Spring 2014
Course Plan

APPROACHES TO DEVELOPMENT
(U-landslære)

A multidisciplinary course facilitated by Frands Dolberg

Aarhus University

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1. INTRODUCTION AND LEARNING OUTCOMES

1.1. ACADEMIC REGULATIONS AND THE COURSE

This course follows the most recent academic regulations for master and bachelor degrees under the Department of Bioscience. Presently, they are from 2011:

- Studieordning for kandidatuddannelsen i Biologi 2011
  http://studieordning.au.dk/SOG_pdf/Biologi%20kand%202011%2028%2010%29.pdf
- Studieordning for bacheloruddannelsen i biologi 2012

Studies of development can be approached in more than one way. If we visualise the entire subject area as a continuum, we may at one extreme find a number of all-embracing theories attempting to explain the prevailing inequalities between nations and people, while at the other extreme there is a variety of issues with, apparently, no coherence. This course takes its point of departure in issues that are among the current “catchwords” in development, such as poverty reduction strategies (PRSPs) and fragile states. Millennium Goals, gender, governance, globalisation, participation and the climate change issue are currently in vogue. It is assumed that the students attending the course have already obtained some basic knowledge about development – and gained a certain theoretical foundation – from their respective studies. Building upon each student’s own specific interests, the course intends to help the participants to get behind the “catchwords” and, hopefully, see them in a wider and deeper context.

The course draws heavily on Amartya Sen’s (2001) book “Development as Freedom” in its understanding of development. As stated pages 3 and 4 in that book:

“Development requires the removal of major sources of unfreedom: poverty as well as tyranny, poor economic opportunities as well as systematic deprivation, neglect of public facilities as well as intolerance or overactivity of repressive states. Despite unprecedented increases in overall opulence, the contemporary world denies elementary freedoms to vast numbers – perhaps even the majority of people. Sometimes the lack of substantive freedoms relates directly to economic poverty, which robs people of the freedom to satisfy hunger, or to achieve sufficient nutrition, or to obtain remedies for treatable illnesses, or the opportunity to be adequately clothed or sheltered, or to enjoy clean water or sanitary facilities. In other cases, the unfreedom links closely to the lack of public facilities and social care, such as the absence of epidemiological programs, or of organized arrangements for health care or educational facilities, or of effective institutions for the maintenance of local peace and order. In still other cases, the violation of freedom results directly from a denial of political and civil liberties by authoritarian regimes and from imposed restrictions on the freedom to participate in the social, political and economic life of the community.”

1.2. LEARNING OUTCOMES

On this background, the course wants to achieve the following learning outcomes.

- that the students understand the political objectives of development aid and their background as well as experiences with their implementation.
that the students through an exposure to development priorities of the different disciplines participating in the course obtain an understanding of the nature of the contributions that those different disciplines can make to the removal of unfreedoms (reference to the quote from A. Sen in the introduction above).

The students participate in the course by:

- following the lectures.
- making oral presentations of development experiences developed in cooperation with fellow students based on own experiences and prescribed literature.
- making a presentation on a subject at their own option under the heading “This is interesting”.
- writing a course paper alone or in a group that falls within the development field on a subject at their own option.
- applying their knowledge to make a critical review of oral and written presentations by fellow students and lecturers.

2. INTERDISCIPLINARY OR MULTIDISCIPLINARY?

The Danish word 'tværfaglig' can be translated either as interdisciplinary or multidisciplinary. While interdisciplinary work implies an actual mixing of the disciplines, multidisciplinary work accepts the uniqueness of each discipline, but at the same time aims at achieving a result influenced by the strength of each participating discipline. Several examples could be cited of students who over the years have crossed disciplinary boundaries, but the ambition of this course goes no further than to provide a good understanding of the need for and value of multidisciplinary work.

The acquisition of skills in interdisciplinary work is a process in itself, of which students will inevitably get a taste during the course. While it is very difficult, in a lecture room in Aarhus, to create a real-life atmosphere reminiscent of actual development work, the multidisciplinary experience as such comes close to the situation that the students may later encounter in the real world. Here, it is common that teams involved in project or programme preparation, implementation or evaluation are composed of representatives of both the natural and the social sciences – and quite often team members either struggle to communicate across disciplines or politely keep quiet about any disagreements that may occur, leaving it to team leaders or representatives of the recipient and donor agencies to integrate the team’s work.

The *Approaches to Development* course has been conducted each spring since 1985, and on the basis of the experience gained so far, some additional points can be made:

A realistic objective in terms of multidisciplinary communication during the semester seems to be that the course participants give one another some insight into the different characteristics, assumptions and premises of their different disciplines. This is a process which culminates during paper writing and the final sessions of presentation and reviewing of the papers.

It is emphasised that multidisciplinary work demands clarity and openness from all involved. This is best achieved when the students have a good understanding of their own subjects and, of course, are open to what students from other disciplines have to say. Multidisciplinary work does not mean that a student has to abandon his or her disciplinary background. On the contrary: only a thorough knowledge of one’s own discipline makes it possible to identify areas of fruitful co-operation with other disciplines.

In the general spirit of the course, students are also encouraged to write joint multidisciplinary papers.
3. COURSE FORMAT

The course begins with a series of lectures, running till around May. During this period, there will be a study tour to Copenhagen. After the lectures are completed, there is a break in regular sessions until the middle of May or early June, during which time students prepare their papers. The students’ presentation of their papers ‘in class’ will take place from the middle of May till the middle June, unless otherwise arranged, in consultations between the students and the course facilitator.

Students are expected to contribute to the course through active participation in assigned work. The course will include lectures partly by teachers from the University of Aarhus, partly by guest lecturers. Unless otherwise stated in the course programme, the course facilitator, Mr Frands Dolberg, will be in charge. Frands Dolberg is employed by the University of Aarhus on a part-time basis (external lecturer) and works as an adviser to a number of Danish and international development agencies. This involves periods of absence from Aarhus during the course. However, it is possible to counter this to some degree by the use of e-mailing facilities, allowing students to contact him while he is away. In fact, even when he is in Aarhus, this is the easiest way to contact him. So use e-mail for contact.

3.1. GROUP WORK AND ACTIVE PARTICIPATION

Group work will be used to some degree. At course start, participants will be divided into groups. During the course each group will have two main tasks: (1) to prepare three questions for themselves on the basis of prescribed books, papers and videos and (2) to answer these questions on the basis of the same books and other literature that the group may find relevant. The time for that will be announced during the course. As far as possible, each group will include representatives from different disciplines.

As a feature starting back in 2003, space is allocated for brief presentations by the students on topics they find relevant and interesting to the course under the caption “This is Interesting”. In early April, the students must present a tentative topic for their exam paper to the course facilitator’s approval. By the end of May or early June they are to present a draft paper for review by fellow students. Finally, at the end of the course, students must submit a full paper for exam evaluation.

Study tour: The students appoint a representative, who will arrange the trip to and from Copenhagen in cooperation with Ms. Rikke Bjørn Jensen, secretary of the Institute of ARTs: rbj@geo.au.dk and telephone: 87162817, building 1467, room 419. The trip will be a group tour by train. In Copenhagen, the students themselves arrange and pay for their stay and food. Please note that any individual student’s deviation from the programme will have to be accepted in advance by course facilitator Frands Dolberg.

