



Course Description
Development Studies II
Ghana

30 ECTS Credits

Programme: UTVSD
Full-time study

Valid from the spring semester 2020

The course description was approved by the Academic Affairs Committee on 10 April 2014
and revised on 30 November 2015. Minor changes approved on 20 November 2017
Reading List updated on 13 November 2018

The course was established by the Dean on 28 May 2014

Faculty of Education and International Studies
Department of International Studies and Interpreting
Oslo Metropolitan University

Introduction

Oslo Metropolitan University (OsloMet) offers a one semester full-time course (30 ECTS credits) in Development Studies in Ghana. The course is a joint venture between OsloMet and Kulturstudier (Culture Studies), an independent Oslo-based organisation that offers international academic courses in the fields of culture and human development at study centres in Vietnam, Argentina and Latin America. OsloMet offers interdisciplinary courses in development issues and North-South relations, leading to a Bachelor's degree of 180 ECTS credits in Development Studies. Students who complete *Development Studies I* and *Development Studies II* can apply to continue their studies and complete a Bachelor degree in Development Studies at OsloMet by taking courses worth 120 ECTS (the 2nd and 3rd year of the Bachelor degree programme). Please note that the 3rd and 6th semester in this Bachelor programme are taught in Norwegian, while the 4th and 5th semester can be offered in English.

The aim of *Development Studies II* is to combine a study of the academic and institutional literature with field study, taking an inductive approach where learning from the field experience is brought to the literature and informs theory, rather than a deductive approach that applies a particular theory to research data. Thus, the field study will become part of the course curriculum. In addition, there will be a programme of lectures around the four core themes, taught through an interdisciplinary social science/humanistic approach incorporating elements of history, geography, social anthropology, political science, economics and sociology. The course activities (lectures, seminars, assignments, examination) as well as the literature are all in English.

The first part of the course is web-based. After this, the students leave for Ghana to attend 10 weeks of lectures, academic activities and field study. The final five weeks are again web-based.

Target Groups

Development Studies II is intended for:

- Students who wish to include development studies as a part of a Bachelor's degree
- Professionals (teachers, nurses, journalists, engineers etc.) and others who seek further education in international, development and multicultural issues.

Admission Requirement

Applicants must qualify for university admission in Norway. *Development Studies II* is a second level course and builds on *Development Studies I* (offered in Vietnam) or *Global Forståelse I* (previously offered at OsloMet). The requirement is that students have earned at least 30 credit units in Development Studies, *or* 60 credit units in social sciences. It is the responsibility of applicants without units in Development Studies to read and familiarise themselves with basic development concepts and theories. Please note that students who are granted admission on the basis of 60 credit units in social sciences, with no background in Development Studies, *will not* be granted admission into the 2nd year in the Bachelor's programme in Development Studies at OsloMet.

Learning Outcomes

The overall objective for the course *Development Studies II* is to give students an interdisciplinary understanding of development with a focus on Africa, the national and local experience in the context of wider regional and global influences.

At the end of the course the student will have obtained the following learning outcomes:

Knowledge:

The student should acquire knowledge in:

- The application and experiences of various strategies of development
- An understanding of and ability to apply concepts such as poverty, governance, inequality, power, human rights, culture, participation, empowerment, population and development research.
- An appreciation of the complex interaction between local, national, regional and global influences on development initiatives and outcomes
- An appreciation of the political, economic, environmental and social aspects of development

Skills:

The multi-level empirical approach of this course will provide a base for problem-based discussions, critical analysis and reflection.

The student should be able to:

- Carry out and present own research (an in-depth study within one of the above dimensions of development)
- Carry through a well-reflected problem oriented analysis of development issues
- Critically collect material through own research and through other sources

General competence:

The student should be able to:

- Provide problem oriented explanations and use critical analysis in the academic work

Content

As this course is a second level course within Development Studies, it will be organised around a number of core themes building on *Development Studies 1* in Vietnam or *Global Forståelse 1*, which was previously offered at OsloMet:

Module 1: The Regional and National Context

The course will start with an introduction to the African experience of development, related to African history, environment, culture and political development. Global influences will be considered, as well as the particular experiences of Ghana. One aim will be to show the many and diverse social and cultural changes that have taken place in the region as a result of political and economic policies and programmes.

