

**POLIM3018 Theories of Development**

**Teaching Block: 1**

**Weeks: 1-12**

|   |  |                         |   |             |                   |
|---|--|-------------------------|---|-------------|-------------------|
| <b>Unit Owner:</b>  | Sam Appleton   | <b>Level:</b>           | M/7                                     |             |                   |
| <b>Phone:</b>   |  | <b>Credit points:</b>   | 20                                      |             |                   |
| <b>Email:</b>   | <a href="mailto:sam.appleton@bristol.ac.uk">sam.appleton@bristol.ac.uk</a>   | <b>Prerequisites:</b>   | None                                    |             |                   |
| <b>Office:</b>  |  | <b>Curriculum area:</b> | N/A                                     |             |                   |
| <b>Unit owner office hours:</b>   | <p><b>Please see SPAIS MSc Blackboard site for details</b></p> <p>(Please note, there are no regular office hours during Reading Week)</p> |                         |   |             |                   |
| <b>Timetabled classes:</b>  |  |                         |   |             |                   |
| <p>Please check your online timetable for day, time and venue of each seminar</p> <p>You are also expected to attend <b>ONE</b> seminar each week. Your online personal timetable will inform you to which group you have been allocated. Seminar groups are fixed: you are not allowed to change seminar groups without permission from the office.</p> <p>Weeks 6, 12, 18 and 24 are Reading Weeks; there is NO regular teaching in these weeks.</p> <p>In addition to timetabled sessions there is a requirement for private study, reading, revision and assessments. Reading the required readings in advance of each seminar is the <i>minimum</i> expectation. The University Guidelines state that one credit point is broadly equivalent to 10 hours of total student input.</p> |  |                         |   |             |                   |
| <b>Learning Outcomes</b>  |  |                         |   |             |                   |
| <p>By the end of the unit students will be able to:</p> <ul style="list-style-type: none"> <li>Critically evaluate a range of key theoretical debates in the field of development studies</li> <li>Relate theories to the historical context in which they emerged</li> <li>Apply key conceptual tools to contemporary development problems</li> </ul>  |  |                         |   |             |                   |
| <b>Requirements for passing the unit:</b>   |  |                         |   |             |                   |
| <ul style="list-style-type: none"> <li>Satisfactory attendance at seminars</li> <li>Completion of all formative work to an acceptable standard</li> <li>Attainment of a composite mark of all summative work to a passing standard (50 or above)</li> </ul>   |  |                         |   |             |                   |
| <b>Details of coursework and deadlines</b>  |  |                         |   |             |                   |
| <b>Assessment:</b>  | <b>Word count:</b>   | <b>Weighting:</b>       | <b>Deadline:</b>                        | <b>Day:</b> | <b>Week:</b>      |
| Formative - presentation  | n/a  | n/a                     | Individually allocated                  |             |                   |
| Summative - essay   | 4,000 words  | 100%                    | 11 <sup>th</sup> January 2018<br>9.30am | Thursday    | Assessment Week 1 |
| <ul style="list-style-type: none"> <li>Summative essay questions will be made available on the SPAIS MSc Admin Blackboard site.</li> <li>Instructions for the submission of coursework will be emailed prior to the submission deadline.</li> <li>Assessment in the school is subject to strict penalties regarding late submission, plagiarism and maximum word count. See Appendix.</li> <li>Marking criteria can be found in the Appendix.</li> </ul>  |  |                         |   |             |                   |

## Unit Aims

- 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.

## Formative Assessment: Oral Presentations

- The presentation topics will be allocated in the first seminar
- Do carry out some additional research, i.e. don't rely on the essential readings for this.
- 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.
- Ideally you will present from notes, and not read out your presentation word for word. You should focus on the delivery of the presentation as well as the intellectual content
- Your presentation will emulate the structure of an essay and present a clear argument in response to the question.
- Your presentation will include a word-processed handout of **no longer than two sides of A4**.
- Your handout will include a brief bibliography of the literature which you have read in preparation for the presentation.
- You need to be ready to 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 awarding of the degree.

## Summative Assessment: The Essay

A list of essay titles will be made available via blackboard. To write a good essay ensure that you: a) read widely, b) answer the question, c) explain in the introduction the context of the question, your basic argument and how the essay will proceed step by step (the structure), and d) signpost the structure throughout the essay, indicating the logical progression from paragraph to paragraph and section to section.

Although the reading indicated below is organised in relation to individual seminars you should think more broadly about your essay. Ask yourself what other academic sources might be relevant. You should think about the transcending themes of the unit and how they relate to the question you decide to answer.

I will provide feedback on essays using the School feedback sheet for written work.

## 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 can also use office hours to receive informal feedback on their seminar performance. 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.

## Reading & Learning Resources

### Seminar reading

Each seminar will proceed on the assumption that you have read the essential readings and some of the recommended reading. If you are doing the presentation, you will need to read more widely and read more of the recommended and some of the further readings. Essential readings are situated in a variety of places. Some readings have been placed on One Day loan in the library and/or placed on eReserve. One Day loan readings are marked “\*” in the unit guide. **Essential** reading is thus the minimum requirement you are expected to achieve each week regardless as to whether you are presenting the seminar or not. You should read as much of the **recommended** reading as you can. The **further** reading list provides material for your essays.

Almost all of the print journals taken by the library are available in electronic form. Many are only taken in electronic form. The journals listed in the unit guide are almost all available electronically. They can be located via the Library homepage and can be read without a password on University networked computers. The journals can also be read remotely if you adjust the proxy settings on your own computer.

### **Wider reading**

Journals commonly cited on this reading list and therefore worth keeping a regular eye on include:

*Development and Change*  
*European Journal of Development Studies*  
*Journal of Development Studies*  
*Third World Quarterly*  
*World Development*

Other journals that often have articles of relevance to Development Studies include:

*Alternatives*  
*Comparative Politics*  
*Conflict, Security and Development*  
*International Feminist Journal of Politics*  
*IDS Bulletin*  
*International Organization*  
*Millennium*  
*New Political Economy*  
*Journal of Contemporary Asia*  
*Journal of Peasant Studies*  
*Review of International Political Economy*

Many 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**

Useful sites include:

The Bretton Woods Project: <http://www.brettonwoodsproject.org>  
The OECD <http://www.oecd.org/>  
The WTO <http://www.wto.org/>  
The IMF <http://www.imf.org>  
The World Bank <http://www.worldbank.org>  
Department for International Development (DFID) <http://www.dfid.gov.uk/>  
United Nations Development Programme <http://www.undp.org>  
The Institute of Development Studies <http://www.ids.ac.uk/>  
Oneworld.net <http://www.oneworld.net/>

### **Useful books**

The following books are all recommended general texts. You could buy some of them if you wish but they are not essential (and the library has copies).

D. Clark (ed), *The Elgar companion to development studies*, (Edward Elgar, 2006).

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

A. Greig, D. Hulme & M. Turner, *Challenging Global Inequality: Development Theory and Practice in the 21st Century*. (Palgrave 2007).

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

G. Rist, *The History of Development: From Western Origins to Global Faith*, (ZED, various editions). The library has an electronic copy of this book.

B. Currie-Alder, R. Kanbur, D. Malone & R. Medhora (eds), *International Development: Ideas, Experience, and Prospects*, (Oxford UP, 2014).

Vandana Desai and Robert B. Potter (eds), *The Companion to Development Studies*, (various editions)

### **Seminar schedule**

- 1: What is development?
- 2: Modernization theories
- 3: Dependency theories
- 4: The Washington Consensus
- 5: Gender and development
- 6 READING WEEK
- 7: Institutions and governance
- 8: Human development
- 9: Social movements and NGOs: Development from Below?
- 10: The Environment and Development
- 11: Post-development
- 12 READING WEEK

### **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? What do we mean by the term 'theory'? How can we evaluate development theories and their impact? To what extent should we take economic growth as a proxy for development? Is a consensus over what development means possible? Who defines development? Who sets out development policy?

**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.

### **Essential reading**

D. Seers (1972), 'What are we trying to measure?', *The Journal of Development Studies*, 8(3), 21-36. [E-journal]

\*J. Martinussen (1997), *Society, State and Market: a guide to competing theories of development*, Ch.3,

HC59.7 MAR [E-reserve]

### Recommended reading

\*J. Martinussen (1997), *Society, State and Market*, Ch.2, HC59.7 MAR

\*D. Goulet (2006), 'Development Ethics' in D. Clark (ed), *The Elgar companion to development studies*, HD75 ELG

\*D. Williams (2014), 'The Study of Development', in B. Currie-Alder, R. Kanbur, D. Malone & R. Medhora (eds), *International Development: Ideas, Experience, and Prospects*, HD82 INT [E-book]

### Further reading:

J. Brohman (1995), 'Universalism, Eurocentrism, and Ideological Bias in Development Studies: from Modernisation to Neoliberalism', *Third World Quarterly*, 16/1.

