Unit description

This unit traces the evolution of development theories historically, and explores the debates surrounding them. It involves critical analysis of dominant definitions and approaches to development, and of the contexts in which these have surfaced and been applied. A conception of development as the outcome of rapid national economic growth and industrialization on a universal model emerged in the wake of the Second World War. Development doctrine has since been shaped by neoliberal globalization, but also by concerns about the need for sustainable, participatory and gender-sensitive processes. The unit charts these shifts in thinking about development as well as the tensions between approaches in the mainstream. It draws on varied critiques of development and its effects to evaluate its possibilities and limitations. It takes account of the challenge presented by environmentalism and considers alternative ideas on how to address global inequality.

Teaching arrangements

There are ten 100 minute seminars in the unit (Weeks 1-10). Attendance is required. These will be followed by two weeks (Weeks 11-12) without seminars while you focus on writing your essay. I will also be available in my office hour to offer advice on presentations and essays.

Requirements for credit points

For credit points to be awarded for this unit, you must complete all required work (the presentation and the essay) to at least a passing standard (a mark of 50) and have no more than two non-excused seminar absences.

Summative assessment

The final grade for the course will be based on the following:
- Final Paper (3,500 – 4,000 words in length) 100% of mark

The essay for this unit is a summative essay, that is, it decides the final mark for this unit. In contrast, the presentation is formative, that is, it does not count towards the final mark for the unit but instead is aimed at, among other things, assisting you in preparing for the summative assessment. The essay and the oral seminar presentation must be on different topics. Essay questions will be distributed early in term.

Core reading

Every year new 'text books' appear on the subject of international development and much follow the same chronological and theoretical trajectory. There is also a wealth of journal articles and other useful information available online. The following books are all recommended general texts, in particular Roberts and Hite (2000); selections from some of the others have been included in the course pack. AMEND.

Roberts, T and Hite, A (eds) From Modernization to Globalization: Perspectives on Development
and Social Change (Blackwell, 2000)

Olle Tornquist, Politics and Development: a critical introduction (Sage, 1999)


John Martinussen, Society, State and Market: a guide to competing theories of development (ZED 1997)

Colin Leys, The Rise and Fall of Development Theory (James Currey, 1996)


Objectives

- To provide an overview of major debates in development theory
- To locate theory within time and space in order to understand the historical, geographical, political, economic and cultural factors that gave rise to theory.
- To equip students with the necessary conceptual tools to apply theory to contemporary development problems and possibilities.

Learning outcomes

- Students will be able to:
  - Critically evaluate a range of key theoretical debates in the field of development studies
  - Relate theories to the concrete events and realities that produced them
  - Apply key conceptual tools to contemporary development problems

Transferable skills

During this unit you will develop your transferable skills in group work, presenting to groups and writing.

Development and feedback

Formative assessment (seminar presentation) will develop students’ knowledge of specific topics, as well as developing their presentation skills. Students will receive written feedback on their presentation, which will include comments on development of generic skills (such as structuring an argument) that will also be relevant to the summative assessment components. Students will also have the option of receiving further oral feedback during office hours.

You will receive written feedback on separate forms all of these aspects of your work with a view to assisting you in developing your abilities in these areas. The seminar presentation feedback will be emailed to you by your seminar tutor within two weeks of your presentation. The feedback on your essay will be returned to you via the Graduate Studies Coordinator.

Mid-unit evaluations

Each unit will provide a mid-unit evaluation on Blackboard. Students will be asked to complete a short survey to indicate how they feel the course is going so far. We appreciate your feedback and encourage you to complete this survey.

Surveys will be open in week 5 (Teaching Block 1) and 17 (Teaching Block 2).

