



Mahidol University
International College

ICIR 314 International Development Studies

Course Description & Aims:

This course examines problems and challenges related to uneven development and the consequences of economic transformations in poor countries. It outlines the concepts of political and economic development; policies, structures and patterns of change; production and investment priorities; urbanization and urban-rural relations; social and economic stratification; problems and challenges relating to commerce and the communication revolutions. The course compares and contrast results of development efforts in Asia, Africa, the Middle East, Europe and the Americas. Students will be able to evaluate, apply and analyze international development efforts and its impacts.

Concepts of political and economic development; policies, structures and patterns of change; production and investment priorities; the consequences of economic transformation in poor countries; contrasting results in Asia, Africa, and Latin America; urbanization and urban-rural relations; social and economic stratification; problems and challenges relating to commerce, travel and the communication revolutions. Students will be able to discuss, analyze, and evaluate international development and its impacts.

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Assessment

Participation	10%
Midterm Exam	30%
Group Advocacy Presentation	20%
Final Research Paper	40%

Course Learning Outcomes

At the completion of the course the student will be able:

1. To understand the concepts of political and economic development
2. To apply the concepts of international development in order to assess structures and patterns of changes, and the contrasting results evident in different countries.
3. To evaluate and analyze the impact of international development with the help of selected case studies

Topic No.	Topic
1	Introduction & Course Orientation Definitions, Actors, Policies, Dimensions
2	Theories and Concepts of Development
3	Measuring Development Case Studies
4	Concepts in Development Case Studies
5	The Health Dimension Case Studies
6	Livelihoods in Development Case Studies
7	WaSH & Shelter in Development Case Studies
8	Education in Development Case Studies
9	Human Rights & Development Case Studies
10	Governance and Development Case Studies
11	Development Advocacy Preparation Seminar
12	Group Advocacy Presentations I Group Advocacy Presentations II
13	Final Examination

Assessment Methods & Criteria

1. Participation 10%

Students are expected to actively and regularly participate during the lecture, peer presentation, class discussion exercises, and group work which are evenly distributed throughout the trimester. Punctuality, attendance, attentiveness, contribution and behavior will be taken into consideration. It is important to keep up with the course materials in order to be able do so. Relevant readings will be made available to students electronically or in print.

2. Midterm examination: 30%

Students will revise and discuss content covered up to Week 6. The examination will comprise essay answer questions which will require students to draw on lectures, course readings and short personal research to answer questions. Students will write a structured argumentative essay with relevant reference to topics, issues and associated theoretical frameworks that have been discussed in class. Answers can be concise, but must be precise and attend to all aspects of the question (read the questions carefully!). Midterm examination will take place in week 7.

3. Group Advocacy Presentation 20%

Students are provided with the Terms of Reference for a development project and their task is to 'pitch' for the funding for a development project from the overseas development

agency of a wealthy western state. The advocacy project must account for the policy making process of a developed nation state and must include three deliverables:

- An internal **strategy brief**, where the group outlines who, what and how the ‘pitch’ is to be targeted towards (3 pages)
- A written **funding application** (10-12 pages)
- An **advocacy pitch** to be presented (PPT) in class on Week 12 (10 min presentation)

Following the presentation by each group a Q&A section is set aside where the presenting group encourages discussion and participation from their listening audience. Although it is a group presentation, students will be graded individually.

4. Final Research Paper: 40%

At the end of term, students are required to write a final essay paper on an assigned topic. The essay shall not exceed 2,500 words (not including bibliography) and will be due on Week 13. A list of available essay topics will be distributed after the midterm exam. Essays need to be clearly structured and argumentative and make substantial reference to concepts and theories introduced in the duration of this course. In particular, the final essay paper must include the following aspects:

- A pertinent title and brief introduction of the chosen topic, including a more descriptive section regarding background and context. The first section should also clearly state the author’s position relative to the topic (thesis statement)
- An outline of the conceptual framework used along with a clearly articulated research question
- an analysis and discussion section with relevant references to primary and secondary sources
- a conclusion demonstrating the ability to critically reflect and assess relevant aspects of the chosen essay topic
- A Style Guide is available in the Google Classroom [G Drive](#)

***** All books are available in the MU Library *****
Where indicated some materials will be
hyperlinked and others placed in the
G Drive of the Google Classroom

Introduction: Definitions, Actors, Policies

Topic description: This week provides an introductory discussion of the international development studies including the definition of (sustainable) development; conceptual approaches; developed and developing countries; problems with definition and indicators; actors promoting development--local, national, regional and international (state and non-state) actors. It surveys a range of development policies—economic, social, and environmental policies. It discusses the global development initiatives such as the MDGs and the SDGs and assesses the effectiveness and flaws of these initiatives.

