

Development Studies II Ghana Spring 2025

STUDY GUIDE

30 ECTS credits

Updated 17.01.25

Changes may occur

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1. Dates and Deadlines Spring 2025

<p>Self-study Dec 16 – Feb 2</p>	<p>Students to read from the curriculum and write an academic essay. You will find the assignment on page 6. Submission deadline Feb 2. Submission is in Canvas. Graded pass/fail. Must be passed in order to continue the course in Ghana.</p>
<p>Week 1 (7) February 10 – 16</p>	<p>Introduction week + Module 1: Historical and present-day perspectives on development in Ghana and Africa (Mon-Fri)</p>
<p>Week 2 (8) February 17 - 23</p>	<p>Module 1: Historical and present-day perspectives on development in Ghana and Africa (Mon-Fri) + Module 4 seminars: studying development in the field</p>
<p>Week 3 (9) February 24 – 28</p>	<p>Module 2: Critical and alternative approaches to (sustainable) development (Mon-Fri) + Module 4 seminars: Studying development in the field</p>
<p>Week 4 (10) March 3 – 9</p>	<p>Module 2: Critical and alternative approaches to (sustainable) development (Mon, Tues) + Module 3: Environment, agriculture, climate and development in Ghana (Wedn, Thur, Fri)</p>
<p>Week 5 (11) March 10 – 14</p>	<p>72 hours take-home exam Mon 10-Thurs 13 March. Submission in Inspera. Graded A-F. The exam results will be published in StudentWeb within three weeks. If you wish to get a justification for your grade, this must be requested in StudentWeb within one week. Formal complaints must be raised within a given time. See more info/ exam regulations at OsloMet webpages.</p>
<p>Week 6 (12) March 17 – 21</p>	<p>Module 3: Environment, agriculture, climate and development in Ghana (Mon-Fri) + Module 4: Studying development in the field</p>
<p>Week 7 (13) March 24 – 28</p>	<p>Module 4: <i>Fieldwork group work</i></p>
<p>Week 8 (14) March 31 – April 4</p>	<p>Module 4: <i>Fieldwork group work</i></p>
<p>Week 9 (15) April 7 – 11</p>	<p>Module 4: <i>Fieldwork group work</i></p>
<p>Week 10 (16) April 14 - 18</p>	<p>Oral presentations + closing seminars, prepare for report finalization</p>
<p>Self-Study April 21 – May 26</p>	<p>Students complete an individual field study report, based on the data collected by the group. Submission deadline May 26 in Inspera. Graded A-F. The exam results will be published in StudentWeb within three weeks. If you wish to get a justification for your grade, this must be requested in StudentWeb within one week. Formal complaints must be raised within a given time. See more info/ exam regulations at OsloMet webpages.</p>

2. Introduction and practical information about living in Ghana

This *Study Guide* gives you advice and information about the study program in Ghana and how to carry out the different tasks. It should answer most questions about the organization of the course, dates and deadlines, assignments, exams, requirements, and criteria for assessment. If there are any academic questions that have not been answered in the Study Guide, please contact the seminar leaders: ghana@kulturstudier.no

Accommodation

Kulturstudier rents an entire hostel in the centre of Cape Coast where all the students stay. Kulturstudier also rents a house in town where the seminar leaders usually live. Kulturstudier has a study center at the beautiful Brenu Beach, about 20 kilometers from Cape Coast. There will be bus transport to and from the study center on two afternoons a week.

The cost of living in Cape Coast is modest, although prices have gone up as in the rest of (especially urban) Ghana. It is possible to buy a meal for \$10- 20 at tourist restaurants and down to \$4 at local places in town.

If you have trouble finding your way or need to contact us, you can reach our field manager, Michael Asare, by phone number +233-244987581.

Programme study time

During the week, from Monday to Friday, students are expected to be in Cape Coast and to take an active part in the programme. Lectures, seminars, and academic support activities are compulsory and will be held at the Institute for Development Studies at the University of Cape Coast. Lectures are generally held in the morning and start after breakfast. There can be some short field trips in the afternoons to support particular lectures. There will be seminars on some afternoons, and some afternoons will be free for reading and studying independently. Generally, evenings and weekends are free for students to organize as they like. There will be some optional activities in the evenings such as guest lectures, films, and cultural events. During the period of field work students are expected to remain in their research community the whole time.

Opportunities for independent travel

You can travel on weekends outside the field work period, though this must be balanced with your responsibilities for preparing for lectures and completing assignments. You can also travel independently after the study period in Ghana ends but beware that you are obliged to hand in your final exam (field report) in late May.

