

# Development Studies II Ghana Spring 2024

# STUDY GUIDE

30 ECTS credits

Updated 12.12.23

Changes may occur

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# 1. Dates and Deadlines Spring 2024

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| <p><b>Self-study</b><br/>Dec 11 – Jan 29</p>             | <p>Students are to read from the curriculum and write an academic essay. You will find the assignment on page 6. Submission deadline Jan 29. Submission is through Canvas. Graded pass/fail. The assignment must be passed to continue the course in Ghana.</p>   |
| <p>Week <b>1</b> (6)<br/>February 5 – 9</p>              | <p><b>Introduction week</b><br/>+<br/><b>Module 1:</b> Historical and present-day perspectives on development in Ghana and Africa (Mon-Fri)</p>   |
| <p>Week <b>2</b> (7)<br/>February 12 - 16</p>            | <p><b>Module 1:</b> Historical and present-day perspectives on development in Ghana and Africa (Mon-Fri)<br/>+<br/><b>Module 4 seminars:</b> studying development in the field</p>  |
| <p>Week <b>3</b> (8)<br/>February 19 – 23</p>            | <p><b>Module 2:</b> Environment, agriculture, climate, and development in Africa (Mon-Fri)<br/>+<br/><b>Module 4 seminars:</b> Studying development in the field</p>  |
| <p>Week <b>4</b> (9)<br/>Febr 26 – March 1</p>           | <p><b>Module 2:</b> Environment, agriculture, climate, and development in Ghana (Mon, Tues)<br/>+<br/><b>Module 3:</b> Critical and alternative approaches to (sustainable) development (Wedn, Thur, Fri)</p>   |
| <p>Week <b>5</b> (10)<br/>March 4 – 8</p>                | <p>72-hours take-home exam Mon 4-Thurs 7 March. Submission through Inspira. Graded A-F.<br/>The exam results will be published in StudentWeb within three weeks. If you wish to get a justification for your grade, this must be requested in StudentWeb within one week. Formal complaints must be raised within a given time. See more info/ exam regulations at OsloMet web pages.</p>   |
| <p>Week <b>6</b> (11)<br/>March 11 – 15</p>              | <p><b>Module 3:</b> Critical and alternative approaches to (sustainable) development (Mon-Fri)<br/>+<br/><b>Module 4:</b> Studying development in the field</p>   |
| <p>Week <b>7</b> (12)<br/>March 18 – 22</p>              | <p><i><b>Module 4:</b> Fieldwork group work</i></p>   |
| <p>Week <b>8</b> (13)<br/>March 25 – 29<br/>(Easter)</p> | <p><i><b>Module 4:</b> Fieldwork group work</i></p>   |
| <p>Week <b>9</b> (14)<br/>April 1 – 5</p>                | <p><i><b>Module 4:</b> Fieldwork group work</i></p>   |
| <p>Week <b>10</b> (15)<br/>April 8 - 12</p>              | <p>Oral presentations + closing seminars, prepare for report finalization</p>   |
| <p><b>Self-Study</b><br/>April 15 – May 20</p>           | <p>Students complete an individual <b>field study report</b>, based on the data collected by the group. Submission deadline is May 20 through Inspira. Graded A-F.<br/>The exam results will be published in StudentWeb within three weeks. If you wish to get a justification for your grade, this must be requested in StudentWeb within one week. Formal complaints must be raised within a given time. See more info/ exam regulations at OsloMet webpages.</p> |

## 2. Introduction and practical information about living in Ghana

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This *Study Guide* gives you advice and information about the study program in Ghana and how to carry out the different tasks. It should answer most questions about the organization of the course, dates and deadlines, assignments, exams, requirements, and criteria for assessment. If there any academic questions have not been answered in the Study Guide, please contact the seminar leaders: [ghana@kulturstudier.no](mailto:ghana@kulturstudier.no)

### **Accommodation**

Kulturstudier rents an entire hostel in the centre of Cape Coast where all the students stay. Kulturstudier also rents a house in town where the seminar leaders usually live. Kulturstudier has a study center at the beautiful Brenu Beach, about 20 kilometers from Cape Coast. There will be bus transport to and from the study center on two afternoons a week.

The cost of living in Cape Coast is modest, although prices have gone up as in the rest of (especially urban) Ghana. It is possible to buy a meal for \$10- 20 at tourist restaurants and down to \$4 at local places in town.

If you have trouble finding your way or need to contact us, you can reach our field manager, Michael Asare, by phone number +233-244987581.

### **Programme study time**

During the week, from Monday to Friday, students are expected to be in Cape Coast and to take an active part in the programme. Lectures, seminars, and academic support activities are compulsory and will be held at the Institute for Development Studies at the University of Cape Coast. Lectures are generally held in the morning and start after breakfast. There can be some short field trips in the afternoons to support particular lectures. There will be seminars on some afternoons, and some afternoons will be free for reading and studying independently. Generally, evenings and weekends are free for students to organize as they like. There will be some optional activities in the evenings such as guest lectures, films, and cultural events. During the period of field work students are expected to remain in their research community the whole time.

### **Opportunities for independent travel**

You can travel on weekends outside the fieldwork period, though this must be balanced with your responsibilities of preparing for lectures and completing assignments. You can also travel independently after the study period in Ghana ends (after Easter) but be aware that you are obliged to hand in your final exam (field report) in late May.

