

Opting for Development

A GUIDE TO OPPORTUNITIES FOR
DEVELOPMENT STUDIES
IN BRITISH HIGHER EDUCATION

Nicholas A. Sims

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1 to provide a centre for research in development issues and problems, and to conduct studies of its own;

2 to be a forum for the exchange of views and information among those, in Britain and abroad, who are directly concerned with overseas development in business, in government, and in other organisations;

3 to keep the urgency of development issues and problems before the public, and to promote action by the responsible authorities.

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Nicholas A. Sims

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Foreword

It is a pleasure to commend this book by Nicholas Sims. Both as a University professor and as Chairman of Oxfam I am aware of the large number of young people who at one time or another consider the possibility of spending some time abroad – not only is it good fun, and adventurous, but it fulfils that part of us which wants to do something to help where there is need.

But how best should such a young person train himself for a spell abroad in this way? We know that skills are needed: there is often far too much local unskilled labour in a developing country. What is important, therefore, is that those who go, for whatever motive, should have something to take with them.

Often a good part of the necessary training can be acquired as they make their journey through College of Education or University. But the immense and exciting recent developments in University and College curricula make it very difficult for a young person, or even for an older person acting as adviser, to know even what is available – much less to know how it would help to fit him, or her, for a spell of overseas service.

It is a great merit of this book that it provides a wealth of information about just this situation. Mr Sims has made his enquiries very widely. This compendium is (to my knowledge) quite unique. I am sure that it will be of very great value to many people. I wish it every success, just as I hope that it will encourage students, of both sexes, to think more seriously whether or not they should themselves offer for this most significant and worthwhile service.

PROFESSOR C. A. COULSON, FRS
Oxford
September 1968

Preface

The idea of producing a *Guide to Opportunities for Development Studies in British Higher Education* originated with J. W. Jackson, Education Officer of Oxfam, who subsequently became chairman of the editorial board set up to plan the publication. To him, and to the other members of the board (James Lambe, Research Officer at ODI; Adrian Moyes, Development Officer of the Social Science Research Council; and Tom Soper, Director of Studies at ODI), as well as to William Clark and Leslie Kirkley who as Directors of ODI and Oxfam gave the idea their early blessing, I am indebted for their constant support and encouragement in bringing the project to fruition.

The university registrars and their assistants who kindly checked the accuracy of the tabulated data are too numerous for me to be able to thank them by name, as are the other members of universities – academic and administrative staff, researchers and students – who gave advice and information, but my debt to them is considerable. I wish however to thank particularly Richard Symonds, David Forbes, and their colleagues at the Institute of Development Studies, Sussex; and Teodor Shanin, chairman of the staff seminar on development studies at the University of Sheffield.

I am grateful to Derek Walker, Education Officer of the Voluntary Committee on Overseas Aid and Development (VCOAD), for allowing me to read in draft form the VCOAD Education Unit's report on its survey of development studies in colleges and departments of education, and to incorporate material from the draft into section 5.

Finally it is a pleasure to express my gratitude to the ODI staff for their efficiency and friendly co-operation, and in particular to Joanna Osmond for administrative assistance which has been marked throughout by patience and helpfulness.

For all opinions expressed I alone am responsible. Although I have sought complete accuracy in course details the necessary compression of tabulated data renders this impossible, and it must be borne in mind that such information tends to go out of date rather quickly. While therefore disclaiming liability for any accidental errors of fact, I would urge the reader to check the details of a particular course with the university responsible for it. I have assumed that the reader for whom this publication is primarily intended will possess, or have access to, the UCCA brochure explaining university application procedure and listing all courses: my listing here is, of necessity, highly selective and must not be considered as any kind of substitute for the careful study of a university prospectus.

NICHOLAS A. SIMS
October 1968

Abbreviations

admin	administration
AFRAS	School of African & Asian Studies (Sussex)
agric	agriculture, agricultural
anth	anthropology
BA	Bachelor of Arts
BCom	Bachelor of Commerce
BEd	Bachelor of Education
BSSc	Bachelor of Social Science
BSc	Bachelor of Science
BSc(Soc)	Bachelor of Science (Sociology)
BSc(SocSc)	Bachelor of Science (Social Science)
C	Compulsory
CNAA	Council for National Academic Awards
com	combined with one, or two, from a range of other subjects
CSE	Certificate of Secondary Education
dev	developing
devt	development
econ	economic(s)
GCE	General Certificate of Education
geog	geography, geographical
govt	government
hist	history
inc	including
int	international
LLB	Bachelor of Laws
LSE	London School of Economics and Political Science (University of London)
MA	Master of Arts
MPhil	Master of Philosophy
MSc	Master of Science
NCAE	National College of Agricultural Engineering (Silsoe)
O	Optional
PhD	Doctor of Philosophy
pol	politics, political
QMC	Queen Mary College (University of London)
SCS	School of Comparative Studies (Essex)
SOAS	School of Oriental & African Studies (University of London)
sp ref	special reference
SSS	School of Social Studies (Essex, Sussex)
UC	University College (University of London)
UCCA	Universities Central Council on Admissions
ud	underdeveloped

UNFED	Universities Fight for Economic Development
UNSA	United Nations Student Association
VCOAD	Voluntary Committee on Overseas Aid and Development

Other abbreviations, not used in the text

ACU	Association of Commonwealth Universities
CRAC	Careers Research & Advisory Centre
DES	Department of Education & Science
IDS	Institute of Development Studies (at the University of Sussex)
KCL	King's College (University of London)
ODI	Overseas Development Institute
ODM	Ministry of Overseas Development (<i>Note: 'MOD' = Ministry of Defence</i>)

Course Tables : Explanatory Note

In the tables which follow some of the subject sections, information is presented as follows:

Column 1 university/college.

Column 2 compulsory/optional.

Column 3 title of subject.

Column 4 subject's place in the degree course, e.g. year 3.

Column 5 title of degree with branch, where appropriate, following in parentheses.

Thus the entry in Table B

Birmingham	O Econ of devt with sp ref to Africa	2, 3	BSocSc Econ, Pol, & Sociology
		2, 3	BCom Commerce (Foreign Trade & Languages)

means that the subject 'Economics of development with special reference to Africa' is an optional part of the course for the degree of *Bachelor of Social Science* in Economics, Politics, and Sociology, in the second and/or the third year of the course at Birmingham University, and is an optional part, likewise in the second and/or the third year, of the course for the degree of *Bachelor of Commerce* in Commerce at Birmingham University, for students taking the Foreign Trade and Languages branch of the course.

To take another example, the entry in Table C

London/LSE	O Pol of int econ relations	3	BSc(Econ) Econ (Int Relations)
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means that the subject 'Politics of international economic relations' is an optional part of the course for the degree of *Bachelor of Science (Economics)* in Economics, for students taking the International Relations branch of the course, in their third year at the London School of Economics & Political Science (University of London).

1 Development Studies and the Student

Every year more and more students in Britain are engaged in some form of what are loosely called 'development studies'. This trend is largely due, obviously, to the expansion of numbers in higher education and to the provision of new opportunities for students in various subject areas, and at different levels, to specialise in some aspect of development. But it may also reflect the growing interest in the unequal distribution of the world's resources, and the struggle to remedy this situation, which is summed up in the words 'overseas development'. This interest is of course particularly marked among the young, and the popularity of 'development studies' is an encouraging sign that the forces of supply and demand in higher education are working together so that students can increasingly relate their chosen academic subject to their worldwide concern.

Openings in 'development studies' are not only becoming more readily available at the level of postgraduate study and research. At first degree level, too, the interested student is faced with the opportunity of choosing options related to development in many subjects and courses.

The purpose of this guide is to give an idea of the different subject options relating to development which are available to students on first degree courses and teacher training courses in Britain.

What is meant by 'development studies'? In the narrower sense of the two in which it is generally used,¹ it refers to those branches of knowledge which bear on the process by which the countries deemed 'less developed' or 'developing' can achieve a socio-economic transformation liberating them from the vicious circle in which they are trapped: the circle of which the principal links are poverty, lack of capital, and insufficient economic growth. The development process is more than just socio-economic: it must necessarily involve social structure and change, and economic organisation, but it is essentially an 'all-round' process affecting every aspect of a country's life in all dimensions from the political to the personal.

In the broader sense, 'development studies' is taken to mean studies dealing with developing countries, either as such or as components of a region or continent selected for study. Studies relating to Africa, Asia, the Middle East, and Latin America are 'development studies' in this broader sense, as it were by accident.

Why study development or developing countries, anyway? Apart from specific reasons there are two general ones: the growing interdependence of all peoples – the 'shrinking world' phenomenon – and the importance to Britain of its relations with the Third World of developing countries.

¹ 'Development studies' is also used sometimes to refer to the study of the maturation of children, but 'child development' is the more usual term.

There are also, I think, two powerful attitudes underlying the interest in developing countries. One is the belief, characteristic of the age, that man is not ultimately the prisoner of economic and social systems beyond his control; that, on the contrary, man has the ability and the duty to adjust and if need be transform such systems. Following hard on the heels of the generation which sought to apply conscious 'social engineering' to the problems of poverty and inequality in Britain and other relatively advanced nations, and to apply 'fiscal management' to the extremities of boom and slump in the cyclical behaviour of advanced economies, there has come a generation which seeks to assert man's control of his social and economic environment on a global scale. And all the time man is extending his control over the natural environment. The development process implies the wish to harness natural resources, to make better use of human resources, and to create conditions favourable to the fulfilment of every human being's potential. All these involve changing the physical, social, and economic environment with the tools at contemporary man's disposal: from medicines to co-operatives, from new seed strains to new technologies, from schools to well-drilling rigs.