Expected learning outcomes: The student will be able to understand the foundation concepts of political and economic development such as its definition; classification for developed and developing countries; and national, regional and global policies promoting development.

Primary Sources

- What is International Development? (NGO perspective, [Concern UK](#))
- What is International Development? (National Aid Agency perspective, [Sweden SIDA](#))
- What is International Development? ([UN perspective](#))
- What is sustainable development? ([Encyclopedia.com](#))
- List of National Development Agencies ([LINK](#))

Supplementary Readings:

- Shahrbanou, T (2009) Human Security: Concepts and Implications, London: Routledge
- Egleston, A (2012) Sustainable Development: A History, Dordrecht: Springer
- Cohn, T (2005). Global Political Economy: Theory and Practice, New York: Longman

Activities: Students will participate in class discussion to answer a list of questions derived from lecture. These questions are designed to help students understand this week's concepts and express their understanding in their own words. Students' contribution will be counted toward their overall participation credits.

Theories and Concepts of Development

Topic description: This week will explore the traditional theoretical and conceptual framework of development.

Expected learning outcomes: The student will be able to understand the traditional theoretical and conceptual framework of development and assess the effectiveness and drawbacks of each theoretical standpoint.

Core Reading:

- Mensah, J (2019) Sustainable Development: Meaning, history, principles, pillars and implications for human action: Literature Review, Cogent Social Sciences, 5 (1) ([Available in G Drive for this course, under Scholarly Resources](#))

Supplementary Readings:

- Zoetman, K (ed.) (2012) Sustainable Development Drivers: the role of leadership in government, business and NGO performance, Cheltenham: Edward Elgar
- Danilov-Danilian, V. I. (2009) Sustainable Development and the Limitations of Growth: Future prospects for world civilization, Berlin: Springer
- Von Raggamby, A. and Rubik, F. (2012) Sustainable Development, Evaluation and Policy Making: theory, practice and quality assurance, Cheltenham: Edward Elgar

Activities: Students will participate in class discussion to answer a list of questions derived from lecture. These questions are designed to help students understand this week's concepts and express their understanding in their own words. Students' contribution will be counted toward their overall participation credits.

Measuring Development

Topic description: This week we examine the methodologies and indicators used to determine the extent of development or lack of progress. We engage critically with these indicators, being mindful of their shortcomings. We take as our departure point the utility of various indicators by the United Nations (see primary source below). In the course of class discussion (on day two of

this week) students will be asked to critically assess various development indicators and determine the efficacy of each.

Expected learning outcomes: The student will be able to understand the various measure that we have of sustainable development. They will be able to compare and contrast the results evident in different countries. Furthermore, students will be able to evaluate and analyze the impact of international development using case studies.

Primary Sources:

- United Nations (2007) [Indicators of sustainable development](#). New York, NY: United Nations.
- OECD (2002) Overview of sustainable development indicators used by national and international agencies, Paris: OECD ([LINK](#))

Supplementary Readings:

- Munasinghe, M (2009) Sustainable Development in Practice: sustainomics methodology and applications, Cambridge: Cambridge University Press.
- Hill, J, Terry, A & Woodland, W (2006) Sustainable Development: national aspirations, local implementation, London: Ashgate

Activities: Students will undertake a comparative review of several developing economies through the prism of mainstream development indicators.

Concepts in Development

Topic description: This week the class will explore the various conceptual frameworks (beyond theory) that inform and animate international sustainable development. These include, for example, the question of international economic inequality, human dignity, citizen participation, sustainability, capacity building, and the rights-based approach. Through each of these lenses we consider the underlying issues in development and the impact of these approaches on the development intervention process.