Politics, Governance and Social Movements

This theme will include formal politics, the development and role of the state, and informal politics, the role of individual actors, groups, and different types of activities within civil societies, like social movements, in forging their own views of development, which may be in support of, or against, state policies and programmes. There will be a consideration of different political ideas and understandings of democratization, as well as a critical engagement with the ideas of governance applied to agencies of the state, international actors, NGOs, and locally based organizations.

Environment and Social Development

This theme will analyse key environmental issues with relation to development processes and different understandings of sustainable development. One central topic will be changes in natural resources, as well as an understanding of an ability to apply concepts and issues within a sustainable development approach. Processes of migration, changes in population and urbanization are also included.

Module 2: Studying Development in the Field

Conducting a field study will be a core component of the course. Lectures and activities will be conducted in order to give students a solid foundation in various methodologies (quantitative, qualitative, and participatory), an appreciation of the difficulties, constraints and opportunities, as well as a consideration of their positionality and ethical issues related to doing development research.

Module 3: Theoretical and Conceptual Approaches

An introduction to sustainable development, political ecology, poststructuralism and feminist theory. Students will analyse their research data and apply the various approaches as means to explore their research data.

Forms of Learning and Lecturing

The course combines two periods of self-study (at the beginning and at the end of the course) with a period of study in Ghana, which will include both lectures and field study. The field study projects will be carried out in small groups.

Part 1 – Introduction (6 weeks)

Self-study, review of literature, complete first assignment.

Part 2 – Study and Research in Ghana (10 weeks)

Weeks 1-3: Introductory lectures on the African experience of development, Ghana, field trips, create field study groups, engagement with development concepts and theories, and lectures and activities on methodology; group work: develop a short field study proposal in consultation with seminar leader.

Week 4: Home exam

Weeks 5-6-7: Fieldwork in groups (3 weeks). After completion of field study, students hand in one copy of their material to the seminar leader as a back-up.

Week 8: Lectures on theoretical and conceptual approaches.

Week 9: Lectures on theoretical and conceptual approaches.

Week 10: Group presentations on empirical findings, linked to the literature.

Part 3 – Field Study Report (5 weeks)

Self-study, completion of individual field study reports based on the group fieldwork.

During the first three weeks of their stay in Ghana, in consultation with the seminar leader, students will be part of a small group (generally 4-5) that will conduct the research together. The field work is the core of the course, where they will deepen their theoretical and methodological knowledge by designing their own research project, collect data through interviews or other methods, and relate their own research to relevant discussions in Development Studies. The seminar leader will help with the formation of groups and local staff will arrange for individual or group placements in organizations, villages or neighbourhoods.

Coursework Requirements

Students must have the following requirements approved before examination:

Before the home exam:

1. Introductory Assignment –Literature Review (approved/not approved)

This is a paper of approx. 1800 words (+/- 10 %) / approx. 5-6 pages, and is to be completed by the student during the first period of home study. Web-based sources will be supplied as an introduction to the course and set books will be identified which students should purchase. For the assignment, students will be asked to write an essay on the context of development in Africa with some reference to Ghana.

The purpose of the assignment is to develop background knowledge in order to prepare for the time in Ghana, to begin the process of identifying a topic for field-study, and to show evidence of academic conventions (a supported argument with a range of sources that have been referenced). The paper is to be submitted through e-mail to the seminar leader before the start of the course in Ghana, and will be assessed as approved/not approved by the seminar leader during the first two weeks. A student who receives a 'not approved' is entitled to maximum two new attempts to fulfil the course requirement. A new deadline for the revised assignment will be made by the seminar leader in relation to each individual case.

Before the field study report exam:

Research Notebook (approved/not approved)

It is a requirement of the course that students keep a Research Notebook of their experiences in Ghana, which starts at arrival in Ghana, and with particular attention to the periods of fieldwork. The Research Notebook should include plans, methods and daily thoughts on the experience of doing research, by being reflective on the processes, successes and limitations. It could also include such things as interview questions, notes on focus groups, drafts of questionnaires, and links to ideas and debates in the literature. The guiding principle is that it is useful to them as researchers as it will be an essential source when it comes to preparing the assignments. A requirement is that students write down some reflections each day during fieldwork, and the Research Notebook is assessed as approved/not approved by the seminar leader.