Details of coursework and deadlines

See ‘Summative Assessment’ above. The deadline for submitting the essay via Blackboard is 12 noon Friday Week 12 (28 January 2010). You can access the Blackboard site via this URL: https://www.ole.bris.ac.uk/webapps/login/ by using your University login and password. The Graduate Studies Administrator will circulate detailed information on how to submit your work before each hand-in date. Only electronic submission is accepted.
Oral Presentation

1. The presentation topics will be allocated in the first seminar.
2. Your presentation will be no more than 15 minutes in length. As with the word limit on the essay, part of the exercise is learning to be concise. Time limits are very important, especially since you will most likely be presenting in groups.
3. You will present from notes, not read out your presentation word for word. You should focus on the delivery of the presentation as well as the intellectual content.
4. Your presentation will emulate the structure of an essay and present a clear argument in response to the questions.
5. Your presentation will include a word-processed handout of no longer than one side of A4.
6. Your handout will include a brief bibliography of the literature which you read in preparation for the presentation.
7. I will make photocopies of the handout for all members of the group if I receive the master copy one day in advance of the seminar.
8. You will answer questions from the seminar group on the content of your presentation for c. 5 minutes.

The mark for the presentation does not count towards the award of the degree.

Required And Supplementary Reading

Each week’s seminar will proceed on the assumption that you have read at least three of that week’s required reading – where possible this will be contained in the course pack. If you are doing the presentation, you will clearly need to have read ALL the required readings and some of the supplementary readings. All required readings have been placed in the SLC of the library, unless stated as available as on an on-line resource. The course reader items (marked *) should provide you with essential reading only. You must do more!

In order to be able to fulfil this requirement, you will need to plan ahead. I recommend strongly that, as early as possible, you take the time to photocopy all required reading that you cannot purchase, or that you share the photocopying with some of your fellow students. However, adhere to the copyright rules as displayed in the library.

All supplementary reading is listed in alphabetical order. The supplementary list will also provide material for your essays.

An increasing number of print journals taken by the library are available in electronic form. These can be located via a list that is linked to the Library homepage <http://www.bris.ac.uk/Depts/Library/> and can be read without a password on University networked computers.

Journals commonly cited on this reading list and therefore worth keeping a regular eye on include:
  Third World Quarterly
  World Development
  Journal of Development Studies
  Development and Change
  European Journal of Development Studies

Other journals that often have articles of relevance to Development Studies include:
  Review of International Political Economy
  Alternatives
  Millennium
  African Affairs
  New Political Economy
  Conflict, Security and Development
  International Feminist Journal of Politics
  IDS Bulletin
  Comparative Politics
  International Organisation
A growing number of sources are available on the web. As with all sources you should treat items posted on the web critically. Remember that the web drastically cuts the cost of publishing and allows far more people to contribute to debates. This is one of its great advantages, but it does remove a number of filters that usually apply to items published by academic publishers and in refereed journals. So you should not rely solely on sources taken from the Internet when preparing for seminar presentations and writing essays. In particular it is not appropriate to cite Wikipedia as a source.

**Some Useful Websites**

**Google Scholar**

This is an excellent resource [http://scholar.google.com/](http://scholar.google.com/) which directs you to academic articles, papers and books, many of them free online and searchable by author’s name and/or subject.

The syllabus will be posted on the department website and can be accessed via the Internet. A variety of Internet sources can be used alongside the syllabus.

Useful sites include:
The Bretton Woods Project  [http://www.brettonwoodsproject.org](http://www.brettonwoodsproject.org)
The IMF [http://www.imf.org](http://www.imf.org)
Department for International Development (DFID)  [http://www.dfid.gov.uk/](http://www.dfid.gov.uk/)
Devl ine (IDS)  [http://www.ids.ac.uk/](http://www.ids.ac.uk/)
Oneworld.net  [http://www.oneworld.net/](http://www.oneworld.net/)
[www.zmag.org](http://www.zmag.org) provides an activist/solidarity perspective on a range of issues.

The web is particularly useful for more current and up to date events, especially relating to matters arising from summits and from declarations about G8 development initiatives and environmental targets etc but always be careful about their source and positionality.

**Seminar schedule**

1: What is development?
2: Modernization theories
3: Dependency theories
4: The Washington Consensus
5: Good governance
6: Human development
7: Social movements and NGOs: Development from Below?
8: Gender and development
9: Sustainable development and Environmentalism.
10: Post-development
Week One: WHAT IS DEVELOPMENT?

