Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Master of Science

Masters in Development Practice

Course Handbook 2018/2019

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Welcome to the Masters in Development Practice

Welcome to the Masters in Development Practice (MDP) programme, hosted at the School of Natural Sciences, Trinity College Dublin. The MDP is a world leading and uniquely innovative programme that blends science and social science to further international development. It is part of a global network, with a Secretariat at the Earth Institute, Columbia University in New York. The Global MDP Programme has been developed according to recommendations outlined in the report of the International Commission on Education for Sustainable Development Practice (2008). The MDP in Dublin has been based at Trinity since 2009 after the only grant in Europe in the first round to establish the programme was awarded by the MacArthur Foundation. In the programme, students are exposed to leading edge scientific and social science techniques and researchers in order to develop international development solutions. The MDP is part of the only global educational network of its kind, involving approx. 30 universities across all continents. In it, students receive leading edge transdisciplinary training in four "pillars"- health, natural, social, and management sciences. See here for further details on the Global MDP Association - http://mdpglobal.org/

The MDP is led by Trinity College Dublin (TCD) School of Natural Science and is delivered by staff from faculties across the university in collaboration with leading scientific researchers, and national and international organisations with specialist skills. The goal is to produce rounded development practitioners with a deep understanding of scientific methods and techniques to reduce global poverty, in addition to extensive on-the-ground training in developing country contexts, and in international development organizations.

The MDP is a two-year fulltime programme that offers professional trans-disciplinary graduate degree training that addresses the challenges of sustainable development through a blend of rigorous academic courses and practical engagements.

The MDP is rooted in evidence that effective public policy must be based science-based. The trans-disciplinary nature of the Global MDP programme equips development practitioners to speak the different "languages" of specialists in, for example, health, agronomy, and economics, enabling them to better understand the root causes of extreme poverty, and to address the challenges of sustainable development.

MDP Candidates develop specialist skills in

- Economics: Micro and Macro Development Economics.
- Statistics; Impact Measurement in Development
- Research design, methodology, and methods including (including training in leading edge quantitative, qualitative, and digital tools and techniques)

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- Project and programme management
- Sector analysis: sustainable agriculture and land-use; global health; gender and development; climate change: science, development & justice; science, technology and sustainable development; post-conflict situations; governance, politics and development; globalisation and African development.
- Students also produce a dissertation on a specialist research area of their choice.

Students have the opportunity to collaborate in a global community through their participation in Prof. Jeffrey Sach's (President of the Global MDP and Special Advisor to the UN General Secretary on the SDGs) Global Classroom, a web-based capability that brings students and teachers from across the MDP network together to engage in collective assignments and learning experiences. There are thirty universities across six continents delivering Master's in Development Practice programmes, all of whom participate in the global classroom, and collaborate on the MDP programme.

Also, students have the opportunity to engage with leading experts, practitioners, and academics both in the classroom and in the field. For example, Mrs. Mary Robinson is a regular contributor to our Global Classroom module, and the Mary Robinson Foundation for Climate Justice collaborates on the Climate Change: Science, Development & Justice module.

Students will be invited to attend additional seminars and events as these arise during the year. These events provide students with access to a wide range of leading international academics, researchers, practitioners, and policy makers. Students are strongly encouraged to attend. Information on these events will be communicated to students throughout the academic year.

This booklet contains contact information on the module coordinators and other personnel associated with the programme; an outline of the course and module structure; details on the internship modules; key deliverables and milestones; and general information on requirements and expectations.

The MDP will run an orientation week from 3rd September-7th September 2018.

Semester One will run from Monday 10th September 2018 to Tuesday 4th December 2018. Semester Two will run from Monday 21st January 2019 to Friday 12th April 2019.

The full timetable for each semester will be distributed by the course administrative officer.

Resources and Credits

Students are required to accumulate 120 ECTS (European Credit Transfer System). Over the two years, coursework will account for 90 ECTS; Fieldwork and dissertation will account for 30 ECTS.

Students will have access to all library facilities in TCD. Students will also have access to additional resources and materials through the website of the Global MDP Association - mdpglobal.org. Students are encouraged to avail of all resources and materials locally and online.

Supervision

Students are required to secure an appropriate supervisor for their fieldwork and dissertation before undertaking fieldwork in June 2019. Supervisors will be drawn from across all faculties in TCD. Students should identify an appropriate supervisor on the basis of the topic they have selected, and their general research interests.

Contacts

MDP Director: Associate Professor Pádraig Carmody at carmodyp@tcd.ie

MDP Course Coordinator: Dr. Susan Murphy at susan.p.murphy@tcd.ie

MDP Course Administrator: Ms Elaine Elders at elderse@tcd.ie

Governance Structure

Course Committee:

This committee has responsibility in conjunction with the Head of the School of Natural Sciences for the day to day running of the programme and for its future development. The committee participates in the implementation of and compliance with the TCD Quality Assurance procedures, and assists in the periodic reviews of the programme.   This committee reports into the Graduate Studies committee.

Membership of the Course Committee:

Ex officio members:

Course Director (Prof. Pádraig Carmody)

Course Coordinator (Dr. Susan Murphy)

School Director of Teaching and Learning (Postgraduate)

Head of School of Natural Sciences

Course Administrator

All module coordinators

Two student representatives including one student representative from each year of the course

Two additional members may be co-opted on an annual basis

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Module Coordinators

Prof. Pádraig Carmody (MDP Director)

Pádraig Carmody is an Associate Professor in Geography at TCD, from which he holds both a B.A. in Geography and History and M.Sc in Geography. He completed his Ph.D in Geography from the University of Minnesota in 1998. Subsequently he taught at the University of Vermont, Dublin City University, and St. Patrick's College, Drumcondra. He also worked as a policy and research analyst for the Combat Poverty Agency in 2002-2003. His research centres on the political economy of globalization in Africa. His teaching interests are in development and economic geography. He has taught both undergraduate and graduate classes on Africa, third world development and globalization, in additional to human environment relations and regional development. He was elected as a member of the Royal Irish Academy and Royal Academy for Overseas Sciences in 2018.

Prof. Carmody coordinates the module Globalisation & African Development and is MDP Director.

Dr. Susan Murphy (Assistant Professor in Development Practice/Course Coordinator)

Susan Murphy is the Lecturer in Global Development Practice with the School of Natural Sciences, Trinity College Dublin, Coordinator, MSc in Development Practice (MDP), and Director, Trinity International Development Initiative (TIDI). She received a Ph.D. from the University College Dublin in 2012 for her research on the ethics of humanitarian and development practice. Susan's research interests are in international political theory, issues in global justice, human rights and climate change, gender and social inclusion. She lectures on Gender, Climate Justice, and Development Research and Practice. Susan is a member of University Council and sits on a number of school committees including Research Ethics, Postgraduate Teaching and Learning, Athena SWAN School SAT and is a College Tutor for STEM Students. External roles include Chair of the Board of Trustees - Oxfam Ireland; Member of the Board of Supervisors, Oxfam International; Member of Future Earth Ireland; Board of Advisors, The Humanitarian Innovation Academy.

Dr. Susan Murphy coordinates Gender & Development; Irish NGO Placement; Fieldwork 2 and co-coordinates Climate Change: Science Development & Justice with Dr. Conor Buggy and Dr. Gayle McGlynn.

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Dr. Gayle McGlynn, TCD

Gayle McGlynn is an Assistant Professor in Geography in Trinity College Dublin. She completed both her BA and PhD in Geography in Trinity College Dublin, and also holds an MSc in Quaternary Science from the University of London. Her main research interests relate to the causes, patterns and impacts of climate and environmental change in tropical Africa. Much of her research involves using sediment-based records to reconstruct past environmental change, with a particular focus on the Albertine Rift of eastern Africa. She has extensive field experience in eastern and southern Africa, having been involved in fieldwork in Kenya, Rwanda, Tanzania, Uganda and Zambia. Following completion of her PhD in 2012, she worked as a postdoctoral researcher on a project examining the relationship between environmental/climate change and water-related vector-borne diseases in eastern Africa

Dr. McGlynn is the module co-coordinator for Climate Change: Science Development & Justice

Dr. Conor Buggy

Dr. Buggy is an Environmental Scientist holding a Lectureship in Occupational and Environmental Studies at the School of Public Health, Physiotherapy and Population Science at UCD. He is the Programme Coordinator for the Higher Diploma in Safety Health and Welfare at Work at the Centre for Safety and Health at Work. He holds a degree in Environmental Science from TCD (1997 to 2001) and a PhD in Environmental Engineering from DCU (2001 to 2006). Dr. Buggy has previously worked in both the public and private sectors developing sustainable strategic infrastructure projects, assessing the potential environmental impacts to public health and the prescription of mitigation measures to ensure such projects are sustainable.

