

Detailed study programme

Teaching/Learning Methods

Alternation of lectures, seminars, workshops, team work presentations, reports, occasional field visits, guest speakers.

Content of courses

1st semester

What development for whom? Epistemology of development paradigms and models (6 ECTS, 20h)

This first course is aimed at providing a critical overview of how the idea of 'development' has been conceived, by and for whom. This course will focus on development theory, tracing its history and delving into its debates, with a particular emphasis on critical development studies. Current mainstream visions (such as *inclusive growth* and *green growth*) and alternative approaches (such as *grassroots development* etc.) will be discussed in the light of the global North-South circulation of innovative development models. Placed at the beginning of the programme, it aims at equipping students with the theoretical tools that will be used all year.

Objectives and learning outcomes of the course

The course intends to provide the students with a set of critical, theoretical tools, which will enable them to build up their own vision of development and to analyze the processes, relationships and phenomena involved in what we call 'development.'

Teaching method

Alternation of key-lectures and seminars (including readings and group discussions). Most of this course will take place over a few days, off campus, in the scientific centre of *Le Pradel*, in the mountains of nearby *Ardèche*. It will thus provide opportunities for students to get to know each other, as well as engage in field trips. A last session, towards the end of the semester, will allow you to present the final paper, on which your grade will be mainly based, together with class participation.

Method of assessment

Each student will be expected to submit an essay.

The Politics of Development 3 ECTS (20h)

Development is based on power relations. The course aims at understanding the political background of development, in a broad geopolitical analysis of the past decades. This involves an important focus on the emerging powers and on South-South dynamics. The course is based on a multi-scalar approach of the stake-holders who are involved in development politics and policies.

Three central courses on sustainable development issues, focussing on marginalised regions and people

General structure of these modules

- 1. The facts and their causes: statistical data's and qualitative information's, explicative theories and concepts*
- 2. The research tools allowing to analyze the problem*
- 3. How to tackle the problem in development practice: Innovative strategies and participatory tools within contemporary development programs and projects (case study analysis)*

Alleviating Poverty and Inequalities: Paradigms, Strategies and Tools 6 ECTS (50h)

Poverty is the core problem of developing countries and at the heart of development objectives and programmes. Since the recent global financial crisis, poverty and social inequalities also turned out to be a rising issue within Western countries. The first part of this course provides an overview on the global evolution of poverty and inequalities as well as conceptual frameworks for thinking about the multiple dimensions of poverty and their causes. The second part is designed to familiarise the students with innovative project strategies and tools for poverty alleviation and social cohesion. A special issue will be the rising relevance in the Global North of concepts and strategies which have been designed for the Global South.

Objectives and learning outcomes of the course

At the end of this course, students should be able to critically examine competing explanations for poverty reduction across continents and regions and to critically assess the policies and programmes to combat poverty and inequalities. They also should be aware of the globalisation of the problem of poverty and the rising circulation of concepts, strategies and tools between the Global South and the Global North.

Teaching method

Lectures, exercise sessions, collective work, guest speakers.

Method of assessment

1. A written critical book review in relation with the theoretical part of the course.
2. A regional case study to be chosen by the students which
 - examines trends in poverty
 - discusses the causes of poverty and/or inequalities
 - presents an ongoing or archived project on poverty and inequality reduction (collective oral presentation and paper/poster).
3. Students participation during the course (20% of the final grade).

Enhancing Economic Sustainability: Paradigms, Strategies and Tools (6 ECTS) 50h

Development is not equivalent to economic growth, although both terms are often mistaken one for another. The theoretical part of the course aims at studying how sustainability has influenced the paradigms, strategies and tools of the economic treatment of development. This ranges from a critical approach of bottom-up vs top-down strategies (and notably of the fair-trade industry), to the analysis of the diffusion of ecological buzz-words by international relations, passing by the understanding of the implications of the green economy. By a thorough application of those general questions to the realities of the global South, the practical part of the seminar will try to spot innovative strategies and their possibilities of being reproduced, not only in terms of "good practises".