Aim: Introductions, allocation of presentations, an overview of the unit and a discussion of the meaning of development.

Discussion Questions: What does ‘development’ mean? How does development theory connect to policy and practice? What methodologies can we use to evaluate development theories and their impact? Why does the terminology we use matter?

Learning Outcome: An understanding of the different definitions of development; an insight the terrain of development theory and its links to policy and practice; an awareness of the range of approaches to its study.

Required Reading:

* Seers, D, What are we trying to measure, in R Ayres, 1995, Development Studies: An Introduction through selected Readings, Greenwich Readers, pp 3-21, HD82 DEV
* Rist, G, 1997, The History of Development, ZED, Ch.1, HD78 RIS

Additional Reading:

* Corbridge, S, 1995, Development Studies: a reader, Arnold, Section 1, HD82 DEV
* Escobar, A, 1995, Encountering Development, Princeton,
* Hettne, B Development Theory and the Three Worlds, HD75 HET, Ch 1-2
* Manor J (ed) Rethinking Third World Politics, JF60 RET
* Tornquist,O, 1999, Politics and Development, SAGE, Part 1, JF51 TOR

Week Two: MODERNIZATION THEORIES

Discussion questions: What are the shared assumptions of the modernization school and where do its theorists differ? How do ideas relate to the context in which they emerged? What do you think the legacy of modernization is to contemporary debates on development?

Learning outcome: A critical appreciation of modernization theory, its limitations and its enduring relevance.

Required reading:

* Leys, ch 3  HD75 LEY
* Martinussen, Ch.5  HC59.7 MAR
* Roberts & Hite, ch 4, 5, 9 HN981.C6 FRO
  (Three extracts from Parsons, Rostow, and Huntington)

Additional reading:

Apter David, (1965) The Politics of Modernization  JF51 APT
* Ayres, ch. 7-10  (SLC)
Hoogvelt, Ankie (1982) *The Third World in Global Development*, chs. 3,4 HC59.7 HOO
Huntington Samuel, (1965), ‘Political development and political decay’, *World Politics*, 17 386-430, Microfilm D839.W6
Huntington Samuel, (1968) *Political Order in Changing Societies* JA66 HUN
Kesselman M., (1973), ‘Order or movement? the literature of political development as ideology’, *World Politics*, 26 139-54, Serial D839.W6
Mittleman James and Pasha Mustapha, (1997) *Out from Underdevelopment Revisited*, chs. 2-4 HC59.7 MIT
Mehmet, O., *Westernizing the Third World: the Eurocentricity of economic development theories* HD82 MEH
Rist, ch.4,5,6 (SLC) HD78 RIS
Preston, chs. 8,9 (SLC) HD75 PRE
Todaro Michael (1990), *Economic Development*, ch 3 (SLC) HD82 TOD
Tornquist, chs. 5-6 (SLC), JF51 TOR

**Week Three: DEPENDENCY THEORIES**

**Discussion Questions:** What are the key arguments and assumptions of dependency theorists and what criticisms have they faced? To what extent have these ideas had an impact upon development in historical and contemporary terms? Did the insights of dependency ‘die with Marxism’?

**Learning outcome:** An understanding of the key tenets of dependency theories and an awareness of their significance.

**Required reading:**

* Rist, 1997, ch 7
* Leys, ch. 2
* Martinussen, Ch 7
* Roberts & Hite, ch. 10,11,13 (SLC) HN981.C6 FRO

**Additional reading**

‘Is dependency dead?, special issue of *IDS Bulletin* 12 (December 1980)
Week Four: THE WASHINGTON CONSENSUS

Discussion Questions: What were the theoretical underpinnings of the ‘Washington Consensus’ and what were its flaws as an approach to ‘development’? Why did it become so influential? What were the central components of Structural Adjustment Programmes, how were they implemented, and what were their effects? As a conditional set of aid policies, why did it prove to be so controversial?