3.2. COURSE CREDIT

It is very important for participants to be aware that rules concerning transfer of course credits are not uniform within the University, but vary from one department to another. It is therefore necessary that each student should consult his or her department’s board of studies (studienævn) in order to be sure about the conditions for course credit transfer. Experience shows that in the end these conditions will influence the degree to which students are ready to complete the course. Thus, next to nobody completes the course without a credit transfer in place.
3.3. INTERNET FACILITIES

3.3.1. E-mail

It is now possible for a student to get an e-mail address at his or her department or university, and in any case most students already have their own private e-mail address. An e-mail address is important because e-mail will be used for communicating announcements and distributing papers and also as a means to keep communication channels open between Frands Dolberg and the students, whether he is in Aarhus or travelling. Please also make sure you are familiar with posting and receiving attached files and the free Adobe Reader software, which can be downloaded from www.adobe.com/products/acrobat/readstep.html.

3.3.2 Course websites

Main course website: The main course website (www.ulandslaere.au.dk) contains general information about the course, and students are recommended to explore it for useful hints and tips. For instance, we are often asked by students what the paper should look like. The main course website contains some sample papers from previous courses to take leads from. You find them at: http://ps.au.dk/approachestodevelopment/student-papers/

AULA course website for spring 2014: Besides the main website, which is permanent, we set up special course websites for each individual spring course. These websites are located at Aarhus University’s e-learning platform (AULA). You find the spring 2014 course website at: http://aula.au.dk/courses/AULA140109141137/

The 2014 AULA website contains day-to-day information for the current course. In order to use the AULA website you have to, firstly, register as a user of AULA and, secondly, subscribe to the course website. Please do this as soon as possible. The 2014 AULA website is located under: https://aula.au.dk/index.php?category=HUMTF

A detailed manual explaining how to use AULA (including registration and subscription procedures) is available in both English and Danish at:


AULA provides tools to handle the following tasks and more (though we won’t use all of them):

- **Course description**: Information about the course contents, structure etc.
- **Agenda**: Lecture plan and other important dates. Printable
- **Announcements**: Announcements from the teacher to the participants of the course. Announcements can also be sent out as email.
- **Documents**: Information and files from the teacher, arranged in folders. Click on the folder to see what is in it. To save a file, click the disc icon next to the file, and choose where you want to save the file on your own computer. If you have problems opening a document, you should click the disc icon, not the filename itself. The documents can be sorted by name, type, comment, size or date.
- **Users**: List of participants and users. If you upload a picture, it will be displayed next to your
name (click the info-icon), and the teacher can enable personalised profiles, with a little text on yourself.

- **Links**: A collection of on-line resources.
- **Assignments**: A place the students can upload minutes, assignments, and reports for the rest of the class.
- **Dropbox**: Option to upload documents in your own area on the platform, and to send documents through AULA to chosen participants of the same course.
- **Forums**: Discussion forum. This is where the asynchronous online discussions can take place.
- **Groups**: Overview of the groups created in the course. Here course participants can discuss through written text messages, share documents with other members of the same group, or for the group to collaborate on a wiki. The group members can also upload files in Assignments and write in the Agenda and the message area. The teacher can close the group area so only the group members have access to discussions, documents, assignments and the wiki.
- **Chat**: Option for synchronous chat. The chat is automatically saved in Documents.
- **Tests**: Self tests with points. **Learning path**: An area with organized access to learning resources for course participants.
- **Wiki**: A wiki is an online, synchronous document in AULA, that students and participants can use for collaborate production of assignments and projects. In a wiki everybody can see who has made any changes to the document, which changes that have been made and when. It is a student-centred tool that everybody can collaborate on. The tool is on course level and is additionally a standard tool for the groups. There is “only” one wiki available per level, but it is possible to add pages – just like in a book – to a wiki and in that way use it for many projects.
- **Blog**: A tool that resembles a log or diary in which every student / participant can set down their thoughts in writing, write about assignments, describe processes etc. The teacher can use the blog to distribute assignments to the participants. A blog can be created to all participants on the course list.

### 3.3.3. Internet resources

By now there is a substantial amount of relevant information on the internet, and section 6 of this course plan contains a number of web addresses that may prove useful either in their own right by containing up-to-date documents or as entry points to specific subjects, for example by pursuing links on a site that offer further possibilities of searching information.

### 4. THE PAPER ASSIGNMENT

Every student is to write either an individual or a joint paper on a topic that falls within the objectives of the course. The choice of a specific topic is the student’s own. In the multidisciplinary nature of the course, students are encouraged to do joint papers, although this is not compulsory. In case of joint papers, it must be clearly specified who is responsible for which sections of the paper for the purpose of evaluation.

Any student planning a subsequent period as a trainee attached to a project, an embassy or a development organisation is strongly encouraged to write a paper on a relevant subject. The work with the paper is an opportunity to obtain an in-depth understanding of the literature of a particular subject, which may help prepare for the trainee service and put it into a broader perspective. Similarly, students, who have worked in a developing country or an aid organisation can use that experience as a background for their paper.

It is recommended that the paper be written in English. English is a world language – if not
universally understood, at least far more widely known than Danish – and, more importantly, it is the
language of development literature. Another important angle is that in case you go for a period as a
trainee in a project, a Danish Embassy or any other organisation, using English will help you to share
information with people in the organisation to which you are attached. ‘Data-mining’ is still far too
common. The expression is used to describe a situation where western academics extract data from
developing countries for their own purposes, for example to write
a paper or a thesis, but never report back or share the results with the people who were involved in the
data gathering. It is true that this may not be prevented merely by writing papers
in English during this course, but for a Dane it is a step in the right direction.

4.1. PAPER REQUIREMENTS

The paper should refer to and use relevant literature on the subject that is dealt with. This is expected in
the introduction. Description(s) and analyses of practical examples are also ex- pected. Practical examples
are useful for two reasons: (1) they facilitate communication with students from other disciplines, and (2)
they support an important idea behind the course, namely to enable students to link between the practical
development world and the develop- ment literature.

The main challenge in writing a paper is to present the results of one’s research. The normal paper
writing procedure is to begin with a broad idea of what the paper should be about. This idea is then
gradually — during lectures, discussions and readings – narrowed down to a prob- lem and a hypothesis
which will guide the work with the paper. One practical example is given here of how to go from a
general idea (“I would like to write something about vegetation in Africa”) to a specific topic (“Trees in Africa”) to
a problem (“Imbalance between felling and re-growth”) to a hypoth- esis (“Urban wood consumption is more harmful
to tree cover than rural consumption”).

When writing the paper, students are requested to take account of the multidisciplinary na- ture of
the course by using simple and straightforward language and by inserting notes to ex- plain technical
terms that may be unique to their specific discipline or topic of the paper.

The paper must meet standard requirements with regard to source material, and sources should be
clearly stated where appropriate, both in the text, like this: (Goetz & Gupta, 1996),

References:

Be careful not to get too close in your written presentation to the sources you use for your paper, not
because it is prohibited, but if you do get close to the original text then you must make a direct quote
with quotation marks and not copy without notification. In the latter case the paper will be rejected.

It is stressed that there is no inherent positive correlation between volume and quality of a
paper, i.e. do not think ‘the bigger the better’.

With regard to the layout and size of papers, the course acknowledges the fact that students must have
their papers accepted by their own departments. Some departments insist on their own standards, in
which case these individual departments’ standards apply. In cases, however,
where the departments do not insist on their own standards, each student is expected to con- tribute a paper not exceeding 6,000 words – plus 50% (3,000 words) for each additional author. Pa- pers must be well
organised with subheadings, which will be facilitated by a clear hypothesis. They should contain a list of
4.1.1. Presentation and review (critique)

To each paper – even those written by a single author – there will be at least two students acting as reviewers (critics), and as far as possible, they will be selected so as to represent different disciplines, both different from each other and from the author(s) in question. To stimulate multidisciplinary communication, the reviewers (critics) – and not the authors - should present the papers they are responsible for to the course, putting special emphasis on the following points:

- The problem dealt with in the paper and its relevance
- The main conclusion
- Main findings
- Differences to other papers written on the same or related subjects
- Academic and practical problems that appear to have been met with during the preparation of the paper.

