Department of International Development
MSc Module Handbook 2017-18
Please read this information carefully, it contains important guidance on your programme structure and choice of optional modules for your MSc programme. Please be aware that details included in this handbook are indicative and subject to change.

**Programme Structure**

**Full-Time Student**

Students take 180 credits over the year. These are made up of compulsory and optional modules. All modules are 20 credits (running over 1 semester), except the Dissertation which is worth 60 credits.

Students on [MSc Emerging Economies & International Development](#) take two compulsory modules, *Development Theory and Emerging Economies* (20 credits) and *Dissertation and Research Methods* (60 credits) and 100 credits of optional modules.

Students on [MSc Emerging Economies & Inclusive Development](#) take three compulsory modules, *Development Theory and Emerging Economies* (20 credits), *Poverty, Inequality and Inclusive Development* (20 credits) and *Dissertation and Research Methods* (60 credits) and 80 credits of optional modules.

Students on [MSc Political Economy of Emerging Markets](#) take three compulsory modules, *Development Theory and Emerging Economies* (20 credits), *Political Economy of Market Reforms* (20 credits) and *Dissertation and Research Methods* (60 credits) and 80 credits of optional modules.

Students on [MSc Latin American Development](#) take three compulsory modules, *Development Theory and Emerging Economies* (20 credits), *Latin America in the 20th Century and Beyond* (20 credits) and *Dissertation and Research Methods* (60 credits) and 80 credits of optional modules.

Students may choose their optional modules from any of the DID modules (including compulsory modules on other programmes) and from our sister Global Departments. You will see the recommended modules for your programme if you click on the relevant hyperlink above. You can also take up to 40 credits from modules offered across the College subject to availability and prior approval by your Programme Convener.

**Part–Time Student**

Students take 180 credits over the course of two years. These are made up of compulsory and optional modules. All modules are 20 credits (running over 1 semester), except the Dissertation which is worth 60 credits.
Students on **MSc Emerging Economies & International Development** take one compulsory module, *Development Theory and Emerging Economies* (20 credits) and 60 credits of optional modules in Year 1. In Year 2, students will take *Dissertation and Research Methods* (60 credits) and 40 credits of optional modules.

Students on **MSc Emerging Economies & Inclusive Development** take two compulsory modules, *Development Theory and Emerging Economies* (20 credits) and *Poverty, Inequality and Inclusive Development* (20 Credits) and 40 credits of optional modules in Year 1. In Year 2, students will take *Dissertation and Research Methods* (60 credits) and 40 credits of optional modules.

Students on **MSc Political Economy of Emerging Markets** take two compulsory modules, *Development Theory and Emerging Economies* (20 credits) *Political Economy of Market Reforms* (20 credits) and 40 credits of optional modules in Year 1. In Year 2, students will take *Dissertation and Research Methods* (60 credits) and 40 credits of optional modules.

Students on **MSc Latin American Development** take two compulsory modules, *Development Theory and Emerging Economies* (20 credits) *Latin America in the 20th Century and Beyond* (20 credits) and 40 credits of optional modules in Year 1. In Year 2, students will take *Dissertation and Research Methods* (60 credits) and 40 credits of optional modules.

Students may choose their optional modules from any of the DID modules (including compulsory modules on other programmes), from African Leadership Centre (ALC) and from our sister Global Departments. You will see the recommended modules for your programme if you click on the relevant hyperlink above. You can also take up to 40 credits from modules offered across the College subject to availability and prior approval by your Programme Convener.
Guidance on choosing options

Information on the modules offered by the Department of International Development in 2017/18 is included below, along with ALC modules that are available for you to take. Students will choose their modules online in September when registry services send out an email with the link to make online choices. Please make sure that you read through the information provided in this handbook to help you make your choices. You will get to meet most of the staff on your induction day when you can direct your questions to the respective module conveners.

There will be a one week window at the start of each semester when you can make changes. However, bear in mind, that there may be limited flexibility regarding timetabling, and it may not be possible to accommodate all change requests.

You have guaranteed access to all modules within DID but we cannot guarantee availability for modules from external departments and you will need to discuss space on these courses with the relevant department/convenor. Every effort will be made to ensure that there are no clashes between your modules, however, do please note that sometimes a timetabling clash is unavoidable and you will need to re-select options to avoid this.
Compulsory Modules

7YYD0027 Development Theory and Emerging Economies

Module Convenor: Jelke Boesten
Additional Lecturer/Tutors: Andrew Sumner/Robyn Klingler-Vidra/Ye Liu/Alice Evans/Raul Aldaz/Jonathan Glennie

20 credits
Term One
Assessment: One 4,000-words written essay (100%), one early term 1,000 words formative essay
Teaching Pattern: Weekly two-hour lectures taught by the relevant experts; bi-weekly one hour seminars in small groups

This is a compulsory module for the following programmes:
- MSc Emerging Economies & International Development
- MSc Emerging Economies & Inclusive Development
- MSc Political Economy of Emerging Markets
- MSc Latin American Development

Aims and objectives:

This module aims to introduce the student to the main theories of development as they have emerged since the mid-20th century. The module lays the groundwork for understanding the tensions and questions raised in theorising about development in emerging economies and allows students to unpack a range of development theories with regard to economic development, the role of states, markets and institutions, institutional political economy, aid, global governance, and critiques of development. The module will enable students to critically appraise development theories grounded in contrasting or complementary political, ideological, and disciplinary approaches; provide students with the tools to critically think about different approaches to development in emerging economies; and prompt students to situate themselves in development theory. The module is interdisciplinary and therefore each set of theories will be taught by DID experts in the respective fields.

Learning outcomes:

At the end of the module students will: be familiar with the literature on development theory in different disciplines and from different perspectives; understand the use and need for thinking about development from different disciplinary perspectives (economics, politics, sociology/anthropology); develop a historical and geographical understanding of the relation between development theory and emerging economies; understand the role of different actors (states, markets, local and global institutions) in the practice of development and social change; and be able to appraise critique as well as start developing the ability for critical analysis.
Employability skills practices in this module:
Critical thinking; reading and appraising theory; interdisciplinary thinking; writing a good argument.

Key readings

7YYD0003 Poverty, Inequality and Inclusive Development

Module Convenor: Andy Sumner/Eduardo Gomez/Lukas Schlogl
20 credits
Term Two
Assessment: One 4,000-words written essay (100%)

This is a compulsory module for the following programmes:
- MSc Emerging Economies & Inclusive Development (and Optional for all other students)

Educational Aims
This course introduces students to conceptual and theoretical constructs and empirical study of inclusive development. Specifically, this entails discussion of conceptualisations of poverty, inequality, insecurity and policy responses with reference to emerging economies. Students will engage with key debates in inclusive development with reference to emerging economies including: defining inclusive development, understanding inequality, the meaning and measurement of extreme and moderate income and multi-dimensional poverty; the meaning and measurement of insecurity and vulnerability, contemporary trends and patterns in inclusive development and causes of persistent poverty, insecurity and inequalities; and the nature of the emergence of a precarious “new middle” and debates on inclusive development and social policy.
Learning Outcomes

- Students will be able to critically engage with theory and concepts relating to: inclusive development, extreme and moderate income and multi-dimensional poverty, inequality, and the theory and concepts of insecurity and vulnerability.
- Students will be able to apply such theory and concepts to development in emerging economies and demonstrate a deep and systematic critical understanding of these theories and concepts.
- Students will be able to make use of the various data sources and limitations for data on inclusive development.
- Students will be able understand and interpret trends and extent of income and multi-dimensional poverty, inequality, poverty, and insecurity in emerging economies and critically evaluate debate on the relationship between such concepts and economic development.
- Students will be able to understand key policy areas related to inclusive development and apply these debates to emerging economies in terms of the causes of persistent poverty, insecurity and inequality, the nature of the emergence of a precarious “new middle” and implications and debates on inclusive development and social policy.