3. Course Structure and Assignments

This is a second-level course in development studies. As this is an advanced-level course, it is expected that students are familiar with basic development studies. It is the responsibility of students without former courses in Development Studies to read and familiarize themselves with basic development concepts and theories. Exam requirements will reflect that this is an advanced-level course. Should you need to freshen

up your 4 knowledge in development studies, you can read this book: Willis, Katie (2021) Theories and Practices of Development. New York: Routledge

The course in Ghana is divided into four modules of equal status. Modules 1-3 consist of lectures, covering the course curriculum. Module 4 is a methodology module preparing you for field research and will run parallel with modules 1-3 in selected afternoon seminars. After the self-study period at home (Dec-Jan), there will be 4 weeks of lectures followed by 72 h home exam in the 5th week. Week 6 will be lectures again before you travel to the field to do field work and data collection during weeks 7-9. Week 10 consists of oral presentations and closing seminars.

Module 1: Historical and present-day perspectives on development in Ghana and Africa

Module 2: Environment, agriculture, climate and development in Africa and Ghana

Module 3: Critical and alternative approaches to (sustainable) development

Module 4: Studying development in the field/ methodology

Students will complete in total 5 assignments, where 3 are considered assignments evaluated pass/ fail, and two are exams, graded A-F:

- 1. Introductory Assignment:** a written essay.
Pass/ fail evaluation.
- 2. Home Exam:** a written essay
Graded evaluation counting 40% of total grade.
- 3. Research Notebook/ diary:** written notebook/ research diary to be briefly evaluated by seminar leaders and handed back to you.
Pass/fail evaluation.
- 4. Group oral presentation:** oral presentation of research findings
Pass/fail evaluation.
- 5. Field Report:** written field report based on the group research
Graded evaluation counting 60% of total grade. an individually

All assignments must be passed in order to take the exam. Deadlines are fixed and there is no room for individual adjustments. Exams are handled by the OsloMet exam office through the Inspira system, whilst other assignments are handed in in Canvas or to seminar leaders directly. Seminar leaders will assess the assignments, while the exams will be assessed by one internal and one external examiner. OsloMet is in charge of all practicalities concerning the exams.

Avoiding Plagiarism

Plagiarism and academic integrity are taken very seriously at Kulturstudier and OsloMet. You must always cite your sources. Copying text or using facts or arguments from other sources (including previous student papers, including your own) without referencing them in your text, is considered a serious breach of the academic code of conduct and will normally result in failing your assignment and possibly failing the entire course. For serious cases of plagiarism (deliberate cheating), students risk being expelled from the university. The sources in your bibliography should only include sources that you have actually read and referred to in the text. Listing a source you have not read and used is also considered a serious breach of the academic code. You can look up a variety of web pages and tools online if you are uncertain about these standards. All assignments handed in through Canvas and Inspira will undergo an automatic plagiarism test where your text is checked 5 against all available sources in the OsloMet database system. While it is permitted to use AI as an aid, it is not permitted to use AI to write the

assignments and the exams in this course. When referencing you should reference with page numbers and that the references should relate to the syllabus. Failure to do so could result in the lowering of the grade. The use non-syllabus literature in addition to relevant readings from the syllabus is fine.

APA is the preferred style of referencing, but you can use other styles of referencing as long as you are consistent, and the seminar leader has approved it.

Course Work Requirements

Course work 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, do not meet the work requirements within the fixed deadlines, may be given a new deadline, in each individual case given by the seminar leader. Students who, due to the same reasons, have less than 80% attendance at lectures and seminars or active involvement during the field research, will by the seminar leader (in collaboration with the program manager) 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.

Exams

Information about exam deadlines is published on the StudentWeb.

<https://student.oslomet.no/en/studentweb>

Information about exams will be sent to *your student e-mail account* at OsloMet in due time before the exam.

Should you have any questions regarding exams, contact the OsloMet academic coordinator Hege Roaldset at hegeroal@oslomet.no who can put you in contact with the exam office.

Part 1 – Self Study Period

(Dec 16 – Feb 2)

The course begins with a self-study period. In addition to gaining knowledge of the course and curriculum, the objective of the self-study period is to acquire an understanding of development in Africa. Because the reading load is intense while you are in Ghana, it is highly recommended that you review the curriculum and read a lot during this period as this will make your study in Ghana a lot easier. The readings can be downloaded from Canvas/ Leganto. It is highly recommended that you download readings before you leave for Ghana, as internet connections in Cape Coast may vary. In addition to the readings available in Canvas/ Leganto, you should buy the set books. There are 5 set books for the course. Two of the books are available as e-books online (they must be bought, but far cheaper than the printed version). Three of the books must be bought in printed versions.

