

Master in Global Development, Crisis and Change

UT- 404-1
**Current Development Issues: Poverty,
Inequality and Power**

Study Guide 2023

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Welcome to the course “Current Development Issues – Poverty, Inequality and Power”

“Modern” development started after the end of the World War II. From that time and up to now, there has been a continuous debate about what development is. The main objective of this course is to introduce the students to some of the most important issues and questions pertinent to the development discourse. At the same time, we want the students to develop a critical and analytical attitude towards development, Sustainable Development Goals (SDGs); questioning the definition and description (“recipe”?) of development policies as presented by the main development actors.

The course addresses the complex intersections between poverty, inequality and power in global and local development. It offers critical and contextual perspectives and takes as its point of departure an analysis of how the persistence of poverty and deepening of inequality are related to the workings of multiple structures of power in the contemporary world system. Focusing on key transformations in the political economy of global capitalism, students are challenged to explore how poverty and inequality are gendered and racialized and influenced by social class across the North-South axis.

The course discusses how conventional development actors - states, multilateral and bilateral organizations, and NGOs define and address the above challenges specifically looking at their role in order to understand their influence and efficiency on development.

Furthermore, we consider the major global challenges facing the people of the Earth today. What is the role of India and China in the ever escalating globalisation process? To which degree should environmental concerns impact on sustainable development efforts? Finally, we address a wide range of responses to poverty and inequality and more specifically the role of the corporate sector in managing development- is Corporate Social Responsibility (CSR) the new fix?

The course comprises of 4 modules; starting with a critical reflection about the concept of development, and the intersections between poverty, inequality and power in global and local development. This is followed by an exploration of the impact of development collaboration and a critical discussion of key global challenges especially climate and environmental changes, social violence and the role of China/India. The last module ends with an analysis of the role of the CSR agenda and the extent to which it has downplayed poverty, inequality, and power. The duration of each module is shown both in the common study calendar and in the module descriptions.

Your final grade in the course will mainly be made up of one group assignment and one individual assignment, in addition to participation in the online asynchronous group discussions. See the “Assignment Schedule” below for details.

Note that each deliverable has a volume guideline stated in words (e.g., 1500 words). Please keep to the limit. Not strictly abiding to the limits will result in penalties in the form of a reduced grade. Appendices, charts and references can be added on top of the limits. Refer also to the ‘+/- 10%’ rule.

Zoom lectures/sessions and compulsory readings

There will be an introductory Zoom lecture at the beginning of the course, followed by regular Zoom live sessions - see full calendar below (any changes will be notified in Canvas). You are

strongly encouraged to attend the Zoom lectures, as they are an opportunity to engage directly with the course instructors and provide comments and questions to the lectures and the course content more generally.

The Zoom lectures will also act as a virtual classroom, with the course instructor providing specific instructions and updates on the course. The lectures also work as the equivalent of traditional lectures in a face-to-face university course.

Please note that the lectures are an essential part of the course. It is compulsory actively attend. Attendance also requires you to be fully attentive during the lectures. **You are expected to follow all Zoom lectures from beginning to end, and to do so with full attention. Please do not see this as some kind of YouTube/social media activity, where you just play things in the background and switch off your mind after a few minutes! You need to stay focused throughout the lectures. You are encouraged to take notes to help you remember the content and structure your thoughts on the topic.**

Please note that these lectures are not summaries of the readings and do not constitute a replacement for the compulsory readings. Each student is expected to do all the compulsory readings and master the course content. All compulsory readings are available in Canvas. Additional materials are also available in Canvas.

Workload

Please remember that this is a full semester course. **This course is NOT comparable to online courses you can take on platforms such as Coursera, edX, or FutureLearn.** It involves a full-time workload as for any other full-time face-to-face master's course in Norwegian universities. If you are struggling with the workload due to other competing commitments, the master's programme in Global Development and Planning offers considerable flexibility, and you can easily switch to part-time studies. Contact our student adviser if you want to discuss this option and the implications for your study plan.

We will try to follow the Study Guide as much as we can. However, from time to time, there may be changes and departures from the Study Guide. These changes will be clearly conveyed to you well in advance through Canvas and email. Be sure to read the messages in Canvas , the Canvas Inbox and your UiA mail regularly.

Contact your tutor when you have any course related inquiries. If needed, the tutor will contact the instructor of the course or may get you in direct touch with him. You may also contact the instructor directly. However, do be aware that we need some time to respond to your messages. You should normally expect a reply within 24-36 hours.

Course Tutor, Paul

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Course Instructor, Christian

Email: christian.webersik@uia.no

Participation in group discussion and grading

You cannot miss more than 1 group discussion out of the total 5 in this course, even if you are excused for it. If you do so, you will fail the whole course. This is to emphasise that **all** group discussions are not optional, but an essential part of your learning and assessment.

