

MA in Development (Part Time)

School of Law and Government

Programme Director Dr Eileen Connolly

eileen.connolly@dcu.ie Tel: + 353 1 700 5536 Room: C224

[Programme Description](#)

[Mode of Delivery](#)

[Entry Requirements](#)

[Dates for Submission of Applications 2009](#)

[Programme Fees](#)

[Provisional Calendar](#)

[Assessment](#)

[Details of Academic Structures](#)

[Module Content](#)

Programme Description

The MA in Development (Part-time) with an optional specialism in either Development Education or Development policy is a new course in Development. It is designed as a two year part-time programme and can be taken to Masters, Diploma or Certificate level. For a Masters degree students need to accumulate 90 credits, for a Postgraduate Diploma students need 60 credits, and for a Graduate Certificate, students need 30 credits. There will be a common entry and students can decide on an ongoing basis at which level they wish to graduate.

This degree program aims to foster in students an understanding of development issues, looking at different approaches to the causes of underdevelopment and policy responses. Students will be introduced to different perspectives on development from governments of developing states, from donor countries and agencies, from development non-governmental organizations (NGOs) and the major international institutions. The specialism in development education aims to build participants' facilitation and pedagogical skills. It will also allow them to examine their roles as educators holistically. The specialism in Development Policy will equip students with the capacity to analyse current development policies and a grounding in the dynamics of policy processes.

The graduate programmes at the School of Law and Government in DCU are highly regarded in Ireland and internationally and the School provides a challenging and innovative learning environment. For further information on other postgraduate courses offered by DCU School of Law and Government, visit: www.dcu.ie/law_and_government or <http://www.dcu.ie/~cis/>

Mode of Delivery

This part-time programme has an innovative mode of delivery. Students will attend DCU for four weekend courses and an intensive 5 day course in the summer in each academic year. In addition the course will utilise 'moodle' an electronic online platform to deliver work packages and resource material. During the weekends classes will take place on Saturday from 9.30am to 5.30pm and Sunday from 10am to 4pm.

Entry Requirements

Applicants will normally have an honours primary degree or equivalent, but applicants with appropriate combinations of professional qualifications and/or experience may also, on the basis of the relevant University regulations and procedures, be offered places.

Students who already hold a Graduate Certificate in Development Education from DCU

Students who already hold a Graduate Certificate in Development Education from DCU will only have to complete an additional 60 credits to obtain a Masters Degree or an additional 30 credits for a Diploma. For a Masters Degree the 60 credits must include two research methods modules (20 credits), the dissertation (30 credits) plus one other 10 credit module. For the Diploma the additional 30 credits must include Research Methods 1 (10 credits), the Diploma Essay (10 credits) plus one other 10 credit module.

Dates for Submission of Applications 2009

Apply online through the Postgraduate Applications Centre (<http://www.pac.ie/dcu>) by **15th August 2009**. **Offers will be made on applications submitted before this date.**

Programme Fees

The fees for the part-time MA and for the Diploma are €3320 per year. Making a total fee of €6640 over the two years.

The cost for the Graduate Certificate is €3320 in total as it can be completed in one year.

Provisional Calendar

Academic Year 2009-2010

Induction will take place at the end of September. Provisionally on Saturday 26th September. There will be four intensive weekends, in October, December, February and April and a summer school in late June focusing on research methods. The provisional dates are

- 11-12 October 2009
- 5-6 December 2009
- 6-7 February 2010
- 11-10 April 2010
- 24-28 June 2010

During the weekends classes will take place on Saturday 9.30am to 5.30pm and Sunday 10am to 4pm.

Students who already hold a Graduate Certificate in Development Education from DCU will be able to take research methods during the year to allow them to complete their dissertation by September 2010 and to graduate in March 2011.

Graduation Ceremony for Graduate Certificate March 2011

Academic Year 2010-2011

There will be four intensive weekends, in October, December, February and April and a summer school in late June. Exact dates to be finalised.

