

GY301 Political Geography of Development and the South

Geopolitics of neoliberal development

Week 16:

**Global Rights, Transnational Politics
and Neoliberal Multiculturalism**

Plan of Class

Topic: Global Rights, Transnational Politics, Neoliberal Multiculturalism

1. *'Micro-exam'*
2. *SWOT analysis of readings*
3. *Discussion*
4. *Summary and questions*

Intended Learning Outcomes

- The argument for liberal human rights (e.g. Donnelly)
- The critical argument [human rights as power/knowledge] (e.g. Douzinas / Evans / Stammers)
- Keck and Sikkink's model of transnational advocacy networks
- Hale, Richards and Melamed's on neoliberal multiculturalism
- Challenges and opportunities of rights in development

Week 16: **Special Exam Training Session**

You have exactly 5 minutes to write **at least a page** of exam answer on the following question

To what extent has the 'global rights agenda' recast our understanding of how politics can affect development?

You will then peer review each other's scripts

Week 16: **Special Exam Training Session**

Remember:

You must have an argument

Think about both sides of your argument

Support this with literature both theory and empirical

Treat the literature critically – analyse it, question it...

Relate the topic to other areas and themes of the course

Please conclude with implications of your argument

Your answer MUST be legible

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Peer review and marking

- 1) Be nice (but fair)
- 2) Comments and suggestions for how to do things differently will be more useful than numbers
- 3) Use the marking criteria below
- 4) Remember to point out anything you can't read

Understanding of topic	Use of literature	Critical analysis	Structure of argument	Conclusion
Exceptional knowledge, understanding and command of salient material; awareness of nuances and complexities	Outstanding use of extensive sources; evidence of questioning approach towards literature	Exceptional level of insight, originality and sophistication; incisive critical analysis of salient issues	Argument(s) logically structured and intelligently developed with outstanding clarity, coherence and flair	Highly persuasive summary with exceptional integration of main points; convincingly draws out implications for theory or practice
Excellent knowledge and understanding of material directly relevant to question	Excellent use of wide-ranging sources	High level of insight and critical engagement with key issues; clear evidence of innovative thinking	Argument(s) logically structured and well developed; clear, coherent and intelligent presentation of ideas	Cogent and persuasive summary which covers key points; draws out wider implications
Intelligent and broad-based understanding of issues relevant to question	Good application of a wide range of literature to support arguments	Intelligent, critical analysis; contains elements of originality and sophistication	Argument(s) logically structured and well developed; clear presentation of ideas	Very good; draws together main points as they relate to question; some implications for theory / practice
Competent understanding and knowledge of most relevant issues, though lacking in depth	Competent application of standard / narrow literature to support arguments	Competent analysis; some critical engagement with the issues but may be lacking in analytical depth	Argument(s) structured but need further development; some confusion in presentation of ideas	Good conclusion / basic summary of essay; relevant to question
Generally competent but basic understanding; some material of limited direct relevance to question	Makes reference to some literature but may be unsupportive or indiscriminately applied	Limited and unsophisticated analysis of issues involved with little or no critical engagement	Argument(s) poorly structured, under-developed and/or unfinished	Basic conclusion; points may be poorly explained or partially irrelevant to question
Deficient in understanding; contains material largely unrelated to the question	Some reference to the literature but little of relevance or supportive of argument	Very weak or ill-conceived analysis with little or no critical engagement	Argument(s) unstructured and undeveloped	Very poorly specified conclusion; largely irrelevant to question
Little sign of understanding; fails to address question	No significant or relevant use of the literature	No evidence of analysis and no critical engagement	No structure or argument at all	No conclusion presented

A reflective space to share thoughts
and questions with the class...



S.W.O.T.

Please paraphrase all references to the text.
Don't forget the page numbers!

What are the Strengths, Weaknesses, Opportunities, Threats of:

- a) human rights – ACCORDING TO THIS WEEK'S READINGS?
- b) the boomerang / spiral both as a practical strategy and as a theory?
- c) neoliberal multiculturalism – ACCORDING TO THIS WEEK'S READINGS?



A reflective space to share any new thoughts and questions with the class...



EXAM QUESTION DEBATE

To what extent has the 'global rights agenda' recast our understanding of how politics can affect development?

Prepare your debate argument

- One side will argue that the human rights agenda has been positive for our understanding of the politics of development
- One side will argue that it has been negative
- Both sides may argue that it has had no effect if they wish

Arguing

Five Strategies for Counterarguing

- 1) Attacking validity of the logic
- 2) Attacking the truth of the stated premises
- 3) Identifying a problematic unstated assumption
- 4) Offering an alternate explanation of the same pieces of evidence
- 5) Providing additional evidence in support of a different conclusion

Four Ways to Present a Counterargument

- 1) Anticipating -- imagining possible questions or doubts created by your argument
- 2) Refuting -- using your own counterargument against your opponent's counterargument (see above)
- 3) Accommodating -- adopting part of the counterargument or letting go of part of your own argument
- 4) Conceding -- granting the counterargument truth and/or validity. You may still leave open the possibility that the counterargument you are conceding isn't relevant to the main issue or problem

The background image is a photograph of a calm body of water, likely a bay or harbor, during the 'golden hour' of sunset or sunrise. The sky is filled with soft, wispy clouds in shades of orange, yellow, and light blue. On the left side, a wooden pier or breakwater extends into the water, with several vertical posts visible. The water's surface is still, reflecting the colors of the sky. The overall mood is peaceful and contemplative.

**A reflective space to share thoughts
and questions with the class...**

Next week?!

Security Discourse 1: Immigrants at the Gates