The reviewers should attend to the following points in particular in their critique:

- The background to and relevance of the main problem of the paper
- Has this problem been stated clearly and unambiguously?
- Is the problem formulation justified in the preceding section(s) and logically reflected in the way the paper is organised?
- Are the arguments well-presented and logical?
- Does the conclusion give an answer to the question(s) contained in the problem formulation?
- Perspectives - was it the most obvious topic to deal with, or are there other perceptions that would have been much more important in relation to the title of the paper?

To facilitate presentation of the paper as well as the subsequent review or criticism, it is useful to apply aids like blackboard or overhead projector as these facilities are standard in the rooms of the University. Following presentation and review there will be a general discussion.

4.2. EXAM

4.2.1. Applying for credit transfer

Before signing up for exam, students admitted to the course must ensure that they are eligible for credit transfer. This should be done as soon as possible and no later than one week before the exam registration period begins. The application procedure is described below (steps 1, 2 and 3). Most of you have probably done the necessary already before course start – in that case, go directly to paragraph 4.2.2 below (exam registration). You can read more about enrolment in a credit module: http://studerende.au.dk/en/guidance/enrolmentinacreditmodule/

- Step 1. Fill out a credit-transfer-application via mit.au.dk. If you are not enrolled as a full time student on Aarhus University please contact course secretary Ivy Kirkelund for further information. Ivy Kirkelund: Tåsingegade 3, Building 1442, 8000 Aarhus C, telephone (+45) 87153526 / ikirkelund@cas.au.dk
Please note that some departments may have their own specific rules and procedures for credit transfer, so it is advisable to first consult your own studies office on these matters.

4.2.2. Signing up for exam

If you are signed up for the course, and all formalities are in order, you will be registered for the exam automatically. If you have any questions regarding exam registration, please contact the Arts Study Centre (Studiecenter Arts). Postal address: Tåsingegade 3, 8000 Århus C. Bygning 1442, main floor, telephone (+45) 8716 10 87. Email: studiecenter.arts.aarhus@au.dk

Cancellation: In case a student wants to cancel his or her exam, cancellation must be made online (or the same office must be informed by mail) no later than seven days prior to the first day of exams.

4.2.2. Evaluation of the paper

Papers are assessed in one of two ways, subject to the students’ preferences:

- Either as “passed/failed”, in which case assessment is conducted by the course facilitator and a staff member of the University’s Faculty of Science and Technology.
- Or the paper is marked according to the official Danish grading system, the so-called 7-scale system (7-trins-skalaen)s, in which case an external examiner appointed by the Ministry of Education takes part.

Please note that the latter form of evaluation requires prior permission from the student’s own department. Thus, students who want to have their papers marked should make sure that such permission has been obtained in advance.

4.3. PRINTING AND DISTRIBUTION OF PAPERS

Draft papers: The presentation of (draft) student papers ‘in class’ will take place over some weeks beginning by the middle or end of May. A detailed plan will be announced during the course. There will be time following the presentation to make corrections and apply the finishing touches to the papers, since formal submission will not take place till, typically, mid or end- June, the exact date being subject to the administration’s announcement.

One week before presenting their respective (draft) papers ‘in class’, the individual authors are required to send the paper to the reviewers and any other interested participant in the course. This is done via the AULA course website, using either the dropbox tool or the assignments tool.

The final paper, by contrast, must be submitted in printed format and in 3 copies to Ms. Ivy Kirkelund, Secretary, Tåsingegade 3, building 1443, room 222, 8000 Aarhus C (ikirkelund@cas.au.dk and phone 87153626) with a formal cover form, a copy of which is attached to this course plan (last page). Please also hand in (or mail) an electronic version of your final paper and indicate whether we may publish it on the course website after the formal evaluation.
5. BOOKS TO READ AND OTHER MATERIAL

In the Course Calendar (section 7) you will find a brief outline of the subject of each lecture and a guide to which passages you need to read for each lecture.

The passages refer to the following sources:

1. A number of internet documents.

2. The books and links listed below

- Selected papers from Stanford University’s Global Food Policy and Food Security Symposium Series available from http://fsi.stanford.edu/events/series/global_food_policy_series/

There are many useful journals in which papers of current research are published. Below is a list of such journals, which are available at the Arhus University Library in electronic format: http://www.statsbiblioteket.dk except the Journal of Humanitarian Assistance (see below), which can be accessed from the Internet.

- Development in Practice
- Development Policy Review
- Disasters
- European Journal of Development Research
- Forum for Development Studies
- Gender and Development
- Human Ecology
- International Journal of the Commons
- Journal of Development Effectiveness
- Journal of Development Studies
- Journal of Human Development and Capabilities
- Natural Resources Forum
- Progress in Development Studies
- Population and Development Review
- Population and Environment
- Studies in Family Planning
- Third World Quarterly
- The Journal of Humanitarian Assistance: http://jha.ac/
- World Development
- The World Bank’s data base is here: http://data.worldbank.org/

This is not an exhaustive list and you are encouraged to go beyond it. However, when you enter the homepages of the journals you will in several cases find a possibility to click on “most read” or “most cited” articles, which gives you an indication of what presently interests the research community.
6. WORLDWIDE WEB ADDRESSES

The amount of information available on the internet regarding development is growing rapidly, ranging from daily news to scientific publications. A list of addresses has been provided below in an attempt to introduce students to this variety of sources and act as entrance points. The list is in no way exhaustive, but hopefully will prove useful to beginners. It may not be possible to obtain full papers, but a visit to many of the web sites listed below will give an idea of frontline issues within a number of subject areas and thereby suggest topics that it might be useful to address in a course paper.

The introductory nature of the links is stressed, but one feature of many internet pages to note is a links mark from where it is possible to click on to sites dealing with related subjects. So the links mark can be very helpful for an onward search. Suggestions for improvement will be very welcome, as the list should continue to be updated.

The indexes below are neither exhaustive nor are the categories exclusive, and it is therefore advisable to search for a subject under more than one category. On the other hand, the index is large enough to serve as a significant entrance to information on development. You are advised to look under publications in the cases where this is possible.

AFRICA

- Africa Action: http://www.actionafrica.org/
- African Development Bank: http://www.afdb.org/
- African studies Centre: http://www.africa.upenn.edu/
- Africa index: http://www.afrika.no/
- Africa – history: http://www2.h-net.msu.edu/~africa
- Africa News: http://allafrica.com/
- African Political Resources: http://www.politicalresources.net/africa.htm
- Centre for African Studies, University of Copenhagen: http://www.teol.ku.dk/cas/
- Nordic Africa Institute: http://www.nai.uu.se/

AGRICULTURE AND FOOD

- AVRDC - The World Vegetable Centre (AVRDC): http://www.avrdc.org/
- Consultative Group for International Agricultural Research (CGIAR): http://www.cgiar.org/
- Food and Agriculture Organisation (FAO): http://www.fao.org
• IFOAM (Ecological agriculture): http://www.ifoam.org
• Information on agriculture and the environment: http://www.cabi.org
• International Fund for Agricultural Development (IFAD): http://www.ifad.org

AIDS
• University of California’s site: http://hivinsite.ucsf.edu/ (go to links).