S. Corbridge, (1995), *Development Studies: a reader*, Section 1, HD82 DEV

A. Escobar, (1995), *Encountering Development*, HD75 ESC

\*V. Desai & R. B. Potter (eds) (2008), *The companion to development studies*, HC59.7 COM

\*A. Greig, D. Hulme & M. Turner (2007), *Challenging Global Inequality*, Ch. 11, HD82 GRE

D. Hulme & A. Shepherd (2003), 'Conceptualizing chronic poverty', *World Development*, 33/3, 403-423

B. Hettne, *Development Theory and the Three Worlds*, Chs. 1-2, HD75 HET

C. Leys (1996), *The Rise and Fall of Development Theory*, Ch. 1, HD75 LEY

J. Manor (ed), *Rethinking Third World Politics*, JF60 RET

J. Pieterse (2001), *Development Theory Deconstructions/Reconstructions*. Ch 1-2. HD 75 PIE

V. Randall and R. Theobald. *Political Change and Underdevelopment*. JF 60 RAN Intro. Ch 1 - 2.

V. Randall (2004), 'Using and Abusing the Concept of the Third World: Geopolitics and the Comparative Political Study of Development and Underdevelopment,' *Third World Quarterly*, 2004, 25/1, pp. 41-53

W. Sachs (1996), *The Development Dictionary*, HC55 DEV

O. Tornquist (1999), *Politics and Development*, Part 1, JF51 TOR

### Week Two: MODERNIZATION THEORIES

**Presentation question(s):** What are the shared assumptions of the modernization school and where do its theorists differ?

**Discussion questions:** What is capitalism? How and why did western imperial powers take an interest in development? How did ideas of modernity become influential? How were international factors accounted for in theories of modernization? How insightful is Huntington's account of the politics of modernization? How do ideas relate to the international 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.

### Essential reading

J.D. Hargreaves (1988), *Decolonization in Africa*, Ch 2, [E-reserve]

\*Roberts & Hite (eds) (2000), *From Modernization to Globalization*, Ch. 9 HN981.C6 FRO (extract from Huntington)

\*J. Martinussen (1997), *Society, State and Market*, Ch. 5, HC59.7 MAR [E-reserve]

### Recommended reading

\*C. Leys (1996), *The Rise and Fall of Development Theory*, Ch. 3, HD75 LEY

\*Roberts & Hite (eds) (2000), *From Modernization to Globalization*, Ch. 5 HN981.C6 FRO (extract from Rostow)

G. Rist, (2008), *The History of Development*, Chs. 3, 4, 5 & 6 [E-book]

### Further reading

Apter David, (1965), *The Politics of Modernization* JF51 APT

\*Ayres, ch. 7-10

Donal Cruise O'Brien, (1971), 'Modernization, order, and the erosion of a democratic ideal', *Journal of Development Studies*, 7 141-60, Serial HD82.J6

Harrison David, (1988) *The Sociology of Modernization and Development*, ch 1 HD75 HAR

Hettne, Bjorn, (1995) *Development Theory and the Three Worlds*, ch. 2 HD75 HET

Hoogvelt, Ankie (1982) *The Third World in Global Development*, chs. 3,4 HC59.7 HOO

Hunt Diana, (1989) *Economic Theories of Development: an analysis of competing paradigms*, chs. 3,4 HD75 HUN

Huntington, Samuel, (1965), 'Political development and political decay', *World Politics*, 17,3, pp. 386-430

Huntington, S. (1968), *Political Order in Changing Societies* JA66 HUN

Huntington, S. (1971), 'The change to change: modernization, development and politics', *Comparative Politics*, 3 283-322, Serial JA1.C62

Kesselman M., (1973), 'Order or movement? the literature of political development as ideology', *World Politics*, 26 139-54, Serial D839.W6

\*R. Kiely (2006), 'Modernisation Theory', in D. Clark (ed), *The Elgar companion to development studies*, HD75 ELG

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

D.Seers (1963), The Limitations of the Special Case, *Oxford Institute of Economics and Statistics*, 25/2

C. Oman & G. Wignaraja (1991), *The Postwar Evolution of Development Theories*, chs. 1,2 HD82 OMA

\*P. Preston (1996), *Development Theory*, chs HD75 PRE

A.P. Thirlwall (ed.), (1987) *Keynes and Economic Development*, pp. 1-89 HC59.7 KEY

\*Roberts & Hite (eds) (2000), *From Modernization to Globalization*, Chs 4 HN981.C6 FRO (extract from Parsons)

M. Todaro (1990), *Economic Development*, ch 3, HD82 TOD

W.W. Rostow (1960), *The Stages of Economic Growth* HD82 ROS

### Week Three: DEPENDENCY THEORIES

**Presentation question(s):** What are the key arguments and assumptions of dependency theorists and what criticisms have they faced?

**Discussion Questions:** What role do class structures play in determining economic development and political change? To what extent was Brazil able to avoid dependent development with its economic strategy? Did the insights of dependency theorists effectively challenge the theories of modernization discussed last week? To what extent have the ideas of dependency had an impact upon development policy? What is the contemporary relevance, if any, of dependency approaches?

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

### Essential reading

J. Saul & C. Leys (2006), 'Dependency' in D. Clark (ed), *The Elgar companion to development studies*, HD75 ELG [E-reserve]

A. Kohli (2004), *State-directed development political power and industrialization in the global periphery*, pp.177-87, [E-book]

\*Roberts & Hite (eds), *From Modernization to Globalization*, HN981.C6 FRO (Extract from Cardoso) [E-reserve]

\*J. Martinussen (1997), *Society, State and Market*, Ch. 7, HC59.7 MAR [E-reserve]

## Recommended reading

\*C. Leys (1996), *The Rise and Fall of Development Theory*, Ch. 2, [E-reserve]

\*J. Martinussen (1997), *Society, State and Market*, Ch. 8, HC59.7 MAR

\*Roberts & Hite (eds) (2000), *From Modernization to Globalization*, HN981.C6 FRO (extract from Frank) [E-reserve]

## Further reading

D. Booth (1985), 'Marxism and Development Sociology: Interpreting the Impasse', *World Development*, 13/7,

M. Berger(2004) , 'After the Third World? History, destiny and the fate of Third Worldism' *Third World Quarterly*, Vol 25, No.1, pp9-39

M. Bienefeld, 'Dependency in the Eighties', *IDS Bulletin* Vol.12, no.1, December, Serial HD82.16 Serial

M. Blomstrom & B. Hettne (1984), *Development Theory in Transition: the dependence debate and beyond*, HC59.7 BLO

A. Brewer, (1980), *Marxist Theories of Imperialism*, Chs. 7-8 Dependency Theories [E-book]

R. Brenner (1982), 'The origins of capitalist development: A critique of Neo-Smithian Marxism', in H. Alavi and T. Shanin, *Introduction to the Sociology of 'Developing Societies'*, HN980 INT

Burkett P.,(1998),, 'East Asia and the crisis of development theory', *Journal of Contemporary Asia*, 28 435-56, Serial DS1.J65

Gunder Frank Andre, (1971), *Capitalism and Underdevelopment in Latin America* ch. 1 HC165 FRA

\*J. Harriss (2014), 'Development Theories', in B. Currie-Alder, R. Kanbur, D. Malone & R. Medhora (eds), *International Development: Ideas, Experience, and Prospects*, HD82 INT

D. Harrison (1988), *The Sociology of Modernization and Development*, ch. 3, HD75 HAR

B. Hettne (1991), *Development Theory and the Three Worlds*, ch. 3 (1995) HD75 HET

D. Hunt (1989), *Economic Theories of Development: an analysis of competing paradigms*, chs. 5-7, HD75 HUN

Hoogvelt, A, *Globalisation and the postcolonial world: the new political economy of development*, Second Edition, Ch2, HC59.15 HOO

O'Brien Philip, (1975) 'A critique of Latin American theories of dependency', in I.Oxaal et al (eds.), *Beyond the Sociology of Development* HC59.7 BEY

Kay, (1989), *Latin American Theories of Development and Underdevelopment* (Routledge,), Ch. 6, HD77.5.L3 KAY

Kitching Gavin, (1989), *Development and Underdevelopment in Historical Perspective* HC51 KIT ch 1 - 2

T. Lane (1999), 'The Asian financial crisis: what have we learned?', *Finance and Development*, 36, 44-47

J. Mittleman & P. Mustapha, (1997), *Out from Underdevelopment Revisited*, ch. 6 HC59.7 MIT

P. James (1997), 'Post Dependency? The Third World in an era of Globalism and Late-Capitalism', *Alternatives*, 22/2, pp.205-226, Serial HC59.7.A7

Mouzelis, (1988) *Sociology Of Development - Reflections On The Present Crisis*, *Sociology* 22 (1): 23-44 Feb

Palma G., (1981), 'Dependency and Development: A Critical Overview' in D. Seers (ed.), *Dependency Theory: A Critical Reassessment* HC60 DEP

G. Rist, (2008), *The History of Development*, Ch.7, [E-book]

W. Rodney (1988), *How Europe Underdeveloped Africa*, HC505 ROD

T. Smith (1978-9), 'The underdevelopment of development literature: the case of dependency theory', *World Politics*, 31 247-88, Serial D839.W6

B. Warren (1980), *Imperialism: Pioneer of Capitalism* JC359 WAR

G. White (ed.), (1988), *Developmental States in East Asia* HC460.5 DEV

R. Wade (1991-2), 'East Asia's economic success: conflicting perspective, partial insights, shaky evidence', *World Politics*, 44 270-320, Serial D839.W6

P. Preston (1996), *Development Theory*, ch. 10 & 12, HD75 PRE

## Week Four: THE WASHINGTON CONSENSUS

**Presentation question(s):** What were the theoretical underpinnings of the 'Washington Consensus' and why did it become so influential?

**Discussion Questions:** What were the central components of Structural Adjustment Programmes (SAP)? What was the experience of Ghana with structural adjustment? How were SAPs implemented, and what were their effects? Why did SAPs prove to be so controversial? How much importance should be attached to reducing inequality in developing countries?