There might be exceptional circumstances that we will consider, in which case you should let the facilitation team know. However, only very extenuating circumstances will be considered (such as family tragedy, very serious health situation including corona, and similar).

Group work

Group work is an important component of this course. It helps you build rapport with your students and interact with the tutor and the instructor. Through group work, you also develop key teamworking skills that are essential in today's job market.

While group work can be rewarding and fun, and will help you build close ties with your peers, it also presents its challenges. At the beginning of the course, you will sign a group contract with your group members, in which weavers for each group task where you need coordination will be identified. The group contract also serves the purpose of laying down your obligations and expectations as group members.

For the group essay (Task 4.2b), you are expected to act responsibly, to be available to your team members when there is a group task deadline, and to put in a good amount of effort to contribute to the final output. **You will need to check regularly the Canvas group discussion created to manage your teamwork and use that as the primary communication tool. Your weaver and group members should not be put in a situation of having to chase you outside Canvas to elicit your response and contribution! Your obligation to use Canvas is part of the social contract you undertake as student on the master's programme.**

You can use Google Docs as a collaboration tool: you need to add the tutor in the edit group - this is again mandatory, as we need to be able to follow your group work in case there are issues or tensions that arise in the group that might require our intervention. Zoom group meetings can also be helpful in coordinating group work. However, you should always record a few lines about such meetings in the Canvas group discussion where you do your teamwork, so that the tutor and the instructor are in the know. *You can set up your own Zoom calls with your group peers at <https://uiano.zoom.us> (your Feide login gives you access to your personal Zoom account).*

You cannot use any social media or instant messaging tool for group work (e.g. Facebook, Whatsapp or other social media/instant messaging app). Please respect this rule: in the past major group conflicts have arisen because of group communications moving on social media and instant messaging apps.

The weaver for the group essay (Task 4.2b) will prepare a list of the participating group members (separately from the submission, to allow the instructor to grade the essay anonymously). The weaver must not add those who have not participated in the group work. If your name does not appear in that list, you will receive an F (fail).

The normal procedure is for the named members of the submitted group essay to receive the same grade. However, the instructor reserves the right to lower the grade of specific members, if group tensions arise, and if there is evidence to show that one or more group members have not put in sufficient work, thus unreasonably increasing the workload of the other members.

The group will also lose marks collectively on their group essay, if the group as a whole does not follow the guidelines above regarding the regular use of the Canvas group discussion for teamwork to coordinate the group essay activities.

Group discussions are also an important component of group work, even though they are assessed individually in your individual participation grade. Please read carefully through the group discussions' assessment criteria and guidelines at the end of this study guide.

Plagiarism

Plagiarism is a serious academic offence and, according to the UiA official guidelines, is punishable with up to a full year of suspension from your study (and from any academic course in Norway). You will be given the full set of guidelines and specific training on how to avoid plagiarism during the master's introduction seminar in August.

Our approach to plagiarism is that we try to deal with all cases of plagiarism **in a gradual way** that provides increasing penalties over the master's programme, to encourage learning while keeping essential academic standards. Students should also be reminded that we use a rather lenient approach, because if the plagiarism cases were to be referred to the University Appeals Committee, a student can be suspended for one or two semesters from the master's programme and from any other academic course in Norway.

Rules on reuse of materials from other courses

In all the tasks you have been assigned for this course, you are not allowed to reuse any material from assignments in other master's courses, or assignments from any other educational courses you might have attended before or that you are currently attending elsewhere.

If you reuse materials from other assignments for a task, you will fail that specific task (i.e. grade F).

Referencing

Good referencing practices are just as important to avoid plagiarism - if we are not sure which source you are citing from because of bad referencing, that in itself constitutes plagiarism. Remember to use the APA 7th standard.

Student evaluations

Towards the end of the course, you will fill in an anonymous digital survey tailored for this course administered by the university. You will be alerted in good time about this, and you will be able to do the survey in Canvas.

Canvas suggestions box

In the Canvas course room, you will find a group discussion called "Canvas suggestions box" where you can make recommendations for improvement for the Canvas room, flag any issues we should take into account to use Canvas more effectively, and/or discuss how to improve interaction and the quality and experience of online learning activities. The tutor and the instructor will read this regularly and respond to suggestions and comments, act upon what is feasible in the short-term, and plan for any long-term changes. ***Do not misuse this space for personal negative energy and irrelevant gossip: Use other platforms such as email for personal issues that need attention.***

COURSE OVERVIEW

Aims

The aim of this course is to enable students to gain an overview and understanding of key issues and perspectives within the current development discourse, and to develop an attitude as critical practitioners, being able to ask and critically discuss questions such as:

- Whether “development” is a typical Western concept and phenomenon, or whether it has a universal significance?
- How the persistence of poverty and deepening of inequality are related to the workings of multiple structures of power in the contemporary world system
- What effect do the main development actors have on development?
- To what extent are environmental issues central to sustainable development?
- Are there any means and measures to deal with such major challenges as poverty and inequality, climate and environmental change?
- How will the expanding role of China and India affect development in Africa, Asia and Latin-America?
- To what extent is CSR the “new” fix to the process of global poverty and inequality reduction?

