

Development Studies II

STUDY GUIDE

(30 ECTS credits)

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Changes may occur

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1. Dates and Deadlines

<p>Self study 3 Dec – 21 Jan</p>	<p>SELF STUDY: Students to read from the curriculum and write an academic essay. The paper must achieve an 'approved' grade. Send the assignment by January 21, 2019 to the seminar leader by email: cc@kulturstudier.org</p>
<p>Week 1 (5) 28 Jan – 1 Feb</p>	<p>Module 1: The Regional Context: Africa and Ghana lecturers plus Seminars</p>
<p>Week 2 (6) February 4 - 8</p>	<p>Module 1: The Regional Context: Development and change in Africa and Ghana Lectures plus Seminars</p>
<p>Week 3 (7) February 11 - 15</p>	<p>Module 1: The Regional Context: Development and change in Africa and Ghana Lectures plus Seminars</p>
<p>Week 4 (8) February 18 - 22</p>	<p>Module 1 : Home Exam and preparation for research Home Exam: 18 -20 February (to be confirmed by Exam Office)</p>
<p>Week 5 (9) Feb 25 - March 1</p>	<p>Module 2 : Studying development in the field Group Research conducted in selected field sites</p>
<p>Week 6 (10) March 4 - 8</p>	<p>Module 2 : Studying development in the field Group Research conducted in selected field sites</p>
<p>Week 7 (11) March 11 – 15</p>	<p>Module 2 : Studying development in the field Group Research conducted in selected field sites Research diaries handed in to Seminar Leader on return to Cape Coast</p>
<p>Week 8 (12) March 18 - 22</p>	<p>Module 3: Theoretical and conceptual approaches to Development Lecturers plus Seminars</p>
<p>Week 9 (13) March 25 – 29</p>	<p>Module 3: Theoretical and conceptual approaches to Development Lectures plus Seminars</p>
<p>Week 10 (14) April 1 - 5</p>	<p>Preparation for Research Group Oral Presentations Group Presentations Photographic Exhibition Research and Academic Workshops</p>
<p>Self Study April 6 – May 15</p>	<p>Students complete an individual field study report, based on the data collected by the group.</p>
<p>Evaluation</p>	<p>The exam results will be published in <i>StudentWeb</i> no later than 15 working days after the submission deadline. To challenge the grades a written request must be given no later than 3 weeks after the results have been published.</p>

2. Introduction and practical information

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 organisation of the course, dates and deadlines, assignments, exams, requirements, and criteria for assessment. If there are any academic questions that have not been answered in the Study Guide please contact of the seminar leaders.

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 live. Kulturstudier has a study center at Brenu Beach, about 20 kilometers from Cape Coast. It has a nice restaurant and student students can go there to relax and study.

There will be bus transport to and from the study center on two afternoons a week. The cost of living is modest, although prices have gone up as in the rest of (especially urban) Ghana. It is possible to buy a meal for \$5- 20 at tourist restaurants and down to \$2 at local places in town.

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

Programme studytime

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

Students will have some free time in the afternoons when reading can be done. 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.

Opportunities for independent travel

During the week, from Monday to Friday, students are expected to be in Cape Coast and to take an active part in the programme. During the period of field work students are expected to remain in their research community. You can travel on weekends outside the field work period, though this must be balanced with your responsibilities for preparing for lectures and completing assignments.

3. Course Content

This is a second level course in development. It is the responsibility of students without units in Development Studies to read and familiarize themselves with basic development concepts and theories.

The course in Ghana is divided into three modules of equal status, each with an associated curriculum, assignments, and activities. After three weeks of lectures, all students take part in three weeks of research. The course takes an inductive approach: the research data from the field work becomes part of the curriculum for the final three weeks of the course where students will apply their knowledge and data to various theoretical and conceptual positions.

Module 1: Regional context: Africa and Ghana: politics and governance: social movements, civil society and NGOs: environment and sustainable development: social development

Module 2: Studying Development in the Field: learning about methods, selecting a topic and research questions, conducting a limited piece of research for 3 weeks as part of a group in a selected research site, analysis and presentation of research data

Module 3: Theoretical and conceptual approaches to development: introductions to sustainable development, political ecology, poststructuralism, and feminist theory.

Students complete 5 interlinked assignments

1. Introductory Assignment: a written essay.

focus– the wider context of development in Africa and Ghana

2. Home Exam: a written essay

focus – the national level of development policy and practice in Ghana

3. Research diary: an important aid to your research

4. Group oral presentation: an opportunity to practice analytical and presentation skills

5. Field Report: an individually written field report based on the group research

focus – the local level: specific, detailed coverage of one aspect of development in a particular place

For the **Introductory Assignment**, after reading from the set books and curriculum, you are to discuss what development is and the wider context of development. That is, what are the historical, political, economic and cultural factors that influence what development is and how it has been envisaged and implemented in Africa and in Ghana? In the second assignment, **the home exam**, which takes place after three weeks of lectures, you are to discuss development actors and processes in Ghana. You will be asked to apply concepts and discussion from the lectures to a particular question that relates to development in Ghana. **The Research Diary** and **Oral Presentation** practice skills such as recording and analysing research data that will be essential for completing the course. In the fifth assignment, **the Field Report**, you will analyse in detail one particular issue related to development – the focus of your research – and link your data to the wider issues raised in readings and lectures. The assignments build on each other and move from the global and general to the national context, to specific development activities and outcomes in one particular location in Ghana.

Avoiding Plagiarism

Plagiarism is taken very seriously at University. You must always cite your sources. Copying text, or using facts or arguments from other sources (including 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 and possibly failing the entire course. 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 is also considered a serious breach of the academic code.

Course Work Requirements

Course work 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 (such as a medical certificate), 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 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 (i.e. submit their field study report).**

Exams

Information about exam deadlines is published on the StudentWeb.

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

Information about submission will be sent to your student e-mail account at Oslo Metropolitan University (OsloMet) approximately two weeks before your group exam submission deadline.

Part 1 – Self Study Period

(Dec 3 – Jan 21)

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 and of the curriculum. Because the reading load is intense while you are in Ghana, it is highly recommended that you review the curriculum during this period as this will make your study in Ghana easier. The readings can be downloaded from your personal page on www.kulturstudier.org.

You should buy your own copy of the three set b o o k s . W hen you arrive in Ghana you can buy a printed version of the Course Readers so you don't have to print them before departure.

Studying on your own is always a challenge. It demands discipline to set aside enough time for reading and reflection. But it also compels you to develop your own understanding and an independent approach to learning. 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 ($\pm 10\%$)**
- **Focus: context of development in Africa and Ghana**
- **Must be marked 'approved' by seminar leader for student to proceed**
- **Send electronic copy to the seminar leader by 21 January 2019**

You are to write an academic essay based on sources in the curriculum, of approximately 5-6 pages, on:

The context of development in Africa, with some discussion of Ghana.

You cannot cover everything, so you must be selective. No topic is better than another as long as it is in the curriculum. This is a short essay, so it would be best to cover 2 or 3 topics.

Your answer should include:

1. An introduction stating what you will focus on and your justification for your selection
2. A brief discussion (paragraph) of the concept of development
3. Select and discuss 2 or 3 economic, political, social and/or cultural factors that affect development in Africa and in Ghana.
4. Briefly, highlight some of the 'problems' that development is seeking to address
5. A conclusion where you summarize your main points

You should read and apply **at least 10 different 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 you are able to use academic conventions (a supported argument with a range of sources that have been referenced). You will be given feedback on your assignment. If your essay is not written in an acceptable academic style you will be asked to improve your work. Please use your time wisely during the self-study period and write an adequate essay so you do not have to work on this while in Ghana.

You must submit this assignment by the due date or you risk failing this assignment and will be unable to progress to the next assignments.

