



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and  
Social Sciences**

**School of Social Sciences and International Studies  
Faculty of Arts and Social Sciences**

**COMD 5001  
INTERNATIONAL  
DEVELOPMENT POLICY**

**Session 2, 2011**

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## **2. Teaching staff and contact details**

A/Professor Michael Johnson (Coordinator/Lecturer)

Room G29, Morven Brown

Email: [Michael.johnson@unsw.edu.au](mailto:Michael.johnson@unsw.edu.au)

Phone: 02 9385 3481

Course consultation time: Wednesday 6-7pm in MBG29

## **3. Seminar time and Blackboard access details**

There will be one seminar per week on Wednesday in Morven Brown Building G7 from 7-9pm

The course will be using Blackboard to support the learning and teaching activities of this course. For those who have not used Blackboard actively before, proceed to do the online tutorial at the student support site at:

[http://telt.unsw.edu.au/blackboard/content/student/Bb\\_accessing\\_unsw\\_blackboard\\_students.cfm?ss=0](http://telt.unsw.edu.au/blackboard/content/student/Bb_accessing_unsw_blackboard_students.cfm?ss=0)

## **4. Course description**

The course is a 6 Unit of Credit core and elective course available to all students. It is a core course in the MA in Development Studies and an elective in the Master by Coursework programs at UNSW.

This course content is focused on the links between ideas, policy and the real conditions extant in developing countries and their change. The course examines the different theories of development used to explain the different rate and pattern of economic and social development within and between countries and regions. The policy developed based on these explanations to encourage an improvement in individuals and countries welfare is analysed and compared with development in practice. Significant case studies of policy experience from Latin America and Asia, where a variety of economic and social policy approaches have been adopted are examined. The current status of debates about the nature of underdevelopment and its solutions is reviewed.

## **5. Course aims**

The aims of the course are to:

- \* Introduce students to a range of different social, political and economic ideas about the causes and consequences of the uneven development of developing countries and explore their implications for international development policy.
- \* Outline the way different theories of development impact on policies generated to correct key aspects of uneven development and the implications for the economies and societies involved in this process.
- \* Introduce students to an understanding of the elements and systems involved in good development policy practice.

## **6. Student Learning Outcomes**

At the end of this course students should be able to:

- \* Understand the source, nature and role of often conflicting and contradictory social and economic theories applied as policy in developing countries.
- \* Develop a critical perspective of policies generated to correct key aspects of uneven development and the implications for the economies and societies involved in this process.
- \* Develop the knowledge and skills necessary to engage in more depth in international development policy analysis and development.

In accordance with UNSW Learning and Teaching Guidelines, we expect to engage students in learning through structured learning activities, encourage independent critical thinking and research-based work as well as provide meaningful and timely feedback

## **7. Graduate attributes**

Students will be encouraged to develop the following general and specific 'Graduate Attributes' through acquiring the knowledge and skills related to:

- \* The knowledge and skills required for effective tertiary study at the postgraduate coursework level;
- \* a range of specialised conceptual, policy and practical knowledge and skills developed through acquiring a sophisticated understanding of development analysis and work as well as the language it employs;
- \* an understanding of the current policy framework applied to international development policy by developing and developed countries and international institutions.

## **8. Rationale for the inclusion of content and teaching approach**

This course is designed to build knowledge and skills in relation to development problems in developing countries; development policy; the consequences of policy and policy reform. The objective is to focus in this course on the range of ways we can identify development as an issue (for example as poverty), its components (economic, social, cultural) and solutions (for example as programs, policies etc) to problems that are local, national and global in character. We want to introduce students to the skills needed to interpret, analyse and pose solutions to development issues using a range of principles constructed as theories about development that are often in conflict with each other and lead to a range of intended and unintended practical outcomes.