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

### Essential reading

\*H. Stein (2006), 'Structural Adjustment' in D. Clark (ed), *The Elgar companion to development studies*, HD75 ELG [E-reserve]

J. Williamson (1993), 'Democracy and the Washington Consensus', *World Development*, 21/8, pp.1329-1336 [E-journal]

\*S. Babb (2012), 'The Washington Consensus as Transnational Policy Paradigm: Its Origins, Trajectory and Likely Successor', *Review of International Political Economy*, 20/2, pp. 268-282, (we will read and discuss the final part of the article later in the unit) [E-journal]

D. Lal (1996), 'The misconceptions of "development economics"', in K. Jameson & C. Wilber (eds), *The political economy of development and underdevelopment*, [E-reserve]

E. Hutchful (1995), 'Why regimes adjust: the World Bank ponders its "star pupil"', *Canadian Journal of African Studies*, 29/2, pp.303-317. [E-journal]

### Recommended reading

\*J. Martinussen (1997), *Society, State and Market*, Ch. 18, HC59.7 MAR

\*Mosley, P. et al. (1995), *Aid and Power: The World Bank and Policy Based Lending*, pp.65-79 HG3881.5.W57 MOS [E-reserve]

Stewart, F. (2002), 'The Many Faces of Adjustment', *World Development*, 19/12, pp.1847-1864 [E-journal]

### Further reading

P. Arestis & M. Sawyer (eds.), (1998), *The Political Economy of Economic Policies*, ch. 2, HD87 POL

R. Bates (1981), *Markets and States in Tropical Africa*, HD2118 BAT

R. Bates & A.O. Krueger (eds.), (1993) *Political and Economic Interactions in Economic Policy Reform* HC59.7 POL

Boesten, J. (2010), *Intersecting Inequalities: women and social policy in Peru, 1990-2000*, Ch 2, HV1448.P4 BOE

R. Boyer & D. Drache (eds.), (1996), *States against markets: the limits of globalisation*, HG3881 STA

J. Brohman (1995), 'Economism and critical silences in Development Studies: A theoretical critique of neo-liberalism', *Third World Quarterly*, 16/2, pp. 297-318

C. Colclough & J. Manor (Eds.) (1994), *States or Markets? Neo-Liberalism and the Development Policy Debate*, HD87 STA

S. Devarajan & R. Kanbur (2014), 'Development Strategy: Balancing Market and Government Failure', in B. Currie-Alder, R. Kanbur, D. Malone & R. Medhora (eds), *International Development: Ideas, Experience, and Prospects*, HD82 INT

Feinberg R.E, (1988), 'The changing relationship between the World Bank and the IMF', *International Organisation*, 42 545-60

Gore, C (2000), 'The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries', *World Development*, Vol.28, No.5, pp.789-804, Serial HD82.W6

D. Green, (2003), Silent revolution: the rise and crisis of market economics in Latin America, HC125 GRE

\*A. Greig, D. Hulme & M. Turner (2007), *Challenging Global Inequality*, Ch. 6, HD82 GRE

C. Hamilton, 'The irrelevance of economic liberalism in the Third World', *World Development*, 17

G. Harrison (2010), *Neoliberal Africa: the impact of global social engineering*, Ch. 2, HC800

HAR

- Helleiner G.K, (1983-4), 'The Less Developed Countries and the International Monetary System', *World Politics*, 36 147-64
- IMF (1994), *Coordinating Stabilization and Structural Reform*, HC59.7 COO
- Jafarey V.A (ed.), (1991) *Structural Adjustment and Macroeconomic Policy Issues* HD87 STR  
Leys, ch. 4
- Mosley Paul et al, (1995), 'Assessing adjustment in Africa', *World Development*, 23
- Prendegast Renee and Singer H.W. (eds.), *Development Perspectives for the 1990s*, chs. 1,3 (1991)  
HC59.7 DEV
- P. Preston (1996), *Development Theory*, ch. 14, HD75 PRE
- \*Roberts & Hite (eds) (2000), *From Modernization to Globalization*, ch. 23 HN981.C6 FRO
- Rodrik D, (1990), 'How should structural adjustment programmes be designed?', *World Development*, 18  
933-47. See also articles by Herbst (pp. 949-58) and Stiles (pp. 959-74)  
Serial HC 59.7.W6
- Sandbrook, R. (2001), *Closing the circle: democratization and development in Africa*, Ch. 4, DT30.5 SAN
- Stewart, Francis, (1995) *Adjustment and Poverty: options and choices*
- The bank, the state and development: dissecting the 1997 World Development Report, *IDS Bulletin*, 20  
(April 1998) Serial HD82.I6 Serial
- \*Ayres, ch. 28, 41
- Toye, John (1993), *Dilemmas of Development* HD75 TOY
- N. Van de Walle (1999), *African Economies and the Politics of Permanent Crisis, 1979-1999*, Chs. 1, 3, 5,  
HC800 VAN
- J. Williamson (2000), 'What should the World Bank think about the Washington Consensus', *The World Bank Research Observer*, 15/2, pp. 251-64
- J. Williamson (2003), 'The Washington consensus and beyond', *Economic and Political Weekly*, 38/15, pp.  
1475-1481.
- N. Woods (2007), *The Globalizers*, Ch. 6, HG3881.5.I58 WOO
- World Bank, (1994) *Adjustment in Africa: reforms, results and the road ahead* HC800 ADJ
- World Bank, *World Development Reports*, 1986, 1987, 1994
- World Bank (1997), *World Development Report 1997: the state in a changing world* Serial HC59.7 W6

## Week Five: GENDER AND DEVELOPMENT

**Presentation question(s):** What can gender analysis tell us about how development is understood?

**Discussion Questions:** How do feminist scholars critique mainstream theories of development? What does the case of Peru tell us about the relationship between gender and 'development'? How does the idea of intersectionality help us understand poverty? How have feminist approaches contributed to change in theory and policy? What might an understanding of masculinity bring to development practice? What strategies might be used to promote gender equitable development?

**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.

### Essential reading

\*J. Hunt (2004), 'Gender and Development' in D. Kingsbury et al (2004), Key issues in development, Ch. 10, [E-book]

\*C. Moser (1993), *Gender, Planning and Development: Theory. Practice and Training*, Ch 4,  
HQ1240.5.D44 MOS.

\*J. Boesten (2010), *Intersecting Inequalities: women and social policy in Peru, 1990-2000*. pp.1-3,  
HV1448.P4 BOE

Boesten, J. (2010), *Intersecting Inequalities*, Ch 3, [E-reserve]

A. Cornwall, & J. Edwards (2015), 'Introduction: Beijing +20 – Where now for Gender Equality', *IDS*

### Recommended reading

- S. White (1997), 'Men, masculinities, and the politics of development', *Gender & Development*, 5(2), 14-22.
- C. Jackson (1996), 'Rescuing gender from the poverty trap', *World Development*, 1996 24/3, pp. 489-504.

### Further reading

- H. Afshar (ed.) *Women and politics in the Third World*, HQ1236.5.U5 WOM
- T. Allen & A. Thomas, *Poverty and development in the 1990s*, Ch 15 HC59.7 POV
- D. Arora (1999), 'Structural Adjustment Program and Gender Concerns in India', *Journal of Contemporary Asia*, 29/3 pp.328-361
- S. Baden & AM Goetz (1997), Who Needs [Sex] When You Can Have [Gender]? Conflicting Discourses on Gender at Beijing', *Feminist Review* 56 pp. 3-25
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- 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, T. (1996), *Gender is not a synonym for women*, HQ 1075 CAR
- Cornwall, A. (2000), Missing Men? Reflections on Men, Masculinities and Gender in GAD. *IDS Bulletin*, 31: 18–27.
- V. Desai & R. B. Potter (eds.) (2008), *The companion to development studies*, section 7, HC59.7 COM
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- 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. (1995), *The elusive agenda: Mainstreaming women in development*, HQ1240 JAH
- Jaquette, J 'Women and modernization theory', *World Politics*, 34/2 pp.267-84, Serial D839.W6
- N. Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought*, HQ 1240.KAB
- N. Kabeer (2005), 'Gender equality and women's empowerment: A critical analysis of the third millennium development goal', *Gender & Development*, 13/1, pp.13-24
- A. Kelbert & N. Hossain (2014), Poor Man's Patriarchy: Gender Roles and Global Crises. *IDS Bulletin*, 45: 20–28.
- P. Kilby (2010), *NGOs in India: The challenges of women's empowerment and accountability*, pp.32-42 E-Book
- Klenk, R. "Who is the Developed Woman? Woman as a Category of Development Discourse" in *Development and Change* 35(1) 2004.57-81
- Miller, C. and Razavi, S. (eds), 1998, *Missionaries and Mandarins: Feminist Engagement with Development Institutions* HQ1240 MIS
- C.T. Mohanty (1991) 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in C.T> Mohanty, A. Russo & L.Torres (eds.), *Third World Women and the Politics of Feminism*, pp.51-80, HQ1870.9 THI
- C. Moser, *Gender planning and development: theory, practice and training*, HQ1240.5.D44 MOS
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- J. Parpart (1994), 'Deconstructing the Development "Expert"', pp.221-243 in Marchand M & Parpart J (eds) *Feminism/Postmodernism/Development*, HQ1240 FEM
- J. Parpart, S. Rai & K. Staudt (eds) *Rethinking empowerment: gender and development in a global/local world* HQ1240.5.D44 RET
- J. Parpart (2014), 'Exploring the transformative potential of gender mainstreaming in international development institutions', *Journal of International Development*, 26(3), 382-395.
- R. Pearson (2000), 'Which Men, Why Now? Reflections on Men and Development', *IDS Bulletin*, 31: 42–48.
- \*R. Pearson & C. Jackson (1998), *Interrogating Development: Feminism, Gender and Policy in Timmons & Hite*, HC 59.7 GLO
- M. Porter & E. Judd (eds), *Feminists doing development*, HQ1240 FEM

R. Majid & V. Bawtree (eds) *Postdevelopment reader* GN448.2 POS  
 S. Rai, *Gender and the Political Economy of Development*. HQ1240 RAI esp Chs 2 and 4  
 \*Roberts & Hite (eds) (2000), *From Modernization to Globalization*, Ch. 20, HN981.C6 FRO  
 B. Rogers, *The domestication of women: discrimination in developing societies*, HQ1154 ROG  
 K. Saunders (ed), *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation* HQ1240.5.D44 FEM  
 C. Scott, *Gender and development: rethinking modernization and dependency theory*. 1995 HQ1240 SCO  
 M. Snyder & M. Tadesse, *African Women & Development*, HQ1240.5.D44 SNY  
 J. Squires, *Gender and Political Theory*. Ch 6.  
 N. Visvanathan (1997), *The Women, Gender and Development Reader*, HQ1240 WOM [E-book]  
 G. Waylen (1996), *Gender in Third World politics*. HQ1400 WOM (Education library)  
 World Bank (2012), *Gender Equality and Development*.