ASIA
• Asian Development Bank: http://www.adb.org
• Association of Southeast Asian Nations (ASEAN): http://www.aseansec.org/99.htm
• Information on Asian Countries: http://www.lib.duke.edu/ias/sasia/
• South Asian Association for Regional Cooperation (SAARC): http://www.saarc-sec.org/

BIODIVERSITY AND CLIMATE
• Biodiversity Related Homepages: http://www.conbio.org/
• Centre for Tropical Ecosystem Research, University of Århus: http://mit.biology.au.dk/centreTER/
• Climate Funds Update: http://www.climatefundsupdate.org/
• Environmental knowledge for Change: http://www.grida.no
• Intergovernmental Panel on Climate Change: http://www.ipcc.ch/
• United Nations Framework Convention for Climate Change: http://www.unfccc.int/

DEVELOPMENT ORGANISATIONS AND AID
• Aid Workers Network: http://www.aidworkers.net/
• Copenhagen Consensus: http://www.copenhagenconsensus.com/
• Development Assistance Committee (DAC) of OECD’s Peer reviews of development assistance:
  o www.oecd.org/department/0,2688,en_2649_34603_1_1_1_1_1,00.html
• Development Gateway (go for Accessible Information on Development
  o Activities (AIDA)): http://www.developmentgateway.org
• Danish Ministry of Foreign Affairs (Danida): http://um.dk/en/danida-en/
• Danida site for aid management: http://amg.um.dk/en
• Development Figures (in Danish): http://www.udviklingstal.dk/
• Women’s Human Rights: http://www.amnestyusa.org/women/links.html

NATURAL AND SUSTAINABLE RESOURCE MANAGEMENT

• Alternatives to Slash and Burn Programme: http://www.asb.cgiar.org/
• Consultative Group on International Agricultural Research (CGIAR) on Global Issues:
  ○ http://www.cgiar.org
• Forest and Landscape, University of Copenhagen: http://sllife.ku.dk/English.aspx
• FAO Agriculture 21: http://www.fao.org/ags/
• International Centre for Integrated Mountain Development (ICIMOD): http://www.icimod.org/
• International Institute for Environment and Development (IIED): http://www.iied.org/
• International Water and Sanitation Centre: http://www.irc.nl
• M.S. Swaminathan Research Foundation: http://www.mssrf.org/
• Natural Resource Charter: http://www.naturalresourcecharter.org/
• Natural Resources Institute: http://www.nri.org
• Publish What You Pay: http://www.publishwhatyoupay.org/
• Small Ruminant Collaborative Research Support Program at the University of Missouri (social sciences):
  ○ http://srcrsp.missouri.edu/
• SRISTI (An Indian Network on People’s Creativity, indigenous knowledge and Experimentation):
  ○ http://www.sristi.org/
• Sustainable Energy News: http://www.inforse.dk/s_e_news.php3
• UN Sustainable Development Platform: http://sustainabledevelopment.un.org/index.html

NGOS

• Action Aid: http://www.actionaid.org
• Asian NGO Coalition for Agrarian Reform and Rural Development: http://www.angoc.org
• BRAC - Bangladesh: http://www.brac.net
• CARE Denmark: http://www.care.dk
• Consumers International: http://www.consumersinternational.org
• DanChurchAid: http://www.danchurchaid.dk
• European Network on Debt and Development: http://www.eurodad.org/
• Global Giving: www.globalgiving.com
• Humanitarian Practice Network: http://www.odihpn.org/
• MS (Mellemfolkeligt Samvirke or ActionAidDenmark): http://www.ms.dk
• Oxfam: http://www.oxfam.org
• Practical Action (earlier Intermediate Technology): http://practicalaction.org/
• Pratham: http://www.pratham.org
• The International Budget Project: http://internationalbudget.org/
• The International NGO Training and Research Centre: http://www.intrac.org/
• The Lutheran World Federation: http://www.lutheranworld.org/
• The Project Advice and Training Centre, Arhus: http://www.prngo.dk/eng
• Ulandsorganisation IBIS: http://www.ibis.dk/
• World Neighbours: http://www.wn.org

PARLIAMENTS AND GOVERNANCE
• African Elections database: http://africanelections.tripod.com/
• Digital Governance: http://www.digitalgovernance.org/
• Initiative for Policy Dialogue: http://www0.gsb.columbia.edu/ipd/
• Inter-Parliamentary Union: http://www.ipu.org/english/home.htm
• Web Sites of National Parliaments: http://www.ipu.org/english/parlweb.htm

POVERTY FOCUS AND MICRO-FINANCE
• Consultative Group to Assist the Poorest (CGAP): http://www.cgap.org
• Grameen Bank: http://www.grameen-info.org
• Grameen Foundation: http://www.grameenfoundation.org/
• Institute of Microfinance: http://www.inm.org.bd
• International Fund for Agricultural Development (IFAD): http://www.ifad.org
• Kiva – loans via the Internet: http://www.kiva.org/
• Microfinance Gateway: http://www.microfinancegateway.org/p/site/m/home/
• MYC4: http://www.myc4.com/
• Yunus Centre: http://www.muhammadyunus.org
• Virtual Library on Microcredit: http://gdrc.org/icm/

RESEARCH AND DOCUMENTATION
• Academy of Sciences for the Developing World: http://twas.ictp.it/
• Advance-Africa Scholarships: http://www.advance-africa.com/index.html
• Afghan Research and Evaluation Unit: http://www.areu.org.af/
• Afrobarometer: www.afrobarometer.org
• Asian Development Bank Institute: http://www.adbi.org/
• British Library for Development Studies: http://blids.ids.ac.uk/
• BRAC Research and Evaluation Division: http://www.bracresearch.org/
• Center for Global Development: http://international.cgdev.org/section/publications
• Centre for Chinese Studies: http://www.ccs.org.za/
• Centre for World Indigenous Studies: http://www.cwis.org
• Chronic Poverty Advisory Network: http://www.chronicpovertynetwork.org/
• Danish Development Research Network: http://ddrn.dk
• Danish Institute for International Studies: http://www.dinis.dk
• Economist Intelligence Unit: http://www.eiu.com/public/
• Eldis Directory of Information Sources on Development and Environment: http://www.eldis.org/
• European Centre for Development Policy Management: http://www.ecdpm.org/
• Global Development Research Centre: http://www.gdrc.org/
• Global Forum for Health: http://www.globalforumhealth.org/
• IDS knowledge Service: http://www.ids.ac.uk/knowledge-services
• International Foundation for Science: http://www ifs.se/
• Impact Alliance: http://www.impactalliance.org
• International Data Base (IDB) with statistics from 227 countries: http://www.census.gov/ipc/www/idb/
• Land and Agrarian Studies, University of Western Cape: www.plaas.org.za
• Library of US Congress: http://www.loc.gov
• Nelson Mandela Institution: http://www.mandela institute.org.za/
• Overseas Development Institute: http://www.odi.org.uk/
• Oxfam International policy papers: http://www.oxfam.org/en/policy
• Oxfam publications: http://www.oxfam.org.uk/what_we_do/resources/series.htm
• Oxford Policy Management: http://www.opml.co.uk/
• Publish What you Fund: www.publishwhatyoufund.org
• Southern Voice: http://southernvoice-postmdg.org/

• United Nations Publications: https://unpub.un.org/
• United Nations sites Index: http://www.un.org/Gen/sieindex/
• United Nations University’s Institute of Advanced Studies: http://www.unrisd.org/
• UNESCO publications: http://www.unesco.org/publishing
• World Bank Institute: http://wbi.worldbank.org/wbi/
• World Factbook: https://www.cia.gov/library/publications/the-world-factbook/
• WTO/GATT Research: http://nyulaw.libguides.com/wto_gatt
• European Commission’s development assistance: http://ec.europa.eu/development/index_en.cfm
• European Association of Development Research and Training Institutes: http://www.researchmonitor.org/
• Gateway on capacity development: http://www.capacity.org/
• Humanitarian Relief Community: http://www.reliefweb.int/rw/rdb.nsf/doc100?OpenForm
• Japan International Cooperation Agency (JICA): http://www.jica.go.jp/
• Millennium Development Goals: http://www.un.org/millenniumgoals/
• NORAD (Norwegian Aid Agency): http://www.norad.no/
• Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States (OHRLLS): http://www.un.org/special-rep/ohrlls/ohrlls/default.htm
• U-landsnyt: http://www.u-landsnyt.dk
• United Nations’ Social Perspective on Development Branch: http://social.un.org/index/
• United Nations System: http://www.unseeb.org/
• United States Agency for International Development: http://www.usaid.gov/
• World Bank: http://www.worldbank.org
• World Trade Organisation (WTO): http://www.wto.org