Learning outcomes

On completion of the course the students should have the ability to:

- Critically analyse the discourse of development and the key issues in the debate regarding the possibility of achieving Sustainable Development Goals (SDGs).
- critically explain how the persistence of poverty and deepening of inequality are related to the workings of multiple structures of power in the contemporary world-system
- describe the main processes and actors involved in globalization with a particular emphasis on the expanding role of China and India;
- describe how poverty and inequality, climate change, conflicts and war-violence function as serious development constraints
- describe and critically discuss the centrality of environment in sustainable development;
- critically analyse the role and limitations of the corporate sector in development management.

The students should improve their skills by:

- constructive examination of the developmental outcomes of policies and practices.
- making informed strategic decisions based on development scenarios.
- collaborative work on-line and face-to-face with peers by sharing ideas, analyzing problems and finding solutions.
- summarizing and evaluating arguments.
- balancing and integrating different points of view in decision making processes.
- writing academic assignments.
- communicating information on sustainable development, poverty, inequality, and power.
- reflecting on personal learning processes and improvement of learning skills.

Readings

Most readings are provided as PDF files on Canvas. You are also expected to do independent research beyond the required readings, ***but it is a requirement that course literature is referred to in your hand-ins.***

Grading

Grade weights of this course will be based on hand-ins as follows:

- One individual essay: 50%
- One group assignment: 30%
- Participation in group discussions: 20%

Assignment schedule

The course begins on the **4th of September** and ends on **1st December, 2023**

Task	Description	Type	Deadline	Value (of final grade)
1.1b	The scope of Development; SDGs & Gender	Group discussion and one pager	15.09.	Participation
1.2b	Poverty, inequality, and power	Group discussion	29.09.	Participation
2.1b	Development Collaboration	Group discussion and summary answer	13.10.	Participation
3.1b,c or d	Globalisation and global challenges	Group discussion	27.10.	Participation
3.2	Poor and rich	Individual essay	10.11.	50%
4.1b	CSR: the new fix?	Group discussion	22.11.	Participation
4.2b	CSR and development management	Group essay	01.12.	30%

Participation accounts for 20% of final grade

Assignments are due before the end of the day (23:59) Norwegian time (UTC+1). All assignments are to be uploaded to Canvas for the task in the Assignment folder for this course unless other instructions are given. If you are unable to hand-in your assignment on canvas, you may email it to the course tutor

ZOOM Lectures' Schedule:

Week of 2020	Lecture	Due Date	Time
36	Zoom lecture 1	4 th September	10.00-11.00
40	Zoom lecture 2	2 nd October	10.00-11.00
42	Zoom lecture 3	16 th October	10.00-11.00
46	Zoom lecture 4	13 th November	10.00-11.00

You can find the links for the Zoom lectures from Week 36 onwards in the Announcement section of the Canvas course room. Please make sure that your video camera and mic work properly before you join the lectures. Good luck!

MODULE I: THE SCOPE OF DEVELOPMENT: POVERTY, INEQUALITY AND POWER

WEEK 36-39 (4 weeks): (4th September – 29th September, 2023)

Content

- History of Development
- The Sustainable Development Goals
- Linkages between poverty, and power
- The global inequalities of power

Learning outcomes

On completion of Module 1 the student should be able to:

- Critically analyse the discourse of development
- Become familiar with the Sustainable Development Goals (SDGs), and key issues in the debate regarding the possibility of achieving them.
- Be familiarised with the concept of sustainable development
- Learn about the linkages of poverty, inequality and power

ZOOM Lecture 1, Monday 4th September; 10.00-11.00.

Task 1 (2 weeks)

Learn about the history of development and the Sustainable Development Goals

Activity A

Read:

Rist, G., (1997) *The History of Development – from Western Origins to Global Faith*, Zed Books, London, Introduction and chapters 1-4, pp.1-79 and pp. 238-248.

Tucker, V., (1999) The Myth of Development: A Critique of a Eurocentric Discourse, in Munck, R. and O'Hearn, D. (eds.): *Critical Development Theory: Contributions to a New Paradigm*, Zed Book, London, pp.1-25.