If you have questions or need help during your self-study period, you can contact the seminar leaders.

Student Requirement

**Assignment 1: An academic essay based on selected sources from the course curriculum
Dec 16 - Feb 2**

- **Individual work**
- **1800 words ($\pm 10\%$) not counting the bibliography**
- **Focus: context of development in Africa and Ghana**
- **Must be marked 'approved' by seminar leader for student to proceed**
- **Upload to Canvas by 2 February 2025**

You are to write an academic essay based on sources in the curriculum, of 1800 words (+/- 10%) (approximately 5-6 pages), on: **Development in Africa, with some discussion of Ghana**. You cannot cover everything, so you must be selective. Provide a clear research question that you answer in your essay. The topic must be relevant for the curriculum, and you must use the course readings.

Your essay should include:

1. An introduction stating what you will focus on and a justification for your selection
2. A brief discussion of the concept of development
3. Select and discuss economic, political, social and/or cultural factors that affect development in Africa and in Ghana. You must state a research question yourself, and you need to be clear on what it is and limit yourself within the given task.
4. A conclusion where you summarize your main points

You should read and apply **several sources** from the curriculum. The purpose of the assignment is to begin your learning about Africa, Ghana and development. A second purpose is to show that you are able to use academic conventions (a supported argument with a range of sources that have been referenced). You will be given brief feedback on your assignment. If your essay is not written in an acceptable academic style, you will be asked to improve your work. You only get one more chance to improve the paper. Remember to add a correct list of references at the end of your essay.

Part 2 – Study in Ghana

(February 9 - April 18)

The majority of the course takes place in Cape Coast, Ghana. The course is divided into four modules, see above. While living in Ghana, you can experience the reality of the ideas and concepts covered in the lecture. This experience provides an exciting learning environment.

Lectures are normally in the mornings from Monday to Friday. The first lecture starts on **Monday February 10**. Student attendance is compulsory. It is highly recommended to do the readings for each lecture. Lectures are held during weeks 1-4 and week 6. Week 5 is a home exam period, while weeks 7-9 is fieldwork. Week 10 is the final week, consisting of oral presentations and closing seminars.

In addition to lectures, there will be two seminars each week, normally one on the content of the lectures (academic seminar), and one on methodology and conducting research (research seminar). You will find that discussing and sharing is a highly efficient way to

learn. You are expected to participate actively in discussions and other seminar activities. During weeks 7-9, students will conduct fieldwork in field sites in groups of ideally 4. Groups and research topics will be decided by the seminar leader, and the research focus must be approved by the seminar leader and/ or program manager. The field sites are pre-set by the program manager and the field manager. The seminar leader will visit the groups to review their progress and to discuss any problems that have emerged. Students are likely to stay in small guest houses or with families. The standard of accommodation will be adequate and relevant to the African context, for example, there is no guarantee of internet access or airconditioning. Breakfast and dinner will be provided, while students will pay for one meal each day, usually the mid-day meal. Local transport costs will be paid by the students. Kulturstudier staff will take students to their field sites and introduce them to their hosts. Students are expected to stay in their research site from when they are taken to the site, until the last day. The return from the field sites to Cape Coast at the end of the fieldwork will be agreed upon in accordance with Kulturstudier.

In the research seminars prior to the fieldwork period, students will develop their topic and research questions and become familiar with a range of possible research methods. Each student is to keep a Research Notebook while conducting their research. This will become an important record of the field experience. The research notebook/ diary is to be evaluated pass/ fail by the seminar leaders. This does not mean that the content or data collection itself is evaluated, but the documentation of the process. Once approved, the seminar leaders will hand the notebook back to you. This may be a nice memory to keep from your stay in Ghana, so feel free to elaborate on your notes. The seminar leaders will not read through it in depth, and any sensitive content will be kept confidential. As for the field report, the data is collected by the group, but the field report to be handed in (the final exam) is an individual assignment. It is therefore important that each student has a copy of the shared research data! Students should take their research methods book with them to the field, as well as curriculum sources that are relevant to their topic, so they can read and discuss articles together and apply them to their research data. In the final week of the course in Ghana, all groups will present their projects orally.

