Colonialism, Development and Globalisation

Module Title	Colonialism, Development and Globalisation
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	N/A
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Higher Diploma in Politics and Society
Stage of parent programme	Award
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching learning and assessment modes	The module will be taught in-class and assessed by continuous assessment (100%).
Entry requirements (statement of knowledge, skill and competence	As per course entry requirements
Pre-requisite module titles	No
Co-requisite module titles	No
Is this a capstone module? (Yes or No	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) If staff not in post at present, specify qualifications and experience required	A minimum Level 9 qualification in Political Science, Development Studies or closely cognate area is required.
Maximum number of learners per centre (or instance of the module)	25
Duration of the module	12 weeks
Average (over the duration of the module) of the contact hours per week (see * below	3
Module-specific physical resources and support required per centre (or instance of the module	Lecture hall, white board, computer, and projector. Library Resources

Analysis of required learning effort											
Effort while in contact with staff						**Contact Hours for the Module**					
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other hours (specify)	Work-based learning	Total effort	
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner						

36	1:10						214			250

Allocation of Marks Within the Module					
	Continuous Assessment	Supervised Project	Practical	Final Exam	Total
Percentage Contribution	100%				**100%**

Module aims and objectives

The core aim of this module is decolonising development studies, through a diversity of materials and content and a focus on critical global citizenship. The module will provide students with a historical awareness of the conditions of power under which scholarly knowledge and dominant development discourse has been produced, by introducing postcolonial and post development theories and practices and interrogating how our own institutional context is shaped by the complexities of Ireland's relation to empire and capitalism, past and present.

The module aims to introduce learners to the key issues and ideas in international development. The module examines the historical context, economic and political basis of colonialism and development. The module aims to critically evaluate development theoretical frameworks and practices. This module supports learners to make connections between conceptual arguments in the broad field of international development – from colonialism to the paradigms of development, and global governance.

Minimum intended module learning outcomes

On successful completion of this module, learners should be able to:
1. Analyse the legacy of colonialism and imperialism in the context of development. (MIPLO 2)
2. Outline and discuss key global institutions and processes shaping politics and development in the 'developing world' post 1945. (MIPLO 2, 7)
3. Critically examine theoretical perspectives on the paradigm of development and apply analytical and theoretical thinking to contemporary development issues and contexts. (MIPLO 3, 4, 8)
4. Demonstrate ability to present complex arguments on the social, political, economic and cultural aspects of development (MIPLO 1, 5, 6, 7)
5. Critique the features of globalization with regard to economic, political and cultural theoretical perspectives. (MIPLO 1, 2, 3, 4)
6. Demonstrate practical skills and competencies in digital media skills and quantitative and qualitative research methods in political and social research, including the analysis and interpretation of data (MIPLO 1, 2, 4, 5, 7)

Rationale for inclusion of the module in the programme and its contribution to the overall proposed Programme Learning Outcomes

The study of development draws on the ideological basis and practical expression of imperialism and the colonial project. The module provides a historical framework to locate international relations and geo-political relationships which has relevance in our contemporary world. This module supports learners to make connections between conceptual arguments in the broad field of international development and the more localised practices and ideological basis of community development. The Poster Presentation Assessment will be included as part of the final E-Portfolio in the *Pedagogy* module. In this context it is a logical progression for learners to develop deeper critical insight and awareness of the broader socio-political and economic context.

This module builds on the learning acquired in *Contemporary Politics and Public Policy*, *Political Philosophy* and *Media Studies and Digital Media Skills* modules and supports learners to develop a more comprehensive knowledge and understanding of the relevance of development studies and the relationship to globalisation which is a contemporary concern. It is relevant to MIPLOs 1, 2, 3, 8.

Information provided to learners about the module

College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module Moodle Page and Module Handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography, and list of learning resources.

Module content, organisation and structure

Colonialism and the Age of Imperialism
Colonialism and the Colonial Experience; Imperialism; The Construction of Western Supremacy

Theories and Paradigms of Development:
Development/Underdevelopment Paradigm, Development Concepts (First, Second, Third World; North/South); Modernisation Theory; Dependency Theory; World Systems Theory

Post Colonialism:
Postcolonialism / Neo-colonialism; The Political Economy of Neocolonialism; Colonialism and Conflict; Post-Development and Environmentalism

Globalisation - Global Governance, Development Institutions and Approaches:
Establishment of the Bretton Woods Multilateral Institutions; United Nations; The IOM; The World Bank; The IMF

Development Aid
Foreign investment; Structural Adjustment Policies; Debt and Dependency; International Trade; Non-Governmental Organisations

Current Development Issues & Empirical Case Studies:
Development Discourse; Global Poverty & Poverty Reduction; Human Rights; Sustainable Development; Gender Equality; Human Trafficking; Migration Management; Environment; Conflict and Development; Security and Militarization; Ethnic Conflict.

Module teaching, learning and assessment strategy

Lectures, discussion forums, case studies and group exercises. Learners will, in small groups, break down the material in tutorials for greater examination of the issues. Prescribed readings will be used to encourage engagement by learners and will provide a basis for formative assessment or assessment for learning ((Carlow College Teaching and Learning Strategy).