During the weekends classes will take place on Saturday 9.30am to 5.30pm and Sunday 10am to 4pm.

Deadline for thesis and diploma essay the first Thursday in September

Graduation Ceremony Diploma/MA March 2012

Assessment

All modules are 100% continuous assessment, there are no exams. The modules employ a variety of forms of assessment including, essays, review papers, and on-line discussions. The Development Education modules also have practical classroom based assessments.

Details of Academic Structures

Modules

Year One	Module Title		credits
LG517	The Politics of Development	Core	10
LG509	International Political economy of Development	Core	10
LG597	Research Methods 1	Core	10
Year Two			
LG595	Research Methods 2	Core	10
LG527	Dissertation	Core	30
LG570	Diploma Essay	Core	10
Specialist Streams			
LG505	Development Education 1	Option	10
LG568	Development Education 2	Option	10
	OR		
LG503	Development Policy 1	Option	10
LG520	Development Policy 2	Option	10

For a Masters Degree students must complete the following modules
Two core modules The Politics of Development (10 credits) and The Political Economy of Development (10 Credits)
Two research methods modules One in each year. (20 Credits)
Two modules on one of the optional streams Either Two modules in Development Education (20 credits) or Two modules in Development Policy (20 Credits)
A dissertation of 20, 000 words. (30 Credits)
Total Credits = 90

For a Postgraduate Diploma students must complete the following modules
Two core modules The Politics of Development (10 credits) and The Political Economy of Development (10 Credits)
One research methods module in first year. (10 Credits)
Two modules on one of the optional streams Either Two modules in Development Education (20 credits) or Two modules in Development Policy (20 Credits)
A diploma essay of 10, 000 words. (10 Credits)
Total Credits = 60

For a Graduate Certificate students must complete the following modules
One core module The Politics of Development (10 Credits)
Two modules on one of the optional streams Either Two modules in Development Education (20 credits) or Two modules in Development Policy (20 Credits)
Total Credits = 30

Module Content

LG517	The Politics of Development
-------	-----------------------------

The relationship between the rich North and the developing South is a major issue in today's world. This issue has implications beyond economic development and human security, spilling over into questions of military security and environmental sustainability. The aim of this module is to examine the ways in which the international community has collectively debated this issue and to introduce students to the principal theoretical perspectives within development studies. It will analyse the key phases in thinking on international development from the 1950s to the present day. This will provide a framework in which to examine contemporary approaches to the subject including sustainable development, human development and post-development theory. Recognising that theory and practice stand in a dialectical relationship to one another (namely that theory grows and changes through reflection on practice and that practice is always guided by theoretical presuppositions whether it is aware of these or not), the course relates theoretical developments and changes in the academic study of development to the main events and movements that have shaped world development over the past half century. It covers a survey of the main competing theoretical approaches to development including

- modernisation theory,
- dependency theory
- Gender and development
- Sustainable development,
- Human development
- Post-development.

Indicative Reading List

- Payne, Anthony, 2005. *The Global Politics of Unequal Development*, Palgrave Macmillan.
- Baker Susan. 2006. *Sustainable development*. New York : Routledge
- Willis, Katie, 2005. *Theories and Practices of Development*, Routledge.
- Rapley, John, 1996. *Understanding Development: Theory and Practice in the Third World*. Lynne Rienner,
- Kothari, Uma and Minogue, Martin, eds.,2002. *Development Theory and Practice: Critical Perspectives*, Palgrave.

What makes some countries rich and others poor, and what makes some poor countries grow and develop quickly and others grow slowly or even stagnate? Most importantly, what can be done to improve the well-being of the worlds poor? The puzzle of development, the growth of per capita incomes and the transformation of social and political systems, is undoubtedly the most important question of today. This module will discuss the process of economic development, focusing on the interplay between politics and development. This module critically examines the debate on the determinants of economic development. It focuses on the effects of political institutions as key internal factors and international trade relationships, as key external factors on growth and development. This module is designed for MA students who are not economists and who are interested in the politics of development, and it covers the basic principles, theories and comparative methods used for understanding the process of international development, and the relative importance of the different factors that are linked with development and underdevelopment.

