



The Routledge Handbook of Global Development: Episode 1 with Paul Hodge, Kearrin Sims, Susan Engel and Naohiro Nakamura

This is a written transcription of the podcast 'The Routledge Handbook of Global Development: Episode 1' where Paul Hodge, interviews the lead editor Kearrin Sims, alongside his co-editors.

You can find the audio of the podcast below.

Soundcloud audio:

Paul Hodge [00:00:02] Welcome to this podcast, where we'll be talking about our new book The Routledge Handbook of Global Development, which is due out February 2022.

Kearrin Sims [00:00:12] But before we get underway, here in Australia when people gather to share knowledge, it is customary to acknowledge and pay respects to the traditional custodians and country of the meeting place. So I want to do that here first, before talking about the book, acknowledging the knowledge holders of the many countries of this land and recognise the stories held and those that continue to be held by first nation peoples, country and ancestors. I'm talking from the lands of the Worimi and Awabakal in Mulimbah, Newcastle on the east coast of Australia, and I acknowledge the custodians and elders at this place; past, present and emerging. And country itself. We also want to acknowledge to the land that came to be called Australia was never ceded and as a non-Aboriginal person living and working on unceded lands, I have a responsibility to participate, where I can, in the ongoing struggle for sovereignty for Aboriginal and Torres Strait Islander peoples.

[00:01:18] Hi, I'm Paul Hodge. Dr Paul Hodge from the discipline of geography and environmental studies at the University of Newcastle, a co-editor of the book we will be talking about today. I've got three fellow co-editors here with me: Dr Kearrin Sims, lecturer in development studies at James Cook University, Dr Susan Engle from politics and international studies at the University of Wollongong and Dr Naohiro Nakamura from the Division of Geography, Earth Science and Environment at the University of the South Pacific.

[00:01:52] I'll start this podcast with the lead editor of the book, Kearrin Sims. Kearrin, can you tell us a little bit about the handbook. Where did the motivation come from for the project and what were you hoping to change?

Kearrin Sims [00:02:06] Thanks, Paul. The initial motivation for the handbook really came from wanting to produce a book that brought together research, learning and teaching, and practise. Many of us at work in development move across these three categories in all sorts of ways, and often in ways that are quite blurred. So undertaking research is often a process of learning, which can also include teaching, through supervision. Learning and teaching is very much for me, and I'm sure many others, a form of development practise. And through placements and internships

students are often simultaneously undertaking learning and practise. And of course, practise produces new forms of learning, new teaching resources and so on... So those fluid and overlapping categories that are sort of in constant play with one another, they motivated me to want to produce a handbook that spoke to this kind of interplay. So that was the initial motivation. But then as the project developed and as the rest of the editorial team came on board, a number of other important aspects came into play as well. So for example, this being a handbook of global development rather than international development and the related diverse representation of authorship that the handbook offers.

[00:03:32] So to talk a bit about global development and the global development paradigm, I think this handbook speaks to that paradigmatic shift in various ways. Chapters in the book don't only gaze at the global South, attention is also given to challenges in the global North and to global challenges that transcend those binaries of 'North-South', 'developed-developing' and so on. Similarly, the book has a broad guiding focus around social justice and sustainability, rather than the more technocratic and econocentric perspectives that often dominated the international development paradigm. And attention is also given to the increasingly polycentric nature of global development flows such that South-South and South-North cooperation are better recognised alongside North-South relations.

[00:04:27] And it's not just in the content that I think the book reflects a more global analysis, but also in its authorship. We have contributors from all over the world and ensuring that kind of diverse representation in authorship was a really important aim of the book. And having that geographically dispersed editorial team, as well as contributors, helped with this aspiration to include perspectives and contributions from some of the less commonly represented countries and regions. Having that wide geographical spread of contributors also meant that the handbook offers multiple different ways of thinking about, and doing development; with many chapters challenging in different ways those dominant understandings and modes of doing development.

[00:05:18] The other thing I wanted to mention that makes the book, I think distinct from any other handbooks is each chapter, including a section on development, pedagogy and practise. So key global challenges aren't just discussed, but ways forward are suggested through learning and teaching, and through development work. And that, too, was always one of the guiding motivations for the book. I think it's a really important feature of the book and hopefully one that will make it valuable for educators and for practitioners, as well as for an academic audience. So I think for me, they were some of the leading motivations, Paul.

Paul Hodge [00:06:01] Thank-you so much, Kearnin. Let's hear now from Susan. Anything to elaborate on in terms of your take on this particular project. Anything that drew you to this project in particular?