## **Week Six: Reading Week: no seminar class**

## **Week Seven: INSTITUTIONS AND GOVERNANCE**

**Presentation question(s):** What is understood as the New Institutional Economics (NIE) approach? What is the relevance of this approach to general thinking about development?

**Discussion questions:** How does the logic of NIE relate specifically to the so-called 'post-Washington consensus' (PWC) approaches to development? How and why did the World Bank take up the issue of corruption? How did the PWC translate into development policies and with what consequences? How did renewed focus on institutions intersect with growing interest in democratization?

**Learning Outcomes:** An understanding of why institutions came to matter in development and an awareness of the implications of the 'good governance' approach.

### **Essential reading**

\*P. Bardhan (2006), 'Institutions and Development', in D. Clark (ed), *The Elgar companion to development studies*, HD75 ELG

\*J. Martinussen (1997), *Society, State and Market*, pp. 251-6, HC59.7 MAR

Stiglitz, J. E. (2008), 'Is there a post-Washington Consensus Consensus?', in N. Serra & J. Stiglitz (eds.), *The Washington Consensus Reconsidered*, [e-book]

Mallaby, S. (2004), *The World's Banker*, Ch. 7 [E-reserve]

G. Harrison (2010), *Neoliberal Africa: the impact of global social engineering*, Ch. 2, HC800 HAR [E-book]

### **Recommended reading**

\*S. Babb (2012), 'The Washington Consensus as Transnational Policy Paradigm: Its Origins, Trajectory and Likely Successor', *Review of International Political Economy*, 20/2, pp. 282-291

D. North (1995), 'The New Institutional Economics and Third World Development' in J. Harriss, et al (eds.) *The New Institutional Economics and Third World Development*, HB99.5 NEW [E-reserve]

D. Acemoglu & J. Robinson (2012), *Why Nations Fail: The Origins of Power, Prosperity and Poverty*, Ch. 3, HB74.P65 ACE

\*Hewitt, V. (2009), 'Empire, International Development and the concept of Good Government', in M. Duffield & V. Hewitt (eds.) *Empire, Development and Colonialism*. E-book/JV151

\*Tornquist, O. (1999), *Politics and Development: A Critical Introduction*, ch. 10, JF 51 TOR  
[E-book]

### Further reading

- Abrahamsen, Rita, 2000, *Disciplining democracy: development discourse and good governance in Africa*, HC800ABR
- Boer, L, The State in a Changing World, review article in *Third World Quarterly*, Vol.18, No.5, pp 935-940, 1997,
- Brown, William "The World Bank, Africa and Politics: A Comment on Paul Cammack's Analysis", in *Historical Materialism* 11:2 (2003), pp. 61-74.
- Cammack, P, 'Attacking the Poor' *New Left Review*, 13, Jan-Feb 2002
- Cammack, P. (2004), 'What the World Bank Means by Poverty Reduction and Why it Matters' *New Political Economy* 9(2)
- Cammack, P, 2001, Making the Poor Work for Globalisation, in *New Political Economy*, 6/3, Serial HB1.N58
- V. Desai & R. B. Potter (eds.) (2008), *The companion to development studies*, section 7, HC59.7 COM
- Colclough Christopher and Manor James (eds.), (1991) *States or Markets?* HD87 STA
- Fine, B. (1999), 'The Developmental State Is Dead – Long Live Social Capital?' *Development and Change*, 30, pp 1-19
- Fine, B. (2006), 'The New Development Economics', in K. Jomo & B. Fine (eds.), *The New Development Economics: After the Washington Consensus*, pp. 1-20
- Gills B. and Rocamora J, 1992, Low Intensity Democracy, *Third World Quarterly* Vol. 13, No.3, pp. 501-523. Serial HC59.7.T5
- Gore, C (2000) The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries, *World Development*, Vol.28, No.5, pp.789-804
- M. Grindle (2004), 'Good Enough Governance: Poverty Reduction and Reform in Developing Countries', *Governance*, 17/4.
- Hoogvelt, A (1997) *Globalisation and the Postcolonial World: The New Political Economy of Development*, Macmillan Press, Basingstoke
- Harriss John et al, (1999), *The New Institutional Economics and Third World Development*, ch. 3 HB99.5NEW
- Hearn, J., (2000) 'Aiding Democracy? Donors and Civil Society in South Africa' *Third World Quarterly* 21(5), pp.815-830
- Hippler, J. *The Democratisation of Disempowerment*, JF60 DEM
- IDS Bulletin*, 20 'The bank, the state and development: dissecting the 1997 World Development Report', (April 1998) Serial HD82.I6 Serial
- Jayasuriya, K. (2002), 'Governance, post-Washington Consensus and the new anti-politics', in T. Lindsey & H.Dick (eds), *Corruption in Asia: rethinking the governance paradigm*, JQ29.5 COR [E-reserve]
- Jayasuriya, K., & Rosser, A. (2001), 'Economic orthodoxy and the East Asian crisis', *Third World Quarterly*, 22(3), 381-396
- Jayasuriya, K. (2005), 'Beyond institutional fetishism: From the developmental to the regulatory state', *New Political Economy*, 10/3.
- Jomo KS and Ben Fine, 2006, *The New Development Economics: After the Washington Consensus* HD75 NEW
- \*H. Labelle (2014), 'Corruption', in B. Currie-Alder, R. Kanbur, D. Malone & R. Medhora (eds), *International Development: Ideas, Experience, and Prospects*, HD82 INT
- A. Leftwich (1995), Bringing Politics Back In - Towards A Model Of The Developmental State, *Journal of Development Studies*, 31/3, pp. 400-427
- A. Leftwich (ed.), (1996), *Democracy and Development* JC423 DEM
- Lewis John and Kallab Valeriana (eds.), (1986), *Development Strategies Reconsidered*, ch. 7 HC59.7 DEV
- \*D. Leipziger (2014), 'The Role and Influence of International Financial Institutions', in B. Currie-Alder, R. Kanbur, D. Malone & R. Medhora (eds), *International Development: Ideas, Experience, and Prospects*, HD82 INT
- D. Mosse (2004), 'Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice' *Development and Change*, 35/4, pp. 639-671
- Öniş, Z., & Şenses, F. (2005). Rethinking the Emerging Post-Washington Consensus. *Development and Change*, 36(2), 263-290

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- Remmer Karen L.,(1997-8), 'Theoretical decay and theoretical development: the resurgence of institutional analysis', *World Politics*, 50 pp.34-61
- Robinson, William I., *Promoting Polyarchy*
- S. Roy Chowdhury (1999), Neo-statism in Third World studies: a critique, *Third World Quarterly*, 20/6, pp.1089 – 1107
- A. Sen (1999), *Development as Freedom*, HB95 SEN
- G. Standing (2000), 'Brave New Words? A Critique of Stiglitz's World Bank Rethink' *Development and Change*, Vol. 31
- J. Stiglitz (1998), *Towards a New Paradigm for Development: Strategies, Policies, and Processes*, 1998 Prebisch Lecture at UNCTAD, Geneva.
- J. Stiglitz (2002), *Globalization and its discontents*, Chs 1-3, JZ1318STI
- H. Weber (2004), 'Reconstituting the 'Third World'? Poverty reduction and territoriality in the global politics of development' in *Third World Quarterly*, vol. 25/1, pp 187-206
- World Bank, (1997) *World Development Report 1997: the state in a changing world*, Serial HC59.7 W6
- World Bank (2004), *Making Services Work for Poor People*.

## Week Eight: HUMAN DEVELOPMENT

**Presentation question(s):** What are meant by the ideas of human development and human security?

**Discussion Questions:** How were the ideas of human development and human security reflected in the Millennium Development Goals (MDGs)? How much continuity is there between the MDGs and the Sustainable Development Goals (SDGs)? How might we define poverty? To what extent has aid policy been influenced by ideas of human development? How persuasive do you find Amartya Sen's conceptualization of development as freedom?

**Learning outcomes:** An understanding of what is meant by poverty, 'human development', rights-based approaches and human security. An understanding of contemporary debates in, and critiques of, aid policy.

