

Programme Auditor Report and Response GLODE 2020

2020 is the last year (of four) that Dr Pamela Kea from the School of Global Studies, University of Sussex, Brighton, UK, has been Programme auditor for GLODE. Her intended task for 2020 was to visit Bergen (ticket has been booked and paid for!) and evaluate GLODE 303 Qualitative methods. The visit was planned just at the time of the lockdown due to corona virus and had to be cancelled. We asked if she would be willing to change task to one that did not involve travel and could easily be accomplished digitally - and one that draws on her expertise and experience in Development studies and in Gender.

The new task Dr Kea agreed to:

1. Evaluate the literature (resource) list and recommend changes and additions for
 - a. GLODE 301 Critical approaches to development
 - b. GLODE 305 Gender
 - c. GLODE 307 Development practice Please comment on relevance, breadth/depth and how up-to-date the list is.
2. Share reading lists from courses at Sussex University

We asked Dr Kea to submit the report in two parts – GLODE 301 by week 16 so that we could include her comments in planning for the autumn semester 2020; and GLODE 305 and 307 by week 40 so that we could include her comments in planning for Spring 2021.

Dr Kea's two reports follow:

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Programme Auditor Report:

MPhil GLODE, University of Bergen

23/4/20

Assessment of course content of Critical Approaches to Development (GLODE 301) - Autumn term 2020

Syllabus, lecture themes

‘Critical approaches to Development’ covers a range of relevant and up to date areas. The reading list is comprehensive, although there are additional areas that might be included (see below). It includes a range of resources, from classic texts to more recently published material. The range of recently published material is very good. It is an excellent idea to include videos and podcasts both for those students who struggle with the reading and to help students to engage with the relevant content in novel ways. In our International Development courses at The University of Sussex, we also use Development blogs, which can be a rich source of material, as well as other online resources (see Global Development Paradigms and Global Development Challenges Policy, University of Sussex).

The course tutors might consider highlighting two essential readings each week to further guide the students. It would also be helpful to include a brief summary (one paragraph) of the focus and content for a particular week, as it is not always clear what specifically will be covered, or what approach will be adopted, in a given week. For instance, the week on ‘Theories of Development’ needs a brief summary of the theories that will be covered and the period, in order to situate the contents in relation to the other weeks. This would provide students with an overview of the week’s content and particular focus. In addition, the tutors could include a few questions after the short descriptive paragraph, which helps to guide the students in their reading and understanding of the texts and podcasts / videos. These questions can then be used to facilitate and structure class discussion. Given the focus on the SDGs in the course objectives and content, the tutors might wish to consider adding a week on sustainable development and the contestations over its meaning (See Global Development: Paradigms, Policy and Politics, University of Sussex).

Possible additional areas to include:

1. Decolonial approaches to Development. This could be included in ‘Theories of Development’.
2. Human Rights, particularly refuge and the right to asylum. (This could be included in the session on migration).
3. Civil Society and Social Movements. (This could include decolonial movements and political projects from countries in the Global South).
4. Microfinance
5. We have two undergraduate modules entitled: ‘Global Paradigms and Global Challenges. I am attaching the handbooks to illustrate my points about: the use of introductory paragraphs to help introduce a week’s topic; the use of marking essential readings; and an overview of overall course content. There are also relevant references that the tutors may want to include in the ‘Critical Approaches to Development’ module. I am also attaching details of sessions and readings on ‘Microfinance, Credit and Debt’, ‘Civil Society, Social Movements and Networks’, Decolonial Theory, and The Right to Refuge and Asylum.