But there is a second powerful attitude which cannot be ignored. This is compassion. Many people in Britain and elsewhere have been moved to pity and indignation by the poverty, malnutrition, disease, and ignorance which detract from the dignity of human life for so many millions of our fellow men, women, and children, particularly (although by no means exclusively) in the developing countries. Poverty, ignorance, and the rest can be seen as elements in an 'underdevelopment' syndrome which requires an all-round attack on its root causes in order that it shall be superseded by a higher and more satisfying level of human existence.

These two attitudes fuse into the demand to exercise man's mastery over his environment – a mastery still strictly relative, and insufficient – for a compassionate and humane purpose.

2 First Degree Courses: A General Survey

The basic pattern of higher education in Britain will be familiar to all readers, and need not be described here. The *first degree* course is so called because it leads to the BA or BSc (or similar designation) which is the minimum qualification for acceptance for a *higher degree*, obtained by course work and/or a dissertation or thesis. Higher degrees in Britain fall generally into three main types: the MA¹ or MSc (or similar designation), conferred usually after one year's full-time postgraduate study tested by examination papers and/or a short dissertation; the MPhil awarded for a thesis after at least two years' postgraduate work; and the PhD or other doctorate awarded after two, three, or more years' original research at a higher level than that demanded for a master's degree. There are many variations on this pattern, both in the names and in the structure of higher degrees, but the trend now is towards a certain standardisation.

Development studies are much more in evidence at postgraduate level than in first degree courses, because narrower specialisation is possible within a subject. Many who go on to specialise in the application of their subject to development, or to developing countries, at postgraduate level, will not have had much opportunity to specialise in this direction while studying for their first degree. Appendix I contains a list of institutions specialising in graduate development studies and publications giving information on courses of study and training available. In addition, most students considering a development specialisation in their graduate studies will naturally seek information and advice from staff in the department in which they are taking their first degree. Hence graduate studies are not included in this guide, except for the Diploma in Education (see Chapter 5) which may be regarded as a special case because of the structure of teacher training courses in British higher education.

First degree courses normally last three or four years. In many cases, the structure of the course is such that the two years preceding the final examination provide greater scope for specialisation. Most of the subject options listed in subsequent chapters are 'Part Two options'; that is to say, they are available in the second and third years of a three-year course, or the third and fourth years of a four-year course, to students who have satisfactorily completed the introductory programme of studies, and, it may be, passed a preliminary or Part One examination for their degree. This examination normally takes place in (not necessarily at the end of) the first year of a three-year course, or the second year of a four-year course.

Some of the subject options listed, however, are part of an introductory

¹ In the older Scottish universities, however, the MA is the *first degree*, usually conferred after three (General Degree) or four (Honours Degree) years' study.

scheme of study and are therefore available only in the Part One stage. This is indicated in the tables following each chapter, together with the degree to which the relevant course leads and the subject or subjects in which it can be taken.

There are at least four good reasons for considering 'development-related' options within the framework of one's first degree course, or teacher training.

1. For some, the option will be the beginning of an increasingly specialised programme of study and training, leading eventually to a personal role in the development process by working in a developing country, as a career or on short-term secondment or as a volunteer.

2. For some, the option will help them to acquire an interesting new slant on their main subject of study, one which they may wish to pursue in an academic framework, in Britain or abroad.

3. For some, the option will enable them to interpret the conditions and needs of the developing countries to the next generation, as teachers.

4. For all, a 'development-related' option means the possibility of joining the growing body of people who are well informed on the problems of the developing countries, and who can help their fellow-citizens to acquire a broader perspective on the world.

Recent university growth has been marked by two fairly widespread tendencies in devising new course structures. One is a tendency to allow much greater flexibility in choosing a combination of subjects for study than was possible within traditional structures, so that *combined honours*, *joint honours*, and *general studies* degrees now co-exist in many places with single-subject degrees. The other is the introduction of special courses designed to extend the intellectual perspectives of students and carefully related to their main course work. Keele, founded in 1949 as the University College of North Staffordshire, showed how this could be done in a *foundation year* of courses intended to give students in all subject areas a common basis of shared learning experience and a common appreciation of the elements of our civilisation. Although few universities have, like Keele, made four years the standard length of their first degree courses, and this remains the norm only north of the Border, the idea of a common grounding for all students has been adapted in several places to the requirements of a three-year course structure. At Sussex, for example, *contextual courses* help to put the student's main field of study 'in context'. They are run in parallel with degree courses in the usual subjects, instead of as a prefatory *foundation year*.

The first tendency has been particularly strong in the evolution of the social sciences. Joint or combined honours degrees – the nomenclature varies from place to place, as does the precise relation of the 'twinning' subjects to each other – are now widely available in such subjects as economics, geography, politics, and sociology; but not only in these. The complications of course structure to which this development gives rise need to be borne in mind when reading the tabulated information at the end of each section in this guide. Wherever possible, the combinations available for a given degree are indicated; but it is not always possible to combine the widest choice of main subjects with the widest choice of

options, and careful checking with the university concerned is therefore imperative.

The second tendency has been accompanied by the emergence of a new kind of development studies, impossible to classify by subject. Sussex's *contextual courses* in the School of African and Asian Studies (AFRAS) spring to mind. These range from *world population and resources* to *Hindu intellectual traditions*, and also *imperialism and nationalism*, *the tropical environment*, *the making of modern India*, and *the transformation of Africa*, as well as other topics less directly related to development. At Keele, some consideration is given in the *foundation year* to the problems of developing countries – their trade relations, food production, etc. – through lectures, reading, and topics for discussion in tutorial groups. This has been found over the years to generate a sustained interest among students at the university. In every case, reference to the university concerned is necessary to obtain full details of the courses available in a particular year.

There is only a very hazy dividing line between what can reasonably be described as 'directly related to development' and what cannot. To treat *African politics* as 'development-related' and *Commonwealth government* as not, may be thought arbitrary. These are bound to be, to some extent, arbitrary decisions, but I hope that the examples given here may provide sufficient indication of the principles underlying my selection. One is to exclude those courses the scope of which is so broad as to relegate the study of development, or of the developing countries, to a very minor place within the whole. The other is not to include a course of universal import (such as demography) simply because it is recognised to be of considerable relevance to the developing countries. The same could be said of almost every subject studied in British universities. Obviously I cannot expect that the reader will agree with what I have chosen to include and what I have chosen to leave out: I hope, nevertheless, that he will appreciate the necessity of making such a selection, in the absence of which this guide would have grown to an unmanageable size.

In the tabulated information on courses the names of certain universities recur more frequently than others. This should not be taken to imply any kind of value judgement. Each university has its special *forte* and does not – fortunately – attempt to offer the fullest conceivable range of subjects. That one university offers a development-related option in a course where another university does not is no indicator of the relative merit of the teaching on the two courses: one of the many criteria which the intending student will wish to take into account in making his choice of universities to which to apply.² It may be as well to add that the student who wants to play a useful part in the development process cannot do better, for a start, than to acquire a thorough grasp of his chosen subject through a first degree course. Without this essential background knowledge and training, specialisation in the application of his subject to development will be of little use to him or to anyone else.

It must be emphasised that the range of development studies available

² Also, the presence of such an option in a course gives no indication of its proportionate importance in the course.

in first degree courses is far from being the complete range of subjects relevant to, and skills needed in, developing countries. These countries need workers of many kinds, with commercial, technical, and agricultural skills; nurses, engineers, trained men and women of every background.

This guide does not pretend to be an inventory of skills and trades required for development; neither does it claim to be any kind of substitute for recourse to the university prospectus. It cannot be too often stressed that degree courses, at universities and elsewhere, are subject to changes in structure, content, and so on, which render it absolutely essential for the intending student to read prospectus details with care and check their accuracy, when there is any risk of their being out of date, with the department sponsoring a course.

It is of course a good sign that first degree courses, and the 'development-related' options within them, are becoming more numerous year by year; but it does make it all the more important to choose carefully, from the most up-to-date and complete information that can be obtained, in order to avoid disappointment.

3 Anthropology and Social Anthropology

Anthropology courses in British universities are, at present, with two notable exceptions (Cambridge and Durham), more strongly oriented towards the social and cultural study of mankind than towards physical anthropology. Most of the courses which are not specifically restricted to social anthropology do, however, embrace general, physical, and social anthropology in varying proportions; and all, it goes without saying, are of particular relevance to problems of developing countries, since they are the countries with which, to a large extent, the anthropologist is professionally concerned.

The School of Oriental and African Studies at London includes strictly regional anthropology courses in its BA degree schemes in African Studies and in South East Asian Studies, after a general introduction to the principles of anthropology. Other courses mostly offer a wide range of geographical areas from which the student chooses one in which to specialise.