Part 2 – Study in Ghana

(January 28 - April 5)

The major part of the course takes place in Cape Coast, Ghana. The course is divided into three modules. Module 1 covers the first three weeks of lectures, plus a fourth week for the home exam. Module 2 covers the three weeks of group research. Module 3 includes two weeks of lectures and a further week of research and academic workshops and preparation of oral presentations. While living in Ghana, you can experience the reality of the ideas and concepts studied in the classroom. This experience provides an exciting learning environment.

Weeks 1 to 4: Lectures, seminars and home exam

Lectures are normally in the mornings from Monday to Friday. The first lecture starts on **Monday January 28. Student attendance is compulsory.** It is recommended to do some reading for each lecture. For further details, see Section 4 for the Curriculum, which is

organized around the 3 modules, individual lectures, and the research topics.

Generally, there will be two seminars each week, one on the content of the lectures (**Academic Seminar**), and one on methodology and conducting research (**Research Seminar**). **Everybody must participate in and prepare for the seminar groups.** You will find that discussing and sharing is a highly efficient way to learn. Since any study of development has normative implications, it is important to question, reflect, and critique – both verbally and in writing.

Student Requirement Assignment 2 - Essay Home Exam

- **Individual work 3000 words +/- 10% not counting the bibliography**
- **40% of mark**
- **focus: national level of actors, policies and practices of development, first three weeks of lectures**
- **3 days in week 4, submitted electronically, dates and times sent direct to students by the exam office**

A choice of questions will be sent to students. Students are to prepare and write an essay based on one question of their choice. Standard rules for academic referencing apply. Most sources should be from the compulsory curriculum, though some well selected additional sources can be used. 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. Information will be provided on how to submit the assignment. If students would like feedback they can contact the exam office and ask for a justification of their mark.

Weeks 5 to 7: Doing Research:

Research groups, ideally of 4 students, will spend three weeks in a specific field site in order to conduct research on a particular topic. The seminar leader will visit them 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. At the end of the research period students will be responsible for arranging their own transport to return to Cape Coast on **Saturday March 16**.

Students are expected to stay in their research site from when they are taken to the site, until the last day, Saturday March 16, 2018. In Research Seminars 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 Diary** while conducting their research, which will become an important record of the field experience. While the data is collected by the group, the Field Report is an individual assignment, so it is important that each student has a copy of the shared research data.

An innovative aspect of this course is that the data collected by the groups during the field research will become part of the curriculum for the subsequent weeks of the course. The

research data from each group will be discussed by the full group of students, and contextualized by the theories and concepts studied in the course.

Student Requirement
Assignment 3- Research Diary

- **Individual work**
- **An important source for documenting research process and methods**
- **On return from research, handed in to seminar leader, marked 'approved'**

It is a requirement of the course that each student keep a diary of their experiences in Ghana, with particular attention to the period of fieldwork, including some reflection for each day during the field work. The diary should include the plans, methods, and daily thoughts on the experience of doing research. It should be reflective of the processes of doing research, and the successes and limitations of their data. It should also include such things as interview questions, notes on focus groups, and drafts of questionnaires. There should be some links to ideas and debates in the literature. 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 Diary is assessed by the seminar leader, and will be returned to the student within a few days of collection.

Weeks 8 to 10: Approaches to Development and Oral Presentations

After returning from field research there will be three more weeks, two with lectures on conceptual approaches to development, and a final week preparing for the Oral presentation, giving the presentations, and activities focused on preparing a field report.

Student Requirement
Assignment 4 – Oral presentation on field study findings

- **Group work**
- **Marked 'approved' by seminar leader**
- **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, particularly the approaches discussed in weeks 8 and 9.

The purpose of the assignment is to consolidate the students' learning from both their own 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 – Field Study

(April 6 – May 15)

Student Requirement Assignment 5 – Field study report

- Individual work 6000-8000 words (approx. 15-20 pages) not counting the bibliography
- 60% of mark
- Focus: detailed analysis of one aspect of development in Ghana
- Submitted electronically May 15 (tbc) – 3:00pm (CET) Deadline

Each student writes his own report on the basis of the field study done with the group. All research material collected during the fieldwork will be shared among the group members. 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. The discussion should be related to the curriculum of the course, including some links to the theoretical and conceptual approaches.

The paper cannot exceed 20 pages or 8,000 words, excluding the bibliography. You are given a range for each of these criteria so that you can decide on the balance between written material and the inclusion of pictures, diagrams, maps and other visual material. Appendices can be used for supplementary material, but it is important to remember that it is the main body of the report that is the basis for grading. Standard rules of academic references are apply. Students can seek general advice from the seminar leader by email. You will receive more information about exam procedures from OsloMet. This examination is given a mark (A-F) by one internal and one external examiner. All reports will under go checks for plagiarism.

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

4. Course Curriculum

Set books

Binns, T., Dixon, A. and Nel, E. (2012) **Africa: diversity and development** London and New York: Routledge

Desai, V. and Potter, R.B.(eds) (2006) **Doing Development Research**. London: Sage

Elliott, J.A. (2013) 4th edition **An Introduction to Sustainable Development**. London: Routledge Perspectives on Development.

*indicates a chapter in a set book

MODULE 1 REGIONAL CONTEXT 777pages

Week 1 Introducing Africa and Ghana

This week will cover the regional context, introducing African experiences of development, its history, cultures, and variety of changes as a result of global influences, political and economic policies, and actions of individuals and communities. The first three lectures focus on Africa and the last two lectures focus on Ghana.

*Binns, et al (2012) Africa: diversity and development, London and New York: Routledge 32p.

Chapter 1, Africa continuity and change Gives a short historical review, including colonialization and its legacies, representations of Africa, and diversity of development outcomes.

*Binns, et al (2012) Africa: diversity and development, London and New York: Routledge

Chapter 2 Africa's people 60p. An introduction to the diversity of peoples in Africa, including discussion of population, data on economic and social indicators, movements of peoples, culture and ethnicity.

Ellis and ter Haar (2004) Religion and Development in Africa, Commission for Africa Background Paper 11p. *The paper is largely the view of one person (not very academic in style, though does have some references) who discusses the important role of religion in the lives of most Africans. She argues that the importance of religion has been largely ignored by development planners and practitioners, and that there are many useful roles it could play in conflict resolution, wealth creation, improving governance, health and education services, and the management of natural resources.*

*Binns, et al (2012) Africa: diversity and development, London and New York: Routledge. Chapter 3, African environments, 42p. *This provides a wide ranging introduction to the physical environments in Africa, covering such topics as desertification, climate change, land degradation, managing forests.*

Reed (2008) 'Stakeholder participation for environmental management: a literature review', Biological Conservation 141. pp2417-2431. 14p. *A common theme in development and environmental management literature is the importance of participatory strategies. This paper gives an excellent review of the literature, drawing out themes and issues, ending with eight features of best practice. If you are short of time, at least read the abstract.* Module 2, Research article E1

*Binns, et al (2012) Africa: diversity and development, London and New York: Routledge 32p.

Chapter 9 Developing Africa 38p. *Defines and gives a history of development approaches in Africa*

UNDP (2014) Ghana Human Development Report 2013 composite indices. 5p.

*Binns, et al (2012) Africa: diversity and development, London and New York: Routledge Chapter 8 African economies 41p. *This chapter gives a detailed overview of the economies of African countries, taking a sectorial approach: covering agriculture, industry, manufacturing, mining and oil, services, and tourism. There are links to the global economy as well as national and sector based case studies.*

Thomson, A. (2010). An introduction to African politics, (3rd ed.). London: Routledge. Chapter 9 Neocolonialism, structural adjustment and Africa's political economy 25p. *This chapter provides the global and international context for economic development in Africa. There is an excellent discussion of structural adjustment policies, and their economic, social and political impact. At the end of the chapter is a case study of Ghana.*

Week 2 Social development and environment in Ghana

This week focuses on Ghana, with particular attention to social development at national and household levels. Social development includes such topics as livelihoods, wellbeing, health, education, housing, as well as considering the connections between development and the environment.

