



POL 283

The Politics of Development Theory and Practice

S2 Day 2017

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Unit Convenor

Adele Garnier

adele.garnier@mq.edu.au

Contact via adele.garnier@mq.edu.au

Australian Hearing Hub, level 2

Tuesdays, 3-4pm or by appointment

Credit points

3

Prerequisites

12cp at 100 level or above or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

This unit seeks to provide students with a comprehensive understanding of the politics of development (theory and practice) through exploration of the processes, practices and ideas of development in historical perspective. The unit's approach is an intentionally critical one, with particular focus on introducing students to inquiry into questions of identity, inequality and global poverty. Tracing the imperatives behind Western (European) colonisation and imperialism, and their enduring effects, we look closely at the main schools of development thinking as a background to consideration of the economic, social and political issues facing the so-called developing world. In particular we consider the political and policy debates behind issues such as debt, structural adjustment, environmental degradation, international aid, gender and women in development, as well as the appropriate role of NGOs, international organisations and the wider international community.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- A. To encourage critical engagement with the core concepts and issues involved in the study and practices of development politics

- B. To develop a wide-ranging and critical analysis of the politics and effects of development, both in theoretical and practical terms
- C. To furnish students with a general understanding of the politics of development, but also the opportunity to study in greater depth specific political and policy debates behind issues including debt, structural adjustment, environmental degradation, poverty and inequalities, gender, and migration
- D. To facilitate the development of transferable academic skills, including the ability to conduct independent research, the ability to communicate ideas effectively, both verbally and in writing, and the ability to present carefully planned research to an audience of peers in an accessible and coherent manner

Assessment Tasks

Name	Weighting	Hurdle	Due
1	15%	No	Ongoing
2	20%	No	Friday week 7, 5pm
3	35%	No	Friday week 13, 5pm
4	30%	No	Check timetable

1

Due: **Ongoing**

Weighting: **15%**

Your tutorial participation marks is made of the following elements:

- attendance, which is compulsory and will be recorded;
- topic preparation: required readings (in the reader) must be made and lecture notes must be taken before attending tutorials, and you should seek to answer the tutorial questions;
- active participation, which means providing meaningful comments involving your preparation of the tutorial questions, participating in class debates and asking topic-related questions;
- three 300 word contributions in the online learning forum answering tutorial questions on required readings. The purpose of this exercise is to help you identify and compare the arguments of various development scholars in order to gradually accumulate knowledge and be better prepared to write the essays and the exam.

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2

Due: **Friday week 7, 5pm**

Weighting: **20%**

Essay One (1,000 words, excluding bibliography) is due at 5 p.m. on the Friday of week 7. The aim of this short essay is to critically assess the theories of development covered between week 2 and week 6. You must use and reference at least four academic sources, of which at least two cannot be the required readings. Topics will be handed during week 1. Essays handed in after 5 p.m. will be deemed late and penalised accordingly. No extensions will be given under any circumstances other than for medical reasons, and with a medical note.

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- A. To encourage critical engagement with the core concepts and issues involved in the study and practices of development politics
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3

Due: **Friday week 13, 5pm**

Weighting: **35%**

Essay Two (2,500 words, excluding bibliography) is due at 5 p.m. on the Friday of week 13. The purpose of this longer essay is to apply the theoretical knowledge gained in the first part of the semester to development areas examined in the second part of the semester. You must use and reference at least eight academic sources, of which at least four cannot be the required readings. Topics will be handed out early during the semester. Essays handed in after 5 p.m. will be deemed late and penalised accordingly. No extensions will be given under any circumstances other than for medical reasons, and with a medical note.

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4

Due: **Check timetable**

Weighting: **30%**

The exam will test knowledge of topics covered in lectures, readings, and tutorials. It will cover a wide range of theoretical and practical development issues investigated during the semester. The exam will be discussed during the week 13 lecture. To find out the exact date check on <http://www.exams.mq.edu.au/about> 8 weeks before exam period commences.