Employability skills practices in this module

Critical thinking; reading and appraising theory and empirics; interdisciplinary thinking.

Examples of key recommended reading

Books


Papers


7YYD0004 Political Economy of Market Reform

**Module Convenor:** Andres Mejia Acosta & Robyn Vidra  
**20 credits**  
**Term Two**  
**Assessment:** Presentation (20%), 3,000-words Written essay (50%) and Multiple choice formative essay 1000 words (30%)

This is a compulsory module for the following programmes:  
• MSc Political Economy of Emerging Markets (and Optional for all other students)

**COURSE OUTLINE**

Market-oriented reforms commonly known to emerge from ‘neoliberalism’ have dominated the reform agenda across the world for more than three decades. These reforms were adopted in the context of considerable political tension and conflict, and in some cases, parallel to processes of re-democratization. The double challenge of building ‘good’ governance and political institutions while adjusting the economy brought varying degrees of success across countries in Latin America, Africa and Asia.

In the current context of a globalized economy, where the potential benefits to integration as well as the financial challenges are ever so influential, today’s emerging economies have had forced to re-assess the benefits of market-oriented reforms. Paradoxically, many of the domestic challenges to reforms, the need to assemble cross sectorial coalitions, compensate losing sectors, and the diminished policy space to adopt reforms –or embark on new policy experiments- are remarkably similar to those faced by the first wave of neoliberal reformers. This module introduces students to the political complexities and socio-economic challenges of adopting market oriented reforms in the fast-growing economies.
The module is comprised of two parts. The first part provides the theoretical and conceptual foundations for examining the processes and outcomes economic reforms. It discusses the limitations and dangers of designing and implementing reforms without sufficient engagement with politics. This is because policy always produces new winners and losers, and as a result provokes resistance from those who believe they will lose wealth, status, or power.

The second part investigates reforms in key areas of the political economy where there have been significant reforms and where distributive tension and conflicts are rampant. These include trade liberalisation, financial deregulation, tax and budgetary reforms, corporate governance and social policy reforms, among others. Given the importance of national and regional contexts when discussing politics, the module draws cases from a wide range of geographical areas including East Asia, Latin American and Sub-Saharan Africa.

**LEARNING OUTCOMES** At the end of this module:

- The students will be able to critically engage with the following questions: Why are economic policy reforms politically challenging? What are the variations in policy reform performance across the developing world? Why are some countries more able to pass and implement reforms, while others struggle or cannot? What are the factors that affect the ability of policy makers to pass politically difficult reforms?
- Students will connect key theories and concepts of development to key theories and concepts on the politics of economic policy reform.
- Students will develop an appreciation for how historical events shape the politics and the ideas that define reforms at different periods.
- Students will deepen their understanding of crucial areas of policy reform and use those tangible examples to develop their understanding of how political interests aggregate and organise to act in the policy arena. Further, they will learn how to connect and apply organised interests to particular ideas and/or models of political economy.
- Students will develop an understanding of the new development paradigms emerging in the developing world and their relationship to on-going efforts to manage the politics of reforms.

**BACKGROUND READINGS**

No one book covers all the material in this module but the following books are recommended as background readings:


### 7YYD0016 Latin America in the 20th Century and Beyond

**Module Convenor:** Ingrid Bleynat  
**20 credits**  
**Term Two**  
**Assessment:** One 4,000-words written essay (100%)

This is a compulsory module for the following programmes:  
- MSc Political Economy of Emerging Markets (and Optional for all other students)

**Educational Aims**

This module explores the economic, social, and political history of Latin America from the twentieth century to the present.

It is composed of ten sessions organized in chronological order. One hour will be allocated to lecturing on the region as a whole. The rest of the session will be devoted to seminar-style discussion. Students can choose to follow the reading list, and thus read about a different country every week, or to focus on the experiences of an individual country throughout the term. This latter option is ideal for students planning to write their dissertations on a particular Latin American country.

Through the analysis of structures of production and exchange, political dynamics, and social struggles, as well as regional and country-specific reactions to international economic and political developments, we assess the region’s democratic record and explain why poverty and inequality have been so persistent.

The central aims of this module are to provide students with a solid understanding of Latin America’s past, and to prepare them to engage critically with contemporary challenges of development.

**Learning Outcomes**

Students will identify the central themes in the history of Latin America in the twentieth century.
Students will learn to place the Latin American experience in a global context and understand the external constraints and influences operating on the region, its national governments, and its peoples. This will permit a thorough consideration of the regional and national economic and political performances in the period under study.

Students will deepen their understanding of concepts such as neo-colonialism, globalization, liberalism, populism, state led-development, authoritarianism, state terrorism, economic opening and integration, and democratic transition by applying them to concrete historical cases.

Students will acquire a solid understanding of the historical roots of Latin America's challenges and opportunities in the twenty-first century.

**Employability skills**

Critical thinking; reading and appraising empirical material; interdisciplinary thinking; writing a good argument.

**Examples of key recommended reading**

**Readings on Mexico**


**Readings on Argentina**

This week we will focus on Argentina's experience in this tumultuous period.


**Readings on Brazil**


Readings on Colombia


Readings on Cuba and the Alliance for Progress

Jeffrey Taffet, Foreign Aid as Foreign Policy: The Alliance for Progress in Latin America (New York: Routledge, 2007), Introduction (pp. 1-10).


You can find both speeches in David Deutschmann, ed., Che Guevara Reader. Writings on Politics and Revolution (Melbourne: Ocean Press, 2003), 231-274.


Readings on Chile


Readings on the turn to neoliberalism


Readings on Guatemala


**Readings on Bolivia:**


**Readings on Peru**

World Bank, “Peru Overview”

www.worldbank.org/en/country/peru/overview#1


**7YYD0005 Dissertation for MSc Emerging Economies & International Development**

**Module Convenor:** Lisa Kingstone

**60 credits**

**Term One and Two**

**Assessment:** 1500 words dissertation proposal (10%), 12,000 words dissertation (90%)

**Teaching Format:** series of lectures and workshops and meetings with supervisors

This module is 60 credits and is a compulsory module for MSc Emerging Economies & International Development. The module has a series of lectures and workshops on how to write a good dissertation, mainly held in semester 1. This workshop will provide you with the basics of how to choose a topic, search for resources, cite these sources, write a literature review and a proposal, form study groups, construct a strong argument and read an academic text. Term 2 is reserved for meeting with supervisors and conducting research. Term 3 is for writing the dissertation.
7YYD0006 Dissertation for MSc Emerging Economies & Inclusive Development

Module Convenor: Lisa Kingstone
60 credits
Term One and Two
Assessment: 1500 words dissertation proposal (10%), 12,000 words dissertation (90%)
Teaching Format: series of lectures and workshops and meetings with supervisors

This module is 60 credits and is a compulsory module for MSc Emerging Economies & Inclusive Development. The module has a series of lectures and workshops on how to write a good dissertation, mainly held in semester 1. This workshop will provide you with the basics of how to choose a topic, search for resources, cite these sources, write a literature review and a proposal, form study groups, construct a strong argument and read an academic text. Term 2 is reserved for meeting with supervisors and conducting research. Term 3 is for writing the dissertation.