## **9. Teaching and learning strategies**

In accordance with UNSW Learning and Teaching Guidelines, we expect to engage students in learning through structured learning activities, encourage independent critical thinking and research based work, provide meaningful and timely feedback. Assessments will build knowledge and skills in a range of economic policy topics and assess both written and verbal presentations.

## **10. Textbook and other course related reading and sources**

You will require the following textbook to complete this course:

**Kingsbury, D., Mackay, J., Hunt, J., McGillivray, M and Clark, M., (2008)**  
***International Development: Issues and Challenges*, Palgrave Macmillan, Houndmills.**

The other related texts that are very useful and held in the Library are:

Willis, K. (2005) *Theories and Practices of Development*, Routledge, Abingdon.  
A useful general source is Ankie Hoogveldt's (2001) *'Globalisation and the Postcolonial World': 2nd Edition*, Palgrave, London. Gareth Rees and Charles Smith's *'Economic Development'*, Macmillan, Basingstoke, 1998 gives a basic introduction to the economic ideas in development studies.

Note, that prior knowledge of a discipline is not expected in this course and it will give as much weight to politics and social ideas as economic ones - but the Rees and Smith book is a good primer for the economic ideas where some students have concerns about their capacity to understand them. Another useful source that's a bit more sophisticated than the Rees is A.P. Thirlwall's. *Growth and Development: 6th Edition*, Macmillan, Basingstoke, 1999. Copies of the text book are often available in UNSW second-hand bookshop.

Additional sources for relevant material include the daily press, the publications of development-oriented organisations, such as NGO's and those that monitor them. Developing countries governments and those that monitor them (like the World Bank) are also useful.

The Library website is at: <http://info.library.unsw.edu.au/web/services/services.html>

See the UNSW Library ejournal lists and search engines (see the Sirius system at: [http://sirius.library.unsw.edu.au/V/FGU3C5P2I71Q9MS3N54UX5FI5QRXCJ4JD9X7J6YL2GA14V1C47-04980?FUNC=FINN-EJ-1&pds\\_handle=GUEST](http://sirius.library.unsw.edu.au/V/FGU3C5P2I71Q9MS3N54UX5FI5QRXCJ4JD9X7J6YL2GA14V1C47-04980?FUNC=FINN-EJ-1&pds_handle=GUEST)) like Proquest etc., for related articles and other research resources. Links to useful web sites are given in the tutorial program. Courses are available in the Library for learning how to use electronic resources and I very strongly recommend you use them. The Library has tips on searching for articles at: <http://www.library.unsw.edu.au/HowDoI/articles.html>

The Library also has access to electronic copies of the following two general development journals that are up to date and have excellent special issues on many of the topics we cover. The journals are 'The IDS Bulletin' (Institute of Development Studies Bulletin) (Lib. Ref. S338.9105/5) and the 'Third World Quarterly' (S338.9105/12). International Development Abstracts are available at UNSW Lib. SREF 909.097205/1

Note that many of the following journals are available on UNSW Library web site as electronic copies. Enter titles and follow guides to usually pdf copies you can copy and store. International Development Abstracts are available at UNSW Lib. SREF 909.097205/1

Other useful journals are:

Journal of International Development  
World Development  
Theory, Culture and Society  
Journal of Development Studies  
Journal of Development Policy and Practice (at <http://www.acdi-cida.gc.ca/journal>)  
Monthly Review (US)  
Economic and Political Weekly (India)  
Policy Research Bulletin and Economic Review (World Bank)  
Public Administration and Development  
International Review of Administration Sciences  
Review of African Political Economy available (at <http://www.roape.org/>)  
Journal of Latin American Studies  
Journal of Economic Literature (also Journal of Economic Perspectives)  
Journal of Developing Areas  
Kyklos  
Devline (<http://www.ids.ac.uk>)  
Dissent  
The Pacific Review etc

Regular reports (see web sites to get the latest) include:

United Nations Development Program 'Human Development Report' (latest issue)  
International Labour Organisation (ILO), Geneva  
UNESCO Reports  
World Bank and IMF Reports at <http://rru.worldbank.org/>  
Asian Development Bank, Asian Development Outlook, Manilla.  
World Bank 'World Debt Tables' (Annual)/ IMF Survey at  
[:http://publications.worldbank.org/](http://publications.worldbank.org/)  
OECD Reports (Development Studies Centre) see:  
[http://www.oecd.org/searchResult/0,3400,en\\_2649\\_33731\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/searchResult/0,3400,en_2649_33731_1_1_1_1_1,00.html)  
World Trade Organisation (WTO) Reports etc  
World Health Organisation (WHO)

See also the web sites for development information hub organizations such as:

Development Zone at: <http://www.dev-zone.org/>  
Development Gateway at: <http://www.developmentgateway.org/>  
AusAID at: <http://www.ausaid.gov.au/>  
United Nations University research and policy papers at  
<http://www.wider.unu.edu/>

**Other Policy Related Literature** (some starters)

Colebatch, C. (2002) Policy, 2nd Edition, Open University Press, Milton Keynes.  
Bridgeman, P. and Davis, G. (2004) Australian Policy Handbook, Allen and Unwin, St Leonards.  
Dolowitz, D. & Marsh, D. (1996). Who Learns what from whom: a review of the policy transfer literature, Political Studies, Vol XLIV.  
Bennet, C. (1991). Review article: What is policy convergence and what causes it, British Journal of Political Science, Vol, 21.  
Rose, R. (1993). Lesson Drawing in public policy – a guide towards learning across time and space, Chatham House, Chatham.

Braithwaite, J & Drahos, P. (2000). Global Business regulation, CUP, Cambridge.  
 Hambrick, R and Snyder, W. (1976) The Analysis of Policy Arguments, Policy Studies Associates,  
 Dunn, W. (1981). Public Policy Analysis, Prentice Hall, Eaglewood Cliffs.  
 Hood, C. (1984). The Tools of Government, Macmillan, London.  
 Ham and Hill, (Various dates) The Policy Process in Modern Capitalist States, Wheatsheaf, various editions.  
 Hill, M. (1997). The Policy Process in the Modern State, Prentice Hall, London.  
 Mazmanian, D and Sabatier, P. (1983). Implementation and Public Policy, Glenview, Illinois.  
 A publication I recently read is Wanna, J., Butcher, J. and Freyens, B. (2010). Policy in Action, UNSW Press, Kensington

## **11. Assessment**

Final grades in this course will be based on two written assessment tasks and students contribution and presentations in weekly tutorials. Note that attendance at 80% of the course 13 weeks of seminars is a UNSW requirement and will be strictly adhered to.

In undertaking these assessment tasks, you should be able to demonstrate progressive learning of the main issues in the debates about international development. Individual assessment tasks are designed to develop and gauge students capacity to collect evidence and analyse a range of perspectives of the issues covered in this course and utilise them in written submissions and as verbal presentations.

<b>Assessment task</b>	<b>Length</b>	<b>Weight</b>	<b>Learning outcomes assessed</b>	<b>Graduate attributes assessed</b>	<b>Due date</b>
Written Assignment 1	1000 words	25%	a and b	a b	17 <sup>th</sup> August
Written Assignment 2	3000 Words	50%	a, b and c	a,b,c	19 <sup>th</sup> October
A formal class Presentation	In class	15%	a, b and c	b	To be allocated
Debate Contribution	Prep. and in class	10%	b and c	B and c	To be allocated

Details of each item of assessment will be provided in the lectures and are available on the Blackboard site. They include

a. One short essay handed in at the week 5 seminar on Wednesday 17<sup>th</sup> August by 9pm of about 1000 words on one of the policy oriented tutorial topics covered in the course in weeks 1-4 worth 25% of assessment. This work will focus on the links between ideas about development (theories), development strategies and policy. The object of this assessment is firstly to enhance the scope and depth of students knowledge and understanding of the different dimensions of development theory, policy and practice. It also helps me gauge students capabilities and identify areas where additional learning support might be indicated as required.