## 3. Course Structure and Assignments

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This is a second-level course in development studies. As this is an advanced-level course, it is expected that students are familiar with basic development studies. It is the responsibility of students without former courses in Development Studies to read and familiarize themselves with basic development concepts and theories. Exam requirements will reflect that this is an advanced-level course. Should you need to freshen up your

knowledge in development studies, you can read this book: Willis, Katie (2021) *Theories and Practices of Development*. New York: Routledge

The course in Ghana is divided into four modules of equal status. Modules 1-3 consist of lectures, covering the course curriculum. Module 4 is a methodology module preparing you for field research and will run parallel with modules 1-3 in selected afternoon seminars. After the self-study period at home (Dec-Jan), there will be 4 weeks of lectures followed by 72 h home exam in the 5<sup>th</sup> week. Week 6 will be lectures again before you travel to the field to do field work and data collection during weeks 7-9. Week 10 consists of oral presentations and closing seminars.

**Module 1: Historical and present-day perspectives on development in Ghana and Africa**

**Module 2: Environment, agriculture, climate, and development in Africa and Ghana**

**Module 3: Critical and alternative approaches to (sustainable) development**

**Module 4: Studying development in the field/ methodology**

Students will complete in total 5 assignments, where 3 are considered assignments evaluated pass/ fail, and two are exams, graded A-F:

- 1. Introductory Assignment:** a written essay.  
*Pass/ fail evaluation.*
- 2. Home Exam:** a written essay  
*Graded evaluation counts for 40% of the total grade.*
- 3. Research Notebook/ diary:** written notebook/ research diary to be briefly evaluated by seminar leaders and handed back to you.  
*Pass/fail evaluation.*
- 4. Group oral presentation:** oral presentation of research findings  
*Pass/fail evaluation.*
- 5. Field Report:** written field report based on the group research  
*Graded evaluation counts for 60% of the total grade.*

All assignments must be passed to take the exam. Deadlines are fixed and there is no room for making individual adjustments. Exams are handled by the OsloMet exam office through the Inspera system, whilst other assignments are handed in through Canvas or to seminar leaders directly. Seminar leaders will assess the assignments, while the exams will be assessed by one internal and one external examiner. OsloMet oversees all practicalities concerning the exams.

The use of AI (ChatGPT, etc.) is not allowed on any of the assignments or exams.

### **Avoiding Plagiarism**

Plagiarism and academic integrity are taken very seriously at Kulturstudier and OsloMet. You must always cite your sources. Copying text or using facts or arguments from other sources (including previous student papers, including your own) without referencing them in your text, is considered a serious breach of the academic code of conduct and will normally result in failing your assignment and possibly failing the entire course. For serious cases of plagiarism (deliberate cheating), students risk being expelled from the university. The sources in your bibliography should only include sources that you have actually read and referred to in the text. Listing a source you have not read and used is also considered a serious breach of the academic code. You can look up a variety of web pages and tools online if you are uncertain about these standards. All assignments handed in through Canvas and Inspera will undergo an automatic plagiarism test where your text is checked

against all available sources in the OsloMet database system.

APA is the preferred style of referencing, but you can use other styles of referencing as long as you are consistent, and the seminar leader has approved it.

### **Coursework Requirements**

Coursework requirements must be met within fixed deadlines. Lectures and seminars are mandatory, as are workshops to prepare for the research, and other arranged group activities. It is compulsory that students remain in their field site for the full three weeks unless they make trips directly related to conducting research related to their topic, for example, travel to Accra to interview government officials. Students who, due to illness or other valid and documented reasons, do not meet the work requirements within the fixed deadlines, may be given a new deadline, in each individual case given by the seminar leader. Students who, due to the same reasons, have less than 80% attendance at lectures and seminars or active involvement during the field research, will by the seminar leader (in collaboration with the program manager) be given a written assignment of approx. 2000 words (5 pages) +/- 10 % over a fixed topic and with a fixed deadline. Absences are per activity during most of the semester, but per day during the group research period. Please note that students who do not comply with this lose the right to take the final exam.

### **Exams**

Information about exam deadlines is published on the StudentWeb.

<https://student.oslomet.no/en/studentweb>

Information about exams will be sent to *your student e-mail account* at OsloMet in due time before the exam.

Should you have any questions regarding exams, contact the OsloMet academic coordinator Hege Roaldset at [hegeroal@oslomet.no](mailto:hegeroal@oslomet.no) who can put you in contact with the exam office.

## **Part 1 – Self-Study Period**

**(Dec 5 – Jan 30)**

The course begins with a self-study period. In addition to gaining knowledge of the course and curriculum, the objective of the self-study period is to acquire an understanding of development in Africa. Because the reading load is intense while you are in Ghana, it is highly recommended that you review the curriculum and read a lot during this period as this will make your study in Ghana a lot easier. The readings can be downloaded from Canvas/ Leganto. It is highly recommended that you download readings before you leave for Ghana, as internet connections in Cape Coast may vary. In addition to the readings available in Canvas/ Leganto, you should buy the set books. There are 5 set books for the course. Two of the books are available as e-books online (they must be bought, but far cheaper than the printed version). Three of the books must be bought in printed versions.

If you have questions or need help during your self-study period, you can contact the seminar leaders.