ELECTRONIC COMMUNICATION AND PUBLICATIONS

• Bellanet: (the Global Development Connection) http://www.bellanet.org/
• Commonwealth of Learning – distance learning: http://www.col.org/
• Distance education in Africa: http://communicationculture.freeservers.com/index.html
• Eldis Directory of Information Sources on Development and Environment: http://www.eldis.org/
• FIDAMERICA is a network of agricultural and rural development projects in Latin America: http://www.fidamerica.cl
• Fourth World Journal: http://cwis.org/
• India Image (gateway for Government of India): http://www.nic.in
• Information Technology in Developing Countries Newsletter: http://www.iimahd.ernet.in/egov/ifip/wg.htm
• Institute of Development Studies (IDS), Sussex: http://www.ids.ac.uk/ids/
• NationMaster.com: http://www.nationmaster.com
• Overseas Development Institute Briefing Papers: http://www.odi.org.uk/
• PLA (Participatory Learning and Actions Notes): http://www.iied.org/participatory-learning-action
• Science in Africa: On-line magazine: http://www.scienceinafrica.co.za/index.htm
• Sharing Internet Knowledge: http://www.itrainonline.org/
• TED: Ideas Worth Spreading: http://www.ted.com/
• UN News Centre: http://www.un.org/News/

ENVIRONMENT

• Centre for Environment and Society: http://www2.essex.ac.uk/ces/
• Environmental and Societal Impacts Group: http://www.isse.ucar.edu/
• FAO’s Sustainable Development Department: http://www.fao.org/sd/
• Forest Policy and Environment: http://www.odifpeg.org.uk/
• Mekong Information System: http://www.mekonginfo.org
• The Rainforest Alliance Home Page: http://www.rainforest-alliance.org
**GENDER**

- FAO’s Socio-economic and gender analysis program (SEAGA):
- Gender and Technology Online Sources: [http://www2.gsu.edu/~engmeh/Online_sources.html](http://www2.gsu.edu/~engmeh/Online_sources.html)
- General introduction to FAO’s Women and Population site:
- The Association for Women in Development: [http://www.awid.org/](http://www.awid.org/)
- UNIFEM’s website address (UN’s program for women): [http://unwomen.org](http://unwomen.org)
- University of East Anglia’s Gender and Social Development Research Group: [https://www.uea.ac.uk/international-development/research/research-themes/gender](https://www.uea.ac.uk/international-development/research/research-themes/gender)

**GLOBALISATION**

- Association for the Taxation of Financial Transactions for the Aid of Citizens: [http://www.attac.org](http://www.attac.org)
- Centre for the study of globalisation and regionalism: [http://www.warwick.ac.uk/fac/soc/csgr](http://www.warwick.ac.uk/fac/soc/csgr)
- Global Development Network: [http://www.gdnet.org](http://www.gdnet.org)
- Global knowledge partnership: [http://gkpfoundation.org](http://gkpfoundation.org)
- Global Policy Forum: [http://www.globalpolicy.org](http://www.globalpolicy.org)
- Global Transformations: [http://www.polity.co.uk/global](http://www.polity.co.uk/global)
- The South Centre (an organisation of developing countries): [http://www.southcentre.org](http://www.southcentre.org)
- The United Nations’ Global Compact: [http://www.globalcompact.org](http://www.globalcompact.org)
- The United Nations’ University: [http://www.unu.edu](http://www.unu.edu)
- Transnational Institute: [http://www.tni.org](http://www.tni.org)
- Trade Knowledge Network: [http://www.tradeknowledgenetwork.net/](http://www.tradeknowledgenetwork.net/)
- World Economic Forum: [http://www.weforum.org](http://www.weforum.org)

**GOVERNANCE**

- Centre for International Governance Innovation: [http://www.cigionline.org](http://www.cigionline.org)
- International Centre for Asset Recovery: [http://www.baselgovernance.org/icar/](http://www.baselgovernance.org/icar/)
  - Responsibility to Protect: [http://www.responsibilitytoprotect.org](http://www.responsibilitytoprotect.org)

**HUMAN HEALTH, NUTRITION AND POPULATION**

- Christian Medical College, Vellore, India: [http://www.cmch-vellore.edu/](http://www.cmch-vellore.edu/)
- Global Forum for Health Research: [http://www.globalforumhealth.org](http://www.globalforumhealth.org)
- International Centre for Diarrhoeal Disease Research, Bangladesh and Centre for Health and Population Research: [http://www.icddrb.org](http://www.icddrb.org)
- International Medical Cooperation Committee (IMCC): [http://imcc.dk/](http://imcc.dk/)
- Right to Food India: [http://www.righttofoodindia.org/index.html](http://www.righttofoodindia.org/index.html)
- Scaling up Nutrition: [http://scalingupnutrition.org/](http://scalingupnutrition.org/)
- Tropical Disease Research Centre (Centro de Investigación de Enfermedades Tropicales (CIET): [http://www.ciet.org](http://www.ciet.org)
- WHO Global Database on Child Growth and Nutrition: [http://www.who.int/nutgrowthdb/](http://www.who.int/nutgrowthdb/)

**HUMAN RIGHTS AND LAW**

- Danish Centre for Human Rights: [http://www.humanrights.dk](http://www.humanrights.dk)
7. COURSE CALENDAR

Approaches to Development 2014

Time & place:
Lectures will take place on Wednesdays and Thursdays 14:15-17:00, at Aarhus University, Room G122, Building 1532, unless otherwise announced.

Course literature is available from the following sources:

- a number of internet sources set out under each lecture below.
- the books etc. listed in section 5 of this course plan (“Books to read and other material”). Books have been ordered for you to buy through Stakbogladen but may also be bought from a book store or online at your own option. Prices and delivery speed may vary – please check. Please also note that you need to be aware of, and comply with, the copyright regulations (see COPY-DAN: www.copydan.dk

PRIORTY READING:
In the literature references below, papers considered priority reading are highlighted with a green background.

Date: Event

INTRODUCTION

05 Feb  
Course participants introduce themselves, and the course facilitator, Frands Dolberg, gives a description and overview of the course. Groups will be confirmed and their work outlined.

Lecture by Frands Dolberg  

Literature:


INTERNATIONAL DEVELOPMENT ASSISTANCE

06 Feb  There is a continuous discussion of the principles and experiences with international development assistance, its actors, the best strategies to reduce poverty etc., and the time for the present set of Millennium Development Goals is running out soon. The aim of this lecture is to provide an introduction to what could be seen as the future of Aid and the background for it.

Lecture by Lars Engberg-Pedersen (lep@diis.dk), senior researcher at the Danish Institute for International Studies: www.diis.dk

Literature:


China and India in Africa

12 Feb The aim of this lecture is to provide an insight to what it takes to convert policies and principles into development assistance. It will provide practical political experiences with development assistance, as the lecture will be given by Mr Poul Nielson, who has served both as minister of Danish Development Assistance: [http://um.dk/en/danida-en/](http://um.dk/en/danida-en/) and as European Union Commissioner for Development and Humanitarian Aid: [http://ec.europa.eu/europeaid/index_en.htm](http://ec.europa.eu/europeaid/index_en.htm).