Chant, S. and C. McIlwaine (2009). Geographies of development in the 21st century. Cheltenham: Edward Elgar. Chapter 9 Families and households in transition, 237-254, 18p. *A good review of concepts and ways of thinking about households. The focus is global, so you should think how the definitions and conceptual issues relate to Ghana and your own research.*

Abraham, E & Adrienne Martin (2016) Understanding households' livelihood choices, wealth, and poverty in Accra, Ghana, Development in Practice, 26:3,387-402, DOI: 10.1080/09614524.2016.1150417 17p. *This article focuses on the concept of livelihoods, and analyses livelihood choices in Accra in terms of the Sustainable Livelihoods Framework (SLF), a framework that you might use to explore your own research.* Research article A5

Jones and Chant (2009) Globalizing initiatives for gender equality and poverty reduction: Exploring 'failure' with reference to education and work among urban youth in The Gambia and Ghana. Geoforum 2009 pp184-196. 12p. *Education is one aspect of social development, which is explored in this article in relation to youth, work, wellbeing, gender inequalities and urban life. It is an example of well written analysis relevant to development that is based on research in Ghana.*

*Binns, et al (2012) Africa: diversity and development. London and New York: Routledge. Chapter 4 Rural Africa 42p. *An excellent introduction into rural lives and livelihoods: agriculture, fishing, forestry, pastoralists, as well as issues such as land tenure, the need for diversification, and the tensions between cash and subsistence crops.*

Aasoglenang and Bonye (2013) Rural livelihoods diversity: coping strategies in WA West district in Northern Ghana, European Scientific Journal 9 (35), 1857-7881. 18p. *The paper provides a review of the concept of livelihoods, discusses the Sustainable Livelihoods Framework (SLF), and considers some of the themes introduced in the above chapter: diversification, coping strategies, and food security in Ghana. It is a good example of a research project at the level of the household, introducing a participatory approach (PRA), and use of qualitative and quantitative methods.* Research article D2

*Binns, et al (2012) Africa: diversity and development. London and New York: Routledge. Chapter 5 Urban Africa 54p. *A useful overview of urban development in Africa, covering the history of urban growth, linkages between urban and rural, migration, housing, formal and informal employment.*

Heintz and Valodia (2008) Informality in Africa: a review. WIEGO Working Paper no. 3. 29p. http://wiego.org/sites/wiego.org/files/publications/files/Heintz_WIEGO_WP3.pdf *This paper provides a review of definitions and concepts related to the informal sector, including the structure of employment, types of work and causes of informality, as well as suggestions for policy. While the statistics may be out of date, the conceptual material is still relevant.*

Parnell and Pieterse (2014) Africa's urban revolution. Chapter 1. 17p. *Good general introduction to context and issues related to urbanization in Africa optional*

*Binns, et al (2012) Africa: diversity and development. London and New York: Routledge. Ch 6 Health and Development 41p. *A good introduction to health issues in Africa: maternal health, common diseases like malaria, AIDS and tuberculosis, environmental influences on health, such as sanitation, waste management, climate change, and ways to manage health systems.*

Acheampong et al (2016) Collective approach to solving housing problems emerging from population growth in Ghana, International Journal of Innovative Research and Studies, pp20. *This is an interesting analysis of recent research in Accra that discusses population growth, and then considers the causes of inadequate housing, concluding with suggestions for policies and actions to improve the situation. Section 2 has a good academic review of population and health related to Ghana, and section 5 summaries the findings well.*

Songsore (1999) Urbanization and Health in Africa: exploring the interconnections between poverty, inequality and the burden of disease. Legon: University of Ghana. 27p. *Although an older study, this paper considers infectious and non-infectious disease and environmental risks to health in urban areas in Ghana, applying some useful environmental frameworks. Songsore argues that the most important improvements should be in infrastructure and adopting primary health care approaches. A query would be to assess if this has happened in the intervening years? Research article C4*

Chant, S. and C. Mcllwaine (2009). Geographies of development in the 21st century. Cheltenham: Edward Elgar. Chapter 3 transforming populations (migration), 64-92, 29p. *Reviews history of population control, and aspects of migration. A global review, but the issues are relevant to Africa and Ghana. Also relevant to lecture on population and health*

De Haan (2000) Livelihoods and poverty: the role of migration – a critical review of the migration literature, The Journal of Development Studies 36 (2), pp1-17. 46p. *A thorough review of the academic literature on migration, with a discussion of the negative and positive aspects of migration, approaches to analyzing migration, the role of remittances, with links to development, rural change, poverty and inequality, and policy initiatives. Essential reading for anyone doing a project on migration, or a topic influenced by migration. Module 2, Research article B2*

Awumbila et al (2008) Migration Country Paper (Ghana). African perspectives on human mobility programme. University of Ghana, p1-34. *Although a bit old, this paper introduces trends, issues, and important aspects of migration related to Ghana. This can form a background to current research.*

Davis, T.J. (2016): Good governance as a foundation for sustainable human development in sub-Saharan Africa, Third World Quarterly, DOI:10.1080/01436597.2016.1191340 20p. *A rather long article, but contains a good literature review on poverty and governance, and using analysis of large sets of quantitative data, argues that state policies and efficiency (aspects of good governance) are the most important variables in achieving poverty reduction. Useful graphs will tell you how Ghana is performing relative to other African countries.*

Carter and Barrett (2006) The economics of poverty traps and persistent poverty: an asset based approach, The Journal of Development Studies 42 (2), pp178-199. 21p. *An article on the nature and extent of poverty by two well-known development economics, who use an assets based approach rather than income to distinguish between persistent structural poverty (eg. poverty traps) and poverty that improves through processes of economic growth. It is a conceptual piece that gives you ways of linking about poverty. Ignore all the equations and focus on section 1, 2, 5, 6 which discuss the meaning of the quantitative analysis. Research article D1*

*Desai, V. and Potter, R.B.(eds) (2006) *Doing Development Research*. London: Sage

Chapter 4 Working in different cultures: issues of race, ethnicity, and identity 10p
Chapter 5, Women, men and fieldwork: gender relations and power structures 8p.

Week 3 Politics and governance

The focus of lectures this week is governance. Governance, the practices and social norms that influence how we organise our societies, is relevant to all organizations. The lectures consider both formal and informal styles of politics, and the policies and practices of development agents, including the state, civil society and social movements.

Thomson, A. (2010). An introduction to African politics. (3rd ed.). London: Routledge.
Chapters 1, Introduction: state, civil society and external interests 8p. *This chapter is essential reading. It challenges stereotypes, assumptions and media representations of Africa, and then provides a discussion of the 'political relationship between the state, civil society, and external interests', the theme running through this week's lectures.*

Chapter 6 Legitimacy: neopatrimonialism, personal rule and the centralization of the African State.
Case Study: Cote d'Ivoire 23p. *This chapter considers common characteristics of some African states, including centralisation, personal rule, and relationships with civil society. It also discusses key characteristics of governance such as legitimacy, accountability, efficiency, and the need for unity. Personal (for example patrimonialism) and impersonal (rule of law/bureaucracies) is also discussed, as well as clientalism (power and exchange between unequals).*

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, DOI: 10.1080/09614524.2016.1210088 15p *A case study of the role of the state and issues of governance in Ghana today.*

Avle, S. (2011), "Global flows, media and developing democracies: The Ghanaian case", Journal of African Media Studies 3: 1, pp. 7–23, doi: 10.1386/jams.3.1.7_1 *Outlines the media landscape of Ghana, linking local developments to global trends.*

