Interpreting Development: Institutions and Practices
(PGSP11296)

MSc in International Development

Course organiser:
José-María Muñoz
Guidance and feedback hours: Tuesdays 2-4 pm (or by appointment)
Email: j.munoz@ed.ac.uk
Room: 2.01 Chrystal Macmillan Building

Lectures and tutorials:
Kevin Donovan
José-María Muñoz

Course Description:
International Development is a field of activity and practice as much as a set of theories and visions. How development is understood and practiced, both by organisations and individuals, depends upon the frameworks constructed to explain and legitimise particular goals, approaches, methodologies and values.
This course investigates the varied significance and valence of development to different actors. We explore the dynamics that inform particular approaches to development—from those of United Nations agencies to donor states and NGOs—and sector-specific focuses—from humanitarian aid to health to religion. This course surveys the negotiation and contestation over the meaning and practice of international development from within a range of different spaces.

Learning Outcomes
On completion of this course, the student will be able to:
Show a robust knowledge of diverse organisations involved in international development, their evolving mandates, policies and practice.
A critical, analytical understanding of how knowledge is created and contested by a variety of organisations in international development.
Possess an interdisciplinary understanding of how principles, ideals and ideas shape development practice, and are shaped by it.

Course Organisation

<table>
<thead>
<tr>
<th>Learning and Teaching Activities</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>10</td>
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<tr>
<td>Seminar/Tutorial Hours</td>
<td>10</td>
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<tr>
<td>Programme Level Learning and Teaching Hours</td>
<td>4</td>
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<tr>
<td>Directed and Independent Learning</td>
<td>176</td>
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<td>Total</td>
<td>200</td>
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This course runs for 10 weeks, excluding the Festival of Creative Learning week. Each week (after the introductory session) videos from the ‘Bigger Picture Project’ will be uploaded onto Learn and integrated with the course.
Students are expected to read the core readings for each week ahead of their seminars, and are encouraged to sample readings from the rest of the reading list, and beyond.

Lectures:
Tuesdays 9:00-10:50, Robson Building, H.R.B. Lecture Theatre.

Tutorials:
See timetable for details

Course Assessment

<table>
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<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Short Essay/Blog (1000 words)</td>
<td>20%</td>
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<tr>
<td>Long Essay (3500 words)</td>
<td>70%</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Short Essay of 1,000 words chosen from a list released in Week 2. Submission Date is on 14 February 2019.
Long Essay of 3,000 words chosen from a list released in Week 4. Submission Date on 11 April 2019.

Submission and Return of Coursework
Feedback for coursework will be returned online via ELMA on 7 March 2019 for the short essay and 2 May 2019 for the long essay.

More information on Assessment Requirements
For Assessment requirements you should consult the Taught MSc Student Handbook 2018-19. This is available on Learn.

Requirements included are:
Coursework submissions
Extension request
Penalties
Plagiarism

Group Change Request Form
This year your timetable is available through Office 365. The Tutorial Change Request form directs you to the right place to request a change to your tutorial, workshop or laboratory classes.

The Group Change Request form can be found online at https://www.edweb.ed.ac.uk/student-administration/timetabling/personalised-timetables/group-change-request

Please note that you should only use the form to request a timetable change after you have already been allocated to a timetabled sub group for the relevant course. For any other changes (e.g. changing course), contact your school directly.
Please ensure you regularly check your Office 365 calendar for timetable updates, and to make sure your changes have been made.

**External Examiner**
The External Examiner for the course is Dr. Tom Goodfellow, The University of Sheffield
Course Outline

NB Topics and readings of weeks highlighted in blue are only indicative, as they need to be confirmed by the lecturers involved

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Title</th>
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<tbody>
<tr>
<td>1</td>
<td>15 January</td>
<td>Introducing the Course</td>
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<tr>
<td>2</td>
<td>22 January</td>
<td>MSF, CARE and the humanitarian / development divide</td>
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<tr>
<td>3</td>
<td>29 January</td>
<td>Local’ NGOs and the place of civil society in development</td>
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<td>4</td>
<td>5 February</td>
<td>World Vision and the role of religion in development</td>
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<td>5</td>
<td>12 February</td>
<td>DFID and bilateral attempts to aid development</td>
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<td>19 February</td>
<td>Festival of Creative Learning</td>
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<td>6</td>
<td>26 February</td>
<td>The World Bank, the IMF and the changing nature of development finance</td>
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<td>7</td>
<td>5 March</td>
<td>The WHO and the politics of global health</td>
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<td>8</td>
<td>12 March</td>
<td>The ILO and attempts to rescue ‘children’</td>
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<tr>
<td>9</td>
<td>19 March</td>
<td>Multinational corporations doing development</td>
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<tr>
<td>10</td>
<td>26 March</td>
<td>Interpreting the Course</td>
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Week One: Interpreting Development – Introducing the Course

In this first lecture we start exploring key questions at the heart of the course: How do we construct the idea of ‘development’? What are the principles motivations and agendas that shape different institutional understandings and practices of development? How should we study them? How do we understand different development actors as well as the networks and systems – formal and informal – that shape their relationships?