Student Requirement

Assignment 2: Essay Home Exam 72 hours

March 10 - 13

- **Individual work**
- **2000 words +/- 10% not counting the bibliography**
- **40% of total grade**
- **Focus: a given assignment relevant to the curriculum for the first four weeks**
- **Submission in Inspira. Submission deadline March 13**

The exam questions will be available in Inspira when the exam starts. Standard rules for academic referencing apply. Collaboration between students is not permitted and will be considered cheating. You must use several sources from the curriculum. Use of additional scientific literature is encouraged. This is an exam, and no help will be given by the seminar leader or other staff. The exam is marked (A-F) by one internal and one external examiner. Submission through Inspira. For requesting justifications of the grade or formal complaints, see OsloMet exam regulations.

Student Requirement

Assignment 3: Research Notebook

To be handed in when fieldwork period ends

- **Individual work**
- **An important source for documenting research process and methods**
- **On return from research, handed in to seminar leaders, marked 'approved' within 1-3 days.**

It is a requirement of the course that each student keep a research notebook of their experiences in Ghana, with particular attention to the period of fieldwork, including some reflection for each day during the fieldwork. The guiding principle is that it is useful to you as a researcher, as it will be an essential source when it comes to preparing the field report. The research notebook is assessed by the seminar leader and will be returned to the student within a few days of collection.

The research notebook will typically include daily plans, records of meetings, contacts, a map of your research area, which methods you are conducting and why, some questions that have been addressed and some questions that pop up during data collection, some reflections on the process of collecting data, some copies of interview questions and notes on methods, tools, and findings, and some initial links between your data, ideas, and literature. The notebook can be written by hand (in a small notebook), or electronically. Handed over to seminar leaders by arrangement.

Student Requirement

Assignment 4: Oral presentation on field study findings

- **Group work**
- **Marked 'approved' by seminar leaders**
- **Important preparation for individual field study report**
- **To be given during Week 10 in Ghana**

Each group will present their findings in an oral presentation during the last week in Ghana. The focus is on the methodological experiences and empirical results of their fieldwork. Their interpretation 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 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 approximately 20 minutes, with 10 minutes for questions and discussion. Student involvement in their group presentation is assessed as approved/not approved by the seminar leader. The presentations are a compulsory academic activity, and students must be present for the presentations of fellow students in other groups.

**Student Requirement
Assignment 5: Field study report**

- **Individual work**
- **6000 words (+/- 10%) not counting the bibliography**
- **60% of total grade**
- **Focus: detailed analysis of one aspect of development in Ghana (your field research)**
- **Submitted electronically May 26 through Inspira**

Each student writes their own report based on the field study done with the group. All Student Requirement Assignment 4: Oral presentation on field study findings Student Requirement Assignment 5: Field study report 9 research material collected during the fieldwork will be shared among the group members. Even though the data collection is done collectively under the same research question(s), the students can choose different angles to the material when writing up the report. Field reports can therefore be different from other group members' reports, and each student choose theories and concepts to build on. It is also each student who individually does the data analysis and hence presents their own findings. In the field report, it is important to discuss both the methods and process of doing research, as well as the interpretation of the data. You should state in the field report that the data was collected in a group. The discussion should be related to the curriculum of the course, including theoretical and conceptual approaches.

The field report should be structured and follow academic guidelines. It should have an introduction, a background section with the field site, a map, some information about Ghana, some background information about the topic, etc., a theoretical frame, the main body, which is the findings, analysis, and discussion, and finally a conclusion. You should include appendices with the interview guide, a list of informants, or other relevant documents. Standard rules of academic references are applied. Students can seek general advice on technical or practical matters from the seminar leader by e-mail but will not be given any academic guidance. Seminar leaders will not read through drafts and comment on them as this is an exam and the work must be carried out independently. You will receive more information about exam procedures from OsloMet via e-mail. This examination is given a mark (A-F) by one internal and one external examiner. All reports will undergo checks for plagiarism (see above).

Your academic performance is based on the two assessments, essay exam (40%) and field study report (60%), and a composite grade for the course will be awarded based on the marks and the percentage for each.

4. Course Curriculum

What follows is an overview of the various lectures of the course and the related literature. The readings that are not in the set books can be accessed through Canvas. Ca. 1720 p.