TABLE A
ANTHROPOLOGY and
SOCIAL ANTHROPOLOGY

<i>university</i>	<i>subject</i>	<i>years</i>	<i>degree</i>
Cambridge	O Comparative ethnography (one of African peoples, Pacific peoples, North American peoples – from a list of selected monographs)	1	BA Archaeology & Anth
Cambridge	O Pol & econ institutions of primitive peoples	2, 3	BA Archaeology & Anth
Durham	O Social change in ud countries	2, 3 2, 3 2, 3	BA Anth BA Anth + Geog BA Anth + Psychology
Durham	O Societies & culture of one of E & S Africa, India, Middle East, North America, or SE Asia	2, 3	BA Anth + Sociology
Edinburgh	C Belief & thought in non- literate societies	3 3	MA Social Anth MA Social Anth + Sociology
Edinburgh	O Peasant society	4 4	MA Social Anth MA Social Anth + Sociology

Hull	O Comparative social structures (social changes in modern Africa)	3	BA Sociology + Social Anth
London/LSE	O Social aspects of pol & econ devt	2, 3	BSc(Econ) Econ (Social Anth)
London/ SOAS	C Ethnography of Africa	1	BA African Studies (Language & Social Anth)
London/ SOAS	C Econ, pol, moral, & ritual systems of simpler societies, & devt of societies & cultures of sub-Saharan Africa in 20th century	2, 3, 4	BA African Studies (Language & Social Anth)
London/ SOAS	C Ethnography of a chosen language area, in sub-Saharan Africa	2, 3, 4	BA African Studies (Language & Social Anth)
London/ SOAS	C Econ, pol, moral, & ritual systems of simpler societies, & devt of societies & cultures of SE Asia	2, 3, 4	BA SE Asian Studies (Language & Social Anth)
London/ SOAS	C Ethnography of a specific region of SE Asia	2, 3, 4	BA SE Asian Studies (Language & Social Anth)
London/UC	C Econ devt (<i>no examination</i>)	2, 3	BSc(Econ) Econ + Anth
Manchester	O Law & pol in tribal society	3	BA(Econ) Social Anth + Sociology
		3	BA General
Manchester	O Urbanisation in dev countries	3	BA(Econ) Social Anth + Sociology
		3	BA General
Sussex	C Social anth research topic (<i>see note 1 below</i>)	2, 3	BA Social Anth
Sussex	O Sociology of dev countries	2, 3	BA Social Anth
Wales/ Swansea	O Demography & sociology of devt	2, 3	BSc(Econ) Anth
Wales/ Swansea	O Ethnography of S Africa	2, 3	BSc(Econ) Anth
Wales/ Swansea	O Introduction to study of tribal societies	1	BSc(Econ)
Note 1 Chosen from subjects including Middle America, Latin America, Caribbean, Overseas Indians, Islamic World, South Asia, Africa, New Guinea.			

4 Economics

There are economics departments of universities which recognise a field of study called the *economics of developing countries* as a legitimate option for their first degree students; others offer courses on *theories of economic development*. The two are not quite the same, and the distinction made may reflect, among other things, the unresolved debate among economists as to just how much of a special case the developing countries present to the general economic theories worked out in and for the advanced West. What are the factors making for stagnation and growth? In what sequences does economic development take place? And are they the same for Western and for Third World economies?

Both types of course will, in general, be concerned with that kind of question, so the difference between them can be described as one of underlying assumptions rather than of subject matter. The effects of government policy (e.g. the level of taxation), saving, and investment will come under scrutiny; balanced/unbalanced growth is a central concept; the role of public and private enterprise, and the relationship of the industrial and primary-producing sectors of the economy, are important to study as they focus some of the stresses within all developing countries and the problems of choice facing their economic planners.

In many universities it is now possible to study economics with another social science in a combined honours scheme. A quick check of the courses listed at the end of this section against those listed at the end of the sections on politics and sociology will show that it may be possible to take an economics option relating to development alongside, say, the sociology of developing societies or the politics and government of a particular area in the Third World.

With postgraduate courses and research opportunities in this field on the increase, the question naturally arises whether it is necessary for the student interested in going on to advanced work in the economics of developing countries to have taken the related option in his first degree course. The short answer is no; someone who has specialised in international economics may bring his knowledge of such relevant topics as trade and liquidity to bear on development problems, or someone else may contribute a specialisation in econometrics or economic history. The development-related option may well comprise, in any case, only a small part of the total economics course. What is far more important is that the person intending to do research on problems of economic development should be a good economist with a mastery of the tools of his trade.

TABLE B
ECONOMICS

<i>university</i>	<i>subject</i>	<i>years</i>	<i>degree</i>
Aberdeen	O Econ of devt	3, 4	MA Econ <i>com</i>
Belfast	O Econ devt	4	BSc(Econ) Econ Hist
Belfast	C Econ devt	3	BSSc Econ Hist
Belfast	O Theory & policy of econ devt	4	BSc(Econ) Econ + Pol
Belfast	C Theory & policy of econ devt	4	BSc(Econ) Econ
Birmingham	O Econ & social hist of W Africa in 19th & 20th centuries	2, 3	BSocSc Econ, Pol, & Sociology
Birmingham	O Econ of devt with sp ref to Africa	2, 3	BSocSc Econ, Pol, & Sociology
		2, 3	BCom Commerce (Foreign Trade & Languages)
Bristol	O Econ devt	3	BSc(SocSc) Econ <i>com</i>
		3	BA Combined Honours
		3	BA Modern Studies
Cambridge	O Econ of ud countries	2, 3	BA Econ
Durham	O Econ devt	2, 3	BA Econ <i>com</i>
		2, 3	BA General Studies
Durham	O Econ of the Middle East	2, 3	BA Econ <i>com</i>
East Anglia	O Econ of ud countries	2, 3	BA Econ
		2, 3	BA Econ + Econ History
		2, 3	BA Econ + Philosophy
		2, 3	BA Econ + Sociology
East Anglia	O Growth of the int economy & the influence of advanced countries on dev areas	2, 3	BA Econ Hist
Edinburgh	O Problems of an ud economy	4	MA Econ Hist + Econ
		4	MA Econ Hist + Geog
		4	MA Econ (Social Sciences)
Edinburgh	C Problems of employment & devt	4	MA Econ (Social Sciences)
		3	MA General & Econ Hist

Essex	O Econ growth (with application to Latin America)	3	BA Econ
Exeter	O Devt econ with sp ref to Commonwealth	3	BA Econ <i>com</i>
Exeter	O Econ devt of selected areas (from W Europe, Russia, China, Japan, USA, Latin America, E & W Africa)	3 3	BA Econ <i>com</i> BA Econ Hist <i>com</i>
Exeter	O W African econ hist	2, 3	BA Econ Hist <i>com</i>
Glasgow	O Econ & social hist of modern Africa 1800–1950	4	MA Econ Hist <i>com</i>
Glasgow	O Econ hist of modern China	4	MA Econ Hist <i>com</i>
Glasgow	O Econ problems of dev countries	4	MA Pol Economy <i>com</i>
Hull	O Econ geog of SE Asia	3	BSc(Econ) Econ <i>com</i>
Hull	O Econ growth of SE Asia	3	BSc(Econ) Econ <i>com</i>
Hull	O Pol & social structures of SE Asia	3	BA Econ + SE Asian Studies
Hull	O Pol of dev societies with sp ref to SE Asia	3	BSc(Econ) Econ <i>com</i>
Hull	O Principles of econ devt	3	BA Econ + SE Asian Studies
Kent	O Econ growth & devt	2, 3	BA Econ <i>com</i>
Kent	O Population growth & econ devt in ud countries	2, 3	BA Econ & Social Hist
Kent	O Sociological problems of econ devt	2, 3 2, 3	BA Sociology + Econ BA Sociology + Econ & Social Hist
Leeds	O Econ devt with sp ref to E Africa	3	BA Econ <i>com</i>
Leicester	O Econ devt of ud areas	3 3	BA Econ <i>com</i> BSc(Econ) Econ
Leicester	O Econ devt of ud countries	3	BA Econ Hist <i>com</i>
Liverpool	O Econ of growth & devt	3 3 3	BA Econ BA Econ <i>com</i> BA Combined Studies
London/LSE } London/QMC }	O Social aspects of pol & econ devt	2, 3	BSc(Econ) Econ (Mod Econ Hist)
London/UC	C Econ devt (<i>no examination</i>)	2, 3	BSc(Econ) Econ + Anth
Manchester	O Case studies in econ devt	3	BA(Econ) Econ
Manchester	O Elements of econ devt	2 2, 3	BA(Econ) Econ & Social Studies BA(Econ) Econ

Nottingham	O Int econ (econ devt)	3	BA Econ
Oxford	O Econ of ud countries	2, 3	BA Philosophy, Pol, & Econ (PPE)
Reading	O Econ of devt	2, 3	BA Econ
		2, 3	BA Econ <i>com</i>
Salford	<i>See note 1 below</i>		
Sheffield	O Econ devt	3	BA Econ
		3	BA Econ <i>com</i>
Sheffield	O Econ devt of modern Japan	2, 3	BA Econ
		2, 3	BA Econ <i>com</i>
Southampton	O Econ devt & growth	2, 3	BSc(SocSc) Econ
Southampton	O Econ devt of the modern world	2, 3	BSc(SocSc) Econ
		2, 3	BSc(SocSc) Econ <i>com</i>
Stirling	O Int trade & econ devt	3	BA Econ
Strathclyde	O Int trade & econ growth	4	BA Econ
		4	BA Econ <i>com</i>
Sussex	C Econ of an African or Asian country or region <i>See note 2 below</i>	2, 3	BA Econ in <i>AFRAS</i>
Sussex	C Econ of ud countries	2, 3	BA Econ in <i>AFRAS</i> or <i>SSS</i>
Sussex	C World population & resources	<i>contextual course in AFRAS</i>	
Wales/ Aberystwyth	O Econ of ud areas	2, 3	BSc(Econ) Econ + Agric Econ
Wales/ Bangor	C Econ of devt with sp ref to int trade aspects of devt	3	BA General
		3	BSc General
Wales/ Bangor	O Econ of devt with sp ref to int trade aspects of devt	3	BA Econ
		3	BSc(Econ) Econ
Wales/Cardiff	O Econ of ud countries	2, 3	BSc(Econ) Econ
Wales/ Swansea	O Factors in modern econ devt	1	BA Econ
			BSc(Econ) Econ
Warwick	O Econ of ud countries	3	BA Econ
		2, 3	BA Econ + Industry
		2, 3	BA Econ + Public Policy
Warwick	O Econ problems of ud countries	2, 3	BA Econ with Econ Hist
York	O Econ devt & growth	2, 3	BA Econ <i>com</i>

Notes 1 Salford is introducing a 3-year BSc course in Economics from October 1969, which will be strongly oriented towards international trade and the role of the developing countries in international trade.

