



Course information 2018–19

DV1171 Introduction to International development

This course provides students with an interdisciplinary introduction to the ideas, historical processes and events, policy debates and practical interventions that are shaping the economic, social and political direction of international development today.

Aims and objectives

The specific objectives of the course are to:

- to demonstrate that development is not just about the ‘South’ or the ‘Third World’ but that it should be understood as a global phenomenon
- to describe and evaluate the main intellectual traditions out of which ideas about international development have emerged
- to show how development can only be fully understood if its historical and political dimensions are given as much attention as its economic and social dimensions
- to illustrate how development policy and practice has evolved over time and why some options are seen as possible by governments, International Financial Institutions and civil society organisations while others are not
- to do this by looking in depth at the following key themes: ‘late’ development (i.e. industrialisation now) and industrial policy; agrarian change and rural development; governance and public policy; the international order.

Assessment

This course is assessed by a three-hour unseen written examination.

Learning outcomes

At the end of this course and having completed the essential reading and activities students should be able to:

- ✓ show why development should be understood as global phenomenon
- ✓ discuss and critically evaluate the main intellectual traditions shaping international development today
- ✓ use a range of historical, political, economic and social concepts and facts in their analysis of development issues
- ✓ demonstrate a good understanding of how policy debates and practical interventions have evolved over time in the context of a number of key themes

Essential reading

For full details, please refer to the reading list

Desai, V. and Potter, R. (eds) *The Companion to Development Studies*. (London: Hodder)

Todaro, M. and S. Smith *Economic Development*. (Harlow: Pearson Education)

Students should consult the appropriate *EMFSS Programme Regulations*, which are reviewed on an annual basis. The *Regulations* provide information on the availability of a course, where it can be placed on your programme’s structure, and details of co-requisites and prerequisites.

Syllabus

This is a description of the material to be examined. On registration, students will receive a detailed subject guide which provides a framework for covering the topics in the syllabus and directions to the essential reading

Part 1: A framework for the course

Ideas of development: Enlightenment origins; academic specialisation and colonialism; ideas of development after 1945.

Part 2: Theories of development

Theories of the State and market: Founding theories of the state; theorizations since 1945; founding theories of the market; theorizations since 1945.

Theories of institutions and civil society: Founding theories of institutions; recent theorizations; founding theories of civil society; theorizations since 1945.

The origins of Capitalism and the rise of the West: Why Europe?; the non-European world and early European imperialism; the age of empire.

The rise and fall of the era of national development: The Cold War and the Long Boom; political independence and 'Third Worldism'; the crisis of the 1970s and its consequences.

Part 3: Key themes in development policy and practice

Late development and industrial policy: Industrialisation – meaning and early approaches; implications for other aspects of development; late industrial policies; managing trade and investment.

Agrarian change and rural development: Land reform and agrarian reform; the 'Green Revolution'; newer approaches to rural development.

Governance and public policy: Governance; Governance and corruption; understanding democracy; democracy and economic growth; democracy and poverty.

The international order: Understanding globalisation; how old is globalisation?; how does globalisation affect development?; has globalisation affected poverty and inequality?; understanding the international system – the United Nations, World Bank and International Monetary Fund