Key:

*= available in Leganto/Canvas
SET BOOK= book must be bought before going to Ghana

Set books

The following books are relevant to the entire course and should be acquired by all students

- 📖 Potter, Binns, T., Elliott, J. A., Nel, E., & Smith, D. W. (2017). *Geographies of Development: An Introduction to Development Studies* (4th ed.). Routledge
- 📖 Binns, T., Dixon, A. and Nel, E. (2023) *Africa: diversity and development*. London and New York: Routledge
- 📖 Robbins, Paul (2019) *Political Ecology*. 3rd ed. Kent: Wiley-Blackwell.
- 📖 Toulmin, C. (2021) *Climate change in Africa*. London and New York: Zed Books. (E-BOOK)
- 📖 Desai, V. and Potter, R.B. (eds) (2015) *Doing Development Research*. London (E-BOOK)

MODULE 1 (ca. 704 p.) Historical and present-day perspectives on development in Ghana and Africa

Potter, Binns, T., Elliott, J. A., Nel, E., & Smith, D. W. (2017). *Geographies of Development: An Introduction to Development Studies* (4th ed.). Routledge; Florence: Routledge.
<https://doi.org/10.4324/9781315759319> ch. 2, 5, 8 (114 p.) **SET BOOK**

Binns, T., Dixon, A. and Nel, E. (2023) *Africa: diversity and development*. London and New York: Routledge (released Dec 23) (approx. 450 p.) **SET BOOK**

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

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

Thomson, A. (2022). *An introduction to African politics*, (3rd ed.). London: Routledge. Ch. 6, 11 (50 p.)

*White E. (2003) Kwame Nkrumah: Cold War Modernity, Pan-African Ideology and the Geopolitics of Development. *Geopolitics*. 2003;8(2):99–124. doi:10.1080/714001035 (25 p.)

MODULE 2 (Ca. 262 p.) Critical and alternative approaches to (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, (15 p).

*Buseth, J.T. (2021) Narrating green economies in the global south. *Forum for Development Studies*. 48:1, 87-109, DOI: 10.1080/08039410.2020.1858954 (22 p.)

*Elliott, J. (2013) 4th edition, *An Introduction to Sustainable Development*. Routledge: London. Ch. 2 (minus p. 73, 93, 95, 98, 102, 106, 115, 117, 118, 119) (54 p.)

*Hickel, J. (2019) The contradiction of the sustainable development goals: growth versus ecology on a finite planet. *Sustainable Development*, 27. Pp. 873-884 (11 p.)

*Kothari, A., Demaria, F., & Acosta, A. (2014). Buen Vivir, Degrowth and Ecological Swaraj: Alternatives to sustainable development and the Green Economy. *Development* 57(3-4), 362-375 (13 p.)

*McEwan, C. (2014) "Postcolonialism" in Desai, V. and Potter, R.B. *The companion to development studies*. London & New York: Routledge (5 p.)

*Moseley, W., (2017), 'The new green revolution for Africa: A political ecology critique', *Brown Journal of World Affairs*, Vol. XXIII, No. II, pp. 177–190. (13 p.)

Potter, Binns, T., Elliott, J. A., Nel, E., & Smith, D. W. (2017). *Geographies of Development: An Introduction to Development Studies* (4th ed.). Routledge; Florence: Routledge.
<https://doi.org/10.4324/9781315759319> (ch. 1, 3, 4) (129 p.) **SET BOOK**

MODULE 3 **(ca. 543 p.)**

Environment, agriculture, climate and development in Africa

Binns, T., Dixon, A. and Nel, E. (2023) *Africa: diversity and development*. London and New York: Routledge (released Nov 23) Ch. 7 (20 p.?) **SET BOOK**

*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.)

*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. (16 p.)

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

Potter, Binns, T., Elliott, J. A., Nel, E., & Smith, D. W. (2017). *Geographies of Development: An Introduction to Development Studies* (4th ed.). Routledge; Florence: Routledge.
<https://doi.org/10.4324/9781315759319> ch. 6, 10 (106 p.) **SET BOOK**

Robbins, Paul (2019) *Political Ecology*. 3rd ed. Kent: Wiley-Blackwell. Ch. 1-11 (221 p.) **SET BOOK**

Toulmin, C. (2021) *Climate change in Africa*. London and New York: Zed Books. (152 p.) **SET BOOK (E-BOOK)**

MODULE 4 **(Ca. 211 p.)**

Studying development in the field

Desai, V. and Potter, R.B. (eds) (2015) *Doing Development Research*. London: Sage. Ch. 1-7, 9-11, 13, 15-21, 30) (179 p.) **SET BOOK (E-BOOK)**

Mark Risjord (2014): *Philosophy of Social Science: A Contemporary Introduction*. London/ New York: Routledge (ch. 1, 2) (33 p.)