### **Student Requirement**

**Assignment 1: An academic essay based on selected sources from the course curriculum**

- **Individual work**
- **1800 words (±10%) not counting the bibliography**
- **Focus: the context of development in Africa and Ghana**
- **Must be marked 'approved' by seminar leader for student to proceed**
- **Upload to Canvas by 29 January 2024**

You are to write an academic essay based on sources in the curriculum, of 1800 words (+/- 10%) (approximately 5-6 pages), on: **Development in Africa, with some discussion of Ghana**. You cannot cover everything, so you must be selective. Provide a clear research question that you answer in your essay. The topic must be relevant for the curriculum, and you must use the course readings.

Your essay should include:

1. An introduction stating what you will focus on and a justification for your selection
2. A brief discussion of the concept of development
3. Select and discuss economic, political, social, and/or cultural factors that affect development in Africa and Ghana. You must state a research question yourself, and you need to be clear on what it is and limit yourself within the given task.
4. A conclusion where you summarize your main points

You should read and apply **several sources** from the curriculum. The purpose of the assignment is to begin your learning about Africa, Ghana, and development. A second purpose is to show that you are able to use academic conventions (a supported argument with a range of sources that have been referenced). You will be given brief feedback on your assignment. If your essay is not written in an acceptable academic style, you will be asked to improve your work. You only get one more chance to improve the paper. Remember to add a correct list of references at the end of your essay.

## **Part 2 – Study in Ghana**

**(February 5 - April 12)**

The majority of the course takes place in Cape Coast, Ghana. The course is divided into four modules, see above. While living in Ghana, you can experience the reality of the ideas and concepts covered in the lecture. This experience provides an exciting learning environment.

Lectures are normally in the mornings from Monday to Friday. The first lecture starts on **Monday, February 5**. Student attendance is compulsory. It is highly recommended to do the readings for each lecture. Lectures are held during weeks 1-4 and week 6. Week 5 is a home exam period, while weeks 7-9 are fieldwork. Week 10 is the final week, consisting of oral presentations and closing seminars.

In addition to lectures, there will be two seminars each week, normally one on the content of the lectures (academic seminar), and one on methodology and conducting research (research seminar). You will find that discussing and sharing is a highly efficient way to learn. You are expected to participate actively in discussions and other seminar activities.

**Student Requirement**  
**Assignment 2: Essay Home Exam 72 hours**  
**March 4 - 7**

- **Individual work**
- **3000 words +/- 10% not counting the bibliography**
- **40% of total grade**
- **Focus: a given assignment relevant to the curriculum for the first four weeks**
- **Submission in Inspira. Submission deadline March 4**

The exam questions will be available in Inspira when the exam starts. Standard rules for academic referencing apply. Collaboration between students is not permitted and will be considered cheating. You must use several sources from the curriculum. Use of additional scientific literature is encouraged. This is an exam, and no help will be given by the seminar leader or other staff. The exam is marked (A-F) by one internal and one external examiner. Submission through Inspira. For requesting justifications of the grade or formal complaints, see OsloMet exam regulations.

During weeks 7-9, students will conduct fieldwork in field sites in groups of ideally 4. Groups and research topics will be decided by the seminar leader, and the research focus must be approved by the seminar leader and/ or program manager. The field sites are pre-set by the program manager and the field manager. The seminar leader will visit the groups to review their progress and to discuss any problems that have emerged. Students are likely to stay in small guest houses or with families. The standard of accommodation will be adequate and relevant to the African context, for example, there is no guarantee of internet access or air-conditioning. Breakfast and dinner will be provided, while students will pay for one meal each day, usually the mid-day meal. Local transport costs will be paid by the students. Kulturstudier staff will take students to their field sites and introduce them to their hosts. Students are expected to stay in their research site from when they are taken to the site, until the last day. The return from the field sites to Cape Coast at the end of the fieldwork will be agreed upon in accordance with Kulturstudier.

In the research seminars prior to the fieldwork period, students will develop their topic and research questions and become familiar with a range of possible research methods. Each student is to keep a **Research Notebook** while conducting their research. This will become an important record of the field experience. The research notebook/ diary is to be evaluated pass/ fail by the seminar leaders. This does not mean that the content or data collection itself is evaluated, but the documentation of the process. Once approved, the seminar leaders will hand the notebook back to you. This may be a nice memory to keep from your stay in Ghana, so feel free to elaborate on your notes. The seminar leaders will not read through it in depth, and any sensitive content will be kept confidential. As for the field report, the data is collected by the group, but the field report to be handed in (the final exam) is an individual assignment. It is therefore important that each student has a copy of the shared research data! Students should take their research methods book with them to the field, as well as curriculum sources that are relevant to their topic, so they can read and discuss articles together and apply them to their research data. In the final week of the course in Ghana, all groups will present their projects orally.

**Student Requirement**  
**Assignment 3: Research Notebook**  
**To be handed in when fieldwork period ends**

- **Individual work**
- **An important source for documenting research process and methods**
- **On return from research, handed in to seminar leaders, marked 'approved' within 1-3 days.**

It is a requirement of the course that each student keep a research notebook of their experiences in Ghana, with particular attention to the period of fieldwork, including some reflection for each day during the fieldwork. The guiding principle is that it is useful to you as a researcher, as it will be an essential source when it comes to preparing the field report. The research notebook is assessed by the seminar leader and will be returned to the student within a few days of collection.