Lecture by Poul Nielson ([poulnielson@cdnet.dk](mailto:poulnielson@cdnet.dk)), European Union Commissioner for Development and Humanitarian Aid 1999-2004 and Danish Minister for Development Assistance 1994-1999. You find more about his c.v. at the bottom of page 1 of his own paper – see literature.

**Literature**

- Jolly, R. (2010). The MDGs in Historical Perspective. IDS Bulletin, Volume 41, Number 1: Find the article in the library e-journals (E-tidsskrifter) database: [http://www.statsbiblioteket.dk/](http://www.statsbiblioteket.dk/) - browse the same volume for more on MillenniumGoals!


- You find much on Foreign Aid here: [http://recom.wider.unu.edu/](http://recom.wider.unu.edu/)

**APPROACHES TO DEVELOPMENT**

13 Feb Strategies and approaches are part of the day-to-day development vocabulary, and the aim of this lecture is to present some of them. It will present the livelihoods approach and compare the sector approach to the project approach, while the blueprint approach will be compared to the process approach. There will be references to some contemporary perceptions of key development indicators.
The Aim of Development from the Perspectives of John Rawls and Friederich Nietzsche

19 Feb. The perspective of this lecture is philosophical. The points of departures are in John Rawls and Friederich Nietzsche. Rawls is important because his thoughts have influenced other development thinkers like Amartya Sen, Martha Nussbaum, and Mahbub-ul-Haq, who in turn have influenced policy documents like the UN's Human Development Reports and documents published by Danida, the Swedish (SIDA) and British (DFID) development agencies, etc. However, Nietzsche together with Hegel, Foucault and Derrida stands as an important challenger to Rawls.

Lecture by Troels Stru Schmidt, (troelsstru@gmail.com), who completed his Ph.d. on Ideas of Development in Bangladesh in 2013 at the Faculty of Arts, University of Aarhus.

Literature:
determined by the number of course participants. The groups may use PowerPoint or overhead projector or the blackboards as aids. It would be appreciated if the presentations draw on other sources than the literature strictly allocated. Inspiration may be sought in journals listed in section 5 in this plan or any other journal decided by the students.

Additional references:


**Diaspora and Development: How do the two connect?**

26 Feb. It is a feature of contemporary society that there are large groups of people living in other countries than where they or their parents were born. They typically come from developing countries and settle in places such as the oil rich Gulf States, the US or Western Europe, but there are also movements within developing countries. Thus many Africans work in South Africa and many Nepalese work in India and within big countries like China and India people move to obtain work. Such groups – living far away from where their ancestors lived – are called Diasporas. The World Bank estimates that the amount of money send home is four to five times the Global amount given as official development aid. The question that this lecture attempts to address is how and in which way these Diasporas relate to the development agenda.

*Lecture by Simon Turner, (sturner@dp.aau.dk), Associate Professor and Research Coordinator, Global Refugee Studies, University of Aalborg, Denmark.*

**Literature:**


**LIVELIHOOD AND RESILIENCE AS TOOLS**

27 Feb Accommodated in both neoliberal and critical political economy thinking, livelihood analysis has emerged as a powerful tool in development work and research over the past couple of decades. This has particularly been the case in South Asia, where it has become an integral part of development discourse and planning. However, rooted in social-ecological thinking and using elements from livelihoods analysis, the concept of resilience is currently making inroads as an analytical framework at many levels, supplementing and perhaps even replacing, the livelihoods framework. This lecture will introduce participants to the ideological and epistemological origins of livelihood and resilience approaches, as well as their sometimes fuzzy components and practical applicability.

*Lecture by Dr. Torsten Rødel Berg (Torsten.Berg@agrsci.dk), coordinator, International Research, Faculty of Science, University of Aarhus.*

**Literature:**

The purpose of the lecture is to present the demographic changes we see in the World: Some countries experience a fall in population, or are likely to do so in the near future, while others experience an increase. Demography deals with the characteristics of a human population like the size, growth and age composition. The question is, which countries will experience what and what are the factors behind these changes. The lecture will also deal with the relationship between populations, poverty and sustainable development.

Lecture by Ms. Siri Tellier, earlier with the United Nations Population Fund (UNFPA), now with the University of Copenhagen.

Literature:


- Visit the homepage of UN Population Division: [www.un.org/esa/population](http://www.un.org/esa/population) and familiarise yourself with the site, especially world population prospects 2012 revision, which you will be asked to apply in group work in class.


- Visit and browse the Demographic and Health Surveys’ site: [http://www.measuredhs.com/](http://www.measuredhs.com/)
06 March  As a response to the growing importance of integrating developing and Least Developed Countries (LDCs) within the international trading system and the criticisms over aid dependency, the Aid for Trade initiative was launched in 2005 by the World Trade Organization’s (WTO) ministerial meeting in Hong Kong. It is a multi-donor supported program that aims to encourage governments and donors to recognize the role that trade can play in development. It seeks to link aid and trade in a holistic strategy for reducing poverty by assisting developing countries to build supply-chain capacity, trade-related skills and infrastructure.

Lecture by Ms. Carolina Urrego Sandoval (caroliqurregosandoval@gmail.com), Ph.D. Candidate in International Political Economy at King’s College, London and former intern at United Nations Conference for Trade and Development (UNCTAD’s) Trade and Poverty Unit, who has worked on international trade and banking in Colombia, the USA and India.

Literature:


The purpose of the tour is to acquaint students with the professional atmosphere of institutions such as Danida, commercial companies, NGOs and other agencies located in Denmark and involved in work in developing countries, and to give them an insight into the current priorities and working procedures of these organizations.

The students are themselves responsible for arranging the travel to and from Copenhagen, overnight accommodation and food. Please note that any individual student’s deviation from the programme will have to be accepted in advance by course facilitator Frands Dolberg. We will discuss details in class.

See detailed study tour programme below.

## STUDY TOUR PROGRAMME

Locations and route maps can be found at [http://www.degulesider.dk/engelsk/s%C3%B8g.cs](http://www.degulesider.dk/engelsk/s%C3%B8g.cs) - the link starts in Danish, but soon changes to English!

### Wednesday morning, 12th March: 10.00-12.00:


**Address:** The Ministry of Foreign Affairs, Asiatisk Plads 2, 1448 Copenhagen K (close to the Danish Parliament, ‘Folketinget’ - go to the reception in the main building for guidance on which room to meet in).

**Contact person:** Henrik Mark Hartmann, Tel 3392 0000 – ask for him.

**Topics:** The topics of the presentations will be: (1) General information about Danida and about carrier possibilities including the JPO (Junior Professional Officer Programme) and (2) Presentations by the evaluation unit: [http://um.dk/en/danida-en/results/eval/](http://um.dk/en/danida-en/results/eval/) and [http://www.3ieimpact.org/](http://www.3ieimpact.org/)
Wednesday afternoon, 12th March: 13.30-15.00:

Visit to DanChurchAid (www.danchurchaid.dk)
Address: Nørregade 13, 1165 Copenhagen K.
About: DanChurchAid is one of Denmark’s largest NGOs.
Contact person: Ms. Anni Skov for contact. Tel. 33 187 818.
Topics: There will be a general introduction to the organization and subsequently a more specific introduction to DanChurchAid’s experiences with cash transfers.