Field study extra *optional* literature sources

Topic A Population and households in transition

- *Adam et al (2008) The impact of remittances on poverty and inequality in Ghana. Policy Research Working Paper 4732, World Bank Africa Region. (41 p).
- Chant, S. H. and McIlwaine, C. (2009). *Geographies of development in the 21st century: an introduction to the global south* (McIlwaine, Red.). Edward Elgar. Ch. 3 “transforming populations” (29 p.), ch. 4 “urbanization and shelter” (42 p.), ch. 9 “families and households in transition” (18 p.)
- *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, (46 p).
- *Nhongo (2004) The changing role of older people in African households and the impact of ageing on African Family Structures Johannesburg: Help Age International.

Topic B Urbanization and urban livelihoods

- *Abraham, E & Adrienne Martin (2016) Understanding households’ livelihood choices, wealth, and poverty in Accra, Ghana, *Development in Practice*, 26:3,387-402, (17 p).
- Barlett (2008) Climate change and urban children, *Environment and Urbanization*, 20 (2), 501-519. (18 p).
- Chant, S. H. and McIlwaine, C. (2009). *Geographies of development in the 21st century: an introduction to the global south* (McIlwaine, Red.). Edward Elgar. Ch. 4 “urbanization and shelter” (42 p.), ch. 6 “making a living in cities” (30 p.)
- 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. (13 p)
- *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, (15 p)
- 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. (12 p).

Topic C Rural livelihoods and small-scale agriculture

- *Aasoglenang and Bonye (2013) Rural livelihoods diversity: coping strategies in WA West district in Northern Ghana, *European Scientific Journal* 9 (35), 1857-7881. (18 p).
- *Barrett et al (2001) Nonfarm income diversification household livelihood strategies in rural Africa; concepts, dynamics, and policy implications. Ithaca: Cornell University. (31 p).
- *Dawson, N., A. Martin and T. Sikor, 2016, ‘Green revolution in Sub-Saharan Africa: implications of imposed innovation for the wellbeing of rural smallholders’, *World Development*, Vol. 78, pp. 204–218. doi:10.1016/j.worlddev.2015.10.008.
- *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, (14 p).
- *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*, (17 p).
- Scoones. (2009). Livelihoods perspectives and rural development. *The Journal of peasant studies*, 36(1), 171–196. <https://doi.org/10.1080/03066150902820503>
- Yaro J.A. (2006) Is deagrarianisation real? A study of livelihood activities in rural northern Ghana. *The Journal of modern African studies*. 2006;44(1):125–156. doi:10.1017/S0022278X05001448

Topic D Poverty and development

- Adam et al (2008) The impact of remittances on poverty and inequality in Ghana. Policy Research Working Paper 4732, *World Bank Africa Region*. (41 p).
- 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. (21 p).
- Chant, S. H. and McIlwaine, C. (2009). *Geographies of development in the 21st century: an introduction to the global south* (McIlwaine, Red.). Edward Elgar. Ch. 7 “poverty, vulnerability and exclusion” (18 p.), ch. 4 “urbanization and shelter” (42 p.), ch. 6 “making a living in cities” (30 p.), ch. 10 “health inequalities and health care” (25 p.)
- *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, (14 p).

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

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

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5. Course Staff and Lecturers



Michael Asare

Field Manager

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Michael has been working for Kulturstudier since 2009. He has a bachelor's degree in History and Philosophy from University of Cape Coast. Michael is Ghanaian and has previously worked for different NGOs in Ghana. He is the field manager for Kulturstudier in Cape Coast and his responsibilities involve non-academic matters.



Orlando Yaw Dablu

Assistant Field Manager

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Orlando has been working as assistant field manager for Kulturstudier since 2016. He is a former scholarship student on the Global Environmental Studies course and holds a Bachelor's Degree in Geography and Resource Development with Political Science from the University of Ghana, Legon. He is a good communicator, motivates, and happy meeting different people at all times. Orlando's responsibilities are mainly practical.



Hannah Strøm Werkland

Program Manager and

Seminar Leader

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Hannah Strøm Werkland has a bachelor's degree in Development Studies and a master's degree in Human Geography with a specialization in development, both from the University of Oslo. Her focus has been on cultural and political geography and the use of music and material culture in conflicts and in development. She has previously worked as a seminar leader in Development studies at the University of Oslo and at OsloMet. This is her third year as a seminar leader at Kulturstudier's course Development Studies II.



Jørgen Motzfeldt Wangensteen

Seminar Leader

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Jørgen Motzfeldt Wangensteen holds a bachelor's and a master's degree in Political Science from the University of Oslo and Sciences Po Paris, specializing in international affairs and development politics. He has previously worked in political research at UiO and served at the Royal Norwegian Embassy in Argentina. This year marks his first as a seminar leader for Kulturstudier's Development Studies II course.