2. Oral Presentation on Field Study Findings (approved/not approved)

This will take place during the last week in Ghana, when each group will present their field study. The focus is on the methodological experiences and empirical results of their fieldwork, but it should be related to ideas from the literature and issues and debates raised in the course. The purpose of the assignment is to consolidate the students' learning from both their own field study and the academic literature, assessing similarities and differences, and being aware of possible reasons for such comparisons. The format – an oral presentation – gives students experience in a useful skill, as well as providing a learning opportunity for other members of the course. The oral presentation will be of approx. 20 minutes with 10 minutes additional time for questions and discussion, and is assessed as approved/not approved by the seminar leader. Students must be present for the presentations of fellow students in other groups.

The coursework requirements must be met within fixed deadlines. Lectures and seminars are mandatory, as are workshops to prepare for the research, and other arranged group activities. It is compulsory that students remain in their field site for the full three weeks, unless they make trips directly related to conducting research related to their topic, for example travel to Accra to interview government officials. Students who, due to illness or other valid and documented reasons

(such as a medical certificate), do not meet the work requirements within the fixed deadlines, may be given a new deadline, given by the seminar leader in each individual case. Students who, due to the same reasons, have less than 80% attendance in lectures and seminars or of the active involvement during the field research, will by the seminar leader be given a written assignment of approx. 2000 words (5 pages) (+/- 10 %) over a fixed topic and with a fixed deadline. Absences are per activity during most of the semester, but per day during the group research period. **Please note that students who do not comply with this lose the right to take the final exam (i.e. submit their field study report).**

Assessment

Students will be assessed on the basis of a home exam and field study report, which respectively count 40 % and 60 % of the final mark. Both exams must be passed in order to be awarded a final grade. If a student does not pass one of the exams, only the failed exam shall be re-taken. The Study Guide of the course will give details about deadlines defined by OsloMet.

Home Exam (40 %)

An individual home exam of 3000 words (+/- 10 %), not counting the bibliography. Standard rules for academic referencing apply. This exam is based on the compulsory curriculum and will be held over 3 days in week 4. This exam is marked (A-F) by one internal and one external examiner.

Field Study Report (60 %)

This is completed after the stay in Ghana when the students are again studying on their own. This is done individually, and each student writes a field study report on the basis of the field study conducted with the group. All data material collected during the fieldwork will be shared among the group members. The students can have general advice from seminar leaders by e-mail for the writing of this report. The field report must be approx. 6000-8000 words (+/- 10 %) (approx. 15-20 pages), not counting the bibliography and possible attachments. Standard rules for academic writing and referencing apply. The field study report is to be submitted electronically. All field study reports will undergo checks for plagiarism. This examination is given a mark (A-F) by one internal and one external examiner.

The student's academic performance is based on the two assessments presented above. Students will be awarded a composite grade based on the marks and the percentage for each exam.

Grading Scale

Grades are given according to a scale ranging from A (outstanding) to F (not approved). The grading scale will be according to the ECTS-grading scale, with A-E as pass grades and F as fail grade.

The Criteria for the Different Grades

Symbol	Name	General, qualitative description of grade
A	Outstanding	An outstanding performance. The assignment paper/performance documents outstanding subject knowledge and an outstanding degree of independence and ability in relating subject knowledge to the educational goals of the course.

B	Very good	A very good performance, well above the average. The assignment paper/performance documents very good subject knowledge and a high degree of independence and ability in relating subject knowledge to the educational goals of the course.
C	Good	An average performance. The assignment paper/performance documents a fair level of subject knowledge and some degree independence and ability in relating subject knowledge to the educational goals of the course.
D	Fairly good	A performance below average. The assignment paper/performance documents a level of subject knowledge with some deficiency, and shows a lesser degree of independence and ability in relating subject knowledge to the educational goals of the course.
E	Adequate	A performance satisfying the minimum requirements. The assignment paper/performance documents low degree of subject knowledge, and shows a low level of independence and ability in relating subject knowledge to the educational goals of the course.
F	Not approved	The assignment paper/performance does not satisfy minimum requirements

New or Postponed Examination

In case of failed exam/legal absence, the student can have a new individual home exam under the same conditions when a new/postponed exam is arranged. A student who fails the individual field study report may submit a revised version. The deadline for this coincides with the deadline for general evaluation the following term.

Exam Regulations

Regulations for new or postponed examinations are available in Regulations Relating to Studies and Examinations at OsloMet. Students are responsible for registering for a new or postponed examination. Detailed information about registration and times for new or postponed examinations is available on the web site.

