GEOS3524: Global Development and Livelihoods

Semester One, 2016

Unit of Study Outline

School of Geosciences

Unit of Study Information

Lecturers
Dr Jeff Neilson
School of Geosciences
Room 439, Madsen Building (F09)
Tel: 9351 4733    Email: jeffrey.neilson@sydney.edu.au

Professor Bill Pritchard
School of Geosciences
Room 456, Madsen Building (F09)
Tel: 9351 2920    Email: bill.pritchard@sydney.edu.au

Lecture Times and Locations
14:00 pm to 16:00 pm Tuesdays in Carslaw LT173

Seminar Session Times
Wed 09:00 [wks 2 to 12] Access Lab 302
Wed 10:00 [wks 2 to 12] Access Lab 302
Wed 11:00 [wks 2 to 12] Madsen Room 331

eLearning

An eLearning Blackboard site will be used to support this course and most handouts and powerpoint lectures provided in class will be accessible through this site. To access the eLearning site follow the instructions below:

1. Open a browser window
2. Go to the University of Sydney home page (sydney.edu.au)
3. Select the Current Students button
4. Choose “Learning Management System” under Student Logins on the right hand side
5. Enter your UniKey login name and password
6. Select GEOS3524 from My Units of Study
**What is this Unit all about?**

This unit of study explores themes and tensions in geographies of development through the twin lenses of global processes and local livelihoods. Development tends to be studied, understood, evaluated and experienced quite differently at different scales. In this unit we take a number of key themes in development and explore trends, processes and debates from both empirical and theoretical perspectives, applying the geographical concepts of scale and spatiality to give nuance to often polarized positions. The topics covered include inequality, development strategies, global value chains, industrialization, food security, the role of development assistance, agrarian change, and poverty impact evaluation.

**Expectations**

To participate fully in the course, students are expected to:

1. Attend all lectures for an overview of key themes and for illustrative detail of the materials presented. The lecturers will frequently “flip” the classroom, requiring your active participation.
2. It is important that you read the course material prior to the lectures to ensure proper participation.
3. Attend and participate actively in seminars, both as discussion leaders and as discussants. Seminar attendance is compulsory and up to a 5% deduction on your final mark will be applied for unexplained absences.
4. Respect the right of others to hear the lecturer and participate in seminars. Undue talking or use of mobile phones will lead to eviction from the lecture.
5. Submit assignment work on time. A penalty of 5% per day is deducted for late work.

**Unit of Study assessment**

The full semester Unit of Study (UoS) assessment is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>a) Two in-class exams (1 hour each)</td>
<td>40%</td>
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<tr>
<td>b) Major Essay</td>
<td>35%</td>
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<tr>
<td>c) Seminar participation, leadership and discussion posts</td>
<td>25%</td>
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</tbody>
</table>

**PENALTIES**

- 5% per day off late assignment marks for (b) *
- 10% off the seminar mark for each seminar missed*
- * These conditions will only be waived with properly documented Special Consideration forms

**a) In-class exams**

The two in-class exams will each cover half of a two-hour lecture period, and will be held in weeks 7 and 13. Each is worth 20% of the final UoS mark. Exams will consist of short-answer questions. More information on each exam will be provided during lectures prior to the exam. There is no exam during the scheduled examination period. Failure to attend either of these in-class exams will result in a mark of zero for that exam, unless Special Consideration is formally granted by the Faculty office.

**b) Major Essay - World Bank Briefing Note**

**Marks:** 35% of the UoS marks.

**Working Format:** Individual exercise.

**Length of Essay:** max 2000 words, not including references.

**Due Date:** 17:00 Friday, 13 May 2016 (submit via the Turnitin ‘Major Essay’ folder on
Select a country from those listed by the World Bank as a **Low or Middle Income country**. You are to perform the role of a Policy Advisor with the World Bank who is tasked with preparing a ‘Briefing Note’ for a new incoming Country Director for the World Bank in your chosen country. You should select your own topic of developmental importance (a ‘developmental priority’) to that country for the Briefing Note. For example, you might consider: education, environment, economic policy and debt, financial sector, health, infrastructure, social protection and labour, poverty, private sector and trade, or the public sector (note: these topics correspond to the data categories of the World Development Indicators, but you may choose another topic).

