Spring 2014
Course Plan

APPROACHES TO DEVELOPMENT

(U-landslære)

A multidisciplinary course facilitated by Frands Dolberg

Aarhus University

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Indhold

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 un- der the Department of Bioscience. Presently, they are from 2011:

- **Studieordning for kandidatuddannelsen i Biologi 2011**
  http://studieordning.au.dk/SOG_pdf/Biologi%20kand%202011%20%282010%29.pdf
- **Studieordning for bacheloruddannelsen i biologi 2012**
  https://mit.au.dk/EDDI/webservices/DokOrdningService.cfc?method=visGodkendtOrdning&dokOrdningId=4562&sprog=da

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 at- tempting 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, globali- sation, 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 partici- pating 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 in- troduction above).

The students participate in the course by:

- following the lectures.
- making oral presentations of development experiences developed in cooperation with fellow stu- dents 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 stu- dents 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 in- evitably 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 multidiscipli- nary/interdisciplinary 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 con- trary: 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 multi- disciplinary 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.[1] 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 interna- tional 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 Interest- ing". 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@teo.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:
- (Danish version) http://www.au.dk/fileadmin/www.au.dk/aula/studerende.pdf
- (English version): http://www.au.dk/fileadmin/www.au.dk/aula/students.pdf

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. Announce- ments 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 mem- bers 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 ob- jectives of the course. The choice of a specific topic is the student's own. In the multidiscipli- nary spirit of the course, students are encouraged to do joint papers, although this is not com- pulsory. In case of joint papers, it must be clearly specified who is responsible for which sec- tions 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 per- spective. 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), and in a final list of references, as shown below:

> **References:**
>
> Goetz, A.M. and Sen Gupta, R. (1996). "Who takes the Credit? Gender, power and control over loan use in rural credit programmes in Bangladesh". *World Development*, Vol. 24, No. 1: 45-63.
>
> Todd, H. (1996*). Women at the Centre. Grameen Bank Borrowers after one Decade*. Westview Press. HarperCollins Publishers, Inc.

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

abbreviations and a summary. The number of words is exclusive of front page, list of abbreviations, table of contents and list of references.

4.1.1. Presentation and review (critique)

To each paper – even those written by a single author – there will be at least two students act- ing 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 prepara- tion 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 formu- lation?
- 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 specif- ic 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 finish- ing 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 as-
signments 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

- Kenny, C., (2011). Getting Better. Basic Books. ISBN 978-0-465-03103-0
- Banik, D. (2010). *Poverty and Elusive Development*. Universitetsforlaget. ISBN 978-82-15-01218-6.
- Sen, A. (2001). *Development as Freedom*. Oxford University Press. ISBN 0-19-289330-0.
- 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 re- search 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 ad- dress 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
- African Human Rights Resource Centre: http://www1.umn.edu/humanrts/africa/index.html
- African Journal of Food and Nutritional Sciences: http://www.ajfand.net
- Africa News: http://allafrica.com/
- African Political Resources: http://www.politicalresources.net/africa.htm
- Africa South of the Sahara: http://www-sul.stanford.edu/depts/ssrg/africa/guide.html
- Centre for African Studies, University of Copenhagen: http://www.teol.ku.dk/cas/
- Columbia University African Studies: http://www.columbia.edu/cu/lweb/indiv/africa/cuvl/
- Forum for African Women Educationalists: http://www.fawe.org
- Learning Africa: http://www.learningafrica.org.uk/index.html
- Nordic Africa Institute: http://www.nai.uu.se/
- Organisation of African Unity: http://www.africa-union.org/

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

- Livestock Research for Rural Development - an electronic journal: http://www.lrrd.org/index.html

- The State of Food Insecurity in the World 2010: http://www.fao.org/publications/sofi/en/

- World Summit on Food Security: http://www.fao.org/wsfs/wsfs-list-documents/en/

AIDS

- Joint United Nations Programme on HIV/AIDS: http://www.unaids.org/en/default.asp

- 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 Ecosystems Research, University of Århus: http://mit.biology.au.dk/cenTER/
- 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:
  - www.oecd.org/department/0,2688,en_2649_34603_1_1_1_1_1,00.html

- Development Gateway (go for Accessible Information on Development
  - 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/

- United Nations High Commissioner for Human Rights: http://www.ohchr.org/english/

- 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://sl.life.ku.dk/English.aspx

- FAO Agriculture 21: http://www.fao.org/ag/

- 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 sci- ences): 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://blds.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.diis.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/
- Kapur, D., et al (1997). The World Bank: Its First Half Century. Brookings Institution:
  - http://books.google.dk/books?id=Tvp1Kj-
  - 1dZAC&dq=The+World+Bank:+Its+first+half+century&printsec=frontcover&source=bn&hl=da&sa=X&oi=book_result&resnum=5&ct=result

- 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.mandelainstitute.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 Intellectual History Project:: http://www.unhistory.org
- United Nations Publications: https://unp.un.org/
- United Nations sites Index: http://www.un.org/en/siteindex/
- United Nations Research Institute for Social Development (UNRISD) News: http://www.unrisd.org/
- United Nations University's Institute of Advanced Studies: http://www.ias.unu.edu/
- UNDP Human Development Reports: http://hdr.undp.org/en/
- 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 Institues: http://www.researchmonitor.org/?
- Gateway on capacity development: http://www.capacity.org/