Reading List

Spring semester 2019

The reading list comprises approximately 1600 pages (compulsory). In addition, the student selects approximately 700 pages of reading, which must be approved by the seminar leader. Sources taken from the Internet must be published academic or institutional sources. Only limited use of web-based material is permitted as supplementary source material for coursework.

Titles in the list marked with * are books that the students must buy. All other titles will be available in a compendium. Any change in the reading list must be done within the beginning of the course and must be approved by the person responsible for the course in the Department of International Studies and Interpreting at OsloMet.

Changes may occur.

Set Books

Binns, T., Dixon, A. and Nel, E. (2012) Africa: diversity and development London and New York: Routledge.

Desai, V. and Potter, R.B. (eds) (2006) Doing Development Research. London: Sage.

Elliott, J.A. (2013) 4th edition An Introduction to Sustainable Development. London: Routledge Perspectives on Development.

*indicates a chapter in a set book

MODULE 1 REGIONAL CONTEXT 839 pages

Introducing Africa and Ghana

*Binns, et al (2012) Africa: diversity and development, London and New York: Routledge Chapter 1 Africa continuity and change. 32p. *Gives a short historical review, including colonialization and its legacies, representations of Africa, and diversity of development outcomes.*

*Binns, et al (2012) Africa: diversity and development, London and New York: Routledge Chapter 2 Africa's people. 60p.

*Binns, et al (2012) Africa: diversity and development, London and New York: Routledge Chapter 3 African environments, 42p.

*Binns, et al (2012) Africa: diversity and development, London and New York: Routledge Chapter 9 Developing Africa. 38p.

*Binns, et al (2012) Africa: diversity and development, London and New York: Routledge Chapter 8 African economies. 41p.

Ellis and ter Haar (2004) Religion and Development in Africa, Commission for Africa Background Paper 11p.

Reed (2008) 'Stakeholder participation for environmental management: a literature review', Biological Conservation 141, 2417-2431. 14p. CR4 Research article E1

Thomson, A. (2010). An introduction to African politics, (3rd ed.). London: Routledge. Chapter 9 Neo-colonialism, structural adjustment and Africa's political economy. 188-214, 26p.

UNDP (2014) Ghana Human Development Report 2013 composite indices. 5p.

Social development and environment in Ghana

Aasoglenang and Bonye (2013) Rural livelihoods diversity: coping strategies in WA West district in Northern Ghana, European Scientific Journal 9 (35), 1857-7881. 18p.. CR4 Research article D2

Abdulai, A-G, Abdul-Bassit Abubakari & Jude Martey (2019): Is social protection in Ghana a right?, Development in Practice, 29 (8), 1064-1074 11p.

Acheampong et al (2016) Collective approach to solving housing problems emerging from population growth in Ghana, International Journal of Innovative Research and Studies, 20p.

Addison, A., Gaudiose Mujawamariya & Ralph Bam (2019): Gender considerations in development and utilisation of technological innovations: evidence from Ghana, Development in Practice, DOI: 10.1080/09614524.2019.1632263 12p