Dr. Buggy has always been very interested in the natural world and human interactions with it, ranging from global to micro scale. In particular, he is interested in how the pollution humanity generates can interact with the public to our own detriment through various environmental pathways. Dr. Buggy's postgraduate work was directed at the assessment of long term pollution in mixed aquatic systems. As an undergraduate student he travelled to Sulawesi in Indonesia as part of an expedition from TCD. While there, Dr. Buggy studied the pollution impacts to coral reefs created by unsustainable fishing practices by the native bajau sea gypsy community.

Dr. Buggy is the module co-coordinator for Climate Change: Science Development & Justice

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Dr. Matthew Saunders

Matthew Saunders is an Assistant Professor in Plant Sciences within the School of Natural Sciences, Trinity College Dublin. He was awarded a Ph.D. in Plant Ecophysiology (2005) and a M.Sc. in Environmental Science (2001) from Trinity College Dublin and has worked as a post-doctoral research fellow in University College Dublin (2006-2012) and the James Hutton Institute, UK (2012-2015). His research interests include the response of plants to changes in their physical, chemical and biological environments and how this information can be used to assess the resilience and adaptive capacity of terrestrial ecosystems to global environmental change. This work utilises an integrated experimental and model-based approach to assess the physiological and environmental processes that regulate plant productivity, carbon sequestration, greenhouse gas dynamics, plant-water relations and energy budgets at the leaf, whole plant and ecosystem scale. Recent projects have focussed on the impacts of land use change, habitat restoration and extreme climatic events on carbon, water and nutrient dynamics in natural and agricultural ecosystems in both temperate and tropical climates. This work has directly contributed to the development of policy relevant, sustainable land management tools that are centred on the role of terrestrial ecosystems in the mitigation of, and adaptation to climate change. He has published in international peer-reviewed journals on matters relating to plant science and environmental change including *Global Change Biology, Biogeosciences, Agricultural and Forest Meteorology* and *Ecology Letters*.

Dr Saunders is the module coordinator for Sustainable Agriculture & Land Use.

Dr. Ayat Abu-Agla

Dr Ayat Abu-Agla is a Community Medicine consultant, with a MBBS, MPH and a Medical Doctorate. She has over a decade of diverse work experience in LMICs (mainly Sudan) through positions in healthcare, academia and professional associations. Her research are in the areas of Reproductive health, health systems and human resources for health (HRH) in post conflict and LMICS. Among the projects she led was the first mapping of health and medical educational pipeline survey in Sudan, the health labour market study with WHO-HQ/EMRO/AFRO and HRH migration. She is currently a Doctoral researcher based at the Centre for Global Health at Trinity College Dublin. She lectures on Reproductive and Maternal Health and HRH on the MSc in Global Health Programme. She also serves as TDR/WHO Implementation Research temporary adviser since 2013.

Dr. Abu-Agla is the coordinator for Global Health.

Dr. John McDonagh

Dr. McDonagh holds a BSc in Economics from the London School of Economics and a PhD in Economics from Trinity College, Dublin. He has taught a variety of undergraduate and post-graduate courses, including microeconomics and mathematical and statistical methods. His research interests include historical economic development, particularly in Ireland and Britain, and applied econometrics. He also has experience of working as a professional economist outside of academia on a range of micro and macroeconomic policy issues.

Dr McDonagh is the coordinator for Economic & Policy Analysis I & II; Research Methods (Statistics), Global Classroom and Fieldwork I.

Dr Federico Cugurullo

Federico Cugurullo is Assistant Professor in Smart and Sustainable Urbanism at Trinity College Dublin. His research is positioned at the intersection of urban geography, political philosophy and experimental urbanism, and explores how ideas of sustainability are cultivated and implemented across geographical spaces, with a focus on projects for eco-cities and smart cities.

Federico has done extensive empirical research in the Middle East and Southeast Asia where he has investigated the sustainability performance of supposedly experimental cities such as Masdar City in Abu Dhabi and Hong Kong. His work has been used by the United Nations and the United Kingdom's Department for Environment, Food & Rural Affairs (DEFRA) to foresee future urban challenges and develop preventive policies.

Building upon empirical grounds, Federico's main theoretical aspiration (also the subject of his forthcoming book) is the development of *urban equations* for a sustainable urbanism. Other theoretical contributions include the concept of *urban eco-modernisation*, and the theory of *de-composed urbanism* and *Frankenstein cities*.

Before joining Trinity College Dublin, Federico held positions at the University of Manchester, King's College London and the London School of Economics and Political Science.

Dr Cugurullo is the coordinator for Smart-eco cities of the future (MDP 2) and Qualitative research methods (MDP 1)

Dr. Jean Wilson

Dr Jean Wilson is a Postgraduate Teaching Fellow in the School of Natural Sciences. Jean's research interests centre on environmental applications of remote sensing, GIS and spatial analysis, specifically in the context of water resources monitoring and management. Her work has been funded since 2009 under the EPA STRIVE initiative. She has developed novel methodologies in the application of thermal remote sensing and geochemical tracing techniques for localising and assessing groundwater discharge to lakes and coastal waters nationally.

Dr. Wilson is the coordinator for Research Methods (GIS).

Dr. Philip Lawton

Philip Lawton joined Trinity College Dublin as Assistant Professor in Geography in Setember, 2017. His research interests are focused on the intersection between urban economic change, urban policy making and social life in cities. Outputs from his research have included the analysis of residential preferences of creative-knowledge workers (*Cities*, 2013), the ideal of the 'European city' in Dublin policy making (*International Journal of Urban and Regional Research*, 2014), and the connections between uneven development and suburban transformation in Adamstown, Dublin (*European Journal of Urban and Regional Studies*, 2018). Prior to joining Trinity College, Philip held positions in Maynooth University, NUI Galway, and Maastricht University. Through these experiences, Philip has sought to develop an approach to teaching that is centred on student discussion and interaction.

Dr. Lawton is the coordinator for Theories of Development

Prof. Laurence Gill

Laurence Gill is a Professor in Environmental Engineering in the School of Engineering, Trinity College Dublin. His research interests involve studying the fate and transport of both air and water-borne pollutants in the natural and built environment, as well as the development of passive treatment processes. Much of the work involves extensive field studies which are then used to develop mathematical models to gain further insight into the processes. Prior to joining at Trinity College in 1999, he spent several years working in the UK water industry on the design of water and wastewater treatment processes for urban populations.

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Prof Gill is the coordinator for Civil Engineering for Sustainable Development.

Dr. Tara Bedi

Tara Bedi is a Marie Curie (CAROLINE) Irish Research Council Post Doctoral Fellow in the Economics Department in Trinity College Dublin, where she is also received her PhD in Development Economics from. Prior to this, she worked with Trócaire, an Irish NGO, leading on policy research, including Leading Edge 2020. Before moving to Ireland, she worked in the Poverty Reduction Group at the World Bank, where she carried out research on impact evaluations, poverty maps and poverty monitoring systems. She received a master's degree in Public Administration in International Development from the Harvard Kennedy School.

Dr. Bedi is the coordinator for Impact Measurement.

Dr. Caitriona Dowd

Caitriona Dowd is a conflict researcher and humanitarian practitioner with a specialisation in conflict sensitivity and peacebuilding. She completed her PhD in Geography at the University of Sussex, UK, focused on the dynamics of violent conflict and identity mobilisation in sub-Saharan Africa. Her research has been published in several peer-reviewed international journals, including *African Affairs*, *The Journal of Modern African Studies*, *Political Geography* and *Terrorism and Political Violence.* Caitriona previously worked as Senior Researcher for the Armed Conflict Location & Event Dataset (ACLED) and Research Fellow in Conflict and Violence at the Institute of Development Studies (IDS). She is currently Humanitarian Policy Officer for Concern Worldwide, Dublin, where her role involves research and technical support on conflict sensitivity and peacebuilding programming in conflict-affected contexts.

Dr. Dowd is co-coordinator for Politics of Conflict in Development Practice.

Declan Power

Declan Power is an independent security and defence analyst who has worked on projects in Africa with the European Commission involving counter-terrorism (CT) and countering of violent extremism (CVE).
Previously he led the successful joint Irish-Swiss government project, *Sustaining Humanitarian Presence Initiative*, which provided conflict and crisis-management skills and advice to International NGO's working under the UN in South Sudan.
A former career soldier, Power served in the three combat arms of the Irish army on a variety of operations both at home and abroad. He was also a panellist/contributor on the 2015 White

Paper on Defence.

In addition to attending the military college, Power is a graduate of Dublin City University, Trinity College Dublin and has also completed the UNHCR's Emergency Management program. He is one of the few people in Ireland to complete the UN's Inter-Agency Emergency Simulation Instructor's course. He has studied and instructed on various civil and military crisis management courses, including UNOCHA's Civil Military Staff Planning Course, NATO's CCOE School and the UK's Brunel Centre for Intelligence and Security Studies (BCISS), the Irish Defence Force's Command and Staff course and the UN Training School Ireland.
Power also is the author of a number of articles, papers and books on security affairs, including *From the Congo to Mali* (Irish Studies in International Affairs 2013) which examined Ireland's contribution to international peace support operations and *Siege at Jadotville* (Maverick House 2005), one of the few books dealing with the Irish experience of UN service during the Congo mission. The book was adapted for film in 2015.