- Humanitarian Relief Community: http://www.reliefweb.int/rw/dbc.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 Development Development Group: http://www.undg.org/

- United Nations' Social Perspective on Development Branch: http://social.un.org/index/

- United Nations System: http://www.unsceb.org/

- United States Agency for International Development: http://www.usaid.gov/

- World Bank: http://www.worldbank.org

- World Bank Poverty Net Home: http://www.worldbank.org/poverty/index.htm

- 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

- African Women in Agricultural Research and Development: http://www.awardfellowships.org/
- FAO's Socio-economic and gender analysis program (SEAGA):
    - http://www.fao.org/sd/seaga/index_en.htm
- Gender and Technology Online Sources: http://www2.gsu.edu/~engmeh/Online_sources.html
- General introduction to FAO's Women and Population site:
    - http://www.fao.org/sd/Wpdirect/default.htm
- Global Database of Quotas for Women: http://www.quotaproject.org/
- International Centre for Research on Women: http://www.icrw.org/
- The Association for Women in Development: http://www.awid.org/
- UNDP's Gender in Development: http://www.undp.org/women/
- UNIFEM's website address (UN's program for women): 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

GLOBALISATION

- Association for the Taxation of Financial Transactions for the Aid of Citizens: http://www.attac.org
- Centre for the study of globalisation and regionalism: http://www.warwick.ac.uk/fac/soc/csgr
- Foreign Direct Investment Report: http://unctad.org/en/pages/PublicationWebflyer.aspx?publicationid=588
- Global Development Network: http://www.gdnet.org
- Global knowledge partnership: http://gkpfoundation.org
- Global Policy Forum: http://www.globalpolicy.org
- Global Transformations: http://www.polity.co.uk/global
- The South Centre (an organisation of developing countries): http://www.southcentre.org
- The United Nations' Global Compact: http://www.globalcompact.org
- The United Nations' University: http://www.unu.edu
- Transnational Institute: http://www.tni.org
- Third World Network: http://www.twnside.org.sg
- Trade Knowledge Network: http://www.tradeknowledgenetwork.net/
- World Economic Forum: http://www.weforum.org

GOVERNANCE

- Centre for International Governance Innovation: http://www.cigionline.org
- Development Gateway's Governance site: http://zunia.org/cat/governance/
- Doing Business: http://www.doingbusiness.org/
- Extractive Industries Transparency Initiative: http://www.eitransparency.org/

- International Centre for Asset Recovery: http://www.baselgovernance.org/icar/

- Publish What You Pay: http://www.publishwhatyoupay.org/
  Responsibility to Protect: http://www.responsibilitytoprotect.org

- Transparency International (TI): http://www.transparency.org/

- United Nations Online Network in Public Administration and Finance (UNPAN): http://www.unpan.org/asia.asp

HUMAN HEALTH, NUTRITION AND POPULATION

- Child Development Index: http://www.savethechildren.org.uk/en/docs/child-development- index.pdf

- Christian Medical College, Vellore, India: http://www.cmch-vellore.edu/

- Global Forum for Health Research: http://www.globalforumhealth.org

- International Centre for Diarrhoeal Disease Research, Bangladesh and Centre for Health and Popu- lation Research: http://www.icddrb.org

- International Medical Cooperation Committee (IMCC): http://imcc.dk/

- Right to Food India: http://www.righttofoodindia.org/index.html

- Right to Food International: http://www.fao.org/righttofood/

- Satellife: http://www.healthnet.org/

- Scaling up Nutrition: http://scalingupnutrition.org/

- Tropical Disease Research Centre (Centro de Investigación de Enfermedades Tropicales (CIET):
  - http://www.ciet.org

- UNDP/World Bank/WHO Special Programme for Research and Training in Tropical Diseases
  - (TDR): http://www.who.int/tdr

- United Nations Population Division: http://www.un.org/esa/population/unpop.htm

- WHO Global Database on Child Growth and Nutrition: http://www.who.int/nutgrowthdb/

- World Health Organisation (WHO): http://www.who.int

HUMAN RIGHTS AND LAW

- African Human Rights Resource Centre: http://www1.umn.edu/humanrts/africa/index.html

- Danish Centre for Human Rights: http://www.humanrights.dk

- Human Rights Internet (documents): http://www.hri.ca/

- International Council on Human Rights: http://www.ichrp.org/

- International Development Law Institute: http://www.ili.org/

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 , <u>Building 1532,</u>** **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 <u>section 5</u> of this course plan ("Books to *read* and other material"). Books have been ordered for you to buy through <u>Stakbogladen</u> 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: <u>www.copydan.dk</u>

→ **PRIORITY READING:**
In the literature references below, papers considered priority reading are <mark>highlighted with a green background</mark>

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** (*frands.dolberg@gmail.com*)

Literature:
- Lenhardt, A. and Shepherd, A. (2013). What has happened to the poorest 50%?. Chronic Poverty Advisory Network: <u>http://www.chronicpovertynetwork.org/component/docman/doc_view/67-what-has-happened-to-the-other-50</u>

- Manning, R. (2009). Development Goals after 2015? Danish Institute for International Studies: <u>http://subweb.diis.dk/sw72759.asp</u>

- Ortiz, I. and Cummins, M. (2011). Global Inequality: Beyond the Bottom Billion. A Rapid Review of Income Distribution in 141 Countries. UNICEF, April 2011: http://www.unicef.org/socialpolicy/files/Global_Inequality_REVISED_-_5_July.pdf - read Executive Summary, Introduction and Concluding Remarks.