Expected learning outcomes: The student will be able to understand the major conceptual influences on normatively based development intervention. They will also be able to evaluate and analyze the impact of these concepts through consideration of case studies.

Primary Sources:

- UN ECOSOC (2020) [World Social Report: Inequality in a rapidly changing world](#), New York: United Nations
- Oxfam (2020) [Time to Care](#) [Summary], Oxford, UK: Oxfam International
- World Economic Forum (WEF) [report](#) on Oxfam's research
- Norad (2013) [A Framework for Analysing Participation in Development](#), Oslo: Norwegian Agency for Development Cooperation
- UN Sustainable Development webpage on Capacity Building ([LINK](#))
- European Parliament (2017) Understanding Capacity Building/Capacity Development: a core concept of development policy ([LINK](#))

Supplementary Readings:

- Bliss, F & Neuman, S (2008) [Participation in International Development: discourse and practice](#), Duisburg: Institute for Development and Peace
- Stiglitz, J. (2002). Globalization and Its Discontents. London: Penguin Books.

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies. Students' contribution will be counted toward their overall participation credits.

The Health Dimension in Development

Topic description: This week the class will survey the important and controversial area of health in international development. It examines the tensions between the imperative to ensure provision of adequate healthcare policy with the profit motive in much modern medicine provision. Infrastructure, expertise and accountability are important elements to consider. We also consider the specific issues of child mortality and women's reproductive health issues in developing economies, not least the challenges these have faced from religious conservatives. Case studies will be used.

Expected learning outcomes: The student will be able to comprehend how the global system impacts health provision in developing economies and examine the challenges to this from various quarters. They will also consider how the non governmental sector is functioning in the provision of healthcare, not least in the era of Covid 19.

Primary Sources:

- World Health Organization (2005) Working with the non-state sector to achieve public health goals [Working Paper 2] Geneva: WHO ([LINK](#))
- Options (2020) Advocacy Resources for increased public investment in health ([LINK](#))
- UN ECOSOC (2020) World Family Planning 2020 – Highlights, New York: United Nations ([LINK](#))

Supplementary readings:

- Lancet Commission Report (2018) Accelerate progress – sexual and reproductive health and rights for all: report of the Guttmacher-Lancet Commission. ([LINK](#))
- Glasier, A et al (2006) Sexual and reproductive health: a matter of life and death, The Lancet 368 (9547) ([LINK](#))
- Unger, J-P (2010) International health and aid policies: the need for alternatives, Cambridge, UK: Cambridge University Press

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

Livelihoods in International Development

Topic description: This week covers the discussion of the issue of employment and economic structures in development. We look at the restructuring of international trade over the last few decades and the impact that this is having relative to sustainable livelihoods. All countries, not just the global south, have always struggled with the question of sustainable economies and the imperative to improve standards of living. The globalization of the international market and the deregulation of many economies and financial systems has resulted in several economic shocks, particularly for the western economies. In this class, we explore this question relative to the issue of development policy.

Expected learning outcomes: The student will be able to understand how political and ideological divides further delays and complicates the solutions to economic development. They will also be able to evaluate and analyze its impacts using case studies.

Primary Sources:

- Nick Hanauer ‘The dirty secret of capitalism’ TED Talk ([LINK](#))
- Nick Hanauer ‘Beware, fellow plutocrats, the pitchforks are coming’ TED Talk ([LINK](#))
- Richard Wilkinson ‘How economic inequality harms societies’ TED Talk ([LINK](#))
- World Inequality Database ([LINK](#))

Supplementary Readings:

- Collier, P. (2007). The Bottom Billion. Oxford: Oxford University Press.
- Chua, A. (2003). World on Fire: how exporting free market democracy breeds ethnic hatred and global instability. New York, NY: Anchor Books.
- Dixon, C & Drakakis-Smith, D (1997). Uneven Development in Southeast Asia, Aldershot: Ashgate.
- Krugman, P (2004) The great unraveling: losing our way in the new century, New York: WW Norton
- Piketty, T. (2014) Capital in the twenty-first century, Cambridge: Harvard University Press

Activities: Students will participate in group discussion and plenary discussion following consideration of key questions about the topic of the week.