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Programme Auditor Report:

MPhil GLODE, University of Bergen

21/9/20

Assessment of course content of:

‘Gender Analysis in Global Development - Core Perspectives and Issues’ (GLODE 305 Gender) and ‘Development Practice’ (GLODE 307) - Spring term 2020

‘Gender Analysis in Global Development - Core Perspectives and Issues’ (GLODE 305 Gender)

Syllabus, lecture themes

‘Gender analysis in Global Development’ is comprehensive and extensive in the range of areas it covers. The breadth of weekly subjects covered is impressive and the reading list is comprehensive. One of the strengths of the reading list is the clear division between key readings, followed by a list of optional readings. I particularly like the focus on ‘classic’ texts in some weeks, which gives students a stronger foundation in a particular subject area. The course tutors might also consider including a brief summary (one paragraph or a few sentences) of the focus and content for a particular week, to provide more detail on what will be covered (see below for an example*). This helps students to contextualize the topic within the course as a whole and understand its content in relation to other topics covered. It might also be helpful to pose one or two questions after the paragraph summaries. These can be questions that are used to facilitate and structure class discussion or they may be used to guide the students’ reading.

Although the course content is comprehensive and covers a range of key topics the course tutors may consider including the following additional topics in future:

1. Cisgender privilege and heteronormativity in development
2. Gender and Migration

*Example of sample paragraph and questions:

Topic: **Gender and Migration** (Could be included in the session on ‘Gendered economies and livelihoods):

Introduction

Building on the issues discussed in the previous week on gendering labour, this week we will look at how the feminisation of labour affects international migration, and the particular vulnerabilities and challenges faced by migrant women. In the seminars, students will be encouraged to apply the theoretical concepts introduced in the lecture to the issue of sex trafficking and the debates around the agency and victimhood of migrant sex workers.

Questions:

- How does the feminisation of labour affect the dynamics of migration?
- How do we categorise different types of migrant and is this typology useful?
- Can a gendered approach to migration help us better understand and deal with issues such as sex trafficking?

Additional references that might be useful:

Feminism:

- Ahmed, Sara. 2017. *Living a Feminist Life*. (Introduction: Bringing Feminist theory Home).
- Wilson, Kalpana. 2015. ‘Towards a Radical Re-appropriation: Gender, Development and Neoliberal Feminism’. *Development and Change*. 46(4).
- Lugones, Maria. 2010. ‘Toward a Decolonial Feminism’. *Hypatia*. 25(4).
- Nazneen, S. and Maheen Sultan. *Voicing Demands : Feminist Activism in Transitional Contexts*.
- Emmanuelle Bouilly, Ophélie Rillon & Hannah Cross (2016) African women’s struggles in a gender perspective, *Review of African Political Economy*, 43:149, 338-349.

Cisgender privilege and heteronormativity in development:

- Mason, Corinne. 2018. ‘Introduction.’ *Routledge Handbook of Queer Development Studies*.
- Clapeer, C. 2017. ‘Queering Development in Homotransnationalist Times
- A Postcolonial Reading of LGBTIQ Inclusive Development Agendas.’ (22): No. 2-3 (2017): *Postcolonial Queer Europe*.

Intersectionality:

- Nikita Dhawan and Maria do Mar Castro Varela, ““What Difference Does Difference make?”: Diversity, Intersectionality and Transnational Feminist Politics.” *Wagadu: A Journal of Transnational Women’s and Gender Studies*, 2016, vol. 16, pp. 9-43]

Gender and Migration:

- Brenda S.A. Yeoh & Kamalini Ramdas (2014) Gender, migration, mobility and transnationalism, *Gender, Place & Culture*, 21:10, 1197-1213.
- Helma Lutz (2010) Gender in the Migratory Process, *Journal of Ethnic and Migration Studies*, 36:10,1647-1663.
- Piper, Nicola. 2006. ‘Gendering the Politics of Migration.’ *International Migration Review*. 40 (1).

Sexual and Reproductive Rights:

- Undie, C., Izugbara, C.O. 2011. Unpacking rights in indigenous African societies: indigenous culture and the question of sexual and reproductive rights in Africa. *BMC Int Health Hum Rights* 11, S2.
- Undie, C., Izugbara, C.O. Unpacking rights in indigenous African societies: indigenous culture and the question of sexual and reproductive rights in Africa. *BMC Int Health Hum Rights* 11, S2 (2011)

Gender and Development:

- Asongu, S. and N. Odhiambo. 2020. ‘How enhancing gender inclusion affects inequality: Thresholds of complementary policies for sustainable development’. 28 (1).