- Shetty, P. and Schmidhuber, J. (2011). Nutrition, lifestyle, obesity and chronic disease. Population Division of United Nations: <u>http://www.un.org/esa/population/publications/expertpapers/2011-3-shetty.pdf</u>

- Vázquez, S.T. and Sumner, A. (2012). Beyond Low and Middle Income Countries: What if There Were Five Clusters of Developing Countries? Institute of Development Studies: http://www.ids.ac.uk/files/dmfile/Wp404.pdf

- Familiarize yourself with a new buzzword: the _Converging_ World by watching Profs. K. Mahbubani's promotion of his book "The Great Convergence: Asia, the West and the Logic of One World": https://www.youtube.com/watch?v=t13z5Wm-o60 (go 15 minutes to skip introduction) and Rosling, H. (2009) and Statistics about the Developing World: http://www.ted.com/talks/lang/en/hans_rosling_at_state.html

- Millennium Development Goals: Browse the site: http://www.undp.org/mdg/

INTERNATIONAL DEVELOPMENT ASSISTANCE

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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:

- Engberg-Pedersen, L. (2013). The Future of Aid: Charity, contract or cooperation? Draft, not for quotation: European Standing Group on International Relations: http://www.sgir.eu/warsaw/uploads/Engberg-Pedersen_The%20future%20of%20aid.pdf.pdf

- High-Level Panel (2013). A New Global Partnership: Eradicate Poverty and Transform Economies Through Sustainable Development. Read the Executive Summary and Browse the Report: http://www.post2015hlp.org/wp-content/uploads/2013/05/UN-Report.pdf

- Kharas, H. (2011). Coming Together: How a New Global Partnership on Development Cooperation was forged at the Busan High Level Forum on Aid Effectiveness (ARI). Madrid, Real Instituto Elcano: http://www.realinstitutoelcano.org/wps/portal/rielcano_eng/Content?WCM_GLOBAL_CONTEXT=/elcano/Elcano_in/Zonas_in/ARI%20164-2011

- Kragelund, P. (2012). The Revival of Non-Traditional States Actors' Interest in Africa: Does it Matter for Policy Autonomy?. Development Policy Review, vol. 30, issue 6, pp. 703-718. You get it by going to the library, i.e. www.statsbiblioteket.dk and put Development Policy Review into the search column of the journal and then search on the author, i.e. Kragelund.

- Marten, R. and Witte, J.M. (2008). Transforming Development? The role of philanthropic foundations in international development cooperation. Global Public Policy Institute Research Paper Series No.10: http://dspace.cigilibrary.org/jspui/bitstream/123456789/26599/1/GPPi%20Research%20Paper%20No%2010.pdf?1

- Ravallion, M. (2013). How Long Will It Take to Lift One Billion People Out of Poverty? Policy Research Working Paper 6325. The World Bank: http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2013/01/22/000158349_20130122091052/Rendered/PDF/wps6325.pdf

- Sondermann, E. (2012). The Busan Process: Milestone or Stumbling Block for International Development Cooperation? Development and Peace Foundation, Bonn: http://www.sef-bonn.org/fileadmin/Die_SEF/Publikationen/GG-Spotlight/GGS_2012-02_en.pdf

- Sumner, A. (2012). _Where Do The Poor Live?_ World Development, vol. 40, No.5, pp. 865-877. You get it by going to the library, i.e. www.statsbiblioteket.dk and put World Development into the search column and then search on the author, i.e. Sumner.

China and India in Africa
- For those with special interest in this topic: F. Cheru and C. Obi (2010). The Rise of China and India in Africa. Challenges, Opportunities and Critical Interventions. Zed Books.

12 Feb **The aim of this lecture is to provide an insight to what it takes to convert policies and prin-ciples into development assistance. It will provide practical political experiences with de- velopment 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/ **and as European Union Commissioner for** Development and Humanitarian Aid **:** http://ec.europa.eu/europeaid/index_en.htm

Lecture by **Poul Nielson** (*poulnielson@cdnet.dk*), *European Union Commissioner for Development and Hu-manitarian 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/ - browse the same volume for more on MillenniumGoals!

- Keijzer, N. and King, M. (2012). Monitoring the effects of the Common Agricultural Policy in developing countries. A review of institutional options. Overseas Development Institute: http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/7892.pdf

- Nielson, P. (2012). EU Aid: What Works and Why. Working Paper No. 2012/76, United Nations Univer- sity, World Institute for Development Economics Research: http://www.wider.unu.edu/publications/working-papers/2012/en_GB/wp2012-076/

- Roxburgh et al., (2010). Lions on the move: The progress and potential of African economies, McKinsey Global Institute: http://www.mckinsey.com/insights/mgi/research/productivity_competitiveness_and_growth/lions_on_the_move - read Executive Summary.