Mr. Power is co-coordinator for Politics of Conflict in Development Practice.

Other Teaching Staff
The course also engages with a number of other partners to deliver key elements of the programme, in particular those engaged in Development Practice.

Requirements and expectations

Attendance:

Prompt attendance for **all** taught components, including fieldwork, is a requirement of this course. Prior permission for absence should be sought *in writing* from the module co-ordinator. *Failure to attend classes is regarded as a failure to comply with the fundamental course requirements.* For modules and projects that include field work, students are required to read the safety guidelines (available online at http://www.tcd.ie/estatesandfacilities/health-and-safety/). In addition to attending a safety briefing, students are required to complete health and safety forms and insurance forms.

The course aims to develop key transferable skills of both independent work, and working together as part of a group. For group work, it is essential that students participate fully with assigned groups; take the initiative and do not leave it to others. Group work will be subject to peer group assessment.

This is a post-graduate qualification and therefore contains a considerable component of independent study. It is vital that students effectively manage the time spent outside of classes. The course structure assumes a nominal 40 to 50 hour week, although there will inevitably be some variability of workload throughout the year. This is especially the case as enrolled students usually come from a wide range of backgrounds with diverse skills and knowledge. This diversity may mean that some students may be unfamiliar with some basic concepts during the course. This will require extra reading for familiarisation of subjects that have not been studied previously. Please note that certain components of the course (e.g. seminars or field trips) may occasionally involve evening or weekend work, so students are expected to consult timetables carefully.

IMPORTANT: non-attendance due to paid employment is not an acceptable excuse or mitigating circumstance.

Code of conduct

All students are expected to comply with the TCD student code of conduct.   Students are expected to be courteous and professional at all times, and in their dealings with all persons connected to the MDP. Failure to do so will result in disciplinary action. Inappropriate or unprofessional conduct will be brought to the attention of the course committee and appropriate penalties will be applied. Additional information is available from the college website. It is the student's responsibility to familiarise themselves with this information and ensure that all standards are maintained at all times throughout the programme.
https://www.tcd.ie/Junior_Dean/student-discipline/

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Course Information

Programme Aims, Objectives, and Learning Outcomes

The objectives of the programme are as follows:

- Provide students with a systematic understanding of knowledge at the forefront of learning in Development Practice;
- Train students in the analysis, interpretation, critical evaluation, and presentation of scientific data, and to inculcate in the student an appreciation and awareness of the principles and practice of professional behaviour in academic, policy, and community settings;
- Provide students with detailed knowledge and understanding of specialised social, economic, health, and environmental sciences relevant to the field of development practice;
- Develop in-depth, integrated, theoretical, and practical knowledge of international development; and to develop the capacity to apply this knowledge for the prevention and elimination of poverty;
- Train students to conduct independent research projects and to provide experience in the description of scientific problems, formulation and implementation of solutions based on scientific evidence, and in the effective communication of the outcomes;
- Function as a member of a multi-disciplinary team;
- Produce masters graduates with sufficient theoretical insight and practical skills that will enable them to pursue and develop a career in a number of different areas of international development practice and thereby make a meaningful contribution to global poverty reduction;
- Produce graduates who are aware of their professional and ethical responsibilities

On successful completion of this programme students will:

- Demonstrate a detailed knowledge and understanding of a wide range of topics in the social, economic, health, management and environmental sciences;
- Integrate knowledge from across different disciplines to formulate and effectively implement anti-poverty policy;
- Integrate knowledge of key discourses and understanding of international development practice and the application of this knowledge for the prevention and elimination of poverty

Students will develop the following intellectual qualities

- Synthesize and summarize information from a wide range of sources and draw reasoned conclusions with particular reference to development practice;

- Use the principles of scientific enquiry to conduct and independently evaluate research within the area of development practice;
- Appreciate the importance of reflecting on actions taken, modify practice as appropriate, and understand the need for Continuous Professional Development;
- Recognize the moral and ethical issues associated with development practice and apply ethical standards and professional codes of conduct at all times;

Professional/Practical Skills

- Demonstrate the ability to evaluate and integrate evidence and information from a range of sources as a prelude to effective anti-poverty formulation and implementation;
- Act in a consistently professional manner in order to deliver the highest standards of public and community service delivery in a wide variety of settings;
- Demonstrate the ability to work effectively as a member of a multidisciplinary team and to critically evaluate their own contribution to the work of the team;

Transferable Skills

- Demonstrate Information Technology and computing skills to search and access information from a wide range of sources to enable effective and evidence based practice;
- Communicate effectively with citizens and colleagues in a variety of settings using the most appropriate forms of communication and other interpersonal skills necessary for effective development practice by translating scientific research on nutrition, health, disease, and poverty into practical advice;
- Demonstrate initiative and independence and be able to manage time and resources effectively when undertaking tasks and problem-solving in professional practice;
- Reflect on their professional role, including self-assessment, and prioritise their work effectively to meet the needs of changing circumstances and work demands;
- Deliver evidence-based practice, problem solving and clinical reasoning within a multi–professional workforce;
- Demonstrate skills in conducting a wide range of project impact evaluations and assessments and in the recording, analysis and critical interpretation of data;
- Demonstrate the ability to carry out an individual scientific research project under supervision, including an appreciation of the significance of the research project results and the effective communication of the outcomes.

Description of the European Credit Transfer System

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty. The European norm for full-time study over one academic year is 60 credits.

1 ECTS credit represents 20-25 hours estimated student input, so a 5-credit module will be designed to require 100-125 hours of student input including class contact time and assessments. ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses.

Course Structure

All modules are obligatory as follows:

Year 1

Semester 1	MDP Global Classroom: Foundations of Sustainable Development Practice
	Global Health
	Economics & Policy Analysis I
	Climate Change: Science, Development & Justice
	Research Methods: Statistics & Econometrics
	Research Methods: GIS
Semester 2	Irish NGO Placements
	Economic & Policy Analysis II
	Qualitative research methods
	Globalisation & African Development
	Sustainable Agriculture & Land Use
Semester 3	Fieldwork 1

Year 2

Semester 1	Civil Engineering for Sustainable Development
	Theories of Development
	Conflict, Peace and Fragility in Theory and Practice
	Gender & Development
	Development Economics
Semester 2	Smart Eco-Cities of the Future
	Impact Measurement
Semester 3	Fieldwork 2
	MDP Dissertation

Course Modules

MDP Global Classroom: Foundations of Sustainable Development

Coordinator: Dr. John McDonagh

5 ECTS – 40 Teaching Hours; 80-100 hours reading, assignments

Description:

This course aims to provide students with a general introduction to the basic core understandings required of a "generalist" development practitioner and serves as the foundation course for the Masters in Development Practice (MDP) curriculum.

Variations on this course are offered at a number of our partner universities around the world. Course topics are grounded in a practical, multi-disciplinary approach that focuses on the inter-relationship of each of the four pillars of MDP study. Both conceptual and practical issues are stressed throughout each course topic and the underpinning intention is to challenge and inform participants in such a way that they are able to engage more successfully with the opportunities that the MDP provides.

Learning Objectives & Outcomes:

- To expose students to the core concepts and technical understanding required to engage with professional problems within the field of sustainable development;

- To develop practical problem-solving skills through the analysis and diagnosis of complex development challenges;

- To provide students with a heightened awareness of the cross-cultural, multi-disciplinary, multinational dimensions of the field;

- To foster a spirit of collaboration both inside and outside the classroom among students from diverse backgrounds and distant regions through increased communication skills and - where appropriate – social networking tools, in order to prepare them for such environments in the professional world of development practice;

- To encourage students to identify, study, and reflect upon the foundations of interventions that may lead to poverty alleviation and sustainable development.

Assessment:

Attendance is mandatory.

Module assessment is split into <u>four</u> components, three individual and one group assignments:

- FSDP Group Project: 10% Week 4

- FSDP Portfolio: 60% Continuous

- FSDP Presentation: 20% End of semester

- Policy Analysis: 10% Week 10

N.B. This assessment structure is currently under review. Details of any revisions will be made available during the opening sessions of the module.

Core Readings:

Jennifer Elliott (2012) *An Introduction to Sustainable Development* (Routledge Perspectives on Development)
Regina Scheyvens (2014) *Development Fieldwork: A Practical Guide* Second Edition. SAGE.

Global Health

Module Coordinator: Dr Ayat Abu-Agla (Centre for Global Health) abuaglaa@tcd.ie

Module Size:
This is a 5 ECTS module and runs over 12 weeks for two-hour blocks. In addition to scheduled lectures and seminars each student is expected to spend on average 6 hours per week (over the 12 week term) in self-directed learning – preparatory reading, group work, assignments preparation, etc. This structure combines a total of 24 'contact' hours with approximately 72 hours of self-directed learning, giving an overall total of 96 hours total student effort for the 5ECTS module.