Learning outcome: A nuanced understanding of the Washington Consensus, its flaws and its impact.

Required reading:


Additional reading:

Week Five: GOOD GOVERNANCE

Discussion questions: What are the key components of so called ‘post-Washington’ approaches to development and to what extent do these differ from previous approaches? How are these translated into development policies and with what consequences? What is the relevance of democratization to this approach? How does the concept itself intersect with globalization?

Learning Outcome: An understanding of why institutions came to matter in development and an awareness of the implications of the ‘good governance’ approach.

Required reading:

* Tornquist, ch. 10


**Additional reading:**


Cammack, P, ‘Attacking the Poor’ *New Left Review*, 13, Jan-Feb 2002


Colclough Christopher and Manor James (eds.), (1991) *States or Markets?* HD87 STA


http://www.dataterra.org.br/docs_ingles/stiglitz.htm


Hippler, J. *The Democratisation of Disempowerment*, JF60 DEM


Leftwich Adrian (ed.), (1996), *Democracy and Development* JC423 DEM

Lewis John and Kallab Valeriana (eds.), (1986), *Development Strategies Reconsidered*, ch. 7 HC59.7 DEV


Potter D. et al, *Democratization*, JC421 DEM

Robinson, William I., *Promoting Polyarchy*


Smith. B. C. *Understanding Third World Politics. (ch 1 – 12)*

Week Six: HUMAN DEVELOPMENT

Discussion Questions: What is meant by human development and human security and how are these ideas reflected in the Millennium Development goals? How do these ideas shape aid policy? Why do some scholars think aid policy is failing or is actually the cause of human insecurity?


Required Reading:

*Easterly, William R, 2006, The white man’s burden : why the West's efforts to aid the rest have done so much ill and so little good (Oxford : Oxford University Press) Ch 2
Sachs, Jeffrey, 2005, The end of poverty: how we can make it happen in our lifetime (London: Penguin), 2005 HV4028 SAC

Additional Reading:

Collier, Paul, 2007, The bottom billion : why the poorest countries are failing and what can be done about it, Oxford: Oxford University Press.

Sen, Amartya, Development as Freedom, 1999 (Oxford: OUP) HB95 SEN
Sengupta Arjun, 2000, 'Realizing the Right to Development', Development and Change, 31: 553-78
Week Seven: SOCIAL MOVEMENTS AND NGOS: DEVELOPMENT FROM BELOW?

**Discussion Questions:** Where do NGOs fit in the contemporary aid paradigm? Are alternative approaches to development emerging from the grassroots? How are social movements challenging neoliberal globalization? Can NGOs and social movements provide a force for social change?

**Learning Outcomes:** An awareness of the arguments surrounding the emergence of a 'global civil society' and the constraints/possibilities that this implies.

**Required Reading:**


**Additional Reading:**


Fowler, 2000, ‘NGDOs as a moment in history: beyond aid to social entrepreneurship or civic innovation’, Third World Quarterly, Vol.21, No. 4, pp 637-654
Kaldor, Mary, 2003, Global Civil Society, An Answer to War, (Cambridge: Polity) JC337KAL
Munk and O’Hearn, Critical Development Theory
Waterman & Wills, 2001, Place, Space and the New Internationalisms, Blackwells, (ask me)
Waterman, P, Globalisation, 2001, Social Movements and the New Internationalisms, Continuum, (ask me)

Week Eight: GENDER AND DEVELOPMENT

Discussion Questions: What can a gender analysis tell us about theories of development? To what extent can insights from gender studies be incorporated into mainstream development thinking? How have feminist theorists contributed to change in theory and policy?

Learning Outcomes: To assess the impact of feminist and gender studies on development thinking both in social action and in the policies of international financial institutions, governments and NGOs.

Required Reading:

*Mary Holmes. What is Gender? Sociological Approaches. 2007. ch 1, 6

in Marchand M & Parpart J (eds) Feminism/Postmodernism/Development (London: Routledge)

Moser, C. Gender, Planning and Development: Theory. Practice and Training’ Ch 4. HQ1240.5.D44 MOS.
Rai, Shirin. Gender and the Political Economy of Development. HQ1240 RAI.

