

COURSE OUTLINE
(1) GENERAL

SCHOOL	OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AGRK275	SEMESTER	5/7
COURSE TITLE	Global Challenges and Development		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	(SPECIALISED) GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	TBA		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES, in the case of excellent command in spoken and written English		
COURSE WEBSITE (URL)	e-learn (Moodle)		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon completion of this course, students will have acquired:</p> <ol style="list-style-type: none"> 1. a comprehensive understanding of the concept of development through the use of basic theoretical and methodological tools, 2. a thorough appreciation of the challenges and threats of development in the global south, 3. an enhanced understanding of the increasing environmental, economic, social and political inequalities in many parts of the world, and the need for new ways of thinking about and addressing development from a global perspective, thereby providing students with the opportunity to develop/apply new ideas, 4. the knowledge by applying it to the tasks of the course but also to future related tasks/actions/problems in a new or unfamiliar environment, within a wider or interdisciplinary field,

<p>5. the ability to combine knowledge and handle complex issues, interpreting, analysing, and evaluating the information that is available, taking into account the social and ethical responsibilities associated with the application of knowledge on issues related to global challenges and development, particularly in relation to social change, inequalities and inclusion.</p>																			
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
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<ul style="list-style-type: none"> • Development of skills for the systematic study of issues related to global problems between and within nations, focusing on socio-economic transitions and inequalities • Development of critical thinking by the students, regarding the topics as they appear through studies of sociology of development, rural sociology and related fields, through the theoretical and empirical investigation of global problems and well-being issues • Developing knowledge about the social forces and dynamics that affect the wider practice of development and well-being • Understanding the value of interdisciplinarity and multidisciplinary in approaching global problems • Adaptation to new situations • Decision making • Autonomous work • Work in an international environment • Work in an interdisciplinary environment • Generation of new research ideas • Respect for diversity and multiculturalism • Respect for the natural environment • Demonstrate social, professional and ethical responsibility and sensitivity to gender issues • Exercise criticism and self-criticism • Promotion of free, creative and inductive thinking • Awareness of inequality issues 																			

(3) SYLLABUS

<p>Global Challenges and Development considers the increasing environmental economic, social and political inequalities in many parts of the world, and the need for new ways of thinking about and addressing development from a global perspective. Using conceptual and theoretical tools of Sociology of development, social transformations, and inequalities, the course offers theoretical approaches and sociological research concerning the above topics in order to tackle contemporary global challenges. Relying</p>

on the above theoretical and empirical framework it will examine the question of why so many low-income countries have mostly failed to *develop* along the lines of the Global capitalist world? Theories and scientific discussions on the following topics are presented in detail:

- Introduction to the Debates: From Modernisation to Dependency and Beyond
- Colonialism and its Legacies, Empire and British Society
- Obstacles to Development: Mythical and Real:
- Hunger, Poverty and inequality,
- Malnutrition and disease
- Food insecurity,
- Rural transformation vs unprecedented urban development
- The myth of overpopulation, population control
- Climate change, natural disasters
- Gender and Development
- UN Sustainable Goals

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	USE OF POWERPOINT IN TEACHING, DOCUMENTARIES, COMMUNICATION WITH STUDENTS VIA EMAIL, ELEARN.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	LECTURES	26
	STUDY & ANALYSIS OF BIBLIOGRAPHY	26
	SELF-CONTAINED READING ORIENTED CLASS	53
	SMALL GROUP WORKING PRACTICE	20
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course total 125	
	WRITTEN EXAMS (100%) THAT INCLUDE: 1- MULTIPLE-CHOICE Section 2- SHORT ANSWER QUESTIONS Section 3- In the case of ERASMUS students, they have to submit 2 essays before the end of the course on one of the topics mentioned at the syllabus section. More details on the evaluation of Erasmus students TBA during the first two	

	weeks of the course.
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(4) ATTACHED BIBLIOGRAPHY

- Recommended bibliography:

Gonsior, V. and S. Klingebiel (2019). The Development Policy System under Pressure: Acknowledging Limitations, Sourcing Advantages and Moving towards a Broader Perspective. Discussion Paper 6/2019. Bonn, Deutsches Institut für Entwicklungspolitik. Available here: <https://www.econstor.eu/bitstream/10419/199558/1/die-dp-2019-06.pdf>

Gore, C. (2015) The post-2015 moment: towards sustainable development goals and a new global development paradigm, *Journal of International Development*, 27 (6), 717-732.

Horner, R. (2020) Beyond the limits of international development? Towards a new paradigm of global development, *Progress in Human Geography*, 44 (3), 415-436.

Check also authors: Oldekop, J., R. Horner, D. Hulme, R. Adhikari, B. Agarwal, M. Alford, O. Bakewell, N. Banks, S. Barrientos, T. Bastia, A. Bebbington, U. Das, R. Dimova, R. Duncombe, C. Enns, D. Fielding, C. Foster, T. Foster, T. Frederiksen, P. Gao, T. Gillespie, R. Heeks, S. Hickey, M. Hess, N. Jepson, A. Karamchedu, U. Kothari, A. Krishnan, T. Lavers, A. Mamman, D. Mitlin, N.M. Tabrizi, T.R. Mueller, K. Nadvi, G. Pasquali, R. Pritchard, K. Pruce, C. Rees, J. Renken, A. Savoia,

Suggested Reading

Buch-Hansen, M. and Laurids S. Lauridsen (2012), The Past, Present and Future of Development Studies, *Forum for Development Studies*, 39:3, 293-300.