WaSH and Shelter in Development

Topic description: This week the class will examine the efforts to provide livable habitats for underdeveloped populations through various explicit programs directed primarily by the United Nations. The class will get an overview of the important element of Water, Sanitation and Hygiene (WaSH) and shelter in development and consider a number of case studies.

Expected learning outcomes: The student will be able to understand the dynamisms between underdevelopment and basic needs, specifically the issue of access to clean water and sanitation, as well as adequate shelter. They will consider the imperatives of intervention in improving the lives of people living in underdeveloped nations in very practical and tangible ways.

Readings and activities:

Core Readings:

- [UN Water](#) (2021) Water, Sanitation and Hygiene (WaSH) [Webpage] ([LINK](#)).
- Lee Blaney ‘Students improving WaSH in the developing world’ TEDx video ([LINK](#))
- Eleanor Allen (2016) ‘Water is a women’s issue. Here’s why’ TEDx video ([LINK](#))
- [UN Habitat](#) ‘Building livelihoods in Mogadishu’ video ([LINK](#))
- UN Habitat ‘Whistestop tour of UN Habitat’s impact work around the world’ video ([LINK](#))

Supplementary readings:

- Mara, DD (2002) Water, Sanitation and Hygiene for the Health of Developing Nations, Public Health 117, pp 452-456 ([Uploaded to G Drive](#)).
- Mahon, T & Fernandes, M, (2010) Menstrual hygiene in South Asia: a neglected issue for WASH (water, sanitation and hygiene) programs, Gender & Development 18 (1), pp 99-113 ([Uploaded to G Drive](#))
- Chang, K (2016) When do gooders do harm: Accountability of the United Nations towards Third Parties in Peace Operations’ Journal of International Peacekeeping (20), pp86-110 ([Uploaded on G Drive](#))

Activities: Students will review the case study and, in both group and plenary session, reflect and articulate answers to preset questions.

Education in Development

Topic description: This week covers the issue of education and its role in development. The provision of health, water, sanitation, etc., can only take any developing nation so far in terms of their economic growth. Nations are people, and people have to be empowered to take charge of their future. With the establishment of UNESCO the UN made education a specific policy area. In this class, students will engage with education as a policy sector in development studies.

Expected learning outcomes: The student will be able to understand the relations between education and a countries' development. They will consider the range of interventions at the disposal of international organizations and agencies, and consider also the controversies around education provision as a development issue.

Primary Sources:

- World Bank Report (2018) Learning to realize education's promise ([LINK](#))
- World Bank Overview on Education and Development ([Webpage](#))
- Beal, D (2013) The Role of Education in Economic Development ([LINK](#))
- UNESCO (2020) GEM Report ([LINK](#) to webpage) (Full Report [Here](#)) [scroll down]
- British Council on Education ([webpage](#))

Supplementary reading:

- Verger, A, Novelli, M & Altinyelken, H (2012) Global education policy and international development: new agendas, issues and policies, London: Bloomsbury

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

Human Rights and Development

Topic description: This week the class will consider the issue of human rights and development. The development 'turn' in international affairs picked up pace at the end of the Cold War. However, mainstreaming a rights-based approach proved more controversial than anticipated. In this week's class we explore the influence and position of human rights in sustainable development and consider the impact of human rights discourse on the evolution of sustainable development.

Expected learning outcomes: The student will be able to understand the relations between human rights and development. They will recognize the tensions and contradictory imperatives in the drive towards development between economic growth on the one hand and the protection of rights and freedoms on the other.