- Vandemoortele, J. and Delamonica, E. (2010). Taking the MDGs Beyond 2015: Hasten Slowly:
- http://www.eadi.org/fileadmin/MDG_2015_Publications/Vandemoortele_PAPER.pdf

- Waage, J. et al (2010). The Millennium Development Goals: A cross-sectoral analysis and principles for goal setting after 2015. London International Development Centre: http://download.thelancet.com/flatcontentassets/pdfs/S0140673610611968.pdf

- You find much on Foreign Aid here: 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 com- pare 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 percep- tions of key development indicators.**

Lecture by **Frands Dolberg** (*frands.dolberg@gmail.com*)

Literature:

- Boesen, N. and Dietvorst, D. (2007). SWAPs in motion. Sector wide approaches: From an aid delivery to a sector development perspective: http://www.swisstph.ch/fileadmin/user_upload/Pdfs/swap/swap456_Boesen_2007.pdf
- Department for International Development (DFID), (2011). Read the Executive Summary of the paper Cash Transfers. Literature Review. Policy Division, UKAid: http://r4d.dfid.gov.uk/PDF/Articles/cash-transfers-literature-review.pdf
- Duflo, E. (2000). Grandmothers and Granddaughters: Old Age Pension and Intra-household Allocation in South Africa. World Bank Economic Review. Vol. 17, no 1. Find the article in the library e-journals (E- tidsskrifter) database: http://www.statsbiblioteket.dk/ - can also be accessed here: http://economics.mit.edu/files/732
- Foley, J. (2012). How Can We Feed a Growing World and Still Sustain the Planet? Third Annual Malthus Lecture, May 22, 2012, Population Reference Bureau: http://www.ebmcdn.net/prb/html/malthus-0512.html
- Osmani, S. and Sen, A. (2003). The hidden penalties of gender inequality: fetal origins of ill-health. Eco- nomics and Human Biology, vol.1, pp. 105-121: http://regional.bvsalud.org/bvs/equidad/HiddenPenaltiesofGenderInequality.pdf
- Pretty, J. (1994). Alternative Systems of Inquiry for Sustainable Agriculture. IDS Bulletin, vol.25, no.2. Find the article in the library e-journals (E-tidsskrifter) database: http://www.statsbiblioteket.dk/
- Weis, T. and Jolly, R. (2009). The "Third" United Nations. UN Intellectual History Project: http://www.unhistory.org/briefing/3ThirdUN.pdf
- Smith, L.C. and Haddad, L (2000). Summary of Explaining Child Malnutrition in Developing Countries: A Cross-Country Analysis. International Food Policy Research Institute: http://www.ifpri.org/sites/default/files/pubs/pubs/abstract/111/rr111.pdf
- The Economist (2012). Chowdhury, A.M.R. et al. (2013). The Bangladesh paradox: exceptional health achievement despite economic poverty. Lancet 2013: 382: 1734-45: http://dx.doi.org/10.1016/S0140-6736(13)62148-0

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 aganecies, 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:

- Rawls, J. (1993, autumn), The Law of Peoples, *Critical Inquiry*, The University of Chicago Press, Vol. 20, no. 1, pp. 36-68. To access from the Library: http://www.statsbiblioteket.dk
- Hatab, J. (2002, fall), Prospects for Democratic Agon: Why we can still be Nietzscheans. *The Journal of Nietzsche Studies*, Penn State University Press, issue 24, Fall 2002, pp. 132-147.

STUDENT PRESENTATIONS OF THE ASSIGNED COURSE BOOKS

20 Feb   **The plan is that the students will present background to or selected chapters of two of the assigned course books in section 5, i.e. the book by Kenny "Getting Better" and the book by A. Sen "Development as Freedom" and a couple of papers from the Stanford University's Global Food Policy and Food Security Symposium Series. Before the course starts, students will be divided into groups, each of which will be responsible for presenting selected chapters from these books. The time allocated for each presentation is limited and**

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:
- Robeyns, I. (2005). The Capability Approach: A Theoretical Survey. Journal of Human Development, vol.6, no.1, pp. 93-117. Find the article in the library e-journals (E-tidsskrifter) database: http://www.statsbiblioteket.dk/

- Esther Duflo's 2011 Goldman Lecture on the book "Poor Economics" at Wellesley College, uploaded 21.9.2011: http://www.youtube.com/watch?v=cUYzqAFrY8Y and the 2012

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@dps.aau.dk*), Associate Professor and Research Coordinator, Global Refugee Studies, University of Aalborg, Denmark.*

Literature:
- Münz, R. (2013). Demography and Migration: An Outlook for the 21st Century. Policy Brief, Migration Policy Institute: http://www.migrationpolicy.org/pubs/Demography-Migration-Outlook.pdf
- Newland, K. (2013). What We Know About Migration and Development. Policy Brief, Migration Policy Institute: http://www.migrationpolicy.org/pubs/Demography-Migration-Outlook.pdf
- Turner, S. and Kleist, N. (2013). Introduction: Agents of Change? Staging and Governing Diasporas and the African State. African Studies, vol. 72, 2, August 2013. To access from the Library: http://www.statsbiblioteket.dk
- Turner, S. (2013). Staging the Rwandan Diaspora: The Politics of Performance. African Studies, vol. 72, 2, August 2013. To access from the Library: http://www.statsbiblioteket.dk

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:
- Bahiigwa, G., N. Mdoe and F. Ellis, 2005, 'Livelihoods Research Findings and Agriculture led Growth', IDS Bulletin, Vol.36, No.2. Find the article in the library e-journals (E-tidsskrifter) database http://www.statsbiblioteket.dk

- Béné, C., Wood, R. G., Newsham, A. and Davies, M. (2012). Resilience: New Utopia or New Tyranny? Reflection about the Potentials and Limits of the Concept of Resilience in Relation to