Indicative Reading List

- Bates, Robert. 2001. Prosperity and Violence: the Political Economy of Development. New York: W. W.
- Easterly, William. 2002. The Elusive Quest for Growth. Cambridge: MIT Press.
- Haynes Jeff. 2002. Politics in the Developing World. Oxford: Blackwell
- Norton.Cypher, J. M. and J. L. Dietz. 2004. The Process of Economic Development. London; New York, Routledge.
- Wilkinson, Rorden. 2006. The WTO, Crisis and the Governance of Global Trade. London: Routledge.

The aim of this module is to introduce students to research methods in the social sciences. It will assist students in identifying a research area and an appropriate methodology. In addition it will provide students with a greater insight into research processes in the social sciences that will facilitate there capacity to read, understand and evaluate academic work in this area. The course will include –

- Introduction to research and thesis writing
- Doing qualitative Research
- Survey and Interview techniques
- Document Analysis
- Content Analysis
- Process Tracing
- Using comparative case studies
- Constructivist approaches
- Introduction to quantitative methods

No recommended Course text. Material will be provided on line.

Your dissertation counts for one-third of your total marks for the programme and it is extremely important to design your thesis well. The aim of this module is to prepare you for the dissertation that you are required to complete as part of your MA programme. In the course of this module students will develop a research proposal and through a process of discussion and review make decisions on alternative research strategies and methodologies. The module also facilitates students to begin the process of research and writing.

It will be assessed by (1) the production of a thesis proposal and (2) the production of a section of the thesis to be agreed with the thesis supervisor.

The aim of this module is to critically examine the concepts of knowledge and their implications for development educators' work. It will explore the relationship between development education and social justice and critically examine the issue of power in development education using Northern and Southern perspectives. It will also investigate how own world views and personal values impact on learning and on the practice of development education.

The course will include the following topics

- Development Education and Social Justice: Critical analysis of the role of the educator, the trainer and the activist.
- Contesting power: Introduction to theories of power including Sharp and Foucault
- Social movements from Latin America, Asia and the US.
- Global Platforms for Action: Sustainable development and the role of the Millennium Development Goals.
- Highlight the importance of evaluation of actions undertaken to inform future strategies.

Indicative Reading List

- Emin Salla, Micheal, (1998) Integral Peace and Power: a Foucauldian Perspective, Peace and Change Journal Vol. 23, No 3.
- Agencyo Hicks, David (2001) Citizenship for the Future: A Practical Classroom Guide, World Wide Fund for Nature
- Hogan, Christine Frances (2000) Facilitating Empowerment: A Handbook for Facilitators, Trainers and Individuals, Kogan Page Ltd
- McKeown Rosalyn (2002) Education for Sustainable Development Toolkit, Energy, Environment and Resources Centre, University of Tennessee (www.esdtoolkit.org)
- Myles Horton and Paolo Freire (2006) We Make the Road by Walking – Conversations on Education and Social Exchange (Edited by Brenda Bell, John Gaventa and John Peters), Temple University

The aim of this module is to introduce students to development education theory, student centred participatory learning approaches and methodologies. This will include a range of methods for planning courses and for measuring their effectiveness which can take into account a diversity of learning styles. It will also introduce students to the key questions about the importance of reflecting diverse perspectives in development education programmes. The Module will also develop student skills to plan, facilitate and evaluate training using participatory techniques central to Development Education and strengthen the capacity of students to design appropriate learning experiences in terms of learning needs, context, content and competencies.