Grauenkaer & Tufte (2018) Youth-led communication for social change: empowerment, citizen media, and cultures of governance in Northern Ghana, Development in Practice, 28:3, 400-413, DOI: 10.1080/09614524.2018.1436696 *This article discusses communication for social change by means of a particular project in Northern Ghana. Outlines some of the challenges of communication initiatives and problematises the one-direction of media and communication studies.*

Nasang'o, W. (2018): "Competing Theories and Concepts on Politics, Governance, and Development", in S.O. Oloruntoba & T. Falola (eds.). The Palgrave Handbook of African Politics, Governance and Development, Palgrave Macmillan, New York. https://doi.org/10.1057/978-1-349-95232-8_2 (pp. 35-56) 21p. *Good overview of earlier and contemporary approaches to governance and development in Africa. Easily accessible*

Yeboah, T. & Francis Jagri (2016) "We want financial accountability": deconstructing tensions of community participation in CHPS, Ghana, Development in Practice, 26:6, 764-780, DOI: 10.1080/09614524.2016.1201048 18p. *A case study of governance issues: participation and accountability in Community Health Planning and Services*

Ribot (2003) Democratic decentralisation of natural resources: institutional choice and discretionary power transfer in Sub-Saharan Africa, Public Administration and Development, 23, pp53-65 12p
Module 2, Research article E4

Tilly, C. (2007) "What is Democracy?" in C. Tilly: Democracy, Cambridge: Cambridge University Press. 1-25 25p *Easily accessible background to concepts to understand democracy worldwide.*

Haynes, J. (ed.) (2012) Routledge handbook of democratization. London & New York: Routledge.
Haynes, J.: "Introduction. Thirty-five years of democratization: The third and fourth waves of democracy in perspective" (pp. 1-9) and Zuern, E: "Sub-Saharan Africa" (pp. 64-78) 22p. *Both chapters provide summaries of recent developments in democratization, and the chapter on Sub-Saharan Africa is an overview of developments in democracy in many African countries, including Ghana.* **FULL BOOK – USE ONLY PAGES LISTED**

Schmitz, A (2018) "'Once they all pick their guns you can have your way': campaigning and talking about violence in northern Ghana", in Söderberg Kovacs, M. & Bjarnesen, J. (2018) Violence in African Elections: Between Democracy and Big Man Politics, Zed Books and the Nordic Africa Institute: London and Uppsala. (pp. 233 – 249) 16p. *Discusses election violence in northern Ghana, thus providing an insight into some of the complexities in processes of democratization in African countries.* **TO BE SENT**

Crawford (2005) The European Union and Democracy promotion in Africa: the case of Ghana. The European Journal of Development research. 17 (4), 1743-8811. 29p *Interesting article on the gap between rhetoric and reality of the EU's policy to promote democracy in Africa, including case study of Ghana. Provides reasons for this gap.* Module 2, Research article F5

Mukuto and Taylor (2013) Struggles for systems that nourish: southern Africa civil society contributions and challenges to the creation of flourishing societies, Development in Practice 23 (5-6), pp609-616. 7p. *Though the focus is on East African countries, with little detail about Ghana, it provides useful discussion of the concepts, context, challenges and opportunities of civil society organizations in Africa*

Yarrow, T. (2011) Development beyond politics: aid, activism and NGOs in Ghana, Basingstoke: Palgrave Macmillan, Chapter 1, The politics of charity. 26p. *A history of the rise of NGOs in Ghana, based on recent qualitative research, with attention to motivation, ethics, and wider political context. He questions the 'coherence of the neo-liberal project', and instead puts importance on individual and local identities and understandings.*

Porter (2003) NGOs and poverty reduction in a globalizing world: perspectives from Ghana, Progress in Development 3 (2), pp131-145. 14p. *This article is about governance in NGOs, and how ideas and practices are dominated by Northern and donor ideas about development. She critiques ideas of partnership, de-centralization, participation, and learning from communities. This is a good literature review and she provides ways of thinking about NGOs and their practices.*

MODULE 2 METHDOLOGY AND RESEARCH TOPICS read 300 pages

The sources in this section will not answer your research questions, but they will give you ways of thinking about your research: what topics to cover, what questions to ask, what institutions to include, what concepts you might use to analyse your findings, and how to relate your findings to wider issues in development. Look for relevant articles in sections other than your topic – articles on gender, livelihoods and health, power, governance, environment can be in different sections; such sources are often about more than one thing, eg. poverty and livelihoods, cities and governance.

Methods and methodology 100 pages

*Desai, V. and Potter, R.B.(eds) (2006) *Doing Development Research*. London: Sage
Chapter 3 Ethical practices in doing development research 9p.
Chapter 4 Working in different culture: issues of race, ethnicity and identity 10p. **W2**
Chapter 5, Women, men and fieldwork: gender relations and power structures 8p. **wk2**
Chapter 11, Working with NGOs and CBOs 10p.
Chapter 15 Interviewing 6p.
Chapter 16, Focus Groups 10p.
Chapter 18 Lost in translation? The use of interpreters in fieldwork. 8p.
Chapter 20 Participatory methods and approaches 11p.
Chapter 24 Using images, film and photography 10p.
Chapter 30 Writing an effective research report or dissertation 13p.
Plus other relevant chapters

A Changing households

A.1 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, DOI:10.1080/00220388.2013.812197 17p. *Although about Kenya this article is relevant to Ghana, as it first discussed various approaches to poverty, and then considers what affects rural poverty. This will give you ideas on what to consider investigating the underlying reasons for why households change. It is a good example of combining large scale quantitative data with qualitative life histories. You do not need to follow the equations – or the tables of data; instead focus on the findings, discussion of variables and conclusions. Are your research findings similar or different?*

A.2 Nhongo (2004) The changing role of older people in African households and the impact of ageing on African Family Structures Johannesburg: Help Age International. 13p. *A study from South Africa, but again relevant to households across Africa, with a focus on older people and the impact of HIV/AIDS in particular, where health issues have led to new and challenging roles for older people. You could take a generational approach to your research project, and/or focus on health as one of the criteria you investigate.*

A.3 Barrett et al (2001) Nonfarm income diversification household livelihood strategies in rural Africa; concepts, dynamics, and policy implications. Ithaca: Cornell University. 31p. *This is a good background theoretical piece, with a review of the literature, that explains definitions and concepts around the common household survival strategy of diversification of income and 'non-farm' activities. This would be useful in your conceptualization of livelihoods and how this relates to changing households, as well as highlights issues for you to consider in explaining your data. Read the conclusion first for a brief overview of the argument of the paper.*

A.4 Silberschmidt (2001) Disempowerment of men in rural and urban Africa: implications for male identity and sexual behaviour World Development 29 (4), pp 657-671. 15p. *This takes a gender perspective to changing households, looking at how strict gender norms coupled with changing economies, have left many men with conflicted norms, esteem and value, leading to changing relationships and roles within the household. It is a good example of apply a feminist critique to the economy and locating its impact on the household and individual behaviours. Often feminist theory is applied to women, so it is very important to also explore gendered change to men and their experiences.*

A.5 Abraham, E & Adrienne Martin (2016) Understanding households' livelihood choices, wealth, and poverty in Accra, Ghana, Development in Practice, 26:3,387-402, DOI: 10.1080/09614524.2016.1150417 17p. *This article focuses on the concept of livelihoods, and analyses livelihood choices in Accra in terms of the Sustainable Livelihoods Framework (SLF), a framework that you might use to explore your own research. Reading week 2*

A.6 ODI (2018) Leaving no one behind in the health and education sectors: an SDG stocktake in Ghana. London: Overseas Development Institute (ODI) 24p. *An interesting report on the response of the Ghanaian government to SDGs on health and education Reading week 8*

