

Course Outline For KDSC MA in Development Studies 2010 – 2011

Course Title: Ethics of Development

Course Facilitator: Eamonn Brehony Ph. D.

Programme: MA in Development Studies

The **overall objective** of this course is to develop critical thinking and confidence to analyse ethical issues related to development.

Course Content: The course will be offered in two phases. Phase 1 will look critically and in depth at key issues related to an ethical approach to development taking ethical theories from bioethics and applying them to a development setting. It will look at theories like deontology and goal based ethics in the context of development. It will also look critically at the whole ‘development paradigm’ and critique it and look at some ethical principles from an African perspective. Phase 2 will look at some best practices related to development. It will argue that a culturally sensitive and appropriate approach is the best way to engage ethically in development. It will look at culturally appropriate ways to plan and manage development projects and look at concepts like endogenous development, indigenous knowledge and other related concepts. It is envisaged that there will be nine x 3 hour seminars – five seminars in phase 1 and four in phase 2.

Approach and Methodology

The approach to the course will be participatory with some ‘lecture’ presentations, case studies and group discussions as well as experience sharing among the participants. A number of scenarios and case studies have been developed on real life experiences and participants will reflect on the situations in groups and state what they would do if they found themselves in such situations.

Learning Outcomes

- Know theories related to ethics and development and be able to critique current thinking related to development;
- Develop skills in critical thinking through critiquing case studies and examples from the field;
- Be able to take articles related to development and be able to analyse them;
- Have knowledge and skills to think critically and ethically on their feet when working in the field.

Assessments

Continuous Assessment – 30% of total mark goes for continuous assessment.

A case study related to culture will be given and students will be asked to state in detail what they learned from the article and what they would apply in their work situation

The KDSC guidelines will be followed when marking the two essay questions to see the **content** of the answer in terms of range, understanding, evidence of reading and reflection on the content, the **structure and presentation** in terms of integration,

flow, and accuracy of language and the **analysis** in terms of originality, insight, linking experience and theory – very important and critical comment.

Summative Evaluation

Based on a particular scenario participants will be asked for ethical advice on what they should do in such a situation based on their experience as well as knowledge of the literature

The essay will be used to see the extent to which the students have knowledge on theories related to ethics and their ability to apply that knowledge in particular situations.

The KDSC guidelines will be followed when marking the essay to see the **content** of the answer in terms of range, understanding, evidence of reading and reflection on the content, the **structure and presentation** in terms of integration, flow, and accuracy of language and the **analysis** in terms of originality, insight, linking experience and theory – very important and critical comment.

Recommended Reading

- Anderson, M. B. 1999:** Do No Harm: How Aid Can Support Peace or War
- Anderson, M. B. and P. Woodrow 1998:** Rising from the Ashes: Development Strategies in Times of Disaster
- Chabal, P. and J. P. Daloz 1999:** Africa Works: Disorder as Political Instrument.
- Chambers, R., 1997:** Whose Reality counts?: Putting the first Last
- Corcoran-Tindall, M., 2002:** Encouraging Congruent Practice in Irish Development Organisations, MA in Dev Studies, Kimmage
- Crocker, D. 1991** Towards Development Ethics in World Development Vol 19 No 5
- De Waal, A, 1997:** Famine Crimes: Politics and the Disaster Relief Industry in Africa
- Eade, D., 1997:** Capacity Building: An Approach to People-Centred Development
- Fox, F. 2001:** New Humanitarianism: Does it provide a moral Banner for the 21st Century in Disasters, 25(4): 275 - 289
- Friere, P., 1973:** Pedagogy of the Oppressed.
- Friere, P., 1974:** Education: The Practice of Freedom.
- *Gardner. K. and D. Lewis, 1996:** Anthropology, Development and the Post-Modern Challenge.
- *Gasper, D. 1999:** Ethics and the Conduct of International Development Aid: Charity and Obligation in Forum for Development Studies No 1
- Gittens, A, J., 1989:** Gifts and Strangers: Meeting the Challenge of Inculturation.
- *Goulet. D. 1995:** Development Ethics: A Guide to Theory and Practice
- Gutierrez. G. 1973:** A Theology of Liberation
- Haverkort, B., K. van 't Hooft and Wim Hiemstra (eds) 2003:** Ancient Roots, New Shoots: Endogenous Development in Practice
- Macrae, J:** The Origins of Unease: Setting the context of current ethical debate
- Moore, J. 1998:** Hard Choices: Moral Dilemmas in Humanitarian Intervention. Rowman and Littlefield Publishers Ltd. Oxford, UK.
- Ndione, E., P. De Leener, M. Ndiaye, P. Jacolin and J. P. Perier, 1995:** The Future of Community Lands: Human resources.
- Oxfam, 1995:** Oxfam Handbook of Development and relief.
- Peterson, S 2001:** Me Against My Brother: At war in Somalia, Sudan and Rwanda
- Posey, D. A. and G. Dutfield, 1996:** Beyond Intellectual Property: Towards traditional resource rights for indigenous peoples and local communities.
- *Slim, H. 1996:** Doing the Right Thing: Relief Agencies, Moral Dilemmas and Moral Responsibility in Political Emergencies and War. Report No 6 Studies on Emergencies and Disaster Relief
- *Singer. P 1991:** A Companion to Ethics. Published by Blackwell Publishers.
- *Tucker. V. 1992:** The Myth of Development
- Tucker. V. 1996:** Cultural Perspectives on Development
- Warren, D. M; L. J. Slikkerveer and D. Brokensha, 1995:** The Cultural Dimension of Development: Indigenous Knowledge Systems.
- * Particularly useful Reading**