The research notebook will typically include daily plans, records of meetings, contacts, a map of your research area, which methods you are conducting and why, some questions that have been addressed and some questions that pop up during data collection, some reflections on the process of collecting data, some copies of interview questions and notes on methods, tools, and findings, and some initial links between your data, ideas, and literature. The notebook can be written by hand (in a small notebook), or electronically. Handed over to seminar leaders by arrangement.

### **Student Requirement**

#### **Assignment 4: Oral presentation on field study findings**

- **Group work**
- **Marked 'approved' by seminar leaders**
- **Important preparation for individual field study report**
- **To be given during Week 10 in Ghana**

Each group will present their findings in an oral presentation during the last week in Ghana. The focus is on the methodological experiences and empirical results of their fieldwork. Their interpretation should be related to ideas from the literature and issues and debates raised in the course. The purpose of the assignment is to consolidate the students' learning from both their field study and the academic literature, assessing similarities and differences, and being aware of possible reasons for such comparisons. The format – an oral presentation – gives students experience in a useful skill as well as providing a learning opportunity for other members of the course. The oral presentation will be approximately 20 minutes, with 10 minutes for questions and discussion. Student involvement in their group presentation is assessed as approved/not approved by the seminar leader. The presentations are a compulsory academic activity, and students must be present for the presentations of fellow students in other groups.

### **Part 3 – Self Study**

**(April 15 – May 20)**

### **Student Requirement**

#### **Assignment 5: Field study report**

- **Individual work**
- **6000 words (+/- 10%) not counting the bibliography**
- **60% of total grade**
- **Focus: detailed analysis of one aspect of development in Ghana (your field research)**
- **Submitted electronically May 20 through Inspira**

Each student writes their own report based on the field study done with the group. All

research material collected during the fieldwork will be shared among the group members. Even though the data collection is done collectively under the same research question(s), the students can choose different angles to the material when writing up the report. Field reports can therefore be different from other group members' reports, and each student choose theories and concepts to build on. It is also each student who individually does the data analysis and hence presents their own findings. In the field report, it is important to discuss both the methods and process of doing research, as well as the interpretation of the data. You should state in the field report that the data was collected in a group. The discussion should be related to the curriculum of the course, including theoretical and conceptual approaches.

The field report should be structured and follow academic guidelines. It should have an introduction, a background section with the field site, a map, some information about Ghana, some background information about the topic, etc., a theoretical frame, the main body, which is the findings, analysis, and discussion, and finally a conclusion. You should include appendices with the interview guide, a list of informants, or other relevant documents. Standard rules of academic references are applied. Students can seek general advice on technical or practical matters from the seminar leader by e-mail but will not be given any academic guidance. Seminar leaders will **not** read through drafts and comment on them as this is an exam and the work must be carried out independently. You will receive more information about exam procedures from OsloMet via e-mail. This examination is given a mark (A-F) by one internal and one external examiner. All reports will undergo checks for plagiarism (see above).

**Your academic performance is based on the two assessments, essay exam (40%) and field study report (60%), and a composite grade for the course will be awarded based on the marks and the percentage for each.**

## **4. Course Curriculum**

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\*= available in Leganto/Canvas

SET BOOK= book must be bought before going to Ghana

Ca. 1720 p.

Set books:

Potter, Binns, T., Elliott, J. A., Nel, E., & Smith, D. W. (2017). *Geographies of Development: An Introduction to Development Studies* (4th ed.). Routledge

Binns, T., Dixon, A. and Nel, E. (2023) *Africa: diversity and development*. London and New York: Routledge

Robbins, Paul (2019) *Political Ecology*. 3<sup>rd</sup> ed. Kent: Wiley-Blackwell.

Toulmin, C. (2021) *Climate change in Africa*. London and New York: Zed Books. (E-BOOK)

Desai, V. and Potter, R.B. (eds) (2015) *Doing Development Research*. London (E-BOOK)

## **MODULE 1 Historical and present-day perspectives on development in**

## **Ghana and Africa (ca. 704 p.)**

Potter, Binns, T., Elliott, J. A., Nel, E., & Smith, D. W. (2017). *Geographies of Development: An Introduction to Development Studies* (4th ed.). Routledge; Florence: Routledge.  
<https://doi.org/10.4324/9781315759319> ch. 2, 5, 8 (114 p.) **SET BOOK**

Binns, T., Dixon, A. and Nel, E. (2023) *Africa: diversity and development*. London and New York: Routledge (released Dec 23) (approx. 450 p.) **SET BOOK**

\*Davis, T.J. (2016): Good governance as a foundation for sustainable human development in sub-Saharan Africa, *Third World Quarterly*, (20 p).

\*Owusu (1992) Democracy and Africa - a view from the village, *The Journal of Modern African Studies* 30 (3) 369-396 (about Ghana) (27 p).

Thomson, A. (2022). *An introduction to African politics*, (3rd ed.). London: Routledge. Ch. 6, 11 (50 p.)

\*White E. (2003) Kwame Nkrumah: Cold War Modernity, Pan-African Ideology and the Geopolitics of Development. *Geopolitics*. 2003;8(2):99–124. doi:10.1080/714001035 (25 p.)