Primary Sources

- UNFPA (2012) By Choice, Not by Chance: Family Planning, Human Rights and Development ([LINK](#))
- United Nations (2008) Claiming the Millennium Development Goals: a human rights based approach, Geneva: United Nations ([LINK](#))
- Universal Rights Group (2017) Human Rights and SDGs: pursuing synergies ([LINK](#))

- Danish Institute for Human Rights (n.d.) The Human Rights Guide to the Sustainable Development Goals (webpage) ([LINK](#))
- UN Human Rights (2016) Development is a Human Right (4 min video, [LINK](#))
- UNHCHR (n.d.) Advancing sustainable development through human rights (webpage, [LINK](#))

Supplementary readings:

- Nelson, PJ (2008) New Rights Advocacy: changing strategies of development and human rights NGOs, Washington DC: Georgetown University Press
- Karimova, T (2016) Human Rights and Development in International Law, London: Routledge
- Kaltenborn, M et al (2020) Sustainable Development Goals and Human Rights, Springer Open (Open Source/Creative Commons) ([LINK](#)) ([Also on G Drive](#))

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

Governance and Development

Topic description: This week discusses the topic of governance. It explores the problem of bad governance as well as democracy pitfalls. It examines today's controversial questions of whether autocracy is the answer; what causes bad governance and what costs on development.

Expected learning outcomes: The student will be able to comprehend the relationship between governance and development. Students will be able to differentiate contrasting results from similar governance policy prescription using case studies.

Readings and activities:

Primary Sources:

- United Nations (2014) Global Governance and Global Rules for Development in the post 2015 era – policy note, New York: United Nations ([LINK](#))
- Held, D (2015) Global Governance...into the future (TEDx Talk video) ([LINK](#))
- Report of the Commission on Global Governance (1995) Our Global Neighbourhood, Oxford: Oxford University Press ([Uploaded to G Drive](#))

Supplementary reading:

- Weiss, TG & Wilkinson, R (eds) (2014) International Organization and Global Governance, London: Routledge
- Weiss, T (2010) Global Governance and the UN: an unfinished journey, Bloomington: Indiana University Press
- Bull, B (2007) Development issues in global governance: public private partnerships and market multilateralism, Abingdon: Routledge

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

Development Advocacy

Topic description: This week students will be introduced to the idea of advocacy. The work of NGOs and international civil society organizations (CSOs) is generally undertaken only with the financial backing of funders. The hard reality is that most of the good work that goes on is funded

donations, both private and public. This week students will revisit the architecture of international development with a particular focus on the efforts that NGOs must undertake to continue their work. This requires that students become familiar with the basics of political decision-making and policy making. This is part informatory and part preparatory training for the simulation in Week 12.

Expected learning outcomes: The student will be able to identify the pressure points in the policy making system of nation states and practice strategizing the best way to ensure that their work can continue with support from funding actors.

Primary Source

- Advocacy in restricted spaces: a toolkit for civil society organizations ([LINK](#)) (Also uploaded to G Drive under 'Advocacy' folder)
- Otieno, JO (2019) The public policy process: a conceptual framework for understanding policy processes and opportunities for influencing policy outcomes [Working Paper] (Uploaded to G Drive)

Activities: Students will participate in brainstorming exercise and class discussion to answer a list of questions related to advocacy strategies of CSOs.

Group Advocacy Presentations

This final week will see the result of the advocacy strategies of each group. The designated groups will present **three deliverables** for assessment. Topics will be decided before time. The deliverables are as follows.

Internal strategy document

This document should draw from the toolkit and outline the group's strategy for advocacy of its objectives. It should define the objectives, the stakeholders and the approach used. It should be brief (3 pages).

A funding 'pitch' document

This is a more substantive document that articulates the 'pitch' being made by the group to at least one of the stakeholders identified. It should include important information but should also be persuasive enough to convince stakeholders to agree to fund the project you are advocating for. **Formatting and readability are critically important.** Use graphs, images and ensure that the language is clear. This is a collaborative effort.

A presentation of efforts

The bulk of the work will be completed before Week 12. This last week will allow time (over two classes) for groups to present their work. This should include the strategy document, the pitch document and the content of the pitch as a power point presentation. Each group will be allocated an equal amount of time and must divide the work up between the members.

Remarks

All the documents will be monitored through Google Suite. That means that I will create each group's document set (in G Docs and G Slides) and add individual students in as collaborators.

This will allow me to monitor the group activity and input. Groups will be graded collectively, and the grade allocated will be awarded to each student individually as a member of the group. This is an important exercise, not only in terms of advocacy and applied study, but also interpersonal negotiation and intra-group dynamics.