 “Economic Realities and Local Perspectives: Rural Livelihoods, Debt and Drugs, and Globalizing Industries,” pp. 145-180.
- DSC Part II :From National Development to Globalization, pp. 87-145.

Discussion

1. What is Economic Development?
2. What is the relationship of population growth and control to economic development?
3. What were the “false answers” or “false promises” to achieve economic development?
4. Are the Millennium Development goals feasible and desirable?
5. What are some of the key global economic trends and concerns at the beginning of the twenty-first century?
6. Who are the key actors in the Global Economy?
7. Who are the winners and losers so far in the Global Economy?
8. How important is it to understand the Terms of Trade, the Composition of Trade, and Comparative Advantage?
9. Are regional economic organisations an effective counterbalance to the “poverty curtain” of the economic North-South divide?
10. Are initiatives like the HIPC and Enhanced HIPC likely to remove the debt barriers to economic development?
11. Must global economic structures be reformed or destroyed in order to eliminate the economic North-South divide?
12. How and why did “a new global economy emerge”?
13. What caused the “demise of the Third World as a political bloc” and what were the consequences?

Part 2: Critical Issues

Week 6: Population, Development and Environment

1 and 4 April

Reading

- SE: Chap 7 “The Dynamics of Population, Development, and Environment” pp. 215-245.
- DIR: Chap 5 “The Environment and Development” pp. 68-84.
- KID: Chap 11 Damien Kingsbury “Environment and Development” pp. 266-291.
- DSC: Part III: “The Globalization Project (1980s-)” pp. 149-228.

Discussion

1. Why should we be concerned about the world’s population growth rates and the relationships between population and the environment?
2. What links population, environment and development?

3. What if anything is wrong with emphasizing population control to the exclusion of poverty alleviation or women's roles?
4. How important is it to combat the spread of HIV/AIDS
5. How important is it to focus on poverty elimination to reduce migration?
6. Why haven't the most fundamental causes of environmental degradation been addressed?
7. Which perspective on the environment in development theory do you favour?
8. Do you agree that the main challenge is to better regulate markets to produce more equitable outcomes?
9. Where should governments and non-governmental organizations invest limited resources to cope with the consequences of high rates of population growth?
10. Why did the "Globalization Project" arise and does it help or hinder our understanding of the issues discussed in this section of the course?

Week 7: Food Security, Rural Change, and Global Politics
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[First Written Assignment due Monday 7 April 4:30pm]

8 and 11 April

Reading

- SE: Chap 8 "Food Security, Rural Change, and Global Politics", pp. 247-277.

Discussion

1. If food security is improving, what's the problem?
2. What factors are associated with food insecurity?
3. What are the three trends that characterize a changing pattern of food production and consumption in Asia?
4. Why is it difficult in Africa to find the resources to invest in improving agricultural production?
5. What are some of the specific constraints on food production that affect all continents?
6. What could begin to address the most acute food security problems faced by rural communities in the South?
7. Do such measures differ for food security in urban areas?

MID-TRIMESTER BREAK: 2 WEEKS

Week 8: Development Assistance

29 April and 2 May Development Issues and NZAID

Reading

- KID Chap 3 Janet Hunt "Aid and Development" pp. 67-90.
- *NZ AID: Annual Review* (latest issues).
- Recent issues of *Currents/Te Hoeihu* the magazine of Ngo Hoe Tuputupu-maitawhiti, the New Zealand Agency for International Development.
- NZAID's website: www.nzaid.govt.nz (familiarise yourself with its contents),

Discussion

1. What are the various motives for development aid and can any useful generalisations be made about this in the contemporary global system?
2. What are the main controversies involved in development aid?

3. Have the Millennium Development Goals significantly advanced the efficacy of development aid?
4. Are humanitarian emergencies and their response distracting attention and resources from long-term development problems?
5. What are the main forces affecting New Zealand's official aid policies?
6. How do you think these policies are constructed?
7. How does New Zealand's official aid performance compare to other donor countries?
8. How significant are considerations of poverty and human rights in NZAID's functioning?
9. What are the recent criticisms of NZAID and how has the agency responded?

6 and 9 May NZ Non Government Development Organisations (NGDOs)

Reading

- *Council for International Development (CID) Annual Reports.*
- *Devforum* (CID's development magazine). See recent issues.
- See CID's website: www.cid.org.nz
- See the website of the Development Resource Centre: www.dev-zone.org and their *Just Change* magazine. You can register with the DRC on line and freely access its various services including directories and e-mail updates on development issues and development jobs. Its Dev-Zone Knowledge Centre provides access to its specialised library (located on 2nd floor of the James Smith Building) and a wealth of on-line information on global issues.

Discussion

1. What role do NGDOs play in New Zealand's overseas development aid?
2. What is the nature of their critique of New Zealand's official aid programme and how effectively is NZAID responding to these?
3. Should New Zealand's assistance primarily focus on poverty elimination and human rights promotion? If not, what should its priorities be?
4. What are the main criticisms of the NGDOs and how effectively are they responding to these?
5. Do you agree with those who call for the elimination of all overseas developmental assistance?

Week 9: The New American Hegemony: In doubt?

13 and 16 May

Reading

- PNK: Chap 7 "Foreign Policy", pp. 189-225,
- Review your notes for DSC Part III.

Discussion

1. How important is it to understand the United States' role in global politics and specifically its policies towards international development?
2. What impacts has the "War on Terrorism" had on international development?
3. What could an "alternative" U.S. foreign policy look like, especially in relation to international development?
4. What are the prospects for such a major change in U.S. foreign policy?
5. Can New Zealand play an intermediary role?
6. Can the Rich Cooperate with the Poor?

Part 3: The Future: Struggles, Choices and Challenges

Week 10: The Future: Achieving Justice in an Age of Globalization

20 and 23 May

Reading

- PNK: Chap 8 “The Future: Justice in an Age of Globalization”, pp. 226-237,
- SE: Chap 4 “Conflict, Human rights, and the Politics of Refugees”, pp. 111-141; and Chap 9 “New Voices and New Agendas”, pp. 281-313,
- DAG: Class and Other Struggles, pp. 53-116,
- DIR Chap 9 “Development in a Global Context” pp. 151-162.
- DSC Part IV “Rethinking Development” pp. 231-272.

Discussion

1. What are the key issues for the twenty-first century and how do they relate to conflict, human rights and the politics of refugees?
2. What are the main counter-movements to the Globalization Project?
3. What are the prospects for them coalescing into a global justice movement that can challenge the forces behind the Globalization Project?
4. Is it useful to think of development as a battlefield of ideas and disputes about action?
5. If so, how should we view and deal with the possible global transition to a new, imperial project?
6. Can and Should Development Theory be revived as Continuing Anti-Imperialist Resistance?

Week 11: Course Review, Critique and Examination Preparation
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[Second written assignment due Monday 26 May 4:30pm]

27 May: Development for What?

Reading

- DSC Chap 9 “Development for What?” pp. 273-291.

Discussion

1. Must development always be “a handmaiden to power”?
2. What, if anything, is wrong with “The Microfinance Revolution”?
3. Who is winning “the power struggle to define the discursive (and therefore policy) agenda regarding the climate change emergency”?
4. If the Globalization Project is threatened by a “legitimacy crisis”, what are the prospects for successful resistance and transformation through a “collective survival ethic”?

30 May: Review and Exam Preparation

No additional reading. Review course notes. A “Guide to the Final Examination” will be distributed and discussed, and subsequently placed on the Blackboard site.