7YYD0007 Dissertation for MSc Political Economy of Emerging Markets

Module Convenor: Lisa Kingstone
60 credits
Term One and Two
Assessment: 1500 words dissertation proposal (10%), 12,000 words dissertation (90%)
Teaching Format: series of lectures and workshops and meetings with supervisors

This module is 60 credits and is a compulsory module for MSc Political Economy of Emerging Markets. The module has a series of lectures and workshops on how to write a good dissertation, mainly held in semester 1. This workshop will provide you with the basics of how to choose a topic, search for resources, cite these sources, write a literature review and a proposal, form study groups, construct a strong argument and read an academic text. Term 2 is reserved for meeting with supervisors and conducting research. Term 3 is for writing the dissertation.

7YYD0019 Dissertation for MSc Latin American Development

Module Convenor: Lisa Kingstone
60 credits
Term One and Two
Assessment: 1500 words dissertation proposal (10%), 12,000 words dissertation (90%)
Teaching Format: series of lectures and workshops and meetings with supervisors

This module is 60 credits and is a compulsory module for MSc Latin American Development. The module has a series of lectures and workshops on how to write a good dissertation, mainly held in semester 1. This workshop will provide you with the basics of how to choose a topic, search for resources, cite these sources, write a literature review and a proposal, form study groups, construct a strong argument and read an academic text. Term 2 is reserved for meeting with supervisors and conducting research. Term 3 is for writing the dissertation.
Optional Modules

Term 1

7YYD0008 Health Policy and Healthcare Systems in Emerging Economies

Module Convenor: Benjamin Hunter/Susan Fairley Murray

20 credits

Term One

Assessment: One 4,000-word essay (100%)

Aims and objectives:

This course introduces students to the theoretical and empirical study of contemporary health policy and healthcare systems, exploring topics of particular relevance to populations in emerging economies. Students will explore the complex relationships between health and economic development and engage with key relevant debates and issues within the critical social sciences and public health disciplines. The first part of the module engages with broad issues of health including the structural causes of ill-health in middle income countries, the political economy of health, and neoliberalisation trends in global health governance. The second part looks more closely at healthcare systems including aspects of commercialization and consumption, the social construction of healthcare places, social stratification and access to healthcare, gender and healthcare, mobilities and the global healthcare economy.

The course aims to provide students with:

- an understanding of how thinking on key issues in health policy and healthcare systems has developed and how it is pursued
- an introduction to key critical social theory and concepts relating to health policy and healthcare systems
- opportunities to develop their skills in critically appraising the application of such theory and in using key concepts for understanding contemporary health challenges in emerging economies
- an awareness of a range of data sources and methodological approaches for the empirical social science study of such questions.

Learning outcomes:

After studying this module students will be able to: critically engage with concepts and theory relating to some key issues in health and development; apply such theory and concepts to the understanding of health and development in emerging economies; understand some of the major challenges for health policy in emerging economies; make use of the various data sources and understand limitations for data on health and development; and critically evaluate debates on the relationship
between contemporary public and population health challenges and economic development.

**Employability skills practices in this module:**

Critical thinking; reading and appraising theory; oral presentation skills; interdisciplinary thinking

**Examples of key recommended reading**

Recommended readings and additional follow-up readings help you to investigate an aspect from a session further or flag up studies related to specific countries. Your essay should include reference to these texts where relevant to your topic you’re your research should also go beyond them to find other material. It is not necessary to buy any reading materials as they are available as online resources and in the libraries at King’s (see the full module reading list on KEATS).

For those who have little prior knowledge of health and health systems, here are some suggestions for background reading which will provide you with perspectives on health and health policy that will be useful throughout the module:

**Introductory texts on health and illness and health policy**


**Introductory texts on public health**


**Perspectives on health inequities**

- McIntyre, Di; Mooney, Gavin (eds) 2007 The Economics of Health Equity CUP

**Political economy of healthcare**
Emerging economies face a variety of distinct macroeconomic challenges that set them apart from their rich-world counterparts. They tend to be more dependent on commodity exports, they are more integrated into global trade, and they are more dependent on international finance. As a consequence of these and other distinctive features they tend to be more volatile and to suffer more frequent economic and financial crises.

This module describes these empirical differences, presents a rigorous analytical framework for thinking about the macroeconomies of emerging economies, and analyses models that help us to understand them. In analysing the structural features of emerging economies we discuss macroeconomic policy, economic dualism, natural resource dependence, and industrialization. We highlight the role of credit and debt, both national and international, and analyse the variety of financial crises that bedevil emerging economies.

The module focuses on understanding economic mechanisms and the intuitions underlying economic models. The mathematics content is low and where possible, models will be explored using diagrammatic techniques.

Prerequisite: Undergraduate intermediate macroeconomics is a pre-requisite for this module unless special permission is granted by the convenor. The module assumes familiarity with basic macroeconomic concepts and the open-economy IS-LM (Mundell-Fleming) model.

Key Reading List

Adam Szirmai (2009), Industrialisation as an engine of growth in developing countries, UNU-WIDER Working Paper No. 2011/75


Outley, L (2012), Developmental states: a review of the literature, Accessible at: https://www.gov.uk/dfid-research-outputs/developmental-states-a-review-of-the-literature


Ravenhill, J (2007), Global Political Economy, Oxford University Press. Read chapter 6 “the evolution of international monetary and financial system”.

The IMF (2015), Agent Provocateur, FINANCE & DEVELOPMENT, June 2015, Vol. 52, No. 2

7YYD0026 Race, Privilege and Identity

Module Convenor: Lisa Kingstone
20 credits
Term One
Assessment: One 4,000-word essay (85%) and Presentation (15%)

Additional information
This module provides a set of tools for deciphering how narratives are constructed around race, privilege and identity in society and how they shape perceptions that contribute to inequality and injustice. By looking at the legal and historical path of race, marginalisation and the privileged class, we will explore the dichotomies of ‘saviour and saved’, ‘parent and child’, ‘animal and human’, ‘light and dark.’ How are these concepts institutionalised in education, religion, the justice system and sexual
politics? What makes these portrayals so entrenched in the process of development? How are they sustained? Through the lens of film, literature, music and media, this interdisciplinary course will teach you to identify and evaluate these 'stories' to understand their enormous influence on the distribution of power.

Aims

Help students recognize the relative privilege or marginalization of social groups as organised by race and the way they are sustained by narratives in media, literature, sociology. Teach students to analyse, discuss and identify the narratives around race and privilege that lead to inequity and injustice.

Show students how to identify media practices, frames and other effects that shape perceptions about difference and inequity in areas such as education, law, religion and sexual politics.

Help students understand how to read literature, film, photographs, music and media to examine messages about race and privilege. Help students identify the counter narratives and resistance movements and their effect on privilege and marginalization.

Learning outcomes

Learned to use the US as a framework/case study for looking at the concept of race globally; mastered the ability to analyze the significance of representations of race and privilege through film, literature and media using US as a case study; mastered the ability to “read” a broad range of phenomena – including literature, film, TV, political campaigns, advertising, photography and art; learned to formulate one’s own arguments and questions about the psychological, social, and cultural role of racial imagery to identify white supremacy and its structures; the capacity to formulate their own arguments and questions about the psychological, social, and cultural role of race to identity formation for all “races”.

Employability skills practices in this module:

Critical thinking; raised awareness of one’s own racial bias and ability to detect racial bias in a variety of contexts; reading and appraising theory; interdisciplinary thinking; writing a good argument.