Mwenda, A., (2007) *Andrew Mwenda takes a new look at Africa*, TED, http://www.ted.com/talks/andrew_mwenda_takes_a_new_look_at_africa.html, accessed 16.08.16

Global goals: <https://sustainabledevelopment.un.org/?menu=1300>

Michael, G., (2015) How we can make the world a better place by 2030? https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030?language=en, (accessed 25.08.16)

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

In addition: Make use of other relevant and reliable online resource

Discuss EITHER Activity B OR Activity C

Activity B

Group discussion in the Forum:

Do you consider “development” to be a typical Western concept and phenomenon, or does it have a universal significance?

Prepare a one-page answer to the discussion question and upload it to the discussion forum by 2359 hrs of 15th September, 2023. This counts toward your participation grade.

Activity C

Group discussion in the forum:

Basing on **Global Goal 5** (Gender equality and empowerment of women and girls); *Discuss the extent to which Sustainable Development Goals (SDGs) can function as a “road map” for development in the poor countries of the world?*

Prepare a one-page answer to the discussion question and upload it to the discussion forum by 2359 hrs of 15th September, 2023. This counts toward your participation grade.

Task 2 (2 weeks)

Learn about the linkages of poverty, inequality and power.

The Rising South and its Fault Lines: Mapping the Intersections of Class, Race, and Gender in an Unequal World.

Over the past 15 years, the global political economy of development has been transformed in important ways by the rise of high-growth economies in the global South - especially the southern BRICS countries (Brazil, India, China, and South Africa). However, "the rise of the South" is a complex process, shot through with fault lines of persistent poverty and deepening inequalities. In this task, we will investigate how these fault lines originate in structures of power based on class, race, and gender: that shape the global production networks in which Southern high-growth economies are embedded. In doing so, we will question and problematize prevailing growth stories, and deepen our understanding of uneven and unequal development in the 21st century.

Activity A

Read:

Benjamin Selwyn: "Global value chains and human development: a class-relational framework", *Third World Quarterly* 37/10: 1768-1786 <https://www.tandfonline.com/doi/abs/10.1080/01436597.2016.1156484>

Samanthi Gunawardana (2016): "'To Finish, We Must Finish': Everyday Practices of Depletion in Sri Lankan Export-Processing Zones", *Globalizations* 13/6: 861-875 <https://www.tandfonline.com/doi/abs/10.1080/14747731.2016.1155341>

Marion Werner (2011): "Coloniality and the Contours of Global Production in the Dominican Republic and Haiti", *Antipode* 43/5: 1573-1597 <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8330.2011.00903.x>

Supporting readings: Make use of other relevant and critical online resources, such as the following:

Andy Sumner (2016): *Global Poverty: Deprivation, Distribution, and Development since the Cold War*, Oxford: Oxford University Press

Benjamin Selwyn (2017): *The Struggle for Development*, Cambridge: Polity Press

Teri Caraway (2007): *Assembling Women: The Feminization of Global Manufacturing*, Ithaca: Cornell University Press.

Gargi Bhattacharya (2018): *Rethinking Racial Capitalism: Questions of Reproduction and Survival*, Lanham: Rowman and Littlefield.

Activity B

Group discussion in the Forum:

The persistence of poverty and deepening of inequality are related to the workings of multiple structures of power. Using relevant cases/examples, critically discuss the statement.

This discussion counts toward your participation grade.

End of discussion: 29th September, 2023

MODULE II: DEVELOPMENT COLLABORATION

WEEK 40-41 (2 weeks): (2nd October – 13th October, 2023)

Content

- The main multilateral institutions involved in international development collaboration
- Multinational Corporations as development actors
- Regional Blocs as development actors: (including African Union and South Asian Association for Regional Cooperation (SAARC) and the Andean Community of Nations, CAN/CAN).
- Bilateral development agencies: Norad, USAID, DfID etc.

Learning outcomes

On completion of this module the student should be able to:

- Discuss the various ways in which multilateral institutions and multinational corporations influence development
- Define the role of regional blocs as instruments for regional development
- Describe the role of bilateral agencies in development

ZOOM Lecture 2, Monday 2nd October; 10.00-11.00.

Task 1 (2 weeks)

Learn about the role of the multilateral institutions and multinational corporations in terms of development

Activity A

Read:

Bräutigam, D.A. and Knack, S., (2004) Foreign Aid, Institutions, and Governance in Sub-Saharan Africa, *Economic Development and Cultural Change*, Vol. 52, Issue 2, Jan. 2004, pp. 255-278.

McGillivray, M. and Morrissey, O., (1998) Aid and Trade Relationships in East Asia, *World Economy*, September, Vol. 21, No. 7, pp. 981-995.

McNeill, D., (2006) Multilateral Institutions: A Critical Overview, *Poverty, Politics and Development*, Fagbokforlaget, Bergen, Chapter 12, pp. 273-297.

Melber, H., (2006) AU, NEPAD and the APRM: Democratisation Efforts Explored, *Current African Issues*, No. 32, Nordiska Afrikainstitutet, pp. 1-38.