Additional Reading:

Afshar Haleh (ed.) Women and politics in the Third World HQ1236.5.U5 WOM
Allen T.& A.Thomas, Poverty and development in the 1990s, Ch 15 HC59.7 POV
Arora, D ‘Structural Adjustment Program and Gender Concerns in India’, Journal of Contemporary Asia 1999 29(3) pp.328-361
Bhuvnani, KK, J Foran, and P Kurian (eds) Feminist Futures: Re-imagining Women, culture and development, HQ1161 FEM
Boserup, E Women’s Role in Economic Development, HD6223 BOS
Carver, Terrell.: Gender is not a synonym for women, Boulder : Lynne Rienner, 1996 HQ 1075 CAR
Harcourt, W, Feminist Perspectives on Sustainable Development, HD82 FEM
Jackson, C and R Pearson, Feminist Visions of Development: Gender Analysis and Policy, HQ1240 FEM
Jahan, R. The elusive agenda: Mainstreaming women in development HQ1240 JAH
Kabeer, N, Reversed Realities: Gender Hierarchies in Development Thought, HQ 1240.KAB
Miller, C. and Razavi, S. (eds), 1998, Missionaries and Mandarins: Feminist Engagement with Development Institutions HQ1240 MIS
Moser C, Gender planning and development: theory, practice and training, HQ1240.5.D44 MOS
Parpart, J, S Rai and K Staudt (eds) Rethinking empowerment: gender and development in a global/local world HQ1240.5.D44 RET
Porter M and E Judd (eds), Feminists doing development, HQ1240 FEM
Rahmen Majid & Victoria Bawtree (eds) Postdevelopment reader GN448.2 POS
Rai, Shirin Gender and the Political Economy of Development. HQ1240 RAI esp Chs 2 and 4
Roberts & Hite, 20 HN981.C6 FRO
Rogers, Barbara The domestication of women: discrimination in developing societies, HQ1154 ROG
Saunders, K (ed) Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation HQ1240.5.D44 FEM
Scott, Catherine V, Gender and development: rethinking modernization and dependency theory. 1995 HQ1240 SCO
Snyder M.& M.Tadesse, African Women & Development, HQ1240.5.D44 SNY
Squires, Judith Gender and Political Theory. Ch 6.
Visvanathan, Nalini, The Women,Gender and Development Reader HQ1240 WOM
Waylen, Georgina Gender in Third World politics. 1996, HQ1400 WOM (Education library)

Week Nine: SUSTAINABLE DEVELOPMENT

Discussion Questions: What challenges does environmentalism present for development thinking? Identify the various perspectives on sustainable development and consider whether and how these might address the problems of climate change. Can we ever incorporate climate change into a development model based on material gain and ‘consumption’.

Learning Outcome: An understanding of approaches to sustainable development; an awareness of critiques of the dominant approaches.

Required Reading:

*Dryzek, John and David Schlosberg, Debating the earth: the environmental politics reader (Oxford : Oxford University Press), 1998, HC79.E5 DEB
Harriss. J M “Global Institutions and the Ecological Crisis” World Development Vol 19 (special issue)

Additional Reading:

Adams, B ‘Sustainable Development and the Greening of Development Theory’, Chapter 10 in F. Schuurman (ed), Beyond the Impasse: New Directions in Development Theory, HD75 BEY
Baker S (ed.), Politics of Sustainable Development, HC240 PO
Week Ten: POST-DEVELOPMENT

Discussion question: Critically evaluate post development perspectives and the alternatives they propose. Is there an ongoing relationship between development and imperialism? Draw on the readings this week and findings in previous weeks to assess the contemporary direction of development theory and to consider how and why we should study it.

Learning outcome: An understanding of post-development and of the criticisms levelled at this perspective. An awareness of recent approaches to the study of development.