### Essential reading

\*M. Qizilbash (2006), 'Human Development', in D. Clark (ed), *The Elgar companion to development studies*, HD75 ELG

\*A. Greig, D. Hulme & M. Turner (2007), *Challenging Global Inequality*, pp. 129-37, 150-161, HD82 GRE

\*Sachs, J. (2005), *The end of poverty: how we can make it happen in our lifetime*, pp. 210-13, 266-73, 288-94, HV4028 SAC

Mkandawire, T. (2006), 'The Intellectual Itinerary of Jeffrey Sachs', *Africa Review of Books*, March

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Easterly, W. (2006), 'Reliving the 1950s: The big push, poverty traps and takeoffs in economic development', *Journal of Economic Growth*, 11/4, pp. 289-97, 304-315.

### Recommended reading

\*Sen, A. (1999), 'Introduction', *Development as Freedom*, pp.3-11, HB95 SEN

J., Sachs (2012), 'From millennium development goals to sustainable development goals', *The Lancet*, 379(9832), 2206-2211.

E. Mawdsley (2015), 'DFID, the Private Sector and the Re-centring of an Economic Growth Agenda in International Development', *Global Society*, 29/3, pp. 339-358,

G. Rist, (2008), *The History of Development*, Chs. 11 & 13, [E-book]

\*J. Martinussen (1997), *Society, State and Market*, Ch.21, HC59.7 MAR

### Further reading

Abrahamsen, R. & P. Williams (2001), 'Ethics and Foreign Policy: the Antinomies of New Labour's 'Third Way' in Sub-Saharan Africa', *Political Studies*, 49/2, pp.249-264

S. Bradshaw (2015), 'Gendered Rights in the Post-2015 Development and Disasters Agendas', *IDS Bulletin*, 46(4), 59-65.

P. Collier (2007), *The bottom billion: why the poorest countries are failing and what can be done about it*.

Corbridge, S. (2002). Development as freedom: the spaces of Amartya Sen. *Progress in Development Studies*, 2(3), 183-217.

J. Donnelly (1999), 'Human Rights, Democracy, and Development', *Human Rights Quarterly*, 21/3, pp.608-32

M. Duffield (2002), 'Social Reconstruction and the Radicalization of Development: Aid as a Relation of Global Liberal Governance', *Development and Change*, 33(5): 1049-71.

M. Duffield (2009), 'Liberal Interventionism and the Fragile State: linked by design?' in M. Duffield and V. Hewitt (eds.), *Empire, Development and Colonialism: The Past in the Present*. E-book/JV151

P. Farmer (2005), *Pathologies of power: health, human rights, and the new war on the poor*, HM821 FAR

\*S. Fukuda-Parr & S. Jahan (2006), Haq, Mahbub ul (1934-1998), in D. Clark (ed), *The Elgar companion to development studies*, HD75 ELG

S. Fukuda-Parr (2004), 'Millennium Development Goals: why they matter', *Global Governance*, 10/4, pp. 395-402

S. Fukuda-Parr (2010), 'Reducing inequality—The missing MDG: A content review of PRSPs and bilateral donor policy statements', *IDS Bulletin*, 41/1, pp.26-35

D. Gasper & T. Truong, 2005, 'Deepening Development Ethics: From Economism to Human Development to Human Security', *The European Journal of Development Research*, 17/3, pp. 372 – 384

C. Gore (2010), 'The MDG paradigm, productive capacities and the future of poverty reduction', *IDS bulletin*, 41(1), 70-79

C. Gunduz, 'Human Rights and Development: The World Bank's Need for a Consistent Approach' No.04-49, *Working Paper Series*, LSE: Development Studies Institute

\*D. Hulme (2014), 'Poverty in Development Thought: Symptom or Cause', in B. Currie-Alder, R. Kanbur, D. Malone & R. Medhora (eds), *International Development: Ideas, Experience, and Prospects*, HD82 IN

R. Jolly, L. Emmerij, & T. Weiss (2009), 'The UN and Human Development', United Nations Intellectual History Project, Briefing Note 8. Available at: <http://www.unhistory.org/briefing/8HumDev.pdf>

V. Navarro (2000), 'Development and quality of life: a critique of Amartya Sen's *Development as Freedom*', *International Journal of Health Services*, 30/4, pp. 661–674,

P. Uvin, 2002, 'On High Moral Ground: The Incorporation of Human Rights by the Development Enterprise', *Praxis: The Fletcher Journal of Development Studies*.

R. Riddell (2007), Does foreign aid really work?, KC228 RID

R. Sandbrook, 'Globalization and the limits of neoliberal development doctrine', *Third World Quarterly*, 21/6, pp 1071-1080.

A. Sen (1999), *Development as Freedom*, HB95 SEN

A. Sengupta (2000), 'Realizing the Right to Development', *Development and Change*, 31: 553-78

A. Sengupta (2002), 'On the theory and practice of the right to development', *Human Rights Quarterly*, 837-889

David Simon (2006), *Fifty key thinkers on development*, HD87.55 FIF

J. Stiglitz (2005), *Fair trade for all: how trade can promote development*, HF1413STI

C. Thomas (2001), 'Global Governance, Development and Human Security: Exploring the Links', *Third World Quarterly*, 22/2, pp. 159-175

UNDP (1995), 'Defining and Measuring Development', in R. Ayres (ed), *Development Studies: An Introduction through selected readings*, pp 3-21, HD82 DEV

UNDP, *Human Development Report 1994, New Dimensions of Human Security*,

UNDP, *Human Development Report 2000, Human Rights and Human Development*

UNDP, *Human Development Report 2003, Millennium Development Goals: A Compact Among Nations to End Human Poverty*

P. Uvin (2004), *Human rights and development*, JC571UVI

P. Van Tuijl, 'Entering the global dealing room: reflections on a rights-based framework for NGOs in

international development', *Third World Quarterly*, 21/4, pp.671-626

## **Week Nine: SOCIAL MOVEMENTS AND NGOS: DEVELOPMENT FROM BELOW?**

**Presentation question(s):** What meanings have been attached to the notion of participation in development?

**Discussion Questions:** Are alternative approaches to development emerging from the grassroots? How are civil society organisations and social movements interacting with neoliberal globalization? Where do NGOs fit in the contemporary aid paradigm? What might be gained from encouraging participation in development?

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

### **Essential reading**

\*V. Desai (2008), 'The role of non-governmental organizations', in Vandana Desai and Robert B. Potter (eds), *The Companion to Development Studies*.

\*A. Greig, D. Hulme & M. Turner (2007), *Challenging Global Inequality*, pp. 211-17, 233-9

\*J. Martinussen (1997), *Society, State and Market*, Ch. 24, HC59.7 MAR

M. Martins (2000), 'The MST challenge to neoliberalism', *Latin American Perspectives*, 27(5), 33-45

J. Scholte (2002), 'Civil society and democracy in global governance', *Global Governance*, 281-304

### **Recommended reading**

\* D. Kingsbury (2004), 'Community Development, in D. Kingsbury et al *Key issues in development*, Ch. 9, Esp. pp. 238-41 [E-book]

\*J. Martinussen (1997), *Society, State and Market*, Ch. 20, HC59.7 MAR

\*R. McGee (2002), 'Participating in Development', in U. Kothari & M. Minogue (eds), *Development theory and practice: critical perspectives*, HD75 DEV [E-reserve]

### **Further reading**

N. Bernstein (1992), *Rural Livelihoods*, Ch. 12 (Johnson ). HD1417 RUR

J. Boesten (2006), 'Pushing Back the Boundaries: Social Policy, Domestic Violence and Women's Organisations in Peru', *Journal of Latin American Studies*, 38, pp 355-378

R. Chambers (1994), 'The origins and practice of participatory rural appraisal', *World Development*, 22/7, 953-969.

P. Chatterjee (2004), *The Politics of the Governed*, Ch. 2, [E-reserve]

M Duffield (1997), 'NGO relief in war zones: towards an analysis of the new aid paradigm', *Third World Quarterly*, 18/3, pp 527-542

A. Escobar (2000) *Notes on Networks and Anti-Globalization Social Movements, prepared for Session on Actors, Networks, Meanings: Environmental Social Movements and the Anthropology of Activism*, AAA Annual Meeting, San Francisco, November 15-19,

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

A, Fowler (2000), 'NGDOs as a moment in history: beyond aid to social entrepreneurship or civic innovation', *Third World Quarterly*, 21/4, pp. 637-654

F. Fukuyama (2001), 'Social capital, civil society and development', *Third World Quarterly*, 22/1, pp7-20

M. Kaldor (2003) *Global Civil Society, An Answer to War*, JC337KAL

- E. Meiksins (1990), 'The Uses and Abuses of 'Civil Society'', in R. Miliband and Panitch L. (eds.), *Socialist Register 1990*, pp. 60-84, Serial HX1.S59
- H. Melber (2014), 'Whose world? Development, civil society, development studies and (not only) scholar activists', *Third World Quarterly*, 35/6, pp.1082-1097.
- V. Michener, (1998), 'The participatory approach: contradiction and co-option in Burkina Faso', *World Development*, 26/12, pp.2105-2118.
- M. Mohanty, P. Mukherji, with O. Tornquist (eds.) (1998), *People's Rights. Social Movements and the State in the Third World*, JF60 PEO
- B. Moxham (2005), 'The World Bank's land of kiosks: Community driven development in Timor-Leste', *Development in Practice*, 15(3-4), pp. 522-528.
- N. Nelson & S. Wright (1995), *Power and participatory development: theory and practice*, HN49.C6 POW
- E. Porio (2016), 'Citizen Participation and Decentralization in the Philippines', in W. Berenschot, H. Nordholt & L. Bakker (eds), *Citizenship and Democratization in Southeast Asia*, Open Source book at: <http://booksandjournals.brillonline.com/content/books/b9789004329669s003>
- \*Roberts & Hite (eds) (2000), *From Modernization to Globalization*, ch. 22, HN981.C6 FRO
- F. Schuurman (1993), 'Modernity, Post-Modernity and the new Social Movements', F. Schuurman (ed.), *Beyond the Impasse: New Directions in Development Theory*, pp. 187-206. HD75 BEY
- S. White (1996), 'Depoliticising development: the uses and abuses of participation', *Development in practice*, 6(1), pp. 6-15.