Background:
Global Health addresses health problems and issues that transcend national boundaries, which are informed by the circumstances and experiences of countries in differing contexts. This module combines health and social sciences, drawing on a range of expertise to examine key

contemporary issues in Global Health while developing core skills for effective development practice.

Rationale and Aims:

Rationale:
This module will enable students to better appreciate the global interconnectedness of health problems and its relation to the field of development practice. It will highlight the global health challenges in an interchanging world where inequity, poverty, conflict and epidemics exist.
Aims:
- Provide students with a systematic understanding of the basic principles of global health relevant to the field of development practice
- Develop an integrated, theoretical and practical knowledge of global health and to develop the capacity to apply this knowledge to the field of development practice
- Train students in the interpretation and critical evaluation of global health challenges in relation to development practice

Learning Outcomes:

On successful completion of this module, the student will be able to…
1. Demonstrate the knowledge and understanding of fundamental global health principles
2. Integrate the knowledge from across the different principles of global health to development practice
3. Critically evaluate global health interventions of development practice interest
4. Provide evidence that the work they produce has been rigorous and ethical.

Course Content and Syllabus:
Each week's class will be led by an expert in a Global Health-related field. The class will be divided into two parts:
 1st part: The first part of the class will consist of an interactive lecture (i.e. 60-75 minutes).
 2nd part: The remainder of the class time will be taken up with a reflection activity, case study discussion (or group work) from the self-directed learning of the pre-reading list.
The Global Health pillar in the Masters for Development Practice, will introduce the student to the key principles in global health by laying a stable foundation on fundamental basics in epidemiology, communicable and non-communicable diseases, and cross-cutting topics as traditional medicine, Water, Sanitation and Hygiene (WaSH) and nutrition. It also explores health systems and policies, human resources for health and global health security against a

backdrop of challenging geopolitics, security, migration, global warming and changes in disease and population trend. The key reference for the module is 'Global Health An introduction to current and future trends' by Kevin McCracken and David R. Philips. Lectures may include (but are not limited to) the following topics:

Introduction to Global Health
Introduction to Epidemiology
Communicable Diseases
Non-Communicable Diseases
Water, Sanitation and Hygiene (WaSH)
Nutrition
Traditional Medicines
Global Health Security
Health Policy and Systems
Human Resources for Global Health
Ethics in Global Health

Assessment:

There are two components to the assessment, individual and group assessment as follows:

Part A: (60%)

Each student will be asked to submit a 1500 word essay from a choice of questions focusing on issues discussed during the module.

Part B: (40%)

A global health case study will be made available to groups. Each group will analyse the case and make presentations on how they will address issues and challenges raised by the case.

Economic & Policy Analysis I

Coordinator: Dr. John McDonagh

5 ECTS

Course Outline

The module provides an introduction to basic economic principles in a development context. The first part of the module will look at the concept of market equilibrium and the efficiency of markets. It will then look at the "market failure" approach to policy intervention. These will be

illustrated using examples in development from health, education and the environment (among others). The second part of the module will focus on why some countries are rich and others are poor. It will begin by looking at traditional and new measures of economic progress. It will then explore the historical growth experience and modern growth models used by economists. The module will conclude by looking at the economics of trade and globalisation.

Learning Outcomes

On successful completion of this module, students will be able to:

- Understand the basic supply and demand model, and the textbook case for free markets.
- Apply the "market failure" rationale to assess policy intervention to promote sustainable development.
- Understand the range of policy tools available to tackle market failures, and the importance of cost-benefit analysis.
- Explain traditional measures of economic progress (GDP) and their shortcomings, and understand alternatives.
- Understand the key development lessons from historical economic development and modern economic growth theory.

Assessment

Assessment will comprise three short papers where students will apply economic principles to real world development case studies/policy issues. Full details will be provided at the beginning of the module.

Reading list

A full reading list will be provided at the beginning of the module.

Research Methods: Introduction to Statistics and Econometrics

Coordinator: Dr. John McDonagh

5 ECTS

Course outline

This module is designed to give students the tools required to evaluate public policy programmes and make recommendations based on sound quantitative reasoning. The first part of the module will explore basic statistical concepts and the second part will introduce regression analysis. The emphasis in all cases will be on application and interpretation of results. Where appropriate, data from developing country contexts will be used to illustrate the techniques being studied. Two key questions that will be considered throughout the module are: (a) when are various statistical techniques most appropriate and (b) how can we use statistical information to improve policy, or a law, or a public sector programme? Students will be required to familiarise themselves with basic calculations and statistical computer packages, and there will be regular computer lab sessions throughout the module.

Learning Outcomes

Having successfully completed this module, students will be able to:

- Find, navigate and manage new datasets.
- Explain and interpret statistical and econometric terminology/ results.
- Conduct statistical and econometric tests on datasets.
- Complete policy reports for a general audience based on the results of these tests.

Assessment

Assessment will be based on a series of weekly problem sets, practical exercises and an applied data project. Full details will be provided at the beginning of the module.

Reading

A full reading list will be provided at the beginning of the module. Jaggia and Kelly's *Business statistics: Communicating with numbers* (McGraw-Hill Higher Education, 2012) will be used as the reference text in the module.

Research Methods: GIS

Coordinator: Dr Jean Wilson

5 ECTS: 24 - 30 teaching hours 80 - 100 hours lab work, assignments.

Description

The aim of this course is to introduce students to the fundamental principles, methods, techniques and tools in GIS for spatial analysis including data management and visualisation; and their application in the context of development practice. Following completion of this course students are prepared to think geographically and understand what a GIS comprises and how GIS and spatial analysis can be used to support operational and strategic decision making across health, natural, social and management sciences. The course will be delivered through lectures (5hrs) and in class practical demonstrations (20 hours). This is a hands-on GIS course and students are expected to be in attendance each day to work through the practical learning material and complete assignments (80 – 100 hours). Students are required to bring 1) a portable hard drive device (e.g. usb key) with at least 2GB of storage and 2) a hardback notebook (for use as a GIS journal) to class.

Learning outcomes

- Understand the key components of a GIS and fundamental concepts that underlie use of spatial data within a GIS in the context of development practice
- Understand the value and limitations to the use and application of publicly available multidisciplinary geospatial datasets in research
- Use GIS tools and methods as a research aid for visualization (mapping) and spatial analysis; and present high-quality GIS based outputs in report format
- Apply GIS techniques to development practice

Assessment

100% coursework [GIS practical exercises (30%), GIS essay and presentation (20%) short answer quiz (20%), practical exam (30%)].

Irish NGO Placement

Coordinator: Dr. Susan Murphy

5 ECTS – 24-30 Teaching Hours; 100 hours reading, assignments

Description:

During this module, students will work with local Non-Governmental Development Organisations (NGDOs) on specific research topics. During the placement, students will work on identified issues of research concern to the partner development organisations based in Ireland.

Before engaging with the identified NGDO, students are required to attend lectures in preparation for this placement. The rationale for the NGDO placement research project is to enable MDP students to:

- Develop research skills in development policy and practice
- Develop team working skills and hands-on experience through direct placement in the offices and projects sites of partner organisations.

Learning Objectives & Outcomes:

 On successful completion of this module students will have a deeper understanding of the following key areas:

- Research skills in development policy and practice. In particular, specific skills required to engage as development practitioners in local NGDOs.
- The practices and approaches of leading NGDOs in Ireland.
- The main types of research design and methods employed in local NGDOs.
- Project management principles of NGDOs.
- Develop team working skills and hands-on experience.

Assessment:

Attendance is mandatory.

Results from the project would be presented in two forms: Electronic submission of full report – **80%** of total mark; Oral presentation (Power Point) – **20%** of total mark. Students will be required to do an oral (Power Point) presentation of their findings to an audience that will comprise MDP and NGO staff.

Economic & Policy Analysis II

Coordinator: Dr. John McDonagh

5 ECTS

Course outline:

The module looks at empirical problems in applied development economics. It builds on the Introduction to statistics and econometrics module, and explores econometric approaches that have become increasingly important in development (and beyond). These include instrumental variable techniques and (an introduction to) random control experiments. The module will use seminal papers in the applied development literature to illustrate key concepts. The focus throughout will be on practical applications and there will be a number of computer lab sessions in the module.

Learning Objectives & Outcomes:

Having successfully completed this module, you will be able to:

- Formulate, estimate and present your own ordinary least squares (OLS) regressions, and understand the consequences of violating key statistical assumptions.
- Estimate and understand alternatives to OLS, such as Instrumental Variable methods, to better understand causality.
- Understand the value of panel and time series models.
- Better understand empirical research papers in development economics.

Assessment:

Assessment will include practical computer exercises and submitting an empirical research proposal. Full details will be provided at the beginning of the module.

Reading list

A full reading list will be provided to students at the beginning of the module. This will include a number of published journal articles.