Required Reading:


Munck & O’Hearn, 1999, Critical Development Theory, Ch.2

Additional Reading:


Crush J (ed) Power of development HD82 CRU


Escobar A, Encountering development: The making and unmaking of the Third World, HD75 ESC


Harvey D, (1990), The Condition of Postmodernity (Blackwell), Part I, HM73 HAR


Kumar, K (1995), From Post-Industrial to Post-Modern Society, (Blackwell), Ch. 4. 5. HM73 KUM

Latouche, S, In the Wake of the Afluent Society: an exploration of post-development, CB425 LAT

Marchand M & Parpart J (eds) Feminism/Postmodernism/Development (London: Routledge)


Mosse, David and David Lewis (eds), The Aid Effect, Giving and Governing in International Development, (London: Pluto Press)


Nederveen Pieterse, J Development Theory: Deconstructions/Reconstructions, Chapter 7, HD75 PIE

Preston P.W., Development Theory, Ch. 17.

Rahnema Majid & Victoria Bawtree (eds) Postdevelopment reader GN448.2 POS


Saunders K (ed) Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation HQ1240.5.D44 FEM

Schuuurman F (ed), Beyond the Impasse: New Directions in Development Theory, Chapter 9, HD75 BEY


Supplementary Reading:
Some other relevant sources


Harris N, 1986, The End of the Third World (Penguin.). HC59.7 HAR

Hettne B, 1990, Development Theory and the Three Worlds Longman, Ch. 1. HD75 HET

Marglin F.A. and Marglin S.A, 1990, Dominating Knowledge: Development, Culture and Resistance (Clarendon), Ch. 1. HD75 DOM


Race and Class Special Issue on Globalism, Serial HT1501.R25

Weiss L., The myth of the powerless state, JX1391 WEI


APPENDIX

General School Regulations

Attendance at classes
SPAIS takes attendance and participation in classes very seriously. Seminars form an important part of your learning and you need to make sure you arrive on time, having done the required reading. If you miss seminars, even if it is for a valid reason, you must contact your seminar tutor who may require you to complete 'catch-up' work to demonstrate that you are not falling behind on the unit.

Submission of coursework
Please note you will be required to submit coursework electronically using Blackboard, the University of Bristol’s Online Learning Environment. All submission of essays occurs through the SPAIS MSc site and not individual units. Please see the Graduate Studies Handbook Section 3.2.9 for details. Instructions will be emailed to you before each hand in deadline.

Collection of Marks/Feedback
Internal marks are subject to final adjudication by the External Examiner.

In addition to an overall mark, students will receive written feedback on their assessed work and may contact unit tutors for further comments.

Students should collect their work from the SPAIS Office who will advise students when this is ready.

All marks in the School are numerical out of 100 on the following scale:

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>70+</td>
<td>Distinction</td>
</tr>
<tr>
<td>60-69</td>
<td>Merit</td>
</tr>
<tr>
<td>50-59</td>
<td>Pass</td>
</tr>
<tr>
<td>40 and below</td>
<td>Fail</td>
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Length
Each piece of coursework must conform to the length requirements listed in the unit guide. Work that does not conform to length requirements will be subject to penalties. Please see Graduate Studies Handbook Section 3.2.11 for details.

Referencing
Where sources are used they must be cited. Most types of coursework must contain a bibliography and reference the material used. Inadequate referencing will result in marks being deducted. See the Study Skills Handbook for where to get help with referencing and how bad academic practice and plagiarism is dealt with.

Extensions
Extensions will only be granted by the Pathway Director. Requests should be made directly to them before the deadline. Extensions will only be allowed in exceptional circumstances and they should be accompanied with supporting documentation, for example medical certificates. The relevant forms can be found at: [http://www.bristol.ac.uk/fssl/current-students/forms/index.html](http://www.bristol.ac.uk/fssl/current-students/forms/index.html).

Fails and resits
Please see the Graduate Studies Handbook Section 4.7 for details.

Course packs
Most units have course packs, which will be available from the end of week 0 from the SPAIS Reception in 4 Priory Road. Course packs are optional and there will be a charge of £3 to cover printing costs.