

DEVT90007 Development Studies Special Topics A

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. intensive
Time Commitment:	Contact Hours: 4 x 5 hour seminars and 1 4 hour seminar 5-9 July inclusive. Total Time Commitment: In addition to the contact time students should aim to spend an average of 10 hours per week during the assessment period
Prerequisites:	Admission to a graduate or postgraduate program.
Corequisites:	None
Recommended Background Knowledge:	Knowledge gained in an undergraduate degree in a relevant field of study.
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website : http://www.services.unimelb.edu.au/disability/
Coordinator:	Dr Violeta Schubert
Contact:	<u>Dr Violeta Schubert</u> (http://www.pasi.unimelb.edu.au/development/staff/schubert.html) <u>violetas@unimelb.edu.au</u> (mailto:violetas@unimelb.edu.au)
Subject Overview:	This subject is offered in a 5-day intensive mode by Professor Michael Woolcock from the World Bank. It is designed to provide postgraduate students in the social sciences with an overview of the role of development interventions (i.e., policies and projects) in the broader process of social change in developing countries, and the role that social theory and research methods can play in helping to design and assess them. A particular focus will be placed on the use of mixed methods (i.e., integrated qualitative and quantitative designs) to assess not just the mean 'outcomes' associated with these interventions, but the variation surrounding that mean in different contexts, and the processes by which that variation is obtained. In addition to some formal lecture material, students will also be given a range of case studies of actual examples from recent field research, and an opportunity to present their work to the class for constructive feedback.
Objectives:	Students who successfully complete this subject will: <ul style="list-style-type: none"> # gain advanced analytical skills related to development issues. # become familiar with current debates in the field of development. # expand their knowledge of development theories. # be able to pursue research in a specialised area of study.
Assessment:	Written assignments totaling 5000 words, (due date: to be advised at the start of the semester).
Prescribed Texts:	Key background readings will be provided to accompany each lecture.

Recommended Texts:	<p>Angrist, Joshua and Jorn-Steffen Pischke (2009) <i>Mostly Harmless Econometrics: An Empiricist's Companion</i> Princeton, NJ: Princeton University Press</p> <p>Brady, Henry E. and David Collier (eds.) (2004) <i>Rethinking Social Inquiry: Diverse Tools, Shared Standards</i> Lanham: Rowman and Littlefield</p> <p>Burawoy, Michael (1998) "The Extended Case Method" <i>Sociological Theory</i> 16(1): 4-33</p> <p>George, Alexander and Andrew Bennett (2005) <i>Case Studies and Theory Development in the Social Sciences</i> Cambridge, MA: MIT Press</p> <p>Gerring, John (2006) <i>The Case Study Method: Principles and Practices</i> New York: Cambridge University Press</p> <p>Goldstone, Jack (1998) "Initial Conditions, General Laws, Path Dependence, and Explanation in Historical Sociology" <i>American Journal of Sociology</i> 104(3): 829-45</p> <p>King, Gary, Robert Keohane, and Sidney Verba (1994) <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i> Princeton, NJ: Princeton University Press</p> <p>Mahoney, James (2000) "Strategies of Causal Inference in Small-N Analysis" <i>Sociological Methods and Research</i> 28(4): 387-424</p> <p>Mahoney, James and Gary Goertz (2004) "The Possibility Principle: Choosing Negative Cases in Qualitative Research" <i>American Political Science Review</i> 98(4): 653-670</p> <p>Mahoney, James, Erin Kimball, and Kendra Koivu (2009) "The Logic of Historical Explanation in the Social Sciences" <i>Comparative Political Studies</i> 42(1): 114-146</p> <p>Manski, Charles (1999) <i>Identification Problems in the Social Sciences</i> Cambridge, MA: Harvard University Press</p> <p>Morgan, Stephen and Christopher Winship (2007) <i>Counterfactuals and Causal Inference: Methods and Principles for Social Research</i> New York: Cambridge University Press</p> <p>Morra, Linda and Ray Rist (2009) <i>The Road to Results: Designing and Conducting Effective Development Evaluations</i> Washington, DC: World Bank</p> <p>Ragin, Charles (1988) <i>The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies</i> Berkeley: University of California Press</p> <p>Seawright, Jason and John Gerring (2008) "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options" <i>Political Research Quarterly</i> 61(2): 294-308</p> <p>Steinmetz, George (2004) "Odious Comparisons: Incommensurability, the Case Study, and Small N's in Sociology" <i>Sociological Theory</i> 22(3): 371-400</p>
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>Students who successfully complete this subject will:</p> <ul style="list-style-type: none"> # be able to write clear and coherent reports. # think critically about conceptual issues. # demonstrate relevance of the topic to broader development debates.
Links to further information:	http://www.pasi.unimelb.edu.au/development/
Notes:	<p>This subject will be taught by a guest lecturer, Professor Michael Woolcock (http://www.manchester.ac.uk/research/Michael.woolcock/furtherinformation). Michael is Professor of Social Science & Development Policy in the Brooks World Poverty Institute at the University of Manchester and Senior Social Scientist, Development Research Group at the World Bank.</p>
Related Course(s):	<p>Master of Development Studies (Gender & Development)</p> <p>Master of Development Studies(CWT)</p>

**Related Majors/Minors/
Specialisations:**

Development Studies