## **MODULE 2 Environment, agriculture, climate and development in Africa (ca. 543 p.)**

Binns, T., Dixon, A. and Nel, E. (2023) *Africa: diversity and development*. London and New York: Routledge (released Nov 23) Ch. 7 (20 p.?) **SET BOOK**

\*Boamah, F. (2014). Imageries of the contested concepts “land grabbing” and “land transactions”: Implications for biofuels investments in Ghana. *Geoforum* 54, 324-334. (10 p).

\*Hilson and Garforth (2012) ‘Everyone Now is Concentrating on the Mining’: Drivers and implications of Rural Economic Transition in the Eastern Region of Ghana, *The Journal of Development Studies* 49 (3), 348-364. (16 p).

\*Kopiński, D., Polus, A. & Tycholiz, W. (2013). Resource curse or resource disease? Oil in Ghana. *African Affairs*, 112 (449), 583-601. (18 p.)

Potter, Binns, T., Elliott, J. A., Nel, E., & Smith, D. W. (2017). *Geographies of Development: An Introduction to Development Studies* (4th ed.). Routledge; Florence: Routledge.  
<https://doi.org/10.4324/9781315759319> ch. 6, 10 (106 p.) **SET BOOK**

Robbins, Paul (2019) *Political Ecology*. 3<sup>rd</sup> ed. Kent: Wiley-Blackwell. Ch. 1-11 (221 p.) **SET BOOK**

Toulmin, C. (2021) *Climate change in Africa*. London and New York: Zed Books. (152 p.) **SET BOOK (E-BOOK)**

## **MODULE 3 Critical and alternative approaches to (sustainable) development (Ca. 262 p.)**

Arhin, A. (2016) Advancing post-2015 Sustainable Development Goals in a changing development landscape: Challenges of NGOs in Ghana, *Development in Practice*, 26:5, 555-568, (15 p).

\*Buseth, J.T. (2021) Narrating green economies in the global south. *Forum for Development Studies*.

48:1, 87-109, DOI: 10.1080/08039410.2020.1858954 (22 p.)

\*Elliott, J. (2013) 4<sup>th</sup> edition, *An Introduction to Sustainable Development*. Routledge: London. Ch. 2 (minus p. 73, 93, 95, 98, 102, 106, 115, 117, 118, 119) (54 p.)

\*Hickel, J. (2019) The contradiction of the sustainable development goals: growth versus ecology on a finite planet. *Sustainable Development*, 27. Pp. 873-884 (11 p.)

\*Kothari, A., Demaria, F., & Acosta, A. (2014). Buen Vivir, Degrowth and Ecological Swaraj: Alternatives to sustainable development and the Green Economy. *Development* 57(3-4), 362-375 (13 p.)

\*McEwan, C. (2014) "Postcolonialism" in Desai, V. and Potter, R.B. *The companion to development studies*. London & New York: Routledge (5 p.)

\*Moseley, W., (2017), 'The new green revolution for Africa: A political ecology critique', *Brown Journal of World Affairs*, Vol. XXIII, No. II, pp. 177–190. (13 p.)

Potter, Binns, T., Elliott, J. A., Nel, E., & Smith, D. W. (2017). *Geographies of Development: An Introduction to Development Studies* (4th ed.). Routledge; Florence: Routledge.  
<https://doi.org/10.4324/9781315759319> (ch. 1, 3, 4) (129 p.) **SET BOOK**

## **MODULE 4 Studying development in the field (Ca. 211 p.)**

Desai, V. and Potter, R.B. (eds) (2015) *Doing Development Research*. London: Sage. Ch. 1-7, 9-11, 13, 15-21, 30) (179 p.) **SET BOOK (E-BOOK)**

Mark Risjord (2014): *Philosophy of Social Science: A Contemporary Introduction*. London/ New York: Routledge (ch. 1, 2) (33 p.)

## **Field study extra optional literature sources**

### **Topic A Population and households in transition**

\*Adam et al (2008) The impact of remittances on poverty and inequality in Ghana. Policy Research Working Paper 4732, World Bank Africa Region. (41 p.)

Chant, S. H. and McIlwaine, C. (2009). *Geographies of development in the 21st century: an introduction to the global south* (McIlwaine, Red.). Edward Elgar. Ch. 3 "transforming populations" (29 p.), ch. 4 "urbanization and shelter" (42 p.), ch. 9 "families and households in transition" (18 p.)

\*De Haan (2000) Livelihoods and poverty: the role of migration – a critical review of the migration literature, *The Journal of Development Studies* 36 (2), 1- 46, (46 p.)

\*Nhongo (2004) The changing role of older people in African households and the impact of ageing on African Family Structures Johannesburg: Help Age International.

### **Topic B Urbanization and urban livelihoods**

\*Abraham, E & Adrienne Martin (2016) Understanding households' livelihood choices, wealth, and poverty in Accra, Ghana, *Development in Practice*, 26:3,387-402, (17 p.)

Barlett (2008) Climate change and urban children, *Environment and Urbanization*, 20 (2), 501-519. (18 p.)

Chant, S. H. and McIlwaine, C. (2009). *Geographies of development in the 21st century: an introduction to the global south* (McIlwaine, Red.). Edward Elgar. Ch. 4 "urbanization and shelter" (42 p.), ch. 6 "making a living in cities" (30 p.)