Susan Engel [00:06:14] Thanks, Paul. Like Kearnin, I was drawn by the global scope. The aim not to posit any simplistic dichotomy between challenges in the global north and the global south, or the 'minority' and 'majority' worlds. For me, the fact that shortly after the introduction chapters, one of the earliest chapters is on de-globalisation, written by the great scholar-activist Walden Bello, is a key testament to that project. It was also a chance to work with a great team of international scholars, all committed to human emancipation. From the wonderful editorial team to the authors that I got to meet and interact with. For me personally, as a political economist, it was important to ensure there were critical political economy approaches in the book. So that was something I

hoped to add. And now I'm really looking forward to reading more broadly across the many wonderful sections.

Paul Hodge [00:07:09] Thank you, Susan. And Naohiro, what drew you to the project? I wonder if you could reflect on this project, what it means for you and elaborate on some of the ideas behind that.

Naohiro Nakamura [00:07:21] Yes hello. Actually, I'm joining from Fiji, a small Pacific island country, which is often under represented in this kind of book. So I think my physical location itself makes this book distinct from other kinds of books, because most of this kind of books previously published are often edited by authors who are located in the minority world or global North. So when I was invited to join the editorial group, I felt very honoured. Then I also thought this is a very good opportunity for those who are based on the small island countries to speak up and raise a voice to be included in this kind of big volume.

Paul Hodge [00:08:14] Thank you, Naohiro. And thank you each of you for reflecting on what brought you into the project and elaborating a little bit on that. I'd like to move into another question here for Kearrin. Could you tell us a little bit about the content structure of the book? It's a little unique, you've already outlined some of the specific additions it makes in terms of pedagogy and other things that other handbooks don't have. I wonder if you could share a little bit about the structure.

Kearrin Sims [00:08:42] Yeah, absolutely. Thanks, Paul. So the handbook is made up of five sections and a total of around 61 chapters, plus the introduction. It's a really multidisciplinary volume. Contributing authors come from a whole range of different disciplines and also different professional backgrounds. The first section of the handbook around changing development configurations really sets out some of the key context for development debates about the structures and configurations that shape the global development sector. And so it includes chapters on themes like retro liberalism, on debt, on aid systems, NGO partnerships, and, as Susan's mentioned before, on de-globalisation, along with a number of other topics. The second section around sustainability and development unpacks some of the big debates and influential concepts in sustainability and in sustainability and development. And it reflects on how these could translate into potential pathways for more sustainable futures. It includes chapters on things like planetary boundaries, mass extinction, extractivism and food systems. Section three of the book around Inequality and Development offers a number of different entry points for examining relationships between poverty, inequality, equity and development. And it has chapters on things like poverty debates, really interesting chapter on tax avoidance and financial systems, land grabbing and gender and equities. The fourth section of the book, Game Changers in Global Development, explores some of the key challenges which may shape or change the game of future development trajectories. So it includes, for example, chapters on COVID 19, the global pandemic, on disability and inclusivity, on housing, on global value chains and on forced migration and asylum seeking. And then finally, the final section around re-imagining futures, and of course this is your section with Naohiro, Paul, it looks at a range of practises, orientations and methodologies that current and future people working in development might do well to consider and take on as part of a reimagining of development futures beyond what we have come to know. So it includes chapters on topics such as storytelling and poetry, on community based learning, on community economies, and a really fascinating focus in a number of the chapters on decolonisation and what that means and how we might take that forward. So it's a really, really valuable and interesting way to close off the book, I think.

Paul Hodge [00:11:39] Excellent. Thank you, Kearnin. And thanks for that overarching take on the structure of the book, and I wonder if we could go a little deeper now into a couple of the sections. We've got Susan and Naohiro of course, who are going to share some extra sort of insights in terms of the sections that they were editing as part of this broader Routledge handbook? So Susan, could you elaborate a little bit on your section? I guess a little bit about that.

Susan Engel [00:12:07] I had the great pleasure, Paul, of editing the section on changing development configurations. Part one with Kearnin and Kearnin's already said a bit about the aims, about setting up some of the debates about the global factors that are...the global concepts and theories shaping development, but also the key actors. So I might just touch a bit on a couple of the sort of, I think more interesting, well I think all the chapters are wonderful, but a couple of my favourites.

[00:12:36] I particularly like the retro liberalism chapter by Murray and Overton, which is an argument that we've shifted again away from these straight, neoliberal approach to development influenced by new structural economics out of Latin America and new institutional economics out of China, and a re-emphasis on infrastructure in development towards a retro liberal development paradigm. I don't actually fully agree with Murray and Overton's conclusions there, I think they perhaps have overstated the degree of change relative to the continuing dynamics of neo liberalism and financialization, but it's a wonderful chapter.