Climate Change: Science, Development and Justice

Coordinators: Dr Gayle McGlynn, Dr Conor Buggy, Dr. Susan Murphy

5 ECTS – 25 to 30 hours teaching; 3 hour debate; 100 hours reading, assignments, specified learning activities (SLA's).

Description:

This module aims to provide MDP students with an overview of the implications on sustainable development of various aspects of climate change, including social, economic, environmental, and moral dimensions. Students will also examine the strengths and weaknesses of approaches used to anticipate future climate change and its impacts. The science of Earth's systems which influence our climate are introduced and the scientific basis for climate change explored. The module also provides an examination of the moral dimensions of climate justice, human rights and development. Students on the module are, without exception, expected to read widely, to think deeply, to discuss fully and to analyse critically – and to work to a high standard both individually and as part of a group. Information on readings relevant to particular classes/discussions will be circulated in advance.

Learning Objectives:

This module aims to provide MDP students with the following:

- An understanding of climate change in the context of earth system science, planetary 'tipping points', and the effects of recent anthropogenic activities on climate change;
- An introduction to anticipating (i.e. modelling) the future physical effects of climate change and their societal impacts, particularly with regard to development;
- An understanding of how concerns regarding the impacts of climate change in the developing world came to influence the climate change agenda, and an overview of relevant legislative and policy frameworks concerning climate change at international and national levels (including adaptation and mitigation approaches to dealing with climate change in the developing world);
- A projection of potential climate change impacts to public health;
- Examine and critically assess justice-based issues to which climate change can give rise.

Learning Outcomes:

Having successfully completed this module a student should expect to:

- Understand the concepts of earth system science and planetary boundaries, particularly within the context of recent anthropogenic activity and climate change;
- Be conscious of relevant global climate processes and climate dynamics;
- Be conversant with current relevant climate and development discourses and negotiations;
- Be aware of the main organisations, mechanisms and legislative frameworks through which climate change is being mainstreamed within development strategies at international and national levels;
- Be aware of the potential role of climate in major areas of concern for development workers, including food security, public health, water availability and security;
- Understand concepts and conceptions of justice, human rights, and climate change in the light of sustainable development policy and practice;
- Demonstrate an understanding of climate justice debates;
- Understand the basics of computer-based modelling of climate change and of development-relevant climate change impacts; and
- Be able to communicate effectively the results of their research and project work to a wider audience.

Assessment:

Attendance at lectures is mandatory. Participation in the debate is mandatory. A debate protocol will be provided during the course of the module. Assessment is via coursework (100%). Details of the assignments and deadlines will be provided to students at the beginning of the module:

- A two part 3000-word essay (80%);
- Class debate participation (10%); and
- Debate self-reflection 500 words (10%).

Globalisation & African Development

Coordinator: Dr. Pádraig Carmody

5 ECTS – 24-40 Teaching Hours; 80-100 hours reading, assignments

Description:

Globalisation is often defined as the increased interconnectedness of places. However the dimensions of interconnection vary through time and space. Consequently globalisation is constantly in the process of evolution. This advanced seminar seeks to understand the nature and evolution of globalization in Africa. While Africa's share of world trade and investment fell during the 1970s through the 1990s, the 2000s have been different as global resource scarcity increases and a new inter-regionalism is forged with the countries of Asia in particular. Some argue that there is now a new scramble for Africa with important political and human security implications. Africa is also thought to be the region of the world which will be most affected by climate change, with some estimates suggesting that the value of African crop output may fall by 90% by 2100. The destruction of the forestland of the Congo River Basin is already thought to have reduced rainfall in the American mid-West by approximately 35% each February. Consequently the impacts of globalisation on the continent have global environmental implications.

Learning Objectives & Outcomes:

 By the end of the module students should have:

- A good understanding of African political economy.
- Be conversant with the impacts of globalization, technological development and external social forces on the sub-continent.
- Have a good understanding of the importance and nature of the new inter-regionalism being constructed with Asia.
- Understand the importance of local context, resources and social struggles in the construction of regions on the sub-continent with distinctive characteristics.
- Understand the concept of human security and its application to issues such as HIV/AIDS.
- Understand the nature of the global aid regime and its potentialities and limitations to transform socio-economic development on the sub-continent.
- Be able to critically assess the future possibilities and directions for economic development on the sub-continent.

Assessment:

Attendance is mandatory.

The grading for this class will be composed of three elements - In class participation (10% of the grade); you will be required to write a one page typed response for three topics during the module. In your paper you should highlight what you see as the most important elements of the readings, whether or not the arguments presented are convincing and how the different readings relate to each other (30% of your grade). Final research paper - This is an opportunity for you to explore a particular topic of interest to you in greater depth. In your paper you should seek to address a specific question. It is also generally helpful to delimit your topic regionally or to a country or two. Please email a paragraph to the instructor in advance for feedback on proposed topics. The final paper itself will make up 60% of your final grade. 3000 word maximum.

Sustainable Agriculture and Land Use

Coordinator: Dr Matthew Saunders

Other course contributors
Trevor Hodkinson, Botany, School of Natural Sciences
Mike Williams, Botany, School of Natural Sciences
5 ECTS - 24 Teaching Hours; 100 hours reading, assignments

Description:

By 2050 the UN estimates that the world will need 70% more food, 55% more clean water and 60% more energy than it does today. These demands will have to be addressed alongside a changing climate, increased pollution and the depletion of natural resources. The sustainable use of natural resources especially plants and soil systems is crucial for the future of humankind as they provide the food we eat, many of the medicines we depend on, several non-food products and the regulation of our climate. This module aims to develop a greater understanding of international food security, bioresources, agricultural productivity and sustainability. It covers several themes including:

- Bioresources and bioprospecting
- Non-food crops/products
- Domestication and breeding

- Productivity and sustainable agriculture in both temperature and tropical regions
- Conservation of genetic resources, bioprospecting and ethnobiology
- Ecosystem service provision and the conservation of natural capital
- Soil systems and their management
- Biogeochemical cycles including carbon and nitrogen cycles
- Agriculture linked climate change and pollution

Learning

On successful completion of this module, students will be able to:

- Demonstrate a detailed knowledge of agricultural plants, domestication and non-food crops
- Explain the key concepts of bioprospecting and ethnobiology
- Demonstrate a detailed knowledge of plant genetic resource conservation
- Show how breeding methods are used to produce new plants for agriculture and medicine
- Explain how agriculture can be made more sustainable
- Explain the major methods of biological pest control and the use of insects as pollination services
- Describe the processes of soil formation and their relevance to agriculture.
- Discuss the role of sustainable agricultural management in enhancing productivity and minimising environmental pollution.
- Demonstrate an understanding of key biogeochemical cycles and the exchange of carbon, nitrogen and water across the soil-plant-atmosphere continuum.

Assessment
Attendance is mandatory. Assessment is 100% assignment based

Fieldwork I (including Qualitative Research Methods)

Coordinator: Dr John McDonagh (Fieldwork 1) & Dr Federico Cugurullo (Research methods)

10 ECTS – 250 hours (20-30 hours classroom based; 230 hours fieldwork and project write up)

Description

Between May and August, year one MDP students will undertake the field studies and clinical practice training programme. Students will engage with partner organisations across multiple locations to study, design, and implement practical projects that address pressing problems in developing locations.

Learning Objectives & Outcomes:

There are two core objectives of the module – firstly, to enable students to gain field experience in a supportive and structured environment; and secondly, to provide students with the opportunity collect data for use in the final MDP dissertation.

On the first point, students will select a project with one of our partner organisations and will have the opportunity to research and analyse real life developmental problems and devise policy and practical solutions.

On completion of this module, students will develop skills in the following areas -

- Research design and planning
- Primary and secondary data collection utilising a range of quantitative and qualitative tools
- End-to-end project management skills including design, implementation, monitoring and evaluation of a development project as a practitioner.
- Conduct policy oriented case study research on development problems and challenges from theoretical, policy and practice perspectives.

Assessment:

1. TBD

The content of this report may form the basis of the MDP dissertation completed by the student in Year Two.

Civil Engineering for Sustainable Development

Coordinator: Prof. Laurence Gill (laurence.gill@tcd.ie)

5 ECTS

Module description

This module aims to provide an overview of how Civil Engineering contributes to towards the achievement of the Sustainable Development Goals: in particular, SDG6 Clean Water & Sanitation, SDG7 Affordable & Clean Energy, SDG9 Industry, Innovation & Infrastructure and SDG11 Sustainable Cities & Communications. The module will develop the students'

comprehension of water supply and sanitation, particularly focussing on rural areas in developing countries. It will introduce contemporary developments in sustainable transport as well as evaluating associated health impacts. It will investigate the resilience of structures in response to a changing climate. It will assess recent developments in the policy and technologies for different forms of renewable energy. Overall the module will enable students to be able to devise appropriate conceptual models to solve typical challenges faced by within the broad field of Civil Engineering projects.