Vulnerability Reduction Programmes. Centre for Social Protection and Institute of Development Studies: http://www.ids.ac.uk/files/dmfile/Wp405.pdf

- Ellis, F. and H.A. Freeman, 2004, 'Rural Livelihoods and Poverty Reduction Strategies in Four African Countries', Journal of Development Studies, Vol.40, No.4, pp.1-30. Find the article in the library e- journals (E-tidsskrifter) database http://www.statsbiblioteket.dk

- Ellis, F., M. Kutengule and A. Nyasulu, 2003, 'Rural Livelihoods and Poverty Reduction in Malawi', World Development, Vol.31, No.9, September. Find the article in the library e-journals (E-tidsskrifter) database http://www.statsbiblioteket.dk

- Ellis, F. and N. Mdoe, 2003, 'Rural Livelihoods and Poverty Reduction in Tanzania', World Develop- ment, Vol.31, No.8, August. Find the article in the library e-journals (E-tidsskrifter) database http://www.statsbiblioteket.dk

- Ellis, F. and G. Bahiigwa, 2003, 'Rural Livelihoods and Poverty Reduction in Uganda', World Develop- ment, Vol.31, No.6, June. Find the article in the library e-journals (E-tidsskrifter) database http://www.statsbiblioteket.dk

- Freeman, H.A., F. Ellis and E. Allison, 2004, 'Livelihoods and Rural Poverty Reduction in Kenya', Devel- opment Policy Review, Vol.22., No.2, pp.147-173. Find the article in the library e-journals (E- tidsskrifter) database http://www.statsbiblioteket.dk

- IDS, 2013. Making the most of Resilience: http://www.ids.ac.uk/files/dmfile/IF32.pdf

- Walker, B., Holling, C.S., Carpenter, S.R. and Kinzig, A. (2004). Resilience, adaptability and transformability in social-ecological systems. Ecology and Society 9 (2): http://www.ecologyandsociety.org/vol9/iss2/art5/

DEMOGRAPHY AND DEVELOPMENT

05 March   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** (*stellier@sund.ku.dk), earlier with the United Nations Population Fund (UNFPA), now with the University of Copenhagen.*

Literature:

- Haupt, A. , Kane, T.T. and Haub, C. (2011). Population Reference Bureau's Population Handbook (Sixth Edition), Washington D.C.: http://www.prb.org/pdf11/prb-population-handbook-2011.pdf

- Das Gupta M, Bongaarts J, Cleland J. Population, poverty, and sustainable development: a review of the evidence: The World Bank, Development Research Group -Human Development and Public Services Team 2011: http://www-wds.worldbank.org/servlet/main?menuPK=64187510&pagePK=64193027&piPK=64187937&theSitePK=523679&entityID=000158349_20110630131122

- The Economist (2011). Asian Demography: The Flight from Marriage: http://www.economist.com/node/21526329

- Visit the homepage of UN Population Division: 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.

- Read the Executive Summary oft he World Fertility Report 2009:
- http://www.un.org/en/development/desa/publications/world-fertility-report-2009.html

- Visit and brows the Demographic and Health Surveys´ site: 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** (*caroliaurregosandoval@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:

- ODI (2013). Policy Brief No.79. Focussing on what matters in Aid –for-Trade: Increasing Effectiveness and Delivering results. London, UK:
  http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8194.pdf

- UNCTAD (2012). Policy Brief No. 2. Aid for Trade: Failing Grade in LDCs?, Geneva, Switzerland: http://unctad.org/en/PublicationsLibrary/uxiiipb2012d2_en.pdf

- UN-OHRLLS (2012). Least Developed Countries (LDCs) Facts and Figures. New York, USA:http://www.unohrlls.org/UserFiles/File/Publications/Factsheet.pdf

- WTO (2012). Aid for Trade. Browse the site: http://www.wto.org/english/tratop_e/devel_e/a4t_e/aid4trade_e.htm

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12-13 March

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.
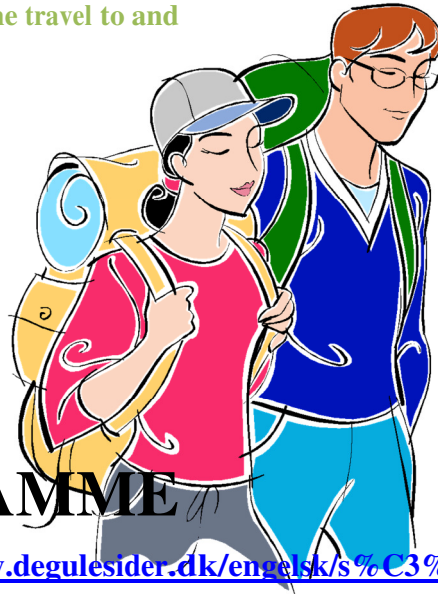
STUDY TOUR PROGRAMME

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

Wednesday morning, 12th March: 10.00-12.00:

Visit to Danida (http://um.dk/en/danida-en/)

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) Generel 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/ and http://www.3ieimpact.org/

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 187818.
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:

- Jordan, L. (2005). Mechanisms for NGO Accountability. Global Public Policy Institute: http://www.gppi.net/fileadmin/gppi/Jordan_Lisa_05022005.pdf
- Cavill, S. and Sohail, M. (2007). Increasing strategic accountability for International NGOs. *Development in Practice*, Routledge, vol. 17, number 2, April 2007. To find in the library: www.statsbiblioteket.dk

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:
- Ghai, D. (2008). UN contributions to development thinking and practice. Development in Practice, Routledge, vol. 18, number 6, pp. 767-773. http://www.statsbiblioteket.dk/e-tidsskrifter_OLD/e-tidsskrifter-pa-statsbiblioteket-og-aarhus-universitet
- Finkle, J.L. and McIntosh, C. Alison (2002) United Nations Population Conferences: Shaping the Policy Agenda for the Twenty-first Century. *Studies in Family Planning*, vol. 33, number 1: 11-23. http://www.statsbiblioteket.dk/e-tidsskrifter/e-tidsskrifter-pa-statsbiblioteket-og-aarhus-universitet .