2 The African country is currently Nigeria, the Asian country India.

5 Education

Education is the prerequisite of progress in technical knowledge, in food production, and in overcoming hunger and disease. It also happens to be the mode of co-operation between developed and developing countries which involves professionally the most people, for more teachers are supplied to developing countries by way of 'technical assistance' from Britain, and from other states, such as France, than members of any other profession.

Most of the British teachers serving in developing countries are in mid-career and have been recruited direct or seconded to overseas governments or educational authorities by the Ministry of Overseas Development (which contains the secretariat of the National Council for the Supply of Teachers Overseas). A rather smaller number are two-year volunteers supplied under the British Volunteer Programme¹ or private schemes. These will in most cases have a degree, or a technical qualification, and sometimes a diploma in education as well. There is still, however, an annual recruitment by Voluntary Service Overseas¹ of younger volunteers ('cadets') who have not yet begun their higher education or training, to fill a limited number of teaching posts in developing countries.

Before turning to the 'development-related' content of teacher training in Britain, it may be as well to outline very briefly the pattern of courses now available.

The training of teachers is under the overall control of the Department of Education and Science and the Scottish Education Department. Considerable autonomy rests, however, with area training organisations (Institutes of Education) which are responsible for the co-ordination of training and the conduct of examinations in Colleges and Departments of Education grouped federally on a geographical basis.

The majority of students go into the teaching profession after completing three years' training (reduced to two years for some 'mature students') in a College of Education. A smaller number take a first degree course in a university or college of technology and then a one-year postgraduate course leading to a Certificate or Diploma in Education. This course is offered by all university Departments of Education, and by some 30 of the 160 Colleges of Education in England and Wales; in Scotland only by the Colleges of Education.

Two recent innovations are the Bachelor of Education (BEd) degree and the integrated degree and postgraduate certificate course. The first, now available in almost every area, enables the more academically inclined student in a College of Education to pursue his main academic subject to

¹ See Appendix 2 for addresses.

first degree level while at the same time undertaking the normal professional training. The second, introduced originally at Keele² and since adopted at several of the new universities, enables the intending teacher to begin his training before obtaining his first degree.

Common to all these different forms of training is the pattern of educational studies (e.g. child development, philosophy of education, psychology) alternating with periods of teaching practice under supervision in a school.

In this chapter we are concerned only with initial training courses, not with advanced degree and diploma courses for in-service teachers.

There are three aspects of initial training courses for teachers which appear to have special relevance to overseas development. They are (1) the teaching of English as a foreign language; (2) educational practice and problems in developing countries; (3) the inclusion of topics relating to development in the school curriculum. The first two are mainly of interest to those hoping to teach in a developing country, the third to those intending to remain in Britain.

The teaching of English as a foreign language

Apart from the special facilities offered by a few Colleges of Education in the training of teachers for mainly immigrant classes in British schools, and by Wales/Aberystwyth in bilingual (English and Welsh) studies, these courses are of special interest to those intending to teach in a developing country. They include one-year diploma courses in *the teaching of English as a foreign language* at Leeds and London, intended primarily but not exclusively for graduates; one-year courses leading to a certificate in *education with reference to the teaching of English as a foreign/second language* at Wales/Bangor and London; a one-year course at Manchester leading to a diploma in the *teaching of English overseas*; and a similar course at Didsbury College of Education.

Educational practice and problems in developing countries

London offers an option, *education in tropical areas*, in its one-year postgraduate Certificate of Education course; Keele's equivalent Diploma in Education course includes an option, *problems of education in developing areas*; other university courses on this topic are for in-service teachers, generally from the Commonwealth.

Some Colleges of Education include this topic in a Comparative Education course (Hockerill College, Bishop's Stortford) or a Community Studies course (Northern Counties College of Education).

Inclusion of topics relating to development in school curricula

For some years now attempts have been made, with considerable success, by the Freedom from Hunger Campaign, the Voluntary Committee on

² Keele first degree courses are normally of four years' duration, instead of the more usual three, by reason of the 'foundation year'.

Overseas Aid and Development (VCOAD), and their member organisations³ likewise equipped with specialist education officers to introduce development studies into school curricula and to persuade examination boards to include questions relevant to developing countries in the papers set in a number of disparate subjects for the General Certificate and Certificate of Secondary Education examinations. The extent to which examination papers have taken on a 'development' flavour is documented in an annual survey, *Impact*, which has revealed an increase in the number of development-related questions in CSE and GCE papers from 70 in 1965 to 235 in 1966, and to 353 in 1967.

At the same time many Colleges and Departments of Education have shown increasing interest in development-related topics. The introduction of such topics may be assumed to benefit the student as well as to keep pace with, and encourage, the growth of development studies in schools.

In April 1968 the VCOAD Education Unit carried out a survey of syllabuses in Colleges and Departments of Education in relation to development studies. The Unit's findings were published in October 1968,⁴ based on the data supplied by 74 College principals and Department directors. It is clear that these studies are finding favour in teacher training establishments of both types, both as an element in Contemporary Studies courses and within the framework of older-established subject areas.

Examples range from the economics of underdevelopment, in a Geography course at Hereford College, to food shortage, in a Science course at St. Paul's College, Bristol, where development-related topics also feature in Divinity, Geography, History, and Health Education courses. Then again, world population problems are included in a Rural Science course at Wall Hall College, Cambridge, a Home Economics course at the College of All Saints, Tottenham, and a Social Geography course at Loughborough College. These are just a few of the topics listed in the survey report, a compendium of most valuable information which deserves to be widely bought and read.

Although the emphasis is probably most strongly marked in Geography courses and those, like Health Education and Home Economics, which are closely concerned with food, it is by no means confined to them. The range of subject areas in which a development orientation may be found is shown in an analysis of 500 enquiries from staff and students in 110 Colleges and Departments of Education, received by VCOAD between January 1967 and April 1968.

'While enquiries do cluster about certain social and nutritional science areas, the presence of a request from a Mathematics student for population explosion data indicates a beginning of exploratory thinking as to how and where the issues of world poverty can be incorporated into the school syllabus.'⁵

³ See Section 13, p. 45, footnote.

⁴ *Student Teachers Study the Developing Nations*, available price one shilling from the Education Unit, VCOAD, 69 Victoria Street, London, SW1.

⁵ 'Survey of Colleges and Departments of Education in relation to development studies', preliminary report of the VCOAD Education Unit, May 1968, p. 12.

6 Geography

One or more of the less developed regions of the world features in almost every one of the thirty-odd Geography courses in British universities. They make their appearance at different points in the course: some as economic geography, some as social or political geography, some as human geography; more often than not as the content of a regional studies programme. The complexity of the field makes a comprehensible table of development-related options a near-impossibility, which I have not attempted.

Regional studies are becoming an increasingly popular emphasis within the discipline. But there are many development-related courses which do not come under the category of regional studies, nevertheless. Examples are the *social and political geography of tropical Commonwealth countries* (Oxford), the *agricultural geography of West Africa* (Birmingham), the *economic geography of underdeveloped countries* (Strathclyde), the *geography of planning and development* (Reading), etc.

In many universities the student can choose between taking Geography on its own and combining it with the study of a social science, or (less often) a language or other arts subject, in a combined honours scheme. The pros and cons of this decision cannot detain us here, but it may be worth pointing out that some development-related courses (optional or compulsory) are not available *both* to Geography 'loners' *and* to the student studying for dual or combined honours. The structure of a Geography degree course is often quite complicated, and demands close attention to the university prospectus and if necessary a specific enquiry to the department. (This of course applies to university courses generally.)

7 International Relations

International Relations occupies a somewhat ambiguous position in British universities. On the one hand, it is still widely regarded as a branch of political studies; on the other, there is an increasing recognition of International Relations as a social science, or field of social studies, in its own right. As an adherent to this second view, I have thought it right to devote a section to International Relations rather than subsume it under another heading. For although the State must inevitably be one of the main units of analysis, as in political studies, attention focuses on the interaction of states in a 'plural' international society devoid of any one central authority, rather than on the interaction of groups within a state (except in so far as this interaction shapes foreign policies). International Relations analyses human behaviour and theorises about human relations at its own particular level of social organisation – the international system – using tools of analysis and elements of theory derived not only from political studies but also from economics, psychology, sociology, and yet other disciplines.

Its uncertain standing is reflected in the present state of International Relations courses. The subject can be studied for a first degree, on its own or in combination with economics or politics, at Aberdeen, Keele, London/LSE, London/UC, Southampton, Sussex, and Wales/Aberystwyth. It features as an optional subject within a politics or government degree course at 18 other universities, of which Lancaster, Leicester, and Wales/Swansea are at present particularly known for their bent towards the subject and their range of International Relations options.