Sanchez, O., (2002) The Impact of Foreign Aid in Latin America, *The Journal of Social, Political and Economic Studies*, Vol. 27, No. 1, Spring, pp. 23-44.

Nur, S. O. (2015). Democratic trajectories in Africa: Unraveling the impact of foreign aid. *African Affairs*, Volume 114, Issue 457, 1 October 2015, Pages 663–665

Activity B

The tutor will assign the given alternatives to the different groups. In each alternative, your group will summarise in bullet point form the role, activities and significance of one or several institutions. **Important:** write your summary so that the students from the other groups can read it and use it! At the end of this activity, read the summaries produced by the other groups. NB! Remember to check the EBSCOhost and ebrary for literature.

Alternative 1: World Bank

Browse through the www.worldbank.org and read specifically about the divisions named International Bank for Reconstruction and Development (IBRD) and International Development Association (IDA) and International Finance Corporation (IFC).

Choose one of the three branches mentioned above, and discuss to what extent it contributes to development. In the group, make bullet points of your major findings.

Alternative 2: World Trade Organization (WTO)

Browse through the www.wto.org. Look specifically at this webpage: http://www.wto.org/english/thewto_e/whatis_e/whatis_e.htm. Discuss to what extent the WTO is concerned with the development of poor countries. In the group, make bullet points of your major findings.

Alternative 3: UNDP

The UNDP is the umbrella organisation which has responsibility for coordinating efforts for UN member countries. Browse the www.undp.org and find the major areas of development for the UNDP. Discuss UNDP's role in achieving the Sustainable Development Goals. In the group, make bullet points of your major findings.

Alternative 4: Regional Blocs

Browse through the <https://au.int/en/au-nutshell/> (African Union), <http://www.saarc-sec.org/> (South Asian Association for Regional Cooperation, SAARC) and the <https://asean.org/> (Association of Southeast Asian Nations, ASEAN)

Additional literature that could be of help in solving your task:

SAARC readings:

http://www.southasianmedia.net/Magazine/journal/6_saarc_secretariat.htm

Present the role of any 2 of 3: either the AU, SAARC, Or ASEAN; and critically discuss to what extent they contribute to regional development.

Additional task: Discuss the opportunities and challenges of "regionalism for development" in the Latin America region (you may consider UNASUR, MERCOSUR, Prosur, or equivalent efforts).

In the group, make a summary of your major findings about the alternative assigned (Your answer may go beyond one page due to the nature of the topic allocated).

Alternative 5: Bilateral agencies

Browse through the [norad](http://www.norad.no) ([/](http://www.norad.no)), www.usaid.gov ([/](http://www.usaid.gov)), dfid (was closed and replaced by [FCDO](http://www.fcdo.gov.uk) ([/](http://www.fcdo.gov.uk));) which are examples of bilateral collaboration agencies. Discuss to what extent they are concerned with the sustainable aspect of development.

Additional literature that could be of help in solving your task:

Rist, G., (1997) *The History of Development – from Western Origins to Global Faith*, Zed Books, London, Introduction and chapters 1-4, pp.1-79 and pp. 238-248.

Tucker, V., (1999) The Myth of Development: A Critique of a Eurocentric Discourse, in Munck, R. and O’Hearn, D. (eds.): *Critical Development Theory: Contributions to a New Paradigm*, Zed Book, London, pp.1-25.

Choose one or two examples of a bilateral cooperation and discuss the main elements of such cooperation. To what extent does bilateral assistance promote national self-interest of the donor? In the group, make a one-page summary of your major findings.

General guidelines for task (all groups):

Upload your one-page summary to the folder in the Files (Group folder) folder **by 13th October, 2023. This discussion counts towards your participation grade.**

MODULE III: GLOBALISATION AND GLOBAL CHALLENGES

WEEK 42-45 (4 weeks): (16th October – 10th November, 2023)

Content

- Globalisation; and the expanding role of China and India
- The main global challenges; poverty & inequality; climate and environment changes; and social violence
- Global development and the environment

Learning outcomes

On completion of this module the student should be able to:

- Define the concept of globalisation and describe the main globalisation processes
- Discuss how the global challenges affect global development
- Describe the expanding role of China and India in global development
- Explain why environmental concerns are central to sustainable development

ZOOM Lecture 3, Monday 16th October; 10.00-11.00.

Task 1 (2 weeks)

Learn about globalisation and global challenges and the how expanding role of China and India affects global development, and why environmental concerns are central to development processes.

Activity A

Read:

Eriksen, T.L., (2006) *Globalisation: Myth, Miracle, Monster?, Poverty, Politics and Development*, Fagbokforlaget, Bergen, 2006, pp.104-133.