Visit to A.P. Moller - Maersk (www.maersk.com)

Address: Esplanaden 50, 1098 Copenhagen
Contact person: John Kornerup 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/

MICROFINANCE

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:

- Banerjee, A., Duflo, E., Glennerster, R. and Kinnam, C (2013). The miracle of microfinance? Evidence from a randomized evaluation. MIT Department of Economics and NBEER: http://economics.mit.edu/files/5993

- Bateman, M. and Chang, H.J. (2009). The Microfinance Illusion: http://www.microfinancetransparency.com/evidence/PDF/App.3%20Chang%20Bateman%20article.pdf

- Bauchet, J., Marshall, C., Starita, L., Thomas, J. and Yalouris, A. (2011). Latest Findings from Randomized Evaluations of Microfinance. Access to Finance Forum: http://www.povertyactionlab.org/publication/latest-findings-randomized-evaluations-microfinance

- Helmore, K., Chidiac, S. and Hendricks, L. (2009): Executive Summary of Bringing financial services to Africa's poor: http://www.care.org/getinvolved/advocacy/access-frica/pdf/access_africa_sos_report.pdf
- Roodman (2012): How the other half finances, from the book "Due Diligence", to access at online from http://blogs.cgdev.org/open_book/category/about-the-bookoutline/2-how-the-other-half-finances

- 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:

- Work like watershed management builds on participatory methods. See Chambers, R. (1994) The Origins and Practice of Participatory Rural Appraisal. World Development, vol. 22, no. 7, pp. 953-969. Find the article in the library e-journals (E-tidsskrifter) database: http://www.statsbiblioteket.dk/

- Classen et al. (2008). Opening Participatory Spaces for the Most Marginal: Learning from Collective Action in the Honduran Hillsides. *World Development*, vol., 36, no. 11, 2402-2420. Find the article in the library e-journal database: www.statsbiblioteket.dk

- Hope, R.A. (2007). Evaluating Social Impacts of Watershed Development in India. World Development, vol. 35, no. 8, pp. 1436-1449. Find the article in the library e-journals (E-tidsskrifter) database: www.statsbiblioteket.dk

- Familiarize yourself with Participatory Learning and Action Notes, issue 35 on Community Water Man- agement: 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 assis- tance. As the UNDP Human Development Report 2000 shows, there is now a wide recog- nition of inter-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 in- terdependent 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 in- troduced 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 objec- tive has been reaffirmed and further developed in the strategies that followed.
This lecture seeks to present the governance agenda by focusing on the following ques- tions: (i) Background – why governance in the development agenda? (ii) Concepts – what kind of governance? and (iii) Implementation – how to support governance? – with a spe- cial 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 Arhus University.*

Literature:

- Alston, Philip (2005). "Ships Passing in the Night: The Current State of the Human Rights and Develop- ment Debate Seen Through the Lens of the Millennium Development Goals", Human Rights Quarterly, Vol. 27, pp. 755-829: Find the article in the library e-journals (E-tidsskrifter) database: http://www.statsbiblioteket.dk/

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- Mac Darrow and Amparo Tomas (2005). Power, Capture, and Conflict: A Call for Human Rights Accountability in Development Cooperation. In Human Rights Quarterly, Vol. 27, pp. 471-538: Find the ar- ticle in the library e-journals (E-tidsskrifter) database: http://www.statsbiblioteket.dk/

- ICHR (2000). Local perspectives: foreign aid to the justice sector, Versoix: International Council on Hu- man Rights Policy:
  http://www.reliefweb.int/rw/lib.nsf/db900sid/PANA7DPDMV/$file/ichrp_dec2000.pdf?openelement

Other recommended readings are:
- Laure-Hélène Piron and Tammie O'Neil (2005). Integrating Human Rights into Development. A synthe- sis of donor approaches and experiences, Overseas Development Institute. 2005:
  http://www.odi.org.uk/rights/Publications/humanrights_into_development_execsumm.pdf
- Leftwich, Adrian (1993). "Governance, Democracy and Development in the Third World", Third World Quaterly, Vol. 14, No.3, pp 605 – 621:
  http://kfeweb.files.wordpress.com/2008/03/leftwich_governance.pdf
- Rose, Carol V. (1998). "The "New" Law and Development Movement in the Post-Cold War Era: A Vi- etnam Case Study", Law & Society Review, vol 32, nr.1, pp. 93-140: Find the article in the library e- journals (E-tidsskrifter) database: http://www.statsbiblioteket.dk/
- Sen, Amartya (2000), "What is the Role of Legal and Judicial Reform in the Development Process?", pa- per prepared for World Bank Legal Conference June 5, 2000, Washington D.C. :
  http://www1.worldbank.org/publicsector/legal/legalandjudicail.pdf
- African Human Rights Resource Centre: http://www1.umn.edu/humanrts/africa/index.html
- The International Budget Project: http://www.internationalbudget.org/index.htm
- UN (2013) Right to Food. Note by the Secretary-General. Sixty-eighth session: http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N13/421/78/PDF/N1342178.pdf?OpenElement