B Rural-urban migration

B.1 Kothari (2002) Migration and Chronic Poverty. Manchester: Institute for Development Policy and Management. 32p. *A good source that will provide you with discussion and definitions of important concepts, and making links between poverty and migration. It provides frameworks for thinking about poverty (structure and Agency, 5 Capitals), as well as the causes and consequences of migration (different groups, types of migration).*

B.2 De Haan (2000) Livelihoods and poverty: the role of migration – a critical review of the migration literature, The Journal of Development Studies 36 (2), pp1-17. 46p. *A thorough review of the academic literature on migration, with a discussion of the negative and positive aspects of migration, approaches to analyzing migration, remittances, with links to development, rural change, poverty and inequality, and policy initiatives. Essential reading for anyone doing a project on migration, or a topic influenced by migration. Reading week 2*

B. 3 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, 525-537.12p. DOI 10.1007/s10708-012-9449-7 *An interesting case study of the informal sector and of women who migrate for work: women market traders that lack basic health and social protection services. While an important part of economic activity, their work has risks to their mental and physical health. Reading Wk9*

B.4 Sahn and Stifel (2004) Urban – rural inequality in living standards in Africa. United Nations University. 32p. *While an older article, it gives a good review of the various criteria that affect wellbeing and quality of life, and the continuing gap between rural and urban Africa. Ignore the equations and focus on the discussion and conclusion: what is their argument and are you finding similar situations?*

B 5 Koser, Khalid (2007) International migration, Oxford: Oxford University Press Chapter 3 Migration and globalization, 13p. Chapter 4 Migration and development, 13 p. *The chapters are conceptual that will put your field data into a global context. It provides definitions, explains important concepts (remittances) and helps you to make links between migration at an individual and household choice, and wider issues of development.*

C Cities and urban life

C.1 World Bank (2005) The Urban transition in SS Africa: implications for economic growth and poverty reduction. Chapters 2, 3, and 4 45p. *This study asks, 'what conditions are necessary for good local governance and beneficial urbanization? Have these conditions been met in Ghana? Chapter 2 gives the context of urban development in Africa, Chapter 3 looks at the potential, and chapter 4 policy implications.*

C.2 Barlett (2008) Climate change and urban children, Environment and Urbanization, 20 (2), pp501-519. DOI: 10.1177/0956247808096125 18p. *The article looks at one aspect of urban life that of environmental risks related to climate change specifically the impact on children. It raises the need for particular types of planning, adaptation and management by local government, with suggestions for policy and actions. Do you see such risks in your urban area, and is there any positive action from government and/or civil society groups?*

C.3 Beall (2002) Globalization and social exclusion in cities: framing the debate with lessons from Africa and Asia, Environment and Urbanization 14 (1) pp41-51.

DOI: 10.1177/095624780201400104 10p. *The article discusses the tension between the need to be a competitive economy (in global markets) with the need to address social problems in cities, considering who is excluded from the new economies. While the case studies are of Pakistan and South Africa, the issues are the same in Ghana. It is a good source for demonstrating how to link data to a wider global context.*

C.4 Songsore (1999) Urbanization and Health in Africa: exploring the interconnections between poverty, inequality and the burden of disease. Legon: University of Ghana. 27p. *Although an older study, this paper considers infectious and non-infectious disease, and environmental risks, to health in urban areas in Ghana, applying some useful environmental frameworks. Songsore argues that the most important improvements should be in infrastructure and in adopting primary health care approaches. Has this happened in the intervening years? Reading week 2*

C 5 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. Q 40, pp 184-196. 13p. *This article focuses on young people in cities, and the relationship between education, work and social life, looking at the costs and gender dimension of failure to achieve their aims. If you are researching young people, this article gives a good conceptual foundation, a relevant literature review, and an interesting case study from Ghana.*

D Poverty, inequality and livelihoods

D.1 Carter and Barrett (2006) The economics of poverty traps and persistent poverty: an asset based approach, The Journal of Development Studies 42 (2), pp178-199. 21p.

DOI: [10.1080/00220380500405261](https://doi.org/10.1080/00220380500405261) *An article on the nature and extent of poverty by two well-known development economists, who use an assets based approach (rather than income) to distinguish between persistent structural poverty (eg. poverty traps) and poverty that improves through processes of economic growth. It is a conceptual piece that gives you ways of linking about poverty. Ignore all the equations and focus on section 1, 2, 5, 6 which discuss the meaning of the quantitative analysis. Reading week 2*

D.2 Aasoglenang and Bonye (2013) Rural livelihoods diversity: coping strategies in WA West district in Northern Ghana, European Scientific Journal 9 (35), 1857-7881. 18p. *The paper provides a good review of the concept of livelihoods, discusses the Sustainable Livelihoods Framework (SLF), and considers themes of: diversification, coping strategies, and food security in one particular region in Ghana. It is a good example of a research project at the level of the household, introducing a participatory approach (PRA), and combining qualitative and quantitative methods. Reading week 2*

D.3 Hong (2006) Effect of economic inequality on chronic childhood under-nutrition in Ghana. Public Health Nutrition 10 (4), 371-378. 7p. *Review of research project in Ghana that supports the contention that economic inequality correlates strongly with childhood undernutrition, which it is claimed continues to be a big problem in Ghana. You could consider health issues in relation to poverty and inequality, and you could relate your qualitative data to the conclusions here based on quantitative analysis.*

D. 4 World Bank (2008) The impact of remittances on poverty and inequality in Ghana. Policy Research Working Paper 4732, World Bank Africa Region. 41p. *Argues that remittances reduce household poverty, but depends on a number of factors. Concentrate on reading the discussions, sections 6, 7, 8.*

D. 5 Crook, R.C. (2003) Decentralisation and poverty reduction in Africa: the politics of local-central relations. Public Administration and Development 23, 77 -88. 11p. *This evaluates a common political strategy – decentralization- and its effectiveness in reducing poverty. Key issues are ideology and the relationship between central and local authorities. Ghana used as a case study*

E Environmental and natural resource management

E.1 Reed (2008) Stakeholder participation for environmental management: a literature review, Biological Conservation 141, pp2417-2431 14p. *It evaluates a common political strategy – decentralization- and its effectiveness in reducing poverty. Key issues are ideology and the relationship between central and local authorities. Reading week 1*

E.2 Leach et al (1999) Environmental entitlements: dynamics and institutions in community-based natural resource management, World Development 27 (2), pp225-247. 22p. *Community based natural resource management (CBNRM) is the norm in development literature and the goal of many national and local projects. There is a critique of the conceptualization and practices of CBNRM, and practical suggestions, covering such topics as negotiation, types of institutions formal and informal, empowerment and capacity – all useful topics to discuss in your own research. Includes case study material from Ghana. The article also provides application of a range of conceptual approaches – entitlement analysis, social difference, dynamic ecology, new institutional economics, structural theory (eg. Agency and Structure) and landscape history, any of which you could apply. Rather heavy but essential reading – read the conclusion first.*

E 3 Adams, W.M. and J. Hutton (2007) "People, parks and poverty: political ecology and biodiversity conservation", *Conservation and Society* 5 (2) 147-183. 36p. Largely a philosophical piece, it is *the political ecology of conservation, in particular looking at protected area, and considers the rights of indigenous peoples, the relationship between conservation and poverty reduction, and protected areas that exclude people. Good if you want to use political ecology in your field report.*

E 4 Ribot (2003) Democratic decentralisation of natural resources: institutional choice and discretionary power transfer in Sub-Saharan Africa, *Public Administration and Development*, 23, pp53-65 12p. *Review of the desire to decentralize the management of natural resources in Africa; the problems (lack of adequate transfer of power) and suggestions for ways to democratize decentralization* Reading week 3

E5 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. 16p *Analyses artisanal and small-scale mining (ASM) as a livelihood choice, often complementing farming. Covers problems and issues, locating discussion in wider national and global economic systems.*