TED Lectures on The Quest to End Poverty (scroll down to find list of all 8 lectures – watch all if you time or choose the most interesting to you)

http://www.ted.com/playlists/67/the_quest_to_end_poverty.html

[Øyhus, A.O. \(2013\)](#): Globalization, its challenges and its importance for the DM programme

Choose either Activity B, Activity C or Activity D

Activity B: Concerning the main global challenges

Read:

Nordås, R. and N.P. Gleditsch (2007): Climate Change and Conflict. *Political Geography*, Vol. 26, pp. 627-638.

Steward, F. (2010): Crisis Prevention: Tackling Horizontal Inequalities. *Oxford Development Studies*, Vol. 28 (3), pp. 245-262

World Bank Staff (CB), (2003) Breaking the Conflict Trap: Civil War and Development Policy, (Chapter 1 pp.13-31), *World Bank Publications*, Herndon, VA, USA, <http://site.ebrary.com/lib/agder/Doc?id=10040033&page=4>

Supporting readings:

Abeyratne, S., (2004) Economic Roots of Political Conflict: The case of Sri Lanka, *World Economy*, Vol. 27, Issue 8, pp. 1295-1314.

Mengisteab, K., (2003/2004) Africa's Intrastate Conflicts: Relevance and Limitations of Diplomacy, *African Issues*, 31, 1&2 and 32, 1&2., pp. 25-39.

The CNA Corporation (2007): *National Security and the Threat of Climate Change*. The CNA Corporation, Alexandria, Virginia, USA

Discuss:

Do a web search for literature describing how poverty and inequality, climate and environmental change, social violence, wars and conflicts function as constraints on sustainable development. Discuss in your group to what extent you think these various challenges are interlinked, and what are the possibilities to mitigate the negative effects of them.

This discussion counts towards your participation grade.

End of discussion: 27th October

Activity C: Concerning the expanding role of China and India

Read:

Bensidoun, I, F. Lemoine and D. Ünal (2009): The integration of China and India into the world economy: a comparison. *The European Journal of Comparative Economics*, Vol. 6, n.1, pp. 131-155

Henderson, J. (2008): China and global development: towards a Global-Asian Era? *Contemporary Politics*, Vol. 14, No. 4, December 2008, 375–392

Hölscher, J., E. Marelli, M. Signorelli (2010): China and India in the global economy. *Economic Systems* 34, 212–217

Woods, N. (2008). Whose aid? Whose influence? China, emerging donors and the silent revolution in development assistance. *International Affairs*, 84(6), 1205-1221.

Discuss:

Dambisa Moyo, in her book “Dead Aid” presents a positive view on China's economic interventions in developing countries, particularly in Africa. Other researchers have a more reserved attitude towards China. How do you consider the expanding role of China and India on economic development in Africa, Asia and Latin-America?

In the group, choose a continent or country of preference where you investigate China and/or India's effect on development; socially, politically, economically and/or culturally. In addition, consider the advantages and disadvantages of China and India's expanding role on a global level.

This discussion counts towards your participation grade.

End of discussion: 27th October

Activity D: Concerning Environment and Development

Read:

Adams, W.M., 2009: *Green Development, Environment and Sustainability in the Third World, 3rd Edition*, Chaps. 7, 8, 9 and 12, Routledge, London.

Repetto, R.; 1992: Earth in the Balance Sheet, *Environment*, Vol. 34, No. 12, pp. 12-20, 43-45

Resources

United Nations Development Programme, World Bank, and World Resources Institute, 2005: *World Resources 2005: The Wealth of the Poor. Managing Ecosystems to Fight Poverty*, World Resources Institute, Washington D.C.

(URL: <http://www.wri.org/publication/world-resources-2005-wealth-poor-managing-ecosystems-fight-poverty>)

Discussion:

The group chooses one of the following topics for discussion.

- Topic 1: Why are environmental issues central to sustainable development?
- Topic 2: Why can development itself be a significant source of non-sustainability?
- Topic 3: If a poor country must degrade important natural resources to enhance socio-economic growth, what would be your advice?

This discussion counts towards your participation grade.

End of discussion: 27th October

Task 2 (2 weeks)

Based on the proceeding modules, write an individual term paper with the following content:

The international development system has been in existence for more than 50 years. How can we explain the fact that more countries in the Global South are homes of persistent poverty and deepening inequality?

Use examples/case studies of your choice and find an appropriate title for your essay. Kindly consider all the requirements of academic writing, paying more attention to referencing!

This term paper (maximum 2500 words) counts 50% of the final grade.

Deadline: 10th November 2023.

MODULE IV: DEVELOPMENT AND MANAGEMENT

WEEK 46-49 (3 weeks): (13th November – 1st December 2023)

Content

- The Private Sector in Development Management: Corporate Social Responsibility (CSR); the new fix?
- Does CSR complement SDGs agenda?