DIGITAL AFRICA

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 2005-20011*

Literature
- Bannick, M. (2011). Harnessing Technology for Transformation, 2nd December 2011 as part of McKin- sey Report: What matters:
  http://whatmatters.mckinseydigital.com/social_innovation/harnessing- technology-for-transformation - featured with links+video on ICT in Africa and social transformation and development at http://www.nextbillion.net/blog/2011/12/09/guest-post-harnessing-technology-for-transformation

- Ledgard, J.M. (2011). Digetal Life. Intelligent Life, The Economist Spring 2011
  http://moreintelligentlife.com/content/ideas/jm-ledgard/digital-africa?page=full

- Mo Ibrahim Foundation (2011). 2011 Ibrahim Index of African Governance. Summary:
  http://www.moibrahimfoundation.org/en

- Ochugboju, S. (2010). "Technology in Context". Chapter 9 In: J. Grosskurt (ed.) (2010). Futures of Tech- nology in Africa. Study Centre for Technology Trends, the Netherlands: http://www.stt.nl/uploads/documents/192.pdf

- Rosenberg, T., (2011). Crowdsourcing a Better World. New York Times, March 28, 2011: http://opinionator.blogs.nytimes.com/2011/03/28/crowdsourcing-a-better-world/

- Shuler, J. and George, S. (n.d.) Ushahidi: Creating a New Narrative. Kenyan Crowdsourcing Platform: http://vimeo.com/17863608

- The Economist (2011).Africa's hopeful Economies: The Sun Shines Bright.: http://www.economist.com/node/21541008

- World Bank (2011). KenyaEconomic Update: Kenya at the Tipping Point? With a special focus on the ICT Revolution and Mobile Money, World Bank, December 2010, http://documents.worldbank.org/curated/en/2010/12/13738300/kenya-tipping-point-special-focus-ict-revolution-mobile-money if the link does not then "Google" on the title.

Examples from digital Africa
- http://www.ihub.co.ke/pages/home.php
- http://saharareporters.com/
- http://afrinnovator.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:
- Bach, C.F. (2013). Det er min stol. Available for free download at http://www.friisbach.dk/Determinstol.pdf

- Danida (2012). The Right to a Better Life. Strategy for Denmark's Development Cooperation. The Danish Government, June 2012: http://um.dk/en/~/media/UM/English-site/Documents/Danida/Goals/Strategy/13287_DANIDA_strategiformidling_UK_web%20NY.jpg

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- Rodrik, D. and Subramanian, A. (2003). The Primacy of Institutions (and what this does and does not mean). Finance % Development, June 2003: http://www.imf.org/external/pubs/ft/fandd/2003/06/pdf/rodrik.pdf

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),* ***L****eader of Centre for Research into Organic Food Systems, Aarhus University: http://www.icrofs.org/index.html*

Literature

- Halberg Niels, and Adrian Muller. "Organic agriculture, livelihoods and development ", ch. 1 in: Niels Halberg and Adrian Muller (eds) (2012), *Organic Agriculture for Sustainable Livelihoods,* Earthscan Food and Agriculture, Routledge. : http://books.google.dk/books?id=JZr-fY40bkQC&pg=PA1&lpg=PA1&dq=Organic+agriculture,+livelihoods+and+development&source=bl&ots=ZhBwMTYBgF&sig=T1JLtnR5Q2XgYF8wCpbhtx-0qZY&hl=da&sa=X&ei=fePLUs6_L4TSsga4zlCoBw&ved=0CHwQ6AEwBw#v=onepage&q=Organic%20agriculture%2C%20livelihoods%20and%20development&f=false

- Serageldin, I. (2011). 2nd Annual Malthus Lecture. International Food Policy Research Institute: http://www.ifpri.org/event/2nd-annual-malthus-lecture

- Gaiha, R. and Thapa, G. (2007). Supermarkets, smallholders and livelihood prospects in selected Asian countries. Occasional Paper. International Fund for Agricultural Development: www.ifad.org/operations/projects/regions/pi/paper/4.pdf

- International Food Policy Research Institute (IFPRI) (2011). Agriculture, nutrition and health. Exploiting the links: http://www.ifpri.org/sites/default/files/publications/2020anh_issuebrochure.pdf

- UN (2010). Foreign land purchases for agriculture: what impact on sustainable development? Sustainable Innovation Briefs. Issue 8, January 2010: http://www.un.org/esa/dsd/resources/res_pdfs/publications/ib/no8.pdf

- For those with special interest: Browse the site of the Push-Pull farming system: http://www.push-pull.net/
- Visit and brows: 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 ***J****ørgen E.* ***O****lesen (**J****orgen**E.****O****lesen@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

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Developing Countries. Environmental Management (2009), Springer, vol. 43: 743-752. To obtain from the Internet. Google on title of paper and authors.