F Processes of democratization

F.1 Edozie, R.K. (2010) New frames in African Democratic politics: discourses trajectories, chapter 10, in Soyinka-Airewele, P. and Edozie, R.K. (2010) *Reframing contemporary Africa: politics, culture and society in the global era*, Washington: Sage. 20p. *This is a philosophical discussion that examines the idea of democracy in Africa, how it is understood, and how its meanings and practices are different in various parts of Africa using a postcolonial lens. There is a comprehensive literature review and will be especially useful for students who like to think about different ideas and their social construction, pan African in focus*

F. 2 Mercer, C. (2002) NGOs, civil society and democratization: a critical review of the literature. *Progress in Development Studies* 2 (1) 5 -22. 17p. *A very useful article that provides a literature review (like your chapter in the Field Report) on NGOs and civil society as they relate to political development, thus reviewing all the key ideas and critiques, and drawing to your attention how you might research these topics. You can also consider whether the NGO/civil society group you are researching fits this critique, or whether your data says something different.*

F. 3 Owusu (1992) Democracy and Africa - a view from the village, *The Journal of Modern African Studies* 30 (3) pp369-396 (about Ghana) 27p. *Historical with excellent discussion of Ghanaian experience of democratization: authoritarian to democratic institutions, impact of colonialism, concept of community, indigenous political traditions.*

F.4 Yarrow, T. (2011) *Development beyond politics: aid, activism and NGOs in Ghana*, Basingstoke: Palgrave Macmillan, Introduction, Hope in Development 15p. *Anyone researching NGOs and/or civil society should read this book – copy in the library. Each chapter looks at a different issue, applying various theoretical approaches to the discussion*

F.5 Crawford (2005) The European Union and Democracy promotion in Africa: the case of Ghana. *The European Journal of Development research*. 17 (4), 1743-8811. 29p *Interesting article on the gap between rhetoric and reality of the EU's policy to promote democracy in Africa, including case study of Ghana. Provides reasons for this gap. Useful for locating discussions of democracy into a global context, eg. How your research might link to wider issues.* Reading week 3

MODULE 3 THEORETICAL AND CONCEPTUAL APPROACHES 555pages

Week 8 sustainable Development

The focus of week 8 is to consider various aspects of sustainable development, linking issues raised in the research findings to improving sustainability. The aim is to appreciate political, economic, environmental, and social aspects of sustainable development.

*Elliott, J. (2013) 4th edition, An Introduction to Sustainable Development. Routledge: London. Chapter 1 What is sustainable development? 49p. *A good general introduction to concepts and approaches to sustainable development as well as a brief history of development linked to environmental policies and initiatives.*

Vermeulen and Cotula (2010) Over the heads of local people: consultation, consent and recompense in large-scale land deals for biofuels in Africa, The Journal of Peasant Studies 37 (4) 899-916. 17p. *This article analyses the tension between land use for biofuels against poor people's livelihoods, looking at issues of management, representation, and compensation.* optional

Brockington, D., Ponte, S.,(2015) The green economy in the global South: experiences, redistributions and resistance. Third World Quarterly 36 (12), 2197- 2206. 9 p. *An introductory article for a special edition, it introduces the concept and experience of the green economy and then summarizes the main points of subsequent articles. Good general introduction to the problems, issues and challenges of implementing green economies.*

*Elliott, J. (2013) 4th edition, An Introduction to Sustainable Development. Routledge: London. Chapter 4 Sustainable rural livelihoods, 60p. OR Chapter 5 Sustainable urban livelihoods, 53p. *Depending on your research site, read either Chapter 4 or 5, and do a quick skim of the other chapter. Most of the research topics are covered in one of the chapters. Think about how your research data links to issues of sustainability.*

Lewis and Kanji (2009) Non-Governmental organizations and Development. London: Routledge. Chapter 5 NGO roles in contemporary development practice, and Chapter 6 NGOs and civil society. 26p. *NGOs and civil society activity are seen as important actors in achieving sustainable development. These chapters give you an overview of their diversity of roles, activities, and relationships.*

ODI (2018) Leaving no one behind in health and education services: an SDG stocktake in Ghana 24p
Optional *An interesting report on the response of the Ghanaian government to SDGs on health and education.*
Research article A6 optional

*Elliott, J. (2013) 4th edition, An Introduction to Sustainable Development. Routledge: London. Chapter 3 Actors and actions in sustainable development. 69P. *This chapter considers who is involved in sustainable development and what actions are taken. It considers issues of governance, and introduces new ideas for trade, economies and finance.*

*Chapter 6 Sustainable development in the developing world: an assessment. Optional 30p
A review of various indicators, including some newer ones to capture important aspects of sustainable development.

European Union energy Initiative (EUEI) (2018) 2030 Agenda: Review Process of SDG7 on energy global partnerships 12p. *A review of the progress on SDG7 on energy by an important donor, the EU, describing the practical and strategic priorities and issues. A good example of multiple interests and institutions trying to work together to achieve sustainable development.* optional

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, DOI: 10.1080/09614524.2016.1189513 15p *A realistic appraisal of NGO activity working towards sustainability in Ghana, looking at issues of funding, capacity, and changing identities for NGOs. Think about how NGOs were*

introduced yesterday, and if your research respondents had any contact with NGOs and what that experience was like.

*Elliott, J. (2013) 4th edition, An Introduction to Sustainable Development. Routledge: London. Chapter 2 The global challenge of sustainable development. 63p. the chapter considers global connections and responsibilities, and *provides background to the big issues of land, water, and biofuels, as well as linking environmental issues to population, poverty, wellbeing and gender. You could consider how your research data explores the relationship between the physical environment and population, poverty, wellbeing and gender.*

Kopiński, D., Polus, A. & Tycholiz, W. (2013). Resource curse or resource disease? Oil in Ghana. African Affairs, 112 (449): 583-601 18p *The article argues that Ghana can avoid the 'resource curse' through better governance and a stronger civil society than other oil rich countries.* optional

Robbins, Paul (2012) Political Ecology. Kent: Wiley-Blackwell, Chapter 1: Political versus apolitical ecologies. 14p. Chapter 3: The critical tools. 33p. optional *Chapter one explains the 'ecologies' which political ecology disagrees with – and labels them apolitical- and then turns to covering the assumptions of political ecology, ending with a brief explanation of the five dominant narratives of political ecology. Essential reading. Chapter 3 is optional - .and covers in greater detail the intellectual, academic and analytical frameworks that political ecology draws on.*

Walker, P. (2006) 'Political ecology: where is the policy?', Progress in Human Geography 30 (3), 382-395. 13p. *A short article which questions how political ecology can be applied to the development of policy and action.*

Boamah, F. (2014). Imageries of the contested concepts "land grabbing" and "land transactions": Implications for biofuels investments in Ghana. Geoforum 54:324-334. (10 pp.) *Applying discourse analysis (from poststructuralism) he critiques the representations of 4 land use projects, arguing that the words used to describe projects lead to particular types of support and/or negative critique.*

Week 9 Post development, Alternative development, and Feminist approaches

This week will continue with introducing theoretical approaches to development as a way of framing and understanding research data. There will be a lecture on critiques of the whole idea of development, with application of a poststructuralist approach to research data. There will be a response to the critiques and a review of alternative development strategies to mainstream development considering such concepts as power, human rights, participation, and equality. Feminist theory will be introduced as a means to analyze three important aspects of all research: power and empowerment; gender (roles, norms, relationships), and experiences of conducting research.