Jones and Chant (2009) Globalising initiatives for gender equality and poverty reduction: exploring failure with reference to education and work among urban youth in The Gambia and Ghana. *Geoforum* 40, 184-196. (13 p)

\*Owusu-Sekyere, E., Samuel Twumasi Amoah & Frank Teng-Zeng (2016) Tug of war: street trading and city governance in Kumasi, Ghana, *Development in Practice*, 26:7, 906-919, (15 p)

Wrigley-Asante (2012) Unravelling the health-related challenges of women in the informal economy: accounts of women in cross-border trading in Accra, Ghana, *GeoJournal* 78, 525-537. (12 p).

### **Topic C Rural livelihoods and small-scale agriculture**

\*Aasoglenang and Bonye (2013) Rural livelihoods diversity: coping strategies in WA West district in Northern Ghana, *European Scientific Journal* 9 (35), 1857-7881. (18 p).

\*Barrett et al (2001) Nonfarm income diversification household livelihood strategies in rural Africa; concepts, dynamics, and policy implications. Ithaca: Cornell University. (31 p).

\*Dawson, N., A. Martin and T. Sikor, 2016, 'Green revolution in Sub-Saharan Africa: implications of imposed innovation for the wellbeing of rural smallholders', *World Development*, Vol. 78, pp. 204–218. doi:10.1016/j.worlddev.2015.10.008.

\*Fuseini, M.N., Francis Enu-Kwesi & Mohammed Sulemana (2019) Poverty reduction in Upper West Region, Ghana: role of the Livelihood Empowerment Against Poverty programme, *Development in Practice*, 29(6), 760-773, ( 14 p).

\*Muyanga, Jayne and Burke (2013) Pathways into and out of poverty: a study of rural household wealth dynamics in Kenya, *The Journal of Development Studies*, (17 p).

Scoones. (2009). Livelihoods perspectives and rural development. *The Journal of peasant studies*, 36(1), 171–196. <https://doi.org/10.1080/03066150902820503>

Yaro J.A. (2006) Is deagrarianisation real? A study of livelihood activities in rural northern Ghana. *The Journal of modern African studies*. 2006;44(1):125–156. doi:10.1017/S0022278X05001448

### **Topic D Poverty and development**

Adam et al (2008) The impact of remittances on poverty and inequality in Ghana. Policy Research Working Paper 4732, *World Bank Africa Region*. (41 p).

Carter and Barrett (2006) The economics of poverty traps and persistent poverty: an asset based approach, *The Journal of Development Studies* 42 (2), 178-199. (21 p).

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\*Fuseini, M.N., Francis Enu-Kwesi & Mohammed Sulemana (2019) Poverty reduction in Upper West Region, Ghana: role of the Livelihood Empowerment Against Poverty programme, *Development in Practice*, 29(6), 760-773, ( 14 p).

Hong (2006) Effect of economic inequality on chronic childhood under-nutrition in Ghana. *Public Health Nutrition* 10 (4), 371-378. (7 p).

Yarrow, T. (2011) Development beyond politics: aid, activism and NGOs in Ghana, Basingstoke: Palgrave Macmillan, Introduction, Hope in Development. 1-15. (15 p).

## **Topic E Environment and natural resource management**

\*Fletcher, R. and K. Neves, 2012, 'Contradictions in tourism: The promise and pitfalls of ecotourism as a manifold capitalist fix', *Environment and Society: Advances in Research*, Vol.3, pp. 60–77. (17 p.)

\*Leach et al (1999) Environmental entitlements: dynamics and institutions in community-based natural resource management, *World Development* 27 (2), 225-247. (22 p).

\*Lund, J. F., E. Sungusia, M. B. Mabele and A. Scheba, (2017), 'Promising change, delivering continuity: REDD+ as conservation fad', *World Development*, Vol. 89, pp. 124–139.

\*Reed (2008) Stakeholder participation for environmental management: a literature review, *Biological Conservation* 141, 2417-2431. (14 p).

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## 5. Course Staff and Lecturers

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**Michael Asare**

**Field Manager**

**E-mail: [michael@kulturstudier.org](mailto:michael@kulturstudier.org)**

Michael has been working for Kulturstudier since 2009. He has a bachelor's degree in History and Philosophy from the University of Cape Coast. Michael is Ghanaian and has previously worked for different NGOs in Ghana. He is the field manager for Kulturstudier in Cape Coast and his responsibilities involve non-academic matters.



**Orlando Yaw Dablu**

**Assistant Field Manager**

**E-mail: [orlando@kulturstudier.org](mailto:orlando@kulturstudier.org)**

Orlando has been working as an assistant field manager for Kulturstudier since 2016. He is a former scholarship student on the Global Environmental Studies course and holds a Bachelor's Degree in Geography and Resource Development with Political Science from the University of Ghana, Legon. He is a good communicator, motivates, and is happy meeting different people at all times. Orlando's responsibilities are mainly practical.



**Hannah Strøm Werkland**

**Seminar Leader**

**E-mail: [hannah@kulturstudier.no](mailto:hannah@kulturstudier.no)**

Hannah Strøm Werkland has a bachelor's degree in Development Studies and a master's degree in Human Geography with a specialization in development, both from the University of Oslo. Her focus has been on cultural and political geography and the use of music and material culture in conflicts and development. She has previously worked as a seminar leader in Development studies at the University of Oslo, and this is her second year as a seminar leader at Kulturstudier's course Development Studies II.