[00:13:21] There are some great chapters that highlight this lack of dichotomy between the North and South. Etienne Nel's chapter on regions and the development of regions, focusses actually mostly on the global North, but inequal spatial development between different regions is a challenge all over the world. My own chapter with Patrick Bond looking at multilateral development banks has a similar focus in that there are in fact 30 multilateral, over 30, multilateral development banks located in the North and the south, and the World Bank has been challenged in size by the European Investment Bank, for example, that operates mostly in Europe, Eastern Europe and occasionally in other parts as well. But they all operate with similar structures and systems. And the Chapter on Philanthropy by Linsey McGoey is a really notable one, I think. Just given the recent developments with the Bill and Melinda Gates Foundation, with Melinda Gates announcing she is going to pull out of that one, that shows us what a very contemporary space we are operating in and a rapidly changing space and the challenges that are still going ahead.

Paul Hodge [00:14:42] Terrific, thank you so much, Susan. I wonder if we could now hear from Naohiro on your section which closes the book if you like, that part five. Would you like to share some reflections on that hero?

Naohiro Nakamura [00:14:56] Yes, thank you Paul. Our section title is 'Re-imagining Futures' and Paul and I worked together to edit this section. In this section, authors offer a range of practises, orientations and methodologies that might do well in development for the future beyond what we have come to know. Each chapter makes a case for why current development practises, in a diverse context, may need to change, and what formats these changes can take and how it can be reflected in pedagogy. Indeed, I believe that our section authors are already practising those kind of different types of pedogogies for developmental futures. Actually, readers can see different styles of pedagogy in each chapter, and I want to introduce a few chapters from about 10 chapters

in our section. Our sections starts with a chapter by Michelle Bishop and Lauren Tynan, who adapted indigenous auto-ethnography to re-imagine developmental futures by adapting relational perspectives through ego, and grandmother and granddaughter stories. I think this comes from the aboriginal legends. Authors invite readers to think about how these stories might be meaningful in their own lives and imagining the world beyond the human perspective. The chapter teaches that human survival is deeply bound to developing of the country. The next chapter is by Tolu Muliaina, who is actually someone that is teaching at the University of the South Pacific. And his chapter, emphasises the wholistic nature of teaching and learning informed by Pacific culture and languages. He questions developmental priorities that continue to advocate and value English and French proficiency to the detriment of oral traditions of Pacific Islanders. The chapter attempts to address the dilemma between external development educational priorities like school based Western style education and Pacific Islander aspirations to strengthen local cultures, including languages and knowledge transfer.

[00:17:40] Another interesting chapter was written by Paul, together with Bernard and Gavi, who are I believe they are custodians. This chapter shares their attempts to teach undergraduate developmental studies by adapting to custodian led pedogogies. The custodians, I believe, have aboriginal backgrounds. Then I also contributed to one chapter, together with my colleague who is actually teaching chemistry, and putting effort on capacity development in science in Pacific Island countries. In our section, actually not all authors are in the traditional sense 'best fit' to write something about the development in social science field. Actually, Paul's chapter also custodians contribute; my chapter, chemists contribute. So they are totally different from the other types of books on development. And my co-author Krishna Kotran, I believe he never thought about how developmental practise can change. But what he has been doing, like capacity development in science in Pacific Island countries through collaboration and what he's doing exactly fits with the concept of, not just our section, but entire book, re-imagining the future and global development. And we are trying to show how such changes in development, practises and pedagogies can be practised, and then try to think about a change together with the reader.

Paul Hodge [00:19:32] Thank you, Susan and Naohiro for reflecting on the specifics and particular chapters that really resonated with you as part of a collaboration in each of these sections. I want to close now this podcast with a question, and coming back to the lead editor of the book, to finish. Kearrin, is there anything else you'd like to add about this Routledge handbook of global development?

Kearrin Sims [00:19:58] Thanks, Paul. This is the first handbook that I've worked on, and it provided me with a really great opportunity to work with new colleagues and also some existing colleagues from around the world, including scholars whose work I've admired for quite a long time, from from my undergraduate studies in many cases. It was also quite an ambitious project that was undertaken during the challenges that have emerged from the pandemic. So I really just want to take this opportunity to again thank the full editorial team for all of their hard work over the last couple of years, and to also thank all of the contributors to the volume. I've been told that new research collaborations have already been emerging as a result of the project and I think that's just a really fantastic outcome. So, thanks again to you, Paul, to you, Susan, to Naohiro, and to everybody else that's been involved in this project.

Paul Hodge [00:21:08] Terrific. Thank you.

Susan Engel [00:21:11] Thank you. Kearnin. Can I just throw in a big thank you to Kearnin. And also for people reading the book, if you have any questions or comments, please get back to us. Please send us an email, our contact details are there, and we love to hear from people and their experiences with the book.

Kearnin Sims [00:21:31] Thanks. That reminds me, actually, I just saw on the Routledge website that next to the title, it says 'First Edition', so Paul and Susan and Naohiro, take a rest, because we might be back in a few years time.