Baker, K. and Jewitt, S. (2007) Evaluating 35 Years of Green Revolution Technology in Villages of Bulandshahr District, Western UP, North India, *Journal of Development Studies*, Vol. 43, No. 2, 312-339.

Corbridge, S (1995) Thinking about Development-in Corbridge, S *Development Studies a Reader*, Edward Arnold, σελ. 1-16.

Edwards, M (1995) The Irrelevance of Development Studies in David Booth (ed.) *Rethinking Social Development*.

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Cynthia Dittmar (2009) *The so called 'impasse of development theory' and the alternatives proposed to move beyond it*, GRIN Verlag.

Edelman, M. and Haugerud, A. (2005) *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*, Blackwell Publishing Ltd, London.

Friedman, J (1992) *Empowerment: The Politics of Alternative Development*-Πολιτικές μιας Εναλλακτικής Ανάπτυξης, Blackwell, chapter 2

Schuurman, J.F (2004) *Beyond the Impasse: New Directions in Development Theory*, Zed Books, London (2nd edition).

Brett, E. (1980) Kenya – Settlers Predominant, in *Colonialism and Underdevelopment in East Africa*.

O Ndege P. (2009) *Colonialism and its Legacies in Kenya* Lecture delivered during Fulbright – Hays Group project abroad program: July 5th to August 6th 2009 at the Moi University Main Campus.

- Bernstein, H. (1992) *Agrarian Structures and Change: Sub-Saharan Africa*, στο *Rural Livelihoods: Crises and Responses*, επιμ. Bernstein, H., Crow, B., and Johnson, H., Oxford University Press, σελ.65-86.
- Böserup, Ester. *The Conditions of Agricultural Growth: The Economics of Agrarian Change under Population Pressure*. New York: Aldine Transaction, 2005.
- Conway, G. (1997) *The Doubly Green Revolution*, Ithaca, NY: Cornell University Press.
- Glover, D. (2008) *Made by Monsanto: the Corporate Shaping of GM Crops as a Technology for the Poor*, STEPS Working Paper 11, Brighton: STEPS Centre
- Cardenas, C.J. (1999) *Malthus Revised: People, Population and the Village Commons in Colombia*, Gatekeeper Series, No.76, IIED, London.
- Bahamondes, M. (2003) Poverty-environment patterns in a growing economy: farming communities in arid central Chile, 1991-99, *World Development*, vol.31, no.11, pp. 1947-1957.
- Ravnborg, H.M. (2003) Poverty and environmental degradation in the Nicaraguan hillsides, *World Development*, vol.31, no.11, pp. 1933-1946.
- Sanderson, S. (2005) Poverty and conservation: the new century's "Peasant Question", *World Development*, vol.33, no.2, pp. 323-232.
- Swinton, S,M and Quiroz R. (2003) Is poverty to blame for soil, pasture and forest degradation in Peru's Altiplano? *World Development*, vol.31, no.11, pp. 1903-1919.
- Swinton, S,M and Reardon, G. (2003) Poverty and environment in Latin America: Concepts, evidence and policy implications, *World Development*, vol.31, no.11, pp. 1865-1872.
- Bandarage, A (1994) *Population and Development*, *Monthly Review*, vol. 46, no. 4, Sept. pp 40-50.
- Bello., W (1994) *Adjustment: The Record*, p. 32-50.
- Rono, J.K. (2002) The Impact of Structural Adjustment Programmes on Kenyan Society, *Journal of Social Development in Africa*, vol.17, no.1, pp. 81-98.
- Stewart, F (1992) Can Adjustment Programmes Incorporate the Interests of Women? In *Women and Adjustment Policies in the Third World* επιμ. Afshar, H and Dennis, C. pp. 13-35.
- Cohen, R (1987) The New International Division of Labour, in *New Helots*-chpt.7, σελ.220-251.
- Cohen, R (2006) *Migration and its Enemies, Global Capital, Migrant Labour and the Nation State*, Ashgate, London.
- Hamilton, C. (1983) Capitalist Industrialisation in East Asia's Four Little Tigers In *Journal of Contemporary Asia*, vol. 13, no.1, σελ. 35-73.
- Afshar, H. (1987) Women, Marriage and the State in Iran, IN *Women, State and Ideology-Studies from Africa and Asia*. Επιμ. Afshar, H. εκδ. Macmillan.
- De Groot, J. (1991) Conceptions and Misconceptions: the Historical and Cultural Context of Discussion on Women and Development In *Women: Development and Survival in the Third World*. Longman. pp. 107-135.
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- Ogunlela, Y.I (2009) Gender Issues in Agriculture and Rural Development in Nigeria: The Role of Women, *Humanity & Social Sciences Journal* 4 (1): 19-30.
- Sen. A. (1992) Missing Women IN *British Medical Journal*, τεύχος 304, no.7, Μάρτιος, σελ.587-588.
- Kakota, T., D., Nyariki, D. Mkwambisi and Wambui Kogi-Makau (2011), *Gender vulnerability to climate variability and household food insecurity*, *Climate and Development*, 3:4, 298-309.
- Molnar, J.J. (2010) *Climate Change and Societal Response: Livelihoods, Communities, and the Environment*, *Rural Sociology* 75(1), 2010, pp. 1-16.
- Reuveny, R. (2007) *Climate change-induced migration and violent conflict*, *Political Geography* 26, pp. 656-673.

Rono, J.K. (2002) The Impact of Structural Adjustment Programmes on Kenyan Society,
Journal of Social Development in Africa, vol.17, no.1, pp. 81-98.

- *Related academic journals:*

Third World Quarterly

Third World Development

Development in Practice

Journal of Peasant Studies

World Development