Relevant to read:

Thursday morning, 13th March: 09.30-12.00:

Visit to the Nordic Office of the United Nations Population Fund (www.unfpa.dk)
Address: Marmorvej 51, 2100 Copenhagen K.
Contact person: Mette Strandlod, Tel. 45335000.
Topics: The purpose is to get an introduction to the work of the Nordic Office and United Nation’s organization in general: www.un.org, and more particularly the activities of United Nations Population Fund: www.unfpa.org and the UN’s Women’s Office: http://www.unwomen.org/

Relevant to read:

Thursday afternoon 13th March: 13.30-15.00:

Visit to A.P. Moller - Maersk (www.maersk.com)
Address: Esplanaden 50, 1098 Copenhagen
Contact person: John Kornørup Bang, Head of Climate and Environment. Tel.: 3363 8109. Topics: The purpose is to get an introduction to the work of the company and its work in developing countries and in this context, its work on the environment and climate change.

Relevant to read:
- An introduction may be found at the site for the UN’s Global Compact: http://www.unglobalcompact.org/
19 March  Microfinance brings possibilities for savings and credit to people living in poverty and with few assets. In its modern day form it was pioneered in Bangladesh in the 1970s and has now spread to practically all developing countries. The aim of the lecture is to present its characteristics and to discuss its advantages and disadvantages.

Lecture by Jonas Helth Løndborg (jonas.helth@gmail.com), Danish Ministry of Foreign Affairs.

Literature:
- The Economist (2011). Small Wonder: A New Model of Microfinance for the very Poor is Spreading: http://www.economist.com/node/21541429

INTEGRATED WATERSHED MANAGEMENT

20 March  Water is frequently mentioned as a commodity that is scarce in several countries now or will in the future become scarce many more places. There are several ways in which more water can be made available for human use and the present lecture illustrates how this can be done by preserving the rain that has fallen. To achieve that – as the lecture illustrates – is a multidisciplinary challenge.

Lecture by Henrik Borgtoft Pedersen (hbp@niras.dk), Senior consultant, NIRAS (http://www.niras.com/), Aarhus.
Literature:


- Familiarize yourself with Participatory Learning and Action Notes, issue 35 on Community Water Management: http://www.planotes.org/pla_backissues/35.html

HUMAN RIGHTS, DEMOCRATISATION AND GOOD GOVERNANCE

26 March Since the late 1980s human rights, democratisation and good governance (the governance agenda) have increasingly become a part of the international development policy and assistance. As the UNDP Human Development Report 2000 shows, there is now a wide recognition of linkages between development and human rights, democratisation and good governance. A recognition which has been confirmed at both the 2000 Millennium Summit and the 2005 World Summit, where it was stated that development and human rights are interdependent and mutually reinforcing.

In accordance with this general assumption many donor agencies have found it relevant and necessary to incorporate human rights, democratisation and good governance in their policies and programmes. In Danish development policy these concepts were gradually introduced in the late 1980s, leading to the introduction of human rights, democratisation and good governance as a crosscutting objective in the 1994 strategy, “A Developing World. Strategy for Danish Development Policy towards the Year 2000”. This crosscutting objective has been reaffirmed and further developed in the strategies that followed. This lecture seeks to present the governance agenda by focusing on the following questions: (i) Background – why governance in the development agenda? (ii) Concepts – what kind of governance? and (iii) Implementation – how to support governance? – with a special emphasis on rights and development.

The objective of this lecture is to enhance the understanding of the governance agenda and the wide variety of approaches that professionals and donors use in supporting human rights, democratization and good governance.

Lecture by Klavs Duus Kinnerup Hede (kkh@ombudsmanden.dk), earlier with the Danish Institute for Human Rights, now with the Parliamentary Commissioner for Civil and Military Administration in Denmark (Ombudsmanden). Klaus knows the “Approaches to Development” course” from his own participation as a student of Law at Aarhus University.

Literature:


Other recommended readings are:

- The International Budget Project: http://www.internationalbudget.org/index.htm

27 March Africa and high technology is probably not the first issue that springs to mind. But perhaps the associations ought to go in this direction. For Africa is embarking on the future and the continent is on a rapid digital move forward. Information and Communication Technology (ICT) innovations have gained ground. In less than a decade the continent has jumped the past 100 years of fixed telecommunications lines. More than 600 million Africans have cell phones, they connect straight into the mobile 21st century. This lecture will look at the implications of African ICT progress in terms of communication, economic growth (http://growthineastafrica.wordpress.com) and development.

Lecture by Vibeke Quaade, (vibeke.quaade@gmail.com and www.vibekequaade.com), Communication Adviser MS Action Aid Uganda 2005-2011

Literature


Examples from digital Africa
- http://www.ihub.co.ke/pages/home.php
- http://saharareporters.com/
- http://afriinnovator.com/
- http://ushahidi.com/
- http://akirachix.com/
- http://mfarm.co.ke/
- http://www.virtualcity.co.ke/
- http://www.drugs.co.ke/
- https://www.rupu.co.ke
- http://www.eatout.co.ke

**DEVELOPMENT IN PRACTICE - AGAIN**

02 April This lecture relates to the lecture on February 12 by Poul Nielson in the sense that the lecture will be given by another former minister: Christian Friis Bach, was for two years (2011-2013) Danish minister for Development. He resigned due to what in the media became known as the “gggi-affair”, but this is not what the lecture will be about. Before being appointed as minister, Christian Friis Bach was known to be well-informed, also academically, about development work, so there will hopefully, be a strong element of “participant observation” in the lecture. As a minister he wrote a book, unfortunately only available in Danish, about Human Rights and Development, which is part of the literature, but in it he writes that he is a fan of the work of Dani Rodrik, who is known to place a strong emphasis on Institutions. You can get an impression of some of Christian Friis Bach’s views by searching on his name on YouTube.

Lecture by Christian Friis Bach (christian.friis.bach@ft.dk), member of the Danish Parliament.

Literature:
CAN ORGANIC AGRICULTURE SUPPLY THE WORLD WITH SUFFICIENT FOOD?

03 April

According to the book “Global Development of Organic Agriculture: Challenges and Promises” published in 2006 by CABI it is a real possibility that organic agriculture can supply the World with sufficient food. The Danish Scientist from Aarhus University Dr. Niels Halberg was involved in editing the book.

Lecture by Niels Halberg, (niels.halberg@agrsci.dk), Leader of Centre for Research into Organic Food Systems, Aarhus University: [http://www.icrofs.org/index.html](http://www.icrofs.org/index.html)

Literature


- For those with special interest: Browse the site of the Push-Pull farming system: [http://www.push-pull.net/](http://www.push-pull.net/)
- Visit and browse: [http://www.farmingfirst.org/](http://www.farmingfirst.org/)

CLIMATE CHANGE IN DEVELOPING COUNTRIES

09 April

Climate change is a Global phenomenon and the aim of this lecture is to provide both some of the natural science evidence as well as some background to the work of the Intergovernmental Panel on Climate Change (IPCC) – work that has been undertaken for more than twenty years and results in regular release of reports.

Lecture by Jørgen E. Olesen (JorgenE.Olesen@agrsci.dk), Professor, Institute of Agroecology, University of Aarhus and member of the IPCC Panel of scientists.

Literature:

- Mertz, O., Halsnæs, K., Olesen, J.E. and Rasmussen, K. (2009). Adaptation to Climate Change in...
BIG DATA FOR DEVELOPMENT

10 April  Big Data is “an umbrella term for the explosion in the quantity and diversity of high frequency digital data” according to the UN Paper used as literature for this lecture. The aim of the lecture is to elaborate on how Big Data may be used constructively in development work.

Lecture by Thomas Ravn-Pedersen (trp@ngoforum.dk), Editor of the on-line magazine Verdens Bedste Nyheder (The World’s Best News).