Learning Objectives and Outcomes

On successful completion of the module, students will be able to:

1.   Comprehend the key role played by policy and related infrastructure with respect to water, energy, buildings, and transport with respect to sustainable international development.

2.   Develop conceptual models to help to solve typical problems within the field of water supply and sanitation projects in developing countries.

3.   Understand the conceptual pathways for transition of water related infectious diseases and their link to sanitation related contaminants.

4.   Appreciate the challenges associated with the move towards more sustainable forms of transport and as well as linked impacts on public health.

5.   Evaluate the different forms of renewable energy technologies and their appropriateness for different geographical and cultural scenarios.

6.   Understand how the resilience of built infrastructure needs to be considered at the earliest design stage of a project.

7.   Evaluate the impact of different construction materials in relation to concepts of sustainability.

8.   Elucidate the concepts of sustainable resource management within the urban environment.

Module content

   o   **Water and Sanitation**

Water and sanitation related diseases

Planning a water scheme

Water supply technologies

Groundwater engineering

Sanitation technologies

Sustainable urban wastewater management

- o **Transport**

New developments in sustainable transport

Rural transport

Health impacts of transport

Air pollution and transport

- o **Structures**

Sustainable construction materials

Construction materials for hot climates

Thermal performance of buildings

Engineering adaptation to Climate Change

Resilience analysis

Earthquake preparedness

- o **Sustainable Energy**

Energy policy

Sustainable Energy Systems

Solar energy

Offshore renewable energy

Hydropower

Assessment

Assessment based upon 4 written assignments – one for each section of the course.

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Theories of Development

Module Coordinator: Dr. Philip Lawton (philip.lawton@tcd.ie)

5 ECTS

Description

The aim of this module is to examine the relationship between different ways of theorising development and the way in which it becomes expressed in everyday examples at different scales. Primarily, there is a need to theorize the idea of development as something that is embodied through social, economic and cultural practices at different scales and which we must therefore understand from a relational perspective. As a means of understanding these interconnections, the focus in this course is placed upon dominant modes of political-economic practices, and particularly those from the last number of decades, such as is understood through neoliberalism, has become an all but accepted mantra of development on a global scale. This will be examined through the manner in which different ideals have emerged and become embedded as part of everyday life, through policy and practice, and how these both give shape to, and are shaped by, uneven relations within and across space.

Ultimately, the content of the course is focused upon the following key objectives:

1: To understand the relationship between global economic processes and different approaches to development

2: To critically engage in the notion of uneven development at different scales, from local to global. In so doing, the course will seek to foster a relational perspective to understanding socio-spatial relations. Thus, there will be an emphasis on developing an understanding between different locales that goes beyond binary notions of 'global north/global south', 'developed/underdeveloped', 'urban/rural', and seek to understand the world from a relational perspective

3: To evaluate the links between macro ideals of development and more grounded examples in different contexts, both in the global south and global north. This builds upon the second aim above and seeks to promote an understanding that the notion of development needs to be more than a process of engagement that happens 'somewhere else', but that is equally relevant for different contexts

4: To conceive of the relationship between notions of development and overlapping realms of enquiry, including notions of nature, the environment, inequality, social differentiation

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Approach to Learning:

Pedagogically, the course is driven by two key aims:

- First, the need to understand the relationship between local and global practices and different means of theorizing such relationships through a grounded approach with both the literature and everyday examples

- Secondly, to further enhance communication abilities between peers within a classroom setting with a view to promoting such skills for professional and similar environments

As a means of achieving this, the course follows an approach that is based upon the Problem-Based Learning Approach (PBL) to learning.

Approach/Class Set-Up

In drawing upon the 'Problem-Based Learning' (PBL) approach, learning takes place through a number of steps, both during class time and outside. More specifically, this entails the group formulating the particular 'problem' or set of questions during class time and then drawing on the literature in order to answer said questions or problems in between each class. This is then drawn out further during discussion in the next class. The following gives detail of how this works in practice. Further detail will be provided on at the beginning of the course

1: Formulation of the Problem Statement: Each week, a new theme will be introduced. This will be introduced by way of developing a 'problem statement'. The problem statement will be formulated from a critical examination of material (text, film, photos) related to the topic and which is related to the texts listed for the class (these need to read after the relevant class). The aim here is for students to come together and formulate a set of driving questions or problems, which will form the basis of the exercise.

2: Reading of the relevant texts: During the time between each of our class meetings, the students will critically engage with the texts in a manner that links to the particular problem that has been formulated. This does not mean that you have to limit your reading to this question/set of questions, but that it will help you go through the texts in a more structured manner.

3: Post-Discussion: In the following class, the students will begin by discussing the 'problem statement' and their 'findings' from the readings. Thus, it is possible to go beyond this. However, the aim is to come up with a list of key issues that emerge from the texts under examination.

This will then take place on a rolling basis, with new themes introduced each week after the process has been completed from the week before.

Indicative Reading (Will be expanded upon prior to course delivery):

Bebbington, A. (2004) NGOs and uneven development: geographies of development intervention. *Progress in Human Geography*, 28(6), 725-745.

Berman, M., 1983. *All that is solid melts into air: The experience of modernity*. Verso.

Carmody, P (1998) Neo-classical practice and the collapse of industry in Zimbabwe *Economic Geography* 35(2): 310-343

Escobar, A. (1995) *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press. Chap 1.

Harvey, D (2009) Reshaping Economic Geography *Development and Change* 40(6): 1269–1277

Harvey, D (1996) *Justice, Nature and the Geography of Difference*, Blackwell, Malden

Hyden, G. (1997) Civil society, social capital, and development: Dissection of a complex discourse. *Studies in Comparative International Development*, 23, 3-30.

Kirby, P and Murphy, M (2011) Globalisation and Models of State: Debates and Evidence from Ireland, *New Political Economy*, 16 (1): 19-39.

McIlwaine, C. (1998) Civil society and development geography. *Progress in Human Geography*, 22(3), 415-424

Mitlin, D., Hickey S., and Bebbington, A. (2007) Reclaiming development? NGOs and the challenge of alternatives. *World Development*, 35(10), 1699-1720

Peet, R. and Hardwick, E. (2009) *Theories of Development: Contentions, Arguments, Alternatives*, Guilford Press, UK. Chap 1 & 2

Rodrik, D (2011) The Future of Economic Convergence *NBER Working Paper Series*: 17400

Conflict, Peace and Fragility in Theory and Practice

Coordinator: Dr. Caitriona Dowd & Declan Power

5 ECTS: 24 Teaching Hours; 80 hours course reading; 26 hours assignment related

Description:
Through this module, students will develop their understanding of the concepts and realities of conflict-affected and fragile contexts, and the theory and practice of peacebuilding therein. Through a combination of lectures and participatory student-led presentations, students will apply theories and concepts to real-world case studies.

The module begins with an introduction to key debates and developments in the theorisation of security, conflict and fragility; followed by an exploration of methods of measuring, and monitoring these conditions; and different approaches and tools for conflict analysis. The module then explores the impact of conflict on different aspects of economic, social and political life, including food security, livelihoods, gender equality, and political institutions. Finally, the module concludes with a discussion of different models of peacebuilding and conflict transformation.

Over the course of the module, students will consolidate their lecture-based learning through the preparation and sharing of group presentations on an assigned country case study on each week's topic. This will provide an opportunity to deepen understanding of concepts and theories through their application to a real-world example, while challenging students to engage deeply with a contemporary humanitarian crisis context.

Learning Objectives and Outcomes:

By the end of the module, students will be able to:

- Understand and critically evaluate the main theories and debates about drivers and triggers of violent conflicts;

- Understand and assess the impacts of violent conflict on multiple aspects of economic, social, and political life, and on humanitarian and development interventions;

- Apply this learning to real-world examples in order to contribute to the formulation and implementation of policies for engagement in conflict-affected and post-conflict contexts; and

- Collaborate effectively with colleagues through group research and class presentations.

Assessment Type	Assessment Description	% final grade
Group Presentations	Requirement 1: Contribution to group presentations on case study countries	30
Essay	Requirement 2: An essay on a particular	70

Late penalty: 5% per week or part-week beyond two days.

Full attendance is mandatory.

N.B. This assessment structure is currently under review. Details of any revisions will be made available during the opening sessions of the module

Gender & Development

Coordinator: Dr. Susan Murphy

5 ECTS – 24 - 30 Teaching Hours; 100 hours reading, assignments

Description

The aim of this course is to develop a greater understanding of the nature and importance of gender roles and gender relations in development processes and practice. Themes include:

- Moral geographies of gender and justice.
- Equality, inclusion, and the sustainable development goals
- Gender-mainstreaming- past present and future: To be or not to be?
- Gender, economic development and empowerment: is development good for women or are women good for development?
- Gender and migration
- Gender and care
- Gender and conflict
- Gender and education: tradition Vs transformation
- Gender, agriculture, and climate change: why does a gender sensitive approach to policy and planning matter?
- Gender based approaches to development practice
  - Gender based research

        o   Monitoring and evaluation

Learning objections and outcomes

On successful completion of this module, students will be able to:

- A basic knowledge of key concepts relating to gender
- A greater awareness of how and why gender is important in development and the evolution of approaches to gender and development, including gender mainstreaming
- A heightened capacity to identify and critically analyze the relevance and influence of gender in a range of development issues, including empowerment, poverty, sustainable livelihoods, migration, conflict, and climate change.
- A greater understanding of the role gender relations can play in project planning and management, and a basic knowledge of some gender analysis tools and frameworks.