b. A report of approximately 3,000 words handed in at week 12 on Wednesday 19<sup>th</sup> October by 9pm on the policy solutions to on one of the topics covered in seminars in the course weeks 5-12 accounting for 50% of course assessment. This written task will have a more practical research and policy orientation focused on a detailed examination of one aspect of international development policy. The topic areas are listed in the tutorial details. **Other topics of interest to students can be agreed with the course coordinator.** The sources of the material for these will be the lectures, the set texts, material selected from the literature etc.

c. A score worth a maximum of 15 % of assessment for an individual presentation at a seminar on the topic of the week and submission of a 500 word summary of the material covered in the presentation and a copy of the overheads or a power point presentation to be handed in at the latest at the seminar following the one in which it was where it is presented. The presentation material will summarise the arguments presented and pose questions to stimulate thinking and discussion. **Note the topic covered in students seminar presentation material may also be the topic covered in the first essay or the final report, but not both.**

d. A score of 10% for each individual's contribution to a debating teams presentation of a policy position. This will be a team presentation of a policy position in up to three debates to be held towards the end of the course. More details of what is expected will be distributed via Blackboard. The policy topics of the debates will be selected from:

- Should we promote free trade or fair trade policy?
- Should developing countries contribute little or a lot towards greenhouse amelioration and global climate agreements?
- Is protecting local 'culture' (im)possible and (un)necessary for development?

The object of these assessments is to get students deeply engaged in the material covered and learning activities of the course and to encourage team-work in the completion of tasks. The debates will help reveal the inherent diversity and conflict inherent in attempts to address international development problems with coherent policy solutions. By undertaking these assessment tasks, you are meant to demonstrate progressive learning of the analytical concepts; the application of these to specific problems and indicate an ability to use critical and reflective judgement in your conclusions.

**You must make a reasonable attempt at all the assessment tasks in order to get a final grade in this course.**

### **12. Submission of assignments and penalties for late submission**

Both formal written assignments must be submitted as a physical copy (and an electronic copy -see below) and have a declaration sheet, a cover sheet and a marking sheet, in that order attached when submitted. Student numbers, but not names, should be placed on all sheets submitted. This will enable 'blind' marking.

Copies of the declaration and cover sheets are available at the School of Social Science and International Studies Office, located on the Ground Floor of the Morven Brown Building by being placed in the appropriate box. **You may attach a self-addressed envelope to the final written assignment if you wish the assignment to be returned to you.**

Only physical assignments received late will be stamped by the School Office with the receipt date

A second electronic copy must be placed in the 'drop box' on the course page of the Blackboard site. **NOTE THAT TURNITIN WILL BE AVAILABLE FOR STUDENTS TO AUDIT THEIR WRITTEN ASSIGNMENTS FOR PLAGIARISM BEFORE THEY ARE SUBMITTED AND BEFORE THE HAND-IN DEADLINE. IT IS STRONGLY RECOMMENDED THIS FACILITY IS UTILISED.**

**It is the student's responsibility to keep a copy of their work in case of loss of an**

assignment.

**Students must read the rules on Student Academic Misconduct relevant to assignment submission (further information given below).**

Normally assignments are returned in tutorials except the final one. For the final assignment please fill out an envelope with your address on it if you want your assignment returned and attach it to your assignment before placing in the box.

### **13. Penalties for Late Submission of Assignments**

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark, that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

Marked Assignments will either be returned through the lecturer or by return mail if you have filled out a self-addressed envelope.

### **14. Attendance at Seminars and Communication**

Students are expected to attend seminars. A satisfactory attendance record of at least 80% is expected. The lecturer will keep attendance records for their classes. **Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.**

If illness or misadventure will cause you to miss an excessive number of seminars (usually 3 or more), you MAY apply for Discontinuation Without Failure from the course by filling out the appropriate form available at the Faculty of Arts and Social Sciences Office.