Literature:
- Global Pulse (2012). Big Data for Development: Challenges and Opportunities:  
  http://www.unglobalpulse.org/projects/BigDataForDevelopment
- Browse this site: http://www.unglobalpulse.org/

ASPECTS OF NATURAL RESOURCE MANAGEMENT AND SUSTAINABILITY FROM A NATURAL SCIENCE PERSPECTIVE

23 April  Good natural resource management is an important aspect of sustainable development in tropical countries. Mangrove Ecosystem Management assumed a new dimension with the Tsunami, when it was experienced that intact mangroves prevented disaster. There are major challenges in tropical coastal development, because millions of people live in the coastal zone and depend on coastal resources for their livelihoods. The Centre for Tropical Ecosystems Research, University of Aarhus, is occupied with this problem (http://mit.biology.au.dk/cenTER). cenTER works closely with Danida in Denmark and government departments, universities and NGOs throughout Southeast Asia. Its main objective is to conduct research on ecological processes in tropical mangroves as the scientific basis for promoting sustainable management. cenTER has also advised on a Marine Protected Area project in Vietnam funded by Danida.

Lectures by Donald McIntosh (don.mcintosh@biology.au.dk), Professor, Centre for Tropical Ecosystems Research, Aarhus University.

Literature:
- Lecture 1: Mangrove restoration and sustainable management:
TRANSNATIONAL ENVIRONMENTAL CRIME

24 April  Transnational organized crime encompasses virtually all serious profit-motivated criminal actions of an international nature where more than one country is involved. There are many activities that can be characterized as transnational organized crime, including drug trafficking, smuggling of migrants, human trafficking, money-laundering, trafficking in firearms, etc. It threatens peace and human security, leads to human rights being violated and undermines the economic, social, cultural, political and development of societies around the world. It is estimated that some 70 per cent of illicit profits are likely to have been laundered through the financial system. Yet less than 1 per cent of those laundered proceeds are intercepted and confiscated. The vast sums of money involved can compromise legitimate economies and have a direct impact on governance, such as through corruption and the “buying” of elections.

*Lecture by Michael Eilenberg* (etnome@hum.au.dk), Department of Culture and Society, University of Aarhus

**Literature:**
- Broadhurst, R. and Le, V. Kim (2013). Transnational Organized Crime in East and South East Asia: [link]

IMPLEMENTATION OF CHILD HEALTH PROGRAMMES IN DEVELOPING COUNTRIES

30 April  This lecture has links to the (im-) possible technology and knowledge transfer from so-called developed to developing countries, evaluation and the important role of higher education, capacity building and research in development. Interventions aiming to promote child health are being implemented on the assumption that they reduce child mortality. But there is little evaluation of the effect of childhood interventions such as vaccines and micronutrients in most low-income countries. The focus of this lecture will be on how the real life effect may differ from the expected, but how it is often overlooked because the real life effect of these interventions has never been measured. The interventions are implemented in settings where there is no monitoring and interventions are delivered together with no assessment of their combined administration. Vaccines are
considered an important tool in lowering child mortality and the use of new vaccines is promoted in the “New Decade of Vaccines” (launched by GAVI, BMGF, WHO and others) with the goal to lower child mortality. However, the real life impact of vaccines used in national immunization programmes in low-income countries during the last decades has not been assessed. Based on studies which have demonstrated that a vaccine induces protection against the targeted disease, it is expected that this vaccine will lower mortality proportionally. Studies suggest that it is not always the case. Furthermore there is a large difference between the way the immunization programme looks on paper and the way it is implemented in many low income countries. This is largely determined by the by the way the immunization programmes are evaluated. Finally, interventions are being delivered based on the expectation that their effects are additive, if two interventions reduce mortality by 15% their combined effect should be a 30% reduction in mortality. However, several studies have demonstrated that interventions interact. This is not taken into account when interventions are planned. Instead, to optimize the use of scarce resources, interventions are often given together, e.g. routine vaccination contacts are used to deliver other interventions. Through studies assessing the effect of current policy implementation and evaluation it will be exemplified how we could achieve larger reductions in mortality taking the real-life effects into account.

The lecture will be given by Ms. Ane Barent Fisker (a.fisker@bandim.org), Researcher at the Bandim Health Project.

Literature:


may be falling according to the 2010 global AIDS epidemic report: 
http://www.unaids.org/globalreport/. A related issue is gender mainstreaming. It is a 
crosscutting issue in all poverty reduction efforts, but how to apply it? What are ways and 
means to understand and address gender in an effective way? The aim of the lecture is to 
provide an overview of HIV/AIDS policy issues as well as gender and gender-focused 
issues.

Lecture by Margrethe Silberschmidt (m.silberschmidt@pubhealth.ku.dk), Department of Women and Gender in Medicine, University of Copenhagen.

Literature:

  http://www.transformation.ukzn.ac.za/archive/tran054/T54PAPER3.pdf

  http://www.ids.ac.uk/index.cfm?objectid=404AC216-5056-8171-7B0AF6B081E62341 – go to table of contents, where you find the paper for download.

- See also the www-addresses on Gender in Section 6 of this plan

Further recommended reading:


- Pisani, E. (2010). Sex, drugs and HIV – let’s get rational: 
  http://www.ted.com/talks/lang/en/elizabeth_pisani_sex_drugs_and_hiv_let_s_get_rational_1.html

STUDENT PRESENTATIONS DURING THE COURSE

As mentioned in section 3.1, students will, at the start of the course, be divided into groups, each of which has two main tasks: (1) to prepare questions on the basis of the prescribed books (see section 5 of this plan) and (2) to answer such questions on the basis of the same books and other material the group may find relevant.

Particular attention should be paid to
This is interesting – a case or theory presented by the students
The idea is that the students make presentations on subjects of their own choice. The basis for these presentations may range from a student’s own experiences, for example a case from a visit and possibly work in a developing country, to a development-related theory that you may find interesting and want to share with your fellow students. The time allocated for each presentation is limited and determined by the number of course participants, but do not expect it to exceed 10 minutes, and you may use PowerPoint or overhead projector or the blackboards as aids. In order to link to the literature, there should be at least one reference from recent years – 2010, 2012 or 2012 – to at least one article published in journals such as:

- Development in Practice
- Development Policy Review
- Disasters
- European Journal of Development Research
- Forum for Development Studies
- Gender and Development
- Human Ecology
- International Journal of the Commons
- Journal of Development Effectiveness
- Journal of Development Studies
- Journal of Human Development and Capabilities
- Natural Resources Forum
- Progress in Development Studies
- Population and Development Review
- Population and Environment
- Studies in Family Planning
- Third World Quarterly
- The Journal of Humanitarian Assistance: http://jha.ac/
- World Development

- or any other journal of your choice. The point is to connect your case to relevant and up-to-date literature.
**PRESENTATION OF STUDENT PAPER SYNOPSES**

Every student must write a paper on a topic of his or her own choice (see section 4 of this plan). Students may write their paper either individually or jointly, i.e. as members of a group. Each student or group should present a written synopsis to Frands Dolberg with emphasis on (i) the problem to be dealt with and (ii) the hypothesis. There should be mention of and justification for some of the (iii) key literature and (iv) practical example(s) analysed.

**INDIVIDUAL OR GROUP DISCUSSIONS ABOUT STUDENT PAPERS**

This is optional and will take place any time during the course on the request of the students. Whenever students may have any questions, they are recommended to e-mail these to Frands Dolberg (frands.dolberg@gmail.com) or to seek appointment with him.

**PRESENTATION OF STUDENT PAPERS**

- In connection with the lectures, time will be allocated for deciding on an exact timetable for presentation of student papers. However, presentations are expected to begin from the middle of May.

  Papers will be presented every working day during the period agreed upon.