## Week Ten: THE ENVIRONMENT AND DEVELOPMENT

**Presentation question(s):** What causes environmental problems in developing countries?

**Discussion Questions:** What challenges does environmentalism present for development thinking? Can market mechanisms be used to promote sustainable development? Why has sustainable development been conceived in so many different ways? How does the issue of climate change have an impact on the way we think about development?

**Learning Outcomes:** An understanding of approaches to sustainable development; an awareness of environmentalist critiques of mainstream approaches to development.

### Essential reading

Foster, J. B., & Clark, B. (2004), 'Ecological imperialism: The curse of capitalism', *Socialist Register*, 40. Available at: <http://socialistregister.com/index.php/srv/article/view/5817#.V8RXieuU2Um>

\*Anderson, T. & D. Leal (2001), *Free Market Environmentalism*, Ch 2, [E-book]

E. Boyd (2014), 'Climate Change and Development', in V. Desai & R. Potter (eds), *The companion to development studies*, pp. 641-46, HC59.7 COM [E-reserve]

S. Devkota (2005), 'Is strong sustainability operational? An example from Nepal', *Sustainable Development*, 13(5), 297-310.

### Recommended reading

C. Castro (2004), 'Sustainable Development: Mainstream and Critical Perspectives', in *Organization and Environment* 17/2, Esp. pp. 195-206

\*W. Sachs (1992), 'Environment' in W. Sachs (Ed.) *Development Dictionary*, [E-reserve]

\*D. Kingsbury et al (2004), Key issues in development, Ch. 11, HD82 GRE

G. Rist, (2008), *The History of Development*, Ch.10, [E-book]

\*J. Martinussen (1997), *Society, State and Market*, Ch. 11, HC59.7 MAR

## Further reading

- W. Adams (1995), 'Green Development Theory? Environmentalism and sustainable development', in J. Crush (ed) *Power of development* HD82 CRU
- B. Adams, 'Sustainable Development and the Greening of Development Theory', in F. Schuurman (ed), *Beyond the Impasse: New Directions in Development Theory*, HD75 BEY
- S. Baker (ed.), *Politics of Sustainable Development*, HC240 PO
- S. Boehmer-Christiansen (2002), 'Investing Against Climate Change: Why Failure Remains Possible', *Environmental Politics*, 11/3, pp. 1-30
- R. Bush (1997), Africa's Environmental Crisis: Challenging the Orthodoxies, *Review of African Political Economy*, 24/74, pp 503-515
- Connelly J. & G. Smith, *Politics & the environment: from theory to practice*, ch 7 HC79.E5 CON
- Courtillot, V. (1999), *Evolutionary Catastrophes: The Science of Mass Extinctions*, Chs.1-2 CUP, Cambridge. Wills library QE506 COU.
- \*F. Denton (2014), 'Climate Adaptation', in B. Currie-Alder, R. Kanbur, D. Malone & R. Medhora (eds), *International Development: Ideas, Experience, and Prospects*, HD82 INT
- V. Desai & R. B. Potter (eds.) (2008), *The companion to development studies*, section 6, HC59.7 COM
- Ekins P. 'Limits to Growth and Sustainable Development: Grappling with Ecological Realities, in C. Wilber & K. Jameson (eds), *The Political Economy* HD82 POL
- Elliott, Jennifer A.: *An introduction to sustainable development* 2005. HT 492 (education)
- Graf W.D. 'Sustainable ideologies and interests: beyond Brundtland', *Third world Quarterly*, 13/3, 1992, pp.553-9.
- Harcourt, W *Feminist Perspectives on Sustainable Development*, HD82 FEM
- Harriss, J. M. "Global Institutions and the Ecological Crisis" *World Development*. vol 19 (special issue)
- E. Helleiner (1996), 'International Political Economy and the Greens', *New Political Economy*, 1/1
- Humphrey, J 'The clean development mechanism: How to increase benefits for developing countries', *IDS Bulletin*, 2004 35(3)
- Jamison, A. (2001), *The making of green knowledge: environmental politics and cultural transformation*, [E-book]
- Lomborg, B., *The Skeptical Environmentalist: Measuring the Real State of the World*
- Marian Miller (1995), *The Third World in global environmental politics*. HC59.72.E5 MIL
- A. Markandya & K. Halsnaes (eds) (2002), *Climate change and sustainable development: prospects for developing countries*, GF75 CLI
- M. Paterson (1996), *Global warming and global politics*, Wills Library QC981.8.G56 PAT
- D. Pearce, *Blue Print for a Green Economy*, HC 79.E5
- Pepper, David. *Modern Environmentalism*. HC79.E5 PEP
- Prins G. "Politics and the Environment" *International Affairs* 66, 4.SERIAL JX1. 15.
- Redclift M. "The environmental consequences of Latin America's Agricultural Development" *World Development*.vol 17, no 3, 1989
- M. Redclift, *Sustainable development: Exploring the contradictions*, HC59.7 RED
- M. Redclift (2005), 'Sustainable development (1987–2005): an oxymoron comes of age', *Sustainable Development*, 13(4), 212-227.
- D. Stern et al. 'Growth and Environmental Degradation', *World Development*, 24/7
- World Commission on Environment and Development, *Our Common Future* (The Brundtland Report). HD 75.6.
- World* (Cambridge: Cambridge University Press, 2001)
- T. Weiss & S. Daws (eds) (2007), *Oxford Handbook of the UN*, JZ4970 OXF
- World Bank (2003), *World Development Report 2003: Sustainable Development in a Dynamic World*.
- World Bank (2010), *Development and Climate Change*.
- Worldwatch Institute, *Vital Signs 2003-2004: the trends that are shaping our future* (London: Earthscan, 2003)

## Week Eleven: POST-DEVELOPMENT

**Presentation question(s):** What insights are offered by scholar of post-development? What alternatives can be linked to their work?

**Discussion questions:** How might we connect colonialism and theories of development? How did experts construct a narrative of development in the case of Lesotho? Is there an ongoing relationship between development and imperialism? How, if at all, do theories of development inform the practice of development? How should the theories of development inform the practice of development?

**Learning outcome:** An understanding of post-development approaches and of the criticisms levelled at post-development.

### Essential reading

\*A. Escobar (2006), 'Post-Development', in D. Clark (ed), *The Elgar companion to development studies*, HD75 ELG

V. Tucker (1999), 'The Myth of Development: A critique of a Eurocentric discourse', in Munck & O' Hearn, *Critical Development Theory*, pp.1-26, [E-reserve]

J. Ferguson (1994), *The anti-politics machine: "development", depoliticization, and bureaucratic power in Lesotho*, pp.25-32, 60-73 [E-reserve]

### Recommended reading

\*U. Kothari (2002), 'Feminist and Postcolonial Challenges to Development', in U. Kothari & M. Minogue (eds), *Development theory and practice: critical perspectives*, HD75 DEV

\*G. Esteva (1996), 'Development', in Sachs, W, 1996, *The Development Dictionary*, HC55 DEV

D. Mosse (2005), 'Global governance and the ethnography of international aid', in D. Mosse & D. Lewis (eds), *The Aid Effect, Giving and Governing in International Development*, esp. pp.3-9, 14-20 [E-book]

S. Corbridge (1998), "Beneath the Pavement Only Soil": The Poverty of Post-Development', *Journal of Development Studies*, 34/6, pp. 138-48

### Further reading

T. Banuri (1990), 'Development and the Politics of Knowledge: A Critical Interpretation of the Social Role of Modernization Theories in the Development of the Third World' in F.A. and S.A. Marglin (eds.), *Dominating Knowledge: Development, Culture and Resistance* (Clarendon Press, 1990). HD75 DOM

Booth D, 1985, 'Marxism and Development Sociology: Interpreting the Impasse', *World Development* Vol. 13, No.7,

Booth D. (ed.), (1994), *Rethinking Social Development*, HM101 RET

Brass T, 1995, 'Old Conservatism in 'New' Clothes', *Journal of Peasant Studies*, Vol. 22, No.1, Serial HD1501.J6

Coleman, Lara, 2007, 'The Gendered Violence of Development: Imaginative Geographies of Exclusion in the Imposition of Neo-liberal Capitalism' *British Journal of Politics and International Relations*, Vol 9 Issue 2, pp 204-219

Cowen M.and Shenton R, (1995), 'The Invention of Development' in J.Crush (ed.) *Power of Development* (Routledge). HD82 CRU

Crush J (ed) *Power of development* HD82 CRU

Duffield, Mark, 2005, 'Getting Savages to Fight Barbarians: Development, Security and the Colonial Present': *Conflict, Security and Development* 5 (2): 141-159

A. Escobar (1995), *Encountering development: The making and unmaking of the Third World*, HD75 ESC  
Ferguson, James, 1994, *The Anti-Politics Machine: 'Development', depoliticization and bureaucratic power in Lesotho*, HD2132.Z8 FER

Hall S, (1996), 'When Was "The Post-Colonial ? Thinking at the Limit' in I.Chambers and I. Curtis (eds.), *The Post-Colonial Question* (Routledge,). JV151 POS

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

Kapoor, Ilan, "Capitalism, Culture, Agency: Dependency Versus Postcolonial Theory", in *Third World Quarterly* 23:4 (2002), pp. 647-664.