Selected Readings:

The complete stories - Flannery O'Connor 2005
The fire next time - James Baldwin 1993
Qualitative research methods

Module Convenor: Raphael Susewind
20 credits
Term One
Assessment: One 4,000-word essay (100%)

Rationale and module structure

Qualitative methods are ubiquitous in development research – partly out of conviction, partly for lack of reliable quantitative data. Either way, qualitative studies can arguably be done well or poorly. Unfortunately, it is often not so easy to say which is which.

That's why this module is a little different from the methods course you may have taken in your undergraduate studies. While it does cover the same familiar areas of research design, different kinds of qualitative material and analytical strategies, its aim is not primarily to teach you how to conduct qualitative research, but to enable you to evaluate the quality in qualitative research.

After taking the module you will be able to tell whether the case selection in that last paper that you read was any good – even if you don't conduct case study research yourself. You will be able to read an ethnographic account of development policy and judge whether it is up to standard, methodologically speaking – even if you are quantitatively trained. You will also better understand the ethics of fieldwork, have developed a yardstick to assess the quality of interviews, and know how scholars might in principle attempt to make sense of what they experienced. And perhaps you
will even have developed a new perspective on the methodological aspects of your own work, for instance in preparing for your dissertation...

To that end, most sessions are split in two parts. The first half runs in seminar style and revisits what we discussed the week before; the latter half introduces new material in the form of a lecture. Over the remaining week, you will then adopt the role of a scientific peer reviewer and evaluate (in writing) the methodology of a published piece of research that works with whatever kind of material, analytical approach, etc was introduced that week; these reports will, in sum, also make up the assessment for this module, replacing the standard essay. Our next session then begins by jointly working through a sample of these 'peer review reports', revisiting whatever we discussed the week before and discussing any issues encountered in the writing process – before moving on to the next substantive lecture.

Educational Aims

- Develop students' understanding of qualitative research methods relevant to development studies, including the foundations of research (design and ethical considerations), different kind of qualitative material, and major analytical strategies
- Enable students to judge the quality of qualitative research, and familiarize them with key epistemological debates about how this can be done
- Encourage students to adopt the perspective of a scientific peer reviewer, so that they get to understand academic knowledge production as a discursive and collaborative rather than unilateral and authoritative endeavor.
- Develop students' writing skills, with special emphasis on iterative writing processes
- The latter two aims directly feed into students' preparation for their dissertations, in which they will be expected to join a discourse of scholars, to write iteratively – and which will be examined from a perspective similar to that of scientific peer review.

Learning Outcomes

- understand the design principles and ethical considerations of qualitative research
- understand the similarities and differences between different kinds of qualitative research material, in terms of how they are compiled as well as analysed
- be able to write short, evaluative peer review reports (a rhetoric format used both within academia and in a lot of development practice)
- be equipped to adopt a critical perspective (an 'examiner's view') on their own (methodological) plans for the dissertation
Employability skills practices in this module

Critical thinking, writing regularly, writing evaluative texts, employing theory to real life cases

Readings

Essential reading and guidance for the assessed peer review reports:

- Trainor, Audrey A and Graue, Elizabeth (eds), 2013: Reviewing qualitative research in the social sciences. Routledge.

Recommended text books on qualitative methods (select chapters will be essential reading):


Recommended additional readings for the course (select chapters will be essential reading):


7YYD0029 Social Justice: Ethnographic insights

Module Convenor: Alice Evans
20 credits
Term One
Assessment: One 4,000-word essay (100%)

Interactive Course Guide: https://prezi.com/view/0tBb93WKnZVjzzD2Y1J/

Aims and objectives:

Students will understand the politics of inequalities, through the eyes of marginalised groups. By the end of this module, students will understand the political causes of inequalities, state neglect and repression; as well as how marginalised groups come to mobilise for change (such as through collective organising, transnational activism, violence, and illiberalism). To this end, students will become versed in ethnographic methods: listening to people’s perspectives, understanding their beliefs and desires.
Learning outcomes:

By harnessing ethnographic insights, students will understand contemporary struggles for social justice economies – principally South Asia and Latin America. Through comparative political analysis of these two key regions, students not only learn about different political economies (and how these shape pathways social justice), but also finesse their rigorous analysis. Critical engagement is a key learning outcome of this course. We achieve this by synthesising the key argument; reflecting on how it differs from alternative perspectives; identifying the evidence used to support that argument; and raising questions, about the methodology, interpretation and justification. Such analysis is fostered through participatory lectures, peer discussions and extensive essay feedback.

Employability skills practices in this module:

Critical analysis; nuanced, persuasive writing.

Readings

- Jeffrey, Craig; Jeffery, Patricia & Jeffery, Roger, 2010: Degrees without freedom? Education, masculinities and unemployment in North India. Stanford University Press
- Banerjee, Mukulika, 2014: Why India votes? Routledge [introduction and last two chapters]
- Kunnath, George, 2012: Rebels from the mud houses. Dalits and the making of the Maoist revolution in Bihar. Social Science Press
• George, Susan, 2004: The global justice movement. Where it came from, where we hope its going. Anthropology of Work review 25(3-4), 1-9

• Crewe, Emma & Axelby, Richard, 2013: Anthropology and development: Culture, morality and politics in a globalised world. Cambridge University Press (chapter two)


• Gardner, Katy & Lewis, David, 2015: Anthropology and development: Challenges for the twenty-first century. Pluto (chapter four)


The Following modules are available from the African Leadership Centre (ALC)

7YYFP027 Emerging Powers in Global Leadership

Module Convenor: Charles Alao
20 credits
Term One Assessment: The Module will be assessed through course work. Two essays (of 1,500 words and 3,000 words, respectively) will be submitted and assessed. Together these will account for 100% of the mark. Dates for submitting these essays will be given at the beginning of the academic term/s in which the module is to be delivered. Strict adherence to word limits will be required and plagiarism will be penalized. There will also be formative assessments throughout the course based on the ongoing feedback from seminars.

The specific aim of the module is to situate the activities of Emerging Powers within the context of Global leadership. Although the module will take a look at a broad range of countries, greater attention will be paid to the roles of countries like Brazil, Russia, India, China and increasingly, South Africa as global economic and security actors. The module will also discuss the extent to which these emerging powers have exploited their economic advancement to influence global developments, including the politics of the United Nations.
On successful completion of this module, students will be able to:

- Demonstrate knowledge and understanding of how leadership and the nature of societies have been factors in the emergence of these countries as key global actors;
- Understand the activities of these countries especially in the areas of global security and, economics and the various strategies adopted;
- Evaluate critically the key social, political and economic impacts of the roles of these emerging powers on developing societies;
- Demonstrate a critical awareness of how the international community is responding to the increasing importance of these countries.

**Employability skills practiced in this module**

Critical thinking (including challenging of mainstream arguments); presenting on defined topic under timed conditions; reading and appraising theory; interdisciplinary thinking; writing a good argument.

**Indicative Readings**


**7YYFP028 Gender, Leadership & Society**

**Module Convenor:** Funmi Ononisakin, Eka Ikpe

**20 credits**

**Term One**

**Assessment:** This module will be assessed through two essays of 1,500 and 3,000 words respectively. Together these will account for 100% of the mark (with the 1,500-word essay accounts for 30% of the total mark and the 3,000-word essay accounting for 70% of the total mark). Students’ proactive engagement with the literature, acquisition of relevant knowledge and conclusive demonstration of intellectual skills and academic rigor will be tested through assessments of the quality of the two essays.

