FIȘA DISCIPLINEI

DENUMIREA DISCIPLINEI	INTERNATIONAL DEVELOPMENT PRACTICE	COD:

ANUL DE STUDIU	M II	SEMESTRUL	II	STATUTUL DISCIPLINEI (OB-obligatorie/OP-opțională/F-facultativă)	OB

NUMĂRUL ORELOR PE SAPTĂMÂNĂ				TOTAL ORE SEMESTRU	TOTAL ORE ACTIVITATE INDIVIDUALA*	NUMĂR DE CREDITE	TIPUL DE EVALUARE (P-pe parcurs, C-colocviu, E-examen, M-mixt)	LIMBA DE PREDARE
C	S	L	Pr.					
0	0	0	5	70	130	10	P	engleză

TITULARUL DISCIPLINEI	GRADUL DIDACTIC ȘI ȘTIINȚIFIC, PRENUMELE, NUMELE	CATEDRA
	Cercet. Șt. III Alexandru Muraru	ȘTIINȚE POLITICE, RELAȚII INTERNAȚIONALE ȘI STUDII EUROPENE

DISCIPLINE ANTERIOR ABSOLVITE	

OBIECTIVE	▪ Demonstrate knowledge on the outcomes of trends of development thinking in contemporary development policies on a general level; ▪ Give an account of and discuss relevant empirical cases exemplifying how national and international politics have influenced development cooperation; ▪ Analyse, independently and individually, a relevant example of development policy and to give a written and/or oral account of that analysis; ▪ Assist in establishing community collaboration; ▪ Respond to community priorities with suggestions for adaptive action; ▪ Advise communities on actors and resources that are potentially available for community development; ▪ Help build, manage and evaluate community partnerships; ▪ Work effectively across organisational cultures ▪ Conduct community needs and assets mapping; ▪ Negotiate: align, optimise and orchestrate diverging perspectives on community needs, priorities and resources (citizens', local officials', regional, national and global authorities'); ▪ Communicate to colleagues and to community groups and representatives about methods and approaches to development practice; ▪ Facilitate communities in developing, implementing and evaluating development strategies; ▪ Facilitate community-based participatory action research; ▪ Locate particular development projects within local, national and global frameworks; ▪ An understanding of how to use a number of development tools, frameworks and approaches; and a critical understanding of their strengths and weaknesses; ▪ A critical understanding of academic debates on development practice, and their significance in relation to actual practice; ▪ A critical understanding of the various elements involved in the project cycle; ▪ An ability to construct an argument in a deeper examination of a topic related to development practice
TEMATICĂ GENERALĂ	▪ The practice of international development: from theory to practice ▪ Politics as tools for international development practice ▪ Practice within theories in ID studies ▪ The role of methodology tools in ID ▪ Practice and empirical development ▪ International Organizations ▪ Economics in International Development Studies ▪ Models and case studies of practice in UNO fields ▪ SDI and practice in EU and North America ▪ Asia, Africa, South America and SDI
TEMATICA SEMINARIILOR	▪ Development Studies and International Development practice ▪ Theories and Policies of Development ▪ Research Methods for International Development ▪ Development Planning and Policy Analysis ▪ Empirical Analysis ▪ Introduction to Development studies in International Organizations ▪ Economics of Development

	- International Development and UNO - UE and International Development Practice - Europe and North America for International Development - Africa and Asia as „markets" for International Developments - Romania and Republic of Moldavia, as a case study for International Development - South America and models for ID - Practice in IDS: general overview, key issues and conclusions
METODE DE PREDARE	Presentation, discussing case studies, debating

BIBLIOGRAFIE OBLIGATORIE (SELECTIV)	- Hailey, J. and James, R. (2002) Learning Leaders: The Key to Learning Organisations. Development in Practice 12(3,4), 398-408. - Heeks, R. (2002) Failure, success and improvisation of information systems projects in developing countries. Development Informatics Working Paper No 11. IDPM. - King, K. (2001) Knowledge Agencies: Making the Globalisation of Development Knowledge Work for the World's Poor? Learning to Make Policy Working Paper No 9, Centre of African Studies (CAS).Edinburgh, UK: University of Edinburgh. - Mosse, D., Farrington, J. and Rew, A. (eds) (1998) Development as Process; Concepts and Methods for Working with Complexity. Overseas Development Institute (ODI) Policy Studies. London, UK: Routledge. - Nuijten, M. (1992) Local organization as organizing practices; Rethinking rural institutions. In N. Long and A. Long (Eds.) Battlefields of Knowledge. London, UK: Routledge. - Powell, M. (2003) Information management for development organisations. Oxfam Development Guidelines Series. Oxford, UK: Oxfam. - Roche, C. (1998) Organizational assessment and institutional footprints. In A. Thomas, J. Chataway and M. Wuyts (Eds.) inding out Fast: Investigative Skills for Policy and Development. London, UK: Sage / Open University.Rondinelli, D. (1993) Development Projects as Policy Experiments; An Adaptive Approach to Development Administration. London, UK: Routledge. - Savage, C. (2000) The development of knowledge management and why it is important. Knowledge Management for Development Organisations, Report of the Knowledge Management Brighton Workshop 26-28 June 2000, Bellanet International Secretariat. Brighton,UK: University of Sussex L. Gosling with M. Edwards Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation, Development Manual 5, Save the Children Fund, London 1995. - U Kothari & M. Minogue (eds) Development Theory and Practice Palgrave, London, UK, 2002 - A.Thomas, J. Chataway and M. Wuyts 1998 Finding Out Fast: Investigative Skills for Policy and Development , Sage Publications and Open University, London, UK, 1998. D. Mosse Cultivating Development. An Ethnography of Aid Policy and Practice Pluto, London, 2005 L. Gosling with M. Edwards Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation, Development Manual 5, Save the Children Fund, London 1995.

EVALUARE	condiţii	Active participations on the seminars
	criterii	Number interventions and discussions on the seminaries, and the quality of the final papers
	forme	practical papers focused on case studies
	formula notei finale	30% of the final grade is based on debates and discussions on the seminars and 70% on the final paper