Dr. Hege Roaldset

OsloMet academic coordinator

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Hege Roaldset is the OsloMet course coordinator for Development Studies II. She holds a PhD in history from the University of Stavanger, Norway, and is an associate professor in development studies at OsloMet. She has research experience from South Africa and has been involved in OsloMet's development studies field trips in Ghana. Her main fields of interest are Christian mission in Africa, religion, education, teacher education.

Lecturers



Prof. Wilson K. Yayoh

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Wilson K. Yayoh is the founding Director of the Centre for African and International Studies (CAIS) at the University of Cape Coast, Ghana. He holds a PhD in History from SOAS, University of London. He is now an Associate Professor in African History. He teaches many aspects of African History, including the 'History of Ghana', 'Slave Trade and Colonialism' and 'Africa in World Affairs'. He has many scholarly works to his credit.



Dr. Owusu Boampong

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Dr. Owusu Boampong holds a PhD in International Development from the University of Birmingham and a MPhil in Development Geography from the University of Oslo. He is a Senior Research Fellow and currently the Head of Department of Integrated Development Studies. Dr. Boampong conducts research and publishes in the areas crisis and livelihoods of informal workers, organizing in the informal economy and inclusive urban waste management.

Dr. Collins Adjei Mensah

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Collins A. Mensah is currently the National Secretary for Ghana Geographers Association (GGA). He is a senior lecturer at the Department of Geography and Regional Planning of University of Cape Coast (UCC). He holds a PhD in Urban and Regional Planning from the University of Birmingham, UK. In September 2015, he was selected as a World Social Science Fellow by the International Social Science Council for his research contributions in the area of sustainable urbanisation. His areas of specialisation are Urban and Regional Planning, and Development Geography. His research interests cover areas such as sustainable urban development, green and public space management, urban housing and policy, environmental sustainability, and rural and urban livelihoods.

Prof. Augustine Tanle

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Augustine Tanle is a Professor of Migration and Refugees Studies in the Department of Population and Health, University of Cape Coast, Cape Coast., Ghana. He holds a PhD in migration and livelihoods studies from the same university. His research interests are migration and livelihoods, refugees' studies and gender and migration. Over the years, he has been serving as a supervisor, internal and external examiner for both M. Phil and PhD theses in his department, other departments within the Faculty of Social Sciences, and at other universities in Ghana. He is a reviewer of some local and international journals and has authored a number of publications based on his research areas.



Dr. Albert Arhin

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Dr. Albert Arhin has researched and worked in the field of environment and development over the past fifteen years. His research interests focus on sustainable development climate change policymaking, REDD+ and land restoration policies and green economy. He previously worked as a Research and Policy Manager for Oxfam in Ghana. Albert is currently a Research Fellow with the Bureau of Integrated Rural Development (BIRD) of the Kwame Nkrumah University of Science and Technology (KNUST), Ghana, and a lecturer at the Department of Planning, KNUST, Ghana. He holds a PhD in Geography from the University of Cambridge, UK, a master's degree in Environment and Development Sustainability and a bachelor's degree in Development Policy Planning. Dr. Arhin has given lectures at Kulturstudier's courses in Ghana for many years.



Dr. Velina Ninkova

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Dr. Velina Ninkova works and lectures in development studies at OsloMet. She has conducted ethnographic research with San communities in Namibia and Botswana since 2008. Her main fieldsite is the Omaheke region in east central Namibia, where she has worked with the Ju|'hoansi and published on topics related to formal and traditional education, state development, animism and relational ontology, and ethics. She is currently leading a project for the documentation of the material culture of the Omaheke Ju|'hoansi, funded by the Endangered Material Knowledge Project, hosted by the British Museum.



Ida Fagervold

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Ida Fagervold is currently undertaking a PhD in Human Geography at the University of Oslo. She has a background as a development geographer, and is teaching and coordinating at the Bachelor's programme in Development and sustainability at the University of Oslo. Her research area is on political geography, social movements, mobilization and resistance, democratization and authoritarianism, gendered and queer perspectives on broad political processes and resistance, and political art.

6. Guidance on Writing

The purpose of the various assignments in this course is to help you to learn about the topics, and to show that you are able to:

- read and understand the course literature and other relevant information;
- critically reflect on the topics in question; and
- apply academic conventions to your writing

There are some basic guidelines that you must follow when writing papers and essays. These guidelines are in accordance with normal standards for university assignments and will, in combination with the overall purpose defined above, serve as our criteria for assessment. They are as follows:

1. Define the topic, approach and structure in the introduction

Whether writing a short paper, a group paper or a home exam essay, the paper must follow a certain structure. This structure may be as follows:

- Introduction, where the topic and the paper are introduced
- Relevant background information to the topic
- Theoretical framework
- Main part, consisting of both findings, analysis and discussion
- Conclusion, which summarizes the paper and provides final conclusions

The seminar leader is available for some advice during the writing of the self-study paper and the field report. For the home exam, no supervision will be provided, but you can ask technical and practical questions.