**AIMS**

This module aims to produce high performing students with demonstrable knowledge of various perspectives of feminist theory, gender, security and their intersections with leadership, who produce original written papers with fresh ideas and insights on
these areas from different societal contexts across the developing world. The module engages critically with the relevant literature and deals with the gender dimensions of security and development challenges in the contemporary world. Through a series of lectures and activities students will be expected to produce independent and original thinking about the leadership and gender dimensions of governance, conflict and crisis management, and development planning in a variety of situations in developing countries.

OBJECTIVES

- Analyse how different leadership perspectives influence how society at multiple levels understand and utilize gender constructions in the process of nation-building, state-building and peacebuilding.
- Examine how the primary functions of the sovereign state such as governance and security and the most visible manifestations of state security, war and militarism, both construct and are sustained by specific masculinities and femininities.
- Assess the impact of gender constructions on the lives of particular groups of men and women.
- Re-conceptualise mainstream security and governance discourses by reexamining concepts such as nation-state, peace, security, militarism and leadership.
- Reveal the gendered constructions, biases, and inequalities that mark both scholarship and praxis in these zones.

LEARNING OUTCOMES

At the end of the module, through a leadership lens, students will:

- Have a critical understanding of competing narrations of nationhood and how systems of power determine their categorization.
- Recognize how gender functions within theories of emergent nationstates.
- Be able to identify traditional assumptions that inform thinking about war and peace.
- Have a comprehension of the gendered nature of war.
- Be cognizant of the ways in which feminist-informed critiques constitute and contribute to debates within Critical Security Studies.
- Be able to formulate questions and conduct research that contributes to these debates.

INDICATIVE READINGS

Kandiyoti, Deniz. 1991. 'Identity and its Discontents: Women and the Nation'
MILLENIUM: Journal of International Studies

7YYFP029 Leadership and Society Module Outline

Module Convenor: Funmi Olonisakin, Barney Walsh
20 credits
Term One
Assessment: This module will be assessed through two essays of 1,500 and 3,000 words respectively.

Teaching arrangement: The module will consist of ten 2-hour sessions carried out over the autumn term in addition to an introductory class. In addition to lectures delivered by Funmi Olonisakin and other staff of the African Leadership Centre, some of the lectures will be delivered by distinguished guest scholars and policy practitioners. Select seminars will be held to probe pre-selected issues relevant to the main module themes. The seminars will provide students with ample opportunity to display their analytical and exposition skills through individual or small group presentations on pre-selected topics. Some seminars will require the participation of 2-4 students who will work as a team to organize and manage the session.

AIMS

This module aims to produce high performing students with demonstrable knowledge of various perspectives of leadership and the process of leadership, who produce original written papers with fresh ideas and insights on leadership within different societal contexts across the developing world. The module engages critically with the relevant leadership literature and deals with the leadership dimensions of security and development challenges in the contemporary world. The module therefore exposes students to a series of lectures and activities structured around the themes of leadership – including its key components, processes, contexts – and lessons from practical experiences of leadership in security and development situations. As a result, students will be expected to produce independent and original thinking about the leadership dimensions of governance, conflict and crisis management, and development planning in a variety of situations in developing countries.

OBJECTIVES

This module has five inter-related objectives:

- Expand students' thinking about leadership and the process of leadership thus exposing them to the complexity associated with leadership.
- Help students build an important understanding of key components that define the complex phenomenon of leadership.
• Expose students to useful ideas, observations and insights to inform their leadership decisions.
• Expose students to the skills required to practice evidence-based leadership to advance development and human security.
• Enhance learning by connecting students’ lived experiences with formal knowledge.

LEARNING OUTCOMES
At the end of the course, students will be able to demonstrate:

• An understanding of the concept of leadership and its application in different contexts and at different levels of analysis
• Ability to identify key leadership themes and relate them to particular contexts
• Ability to identify critical leadership processes and gaps in developing regions
• Ability to analyze the relationship between leadership, and security and development outcomes in developing contexts
• Ability to critically examine interventions in specific cases of insecurity or crisis in a developing context to determine the leadership decisions that shaped the outcomes
• An understanding of the ways in which leadership issues in regional and global organizations influence leadership processes in developing societies

INDICATIVE READINGS

• Jackson, Brad, 2011, A very short, fairly interesting and reasonably cheap book about studying leadership, Sage Publications

7YYFP030 Natural Resources Governance

Module Convenor: Charles Alao
20 credits
Term One
Assessment: The Module will be assessed through course work. Two essays (of 1,500 words and 3,000 words, respectively) will be submitted and assessed. Together these will account for 100% of the mark. Dates for submitting these essays
will be given at the beginning of the academic term/s in which the module is to be delivered. Strict adherence to word limits will be required and plagiarism will be penalized. There will also be formative assessments throughout the course based on the ongoing feedback from seminars.

The aim of the module is to discuss the key issues surrounding the management of natural resources, particularly in developing societies and to situate these within the context of leadership, security and society. The module is conceived against the increasing importance of natural resources in developing societies and the implications of their mismanagement for issues like the creation of conflict, the weaknesses of the structures of governance and societal development. The module defines natural resources as:

“All non-artificial products situated on or beneath the soil or rivers, which can be extracted, harvested or used and whose extraction, harvest or usage generate income or serve other functional purposes in benefiting mankind”. (Alao 2007)

The natural resources discussed in this module include those within nations and those that cut across international boundaries. Consequently, the module will look at “local”, “national” and “international” mechanisms and regulations governing natural resource management. Against the background of the activities of international criminal gangs in the management of natural resources and their consequences on societal leadership, the module will also investigate the role of various international institutions in the strengthening of societal institutions in the management of these natural resources. Finally, the module will assess how societies see natural resources and the various governance institutions they have established to manage natural resources in ways that ensure harmony with the environment.

It is envisaged that at the end of the module, students will be in a position to:

- Discuss how different societies approach the crucial subject of Natural resource Governance and how these have impacted on leadership and security;
- Comprehend how the interplay between “local claim” and “national interest” determine the politics of natural resource governance;
- Appreciate the complexities of external involvement in natural resource governance, including the activities of regulatory institutions;
- Comprehend the nexus between natural resource management, leadership and societal development.

**Employability skills practiced in this module:**

Critical thinking (including challenging of mainstream arguments); presenting on defined topic under timed conditions; reading and appraising theory; interdisciplinary thinking; writing a good argument.
Indicative Readings

- Abiodun Alao, Natural Resources and Conflict in Africa: The Tragedy of Endowment, Rochester: University of Rochester Press. 2007
Optional Modules

Term 2

7YYD0010 Gender and Social Policy in Emerging Economies AND 7YYD0021 Gender and Social Policy in Latin America (Taught together)

Module Convenor: Kim Beecheno
20 credits
Term Two
Assessment: One 4,000-words Written Essay (90%) and a Class Presentation (10%),

Educational Aims

The module aims to provide a critical understanding of the issues involved in gender and policy making in emerging economies. By discussing the evolution of gender and social policy in contrasting case studies, tensions between emancipatory and developmental goals will be revealed, especially in the areas of reproductive health, nutrition/poverty reduction, labour, political participation, and violence.

Under the influence of international gender and development discourse and practice, grass roots women’s organising over livelihood issues, and feminist activism, gender has been included one way or another in most government policy since the 1970s. In different countries and regions policies were developed as part of gender mainstreaming or specific governmental women’s agencies or ministries. This module offers a critical perspective upon trade-offs between developmental and emancipatory goals, between feminist perspectives and mainstreaming, and between bottom-up versus top-down. The module will look at the evolution of gender and policy, regional and country comparisons, social and political rights (including health, education, nutrition, labour), and civil society participation (grass roots organising, feminist activism, NGOs).