Although the options sufficiently 'development-related' to appear in Table C are few, this does not mean that International Relations courses are not concerned with the topic of development. On the contrary, such options as *international institutions*, and *the international system*, and lecture courses on such topics as *international conflict* and *new states in world politics*, are likely to have a considerable bearing on the developing countries although they are too general in scope to meet our criteria for inclusion here.

TABLE C
INTERNATIONAL RELATIONS

<i>university</i>	<i>subject</i>	<i>years</i>	<i>degree</i>
Lancaster	O Emergent nations in Africa & Asia 1918–1960	2, 3 2, 3	BA Hist BA Hist + Pol (Modern Hist & Int Pol)

London/LSE	O Pol of int econ relations	3	BSc(Econ) Econ (Int Relations)
London/UC	O Industrialisation & the int economy	3	BSc(Econ) Econ + Int Relations
Sussex	O Arab world since 1945	2, 3	BA Int Relations
Sussex	O Mandate & trusteeship systems & anti-colonialism	2, 3	BA Int Relations
Sussex	O Problems of non-alignment with sp ref to India & Egypt	2, 3	BA Int Relations
Sussex	O Race relations with sp ref to Africa	2, 3	BA Int Relations
Wales/ Aberystwyth	O Int pol of S & SE Asia 1945–	2, 3	BSc(Econ) Int Pol
		2, 3	BSc(Econ) Int Pol + Econ
		2, 3	BSc(Econ) Int Pol + Geog
		2, 3	BSc(Econ) Int Pol + Philosophy

8 Land Sciences

The land sciences – agriculture, ecology, forestry, horticulture, hydrology, irrigation, land use, soil science, etc. – are among the leading contributors to development, in that they provide the knowledge and the means with which to utilise untapped natural resources and to make more efficient use of resources already harnessed. British university departments and research institutes are closely involved in this.

Like so many other 'non-social' sciences, however, the land sciences do not prove very susceptible to early specialisation in applications of knowledge to tropical conditions or underdeveloped economies. This specialisation usually comes at a stage beyond the attainment of a first degree.

Nevertheless, there are occasional options in first degree courses which do have a tropical or development orientation, and these are to be found almost exclusively in the two oldest universities. At Oxford, students taking the *agricultural economics and development* paper for the BA degree in Agriculture examine the applications of economic principles and agricultural sciences to agricultural systems in both temperate and tropical countries, while their contemporaries in the fourth year of the BA Forestry course (at the Commonwealth Forestry Institute, which is also Oxford's Department of Forestry) have the choice of *tropical forestry* or two other areas of advanced study. The *tropical forestry* option involves learning to apply to tropical conditions what the students have already studied in courses on forest biology and forest management and economics. *Tropical agriculture* as such is available only at Reading.

Part Two of the Cambridge Agriculture Tripos takes in the *mechanisation of agriculture as a contribution to development overseas*, within a compulsory paper on farm mechanisation. A similar subject, *form and application of farm machinery, including overseas requirements*, is included in the BSc Agricultural Engineering course at the National College of Agricultural Engineering, Silsoe. As at Cambridge, the students take this in their third and fourth years.

TABLE D
LAND SCIENCES

<i>university</i>	<i>subject</i>	<i>years</i>	<i>degree</i>
Cambridge	C Mechanisation of agric as a contribution to devt overseas (within Farm mechanisation)	3, 4	BA Agric

Oxford	C Agric econ & devt (application of principles to agric systems in temperate & tropical countries)	2, 3	BA Agric
Oxford	O Tropical forestry	4	BA Forestry
Reading	C Advanced studies of flowering plants with sp ref to families containing species of agric importance in tropical & temperate areas	3 3 3	BSc Agric Botany BSc Horticultural Botany
Reading	C Tropical agric	3	BSc Agric
Silsoe/NCAE	C Form & application of farm machinery, inc overseas requirements	3, 4	BSc Agric Engineering
Wales/ Aberystwyth	O Econ of ud areas	2, 3	BSc(Econ) Econ + Agric Econ

9 Language and Area Studies

Most of the principal languages of the Third World can be studied at one British university or another to first degree level. In general the study of the language and its literature is complemented by broader cultural and historical studies of the country or region in which the language is spoken, and in some cases the language course forms only one part of an 'area studies' degree which embraces some of the social sciences as well as the humanities.

The growth of 'area studies', in accordance with government planning which followed the Hayter Report of 1961, has been most noticeable in the field of graduate studies and research. However, a certain influence on the content of first degree courses is beginning to be noticeable. At Birmingham, for example, the Centre for West African Studies and the Faculty of Commerce and Social Science have introduced options specifically related to West Africa into the second and third years of the BSocSc degree course in Economics, Politics, and Sociology, as well as into the BSocSc Social Study course. Other universities have similar stories to tell, as is evident from the tables appended to this and other sections.

For reasons of space, if nothing else, two of the most widely spoken official languages in developing countries have had to be left out: namely, English and French. Spanish and Portuguese present a rather more difficult problem. Here the solution adopted has been to include only those courses in which Latin American elements rank approximately equal with the European aspects of Luso-Hispanic culture, while remarking that Latin American literature and history, at least, also appear albeit less prominently in other Spanish and Portuguese courses.

The table of courses, then, apart from 'area studies', is limited to African and Asian languages, and to those which are still living. (Akkadian and Sanskrit are doubtless of great interest to the scholar, but not much use in development.) The languages, with the number of university courses within which they can be studied given in brackets, are Amharic (3), Arabic (12), Bengali (2), Burmese (2), Chinese (8), Gujarati (2), Hausa (3), Hindi (3), Indonesian (3), Korean (1), Malay (4), Marathi (2), Mongolian (1), Persian (5), Sinhalese (2), Somali (1), Swahili (4), Tamil (3), Thai (3), Tibetan (1), Turkish (5), Urdu (2), Vietnamese (1), Yoruba (2), and Zulu (2).

TABLE E LANGUAGE and AREA STUDIES

In this table language and area studies relating to developing countries are shown, with the title of the degree course within which each can be studied, against the university/college entry. Courses lasting 4 years are marked *; those courses

not so marked are of 3 years' duration. Not all the centres of area studies in British universities are listed below.

<i>university</i>	<i>languages</i>	<i>area studies</i>
Aberdeen	Arabic (MA)	
Cambridge	Arabic (BA* Oriental studies)	
Cambridge		Chinese studies (BA* Oriental studies)
Durham	Modern Arabic studies (BA Oriental studies)	Modern Middle Eastern studies (BA)
Durham		Chinese studies (BA Oriental studies)
Durham	Modern Turkish & Persian studies (BA)	
Edinburgh	Arabic (MA*)	
Edinburgh	Chinese (MA*)	
Edinburgh	Persian & Arabic (MA*)	
Edinburgh	Turkish & Arabic (MA*)	
Essex		Latin American studies (BA*)
Glasgow	Arabic (MA*)	Hispanic studies + Latin American studies (MA*)
Glasgow		Latin American studies + Spanish & Portuguese studies or Pol Econ (MA*)
Leeds	Arabic (BA* Semitic Languages & Literatures)	Chinese studies (BA*)
Liverpool		Hispanic studies: Latin American studies (BA*)
London/SOAS	An African language & linguistics (BA*); an African language & hist (BA*) <i>See note 1 below</i>	African studies (Language & Social Anth) (BA*)
London/SOAS	Arabic (BA) <i>See note 2 below</i>	<i>See note 1 below</i>
London/SOAS	Burmese (BA*)	
London/SOAS	Chinese (BA*), with optional 1-year courses in Japanese, Korean, Mongolian, Tibetan, Thai, or Vietnamese	Chinese Language & Far Eastern Hist (BA*)
London/SOAS	Hebrew (BA*) (modern)	
London/SOAS	Indian modern languages (BA*) <i>See note 3 below</i>	S Asian studies, combined degree in a modern language & hist (BA*)
London/SOAS		SE Asian studies: Language & Hist (BA*) <i>See note 5 below</i>
London/SOAS	Malay (BA) <i>See note 4 below</i>	SE Asian studies: Language & Social Anth (BA*) <i>See note 5 below</i>

London/SOAS	Persian (BA)	
London/SOAS	Turkish (BA*)	
London/UC		Modern Iberian & Latin American regional studies (BA)
Manchester	Arabic (BA Oriental Studies)	Hispanic studies (BA)
Manchester	Persian (BA General)	
Manchester	Turkish (BA Oriental Studies)	
Newcastle		Spanish & Latin American studies (BA)
Oxford	Arabic (BA Oriental Studies)	
Oxford		Chinese studies (BA Oriental Studies)
Oxford	Persian (BA Oriental Studies)	
Oxford	Turkish (BA Oriental Studies)	
St. Andrews	Arabic (MA*)	
Sussex	French literature of Algeria & its recent hist	(BA French Literature <i>in AFRAS</i>)
Sussex	Literature & culture of the Caribbean 1927–	(BA English Literature <i>in AFRAS</i>)
Sussex	Literature & society in W Africa 1945–	(BA English Literature <i>or French Literature in AFRAS</i>)
Sussex	Literature of the tropics in European languages	(BA English Literature <i>or French Literature in AFRAS</i>)
York	Chinese, etc. (BA* Language)	
	<i>See note 6 below</i>	

- Notes
- 1 The language options in the BA An African Language & Hist course are Amharic, Hausa, and Swahili. These three, and Zulu, are available in the BA African Studies course; in addition, Somali and Yoruba may be available in the BA An African Language & Linguistics course.
 - 2 There is also a literary-historical course in Arabic with Ethiopic, and a course in Arabic with Turkish may be introduced.
 - 3 Modern Language degrees in the *Department of the Languages and Cultures of India, Pakistan, and Ceylon* include the following languages: Bengali, Gujarati, Hindi, Marathi, Sinhalese, Tamil, Urdu. All *except Sinhalese* are also available in the combined degree course in S Asian Studies, for which one language is studied, rather than two as in the Modern Language degrees (one principal, one related).
 - 4 The BA Malay course includes the study of modern Indonesian as well as Peninsular Malay language and literature.
 - 5 Both degrees in SE Asian Studies involve the study of *one* language from Burmese, Malay & Indonesian, Thai.
 - 6 The BA Language degree includes proficiency in the speaking, reading, and writing of a new language, as well as the study of its structure and history. Among possible languages for study are Chinese, Hindi, Malay, Sinhalese, Swahili, Tamil, Yoruba.