Assessment:

Attendance is mandatory.

70% essay based

20% classroom based activities

10% attendance & homeworks

Development Economics

Coordinator: Dr. John McDonagh

5 ECTS

Course outline

The course will cover a range of topics in the field of Development Economics. The course will provide an overview of the key challenges facing low-income countries, focussing on poverty and economic growth. Topics will include modern economic growth models, inequality, education, agriculture, health, urbanisation and migration, and the environment. For each topic the theory, empirical evidence and policy implications will be discussed in detail.

Learning outcomes

Having successfully completed this module, students will be able to:

- Critically appraise key theoretical models in the field of development economics.

- Critically evaluate leading empirical contributions.

- Discuss the results of empirical models.

- Discuss the policy implications of economic models.

- Develop research skills in the field.

Assessment

Assessment details will be advised at the beginning of the module.

Reading

A full readings list will be provided at the start of the module. Michael Todaro and Stephen Smith's, *Economic Development*, (12th edn, Addison Wesley Longman) provides an introduction to the key topics.

Smart-eco cities of the future

Module Coordinator: Dr Federico Cugurullo

5 ECTS

Outline:

The world is entering an urban age. There is a direct correlation between global development challenges such as climate change, poverty and resource scarcity, and urban issues. The way cities are designed, planned, governed and experienced, has a direct impact not only on local societies, economies and environments, but also on the planet.

However, while cities are responsible for the majority of the environmental, social and economic problems of the twenty-first century, they can also be drivers of change and steer the development of nations towards a condition of sustainability. Today, it is clear that current cities have to evolve, but how and when this will happen are questions which are still surrounded by a veil of mystery.

In this module, we will examine the main models of sustainable urbanism currently under development across the world. We will learn how projects for smart cities and eco-cities are developed, drawing upon a number of case studies from different continents. We will explore new and existing cities in Southeast Asia, the Middle East and Europe, in order to evaluate how the idea of urban sustainability is cultivated and implemented across geographical spaces, seeking to discover a formula for sustainable city-making.

This module is highly interdisciplinary and interactive, and uses the tools of geography, planning, politics and sustainability science to accomplish the following objectives:

- Understand and evaluate mainstream models of sustainable urban development such as the smart city and the eco-city

- Reflect over the meaning of the idea of sustainability

- Develop urban agendas which can lead to a condition of urban sustainability

- Undertake analysis of projects for smart and eco-cities from a sustainability perspective

- Contribute to the emerging field of experimental urbanism and design strategies through which cities can experiment with alternative models of development.

Assessment:

The assessment will be based on multiple components which will challenge both your written and oral communication skills in a creative manner. You will be asked to research and evaluate smart-eco city projects, write reports, present your findings and, most importantly, use your creativity to design strategies of sustainable urban development.

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Impact Measurement

Coordinator: Dr. Tara Bedi

5 ECTS

Description: The aim of this module is to provide students with an advanced understanding of evaluation strategies to estimate the impact of aid interventions.

What will I learn?

In the course Applied Econometrics you will be introduced to the linear model in econometrics, including OLS, generalised least squares (GLS) and instrumental variables (IV) estimation. We will also cover models with Limited Dependent Variables and Models based on Panel Data. Finally, we explore RTCs and difference and difference estimators.

Towards the end of the course you should be able:

- to interpret and evaluate estimation results, including adequacy of employed estimators and test procedures;
- to judge the appropriateness of certain assumptions (homoscedasticity, linearity, parameter constancy), and to test them statistically.
- to perform your own empirical study, including model building and selection, misspecification testing, interpretation and forecasting.
- to formulate a balanced, critical assessment of methods for measuring the impact of development aid projects.
- to use the Stata statistical software package to apply the tools of causal analysis to publicly available development data sets.
- to develop integrated evaluation strategies for development aid projects.

M. Verbeek (2012), *A Guide to Modern Econometrics*, 4th edition, John Wiley and Sons, Chapters 1, 2, 3, 4, and selected parts of Chapters 7 and 10.

Assessment

Assessment details will be advised at the beginning of the module.

N.B. Subject to minor revisions. Details of any revisions will be made available during the opening sessions of the module.

Fieldwork II

Coordinator: Dr. Susan Murphy

5 ECTS

Description:

Starting in spring 2018, students of the TCD-UCD MDP students will undertake their Second Year field programme with development organisations at the global/international/national levels. The placement is expected to be undertaken with creditable organisations currently working on issues related to international development and practice. The aim of this module is to provide students with the opportunity to:

- Undertake an internship with a development organisation working at the global, international/ national level.
- Allow student to work with development practitioners, programme/project officers and desk officers in a shadowing capacity to enable them to acquire direct organisational and programme management skills.
- Offer students the opportunity to develop their professional and career networks for potential employment in the future.

Learning Objectives & Outcomes

The main objective for the placement programme is to enable MDP students to:

- Acquire organisational/ project management skills in development practice
- Develop team working skills and professional experience in development management
- Develop skills in the operations, formulation and writing of policy oriented projects.

On successful completion of this module students will be able to:

- Understand how to design, review, analyse implement and monitor development programmes.
- Develop management and leadership skills in development practice.
- Develop networking, employability and negotiation skills within a professional environment.
- Develop capacity to conduct policy oriented case study on development problems and challenges from practice perspectives.
- Understand development management from a wider professional perspective.

Assessment:

10% Participation in pre-departure training. (Jan-April 2018)

90% Securing an International Internship placement, Research & Project report (due in June 2018)

MDP Dissertation

Coordinator: MDP Course Director – Pádraig Carmody

20 ECTS – 500 hours

Description:

In year two, students will write up and submit a 10,000 word dissertation (maximum) based on the agreed thematic area. Dissertations may draw on research conducted during the Fieldwork Modules. Dissertation supervisors will be allocated from amongst the UCD and TCD staff teaching on the course to fit with the students' topics. Both their desk-based and field research will focus on this topic. Where appropriate a student may be jointly supervised by two supervisors, with the approval of the Course Director and coordinators.

Learning Objectives & Outcomes

The research project provides students with an opportunity to:

- Develop skills of independent research
- Pursue a topic in their chosen area
- To employ relevant skills (including research planning, literature review, project design, and statistical analysis)
- Apply and develop their knowledge of research methods and project planning

On successful completion of this module students should have developed and be able to demonstrate a capacity to:

- Develop a coherent and informed argument
- Conduct a literature review
- Develop a set of hypotheses or ideas to be tested

- Select and employ suitable methods and procedures for the collection, analysis and presentation of relevant data
- Discuss the results in terms of their implications for the hypotheses
- Produce well-reasoned conclusions and discuss their significance and implications

Assessment

20 ECTS – 500 hours of effort

Dissertations will be also be blind read by a 2nd reader/examiner.

Assessment and Examination Procedures

Submission & Deadlines

Assignments must be submitted by the time and date stipulated by the module coordinator in the timetable; submission will be via Blackboard. *Each assessment must include a completed title page template and a plagiarism declaration form.*

It is your responsibility to ensure work is submitted on time. It will be date stamped in Blackboard. You should keep copies of all work that you submit. Assessments submitted after the deadline will receive a **10% deduction in the final mark for each working day late**. Assessments will not be marked if more than two working days late unless by prior, written agreement with the module co-ordinator.

MDP Marking and Award of MSc

The Masters in Development Practice will be awarded Pass and Pass with Distinction (for the Dissertation).

Pass with distinction shall require at least 70% in dissertation and at least 70% in the final aggregated mark.

Assessment of individual assignments will be based on common grading criteria as follows:

Grade	Mark (%)
A+	>75
A	70-74
B+	65-69
B	60-64
C+	55-59
C	50-54
FAIL	<50

Table 1: Indicative grades and associated provisional mark range for formative feedback. Marks are finalised at the Court of Examiners.

Unless otherwise stated, indicative grades will be circulated within **one month** of submission. A date and time will also be circulated at which you can collect assessed work. All assessed work **MUST BE RETURNED** prior to the first Court of Examiners meeting. The deadline for return of work will be circulated during the semester.

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Note: these grades are indicative. **All marks are provisional** until passed by the Court of Examiners meeting, which is held after the end of module teaching.