You should make use of the [World Development Indicators Database](https://databank.worldbank.org/), which is published and regularly updated by the World Bank. In most cases, it provides country-level data going back to the 1960s. You should present selected development data related to your country. Remember to only present data that is directly relevant to your essay. There are a number of ways you can access this data. One way is to: i) select your country; ii) under ‘Series’, you should select a topic from the dimension filter on the left of screen; iii) under ‘Time’, ‘Select all’, and then; iv) click ‘DOWNLOAD’ in the top right hand corner to download the data as an Excel spreadsheet. However, please note that this WDI data should only supplement you research – two or three graphs would normally be sufficient in your submission.

Your Briefing Note should:

1. Make an argument for why the Government should focus their attention on the developmental priority.
2. Provide a brief review of the developmental priority in your chosen country in its historical context, acknowledging previous development interventions and policies around the development priority.
3. Use appropriate figures or tables to help argue your case.
4. Include a List of References that draws on a variety of reliable literature, including academic journals, research reports by credible NGOS and development organisations, and other ‘grey literature’ as relevant.

Each student is to select a different topic for the major essay. However, it is fine to choose the same developmental priority for a different country or to choose a different developmental priority for the same country.

To ensure that there is no replication, you are required to announce your country and development priority on the discussion board on Blackboard. The first person to announce a topic on the discussion board can 'claim' the topic. Marks will be deducted if you complete an essay on a topic already claimed by another student.

c) **Seminar Participation**

**Marks:** 25% of the UoS marks (15% discussion posts, 5% seminar leadership, 5% discussion participation)

**Working Format:** Individual/groups

**Due Date:** Ongoing throughout the semester

This is a senior-level unit, and students are expected to confidently engage in thought-provoking discussion and debates that bring out the nuances of key development themes. There will be ten seminars throughout the semester, commencing in Week 2, based around key readings and discussion topics. The seminars constitute an important aspect of your overall assessment. You are expected to attend every seminar and participation will be recorded.
Throughout the semester, you are required to make posts on the Discussion Board of the E-learning site. These should be posted during the week of the seminar topic. These Discussion Posts are in lieu of tutorial papers, and you are expected to: i) respond to the discussion question; ii) critically reflect on the required readings; iii) demonstrate a clear understanding of the topic; and iv) make an effort to respond appropriately to previous posts. At a rough estimate, you are expected to write approximately 1000 words on these posts throughout the semester, and you will be assessed based on your 3 most thoughtful posts (15% of final mark).

Seminars will be student-led, which means that each student is required to sign-up via Blackboard to lead one seminar throughout the semester. You should meet with your co-leader at least once before the class to plan your discussion, and you should have read discussion posts made by students prior to the seminar class. You will be assessed based on your ability to lead the discussion (5% of final mark).

All students are expected to participate actively in seminar discussions. You should come along fully prepared to participate in critical debates on the discussion topics. The expression of informed opinions is welcome! You will be assessed based on your ability to actively and thoughtfully participate in discussions throughout the semester (5% of final mark).

**Plagiarism**

Plagiarism means the dishonest use of another’s material. It is serious misconduct to plagiarise. The University’s rules on plagiarism are outlined at:


The rules make a distinction between:

- **Negligent plagiarism** (defined as: innocently, recklessly or carelessly presenting another person’s Work as one’s own Work without Acknowledgement of the Source).
- **Dishonest plagiarism** (defined as: knowingly presenting another person’s Work as one’s own Work without Acknowledgement of the Source)

In cases of negligent plagiarism, it is usually the case that students will be required to resubmit their work. In cases of dishonest plagiarism, the School of Geosciences reserves the right to impose the full degree of sanctions on students, which includes automatic failure for the unit of study. Thus, to avoid plagiarizing, you should directly quote the source of material or paraphrase it in your own words and always cite where your material came from. If you have any questions about what constitutes plagiarism ask your lecturer or consult the University documentation.
Lecture Topics and Readings