10 Politics and Government

There are two kinds of optional paper with special relevance to developing countries within the second part (i.e. in general, the second and third years) of university courses in politics and/or government.

The first kind concentrate on the *politics of developing countries* as such, examining the special features which tend to characterise their government and political systems, sometimes prefacing the title of the option with the significant words 'problems of'. Such are the options within the politics courses at Belfast, Leeds, Salford, Strathclyde, and Sussex.

The second kind take a particular area and study its politics and government. Here the presence of research centres in area studies is relevant. Thus Birmingham offers the *government and politics of West Africa*, Leeds the *government of China*, Liverpool the *government and politics of Latin America*, and so on.

Some courses defy this classification. Hull, for example, provides an optional course in the *politics of developing societies with special reference to South East Asia*, and York one in the *politics of development in either Africa or Asia*. Avoiding geographical definition altogether are such course options as the *problems of new and emergent states* (Dundee) and *colonialism and new states* (Manchester).

Politics and government are often linked in combined honours courses with another social science, such as economics or sociology, and this opens up the possibility of studying the problems of developing countries from two perspectives simultaneously – the political and the economic, or the political and the sociological – where the structure of the first degree scheme of study allows this. A quick check of the courses listed below against those listed at the end of the sections on economics and sociology will show which universities offer this possibility.

International relations and *public administration*, which are sometimes included in politics and government courses, are treated here as separate subjects and will be found in sections 7 and 12 respectively (Tables C and H).

TABLE F
POLITICS and GOVERNMENT

<i>university</i>	<i>subject</i>	<i>years</i>	<i>degree</i>
Belfast	O Pol of ud countries	4	BSSc Pol Science major
		4	BA Pol com
Birmingham	O Govt & pol of W Africa	2, 3	BSocSc Econ, Pol, & Sociology

Birmingham	O Govt & pol in W Africa	2, 3	BSocSc Social Study
Bradford	O W African govt	2, 3	BSc Pol <i>com</i>
Bristol	O Govt & pol of new states	3	BSc(SocSc) Pol <i>com</i>
		3	BA Combined Honours
		3	BA Modern Studies
Cambridge	O Pol & econ institutions of primitive peoples	2, 3	BA Archaeology & Anth
Dundee	O Problems of new & emergent states	4	MA Pol Science
Edinburgh	O Pol systems of states of Near East, Asia, & Africa	2	MA Pol
Essex	O Latin American hist & pol	2, 3	BA Govt
Essex	O Latin American govt & pol	3	BA Govt
		3	BA Econ + Govt
Exeter	O African govt & pol	2, 3	BA Govt <i>com</i>
Hull	O Pol & social structures of SE Asia	3	BA Pol Studies + SE Asian Studies
Hull	O Pol of dev societies with sp ref to SE Asia	3	BA Pol Studies <i>com</i>
		3	BSc(Econ) Econ <i>com</i>
Keele	O Govt & Pol of new African states	3	BA Pol Institutions <i>com</i>
Kent	O Govt of dev countries with sp ref to Africa	2, 3	BA Pol & Govt <i>com</i>
Leeds	O Govt of a special area (options may include India/Pakistan, China, Latin America, E Africa, W Africa)	2, 3	BA Pol Studies
Leeds	O Pol problems of dev areas	2, 3	BA Pol Studies
Leeds	O Problems of devt with sp ref to a particular area	2, 3	BA Pol Studies
Liverpool	O Govt & pol of Latin America	3	BA Pol Theory & Institutions
		3	BA Pol + Modern Hist
		3	BA Pol + Philosophy
		3	BA Combined Studies
Manchester	O Colonialism & new states (pol of the ud countries)	3	BA(Econ)
		3	BA Pol + Modern Hist
Manchester	O Law & pol in tribal society	3	BA(Econ) Social Anth + Sociology
		3	BA General
Manchester	O Pol in Middle East & Arab Africa	3	BA(Econ)
		3	BA Pol + Modern Hist

Reading	O African govt & pol	2, 3	BA Pol <i>com</i>
Salford	O Pol problems of dev countries	2, 3	BSc Social Studies (Pol <i>com</i>)
Southampton	O Pol of the Americas	3	BSc(SocSc) Pol <i>com</i>
		3	BA Pol + Modern Hist
		3	BA Pol + Philosophy
Strathclyde	O Problems of dev nations	4	BA Pol <i>com</i>
Sussex	O Pol of a selected area in Africa or S Asia or S Pacific <i>which cannot be taken with</i>	2, 3	BA Pol in <i>AFRAS</i> or <i>SSS</i>
Sussex	O Pol of devt	2, 3	BA Pol in <i>AFRAS</i>
Wales/ Swansea	O Pol of S Africa	2, 3	BA Pol Theory & Govt
		2, 3	BSc(Econ) Econ (Pol)
York	O Pol of devt (Asia or Africa)	2, 3	BA Pol <i>com</i>

11 Sociology

Development involves societies in change, and social change is one of the major concerns of the sociologist. So it is at first sight rather surprising to find that the first regular course in the sociology of developing societies, for first degree students in a British university, only started in 1965. It becomes less surprising when you pause to consider how relatively sudden the appearance of sociology for students has been. Its current status as the *enfant terrible* of higher education on which emotions run highest, the alleged 'pseudo-science' at whose door the blame for such inconveniences as student protests can be laid, is of very recent origin. In four years, the number of professors of sociology in British universities increased fivefold. The introduction of specialised courses relating to developing societies has gone on at much the same rate.

The usual pattern is to find this subject as an option in the second and/or third years of a first degree course in sociology. This now applies to some ten universities. Most of these offer a choice between studying sociology on its own and studying for a combined honours degree in sociology and another subject. This other subject is generally chosen from the social sciences – economic history, economics, geography, politics, psychology – but other combinations are available at some universities; for example, Reading offers sociology and philosophy, York sociology and statistics, and at both the second subject can be history. Sociology and law are available at Kent; sociology and theology (or religious studies) at Birmingham, Bristol, and Leeds; even sociology and Japanese, for the really adventurous, at Sheffield.

All the combined honours schemes – or 'duals' as they are sometimes called – mentioned in the last paragraph are ones in which the sociology of developing countries, or of development (the names of each course are given in the table at the end of this section), may be studied, and in two cases must be studied, in the second or third year.

What does the student choosing one of these courses actually study? The answer varies, naturally, from course to course, but it may be helpful to examine the longest established course in the *sociology of developing societies*, currently taught at Sheffield by an Israeli and a Nigerian. In the student's second year, he is concerned with the general features of social structure in traditional, pre-industrial societies; factors (such as the colonial experience) leading to their disintegration; the social structure of developing societies; and theories of economic development and social change. Then in the third year he joins a work group with eight or nine other students, and together they tackle the study of development in a particular country in its various aspects. The range of countries from which each group selects one is changed each year. Finally, the groups merge into general seminars at which they pool their studies and look for conclusions

applicable to developing societies as a whole. This course is optional for those taking a degree in sociology on its own, but compulsory for those combining it with Japanese or one of the social sciences.

The *sociology and Japanese* 'dual' at Sheffield is made possible by the presence at that university of a Japanese department. Similarly at other universities the existence of an area studies centre is often linked with a regional specialisation in such a course as the sociology of development. Thus East Anglia has as an option the *social structure of modern China*, and Essex a Latin American topic. Birmingham has a choice of regional specialisation to offer: *comparative social structure and change in Africa and Asia*, or *modern West African society*, or again *traditional West African cultures and societies*.

As well as regional specialisation, there is scope to a rather more limited extent for topical specialisation. Thus Essex makes the *sociology of modernisation* a compulsory paper for the BA degree in the School of Comparative Studies, and Manchester offers *urbanisation in developing countries* as an option in the third year. There are also a number of options relating to developing countries for those combining sociology with social anthropology.