Plagiarism

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. Plagiarism can arise from deliberate actions, and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. **It is your responsibility to familiarise yourself with the regulations regarding plagiarism. These are clearly outlined in Part 3 of the College Calendar. This can be downloaded from the College website.**

https://www.tcd.ie/calendar/graduate-studies-higher-degrees/

In general, ensure that you fully reference all previously published work, and check with the module co-coordinator if you are not clear of the requirements relating to group assessment exercises. Do not copy information from internet sources. Any work submitted may be assessed through recognised plagiarism detection software in use in College.

Progression rules

Students are assessed for each taken module with a grade/numerical percentage mark (%) at the end of the semester/term during which delivery of a module is completed. All end-of-module marks will be distributed by the module coordinators directly to the students (normally via Blackboard). The Pass mark for a module is 50% of the total marks available for the module. Compensation is not permitted for any module.

Students are entitled to one supplemental examination and/or can re-submit failed assignments once in any failed module. **The maximum grade which can be awarded to a supplemental assignment/exam is 50%.** Resubmission of failed assessments is normally due by August 31st along with dissertations, or as arranged with the module lecturer and course co-ordinator.

Fieldwork: The fieldwork modules can only be offered once during the academic year in the summer and may not be repeated within the same academic year. A failed fieldwork module may only be repeated once with permission to go off-books the following academic year unless recommended otherwise by the course committee which can also recommend an alternative programme of study where the student cannot undertake or complete a fieldwork Module for documented medical reasons or in the case of a documented family emergency.

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Student Progression: A meeting will be held at the beginning of the second academic year with each individual student and the course directors. The purpose of this meeting is firstly, to review academic progress and to ensure that all module requirements have been fulfilled; secondly, to review contributions to, and participation in, the programme more broadly, and to ensure that each individual is in good standing, and suitable to progress to the final year of the masters; and thirdly, to provide students with an opportunity to share their thoughts and experiences on the first year of the programme, and to discuss expectations and objectives for the forthcoming year.

An exit award of Postgraduate Diploma in Development Practice will be considered where a student has passed year one of the course accumulating 60 ECTS. The graduand who has been awarded the Postgraduate Diploma in Development Practice is not eligible to re-register on the course in the future for the award of the MSc degree.

Students must pass all modules on the course, including the dissertation, in order to be considered for an award of MSc Degree.

Graduation (conferring)
The Academic Registry in TCD will contact students directly with full information regarding graduation.

Appeals, re-marking of assessments, and disciplinary redress process

Complaints procedure in relation to modules
If there are issues/concerns in relation to a particular module this should first be brought to the attention of the module coordinator by the class representatives. In the event that this is not resolved at this level to the satisfaction of the class the class representatives should then contact the director of the programme. This protocol also applies to requests for additional feedback on assignments or second readers for these by individual students.

Review procedure in relation to module grades
If there are issues/concerns in relation to the grading of assignments, or a request for more feedback, this should first be brought by the student to the attention of the module coordinator in question. In the event that this is not resolved at this level to the satisfaction of the student they should then contact the director of the programme.   The student may request a second marker for the assignment in question.

Requests for feedback and/or second marking must be lodged within one week of receipt of module marks. Students must always bring their request pertaining to any module taught on the course to the module coordinator in the first instance.

In the case of an appeal whose nature goes beyond module-related issues, and unless otherwise recommended by the course committee, the appeal will follow the appeal procedure for taught postgraduate courses.

The appeal procedure to be followed is that laid down in relevant paragraphs of the Appeals process for Graduate Students in the "University of Dublin, Trinity College Calendar Part 3, Graduate Studies and Higher Degrees" for a given academic year.

https://www.tcd.ie/calendar/graduate-studies-higher-degrees/

** N.B. Appeals must be lodged within 30 days of the result of the assessment being made available to you.

The regulations for re-checking/re-marking and retention of examination scripts and assignments to be followed are described in relevant paragraphs of the *Regulations for re-checking/re-marking and retention of examination scripts* in the "*University of Dublin, Trinity College Calendar Part 3, Graduate Studies and Higher Degrees"* for a given academic year.

At all stages of the appeal and/or re-checking/re-marking processes consultation with the Course Director and the Course Coordinator about the implications of offence and penalty is necessary. The same applies to fitness to practice issues, where relevant, and performance at the fieldwork training.

Health, Safety, and Security

Health
Please inform either the Programme Director or Course Coordinator of medical conditions or other problems that may require special attention from staff. In case of illness, students may attend the Student Health Centre (House 47).

Accidents
All accidents must be reported to the Safety Officer (Alison Boyce ext: 3506) as soon as possible after they occur. Victims should be escorted to the Student Health Centre for treatment if necessary. An ambulance should be called in the event of a serious accident (9-999 on phones with outside lines and inform the security office). Victims should not be taken to hospital in a private car or taxi.

Fire Safety

Fire extinguishers and copies of the College General Fire Notice are displayed at various locations in the campus. These are normally located in hallways. Fire extinguishers provided are water, powder, carbon dioxide or a fire blanket.

Help to prevent fires from starting or spreading by the following:

- Do not store flammable materials in corridors and other open-access areas.
- Exercise caution when using flammable materials and electrical equipment.
- Do not place smouldering items in bins
- Keep filing cabinets and presses closed when not in use
- Turn off and switch off at the socket (or unplug) electrical equipment that is not in use.

The college buildings are equipped with fire alarms. On hearing the alarm, leave the building quickly and in an orderly manner, and assemble at the designated meeting point for that building.

Bomb Alerts

Watch out for suspicious packages at all times and, if one is observed, alert a staff member immediately. If there is a bomb alert, follow the same procedures as for a fire alert.

Risk Assessment

A risk assessment must be carried out for research activities such as field work. Risk assessment forms are available from the Safety Officer and will also be available on Blackboard. Detailed safety guidelines on fieldwork are available from the department's Safety Officer and should be consulted before fieldwork is undertaken. A risk assessment should be completed **BEFORE** conducting fieldwork.

IMPORTANT NOTE: Failure to complete the relevant forms may prevent you from undertaking fieldwork or participating in field trips, and can result in you forfeiting marks for associated.

Useful Numbers:

Course Director (Pádraig Carmody)	896 1243
Course Coordinator (Susan Murphy)	896 3540
Course Administrator (Elaine Elders)	896 2414
Front Gate Security	896 1999
Academic Registry	896 4500
IT Services Helpdesk	896 2000
Student Health Centre	896 1556

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/Senior_Tutor/postgraduate/

Where?

The PAS is located on the second floor of House 27. We're open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.

Phone: 8961417

Email: pgsupp@tcd.ie

What?

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website. If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with us.

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Careers Advisory Service

What do you want to do? How will you get there? We are here to support you in answering these and other questions about your career.

Junior and Senior Fresh Students
Get Involved: Remember that your course of study, extra- curricular activities, voluntary and part-time work all provide opportunities for developing skills and gaining an insight into your career preferences. In your Senior Fresh year, look out for short-term internship opportunities.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

Junior Sophisters
Attend class seminar: Typically this takes place in Hilary term and includes information on applying for work experience and internships and postgraduate study.
Get work experience: The programme of summer work experience and internships is particularly relevant to Junior Sophisters. Personalise your MyCareer profile to receive email alerts tailored to your preferences.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

Finalists and Senior Sophisters
Meet Employers and/or Explore Further Study: You may have decided to seek employment directly after graduation and many employers visit Dublin to actively seek out talented graduates. For others, further study may be their preferred option. Your MyCareer dashboard will keep you informed.
Find Jobs: Personalise your MyCareer profile to receive email alerts tailored to your interests.
Attend class seminar: Typically this takes place in Michaelmas term and includes information on applying for postgraduate study and jobs.
GradLink Mentoring: An opportunity to get advice and support from a Trinity graduate.
Drop-In CV/ LinkedIn Clinics: We also provide support at a practical level, helping you to improve your applications, which will benefit you in securing your future, whether in employment or further study.
Practice Interviews: A practice interview tailored to the job/ course of your choice with practical feedback.
MyCareer: Log in to MyCareer to keep abreast of jobs, study and careers events of interest to you.

MyCareer
An online service that you can use to:

• Apply for opportunities which match your preferences - vacancies including research options
• Search opportunities- postgraduate courses and funding
• View and book onto employer and CAS events
• Submit your career queries to the CAS team
• Book an appointment with your Careers Consultant
Simply login to MyCareer using your Trinity username and password and personalise your profile.

Careers Advisory Service
Trinity College Dublin, 7-9 South Leinster Street, Dublin 2
01 896 1705/1721 | Submit a career query through MyCareer

MyCareer: mycareerconnect.tcd.ie	TCD.Careers.Service	TCDCareers
www.tcd.ie/ Careers/students/postgraduat	@TCDCareers	tinyurl.com/LinkedIn-TCD-Connecting

Opening Hours: Term: 9.30am - 5.00pm, Monday – Friday **Out of Term:** 9.30am - 12.30pm & 2.15 - 5.00pm, Monday - Friday