The course will include:

- Learning Needs Analysis - Practical tools and methodologies
- Management of difference within the classroom. Examining the implications of valuing diversity. Developing strategies for dealing with difference.
- From information and issues to methods and activities in the teaching context - how to effectively design learning experiences. Investigating a range of possible methodologies. Selecting relevant data and developing learning activities.
- Designing a balanced session in terms of learning needs, methods and perspectives.
- Measuring effectiveness and evaluation.

Indicative Reading List

- Smith, M.K. (2001) David A. Kolb on Experiential Learning, the Encyclopaedia Informal Education, www.infed.org/biblio/b-explrn.htm
- Godwin, Nora (1997) Education for Development: a framework for learning for global citizenship' *The Development Journal* 4 (1)
- Freire, Paulo (1989) *Pedagogy of the oppressed*, Continuum.

- Hooks, Bell (1994) *Teaching to transgress : education as the practice of freedom*, Routledge

This module provides an introduction to development policy and policy processes. It provides students with an understanding of the processes by which policy change happens by examining theories of policy change and applying them to key aspects of current development policy. The theories including models of policy diffusion, the emergence of international norms and ideational models. It will also look at the role of actors including donors countries, International Financial Institutions, recipient state governments and civil society in the policy processes. The course will also analyse issues of power in today's international world order and particularly the role of international institutions including the World Bank, World Trade Organisation and the UN.

The course will cover the following topics:

- Understanding the evolution of policy regimes: policy convergence; policy transfer; the power of norms; and ideational models of change.
- What is development policy? The Aid relationship.
- Outlining development policy frameworks - from the post-Washington consensus to the new Aid agenda.
- Actors and discourse in development policy. The role of international institutions, the UN, World Bank and OECD.
- Civil society and development.
- Development policy and international relations.

Indicative Reading List

- Boas, Morten and Desmond Mc Neill, 2003, *Multilateral Institutions a Critical Introduction*, London: Pluto.
- Abrahamsen, Rita, 2000. *Disciplining Democracy*, Zed.
- Grieg, Alastair, David Hulme and Mark Turner. 2007. *Challenging Global Inequality: Development Theory and Practice in the 21st Century*, Palgrave
- Sachs, Jeffrey. 2005. *The End of Poverty*, Penguin.
- Harcourt, Wendy, ed. 1997: *Forty Years in Development*, a special issue of *Development*, Vol 40, No 1, Sage,
- Yusuf, Shahid, 2009, *Development Economics through the Decades: A Critical Look at Thirty Years of the World Development Report*. World Bank.

Building on module lg503 this module critically analyses development policy through case studies, including the following

- The poverty reduction strategy programmes (PRSPs). This will deal with the idea of 'partnership' and role of civil society.
- HIPC programmes and the problem of debt.
- Policies to improve the political, social and economic position of women, including policies on gender mainstreaming, gender quotas, and gender based violence.
- Policies on 'good governance' and political reform
- Direct cash transfer programmes – is it possible to give money to the poor?
- The impact of the current crisis on policy discourse.

Students will also be able to select policy areas of particular interest in the areas of health, education, environment and sustainable development as seminar topics.

Indicative Reading List

- Whitfield, Lindsay, 2009. *The Politics of Aid: African Strategies for Dealing with Donors*. Oxford University Press.
- Rai, Shirin, 2002. *Gender and the political economy of development*. Polity Press
- Moss, Todd J., 2007. *African development : making sense of the issues and actors*. Publisher Boulder : Lynne Rienner Publishers.
- Tagle, Yovana Reyes and Katarina Sehm Patomäki,. 2007. *The rise and development of the global debt movement : a North-South dialogue*. United Nations Research Institute for Social Development. Series Civil society and social movements; Paper no. 28. Geneva: United Nations Research Institute for Social Development.
- Engel Ulf, and Gorm Rye Olsen (eds). 2005. *The African exception*. Ashgate
- Stone Diane and Christopher Wright (eds). 2007. *The World Bank and governance : a decade of reform and reaction*. New York: Routledge