- Awumbila et al (2008) Migration Country Paper (Ghana). African perspectives on human mobility programme. University of Ghana, 1-34. 34p.
- *Binns, et al (2012) Africa: diversity and development. London and New York: Routledge. Chapter 4 Rural Africa 42p.
- *Binns, et al (2012) Africa: diversity and development. London and New York: Routledge. Chapter 5 Urban Africa. 54p.
- *Binns, et al (2012) Africa: diversity and development. London and New York: Routledge. Chapter 6 Health and Development. 41p
- Chant, S. and C. McIlwaine (2009). Geographies of development in the 21st century. Cheltenham: Edward Elgar. Chapter 3 transforming populations (migration), 64-92, 29p.
- Carter and Barrett (2006) The economics of poverty traps and persistent poverty: an asset based approach, The Journal of Development Studies 42 (2), 178-199. 21p.. CR4 Research article D1
- De Haan (2000) Livelihoods and poverty: the role of migration – a critical review of the migration literature, The Journal of Development Studies 36 (2),1-17. 46p. CR3 Research article B2
- Friedson-Ridenour, S., Molly Clark-Barol, Kurt Wilson, Sweta Shrestha & Cassandra Mercy Ofori (2019) The limitations of market-based approaches to empowerment: lessons from a case study in Northern Ghana, Development in Practice, 29(6), 774-785, 12p
- Fuseini, M.N., Francis Enu-Kwesi & Mohammed Sulemana (2019) Poverty reduction in Upper West Region, Ghana: role of the Livelihood Empowerment Against Poverty programme, Development in Practice, 29(6), 760-773, 14p.
- Heintz and Valodia (2008) Informality in Africa: a review. WIEGO Working Paper no. 3. 29p. http://wiego.org/sites/wiego.org/files/publications/files/Heintz_WIEGO_WP3.pdf
- Parnell and Pieterse (2014) Africa's urban revolution. London and New York: Zed Books. Chapter 1 Africa's urban revolution in context. 17p.
- Songsore (1999) Urbanization and Health in Africa: exploring the interconnections between poverty, inequality and the burden of disease. Legon: University of Ghana. 27p. CR3 Research article C4
- Sulemana, M., Bukari Francis Issahaku Malongza & Mohammed Abdulai (2019) Assessment of the Livelihood Empowerment Against Poverty programme in Karaga district, Ghana, Development in Practice, 29:4, 437-447, 11p
- Wrigley-Asante (2012) Unravelling the health-related challenges of women in the informal economy: accounts of women in cross-border trading in Accra, Ghana, GeoJournal 78, 525-537.12p. CR3 Research article B3
- Wrigley-Asante (2012). Out of the dark but not out of the cage: women's empowerment and gender relations in the Dangme West district of Ghana, Gender, Place and Culture, 19 (3), 344-363. 19p.
- Politics and governance**
- Abraham, E & Adrienne Martin (2016) Understanding households' livelihood choices, wealth, and poverty in Accra, Ghana, Development in Practice, 26:3,387-402, 17p. CR3 Research article A5
- Antwi-Boasiako, J. (2019) Drivers of civil society organisations' participation in Ghana's

governance processes, Development in Practice, 29(8) 1075-1082. 7p

Chant, S. and C. McIlwaine (2009). Geographies of development in the 21st century. Cheltenham: Edward Elgar. Chapter 9 Families and households in transition, 237-254, 18p.

Crawford (2005) The European Union and Democracy promotion in Africa: the case of Ghana. The European Journal of Development research. 17 (4), 1743-8811. 29p. CR4 Research article F5

Jones and Chant (2009) Globalizing initiatives for gender equality and poverty reduction: Exploring 'failure' with reference to education and work among urban youth in The Gambia and Ghana. Geoforum 2009, 184-196. 12p..

Mukuto and Taylor (2013) Struggles for systems that nourish: southern Africa civil society contributions and challenges to the creation of flourishing societies, Development in Practice 23 (5-6), 609-616. 7p.

Nasang'o, W. (2018) Competing Theories and Concepts on Politics, Governance, and Development, in S.O. Olorunfoba & T. Falola (eds.). The Palgrave Handbook of African Politics, Governance and Development, New York: Palgrave Macmillan, 35-56. 21p.

Owusu-Sekyere, E., Samuel Twumasi Amoah & Frank Teng-Zeng (2016) Tug of war: street trading and city governance in Kumasi, Ghana, Development in Practice, 26:7, 906-919, 15p

Porter (2003) NGOs and poverty reduction in a globalizing world: perspectives from Ghana, Progress in Development 3 (2), 131-145. 14p.

Ribot (2003) Democratic decentralisation of natural resources: institutional choice and discretionary power transfer in Sub-Saharan Africa, Public Administration and Development, 23, 53-65. 12p CR4 Research article E4

Thomson, A. (2010). An introduction to African politics. (3rd ed.). London: Routledge. Chapters 1, Introduction: state, civil society and external interests 8p.

Chapter 6 Legitimacy: neopatrimonialism, personal rule and the centralization of the African State. Case Study: Cote d'Ivoire 23p.

Yeboah, T. & Francis Jagri (2016) "We want financial accountability": deconstructing tensions of community participation in CHPS, Ghana, Development in Practice, 26(6), 764-780, 18p. A

MODULE 2 METHODOLOGY AND RESEARCH TOPICS read 300 pages

Methods and methodology 100 pages

*Desai, V. and Potter, R.B. (eds) (2006) *Doing Development Research*. London: Sage

Chapter 3 Ethical practices in doing development research 9p.

Chapter 4 Working in different culture: issues of race, ethnicity and identity 10p.

Chapter 5, Women, men and fieldwork: gender relations and power structures 8p.