Peet, R. and E. Hartwick, E. (2009) Theories of Development: contentions, arguments alternatives. London; The Guilford Press. Chapter 6, Poststructuralism, Postcolonialism, and Postdevelopmentalism 43p. *Good review of the arguments and insights of poststructuralism, postcolonialism and post development, as well as critiques of these positions.*

Ferguson, P., (2015) The green economy agenda: Business as usual or transformational discourse? Environmental Politics 24 (1), 17-27 10p. *The article provides a critique of the green economy agenda, arguing it must move away from 'growth': a poststructural analysis is applied.*

Nederveen Pieterse (2010) Development Theory (2nd edition) London: Sage. Chapter 7 After Post Development, 110-122. 12p. *A further exploration of development and post development.* optional

Nederveen Pieterse, J. (2010) Development theory (2nd edition), London: Sage, Chapter 6, My paradigm or yours? Variations on alternative development, 83-107, 27 p. *A good review of alternative*

development strategies and concerns, and the distinctions with mainstream development theories and approaches.

Binns, et al (2012) Africa: diversity and development. London and New York: Routledge. Chapter 9
review from week 1

Chambers, R. (2006) Transforming power. IDS: London. 12p. *Robert chambers is a well-respected development practitioner and academic who has written extensively on power and empowerment. This article provides discussion on discourses of power, and how one can analyze power within development situation. Would be useful to apply to any research topic.*

Cislaghi, B. (2018) The story of the 'now women': changing gender norms in rural West Africa, in Development in Practice 28:2. Pp257-268 12p *A very interesting review of a project in West Africa, designed as alternative development: long term, participatory, inclusive of both men and women, radical aim of changing norms.*

Connell, R. (1996) Gender as a structure of social practice, in Mc Dowell & Sharp, Space Gender and Knowledge. 9p *A seminal historical article which provides excellent analysis of how gender operates within society, and gives useful ways of analyzing gender within research, for example consideration of institutional practices, uses of power and hegemonic beliefs and practices. Connell was one of the first academics to write about men and masculinities.*

Mosedale, S. (2005) Assessing women's empowerment: towards a conceptual framework, Journal of International Development 17, 243-257. *One of the contributions of Feminist theory is its work on power and empowerment. This article reviews various ways of understanding power, critiques the concept of empowerment, and provides ways of thinking about and analyzing issues of power and empowerment. A useful article to deepen analysis of power and how it operates in society. 14p.*

Cleaver, F. (2002) Chapter 1 "Men and masculinities: new directions in gender and development", in Cleaver, F. (2002) Masculinities matter: men, gender and development. London: Zed Books, 27p. *This argues for the implicit inclusion of men in gender analysis and planning, and explores the key issues of gender and development as related to men and masculinities.*

Peet, R. and E. Hartwick, E. (2009) Theories of Development: contentions, arguments alternatives. London; The Guilford Press. Chapter 7 Feminist theories of development. 35p. *Worth reading as it explains the epistemology of feminist theory, covers the feminist critique of development, and then reviews the various approaches. Some will be a review, but provides connections and links to themes that are discussed in the course. optional*

Wedgwood (2009) Connell's theory of masculinity – its origins and influences on the study of gender, Journal of Gender Studies 18 (4) 329-339. 10p. *For those who are interested in pursuing men and masculinities, this article provides detailed coverage of aspects of Connell's theory, including cathexis (sexual desire) and hegemony as aspects of the gendering of men. It includes discussion of the use of life history, a feminist research method that he used. optional*

Atanga, L.L. (2013) African feminism?, in Atanga, Ellece, Litosseliti, and Sunderland (eds) Gender and Language in Sub-Saharan Africa, London: John Benjamins Publishing Co. 14p. *Theoretical paper, feminism, Africa feminism, impact of colonial experience, language*

Wrigley-Asante (2012). Out of the dark but not out of the cage: women's empowerment and gender relations in the Dangme West district of Ghana, Gender, Place and Culture, 19 (3) pp 344-363. 19p. DOI: [10.1080/0966369X.2011.572435](https://doi.org/10.1080/0966369X.2011.572435) *An interesting case study from Ghana, comparing the empowerment*

potential in poverty reduction strategies that target women. Here she argues for more attention on power relationships as a means to bring significant change.

Chant and Sweetman (2012) Fixing women or fixing the world? Smart economics, efficiency approaches and gender equality in development, Gender and Development 20 (3) 517-529. 12p. *The article highlights the tensions between working with women and girls (WID approach and now 'smart economics'), to the feminist goal of removing structural discrimination. This is an analysis of agency vs. structural approaches to fostering change.*




Cornwall, Harrison, and Whitehead (2007) Feminisms in Development. London: Zed Books. Chapter 6 Not very poor, powerless or pregnant: the African woman forgotten by Development, 7p. and Chapter 12 Critical connections: feminist studies in Africa 11p. *Chapter 6 provides an interesting critique of assumptions and myths about the 'African women', and drawing on a rights based approach discusses the need to work with middle class and non-poor women. Chapter 12 is a critique of feminist development, its failures and potential, as well as a discussion of the challenges of being a western feminist working, researching, or providing support to women in development situations. Would be useful for thinking about your positionality in conducting research.*

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. 12p. DOI 10.1007/s10708-012-9449-7. *An interesting case study of the informal sector: women market traders that lack basic health and social protection services. While an important part of economic activity, their work has risks to their mental and physical health.* Module 2, Research article B3

Sharpe (2005) Geography and gender: feminist methodology in collaboration and in the field, in Progress in Human Geography 29:3, pp304-309. 5p *A review of how feminist theory has had an impact on social science research (human geography), and the debates about methods, the experience about being powerful and powerless, and the ways in which doing research is not 'objective' and certain but deeply personal and challenging.*

Bee, B.A. & Bimbika Sijapati Basnett (2017) Engendering social and environmental safeguards in REDD+: lessons from feminist and development research, Third World Quarterly, 38:4, 787-804, DOI: 10.1080/01436597.2016.1191342 19p. *This case study provides a good example of the application of feminist theory and research to development practice, for example considering gender aspects of representation, power, labour and participation, with good links to policy.*

5. Course Staff and Lecturers

	<p>Michael Asare</p> <p>Field Manager</p> <p>Email: michael@kulturstudier.org</p>
<p>Michael has been working for Kulturstudier since 2009. He has a bachelor's degree in History and Philosophy from University of Cape Coast. Michael is Ghanaian and has previously worked for different NGOs in Ghana. He is the assistant manager for Kulturstudier in Cape Coast and his responsibilities involve non-academic matters.</p>	
	<p>Orlando Yaw Dablu</p> <p>Assistant Field Manager</p> <p>Email: orlando@kulturstudier.org</p>
<p>Orlando is a Ghanaian and has been working as Assistant Field Manager for Kulturstudier since 2016. He is a former scholarship student on the Global Environmental Studies course and holds Bachelor's Degree (Hons) in Geography and Resource Development with Political Science from the University of Ghana, Legon. He is a good communicator, motivates, and happy meeting different people at all times. He has worked with the University of Ghana as Teaching and Research Assistant, the International Food Policy Research Institute as enumerator, and works with insurance. He has volunteered as teacher at the high school.</p>	
	<p>Linette Lotus Danst</p> <p>Seminar leader</p> <p>Email: lotus@kulturstudier.org</p>
<p>Lotus holds a BA in Social Anthropology and is now studying a MA in Educational Anthropology, both at University of Aarhus, Denmark. She just finished a fieldwork in Lebanon about cash transfer programmes for Syrian refugees and technology-based</p>	

aid. During her BA, she conducted fieldwork in Qatar and in Nicaragua when studying Development Studies II in 2016. She holds many years of experience with international development, migration, politics, and global education as an activist in Denmark, Tanzania and Zambia, intern in Danish Red Cross Youth, and currently as the vice chairperson of Action Aid Denmark.



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Seminar Leader
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Jacob holds a BA in Anthropology and an MA in International Studies specializing in international development, human rights and civil society organizations. Both degrees are from Aarhus University in Denmark. He spent a semester with Kulturstudier and Development Studies II in Nicaragua on his bachelor's degree. During his studies, he has conducted fieldwork in Lithuania, Nicaragua and Danish civil society organizations. Jacob has acquired experience within his fields of interest from his work with Amnesty International and Afrika Kontakt, where he has mainly worked with and been responsible for campaigning, policy, project management and fundraising.