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

\*M. Lãm (2014), 'Rooting Change: Indigeneity and Development', in B. Currie-Alder, R. Kanbur, D. Malone

& R. Medhora (eds), *International Development: Ideas, Experience, and Prospects*, HD82 INT  
 S. Latouche, *In the Wake of the Affluent Society: an exploration of post-development*, CB425 LAT  
 Marchand M & Parpart J (eds) *Feminism/Postmodernism/Development* (London: Routledge)  
 S. Matthews (2004), 'Post-development theory and the question of alternatives: a view from Africa', *Third World Quarterly*, 25/2, pp 373-384  
 D. Mosse & D. Lewis (eds), *The Aid Effect, Giving and Governing in International Development*,  
 Nederveen Pieterse J, (1998), 'My Paradigm or Yours? Alternative Development, Post-Development, Reflexive Development', *Development and Change*, Vol. 29 pp.343-373.  
 Pieterse, J 'After post-development', *Third World Quarterly* 2000 21(2) pp. 175-91  
 Pieterse, J *Development Theory: Deconstructions/Reconstructions*, Chapter 7, HD75 PIE  
 P. Preston (1996), *Development Theory*, ch. 17, HD75 PRE  
 Rahnema Majid & Victoria Bawtree (eds) *Postdevelopment reader* GN448.2 POS  
 Said, Edward W., *Orientalism: Western Conceptions of the Orient* (London: Penguin, 1995).  
 Saunders K (ed) *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation* HQ1240.5.D44 FEM  
 F. Schuurman (ed), *Beyond the Impasse: New Directions in Development Theory*, Chapter 9, HD75 BEY  
 F. Schuurman, (2000), 'Paradigms lost, paradigms regained? Development studies in the twenty-first century', *Third World Quarterly*, 21/1, pp 7-20  
 J. Scott (1998), *Seeing like a State*, Ch. 7, HD87.5 SCO  
 J. Sidaway (2002), 'Post-development', in V. Desai and R. Potter (eds), *The Companion to Development Studies*.  
 P. Williams & L. Chrisman (eds.), (1993), *Colonial Discourse and Post-Colonial Theory: A Reader*, Chs. 8, 15, 16, PN56.C63 COL

## Appendix A

### Instructions on how to submit essays electronically

1. Log in to Blackboard (<https://www.ole.bris.ac.uk/>) and select the Blackboard course for the unit you are submitting work for. If you cannot see it, please e-mail [f.cooper@bristol.ac.uk](mailto:f.cooper@bristol.ac.uk) with your username and ask to be added.
2. Click on the "Submit Work Here" option on the left hand menu and then find the correct assessment from the list.
3. Select 'view/complete' for the appropriate piece of work. It is your responsibility to ensure that you have selected both the correct unit and the correct piece of work.
4. The screen will display 'single file upload' and your name. Enter your candidate number as a submission title, and then select the file that you wish to upload by clicking the 'browse' button. Click on the 'upload' button at the bottom.
5. You will then be shown the essay to be submitted. Check that you have selected the correct essay and click the 'Submit' button. This step must be completed or the submission is not complete.
6. You will be informed of a successful submission. A digital receipt is displayed on screen and a copy sent to your email address for your records.

#### Important notes

- You are only allowed to submit one file to Blackboard (single file upload), so ensure that all parts of your work – references, bibliography etc. – are included in one single document and that you upload the correct version. You will not be able to change the file once you have uploaded.
- Blackboard will accept a variety of file formats, but the School can only accept work submitted in .rtf (Rich Text Format) or .doc/.docx (Word Document) format. If you use another word processing package, please ensure you save in a compatible format.
- By submitting your essay, you are confirming that you have read the regulations on plagiarism and confirm that the submission is not plagiarised. You also confirm that the word count stated on the essay is an accurate statement of essay length.
- If Blackboard is not working email your assessment to [f.cooper@bristol.ac.uk](mailto:f.cooper@bristol.ac.uk) with the unit code and title in the subject line.

#### How to confirm that your essay has been submitted

You will have received a digital receipt by email and if you click on the assessment again (steps 1-4), you will see the title and submission date of the essay you have submitted. If you click on submit, you will not be able to submit again. This table also displays the date of submission. If you click on the title of the essay, it will open in a new window and you can also see what time the essay was submitted.

**Appendix B**  
**Summary of Relevant School Regulations**  
**(Further details are in the Postgraduate taught handbook, which takes precedence)**

**Attendance of Seminars**

SPAIS takes attendance of and participation in seminars very seriously. Seminars form an essential part of your learning and you need to make sure you arrive on time, have done the required reading and participate fully. Attendance at all seminars is monitored, with absence only condoned in cases of illness or for other exceptional reasons.

If you are unable to attend a seminar you must inform your seminar tutor. You should also provide evidence to explain your absence, such as a self-certification and/or medical note, counselling letter or other official document. If you are ill or are experiencing some other kind of difficulty which is preventing you from attending seminars for a prolonged period, please contact the Postgraduate Office or the Graduate Administration Manager who can advise on how to proceed.

**Requirements for credit points**

To be awarded credit points for a taught unit, students must:

- Have a satisfactory attendance record.
- Pass the summative assessment

Where there are multiple summative assessments in a unit, students must achieve the pass mark for the weighted average of the assessments (i.e. in the mark for the unit overall). They do not need to pass each individual piece of assessment.

If any of these conditions are not met, then your ability to progress through your degree may be affected.

**Presentation of written work**

Coursework must be word-processed. As a guide, use a clear, easy-to-read font such as Arial or Times New Roman, in at least 11pt. You may double-space or single-space your essays as you prefer. Your tutor will let you know if they have a preference.

All pages should be numbered. Ensure that the essay question appears on the first page.

Students are required to complete and include a cover page for essay/summative submissions – the template cover page will be available via the online submission point for students to complete.

Candidate numbers are required on summative work in order to ensure that marking is anonymous. Note that your candidate number is not the same as your student number. This number can be viewed in StudentInfo (<https://www.bris.ac.uk/studentinfo>). You should regard this number as personal to you and not share it with anyone else. The number is used to ensure that the marking of a student's work is done anonymously. Please ensure that you memorise your candidate number as you will need to write it on every assessment.

**Assessment Length**

Each piece of coursework must not exceed the stipulated maximum length for the assignment (the 'word count') listed in the unit guide. Summative work that exceeds the maximum length will be subject to penalties. **The word count is absolute (there is no 10% leeway, as commonly rumoured).** Five marks will be deducted for every 100 words or part thereof over the word limit. Thus, an essay that is 1 word over the word limit will be penalised 5 marks; an essay that is 101 words over the word limit will be penalised 10 marks, and so on.

The word count includes all text, tables, numbers, footnotes/endnotes, Harvard referencing in the body of the text and direct quotes. It excludes the cover page, bibliography, headers and appendices. However, appendices should only be used for reproducing documents, not additional text written by you.

Students are advised that any attempt to circumvent word count limits by changing essay format, e.g. by removing spaces in references, will be investigated. In these cases, penalties will be applied if the actual word count is exceeded and further disciplinary action may be taken.

*Students should be aware that word count penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.*

### **Referencing and Plagiarism**

Students are required to reference the source materials used to inform their submitted work. Students are expected to use the Harvard referencing system as set out in the relevant section of the SPAIS *Study Guide*. Unless otherwise stated, essays must contain a bibliography. Students should consult the SPAIS *Study Guide* for full details (students can access this via the SPAIS MSc-Dip Admin Blackboard site).

Inadequate referencing in submitted work can run the risk of plagiarism. Plagiarism is the unacknowledged inclusion in a student's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes internet sources as well as printed material.

Plagiarism is a serious academic offence and penalties will be applied in such cases, as is set out in the SPAIS *Postgraduate taught handbook*. See also the relevant section of the *School Study Skills Guide* for more information.

*Please note that plagiarism may lead to penalties that may prevent students found guilty of such an offence from progressing in their programme of study.*

### **Extensions**

Extensions to coursework deadlines will only be granted in exceptional circumstances. If you want to request an extension, complete a Coursework Extension Request Form (available at Blackboard/SPAIS MSc/Dip Administration/forms) and submit the form with your evidence (e.g. medical certificate, death certificate, or hospital letter) to Faye Cooper in the Postgraduate Office, 11 Priory Road or [f.cooper@bristol.ac.uk](mailto:f.cooper@bristol.ac.uk).

Extension requests will not be considered if there is no supporting evidence.

All extension requests should be submitted at least 72 hours prior to the assessment deadline. If the circumstance occurs after this point, then please either telephone or see the Graduate Administration Manager in person. In their absence you can contact Faye Cooper in the PG Office, again in person or by telephone.

Extensions can only be granted by the Graduate Administration Office. They cannot be granted by unit convenors or seminar tutors.

You will receive an email to confirm whether your extension request has been granted or not.

### **Submitting Essays/Work for assessment**

Formative work: Where applicable, details on how to submit formative work for assessment will be contained in this unit guide.

Summative work: All summative submissions ***must be submitted electronically via Blackboard.***

Electronic copies enable an efficient system of receipting, providing the student and the School with a record of exactly when an essay was submitted. It also enables the School to systematically check the length of submitted essays and to safeguard against plagiarism.