TABLE G
SOCIOLOGY

<i>university</i>	<i>subject</i>	<i>years</i>	<i>degree</i>
Birmingham	O Comparative social structure & change in Africa & Asia	2, 3	BA Sociology <i>com</i>
Birmingham	O Comparative structure & change in Asian society	2, 3 2, 3	BSocSc Social Study BSocSc Econ, Pol, & Sociology
Birmingham	O Govt & pol in W Africa	2, 3	BSocSc Social Study
Birmingham	O Modern W African society	2, 3 2, 3	BSocSc Social Study BSocSc Econ, Pol, & Sociology
Birmingham	O Traditional W African cultures & societies	2, 3	BSocSc Econ, Pol, & Sociology
Bristol	O Sociology of devt	3	BSc(SocSc) Sociology <i>com</i>
Durham	O Social change in ud countries	2, 3	BA Anth + Sociology
Durham	O Societies & cultures of <i>one</i> of E & S Africa, India, Middle East, North America, or SE Asia	2, 3	BA Anth + Sociology
East Anglia	O E African social structure	2, 3	BA Sociology
East Anglia	O Social structure of modern China	2, 3	BA Sociology

East Anglia	O Sociology of dev countries	2, 3	BA Sociology
Edinburgh	O Peasant society	4	MA Social Anth + Sociology
Essex	C Sociology of modernisation & devt	3	BA Sociology in SCS
Essex	O Sociology of modernisation & devt	3	BA Sociology in SSS
Essex	C Latin American society (or Russian or North American society): special aspects of literature, art, or govt	2	BA Sociology in SCS
Essex	C Latin American society (or Russian or North American society): special sociological topic	3	BA Sociology in SCS
Hull	O Comparative social structures (social changes in modern Africa)	3	BA Sociology com
Hull	O Pol & social structures of SE Asia	3	BA Sociology + SE Asian Studies
Hull	O Sociology of SE Asia	3	BA Sociology + SE Asian Studies
		3	BA Pol Studies + SE Asian Studies
Kent	O Sociological problems of econ devt	2, 3	BA Sociology
		2, 3	BA Sociology com
Leeds	O Pol problems of dev societies	2, 3	BA Sociology (Group B)
		2, 3	BA Sociology (Group B) com
Leeds	C Problems of devt with sp ref to a specific area	2, 3	BA Sociology (Group C)
		2, 3	BA Sociology (Group C) com
Leeds	C Sociological & pol problems of dev societies	2, 3	BA Sociology (Group C)
		2, 3	BA Sociology (Group C) com
Leicester	O Sociology of devt	3	BSc Sociology
London/ Bedford	} O Social structure & policy in dev countries	2, 3	BSc(Soc) Sociology (Branch 3)
London/ LSE			
Manchester	O Urbanisation in dev countries	3	BA(Econ) Social Anth + Sociology
		3	BA General
Nottingham	O Sociology of dev countries	2, 3	BA Sociology
Reading	O Sociology of econ devt	2, 3	BA Sociology
		2, 3, 4	BA Sociology com

Salford	C Social institutions of ud countries with sp ref to Yugoslavia and the Balkans	2, 3	BA Social Studies in Sociology <i>com</i>
Sheffield	O Sociology of dev societies	2, 3	BA Sociology
Sheffield	C Sociology of dev societies	2, 3	BA Sociology + Econ
		2, 3	BA Sociology + Econ Hist
		2, 3	BA Sociology + Geog
		2, 3	BA Sociology + Pol
		3, 4	BA Sociology + Japanese
Sussex	O Sociology of dev countries	2, 3	BA Social Anth
Wales/ Swansea	O Demography & sociology of devt	2, 3	BSc(Econ) Anth
York	O Social change in economically ud societies	2, 3	BA Sociology
		2, 3	BA Sociology <i>com</i>

12 Other Subjects

Industrial Relations

Cardiff's BSc(Econ) degree in Industrial Relations includes, as an option for second- and third-year students, the *economics of underdeveloped countries*.

Law

Three traditional legal systems which have had a strong influence on a number of developing countries of the Old World can be studied as options within the LLB course at London and the BA Laws course at Sussex/AFRAS. They are *African law*, *Hindu law*, and *Mohammedan law*. In addition, *Indian criminal law* is offered by Queen Mary College, and University College, London, for the LLB degree.

Public and Social Administration

This is one of those subjects that is well provided with development-related courses at the postgraduate and professional levels but has little to offer in the way of first degree options dealing specifically with developing countries. Exceptions are the Kent BA course, which has *sociological problems of economic development* and *government of developing countries with special reference to Africa* as options in Part II; and Swansea's BSc (Econ) *social services* option.

TABLE H OTHER SUBJECTS

<i>university</i>	<i>subject</i>	<i>years</i>	<i>degree</i>
INDUSTRIAL RELATIONS			
Wales/Cardiff	O Econ of dev countries	2, 3	BSc(Econ) Industrial Relations
LAW			
London/ King's	O Hindu law <i>or</i> O African law <i>or</i> O Mohammedan law	} 2, 3	LLB Law
London/LSE			
London/ QMC			
London/UC			
<i>which cannot be combined with</i>			
London/ QMC	O Indian criminal law	2, 3	LLB Law
London/UC			

Sussex	O African law <i>or</i> Hindu law <i>or</i> Mohammedan law	2, 3	BA Law in <i>AFRAS</i>
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PUBLIC AND SOCIAL ADMINISTRATION

Kent	O Govt of dev countries with sp ref to Africa	2, 3	BA Public & Social Admin
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Kent	O Sociological problems of econ devt	2, 3	BA Public & Social Admin
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Wales/ Swansea	O Nature of social services & their growth in Britain & other countries inc ud nations	2	BSc(Econ) Econ & Social Studies
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13 Some Opportunities for Development Studies outside First Degree Courses

But what of the great majority of students and intending students, whose courses have not featured in the preceding sections of this guide? By their very nature, many subjects studied at first degree level are not capable of orientation specifically towards their relevance to developing countries: the specific orientation comes later, if at all. This is most true of arts subjects and the natural, applied, and medical sciences, but it also goes for much of social science. It would be quite wrong to suppose, however, that for those whose higher education, by reason of subject or course choice, does not allow them to specialise in this direction, there is no opportunity to pursue a personal interest in topics related to overseas development.

This section explains how such an interest can be pursued outside the normal (departmental) framework of academic study.

Extra-mural studies and evening classes

With such a vast array of courses available up and down the country in this sector of education, it would be surprising if there were not many with a bearing on development. The subject areas within which the development-related topics are to be found are generally the same as those discussed earlier in this publication, but previous knowledge and qualifications in those subjects are not required. The principal aim of the extra-mural studies system is, after all, to extend some of the benefits of university teaching to a wider public.

Details of courses available, and their location, can be obtained from the Department of Extra-mural Studies of a university. Other local agencies which should be consulted regarding the courses they run are branches of the Workers' Educational Association (WEA) and further education departments of local education authorities, responsible for the holding of evening classes in a wide variety of subjects.

Liberal studies

Recent years have seen a great expansion of Liberal Studies in higher and further education, particularly in technical colleges and similar institutions. Although it is dangerous to generalise about the content of Liberal Studies courses, many of which are still in the experimental stage, it is probably fair to say that social studies, English, and the performing arts (music, drama, film) provide the bulk of course material. How far, if at all, development topics enter into the courses provided depends on the interests of

individual teachers and the relationship between Liberal Studies and students' principal subjects of study. These, obviously, vary from college to college and from year to year.

Sometimes the names Complementary Studies, Related Studies, etc. are used to denote much the same as Liberal Studies.

Student societies and study groups

In many universities students, sometimes in conjunction with staff and sometimes on their own, have formed study groups in order to deepen their understanding of development problems. Such groups tend to spring up when a number of interested students have the time to spare, and to disappear when examinations become imminent or the students leave or discover new and more compelling interests. This is not intended as a criticism; indeed, the ephemeral nature of many student groups is more than counterbalanced by their dynamism and enthusiasm. The short 'life' of the university student – still only three years in many cases – in any case tends to encourage temporary structures, which may well be healthier than permanent institutions whose continuity, with a rapid turnover of student members, may be more illusory than real. And the competition of so many groups for students' limited time and money – at Oxford, for example, there are more than 200 officially registered clubs and societies for students without counting those in individual colleges – obliges them to advertise themselves and their relevance to students' interests.

All the same, it may not always be easy to track down small study groups on development problems, when these have limited means of making themselves known. And since they are constantly changing and re-grouping it is clearly not practical to identify particular groups now in existence in particular universities. On the other hand, it may be useful to suggest where in student life such groups are most likely to be found.

The United Nations Student Association (UNSA) has branches in most universities, some more active than others, and is the 'permanent' student organisation most likely to be involved in the running of study groups on development problems. Its headquarters are at 93 Albert Embankment, London SE1.

Of other 'permanent' student organisations, those with a political or religious affiliation are also potential sponsors of such study groups.

Then there are what we may call 'campaign' groups and their offshoots. The Freedom from Hunger Campaign in 1961–65 and the Autumn Campaign of VCOAD in 1967 involved student groups in many universities and resulted in discussion and study of development often in *ad hoc* groups formed from the members of different student societies. The same result may be expected from the World Poverty Campaign currently being organised by Christian Aid for the British Council of Churches.

Several student groups come under the aegis of the national organisation UNFED – Universities Fight for Economic Development – which was formed to maintain and develop the impetus generated by the Freedom from Hunger Campaign. Information about UNFED-affiliated groups in

universities can be obtained from Clive Jordan (who is also UNSA President for 1968), Executive Secretary of UNFED, VCOAD, 69 Victoria Street, London SW1.

What all these groups have in common is an interest in learning more of the problems facing developing countries, and in spreading knowledge of these problems among their contemporaries and the general public. One aspect of development which comes in for a good deal of attention is the role of the developed countries in advancing or hindering the development of the Third World, and the effect of aid and trade policies in particular. Indeed, in so far as the various 'campaign' groups have a single definable objective, it is to take the debate on aid (and other policies) to a more detailed and better-informed level in British universities.

While these groups generally tend to combine study and campaigning – educating themselves and educating other students and the public – and may have close links with one or other of the member organisations of VCOAD,¹ they are not fund-raising bodies, although their members may individually be active on the fund-raising side of such organisations as Christian Aid and Oxfam.