**Fredrik Bogaeus**

**Seminar Leader**

**E-mail: [fredrik@kulturstudier.no](mailto:fredrik@kulturstudier.no)**

Fredrik has a bachelor's degree in practical philosophy from Uppsala University and studied with Kulturstudier in Vietnam and Nicaragua. Later on, he wrote a bachelor's thesis in development studies. He recently graduated from Södertörns Högskola in Stockholm with a master's thesis in the theory of practical knowledge. Fredrik is interested in examining the relationship between self-transcendence and political action. He also works professionally as a yoga teacher in Stockholm. Fredrik has been a seminar leader at Kulturstudier's course Development Studies I in Vietnam in 2023.



**Dr. Jill Tove Buseth**

**Program Manager and lecturer**

**E-mail: [jill@kulturstudier.org](mailto:jill@kulturstudier.org)**

Jill Tove Buseth is the academic program manager of the course. She holds a BA and a MSc in development studies, and a PhD in international environment and development studies, and has research experience from several parts of Africa, including Mali, Uganda, and Tanzania. She is an associate professor of social sciences/ human geography at the Inland Norway University of Applied Sciences. Her main interests cover development studies, qualitative methods, discourses, environmental management, political ecology, climate change, agriculture, and education for sustainable development. She has been affiliated with Kulturstudier's courses in Ghana for more than 10 years.



**Dr. Hege Roaldset**

**OsloMet academic coordinator**

**e-mail: [hegeroal@oslomet.no](mailto:hegeroal@oslomet.no)**

Hege Roaldset is the OsloMet course coordinator for Development Studies II. She holds a PhD in history from the University of Stavanger, Norway, and is an associate professor in development studies at OsloMet. She has research experience from South Africa and has been involved in OsloMet's development studies field trips in Ghana. Her main fields of interest are Christian mission in Africa, religion, education, and teacher education.

## Lecturers



### **Prof. Wilson K. Yayoh**

**E-mail:** [wyayoh@ucc.edu.gh](mailto:w yayoh@ucc.edu.gh)

Wilson K. Yayoh is the founding Director of the Centre for African and International Studies (CAIS) at the University of Cape Coast, Ghana. He holds a PhD in History from SOAS, University of London. He is now an Associate Professor in African History. He teaches many aspects of African History, including the 'History of Ghana', 'Slave Trade and Colonialism', and 'Africa in World Affairs'. He has many scholarly works to his credit.



### **Dr. Owusu Boampong**

**E-mail:** [owusu.boampong@ucc.edu.gh](mailto:owusu.boampong@ucc.edu.gh)

Dr. Owusu Boampong holds a PhD in International Development from the University of Birmingham and an MPhil in Development Geography from the University of Oslo. He is a Senior Research Fellow and currently the Head of the Department of Integrated Development Studies. Dr. Boampong conducts research and publishes in the areas of crisis and livelihoods of informal workers, organizing in the informal economy, and inclusive urban waste management.



### **Dr. Collins Adjei Mensah**

**E-mail:** [cmensah@ucc.edu.gh](mailto:cmensah@ucc.edu.gh)

Collins A. Mensah is currently the National Secretary for Ghana Geographers Association (GGA). He is a senior lecturer at the Department of Geography and Regional Planning of the University of Cape Coast (UCC). He holds a PhD in Urban and Regional Planning from the University of Birmingham, UK. In September 2015, he was selected as a World Social Science Fellow by the International Social Science Council for his research contributions in the area of sustainable urbanisation. His areas of specialisation are Urban and Regional Planning, and Development Geography. His research interests cover areas such as sustainable urban development, green and public space management, urban housing and policy, environmental sustainability, and rural and urban livelihoods.

### **Prof. Augustine Tanle**

**E-mail: [atanle@ucc.edu.gh](mailto:atanle@ucc.edu.gh)**



Augustine Tanle is a Professor of Migration and Refugees Studies in the Department of Population and Health, University of Cape Coast, Cape Coast., Ghana. He holds a PhD in migration and livelihoods studies from the same university. His research interests are migration and livelihoods, refugees' studies and gender and migration. Over the years, he has been serving as a supervisor, internal and external examiner for both M. Phil and PhD theses in his department, other departments within the Faculty of Social Sciences, and at other universities in Ghana. He is a reviewer of some local and international journals and has authored a number of publications based on his research areas.

### **Dr. Albert Arhin**

**E-mail: [arhin.ab.albert2@gmail.com](mailto:arhin.ab.albert2@gmail.com)**



Dr. Albert Arhin has researched and worked in the field of environment and development over the past fifteen years. His research interests focus on sustainable development climate change policymaking, REDD+ and land restoration policies and green economy. He previously worked as a Research and Policy Manager for Oxfam in Ghana. Albert is currently a Research Fellow with the Bureau of Integrated Rural Development (BIRD) of the Kwame Nkrumah University of Science and Technology (KNUST), Ghana, and a lecturer at the Department of Planning, KNUST, Ghana. He holds a PhD in Geography from the University of Cambridge, UK, a master's degree in Environment and Development Sustainability and a bachelor's degree in Development Policy Planning. Dr. Arhin has given lectures at Kulturstudier's courses in Ghana for many years.