### **Late Submissions**

Penalties are imposed for work submitted late without an approved extension. Any kind of computer/electronic failure is **not** accepted as a valid reason for an extension, so make sure you back up your work on another computer, memory stick or in the cloud (e.g. One Drive, Dropbox or another equivalent system). Also ensure that the clock on your computer is correct. The following schema of marks deduction for late/non-submission is applied to both formative work and summative work:

- Up to 24 hours late, or part thereof *Penalty of 10 marks*
- For each additional 24 hours late, or part thereof *A further 5 marks deduction for each 24 hours, or part thereof*
- Assessment submitted over one week late *Treated as a non-submission: fail and mark of zero recorded. This will be noted on your transcript.*
  
- The 24 hour period runs from the deadline for submission, and includes Saturdays, Sundays, bank holidays and university closure days.
- If an essay submitted less than one week late fails solely due to the imposition of a late penalty, then the mark will be capped at 50 and recorded as a second attempt.

*Students should be aware that late penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.*

### **Marks and Feedback**

In addition to an overall mark, students will receive written feedback on their assessed work.

In accordance with the Faculty's Regulations and Code of Practice for Taught programmes, marks and feedback are typically returned within fifteen working days of the relevant submission deadline, unless exceptional circumstances arise in which case students will be informed of the deadline for return. The process of marking and providing detailed feedback is a labour-intensive one, with most 4000 word essays taking at least 45 minutes to assess and comment upon. Summative work also needs to be checked for plagiarism and length and moderated by a second member of staff to ensure marking is fair and consistent.

If work is submitted late, then it may not be possible to return feedback within fifteen working days.

### **Fails and Resits**

If you fail the unit overall, you will normally be required to resubmit or resit unless you do not meet the progression requirements for your programme. Your School Office will contact you if this is the case.

## Appendix C

### Level 7 Marking and Assessment Criteria (Postgraduate)

All MSc/Diploma marking in the School is out of 100 on the following scale and with the following classifications:

70 and above Distinction  
60-69 Merit  
50-59 Pass  
Below 50 Fail

Work within each of the classifications is expected to demonstrate the following attributes. Please note that markers do not weight each of these attributes equally when finalising the mark. Markers may also take into account the extent to which achievement of unit-specific intended learning outcomes (see unit guide) has been demonstrated when assessing work and arriving at the mark.

#### **70-100: DISTINCTION**

##### *Addresses the Question Set*

The work is a highly appropriate response to the question or assignment task that has been set. Coverage and selection of content is exemplary. There is clear analysis of the question or topic. Clear ability to analyse and synthesize ideas is demonstrated. At the upper end of the distinction range (marks of 80+), work will be outstanding in (where appropriate) its incorporation and use of empirical evidence/theoretical frameworks/methodological approaches in addressing the question.

##### *Contains coherent structure and argument*

The assignment is internally consistent, extremely coherent, concise and well-structured. The introduction is well focused and provides a clear indication of the rationale, key literature base used and organisation of the work. The central argument/structure of the work has a clear and logical sequence of progression. The conclusion draws insights which are logically developed from the analysis. At the upper end of the distinction range (marks of 80+), work will be outstanding in the extent to which the structure facilitates the answer to the question.

##### *Demonstrates understanding of key concepts and/or data*

A detailed understanding of key concepts and/or data will be demonstrated. At the upper end of the distinction range (marks of 80+) sustained evidence of critical understanding of concepts and/or critical analysis of data will be demonstrated.

##### *Supports argument with appropriate evidence*

The assignment demonstrates that an excellent knowledge of the topic has been gained from careful research and wide ranging reading that goes well beyond the prescribed reading list. The selection, interpretation, comparison, evaluation, and integration of evidence and source material to support the argument is extremely effective. At the upper end of the distinction range (marks of 80+), work will indicate outstanding ability to deal with complexity, contradictions or gaps in the existing academic literature.

##### *Demonstrates critical evaluation*

Work at this level will indicate a detailed and critical understanding of central theoretical and/or methodological issues as appropriate. At the upper end of the distinction range (marks of 80+) work will show extensive evidence of coherence, creativity, originality and imagination in addressing the question or topic.

##### *Writing, Background Reading, Referencing and Bibliographic format*

The work is extremely well presented, with minimal grammatical or spelling errors. It is written in a fluent and engaging style that demonstrates sufficient background reading, with exemplary referencing and bibliographic formatting in accordance with the required conventions. At the upper end of the distinction range (marks of 80+), the work will be virtually error-free in these respects.

## **60-69: MERIT**

### *Addresses the Question Set*

The work is a very appropriate response to the set question or assignment task. The question is addressed comprehensively, and a convincing and coherent argument is maintained in doing so. There is very good coverage of content and some evidence of an ability to think critically in relation to the question or topic will be shown. Where appropriate, the work will illustrate good comprehension of the theoretical implications of the set question or assignment.

### *Contains coherent structure and argument*

The structure of the assignment is sound. The introduction is relevant and provides the reader with a clear guide to the central argument and the overall structure of the work. The conclusion will highlight and reflect upon the key points of argument developed within the main body of the essay and relative to the set question or assignment.

### *Demonstrates understanding of key concepts and/or data*

A sound understanding of relevant key concepts and/or data has been developed and demonstrated, with key related issues and debates identified and discussed.

### *Supports argument with appropriate evidence*

Overall there is a very good selection and use of sources which are well integrated, interpreted and evaluated. The work will demonstrate the ability to be selective in the range of material used. Some independent reading and research that goes beyond the prescribed reading list will be demonstrated, although the range of evidence used will be more restricted in comparison with an assignment awarded a higher grade.

### *Demonstrates critical evaluation*

The work will clearly demonstrate a capacity to synthesise and critically evaluate source materials and/or debates in relation to the set question or assignment rather than simply describe or summarise them.

### *Writing, Background Reading, Referencing and Bibliographic format*

The work is clear and fluent and largely conforms to referencing and bibliographic conventions. It has been well edited and demonstrates sufficient background reading. Proof-reading has resulted in there being few grammatical or spelling errors.

## **50-59: PASS**

### *Addresses the Question Set*

The work is a reasonably appropriate response to the set question or assignment task. All aspects of the set question or topic have been addressed. The work will show some comprehension of the underlying theoretical/methodological implications of the question where appropriate, but there may be limitations in the understanding of how these issues relate to the question.

### *Contains coherent structure and argument*

The assignment has been effectively structured, although more careful editing may have improved the overall coherence of argument. The introduction is well focused and provides a sense of the central argument and overall organisation. The conclusion provides a summary of the discussion, although may be primarily descriptive in nature and may fail to reflect upon or support the argument fully.

### *Demonstrates understanding of key concepts and/or data*

A basic level of understanding of relevant key concepts and/or data has been demonstrated, though there may be some errors and/or gaps in the knowledge and understanding. Key related issues have been identified and discussed but without many significant insights being developed.

### *Supports argument with appropriate evidence*

The argument will be supported by reference to and incorporation of some relevant evidence, but with scope for greater range and depth of evidence. The work will indicate a generally clear understanding of appropriate evidence, but this may be presented in an uncritical/descriptive manner and/or insufficiently incorporated into the overall argument in response to the set question or assignment task.

*Demonstrates critical evaluation*

A good range of relevant content has been covered, and there is some attempt at analysis but a tendency to be descriptive rather than critical. Work in this classification may also exhibit a tendency to assert/state points of argument rather than argue on the basis of reasoning and evidence.

*Writing, Background Reading, Referencing and Bibliographic format*

The style of writing is appropriate and presents few comprehension difficulties for the reader. The assignment is not as fluently written as it might have been, and there may be scope for improvement in spelling and grammar. There is evidence of sufficient background reading. Referencing and bibliographic formatting generally conform to the conventions, but there may be scope for further improvement in accuracy and consistency in accordance with the required conventions.

**0-49 FAIL**

*Addresses the Question Set*

Although some attempt will have been made, the work largely fails to address and/or significantly misunderstands the set question or assignment task. At the lower end of the fail range (marks of 0-40) there is little or no understanding of the set question or assignment task in evidence.

*Contains coherent structure and argument*

The work does not contain a sufficiently structured argument, and may be ineffectively organised. The introduction may lack a clear rationale or statement of argument, and/or may lack a clear outline of the overall structure of the assignment. The conclusion may lack any indication of insights in relation to the set question or assignment task. At the lower end of the fail range (marks of 0-40) the structure of the work may be incoherent or illogical, and/or the work may lack a clearly developed argument.

*Demonstrates understanding of key concepts and/or data*

There is limited knowledge and understanding of key concepts and/or data, with significant errors and/or omissions in this respect. At the lower end of the fail range (marks of 0-40) there may be significant lack of awareness or understanding of key concepts and/or data.

*Supports argument with appropriate evidence*

Few key points of appropriate evidence are identified and/or there may be very little attempt at analysis of evidence, with the work tending towards excessive description. At the lower end of the fail range (marks of 0-40) evidence referred to and included in the work may not be relevant to the addressing the set question or assignment task.

*Demonstrates critical evaluation*

The approach is typified by a general lack of critical evaluation in relation to relevant literature and issues. Work that simply asserts rather than argues a case may also fall into this classification. The use of sources may be excessively derivative of existing work, with little or no indication of an ability to independently analyse relevant material. At the lower end of the fail range (marks of 0-40) there is little or no evidence of critical evaluation.

*Writing, Background Reading, Referencing and Bibliographic format*

The standard of writing presents difficulties for the reader, with frequent grammatical and spelling errors to a degree that inhibits communication. The range and depth of background reading may be insufficient. The approach to referencing and bibliographic formatting does not follow the required conventions to a sufficiently consistent level. At the lower end of the fail range (marks of 0-40) the use of language may present considerable comprehension difficulties for the reader. The assignment may not meet stipulations in terms of layout and/or length, and the approach to referencing may not meet expected conventions