Chapter 11, Working with NGOs and CBOs 10p.

Chapter 15 Interviewing 6p.

Chapter 16, Focus Groups 10p.

Chapter 18 Lost in translation? The use of interpreters in fieldwork. 8p.

Chapter 20 Participatory methods and approaches 11p.

Chapter 24 Using images, film and photography 10p.

Chapter 30 Writing an effective research report or dissertation 13p.

Plus other relevant chapters

A Changing households

A.1 Muyanga, Jayne and Burke (2013) Pathways into and out of poverty: a study of rural household wealth dynamics in Kenya, The Journal of Development Studies, 17p.

A.2 Nhongo (2004) The changing role of older people in African households and the impact of ageing on African Family Structures Johannesburg: Help Age International. 13p.

A.3 Barrett et al (2001) Nonfarm income diversification household livelihood strategies in rural Africa: concepts, dynamics, and policy implications. Ithaca: Cornell University. 31p.

A.4 Silberschmidt (2001) Disempowerment of men in rural and urban Africa: implications for male identity and sexual behaviour World Development 29 (4), 657-671. 15p.

A.5 Abraham, E & Adrienne Martin (2016) Understanding households' livelihood choices, wealth, and poverty in Accra, Ghana, Development in Practice, 26 (3),387- 402, 17p. Reading week 2

A.6 ODI (2018) Leaving no one behind in the health and education sectors: an SDG stocktake in Ghana. London: Overseas Development Institute (ODI) 24p. Reading week 8

B Rural-urban migration

B.1 Kothari (2002) Migration and Chronic Poverty. Manchester: Institute for Development Policy and Management. 32p.

B.2 De Haan (2000) Livelihoods and poverty: the role of migration – a critical review of the migration literature, The Journal of Development Studies 36 (2), 1- 46, 46p. Reading week 2

B. 3 Wrigley-Asante (2012) Unravelling the health-related challenges of women in the informal economy: accounts of women in cross-border trading in Accra, Ghana, GeoJournal 78, 525-537.12p. Reading Week 2

B.4 Sahn and Stifel (2004) Urban – rural inequality in living standards in Africa. United Nations University. 32p.

B 5 Koser, Khalid (2007) International migration, Oxford: Oxford University Press Chapter 3 Migration and globalization, 13p. Chapter 4 Migration and development, 13 p.

C Cities and urban life

C.1 World Bank (2005) The Urban transition in SS Africa: implications for economic growth and poverty reduction. Chapters 2, 3, and 4. 45p.

C.2 Barlett (2008) Climate change and urban children, Environment and Urbanization, 20 (2), 501-519. 18p.

C.3 Beall (2002) Globalization and social exclusion in cities: framing the debate with lessons from Africa and Asia, Environment and Urbanization 14 (1) 41-51. 10p.

C.4 Songsore (1999) Urbanization and Health in Africa: exploring the interconnections between poverty, inequality and the burden of disease. Legon: University of Ghana. 27p. Reading week 2

C 5 Jones and Chant (2009) Globalising initiatives for gender equality and poverty reduction: exploring failure with reference to education and work among urban youth in The Gambia and Ghana. Geoforum 40, 184-196. 13p..

D Poverty, inequality and livelihoods

D.1 Carter and Barrett (2006) The economics of poverty traps and persistent poverty: an asset based approach, The Journal of Development Studies 42 (2), 178-199. 21p. Reading week 2

D.2 Aasoglenang and Bonye (2013) Rural livelihoods diversity: coping strategies in WA West district in Northern Ghana, European Scientific Journal 9 (35), 139-156. 18p. Reading week 2

D.3 Hong (2006) Effect of economic inequality on chronic childhood under-nutrition in Ghana. Public Health Nutrition 10 (4), 371-378. 7p.

D.4 Adam et al (2008) The impact of remittances on poverty and inequality in Ghana. Policy Research Working Paper 4732, World Bank Africa Region. 41p.

D. 5 Crook, R.C. (2003) Decentralisation and poverty reduction in Africa: the politics of local-central relations. Public Administration and Development 23, 77-88. 11p.

E Environmental and natural resource management

E.1 Reed (2008) Stakeholder participation for environmental management: a literature review, Biological Conservation 141, 2417-2431. 14p.. Reading week 1

E.2 Leach et al (1999) Environmental entitlements: dynamics and institutions in community-based natural resource management, World Development 27 (2), 225-247. 22p.