Assessment of course content of 'Development Practice (GLODE 307)– Spring term 2020

'Development Practice' is comprehensive in terms of the different areas covered. It has clearly stated objectives, content, learning outcomes, skills and general competence. Although the reading list covers a range of relevant readings, it might be useful to highlight 2-3 key readings to help the students prioritise their reading. In addition, it would be helpful to have a brief introduction to highlight the specific focus for a given week since, given the weekly headings, there is potential to cover a number of different areas in a given week. Although 'empowerment' is covered briefly in the week on 'Human Rights and Gender Perspectives', the tutor may consider devoting a session to 'Power and Empowerment.'

Power and Empowerment:

Accessible sources on putting ideas about power into practice in development:

- Alsop, Ruth ed. (2005) *Power, Rights and Poverty: Concepts and Connections* (<http://siteresources.worldbank.org/INTEMPowerment/Resources/PPFinalText.pdf>)
- Eyben, Rosalind, Harris, Colette and Jethro Pettit eds. (2006) *Exploring Power for a Change*, IDS Bulletin 37(5).
- Rowlands, Jo (1997) *Questioning Empowerment*, Oxford: Oxfam
- Veneklasen, Lisa and Valerie Miller (2002) *A New Weave of People, Power and Politics*, Washington: Stylus Publishing. This is a very accessible guide with activities and simple explanations of complicated theories.

On women's empowerment see:

- Batliwala, Srilatha (2010) 'Taking the power out of empowerment – an experiential account', in A. Cornwall & D. Eade eds. *Buzzwords and Fuzzwords*, Oxford: Oxfam/PAP <http://www.oxfam.org.uk/resources/downloads/bk-deconstructing-development-buzzwords-010910-en.pdf#page=122>
- Batliwala, Srilatha (1993) *Empowerment in South Asia – Concepts and Practices*, Sri Lanka: ASPBAE.
- Eyben, Rosalind and Rebecca Napier-Moore (2009) 'Choosing words with care: Shifting meanings of women's empowerment in international development', *Third World Quarterly* 30.2: 285-300
- Kabeer, Naila (1999) Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment, *Development and Change*, 30: 435-46

A key resource for development information is Eldis (www.eldis.org), which carries information on a range of topics. See also the Institute of Development Studies (where Eldis

is housed) main webpage. There are features, news and other materials (e.g. free-to-download working papers and briefings (www.ids.ac.uk)).

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GLODE Response to Dr Kea's reports:

Report 1.

1. We are delighted that Dr Kea is generally positive to our existing literature list and that she particularly likes our inclusion of podcasts and videos.
2. Dr Kea suggested identifying certain readings as essential each week – this is actually done already, on Leganto, but did not show up in the lists we sent Dr Kea.
3. Point 1 under possible additional areas: we already include a section on Post-colonial approaches in the section Theories of development. We call it Post-development and we have decided to make it a lecture topic on its own to have more time to go into, for example, theories of de-growth.
4. Points 2-4 are all included in our **Development Practice course, GLODE 307** and the topic 'human rights' is also included in both specialisations.
5. We have made good use of the literature suggestions Dr Kea sent.

Report 2.

GLODE 305 Gender and Development

1. We are delighted that Dr Kea is generally positive to the existing reference list.
2. She suggested adding a section on Gender and migration, but this is covered already
 - a. In GLODE 301 where migration is a theme throughout the course and we have particularly added gender into the student led lecture on migration and development
 - b. In GLODE 305 it is already covered in the lecture on Gendered Economics
3. We are very grateful for the excellent literature suggestions – a very timely list as we are currently preparing our courses for the Spring semester 2021.

GLODE 307 Development Practice

1. Dr Kea's comment on highlighting certain readings each week has been answered in report 1. Point 2 above.
2. She suggested adding a section on 'power and empowerment'. Last semester, due to Corona lockdown, we had to drastically alter our delivery of GLODE 307 and, for the first time since this Master's Programme began, in spring 2021 someone other than Marguerite will lead the course, i.e. Siri Lange. In the handover process, we are planning an in-depth review of the topics, what is emphasised and how they are presented – all within the existing course description. We will seriously consider Dr Kea's suggestion for the inclusion of 'power and empowerment' during this review process.