The module is based on student presentations that discuss weekly questions from theoretical and practical perspectives. There will be no lectures after week 1, so student engagement is vital for this module, and, for the preparation of class presented case studies, initiative and using your research and presentations skills are essential as well.

Employability Skills:

Critical thinking, gender analysis, presentation skills, building a convincing argument in verbally and in writing, collaboration.
Essential Reading

- Htun, Mala (2003). *Sex and the State. Abortion, Divorce and the Family under Latin American Dictatorships and Democracies*. OUP.

### 7YYD0011 Comparative Public Policy Analysis in Emerging Economies

**Module Convenor:** Eduardo Gomez  
**20 credits**  
**Term Two**  
**Assessment:** One 4,000-words Written Essay (100%)  

**Additional information:**

This module is optional for all MSc students in the Department of International Development

**Aims and objectives:**

This module aims to provide students with a strong foundation in the theoretical frameworks associated with comparative policy analysis, the comparative methodology involved, as well as the lessons that can be learned from emerging economies.
The first half of the course will focus more on learning what comparative public policy is, the theories associated with this kind of approach as well as the method for selecting and comparing case studies. Towards the end of the course, students will read several case study examples from emerging economies in Latin America, South East Asia, Africa, and to what extent the theoretical frameworks learned in the course do - or do not - help to explain and predict policy outcomes. We will close the course by discussing the extent to which policy implementation and designs matter in explaining policy outcomes as well as how and if formal and informal institutions matter in the emerging economies.

**Learning outcomes:**

At the end of this module students will be able to:

1) Understand the fundamentals of public policy analysis in a comparative perspective. More specifically, students will learn how and why to compare public policy processes, its benefits and limitations, both within and across nations.

2) Be familiar with several theoretical and methodological approaches to comparing public policy processes, such as agenda setting, multiple streams analysis, policy regulation, policy diffusion, and sub-national/street level theories of policy implementation processes.

3) Understand the methodological approaches to justifying the selection of case studies, as well as why and how nations can be compared.

4) Critically understand the policy frameworks that emphasize the role and importance of the international community in policy implementation processes.

5) Apply and assess the benefits and limitations of using comparative public policy approaches to empirical case studies.

**Employability skills practices in this module:**

Students will learn analytical models and frameworks that can help them understand the policy creation and implementation process. Students will also learn how to write social science analytical reports, using the theories and methods discussed in the class. Finally student will learn comparative qualitative methodology, which is an important skill to have for conducting international public policy analysis.

**Readings**


**7YYD0012 Industrial Development: Strategy and Competitiveness**

**Module Convenor:** Nahee Kang  
**20 credits**  
**Term Two**  
**Assessment:** One 4,000-words Written Essay (100%)

**Additional information:**

This module is open to all MSc at the Department of International Development, but particularly suited to:

MSc Emerging Economies and International Development  
MSc Political Economy of Emerging Economies

**Aims and objectives:**

Both the increasing trend and the perils of de-industrialisation for emerging economies have been highlighted by the international development community. While there is a need to think ambitiously about ways in which the productive capacity in emerging economies can be developed in a sustainable way, industrial development has been (and continues to be) viewed narrowly in terms of trade and industrial policies, with a strong emphasis on the management of foreign direct investment (FDI) as a major source of skills and technology transfer. Hence, policy solutions are circumscribed to the realm of FDI by both the neoliberals and state interventionists alike. In this module, we go beyond the “market vs. state” debate, and take on a more structuralist approach to studying the institutional foundations and path-dependent dynamics of industrial development.
This module aims to understand the theoretical and conceptual foundations for studying the processes of industrialisation and firm growth, and examines the challenges of committing to long-term industrial development that provides durable conditions for local firms to grow and attain competitiveness. By investigating the experiences of successful late industrialisers - known as the East Asian Newly Industrialised Countries (NICs) - and in particular, Japan, South Korea, and Taiwan - the module explores the constraints and opportunities that today’s emerging economies – both BRICs and non-BRICs - face in developing their industries and firms.

Learning outcomes:

At the end of this module students will be able to: connect key theories and concepts of economic growth to key theories and concepts that inform the politics of industrial development and firm capabilities; understand how historical events shape the ideas and conditions that enable different political choices, and paths to industrialisation; understand crucial areas of industrial development and use those tangible examples to develop their understanding of how firms build technological and organisational capabilities; understand the challenges of industrial upgrading in highly globalised environment, and carving out policy space required to support the growth of local firms.

Employability skills practices in this module:

In addition to subject knowledge and understanding to work in the field of international development, the following skills will be developed: the ability to analyse and evaluate a range of information, to undertake critical analysis to determine the cause of a problem and identifying potential solutions; to communicate complex ideas, listen effectively, and to provide constructive feedbacks to help others.

Recommended readings

- No one book covers all the material in this module but the following books are indicative of readings to be covered in the module:
7YYD0023 Multinational Enterprises, Global Value Chains & Local Development

Module Convenor: Luciano Ciravegna
20 credits
Term Two
Assessment: One 2,000-words Written Essay (40%), 8,000-words Group Project with presentation (60%)

Educational Aims

This module introduces students to the role of multinational enterprises in the world economy, their way of functioning, and their impact on local development. Multinational enterprises account for the vast majority of trade and investment flows across countries. They generate skilled jobs, transfer sophisticated managerial techniques, and stimulate demand for local inputs. They can help local economies acquire skills and technology through mechanisms such as spillovers and knowledge transfers. However, such positive impacts do not always materialize. Multinational enterprises can also be responsible for unethical behaviour, supporting corrupt and oppressive regimes, or damaging the environment. Or simply operate in insulated enclaves, where they purchase minimal inputs from local providers and pay low or zero taxes. Multinational enterprises work across highly globalized value chains, which combine a global production structure with local arrangements in terms of product, process and logistic arrangements. The objective of the module is to help students understand the global structure of production of multinational enterprises, and its effects on local economic development in different countries, areas and sectors. The module invites students to critically engage with the following key questions: 1. What are multinational enterprises (MNEs) and what is their role in the world economy? 2. How do they link their global operations to the local productive structure in emerging markets? 3. What policy instruments do countries have at their disposal to attract multinational corporations? 4. How do global value chains differ between industries and sectors? 5. How can MNEs generate better socio-economic impact? What is the role of CSR, Sustainability, Creating Shared Value, and Base of the Pyramid approaches?

Learning Outcomes

At the end of this module,

1. Students will be able to critically engage with the following questions: What are the mechanisms through which multinational enterprises can contribute to local development in emerging markets? How do global value chains work? How do
global and local production systems interact? What policies can improve the positive effect of multinational enterprises on local economic and social development? How can multinational enterprises affect environmental and social factors in emerging markets?

2. Students will connect key theories and concepts of global value chain, effects of foreign direct investment, and multinational enterprises’ strategy with theories of industrial development, industrial upgrading, and development models.

3. Students will develop an appreciation of international business and strategy perspectives on foreign direct investment and development.

4. Students will deepen their understanding of crucial areas of the effects of foreign investment develop their understanding of how global value chains operate linking developed and emerging markets. 5. Students will develop an understanding of the policies adopted by emerging markets to attract foreign investment, exploring their implications in different settings.

**Essential Reading**


**7YYD0024 Project Management in International Development**

**Module Convenor:** Jonathan Glennie  
**20 credits**  
**Term Two**  
**Assessment:** One 2,000-words Written Essay (20%), 8,000-words Report and Presentation (80%)

**Summary**

A practical course on project design and management for international development and cooperation.