Required readings:


Recommended further reading:

Week Two: MSF, CARE and the humanitarian/development divide

Traditionally, humanitarian actors have imagined themselves in a space distinct from development actors. In practice, however, humanitarian relief and development aid are delivered in the same spaces, impacting on the self-conception and action of all involved. Some have responded by re-doubling their efforts to police the borders between humanitarianism and development, others have tried to bridge the ‘relief-development gap’ through ‘early recovery’ efforts in places of protracted crisis like Afghanistan and Somalia. This lecture examines how humanitarian organisations approach development and working with development actors. It traces the split between humanitarian actors including ICRC and MSF who largely eschew development work and actors like CARE in protracted crises.

Required readings:


Recommended further reading:

Week Three: Local’ NGOs and the place of civil society in development

From the late 1970s, a growing critique of the role of the state was paired with a mounting hope that NGOs would be the flexible, responsive, and efficient developmental actors of the future. The idea that NGOs are a ‘silver bullet’ for development has now been comprehensively criticised, but the number and importance of NGOs continues to grow. This week, we take a look at NGOs that are routinely portrayed as ‘local’: how they construct their work, how they are understood, and how they shape processes of changes.

**Required readings:**


**Recommended further reading:**


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Week Four: World Vision and the role of religion in development

The role of religions in international development is attracting increasing amounts of attention. This week we explore the work of Erica Bornstein, who explores how child sponsorship through World Vision has shifted relationships, imaginaries and practices in Zimbabwe. We use her work as a starting point for exploring the intersections between religion and development as change.

Required readings:

Recommended further reading:

* * * *
Week Five: DfID and bilateral attempts to aid development

Development aid has been at the forefront of British Politics in recent years: used by the conservatives in an effort to reframe their party; lambasted by the tabloid press as a divergence of resources; framed by DfID as a means of pursuing the ‘national interest’ on a global level; critiqued by commentators as replicating imperialist paradigms. This week we will be looking at how we should understand the creation and implementation of development aid policy by DfID. To do so, we will be looking at how anthropologists have understood the policy process and the implications that this holds for impact of policy-making in the UK and across the globe.

Required readings:


Recommended further reading:


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**Week Six: The World Bank, the International Monetary Fund, and the changing nature of development finance**

This week, we explore how policy making and practice and research in international development are set against the backdrop of the World Bank and IMF, whose power, presence and authority have shaped our world. It sets out to ask how significant the World Bank and IMF are to development today and why, surveys their critics and competitors in recent years (particularly in the light of big alternative flows of financing), and explores their attempts at reform.

**Required readings:**


**Recommended further reading:**


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Week Seven: The ILO and the urge to ‘rescue’ children

‘Child labour’ and ‘child trafficking’ have been gaining increasing attention in recent years. In this week we unearth and explore the assumptions about youth, labour, and mobilities that underlie these campaigns and explore the involvement of the International Labour Organisation in the midst of these campaigns.

Required readings:

Recommended further reading:

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Week Eight: The WHO and the politics of global health

This week will look at health and development. We will think about the differing ways in which health interventions are conceived and enacted – from intimate to the global and back again. We will consider the particular salience of global health challenges, how anxieties over security have pushed health up the development agenda, and how public health campaigns - from clean hands to anti-malaria drives - produce global publics.

Required readings:

Recommended further reading:
- Chandler, C. I., Mangham, L., Njei, A. N., Achonduh, O., Mbacham, W. F., & Wiseman, V. (2012). ‘As a clinician, you are not managing lab results, you are managing the patient’: how the enactment of malaria at health facilities in Cameroon compares with new WHO guidelines for the use of malaria tests. Social science & medicine, 74(10), 1528-1535.
Week Nine: Multinational corporations doing development
This week, we explore how the multinational corporations’ contribution to
development came to be framed as a matter of responsibility. Often criticised as little
more than rhetoric, corporate social responsibility takes very varied forms. In what
contexts does CSR emerge? What factors shape its goals, modalities and significance?

Required readings:

- Frynas, Georg. 2009. Beyond Corporate Social Responsibility. Chapter 2 (The logic of
  CSR strategies) and chapter 5 (The Development Challenge), pp.12-37 and 102-133.
- Hardin, R. 2011. ‘Collective contradictions of "corporate" environmental
  conservation’, Focaal 2011(60): 47-60

Recommended further reading:

- Banerjee, S. B. 2008. Corporate Social Responsibility: The Good, the Bad and the
  Ugly. Critical Sociology, 34(1), 51–79
- Foster, R. 2014. ‘Corporations as Partners: “Connected Capitalism” and The Coca-
- Morgan, Lynn. 1993. Community Participation in Health, Chapter 2 (‘Banana
- Rajak, D. 2011. ‘Theatres of Virtue: Collaboration, Consensus and the Social Life of

Week Ten: Interpreting the course