

## SGO2500 Exam 2018

The exam consists of two parts:

- Part One: Choose 3 of 5 questions
- Part Two: Choose 1 of 3 questions.

Please follow the instructions below for a total of **four answers**. Each answer is worth 25% of the overall grade.

### LENGTH

Students are asked to write to between 600-800 words per answer as a ballpark guideline, but left the space open up until 1200 words. Students should not be penalized anyone for writing beyond 800 words and censors should look to the overall length of the exam: does it have 2,400 - 3,200 words overall.

### COMPREHENSION OF CONCEPTS

Students should focus on concepts and ideas (less on regurgitation of definitions), and to include application of those concepts with examples. If they can remember where they read something, they may cite one of the text books.

### PART ONE:

#### 1) Dominant paradigms of development

- Demonstrates understanding of the decades of development post WW2, grasps that this moved the world out of colonialism and into various eras or paradigms of development. Describes two of these (listed below)
  - *Modernization theory of development*: development is characterized by nations moving from being considered traditional and backward to progressing into a modern state modelled on the North; strategies used included building a national identity and inward-looking economic growth, nationalism/protectionism; development activities would include ISI, for example.
  - *Dependency theory* – north-south power imbalances were critiqued and the notion of Southern countries being backward and traditional was questioned, development was defined as a process in which southern nations were empowered and became self-sufficient. Development strategies and activities would have included autonomous development, self-directed and self-empowered development activities within a nation.
  - *Neoliberalism*—market-led capitalism was the strategy, take the state’s involvement out of it, and instead let the market do its thing, FDI, Washington consensus, IMF and WB carried out SAPs, economic growth (trickle down), measured by GDP for the most part.
  - *Human development*—UN paradigm, sought to view it more holistically, look at the many ways people experience poverty measures used included HDI, MDGs and SDGs, and Multidimensional Poverty Index, GINI coefficient (to measure inequality), strategies included the many development programs and agencies that sought to address the multidimensional ways that people experience poverty.
- General overview of two of these gives a C. Higher grade if the student grasps the way the field complexified and demonstrates how each phase contributed important concepts or practices which have been de-centered from focus but remain present and

were later built upon; provides relevant examples of development strategies. Higher grades are able to consider what is true from each phase they select and what is partial, and synthesizes this in their answer.

2) **Benefits of aid and the situations in which it is most effective**

- Benefits of aid are that in giving aid, donor country governments recognize that we are all in this together, based on compassion and partnerships for development, recognizes the longstanding inequity and is trying to level the playing field, is beneficial as short-term, emergency humanitarian response, or for longer-term infrastructure development; could mention the different types of aid.
- Problems are that this may foster dependency and undermine the state's incentive to step up and solve its own problems; also that aid may be mismanaged and be appropriated by corrupt state officials prior to benefitting the people; can be a disincentive for the entrepreneurial sector and national economy as it disrupts market processes by flooding the economic system with aid funds. Sometimes aid comes with strings attached, the recipient has to pay off or pay back or conform to certain agenda (northern!).
- The role of the state is to generate aid program that emphasizes the benefits and limit the drawbacks, such as to focus on both humanitarian relief needs but also long term development, such as water, education, health, transport, infrastructures. Employs good governance (or its own equivalent) to manage the money equitably and transparently.
- General overview of the pros and cons of aid, and the role the state plays in that, gives a C. Higher grade if the student can connect this with strategies for development, crosses over to other aspects of course material, or gives relevant examples.

3) **Main development “institutions”**

- Student should describe the kinds or groups of actors in development, which was referred to as ‘institutions’ in the text books and lectures. These include:
- Multilateral institutions:
  - UN – able to see a bigger picture precisely because it isn't a state or a non-state actor and it is broader in scope; plays a central normative role in global poverty, but fosters a huge amount of development work worldwide, and sets the moral agenda for the world, runs projects, has numerous different agencies and hires 10,000s of employees. Critique doesn't have much bite or binding agreements, is also frustratingly bureaucratic.
  - BWIs—lending money for development projects and financial development, implementing certain reforms to the financial sector, including financial and governance, loans were conditional, SAPs restructured economies according to the market; promoting market-based development, nation states to figure out their comparative advantage, and so forth. Critique was that neoliberal reforms further put southern countries at a disadvantage, dependent on the north, locked nations in debt to repay loans, undermined traditional financial systems; liberalized southern markets but retained some protectionism for norther—unfair.
    - If they distinguish the differences between IMF and WB that's is good, but not expected.
    - Some examples of regional multilateral agreements like the EU may be included (probably not, as it was not directly taught to in the lectures).
- Nation-state:

- Coordinate development within their boundaries, large-scale development project that occur over long time periods and require large scale financing, choose their allies and partners in development, ISI might be used by the nation state, take on good governance practices and checks and balances, management of natural resources (Norway versus Nigeria). Critiques are that they may not operate with transparency, prone to corruption, and don't always consider the populations they are set up to serve.
- Non-state actors/civil society organizations/grassroots organizations (SDI, Amnesty Intl, etc)
  - Scale is both a benefit and a disadvantage to the non-state actors: nonstate actors can go deep into the unique situations that communities experience, more personal more relevant and attuned—so it benefits by working at a small scale to grasp the full and deep realities and needs of that place—but critique is also precisely the limitations of working at that small scale, in the sense that is limited in its breadth and taken be applied universally, or even if it could, nonstate actors generally aren't in the positions required to scale it more broadly.
- General overview of two of these gives a C. Higher grade if the student demonstrates understanding that the N D development field arose as a “patchwork quilt,” unintentionally over time, had not been planned to look the way it does, and is complex and multifaceted as a result; considers the strengths and weaknesses of each ‘institution’ in a way that reflects the true-but-partial nature of each, and provides examples.