E 3 Adams, W.M. and J. Hutton (2007) "People, parks and poverty: political ecology and biodiversity conservation", Conservation and Society 5 (2) 147-183. 36p.

E 4 Ribot (2003) Democratic decentralisation of natural resources: institutional choice and discretionary power transfer in Sub-Saharan Africa, Public Administration and Development, 23, 53-65 12p. Reading week 3

E5 Hilson and Garforth (2012) 'Everyone Now is Concentrating on the Mining': Drivers and implications of Rural Economic Transition in the Eastern Region of Ghana, The Journal of Development Studies 49 (3), 348-364. 16p

F Processes of democratization

F.1 Edozie, R.K. (2010) New frames in African Democratic politics: discourses trajectories, chapter 10, in Soyinka-Airewele, P. and Edozie, R.K. (2010) Reframing contemporary Africa: politics, culture and society in the global era, Washington: Sage. 157-176. 20p.

F. 2 Mercer, C. (2002) NGOs, civil society and democratization: a critical review of the literature. Progress in Development Studies 2 (1) 5 -22. 17p.

F. 3 Owusu (1992) Democracy and Africa - a view from the village, The Journal of Modern African Studies 30 (3) 369-396 (about Ghana) 27p.

F.4 Yarrow, T. (2011) Development beyond politics: aid, activism and NGOs in Ghana, Basingstoke: Palgrave Macmillan, Introduction, Hope in Development. 1-15. 15p.

F5 Crawford (2005) The European Union and Democracy promotion in Africa: the case of Ghana. The European Journal of Development research. 17 (4), 571-600. 29p Reading week 3

MODULE 3 THEORETICAL AND CONCEPTUAL APPROACHES 591pages

Sustainable Development

Arhin, A. (2016) Advancing post-2015 Sustainable Development Goals in a changing development landscape: Challenges of NGOs in Ghana, Development in Practice, 26:5, 555-568, 15p

Boamah, F. (2014). Imageries of the contested concepts “land grabbing” and “land transactions”: Implications for biofuels investments in Ghana. Geoforum 54, 324-334.10 p.

Brockington, D., Ponte, S. (2015) The green economy in the global South: experiences, redistributions and resistance. Third World Quarterly 36 (12), 2197- 2206. 9p.

Davis, T.J. (2016): Good governance as a foundation for sustainable human development in sub-Saharan Africa, Third World Quarterly, 20p.

*Elliott, J. (2013) 4th edition, An Introduction to Sustainable Development. Routledge: London. Chapter 1 What is sustainable development? 49p.

*Elliott, J. (2013) 4th edition, An Introduction to Sustainable Development. Routledge: London. Chapter 2 The global challenge of sustainable development. 63p.

*Elliott, J. (2013) 4th edition, An Introduction to Sustainable Development. Routledge: London. Chapter 3 Actors and actions in sustainable development. 69P.

*Elliott, J. (2013) 4th edition, An Introduction to Sustainable Development. Routledge: London. Chapter 4 Sustainable rural livelihoods, 60p. OR Chapter 5 Sustainable urban livelihoods, 53p..

*Elliott, J. (2013) 4th edition, An Introduction to Sustainable Development. Routledge: London.*Chapter 6 Sustainable development in the developing world: an assessment. Optional 30p

European Union energy Initiative (EUEI) (2018) 2030 Agenda: Review Process of SDG7 on energy global partnerships 12p. Optional

Kopiński, D., Polus, A. & Tycholiz, W. (2013). Resource curse or resource disease? Oil in Ghana. African Affairs, 112 (449), 583-601. 18p. Optional

Lewis and Kanji (2009) Non-Governmental organizations and Development. London: Routledge. Chapter 5 NGO roles in contemporary development practice, 91-120, and Chapter 6 NGOs and civil society,121-141. 49p.

ODI (2018) Leaving no one behind in health and education services: an SDG stocktake in Ghana 24p Optional CR3 Research article A6 optional

Robbins, Paul (2012) Political Ecology. Kent: Wiley-Blackwell, Chapter 1: Political versus apolitical ecologies, 11-24. 13p. Chapter 3: The critical tools, 49-81. 32p. optional

Vermeulen and Cotula (2010) Over the heads of local people: consultation, consent and recompense in large-scale land deals for biofuels projects in Africa, The Journal of Peasant Studies 37 (4) 899-916. 17p.. Optional

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