2. Organize the essay with a good structure

It is essential for the quality and readability of the text that you present and discuss your material in a systematic manner. There is no standard way of doing this. What is important is that you give reasons in the text for why you choose to put the various elements of the material together the way you do. Each time you introduce a new idea or example, remember to ask yourself: Is it clear to the reader (and yourself) why this idea/example is being introduced here? If your answer is not a clear “yes”, the text needs revising. You should not add material that is not relevant.

3. Discuss and bring to a conclusion

Equally vital for the quality of the paper/essay, but often forgotten, is that the material is discussed (the views/theoretical approaches and empirical examples) in relation to the topic/s and question/s raised in the introduction. It is important to discuss the theory and concepts in relation to your research group topic and the questions you pose in the paper at the end of the essay you should bring your various points together and draw some tentative conclusions based on the discussion in the paper.

4. Write clearly and with adequate references

While academic writing demands a formal style this does not mean using complex language. On the contrary, ideas should be communicated as clearly and precisely as possible. In addition, and this is equally important, effort should be made to establish a good flow between the elements of the text. This implies that there must be a meaningful connection between the various sections of your paper. Make sure that you always

explain what a section is about – and relates to what you have already written. Finally, it is very important that your papers have adequate and correct citations of references.

5. Guidance on Referencing - Get the technicalities right

You should choose one reference style and be consistent. The most common style of references is APA or Harvard. We recommend that you use APA, but you are free to choose as long as you are consistent in your referencing. You cannot use a footnote system of referencing (which is more common in f.ex. the discipline of history)

The main points in referencing are

- (1) every source must have a short reference in the text, which links to a**
- (2) full reference in the bibliography**
- (3) be consistent and use the same style for all references in your paper**

References in the text:

There must be references in the text immediately after quotations, or after specific ideas or views from particular sources. These references are to be written in parentheses in the text after the point you are referring to. Correct references consist of the author's surname/other source's name followed by the publishing year and page number where applicable. The page number should always be included for direct quotations, paraphrasing particular ideas or arguments, and statistics. You do not need a page number when you are referencing a whole source, for example, a book, article, or report.

List of all sources with full details at the end of the essay:

All sources referred to in the text should be presented in full at the end of the document. The list, which can be called "Literature", should contain the full reference, containing on the information about that reference, with the references organised in alphabetical order by the name of the author. Look at the list of references at the end of the two set books for examples of list of references.

Kildekompasset, <https://kildekompasset.no/referansestiler/apa-7th/>, is an excellent site for viewing examples of how to reference correctly using APA.

Avoiding plagiarism

Only sources that have actually been used in the study and referred to in the text should be put on the list/s of sources. Putting a source you do not use is considered plagiarism. Likewise, using facts or arguments from published materials (or previous student papers) without referencing them in your text is considered a serious breach of the academic code of conduct and will normally result in failing your assignment or an entire course.

Your essay must be referenced with precise page numbers and the references should relate to the syllabus. If you fail to use any syllabus readings, the grade will be lowered with two points or more. Insufficient use of relevant syllabus readings will also result in lowering of the grade. The use of non-syllabus literature in addition to relevant readings from the syllabus is fine.

A detailed and comprehensive guide to Harvard style of referencing can be found here: http://www.library.uq.edu.au/training/citation/harvard_6.pdf

Format:

You must write your document in the following format:

Times New Roman, 12 points, space 1.5 between lines, and margins 3.0 (both left and right).

Note! Remember to paginate the text (i.e. number the pages), and include front page and table of contents. The different chapters/ sub-chapters should also be paginated, but it is not a requirement. Remember candidate number or name.

7. Internet Resources

Development - General

There are many useful links provided at the end of chapters and in the list of references in books and at the end of articles

- <http://eldis.org> an excellent site for information: a gateway to global information on international development issues; arranged by topic
- <http://www.beta.undp.org/undp/en/home.html> Website of the United Nations Development Programme.
- <http://www.worldbank.org/> Home page of the World Bank. You can find the Bank's involvement and projects country by country. Check out Ghana and other African countries. There is also statistical data by country and indicator.