Email and relevant Blackboard functionalities are considered official means of communication between staff and students. Teaching staff will communicate with students through their UNSW email address. It is the students' responsibility to check their UNSW email regularly.

### **15. Special consideration**

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states “The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.”

Details of the policy and procedures on Special Consideration can be found at:

<http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

“Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory.” (Special Consideration Policy, page 1)

All applications for special consideration are lodged with the UNSW Student Central. **Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.**

Merely submitting a request for Special Consideration does not automatically mean

that you will be granted an extension or an additional assessment, nor that you will be awarded an amended result. For example, if you have a poor record of attendance or performance throughout a session/year in a course you may be failed regardless of illness or other reason affecting a final examination in that course.

It sometimes happens that a student may encounter a situation that is so significant or personal they do not want to use the Special Consideration procedures. In a case like this you may prefer to contact the University Health Service, the Counselling Service, an academic adviser in your program office or the Manager, Student Administration and Records. Remember that it is always important to let the University know if there is anything that may affect your ability to continue your studies.

Work or family commitments, religious holidays, or work due in other courses are not acceptable reasons for special consideration since the possibility of such events are supposed to be taken into account when managing your time, nor are short illnesses suffered within a week of the due date since your assignment is assumed to be almost finished by that point. Evidence of significant progress in the assessment task will have to be demonstrated when asking for extension due to an emergency or illness close to the submission date.

## **16. Student Conduct and Integrity in Academic Work**

UNSW has a Student Conduct Policy (2009) that “provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students’ dealings with fellow students, staff, the University, and the national and international community.” (UNSW Student Conduct Policy, page 1).

All students must read this policy at:

<http://www.gs.unsw.edu.au/policy/documents/studentconductpolicy.pdf>

A related document is the UNSW Student Misconduct Procedures (2009):

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

**Integrity in academic work is one of the main expectations of all students and staff. It is the student’s responsibility to understand and achieve this.**

There are several resources to help them:

- The Student Conduct Policy and the Student Misconduct Procedures.
- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism (<http://www.lc.unsw.edu.au/plagiarism/>).
- The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is strongly recommended for all commencing postgraduate students. All postgraduate coursework students are encouraged to take the tutorial with the details at: (<http://elise.library.unsw.edu.au/home/welcome.html>)

**It is expected that every commencing student will have completed the Elise tutorial before submitting any written work.**

- Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document, Student Academic Integrity & Managing Plagiarism: Guidelines for Staff will soon be released; and a leaflet for students will be distributed during the semester.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms. The Learning Centre has further information that can be found at:

[www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

### **17. Review of Results**

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

The first step is for the student to talk as soon as possible to the marker to obtain an explanation or justification of the given mark. Revision of the original mark may or may not be made after this. If the student is not satisfied, an immediate appeal can be made to the Course Coordinator. If a re-mark is requested, the Course Coordinator will review the assignment to ascertain whether it warrants a re-mark and if it does, the student will be made aware that a re-mark does not guarantee a higher mark. If the student is dissatisfied with the outcome of the review a formal UNSW appeal may be lodged. **This appeal must be in writing as per UNSW policy specifying the grounds for the appeal and must be lodged at UNSW Student Central.**

### **18. Occupational health and safety**

UNSW has an Occupational Health and Safety Policy that staff and students must COMPLY WITH. Please refer for details to:

<http://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf>

### **19. Student Support Services**

The Learning Centre is available for individual consultation and workshops on academic skills – see: <http://www.lc.unsw.edu.au/>

Students experiencing difficulties in areas like academic writing etc are strongly urged to see assistance from the Learning Centre.