Learning outcomes

On completion of this module the student should be able to:

- Become familiar with the current debate on CSR
- Relate CSR and development goals

ZOOM Lecture 4, Monday 13th November; 10.00-11.00.

Task 1 (1.5 weeks)

Corporate Social Responsibility (CSR) has become a central issue in the international development community. Understand the contemporary debate on CSR, and the role, possibilities and limitations of the corporate sector in managing development.

Activity A

Read:

Blowfield, M. (2005). Corporate social responsibility: reinventing the meaning of development? *International Affairs*, 81 (3), 515 – 524.

Gulbrandsen, L. & A. Moe. (2007). BP in Azerbaijan: A test case of the potential and limits of the CSR agenda? *Third World Quarterly*, 28 (4), 813-830.

Ite, U.E. (2004). Multinationals and corporate social responsibility in developing countries: a case study of Nigeria. *Corporate Social Responsibility and Environmental Management*, 11, 1-11.

Moon, J. (2007). The contribution of corporate social responsibility to sustainable development, *Sustainable Development*, 15, 296-306.

Note: Do an online search for information on the concept of Corporate Social Responsibility (CSR) relevant to the topic at hand.

Activity B

” Governments and their main instruments, such as the UN, have failed in tackling under-development. Their failure has provided an empty space that must be filled by another entity – the private sector and its champions.” (Michael Hopkins, 2007; 14)

In your groups, critically discuss the above statement indicating the benefits and drawbacks of CSR. ***This discussion counts towards your participation grade. End of discussion:***

Wednesday, 22nd November 2023.

Task 2 (1.5 weeks)

Group Essay (Maximum 2000 words):

Based on your group discussion in Task 4.1 about CSR; Write a group essay:

Critically discuss the role, possibilities and limitations of the corporate sector in managing development in developing countries contexts.

This group hand-in counts 30% of your final grade.

Deadline: 1st December, 2023.

How participation in group discussions is assessed

Contribute & critique: bring well-referenced, authoritative, relevant information to the discussion. The student is expected to do all the required readings and use as many of them as possible in the group discussions. It's good to draw from media opinion pieces and policy sources, but use them critically and show that you are aware that they are not academic sources. Try to bring the claims and angles provided in these pieces in dialogue with the academic literature. Reading additional academic literature (on top of the compulsory readings) is highly rewarded.

Drawing from personal experience and concrete examples is a good way to refine your understanding of the academic sources. But don't just tell us personal anecdotes, make these anecdotes speak to the topics of discussion and the academic knowledge you are learning from the compulsory readings and any additional material.

Critically discuss and analyse the information and claims from the sources you use. Even when you agree with something, you should provide some critical distance between the text and yourself. In the same way, if you disagree with some claims in an academic source you are using, you should reflect about your own bias and personal beliefs as well, and articulate your position in a way that shows awareness of how your personal experience is positioned in relation to the debate.

Collaborate: constructively and collaboratively discuss other students' contributions in the discussion, and work towards achieving the group's objectives. In addition to bringing to the discussion relevant, well referenced and authoritative information, the student is expected to discuss ideas raised by group members, agree to them or disagree, as long as they can provide a strong justification for their stance.

Create: show creative independent thinking, analysis, insight, and initiative. Students are strongly advised against sticking to a passive reading of the texts, or other students' interpretations of the readings. Mere summaries of what you read are not particularly rewarded, and you are expected to show your own initiative in understanding the texts through your own angle, knowledge and experiences. Students should be able to show that they have their own viewpoints. This can be demonstrated through sharing examples from the real world and personal experiences in relation to the task at hand.

Don't plagiarise and don't copy and paste: avoid copying and paste from other texts, even if you reference the quotes properly. We want to hear your voice and how you interpret the texts in your own way. Use in-text citations for all sources you draw upon, following the APA 7th referencing format (<https://kildekompasset.no/en/referencing-styles/apa-7th/>). Insert all sources that are not compulsory readings in a bibliography at the end of your post – for compulsory readings, in-text citations are enough.

Avoid plagiarism at all costs – it is a serious academic offence and incurs heavy penalties.

Guidelines for individual participation in group discussions

Relax and focus on the discussion and what your group members say. While you might reasonably be anxious about your performance, the main goal of group discussions is to build a virtual classroom where you can learn with your peers. This is the reason why we only release the participation grade at the end of the course. Rather than writing to “show off” to the tutor and instructor; focus on the discussion topic and instructions and on what your group members are saying.

Quality counts more than quantity. Following from the above, you don’t get a higher mark by writing dozens of posts for a group discussion. This is also not a Facebook chat. You should reflect about what you want to say before writing, and focus on the quality of what you are saying, rather than turn the conversation into a chatter box.

