International Development: From Development to Globalisation

Module title	International Development: From Development to Globalisation
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Helen Maher
Parent programme(s) the plural arises if there are embedded programmes to be validated.	BA (Honours) in Social, Political and Community Studies BA in Social, Political and Community Studies
Stage of parent programme	Stage 4
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units(FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, seminars, web facilitated learning.
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 4, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	International Development 1
Co-requisite module titles	N/A
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	Average: 2 hours per week. Lectures: 10 x 2 hours (20 hours) Seminar: 1 x 4 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall. Round Tables. Internet Access.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
20	1:5			4 Seminar	1:5	20	81			125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	30%			70%	**100%**

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The study of development in the international context draws on the ideological basis for development post-1945 against the background of the Cold War era. The module traces the evolution of the development paradigm post-1945 and considers the core dilemmas associated with underdevelopment, the possibilities and limitations of the development model equated to economic growth. This module supports learners to develop an insight into the key development issues of the early stages of the 21st century including; environmental concerns; human security; aid versus trade; gender; violence, conflict and peace. This module builds on the learning acquired in the International Development 1 module 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 IPLOs 1, 3, 7, 8.
Module Aims and Objectives	The module aims to analyse the evolution of the development paradigm post-1945 and the core dilemmas associated with underdevelopment, the possibilities and limitations of the development model equated to economic growth. This module aims to support learners to develop an insight into the key development issues of the early stages of the 21st century and to consider development as a global phenomenon. The module also examines the relationship between development, neo-liberalism and globalisation. This module aims to critically examine globalisation perspectives and their significance with regard to models of citizen participation. Finally, the connection between citizenship and globalisation is

	analysed within the framework of economic, political and cultural influences and exchanges.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Critically examine the theoretical perspectives outlined in post-development paradigm and apply to contemporary empirical issues. (MIPLO 1, 3) 2. Apply analytical and theoretical thinking to contemporary development issues and contexts. (MIPLO 1, 3, 7, 8) 3. Critique the features of globalization with regard to economic, political and cultural theoretical perspectives. (MIPLO 1, 3)
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 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. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	*Post-Development Paradigms:* The Impasse in Development Theory; Post-development perspectives, Shiva, Esteva, Rahnema, Escobar; participatory approaches to development; from global to local; sustainable development. *Globalisation, Neo-liberalism and the international order:* Understanding globalisation and the waves of globalisation theory from sceptic, globalist and transformationalist, to globalisation as discourse; Consideration of the relationship between globalisation, development, poverty and inequality; Washington consensus, neoliberalism and hegemony. *Governance:* Governance; Governance and corruption; Understanding democracy; Democracy and economic growth; Democracy and poverty. *Current Development issues*: Security and development human and food security; Sustainable development and environmentalism; Human rights, conflict, role of military, ethnic conflict; Gender equality issues, human trafficking.
Module Teaching and Learning Strategy	The module teaching and learning strategy is based on the core objectives of developing learner knowledge and critical analysis of the concept and practice of development in an international context. The module is also focused on the development of learner capacity to engage in the formation of their own world-view and perspectives on the complexities of development, international relationships of inequality and the relationship between neo-liberalism, globalisation and development. Consequently, the teaching and learning strategy adheres to the