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more at

[www.studentequity.unsw.edu.au/](http://www.studentequity.unsw.edu.au/)

## **20. Calendar and tutorial guide for weeks 1 to 5**

Note that Blackboard, the teaching software will have pages for all components of the course and these will be revised and updated as the course progresses

### **Seminar Program**

Note that the objective of each seminar after the first (which is to understand what we mean by development) is to identify a key aspect of economic, political or social change effecting developing economies and look at theories (like trade theory) that have been developed to explain it and the policies devised from the theories to address it.

Much of development theory has emerged from Europe or the United States, but the practical examples discussed and essay topics set in this course focus on Latin America, Asia and Africa. Please discuss with me any special interests you have, if you want your written work to cover a special topic.

**20. Seminar calendar, program and readings. See Blackboard for the full program of all topics, assessment, links to information etc.**

<b>Week</b>	<b>Starting</b>	<b>Lecture and Tutorial topics</b>
1	20 July	<b>Introduction to the course- Michael Johnson (MJ)</b> <b>Introductory Topic 1:</b> What is development and what is development policy? (MJ) <b>Seminar discussion:</b> None in Week 1
2	27 July	<b>Seminar discussion and presentations</b> this week address Topic 1: What is development and what is development policy? <b>Introduction to Topic 2:</b> Poverty and social inequality and Development- MJ
3	3 August	<b>Discussion and presentations</b> on Topic 2: Poverty and inequality- are they the policy priorities and if so, with what policy? <b>Intro. to Topic 3 :</b> Why are skills, the division of labour, structural change and markets required for development?
4	10 August	<b>Discussion and presentations</b> this week address topic 3: Production, productivity and income problems and policy solutions. <b>Intro. to Topic 4:</b> What role does policy play in local, national And international institutions (as values and organisations) in fostering development?
5	17 August	<b>Discussion and presentations</b> this week address the role of institutions and policy questions. <b>Intro to topic 5:</b> Do capable, stable monetary and banking systems matter? The developing world and international finance post 2007 and the policy impact.
	17 August	<b>HAND IN ASSIGNMENT 1 BY 9pm</b>

6	24 August	<p><b>Discussions and presentations</b> this week address topic 5 and questions of the role of recurring financial crises and the policy responses of national and international policy actors.</p> <p><b>Intro to Topic 6:</b> Is there a ‘Asian Tigers’ model of development With associated policies all developing countries can copy?</p>
7	31 August	<b>Study break-internship week</b>
	5 September	<b>Mid-term break</b>
8	14 September	<p><b>Topic 6 presentations:</b> Is adopting an ‘Asian’ development model a solution to underdevelopment? Which policy components are viable where?</p> <p><b>Intro to Topic 7:</b> Trade: should trade be ‘free’ or ‘fair’?</p>
9	21 September	<p><b>Debate 1 on Topic 7: Free or Fair Trade?</b></p> <p><b>Intro. To Topic 8:</b> Can deregulation of economies and currencies promote freedom? What role should improving human rights play?</p>
10	28 September	<p><b>Presentations on Topic 8</b> this week address questions of whether improving human rights matters for development?</p> <p><b>Intro to Topic 9:</b> Environmental impacts and development – what and whose policy?</p>
11	5 October	<p><b>Debate on Topic 9:</b> Is meeting the ‘greenhouse’ reduction primarily a challenge for developing or developed countries?</p> <p><b>Intro. To Topic 10:</b> The Role of culture in development policy</p>
12	12 October	<p><b>Debate 3 on Topic 10:</b> Does protecting individual communities ‘cultures’ matter to achieve development?</p> <p><b>Intro to Topic 11: Agencies of development:</b>The role of NGO’s and development</p>
13	19 October	<p><b>Presentations</b> this week address questions of <b>Tutorial topic:</b> should NGO’s do to ensure their effectiveness and accountability?</p> <p><b>Discussion of the course</b></p>
13	19	<b>HAND IN ASSIGNMENT 2 BY 9PM</b>