Lecturers Module 1 University Cape Coast
Department of Geography and Regional Planning
Department of Population and Health
Institute for Development Studies
Centre for African Studies



Dr. Hilde Arnsten
Lecturer Module 1 Governance
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Hilde Arntsen is an Associate Professor in Development Studies at Oslo Metropolitan University, Norway. She holds a PhD (2010) in media studies from the University of Bergen, Norway, on gender and the media in Zimbabwe in the 1990s. She has conducted ethnographic research in Zimbabwe, South Africa, Namibia and Kenya since the early 1990s, and published on issues of gender, popular culture, religion and political satire. At OsloMet she lectures on issues such as democracy, postcolonial

theories, diversity, gender, social media use, media and representations development, among other things, as well as supervising students doing in fieldwork in Namibia.



Dr. Ann Le Mare

**Lecturer Module 3
Sustainable Development, Development critiques,
Feminist Theory**

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Ann Le Mare has a B.A. degree in social sciences/anthropology, a Postgraduate diploma in Community Development, and an MSc in Development Management. Her PhD at Durham University was on Fair Trade and its potential for development. She has a background as a development worker and as an academic, having worked or done research in Kenya, Tanzania, Zimbabwe, Zambia, Northern Ireland, India, Bangladesh, Thailand, Vietnam, Jamaica and Nicaragua. She is retired, but continues with a range of research, teaching and writing projects related to the broad theme of development. Her main interests are in poverty alleviation, gender, institutional development, conflict and conflict resolution, and alternative trades. She is the Programme Manager for Development studies II.



Dr. Charlotte Wrigley-Asante

Lecturer Module 3 Feminist Theory, gender

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Dr. Charlotte Wrigley- Asante has a MPhil from the University of Oslo, and a PhD from the University of Ghana, Legon. She is a Senior Lecturer in Human Geography at the University of Ghana, Legon. Her main areas of expertise are development, gender, poverty, migration and the environment. She has written many publications from her research in Ghana.

6. Guidance on Writing Essays

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/College 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 have an introduction. Here the topic(s) are first presented. Following this, the question(s) related to the topic(s) are formulated. The question(s) and the intention must be clearly formulated and realistic. Finally, the structure to the paper/essay should be outlined. That is, how the following pages will proceed to study the question/s of the paper. This structure must be simple and logical, normally resting on three building blocks:

- an introductory part;
- a main part (normally consisting of various sub-chapters/sections) where ideas concepts and results are discussed in relation to the overall topic/s and question/s raised in the introduction; and
- a concluding part which summarizes the paper and provides final conclusions.

Once the topics, intention and structure have been defined in the introduction, it is important to stick to them throughout the paper/essay.

The seminar leader is available for advice during the writing of the self-study paper and the group exam. It is advisable to make use of this opportunity. However, you may not receive any guidance during the individual home-exam.

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. (By “your material” we mean the different views/theoretical approaches and empirical examples you use to study the topic/s in question.) 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.

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 in establishing 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 citing of references (see below).

5. Guidance on Referencing - Get the technicalities right

The **Harvard System** of references is used in the course. There are many different styles within the system - compare the list of references in books, journal articles or reports. The style is up to you – as long as you are consistent in its use.

The main points in referencing are

(1) every source should have a short reference in the text

(2) which links to a full reference in the bibliography

(3) where you are consistent and use the same style for all references in your paper.

First, 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 or article or report.

Examples:

- Whole book:
In her most recent introduction to development studies, the author covers economic aspects of development, as well as social, cultural and environmental issues (Smith 2008).
- Direct quote:
Smith concludes that “development must include tackling poverty” (Smith 2008: 22).
- Paraphrasing:
One of Smith's arguments is that development needs to include poverty reduction (Smith 2008: 22).

NB! If referring to an author cited in another text, you include both names in the short reference. You cite where YOU read the information (eg. In Jones)

Example:

'Development must include tackling poverty' (Smith, cited in Jones 2010: 12)

NB! If the in-text reference is to a secondary source (e.g. 'Development must include tackling poverty' (Smith, cited in Jones 2010: 12)), your literature list must only include the actual source you quoted from (for the above example, Jones, 2010).

- Sometimes documents do not have a date. Then the reference is: (Smith, no date)
- Documents written by an organization with no given author should have the organization as the author.

Example:

(UNESCO 2009) or (Vietnamese Ministry of Education and Training 2007)

Second, 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, containing on the 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 list of references.

Each reference should have the following format:

Surname of author, first name or initial/s (publishing year) *Title*, Place of publishing that is normally a town: Name of publisher.

Example:

Nederveen-Pieterse, J. (2001) *Development theory. Deconstructions/reconstructions*, London: Sage Publications.

- If the source is an article in an anthology (book with contributions from several authors), the reference in the literature list should have the following format:

Surname of author of the article, first name or initial/s (publishing year) "Title of article", in + full name/s of the editor/s, *Title of book*, Place of publishing which is normally a town: Name of publisher.

Example:

McGrew, A. (2000) "Sustainable globalisation. The global politics of development and exclusion in the new world order" in Tim Allen and Alan Thomas (eds.), *Poverty and development into the 21st Century*, Oxford: Oxford University Press.

- If the article is from a journal, the reference in the literature list should have the following

format:

Surname of author, name or initial/s (publishing year) 'Title of article', In + *Name of periodical*, volume/issue number x, pp. z-y.

Example:

Castles, S. (2000) "International migration at the beginning of the twenty-first century: global trends and issues", *International Social Science Journal*, n.165, pp.269-280.

- If the source is a conference paper it should include the following information.

Example

Brown, J., 2005. Evaluating surveys of transparent governance. In: UNDESA (United Nations Department of Economic and Social Affairs), *6th Global forum on reinventing government: towards participatory and transparent governance*. Seoul, Republic of Korea 24-27 May 2005. New York: United Nations.

- If downloading a text from the Internet, the reference should have the normal format used for references to books, anthologies or periodicals as described above, and add the Internet-address in parenthesis. If using information from the internet which is frequently updated (newspapers, magazines etc), the date when downloaded should be included.

If a paper copy of a report

Example

Department of Health, 2001. *National service framework for older people*. London: Department of Health.

If the report is accessed from the internet:

Example

Department of Health, 2001. National service framework for older people. [pdf] London: Department of Health. Available at: http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_4071283.pdf [Accessed 12 September 2011].

A Magazine or journal article available on the internet

Example:

Kipper, D. , 2008. Japan's new dawn, *Popular Science and Technology*, [online] Available at: <http://www.popsci.com/popsci37b144110vqn/html> [Accessed 22 June 2009]

- *Other sources*
Other types of sources, like conversations or information from web-sites that has not been published in printed form, should stand in a separate list (after the literature-list), which can be called "Other Sources". These sources should also be organised in alphabetical order according to surnames/names.
- As for unpublished Internet-information, references should consist of the Internet-address (not in parenthesis) followed by the date of downloading.

Example:

Participatory Poverty Assessment: Vietnam
<http://siteresources.worldbank.org/INTPOVERTY/Resources/335642->

1124115102975/1555199-1124138866347/vietnam.pdf accessed 8.11.2008

- DVD or film should include the following information.

Example:

Health for all children 3: The Video., 2004. [DVD] London: Child Growth Foundation. (Narrated by D.B.M. Hall).

Macbeth, 1948. [Film] Directed by Orson Wells. USA: Republic Pictures

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 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

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). This gives app. 400 words on one page.

Note! Remember to paginate the text (i.e. number the pages), and include front page and table of contents.

7. Internet Resources

Development - General

There are many useful links provided at the end of chapters and 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.