- Channing, A. and Friis Bach, C. (2011). Foreign Assistance in a Climate-Constrained World. Working Paper No. 2011/66. United Nations University: http://www.wider.unu.edu/publications/working-papers/2011/en_GB/wp2011-066/

- Halsnæs, K. and Trærup, S (2009). Development and Climate Change: A Mainstreaming Approach for Assessing Economic, Social, and Environmental Impacts of Adaptation Measures: http://orbit.dtu.dk/fedora/objects/orbit:17517/datastreams/file_4024541/content

- Intergovernmental Panel on Climate Change (2010). Understanding Climate Change. 22 years of IPCC assessment: http://www.ipcc.ch/pdf/press/ipcc_leaflets_2010/ipcc-brochure_understanding.pdf

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.macintosh@biology.au.dk), Professor, Centre for Tropical Ecosystems Research, Aarhus University.*

Literature:

Lecture 1: Mangrove restoration and sustainable management:
- Pomeroy, R.S., Parks, J. E. and Watson, L.M. (2004). How is your MPA doing? A Guidebook for

Social Indicators for Evaluating Marine Protected Area Management Effectiveness. IUCN, Section 1, pp. 15-43: http://www.mpa.gov/pdf/national-system/mpadoing.pdf

Lecture 2: Marine protected areas as a conservation management tool.
- Gtz (2002). Marine Protected Areas. A Compact Introduction. Eschborn: http://www2.gtz.de/dokumente/bib/03-0095.pdf

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 Arhus*

Literature:
- Broadhurst, R. and Le, V. Kim (2013). Transnational Organized Crime in East and South East Asia.: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2121197

- Elliott, L. (2012). Fighting Transnational Environmental Crime. Journal of International Affairs, Fall/Winter 2012, vol. 66, no.1,pp. 87-104. Find the article in the library e-journals (E-tidsskrifter) database: http://www.statsbiblioteket.dk/

- Singh, S. (2012). Borderland practices and narratives: Illegal cross-border logging in northeastern Cambodia. Ethography, pp. 1-25. Find the article in the library e-journals (E-tidsskrifter) database: http://www.statsbiblioteket.dk/

- United Nations (2010). The Globalization of Crime: A Transnational Organized Crime Threat Assess- ment. United Nations Publications, pp. 25-36 and 161-173: http://www.unodc.org/documents/data-and- analysis/tocta/TOCTA_Report_2010_low_res.pdf

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**

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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 Bærent Fisker** *(a.fisker@bandim.org), Researcher at the Bandim Health Project. .*

Literature:

- Benn, C.S. and Aaby, P. (2007). Sex-differential responses to preventive health interventions. Dan. Med.Bull 2007; 54: 153-4.: http://www.danmedbul.dk/DMB_2007/0207/0207-artikler/DMB3870.pdf

- Brooks M (2013). "Small shot, big impact" or "Booster shots: The accidental advantages of vaccines". New Scientist 2013; Aug 17. 2930(1):39-41. http://www.newscientist.com/article/dn24027-booster-shots-the-accidental-advantages-of-vaccines.html?full=true#.UrLxOPJ7yUk

- Editorial: Silence isn't golden when it comes to vaccines. New Scientist 2013; Aug 21. 2930(1):5. http://www.newscientist.com/article/dn24027-booster-shots-the-accidental-advantages-of-vaccines.html?full=true#.UrLxOPJ7yUk

- Shann F. (2012). Commentary: BCG vaccination halves neonatal mortality. Pediatr Infect Dis J 2012 Mar;31(3): 308-9. Find the article in the library e-journals (E-tidsskrifter) database: http://www.statsbiblioteket.dk/

- Aaby P, Benn CS (2012). Saving lives by training innate immunity with bacille Calmette-Guerin vaccine. Proceedings of the National Academy of Sciences of the United States of America 2012 Oct 23;109(43): 17317-8. Find the article in the library e-journals (E-tidsskrifter) database: http://www.statsbiblioteket.dk/

SEXUAL AND REPRODUCTIVE HEALTH AND BEHAVIOUR WITH A FOCUS ON HIV/AIDS IN SUB-SAHARAN AFRICA

07 May   **The HIV/AIDS epidemic shows no signs of abating although the rate of new infections**

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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:

- Silberschmidt, M. (2004a). Men, male sexuality and HIV/AIDS: Reflections from studies in rural and urban East Africa. *Transformation,* South Africa, issue 54, pp. 42-58: http://www.transformation.ukzn.ac.za/archive/tran054/T54PAPER3.pdf

- Cornwall, A. and Jolly, S. (2006). Introduction: Sexuality Matters. In *Sexuality Matters.* IDS Bulletin, vol. 37, no 5, pp: 1-11: 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:

- Silberschmidt, M. (2004b). Masculinities, Sexuality and Socio-Economic Change in Rural and Urban East Africa. In: S. Arnfred (ed.) *Re-thinking Sexualities in Africa.* Uppsala, pp. 233-250.

- Silberschmidt, M. (2011). What Would Make Men Interested in Gender Equality? Reflections from East Africa. In A. Cornwall, J. Edström and A. Greig (eds.). Men and Development: Politicizing Masculinities. Zed Books Ltd.: pp. 98-110.

- Correia, M.C. and Bannon, I. (2006). Gender and its discontents. In M.C. Correia and I. Bannon (eds.) *The Other Half of Gender.* World Bank, pp. 245-260
.
- 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
- Rosling, H. (2009). New Facts and Stunning Data Visuals: http://www.ted.com/talks/lang/en/hans_rosling_the_truth_about_hiv.html

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.