Find a good pace for your interventions. Students sometimes make the mistake of starting their conversation towards the end of the group discussion period. You should start writing earlier, and as you do the compulsory readings. You don’t need to have done all the compulsory readings before you start posting. You can write more as you do more readings. A group discussion that starts near the deadline is usually not a productive one.

Separate your individual needs and workload issues from your interactions in group discussions. Sometimes people interacting online forget that conversations in virtual settings need to follow the same etiquette that applies in physical settings. As a rule, always think about this: would you say the same thing if you were in a group setting in a physical classroom? Is it appropriate for a physical classroom? If the answer is no, then it is not appropriate for a virtual classroom either.

If, for some reason, you are facing some workload challenges at some point in a group discussion, don’t just offload that on the group. Rather, that’s an individual issue to be discussed with the tutor and instructor, who are there to help you cope with the workload and any other competing commitments.

Avoid sending anxious messages in group discussions complaining about the deadline, or trying to convince others that extensions are needed, when it is in fact an individual issue you are dealing with.

Provide information that no one else has contributed. As you all read the same course literature, it often happens that a number of students provide the same information in the group discussion. If you see that another group member has already contributed with certain information, find something else (but relevant) to say in the group discussion.

Perhaps you agree or disagree with something? Perhaps you have a personal example from your own life or home country that illustrates a point in the chapter? Perhaps one of the other group members has made an argument you agree/disagree with, or that you want him or her to elaborate on? Perhaps you have a different understanding or another way of saying things? Do you see another meaning in a statement? Then you can enrich the discussion and increase analytical clarity. Are you able to bring other useful references? All of this will lead to an interesting discussion.

Make a controversial and well-referenced argument for the sake of arguing. The good thing about a discussion is that you do not necessarily have to personally agree with what you are contributing. Sometimes providing a different and debatable view can lead to fruitful discussions and prompt others to contribute.

Acknowledge what you don't know and the complexities of what you are studying. We do reward clarity and the capacity to summarise complex arguments. But you can also humbly acknowledge the complexity of some issues and readings. Elaborate on what you are not clear about, or issues that present ambiguities and need an open mind. The discussion is a process, not a product.

GROUP [x] CONTRACT

[add group number above]

GROUP MEMBERS

Name	Email Address

Group Purpose

[Highlight the main purpose of the group here; usually something related to succeed as a group in your various group tasks and related]

Primary outcomes

[Break down the main purpose into a number of key outcomes – perhaps 3 or 4 maximum]

Duties of Group Members

[Here you can put down the weaver for all the tasks when there is need for one]

Task	Task Name/Description	Deadline Date	Weaver

Expectations from each Group Member

[You can edit these guidelines as you see fit; they provide some idea of the role of the weaver, who is key in all the group task]

Normally, each group member will be expected to contribute relevant ideas to all group tasks otherwise their names will not be reflected on the group task. This will lead to a fail in that specific task for that member or for those members.

Everyone has been allocated a task/s from the course assignment schedule above. That means that the allocated person becomes weaver/manager of that task. As a weaver, you will be expected to facilitate the whole process surrounding that task including but not limited to; dividing up the task and allocating parts to members, setting deadlines for individual contributions to the task, ensuring that members make relevant contributions to the task, weaving or knitting the parts of the task together, ensuring that there is a 'red thread' running through the task after weaving it, and handing in the task on time on behalf of the group. Above everything else, members are expected to communicate effectively and on a timely basis especially if you have been assigned to weave a task on a particular date and you find that you are unable to do that. Bottom Line: effective communication is of paramount importance for effective group functionality!

Finally, members are expected to effectively and relevantly participate in group discussions otherwise the group will suffer and other group members will feel lonely.

Management and Leadership issues in the group

The leadership and management will revolve around the weaving roles. When you are weaver for a task, you are the manager and the most responsible for that task. The responsibility includes all the roles of the weaver that are stated in the previous section.

Preferred Mode of Communication

[Agree on the modes of communication for specific tasks; our strong recommendation is that you use the group discussions in Canvas for all communications related to group work. There is a collaboration tool in Canvas when you click on the “COLLABORATIONS” tab on the left menu. This allows you to use Microsoft Word to do collective writing if you find this useful. We don’t encourage it, but you can use Google Docs (outside Canvas).

In any event, it is compulsory to inform your tutor that you are using COLLABORATIONS or Google Docs, and you need to add the tutor to the group you created in COLLABORATIONS, or the Google Docs you are using.

You should always use the Canvas group discussions as the primary communication tool; this is particularly important, because if tensions and conflicts arise, the instructor and the tutor will be able to intervene to mediate and facilitate the issues. You cannot use any social media tool for group work (e.g. Facebook, WhatsApp or other social media). Please respect this rule, in the past major group conflicts have arisen because of group communications moving on social media and instant messaging apps.]

-----END OF UT-404-I STUDY GUIDE-----