Some groups address themselves to specific policy areas. One of the most interesting examples of this is at St. Andrews, where plans for autumn 1968 included a study group led by an economics lecturer which would examine the likely effect on the British economy of lowering specific tariffs (jute and sugar for a start) for the benefit of primary exporting countries, and another study group on the implications of UNCTAD II – the United Nations Conference on Trade and Development which met in New Delhi in February and March 1968.

Some years ago one fairly typical study group, under the auspices of the Freedom from Hunger Campaign, was started by a few first-year university students, none of them at that time specialising in any aspect of development studies. The group examined world population problems, achieved nothing concrete, and soon folded, apparently a failure. Yet now, five years later, two of its members are working as development economists in government departments in La Paz and Lusaka; a third member went on to work for Oxfam; so it may have done some good after all.

Even the most short-lived study groups may serve a useful purpose in encouraging those taking part to maintain their interest in overseas development and to explore its relevance to their own subject. Often this is not one of the most obviously related branches of knowledge: interest in UNFED, which is one indicator, is shown to be dispersed across many faculties and departments.

Finally, there is nothing (work pressures apart) to stop the enterprising student from starting a study group from scratch, either within an existing student society if its agreement is forthcoming, or on an independent basis. Most universities contain experts on more than one aspect of development, and much useful literature for those wanting to read up a

¹The members of VCOAD are: Catholic Institute for International Relations, Christian Aid, Freedom from Hunger Campaign, Overseas Development Institute, Oxfam, Save the Children Fund, United Nations Association, War on Want.

development topic can be obtained from VCOAD, its member organisations, the Ministry of Overseas Development, and other sources readily available to the enquiring student.

14 Looking Ahead

The pattern of development studies in Britain is not easy to pick out from the kaleidoscopic array of courses which I have listed. To the extent that there *is* no centrally determined pattern – and area studies, thanks to the University Grants Committee and its Hayter Report of 1961, is the only major exception to the haphazard rule – it is unrealistic to predict future trends in this field with any degree of confidence. All one can be sure of is that development studies will continue to take root in British universities. And one can be fairly sure that the popularity of inter-disciplinary organisation of courses in development studies is more than a passing fashion; that it corresponds, rather, to the realisation that conventional boundaries between the branches of learning have to be overcome when the focus of study is such a multi-dimensional one as this.

It may be, however, that the most far-reaching decisions of recent years, in relation to development studies in Britain, have not been those taken by faculty boards and university course planners, but those taken by the Government in the process of diversifying British higher education. Three in particular stand out:

1. The introduction of the new CNA degrees for students in colleges of technology, etc.
2. The designation of the degree-course Polytechnics.
3. The projected Open University.

All three decisions mean an unprecedented opportunity for those with energy and imagination to devise new course structures and syllabuses in a new setting outside the established university system. Development studies *could* be one of the beneficiaries – if the demand is strong enough.

The case for deliberately planned programmes of development studies in these new environments seems to me overwhelming. Now that, in quantity at any rate – and I have made no attempt in these pages to assess quality – development-related courses of various kinds are well established in almost every university, there is a solid foundation of specialist knowledge and growing experience on which to build. There is also, most encouragingly, a strong sense of concern in many quarters for relations between Britain and the developing world, as the interest aroused by the radical proposals of the Haslemere Declaration¹ has shown in the last few months, in addition to the continued increase in support for development aid agencies such as Oxfam and Christian Aid.

¹ See Appendix 3.

Appendix 1

Development Studies for the Graduate

Two recently (1966–67) established centres are:

Institute of Development Studies at the University of Sussex
Stanmer House
Stanmer
Brighton BN1 9QA

Overseas Development Group, University of East Anglia
School of Social Studies
University Plain
Norwich NOR 85C

Advanced courses and research in areas of overseas development are also found in area studies centres (African Studies, Asian Studies, Latin American Studies, Middle Eastern Studies), and in a number of university departments, research institutes, ODM establishments, and professional bodies (e.g. the Tropical Studies Department of the Architectural Association).

Students contemplating postgraduate study in areas related to overseas development should be able to obtain advice on opportunities available in their subject through the department in which they are taking their first degree. The most comprehensive publications available, listing courses in Britain, are **Training in Britain** (British Council, annually, free – listing training facilities mainly intended for young professionals from developing countries) and **Postgraduate Training in the Social Sciences** (SSRC, annually, free – dealing with university courses within the purview of the SSRC). On an international scale, the Development Centre of the Organisation for Economic Co-operation and Development publishes a **Catalogue of Social and Economic Development Research Institutes and Programmes** (HMSO, 1968, 31s).

Appendix 2

Useful Addresses

ACU	Association of Commonwealth Universities 36 Gordon Square, London WC1
BVP	British Volunteer Programme 26 Bedford Square, London WC1
CRAC	Careers Research and Advisory Centre Bateman Street, Cambridge Central Register and Clearing House (for applications to Colleges of Education) 151 Gower Street, London WC1 Christian Aid 10 Eaton Gate, London SW1
DES	Department of Education and Science Curzon Street, London W1 Holborn College of Law, Languages, and Commerce ¹ Red Lion Square, London WC1
NCAE	National College of Agricultural Engineering Silsoe, Bedford
ODI	Overseas Development Institute 160 Piccadilly, London W1V 0JS
ODM	Ministry of Overseas Development Eland House, Stag Place, London SW1 Oxfam 274 Banbury Road, Oxford OX2 7DZ
SSRC	Social Science Research Council State House, High Holborn, London WC1
UCCA	Universities Central Council on Admissions 29 Tavistock Square, London WC1
VCOAD	Voluntary Committee on Overseas Aid and Development 69 Victoria Street, London SW1
VSO	Voluntary Service Overseas 3 Hanover Street, London W1
WEA	Workers Educational Association 9 Upper Berkeley Street, London W1

¹ In 1968–69 the College (scheduled to be merged subsequently with The Polytechnic, Regent Street, under the polytechnic reorganisation) offers classes, below degree level, in 26 modern languages of which nine are languages of developing countries. The nine are Arabic, Chinese (Mandarin), Hebrew, Hindi, Malay, Swahili, Turkish, Urdu, Yoruba.

Appendix 3

Useful Publications

A Development and Developing Countries

Born to Hunger by Arthur Hopcraft (Pan, 1968, 5s)

Haslemere Declaration (Haslemere Declaration Group, 1968, 1s: copies available from Haslemere Declaration Group, 515 Liverpool Road, London N7)

Our Developing World by Sir Dudley Stamp (Faber, 1963, 8s 6d)

Overseas Aid twelve pamphlets by Jonathan Power (Christian Aid, 1968, 1s each)

The Poor World by Bernard Llewellyn (Zenith, 1967, 5s)

Rich World/Poor World edited by James Lambe (Arrow, 1967, 3s 6d)

More specialised in appeal, but still accessible to the general reader and published in paperback editions, are:

The Economics of the Developing Countries by H. Myint (Hutchinson, 1967, 11s 6d)

The Less Developed Countries in World Trade by Michael Zammit Cutajar and Alison Franks (ODI, 1967, 30s)

The Third World by Peter Worsley (Weidenfeld & Nicolson, 1967, 18s Goldback edition)

An up-to-date catalogue of books in print classified according to the various aspects of development is:

Development Studies: a select reading list with an introduction by Paul Streeten (The Economists' Bookshop, 1968, free)

B Work in Developing Countries

British Volunteer Programme 1969 – brochure available from BVP, free

One Million Volunteers by Arthur Gillette (Pelican, 1968, 6s)

Opportunities for Study and Service Overseas (ODM and Central Office of Information, 1968, free)

Volunteers in Development by Adrian Moyes (ODI, 1967, 8s 6d)

Opportunities Overseas: A General Survey (ODM, free) Also for: doctors, geologists, nurses, technical teachers, engineers, architects, town planners, quantity and building surveyors, agriculture, veterinary science, forestry and fisheries, teaching, international organisations, UNESCO

C Higher Education in Britain

Compendium of University Entrance Requirements for First Degree Courses in the United Kingdom (ACU, 1968, 14s 6d)

Course Comparison Bulletins (CRAC, continuing series of subject studies, 4s to 7s 6d each)

Higher Education in the United Kingdom: A Handbook for Students from Overseas and their Advisers (Longmans, for British Council and ACU, 1968, 10s)

The New Polytechnics by Eric E. Robinson (Cormmarket, 30s, and Penguin, 6s, 1968)

Postgraduate Training in the Social Sciences (Social Science Research Council, annually, free)

Signposts to Higher Education (DES, 1968, free)

University Choice by Klaus Boehm (Pelican, 1966, 7s 6d)

Which University? (Cornmarket, annually, 18s)

Basic Books: Where to find out about higher education and careers (CRAC, 5s)

A Compendium of Teacher Training Courses in England and Wales (HMSO, 1968, 7s 6d)

Higher Education and You A Guide for school-leavers to universities and colleges in Scotland (Scottish Education Department, St. Andrews House, Edinburgh 1, free)

A Compendium of Advanced Courses in Technological Colleges (Regional Advisory Council for Technological Education, London and Home Counties, Tavistock House, Tavistock Square, London WC1, or from other Regional Advisory Councils for Further Education – addresses obtainable from local education authorities – about 7s 6d)

How to Apply for Admission to a University (UCCA, 3s)

Specifically relating to development studies, in the field of professional training, are:

Student Teachers Study the Developing Nations: A Survey of College and Department of Education Syllabuses in England, Wales, and Northern Ireland (VCOAD Education Unit, 1968, 1s)

Training in Britain: Schedule of Special Courses Designed for Overseas Candidates (British Council, annually, free)

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N.B. *The courses in italics listed under universities are referred to in the text as well as in the tables.*

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