	philosophy and practice of transformative, collaborative and critically reflective learning approaches inclusive of the following methods:
	Lectures, peer learning achieved through face-to-face classroom discussion, presentations and interactive group discussion, group exercises, case studies, video.
Work-Based Learning and Practice-Placement	N/A
E-Learning	The virtual learning environment (Moodle) is the platform to disseminate module material to the learners. Moodle will also be used for learners to share topics on the discussion board incorporating peer learning and exchange of knowledge. Learners will be introduced to the concept of the flipped classroom and will prepare for lectures through accessing online material in advance of classroom contact.
Specifications for Module Staffing Requirements	One lecturer. Staffing requirements may include guest speakers deemed 'experts in the field' and workshop facilitators in line with the active teaching approach throughout the module. Staff – learner ratio is a maximum of 1:25.
Module Summative and Formative Assessment Strategy	The module assessment strategy is based on a balance between theoretical and practical learning; building knowledge, skills and competencies relevant to the social movements, critical analysis, independent argument and presentation skills. Learners will be provided with opportunities to discuss and consider the theories presented in the context of their experience and knowledge of social movement activism. The formative assessment strategy relies on in-class discussions and facilitated debate based on academic articles on social movement theory and empirical examples. This approach is informed by the flipped classroom concept which supports learners to develop critical thinking and independent learning skills. The summative assessment requires the research and development of an essay. This module will be assessed by two in-class assignments: In-class discussion, presentation and analysis (30%): based on flipped classroom approach (learning outcomes 2, 3) Exam (70%): (learning outcomes 1, 2, 3)
Sample Assessment Materials	Exam, 70% (Learning Outcomes 1, 2, 3) Sample questions: 1. Post-development theory critiques the basis for 'development' as reliant on narrowly defined assumptions which fail to recognise the value of indigenous knowledge and expertise. (A) Explain the key concepts which underpin post-development theory, and, (B) critically analyse the ideas proposed by *Majid Rahnema* (1997, 2010) **or** *Gustavo Esteva* (2010). 2. According to philosopher Wendy Brown (2005), neoliberalism extends market values beyond the market place into our social world. Write a short essay offering a critical examination of this perspective. 3. *Vandana Shiva* (2005, 2010) offers a clear critique of the limitations of the economic growth model of development. (A) Discuss Shiva's analysis of

resources and sustainable development and (B) analyse the alternative model that she has established.

4. According to Regan (2006:91) 'there are many fundamental questions and challenges associated with aid'. Firstly, outline the different types of international aid and secondly, critically analyse the arguments for and against aid.

5. Development education seeks to create awareness around issues of inequality and social justice globally. Firstly, discuss the concept and practice of development education, and, secondly, evaluate the relationship between development education and global citizenship.

In-class discussion, presentation and analysis (30%), (Learning outcomes 2, 4):
Taking a relevant development/globalisation issue, learners will discuss and present in class their analysis of the issue and using a taught framework.
Add resources to the online resource forum using relevant video, articles and webpages.

Reading Lists and Other Information Resources	**Essential Reading:** Baker, A. (2014). *Shaping the Developing World*: *The West, the South and the Natural World*. Thousand Oaks: CQ Press. Burnell, P., Randall, v. and Rakner, L. (Eds.) (2017). *Politics in the Developing World*. Oxford: Oxford University Press. Desai, V. and Potter, R. (2008). *The Companion to Development Studies*. London: Hodder Arnold Publications. Haslam, P.A., Schafer, J. and Beaudet, P. (Eds.) (2012). *Introduction to International Development: Approaches, Actors and Issues*. Canada: Oxford University Press. Martell, L. (2010). *The Sociology of Globalization*. Cambridge: Polity Press. Peet, R. and Hartwick, E. (2015). *Theories of Development: Contentions, Arguments, Alternatives,* (3rd Edition). New York: Guilford Publications. **Other Reading:** Brown, W. (2003). 'Neoliberalism and the end of Liberal Democracy', *Theory and Event*: 7:1. Chomsky, N. (1999). *Profit over People: Neoliberalism and Global Order*. New York: Seven stories Press. Cornwall, A. and Eade, D. (2010). *Deconstructing Development Discourse: Buzzwords and Fuzzwords*. Oxford: Practical Action Publishing / Oxfam UK. Held, D. and McGrew, A. (2003) 'The Great Globalization Debate: An Introduction', in Held, D. and McGrew, A (Eds.) *The Global Transformations Reader*. Cambridge: Polity Press. Kirby, P. (2006). *Vulnerability and Violence: The Impact of Globalisation*. London: Pluto Press.

	O'Regan, C. (Ed.) (2006). *80:20: Development in an Unequal World*. Bray, Wicklow.
	Sachs, W. (2010). *The Development Dictionary*. London: Zed Books.
	Willis, K. (2011). *Theories and Practices of Development*. London: Routledge.
	Journals Journal of International Development. Development and Change Third World Quarterly World Development
	Essential Viewing: TED Talks on global development
	Relevant 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
	Vandana Shiva: http://vandanashiva.com/
	Sustainable Development: https://www.activesustainability.com/sustainable-development/
	United Nations Development Programme: http://www.undp.org/content/undp/en/home.html
Module Physical Resource Requirements	Lecture hall equipped with internet, projector, round tables and speakers.