### **Dr. Frida Bjørneseth**

**e-mail: [fridabi@gmail.com](mailto:fridabi@gmail.com)**



Dr. Frida Bjørneseth holds a PhD in social anthropology from the University of Oslo, as well as a MSc in International Relations and Development from Aalborg University. She has field experience from a variety of contexts in both Africa and Asia, and thematically, her work spans the fields of migration studies, development aid and cooperation, NGOs, religion, and conservation. Dr. Bjørneseth's PhD was based on ethnographic fieldwork conducted among faith-based NGOs in Ethiopia and Norway, exploring issues such as partnerships and power, organizational behaviour, and representations of aid work.

## 6. Guidance on Writing

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The purpose of the various assignments in this course is to help you to learn about the topics, and to show that you are able to:

- read and understand the course literature and other relevant information;
- critically reflect on the topics in question; and
- apply academic conventions to your writing

There are some basic guidelines that you must follow when writing papers and essays. These guidelines are in accordance with normal standards for university assignments and will, in combination with the overall purpose defined above, serve as our criteria for assessment. They are as follows:

### 1. Define the topic, approach, and structure in the introduction

Whether writing a short paper, a group paper, or a home exam essay, the paper must follow a certain structure. This structure may be as follows:

- Introduction, where the topic and the paper are introduced
- Relevant background information to the topic
- Theoretical framework
- Main part, consisting of findings, analysis, and discussion
- Conclusion, which summarizes the paper and provides final conclusions

The seminar leader is available for some advice during the writing of the self-study paper and the field report. For the home exam, no supervision will be provided, but you can ask technical and practical questions.

### 2. Organize the essay with a good structure

It is essential for the quality and readability of the text that you present and discuss your material in a systematic manner. There is no standard way of doing this. What is important is that you give reasons in the text for why you choose to put the various elements of the material together the way you do. Each time you introduce a new idea or example, remember to ask yourself: Is it clear to the reader (and yourself) why this idea/example is being introduced here? If your answer is not a clear “yes”, the text needs revising. You should not add material that is not relevant.

### 3. Discuss and bring to a conclusion

Equally vital for the quality of the paper/essay, but often forgotten, is that the material is *discussed* (the views/theoretical approaches and empirical examples) in relation to the topic/s and question/s raised in the introduction. It is important to discuss the theory and concepts in relation to your research group topic and the questions you pose in the paper. At the end of the essay you should bring your various points together and draw some tentative conclusions based on the discussion in the paper.

### 4. Write clearly and with adequate references

While academic writing demands a formal style this does not mean using complex language. On the contrary, ideas should be communicated as clearly and precisely as possible. In addition, and this is equally important, effort should be made to establish a good flow between the elements of the text. This implies that there must be a meaningful connection between the various sections of your paper. Make sure that you

always explain what a section is about – and relates to what you have already written. Finally, it is very important that your papers have adequate and correct citations of references (see below).

## **5. Guidance on Referencing - Get the technicalities right**

You should choose one reference style and be consistent. The most common style of references is **APA** or **Harvard**. We recommend that you use APA, but you are free to choose as long as you are consistent in your referencing. You cannot use a footnote system of referencing (which is more common in f.ex. the discipline of history).

**The main points in referencing are**

- (1) every source must have a short reference in the text, which links to a**
- (2) full reference in the bibliography**
- (3) be consistent and use the same style for all references in your paper**

**References in the text:**

There must be references in the text immediately after quotations, or after specific ideas or views from particular sources. These references are to be written in parentheses in the text after the point you are referring to. Correct references consist of the author's surname/other source's name followed by the publishing year and page number where applicable. The page number should always be included for direct quotations, paraphrasing particular ideas or arguments, and statistics. You do not need a page number when you are referencing a whole source, for example, a book, article, or report.

**List of all sources with full details at the end of the essay:**

All sources referred to in the text should be presented in full at the end of the document. The list, which can be called "Literature", should contain the full reference, including information about that reference, with the references organised in alphabetical order by the name of the author. Look at the list of references at the end of the two set books for examples of a list of references.

Kildekompasset, <https://kildekompasset.no/referansestiler/apa-7th/>, is an excellent site for viewing examples of how to reference correctly using APA.

## **Avoiding plagiarism**

**Only sources that have actually been used in the study and referred to in the text should be put on the list/s of sources. Putting a source you do not use is considered plagiarism. Likewise, using facts or arguments from published materials (or previous student papers) without referencing them in your text is considered a serious breach of the academic code of conduct and will normally result in failing your assignment or an entire course.**

A detailed and comprehensive guide to Harvard style of referencing can be found here: [http://www.library.uq.edu.au/training/citation/harvard\\_6.pdf](http://www.library.uq.edu.au/training/citation/harvard_6.pdf)

### **Format:**

You must write your document in the following format:

**Times New Roman, 12 points, space 1.5 between lines, and margins 3.0 (both left and right).**

Note! Remember to paginate the text (i.e. number the pages), and include the front page and table of contents. The different chapters/ sub-chapters should also be paginated, but it is not a requirement. Remember candidate number or name.

## **7. Internet Resources**

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### **Development - General**

There are many useful links provided at the end of chapters, in the list of references in books and at the end of articles.

- <http://eldis.org> an excellent site for information: a gateway to global information on international development issues; arranged by topic
- <http://www.beta.undp.org/undp/en/home.html> Website of the United Nations Development Programme.
- <http://www.worldbank.org/> Home page of the World Bank. You can find the Bank's involvement and projects country by country. Check out Ghana and other African countries. There is also statistical data by country and indicator.