Most lectures are framed around a key debate, dialectic or controversy in the field of global development and livelihoods. There are required readings, films or podcasts associated with each lecture. This Unit of Study will apply a FLIPPED CLASSROOM, where you are expected to have read, watched or listened to these PRIOR to the lecture and come to the lectures prepared to reflect on these. As a result, attendance at lectures is compulsory and lecture recordings will be of minimal benefit.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE TOPIC</th>
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<tbody>
<tr>
<td><strong>UNDERSTANDING INTERNATIONAL DEVELOPMENT</strong></td>
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</tbody>
</table>
| 1 (1 march) | Introduction to GEOS 3524 (JN, BP)  
What is Development? (BP) |
| 2 (8 March) | Development Strategies (JN) |
| 3 (15 March) | The Asian Miracle and the Role of the State (JN) |
| 4 (22 March) | Uneven Development in the World Today: Patterns and Theories (BP) |
| MID-SEMESTER BREAK | |
| 5 (5 April) | Regional Development through Global Integration: Value Chains and Production Networks (JN) |
| 6 (12 April) | The Politics of Development and the effectiveness of Aid (JN) |
| **A LIVELIHOOD APPROACH TO DEVELOPMENT** | |
| 7 (19 April) | EXAM  
The Sustainable Livelihoods Framework (BP) |
| 8 (26 April) | Rural Livelihood Diversification: Issues and Context (BP) |
| 9 (3 May) | Rural Livelihoods, Gender and Food Security (BP) |
| 10 (10 May) | Rural Livelihoods, Environmental Adaption and Coping Strategies (BP) |
| 11 (17 May) | Land, Land Grabs and Livelihoods (JN, BP) |
| 12 (24 May) | Evaluating Development Interventions on Livelihoods (JN) |
| 13 (31 May) | EXAM |
**Required Readings**

In this course, you are expected to read!! The content of the following readings is assessable in the exams. You'll notice that some readings are listed in more than one week as the content is applicable to both.

**Week 1**  
**What is Development?**  
(no readings)

**Week 2**  
**Development Strategies**

Required Readings


[http://www.econtalk.org/archives/2012/03/acemoglu_on_why.html](http://www.econtalk.org/archives/2012/03/acemoglu_on_why.html)

**Discussion Question**

How have ideological positions shaped the development strategies of different countries and different development agencies over time?

**Week 3**  
**The Asian Miracle and the Role of the State**

Required Readings


**Discussion Question**

Drawing on the East Asian Experience, what is the most effective role for the state in facilitating development?

**Week 4**  
**Uneven Development in the World today: Patterns and Theories**

Required Readings


**Discussion Question**

Are recent shifts in global inequality problematic for global development, and what are their relationships to broader patterns of migration, political conflict and the built forms of cities in the global South?

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**Week 5  Global Value Chains**

**Required Readings**


**Discussion Question**

Is integration into a global value chain (or a global production network) an effective means to alleviate poverty in the developing world?

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**Week 6  The Politics of Development**

**Required Readings**


**Discussion Question:**

Does a ‘Poverty Trap’ exist that can be overcome by initial injections of development assistance, as argued by Jeffrey Sachs?

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**Week 7  Sustainable livelihoods**

**Required Readings**


Discussion Question:
What are the key merits and potential pitfalls from the sustainable livelihoods approach?

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**Week 8  Rural Livelihood Diversification: Issues and Context**

**Required Readings**


Discussion Question:
What are the drivers of rural livelihood diversification in the global South, and what its connections with the social and economic make-up of rural areas?

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**Week 9  Rural Livelihoods, Gender and Food Security**

**Required Readings**


Discussion Question:
Why is gender important to the debate on rural livelihoods and food security?

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**Week 10  Rural Livelihoods, Environmental Adaption and Coping Strategies**

**Required Readings**


**Discussion Question:**
How does the SLA framework inform debate on the impacts of climate change?

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**Week 11  Land Grabs and Livelihoods**

**Required Readings**


**Discussion Question:**
What is the role of smallholder land access for securing livelihoods and achieving poverty alleviation in the modern world?