The course aims to provide students with the ability to identify, use and think critically about the most up-to-date methods for effective project management within a development context. During the course, students will work in groups to create a project design based on a scenario, and will follow different steps during each class to design a project for this scenario.

The course introduces the students to the main tools used in project design, as well as the latest thinking and alternative approaches. Students will review leading participatory methods used to organize and manage projects, to measure their contribution to development.

This course will give students the opportunity to apply project management techniques through class exercises using a particular case study throughout, taking into
consideration the vastly different local contexts that make international development projects as contested locally, as they are nationally and globally. The course will focus on practical, intuitive, and analytical thinking whereby students are the examiners and creators of project management tools and strategies, not just the users of them. Each week is designed to test their assumptions of how to ‘do’ development from a practical perspective and to encourage them to reflect critically on those assumptions.

Each week’s lecture will be participatory in nature, with an overview of the theory taking place within the context of an ongoing case study that students will work on to design an international development project. Students will be taken through a lecture that will compare the theory against practical examples and cases from real life projects.

This course was designed in collaboration with over 20 development practitioners from government, NGO’s and United Nations organisations and has been designed to reflect the contemporary nature of project management requirements within the field of international development. The course will include technical components of project management such as project cycle management tools and financial management as well as ‘soft skills’ such as leadership and problem solving before finally looking at exit strategies and disengagement.

Beyond providing the necessary overview of the tools and skills required, the course will engage students to think critically about the limitations of any one particular method and will explore the complexity of international development and social change and address different challenges that call for flexible and contextual approaches to project management.

**Educational aims**

- Provide students with the ability to plan, manage and critically assess an aid project within a development context
- Explain the main tools used in project design, as well as the latest thinking and alternative approaches
- Understand leadership and problem solving
- Understand exit strategies and disengagement

**Learning Outcomes**

On successful completion of the course, students should be able to:

- Understand the technical basics of international project management including the logical framework approach, Theory of Change, activity scheduling
- Understand leadership ‘soft skills’ essential for any project manager such as; leading teams, running team meetings, resolving conflicts, managing staff members, problem solving and team building.
- Think critically about when aid works best, and how
Employability skills in this module include:

Critical thinking; data gathering; report writing; preparing funding applications; preparing project cycle management documents; monitoring and evaluation techniques; presentation skills; teamwork.

Examples of recommended texts


7YYD0025 Advanced quantitative methods for causal interference

Module Convenor: Sunil Kumar
20 credits
Term Two
Assessment: One 4,000-words Written Essay (100%)

Additional information:

Students enrolling on this module are expected to have at least one of the following: a background in basic statistics and regression analysis, experience using quantitative data for basic regression analysis, aptitude and passion for maths and/or statistics.

Aims and objectives:

This module provides a hands-on introduction to quantitative, statistical approaches to causal inference in the social sciences. It combines classroom instruction with workshop-based seminars where students learn to use the statistical software Stata.
to implement various approaches. The module is aimed at students who have studied an introductory statistics or econometrics course. It begins from a critical discussion of randomised experiments and basic regression as tools for causal inference. It then moves on to more advanced methods for observational data including panel regression models, instrumental variables, regression discontinuity designs, propensity score and Mahalanobis matching.

The module aims to enable students to a) understand the sorts of data and assumptions required to use certain approaches; b) critically evaluate existing research that uses state-of-the-art statistical approaches to enabling causal inference in the social sciences; c) plan and implement their own causal inference or 'impact evaluation' studies; d) make effective use of the statistical software Stata to undertake analysis. The main emphasis will be on understanding the assumptions on which valid inference rests rather than formal statistical/econometric theory per se, with the aim that students become capable both of critically analysing existing applications of a given method as well as planning for how to use it in their own work. The workshop component will train students to use Stata to implement various methods by replicating findings from existing studies.

**Learning outcomes:**

At the end of this module, students are expected to have acquired:

a) A good understanding of statistical hypothesis testing and how it underpins inference from statistical models  
b) An overview and intuitive understanding of regression-based and selected non-parametric methods for causal inference  
c) The ability to discern the sorts of data and assumptions required to use different approaches  
d) The ability to critically evaluate existing research that makes causal claims  
e) The ability to plan and implement their own causal inference or 'impact evaluation' studies  
f) An basic level of proficiency with using the statistical software Stata.

**Employability skills practices in this module:**

Critical thinking; reading and critically appraising existing research; appreciating what makes for a valid causal claim; appreciating the need for and uses of different kinds of data; a basic level of proficiency with Stata.

**Recommended readings**


O'Rourke, J. K. Campbell, and H. Silverstein (Eds.), Explanation and causation: Topics in contemporary philosophy. MIT Press.


**7SSG5213 Practical and Theoretical Evaluation of Sustainable Development**

**Module Convenor:** Rob D. van den Berg  
**20 credits**  
**Term Two**  
**Assessment:** One 4,000-words Written Essay (100%)  

**Aims and objectives:**

This module provides a theoretical perspective and practical skills and training with reference to the current shift in international development from millennium development goals to sustainable development goals. Students will gain insight in the origins of the concept of sustainable development and its translation into multilateral environmental agreements and more recently the Paris Agreement and Agenda 2030. The module provides a wide range of options for evaluation of sustainable development and aims to enable students to identify and select evaluative strategies and techniques to tackle sustainable development policies, programmes and interventions at different levels and scales. Students are encouraged to reach a systematic understanding of environmental, societal and economic processes of change to enable them to apply specific solutions to evaluation challenges. The module will critically reflect on how evidence on sustainability can be presented to different audiences and to stakeholders and decision makers.

**Learning outcomes:**

On completion of this module students should be able to:

- Understand the interaction between environmental, human and economic impact drivers, and how these lead to sustainable or unsustainable development over time;
- Appreciate the international actions taken so far to ensure environmental sustainability in relation to development, including the concept of "common but differentiated responsibilities";
- Critically assess the impact of environmental, human and economic policies and actions on the sustainability of development;
• Appreciate the role of evaluation in providing substantial evidence on the sustainability of policies and actions, not only for the public sector but for the private sector and civil society initiatives as well;
• Identify and define evaluation approaches to complex processes of environmental, human and economic change;
• Appreciate the trends in international development in which the concept of sustainable development operates and is able to position and communicate the evaluation approach in this framework and to different audiences.

This module provides a wide range of options for evaluation of sustainable development and aims to enable students to identify and select evaluative strategies and techniques to tackle sustainable development policies, programmes and interventions at different levels and scales. Students are encouraged to reach a systematic understanding of environmental, societal and economic processes of change to enable them to apply specific solutions to evaluation challenges. The module will critically reflect on how evidence on sustainability can be presented to different audiences and to stakeholders and decision makers.

Employability skills practices in this module:

Understanding and applying basic principles of evaluation and more specifically sustainable development evaluation; critical perspective on a policy, programme or project to be evaluated; writing an approach paper for a sustainable development evaluation.

Recommended readings

Key Recommended Texts


**Key Web Sites**

**The Following modules are available from the African Leadership Centre (ALC)**

**7YYFM201 GOVERNANCE OF SECURITY**

**Module Convenor:** Funmi Olonisakin, Olaf Bachmann
**20 credits**
**Term Two**
**Assessment:** The Module will be assessed through course work. Students must submit two essays of 1,500 words and 3,000 words, respectively, on which they will be assessed. Together, these two essays will account for 100% of the mark. Dates for submitting these essays will be given at the beginning of the academic term/s in which the module is to be delivered. Strict adherence to word limits will be required and plagiarism will be penalized. There will also be formative assessments throughout the course based on the ongoing feedback from seminars.