Teaching method

Lectures, exercise sessions, collective work, guest speakers.

Method of assessment

1. A written critical book review in relation with the theoretical part of the course.
2. A regional case study to be chosen by the students which
 - examines trends in local development
 - discusses the causes of economic marginality
 - presents an ongoing or archived project on local economic development (collective oral presentation and paper/poster).
3. Students participation during the course (20% of the final grade).

Facing Environmental Issues: Paradigms, Strategies and Tools (6 ECTS) 50h

Resource scarcity and other new environmental challenges have become more pressing in the last decades. A rising ecological consciousness now permeates political debates, economic policies and development projects, assessing the environmental footprint of human action at every scale. Social sciences have made a major input in the environmental debate by heavily contributing to the theoretical and practical shift from "the natural" to "the environmental", by stressing the inherent political and social dimension of environmental issues, and by developing useful concepts (e.g. accessibility, vulnerability, resilience...). Facing Environmental Issues will be taught as a set of courses: a political ecology seminar will provide a theoretical approach, while more practical courses will present concrete development projects and tools, such as Community-Based Resource Management and Community-Based Disaster Risk Reduction.

Teaching method

Lectures, exercise sessions, collective work, guest speakers, video-conferences.

Method of assessment

1. A written critical book review in relation with the theoretical part of the course.
2. A regional case study to be chosen by the students which
 - examines trends in an environmental problem
 - discusses the causes of the detected problem
 - presents an ongoing or archived project on resource management or disaster risk reduction (collective oral presentation and paper/poster).
3. Students participation during the course (20% of the final grade).

Comparative Case Studies of Participatory Development Projects (3 ECTS) 20h

Despite the growing global circulation of development models and the trend to establish “best-practices”, the success of development activities depends highly on the capacity and willingness of regions and populations to introduce new socio-organisational arrangements. This final course aims at critically addressing the transfer and ‘transferability’ of development concepts, strategies and tools from North to South and, more generally, between regions all over the world. The comparative analysis of the application of scientific concepts and development tools within their specific regional contexts will allow students to elaborate indicators to be taken into account.

Teaching method

Key-lectures and supervised self-study

Method of assessment

Comparison of selected case studies designated to work out subject-related indicators for the specificity of regional contexts (Written, with oral presentation).

Foreign language to be chosen by the student (3 ECTS) 20h

Non English native speakers have the opportunity to assist in an English language course designed to improve their capacities of expressing themselves in (oral and written) English language. This course will give students the opportunity to deepen their knowledge in the specific vocabulary related to the contents of the master’s programme. (English native speakers have the possibility to choose another foreign language course such as French, Spanish etc.)

2nd semester

Internship and master thesis preparation (3 ECTS) 20h

This course will take place at the beginning of the second semester. It will assist the students in actively preparing their internship. The first part of the course focuses on the work within culturally different contexts, discussing the role and relative position of the researcher or trainee in a hosting society, the adaptation of research methodologies etc. In a second part, specific teaching units will help the students to systematically prepare their master thesis writing.

3-5 month internship and master dissertation (27 ECTS)

The 3-5 month internship within a host organisation abroad or in a European country gives our students the opportunity to find out what working as a development expert or researcher is like. Our teaching staff will actively help the students to find a host organisation which is adequate to their interests, professional or research oriented ones. The hosting organisation may be an international or national organism, state or local government, a research centre or a university, a non-governmental organisation or a business. The internship will be done under supervision of our academic staff as well of the hosting organisation itself.

From theory to practice...

Paradigm

Sustainable Development
.....
Bottom-up with top-down support

Concepts and Frameworks

e.g.
Political Ecology - Social Innovation
Sustainable Livelihood Approach
.....
e.g.
Community-Based Natural Resources Management
Community-Based Disaster Risk Reduction

Toolkits

e.g.
Participatory Learning and Action
Vulnerabilities and Capacities Analysis
.....
e.g.
Calendars, Timelines, Profiles
Participatory Mapping, Problem Trees, Scoring and Ranking

...from practice to theory