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**Week 12  Evaluating the effectiveness of development interventions on Livelihoods**

**Required Readings**


**Discussion Question:**
What are some of the challenges involved with measuring and evaluating development interventions? What kinds of indicators should be used to measure development and sustainability?
## Assessment criteria

<table>
<thead>
<tr>
<th>Component</th>
<th>HD</th>
<th>D</th>
<th>Cr</th>
<th>P</th>
<th>F</th>
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<tbody>
<tr>
<td><strong>Essay 35%</strong></td>
<td>The essay is i) innovative, ii) original and iii) highly analytical. It is at a standard that could potentially be published for a broader readership, and it contains no factual, referencing or grammatical errors. This essay will make effective use of raw data and present it in effective way to support the main argument.</td>
<td>Addresses the assignment at a high level of competence with reference to at least two of the three HD criteria. The defining difference between ‘credit’ and ‘distinction’ essays is a powerful and original argument binding the essay together and the absence factual, referencing or grammatical errors. Credit essays will have a logically constructed argument and be well-written, but lack originality or flair. Use of raw data is expected but be less effectively presented than a Distinction essay.</td>
<td>Addresses the assignment at a solid level of competence, with very few factual, referencing or grammatical errors.</td>
<td>Addresses the question and complies with the basic requirements of the task, but; answers the question only indirectly; indicates a basic understanding of key concepts; shows an adequate but limited exploration of reputable literature; usually contains some factual, referencing or grammatical errors.</td>
<td>Does not answer the question or is otherwise deemed adequate for senior-level undergraduate studies; or has not fully complied with academic expectations in terms of referencing; or contains an unacceptably high number of spelling or grammatical mistakes.</td>
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<tr>
<td><strong>Seminar 25%</strong></td>
<td>Provides original and thoughtful contributions to debate at all times that reflect intimate understanding of the literature. 100% attendance.</td>
<td>Provides original and thoughtful contributions to debate most of the time. Demonstrates an understanding of the literature. 100% attendance. Shows expertise in leading and maintaining a stimulating and informative discussion, and versed in the key and supplementary readings.</td>
<td>Captures the main points of the seminar discussion in an informed way.</td>
<td>Provides an adequate level of discussion leadership and basic knowledge of the subject matter of the week’s readings.</td>
<td>Doesn’t contribute to class debate, misunderstands the literature and has poor attendance.</td>
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<tr>
<td><strong>Participation 5%</strong></td>
<td>Employs familiarity with the relevant readings and wider material and expertise in employing the questions to lead a stimulating and informative discussion. Captures the main points of the seminar discussion in an interesting and informed way, with potential to prompt follow-up web-based discussion, with expert reference to relevant readings. Presents original arguments in response to the discussion questions.</td>
<td>Captures the main points of the seminar discussion in an interesting and informed way with potential to prompt follow-up web-based discussion, with appropriate reference to the key readings.</td>
<td>Captures the main points of the seminar discussion in an informed way.</td>
<td>Provides an adequate account of the main points of the discussion.</td>
<td>Fails to lead an adequate discussion</td>
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<td><strong>Leadership 5%</strong></td>
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<td><strong>Discussion Posts 15%</strong></td>
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### Exams 40%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Demonstrates depth and breadth of empirical knowledge, accuracy in articulation of concepts and sophisticated understanding of the lecture material and key readings.</td>
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<tr>
<td>B</td>
<td>Demonstrates good level of empirical knowledge, ability to explain concepts and good level of understanding of the lecture material and key readings.</td>
</tr>
<tr>
<td>C</td>
<td>Demonstrates reasonable level of empirical knowledge, familiarity with concepts and reasonable level of understanding of the lecture material and key readings.</td>
</tr>
<tr>
<td>D</td>
<td>Demonstrates adequate level of empirical knowledge, basic appreciation of concepts and adequate level of understanding of the lecture material and key readings.</td>
</tr>
<tr>
<td>F</td>
<td>Fails to demonstrate adequate level of empirical knowledge, or basic appreciation of concepts and adequate level of understanding of the lecture material and key readings.</td>
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