On successful completion you will be able to:

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development, both in theoretical and practical terms

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Delivery and Resources

Classes

Lectures: Tuesday, 10am-12pm, Location E4B316

Tutorials: Tuesday, Location C5A304 (group 1)

Tuesday, 2pm-3pm, Location C5A301 (group 2)

For updates on lecture and tutorial rooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>.

Unit webpage and technology used and required

The unit webpage can be accessed at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

Required and recommended texts and/or materials

REQUIRED READING

Compulsory weekly readings are linked to the unit page on ilearn.

RECOMMENDED READING

All recommended readings are either on the library shelves or accessible via a library search.

There is a useful glossary of important terms in the study of development in Haslam, PA, Schafer, J, and Beaudet, P, *Introduction to International Development*, Oxford: Oxford University Press, pp.499-509. For very comprehensive discussions of numerous key terms see Forsyth, T (ed) (2005) *Encyclopedia of International Development*, London: Routledge and Desai, V & Potter, R (eds) (2014) *The Companion to Development Studies*. London: Hodder. *Fifty Key Thinkers on Development* (2006, edited by D. Simon and published by Routledge (London), is an insightful source of information on influential scholars in the field of development studies.

Unit Schedule

Week	Topic
1	Introduction: Unit overview
Part One – Conceptualising the politics of development	
2	'Development' – What is it, how is it measured and where does it happen?
3	Colonialism and modernization theory
4	Neo-Marxist approaches
5	Market-friendly approaches
6	Post-development
Part Two – The politics of development in practice: Key issues	

7	Development assistance in perspective
8	Gender in/and development
9	Health and development
10	The environment and development
11	Migration and development
12	Security and development
13	Unit conclusion and exam preparation

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

dents.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- A. To encourage critical engagement with the core concepts and issues involved in the study and practices of development politics
- D. To facilitate the development of transferable academic skills, including the ability to conduct independent research, the ability to communicate ideas effectively, both verbally and in writing, and the ability to present carefully planned research to an audience of peers in an accessible and coherent manner

Assessment tasks

- 1
- 2
- 3
- 4

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

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- B. To develop a wide-ranging and critical analysis of the politics and effects of development, both in theoretical and practical terms
- C. To furnish students with a general understanding of the politics of development, but also the opportunity to study in greater depth specific political and policy debates behind issues including debt, structural adjustment, environmental degradation, poverty and inequalities, gender, and migration
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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships

with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

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- 1
- 2
- 3
- 4

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

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- C. To furnish students with a general understanding of the politics of development, but also the opportunity to study in greater depth specific political and policy debates behind issues including debt, structural adjustment, environmental degradation, poverty and inequalities, gender, and migration

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- 1
- 2
- 3
- 4

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

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- C. To furnish students with a general understanding of the politics of development, but also the opportunity to study in greater depth specific political and policy debates behind issues including debt, structural adjustment, environmental degradation, poverty and inequalities, gender, and migration
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- 3
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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

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- C. To furnish students with a general understanding of the politics of development, but also the opportunity to study in greater depth specific political and policy debates behind issues including debt, structural adjustment, environmental degradation, poverty and inequalities, gender, and migration
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Assessment tasks

- 1
- 2
- 3
- 4

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- D. To facilitate the development of transferable academic skills, including the ability to conduct independent research, the ability to communicate ideas effectively, both verbally and in writing, and the ability to present carefully planned research to an audience of

peers in an accessible and coherent manner

Assessment tasks

- 1
- 2
- 3
- 4

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- A. To encourage critical engagement with the core concepts and issues involved in the study and practices of development politics
- B. To develop a wide-ranging and critical analysis of the politics and effects of development, both in theoretical and practical terms
- D. To facilitate the development of transferable academic skills, including the ability to conduct independent research, the ability to communicate ideas effectively, both verbally and in writing, and the ability to present carefully planned research to an audience of peers in an accessible and coherent manner

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Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

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