#### 4) **SDGs**

- SDGs try to be comprehensive, try to cover all the issues and holistically, take stock of the whole field across time and are therefore more extensive, framed universally and absolutely, expand from just economics and into emerging issues and their complexity;
- Some possible reasons why they are better set up to meet emerging issues:
  - They include more themes, and can see linkages between different themes and aspects of development.
  - They are universal; that is, they include the North and the South, and therefore come closer to addressing the imbalances and inequities that are present.
  - They are better able to get at root causes by their inclusion of factors that were missing in the MDGs
  - Measurement and implementation is a greater focus for SDGs which is significant, helpful for action, and sets it apart from MDGs;
  - They are set up so that agencies can pick their own goal, rather than being so broad as MDGs.
- General overview this gives a C. Higher grade if the student demonstrates understanding how these have changed *and why*, and can highlight what is relevant in how they have changed, with examples.

#### 5) **The role of the development practitioner in poverty eradication efforts.**

- This is both reflective and applied.
- The role of the development practitioner working within a charity, as “helpers of the poor”, frame themselves as those who are providers. This had the drawback of

creating / maintaining ‘the poor’, ‘the helpes’, and reinforcing this perception, or internalizing a sense of disempowerment.

- At some point, critical voices chimed in to advocate for self-empowered nations (thus the quote in the readings and lectures, “do gooders have no role here”, sure come to our countries to enjoy our mountains but leave us to solve our own problems) – development practitioners here are seen to be the people who are residents and nationals in their own countries
- Finding the balance between these, could there be a way to embody the notion, “We all live in one world” and thus support (more truly global) development practitioners seen as enablers and facilitators, seeking how development can emerge or its potential be realized, looking to work authentically in partnership, true participation.
- They could also consider the role of the development practitioner in an approach to nation-building modernization; a *dependista* fostering self-empowerment in an approach that is anchored in dependency theory; a stimulator of the market or entrepreneur or to make business deals; and also a UN worker or aid worker or activists.
- General overview this gives a C. Higher grade if the student demonstrates self-reflective capacity, can question their own privilege and /or comment on the dynamics of power/privilege in a N-S context, and relates this with the phases of development (modernization, dependency, neoliberal, human development), and can articulate this in terms of delivering charity versus facilitating or enabling the process of development; makes reference to how these roles range from helpers, experts, facilitators, enablers or making possible the realizing of human potential.

## PART TWO

### 6) Food insecurity and hunger

- Reasons for food insecurity: poverty and lack of resources, inputs, etc. fluctuations in food prices, climate change and changing weather patterns that are unusual and unpredictable, decreasing fertility of soils and greater application of pesticides produces less nutritious food.
- Reason for food sovereignty: more structural issues, it’s not that there’s not enough food but that there is poor distribution, some countries produce food but export it and not enough food for people who live in those nations; trade relationships, subsidies and tariffs, food dumping and food aid, SAPs disallow farmer subsidies in the south, import their food; structuralized food insecurity.
- General overview this gives a C. Higher grade if the student is able to distinguish food security from sovereignty, and articulates their difference clearly with examples; if they weave in emerging issues of relevance; or if they provide good examples.

### 7) The importance of energy for development

- Reasons why energy for development is crucial for development within households, education, local economies via productive capacities.
- Fossil fuel, renewables, solar power, leap frog technologies (closed grids, open grids), “resource curse”, liberalization and privatization.
- Relevant issues with N S equity for mitigation and phasing out fossil fuel energy

- Role of the state: keep energy affordable, promote renewable, use profits for the good development, equitable and transparent, phase out coal and unsustainable energy
- Role of nonstate: use of solar panels, financially independent, community-based, providing to areas that the state's service doesn't reach.
- General overview this gives a C. Higher grade if the student demonstrates a grasp of the ethics and privilege dynamics in this; comment more complexly about state, nonstate, and market influences for energy systems on local communities, with mention of 'resource curse', privatization, or leap frogging technologies as some examples of what might be mentioned.

## **8) Migration**

- Reasons include: war and conflict or violence, economic reasons, production reasons—they look for labour elsewhere, and other emerging issues like climate change, food insecurity, man-made or natural disasters, overpopulation, better education, better professional options (brain drain). Often the reasons are multiple and inseparable from each other.
- Patterns include: urbanization as S-N are patterns present in migration, they may also speak to S-S migration patterns and the role of social norms.
- Good if they relate this to the different kinds of poverty, such as moving from absolute poverty into relative poverty as a migrant in a new country; or from the objective poverty in their home countries but the subjective poverty of being a new migrant in a country that has a different culture, no social capital, no decision-making power, and so forth.
- As a development strategy: Remittances constitute more inflows of money to the South than aid; labour migration could be formalized as a strategy for development.
- General overview this gives a C. Higher grade if the student demonstrates the tangled nature of the issue, the changing patterns in migration flows, or makes reference to emerging issues which relate with migration, and unpack this idea as a strategy for development with an example.