Lectures, peer learning achieved through face-to-face classroom discussion, presentations and interactive group discussion, group exercises, case studies, video.

Lectures will include projects, interactive presentations, and peer learning achieved through face-to-face classroom discussion, presentations and interactive group discussion, group exercises, case studies, video. Learners will be obliged to engage meaningfully in class discussions /tutorials and to contribute vocally where appropriate as well as make one poster presentation during the term.

Lectures will allow the learner to embed key concepts relating to colonialism, development and decolonization. By the end of the module, learners should understand the relationship between development and global inequality and the legacy of imperialism and colonialism to contemporary society.

Module summative assessment strategy

The summative assessment strategy places an emphasis on the development of reflexivity with a specific attention on global inequality and emphasis critical global citizenship education. The short exam functions as a focussing tool for learners to become familiar with the structure and function of government in Ireland and Europe.

This module will be assessed by two assignments: a poster presentation (60%) and a written essay (40%) to accompany it.

Written Essay (40%) - Learners will be asked to write a 2500 word essay.
Poster Presentation (60%) - Learners will be asked to create a digital poster presentation to take the form of an infographic case study.

Nature of assessment materials

Assessment	Weighting	MIMLO
Poster Presentation: Design a poster presentation in a theme of *Development Discourse* – Take the form of an infographic for a case study on one of the following topics: • Global Poverty • Human Rights • Sustainable Development • Gender Equality • Human Trafficking • Migration Management • Development and the Environment • Conflict and Development	60%	1, 2, 3, 4, 5
Written Essay (2500 words)	40%	1, 3, 4, 5

Timetabling, Learner Effort and Credit

Timetable	Learner Effort	Credit
Face to face, 3 hours one night per week for 12 weeks	250 hours combined contact hours, learning and assessment	10 ECTS

Work-based learning and practice-placement
N/A

E-learning
N/A

Module physical resource requirements
Classes will be delivered in standard lecture theatres. Requirements include projectors, whiteboards, audio-visual equipment, and WiFi. Access to the Learner Gateway and Library resources are also a requirement.

Reading lists and other information resources

Essential Reading *(Selected Chapters):*
Ahmed, N. (2022) *Inequality Kills.* Oxfam UK: Practical Publishing:
Baker, A. (2014). *Shaping the Developing World: The West, the South and the Natural World*. Thousand Oaks: CQ Press.
Cornwall, A. and Eade, D. (2010). *Deconstructing Development Discourse: Buzzwords and Fuzzwords.* Oxford: Practical Action Publishing / Oxfam UK.
Haynes, J. (2008) *Development Studies*. Polity Short Introductions. Polity Press.
O'Regan, C. (Ed.) (2016). *80:20: Development in an Unequal World*, Bray, Wicklow.
Schwarz, H. and Ray, S. (2008) *A Companion to Postcolonial Studies*. Oxford: Blackwell Publishing Ltd.
Willis, K. (2011). *Theories and Practices of Development*. London: Routledge.

Supplementary Reading:
Black, M (2007). *The No-Nonsense Guide to International Development*. Oxford: New Internationalist Publications.
Desai, V. and Potter, R. (2008). *The Companion to Development Studies*. London: Hodder Arnold Publications.
Escobar, A. (1988). Power and Visibility: Development and the Invention and Management of the Third World. *Cultural Anthropology*, 3(4), 428–443.
Escobar, A. (1999) The invention of development. *Current History*. Nov. 1999.
Fanon, F. (2005) *The Wretched of the Earth*. New York: Grove Press.
Fanon, F. (2008) *Black Skin, White Masks*. New York: Grove Press.
Mohanty, C. (1984) Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review,* Autumn (30), pp. 61-88.
Moyo, D. (2009) *Dead Aid: Why Aid is Not Working and How there is a Better Way for Africa.* New York: Farar, Strauss, and Giroux.
Sachs, W. (2010) *The Development Dictionary*. London: Zed Books.
Said, E. (1978) *Orientalism.* London: Vintage Press.
Shiva, V. (2005) *Earth Democracy: Justice, Sustainability and Peace*. London: Zed Books.
Scholte, J. (2005) *Globalization: A Critical Introduction*, (2nd edition). Red Globe Press.

Journals:
- *Journal of International Development.*
- *Development and Change*
- *Interface Journal*
- *Third World Quarterly*
- *World Development*

Websites:
Development Education: www.developmenteducation.ie,
Irish Development Education Association: www.ideaonline.ie,
International Institute for Environment and Development: http://www.iied.org/participatory-learning-action
New Internationalist: https://newint.org/
Oxfam: www.oxfam.org
United Nations Development Programme: http://www.undp.org/content/undp/en/home.html
Why Poverty? Documentary Series https://www.thewhy.dk/projects/why-poverty

6.6.14   Ethical Considerations
N/A

Re-Assessment Procedures

All details regarding compensation, penalties for late submissions, policy around repeat examinations/assessments, pass standards at programme, module, and assessment level, max completion period are outlined in the College's *Regulations in Relation to Assessment and Standards*. Where a learner does not successfully complete the module, they will have the opportunity to repeat the assessment in line with the College's *Regulations in Relation to Assessment and Standards*.