**INTRODUCTION**

Efforts to bring "Security" within "Democratic Governance" in developing societies have been on the top of policy and academic attention since the end of the Cold War. With the end of the Cold War and ideological rivalries, countries, especially in the developing world, that have exploited this situation to convert "national security" to "regime security" began to realise the unsustainability of their positions. Increasingly the whole concept of "People-power" began percolating into the area of security management. At the centre of the whole concept of the Governance of Security include: the identification of the various institutions involved in the process of security governance; appreciation of these institutions of the various roles they are required to perform and their relevance to the national security architecture; and the equipping of these institutions to enable the performance of their allotted responsibilities. For many developing countries, all this connects to crucial "Leadership" issues, especially because over the decades, political elites responsible for the governance of these countries have twisted the structures of governance to their advantage. The outcome of this is the profound economic and political challenges that ultimately confronted many of these countries which, in some cases, resulted in the complete collapse or serious weakening of state institutions.
The objective of this Module is to investigate the various ways through which "Security" can be brought under "democratic governance"; and how the institutions charged with defence and security related responsibilities are effectively managed. The Module also aims to situate the entire discussion into the ways through which effective governance of the security sector can assist in the overall socio-economic and political development of developing countries. The module is conceived against the background of the post-Cold War increase in the academic and policy relevance of the governance of the security sector, especially the multiplicity of local and international actors involved in the processes across developing world.

The core question that will guide the discussion in this class throughout the term is: to what extent do efforts to improve security governance in developing countries facilitate and sustain a common vision of security between leaders and a broad cross-section of the populations they claim to represent?

It is envisaged that at the end of the Module, students should be able to:

- Understand the various changes that have come to the politics of security governance at national levels since the end of the Cold War; 3 7YYFM201: Governance of Security 2017-2018
- Comprehend the tensions that exists between the various national institutions involved in the management of security and their interconnectedness;
- Appreciate the nature, extent and factors that account for the multiplicity of diverse external involvement in the politics of security sector governance across the world and the effort at the reformation of the security sector;
- Recognise how local peculiarities and regional idiosyncrasies have manifested in the pattern of security governance in developing societies; and
- Interrogate the intentions that underline security reform initiatives in target countries and the outcomes produced for a broad cross-section of the local populations.

**Indicative Readings**

• Alan Bryden and Roy Kean (2009), Security Sector Reform: What have we Learnt?, Paris: OECD-DAC
• Alan Bryden and Funmi Olonisakin, eds. (2010), Security Sector Transformation in Africa, Geneva: DCAF

7YYFP033 THE STATE AND DEVELOPMENT IN AFRICA AND ASIA

Module Convenor: Eka Ikpe
20 credits
Term Two
Assessment: The module will be assessed through course work. Two essays (of 1,500 words and 3,000 words, respectively) will be submitted and assessed. Together these will account for 100% of the mark (with the 1,500-word essay accounts for 30% of the total mark and the 3,000-word essay accounting for 70% of the total mark). Dates for submitting these essays will be given at the beginning of the academic term/s in which the module is to be delivered. Strict adherence to word limits will be required and plagiarism will be penalized. If the submitted work exceeds the stipulated word count by more than 5% of the total then markers will normally deduct 5 marks (the word count includes footnotes, footed references but does not include bibliography or appendices). The assignment will be assessed against the College Generic Criteria for Taught Postgraduate Degrees. There will also be formative assessments throughout the course based on the ongoing feedback from seminars.

Seminars: The seminars will be structured around short presentations that draw upon a summary and critique of the readings with sound interaction and engagement from the wider group. For each seminar, there will be texts which students will be expected to engage critically to facilitate discussions.

The aim of the module is to understand the role of the state in development processes in the developing world, with particular reference to Africa and Asia. The focus on these regions will encourage students to critically engage mainstream thought on development experiences as they examine developmental lessons from the Global South alongside those from the Global North. The module reflects on the role of the state apparatus as a preserve of political and economic leadership and considers the actions that it may take to drive transformation that should benefit the broader society.

The course is conceived against the background of the conceptualisation of the role of the state in development and the debates that have ensued on this in relation to the developing world. It examines the major issues that arise in the engagement of the state as a key actor in transition processes. In doing so it: analyses the role of the state in a historical context; discusses the emergent role of the state in post-independence/post-colonial contexts; reviews the trajectory of opinion of the highly influential international (finance) organisations on the role of the state in development; considers the notion of the developmental state (from the East Asian exemplar); and interrogates the dominance of methodological approaches that
situate the state as separate and distinct from other entities, most notably the market.

**Learning outcomes**

On completion of the course students will have:

- Developed a knowledge base on main streams of thought on the role of the state in development
- Identified with the historical and contemporary trajectory of thought on the role of the state in development
- Blended classical economic theory ideas with empirical realities
- Been introduced to the rudiments of the developmental state framework
- A basis for comparative analysis on the role of the state in development in Africa and other developing regions such as Asia

**Module requirements**

Students are expected to:

- Show evidence of thorough and critical engagement with a wide range of literature and material on topics as well as offer sound interaction in class discussions
- Attend all lectures and seminars

**Employability skills practiced in this module**

Critical thinking (including challenging of mainstream arguments); presenting on defined topic under timed conditions; reading and appraising theory; interdisciplinary thinking; writing a good argument.

**Indicative Readings**

INTRODUCTION

Youth concerns have now come to the forefront of global attention. While in developed societies youth see themselves as constituting a class whose interests are being gradually marginalised, those in developing countries see themselves as the neglected majority in an unjust social order. In some cases, youth have found themselves at the forefront of major political agitations that have, in fact, resulted in state collapse or the substantial weakening of the institutions of governance as in the cases of countries like Liberia and Sierra Leone. Even in developed countries, spontaneous riots involving youth have brought the agitation of this segment of the population to attention of governments. In short, the combination of their significant population and the simultaneous lack of political or economic power has resulted in a situation where youths have been at the forefront of agitations that have attracted the attention of national governments and regional/global organisations.

This is an optional module on the MSc Security, Leadership and Society and the MSc Leadership and Development. The link between youth concerns, leadership, security and development is particularly obvious, especially for developing societies with considerable leadership challenges and where the youth population is significant. The Module is also conceived against the background of the role of youth across the world. For example, Sixty-two countries, mostly in sub-Saharan Africa, Southern Asia and the Middle East are considered “very young,” which means that two-thirds of their populations are under the age of thirty (and less than 6 percent are above the age of sixty). It is believed that these countries are vulnerable to civil strife. What also seems to have further compounded the problem is the HIV pandemic which, according to a Task Force report, “has reversed a generation of gains in human development, hitting young and middleaged adults of all socioeconomic classes and leaving a dangerous youth bulge” in Africa.

The module is divided into three parts: Part One focuses on conceptual issues connected with the meaning, composition and interpretation of youth in developing
countries. Part Two looks at the nexus of youth, politics and society in developing countries, especially the politics of youth, youth political agency, the relationship between youth and society, the role of youth in social change, and the impact of social change processes on young people. Part Three explores the interconnectedness of youth, security and leadership in developing countries, including exploring debates on youth, violence and security (with focus on specific case studies), and youth and leadership dynamics in developing countries. The Module will be assessed through essays. Two essays (of 1,500 and 3,000 words respectively) will be submitted and assessed. Dates for submitting these essays will be given at the beginning of the Module. Word limits are not to be exceeded and plagiarism will be penalized.

Indicative Readings