

INSTITUTE OF STATISTICAL, SOCIAL AND ECONOMIC RESEARCH (ISSER)

PHD IN DEVELOPMENT STUDIES

Aim

The Doctor of Philosophy (PhD) Programme in Development Studies seeks to provide highest level scholarship to individuals involved in different aspects of activities that promote the advancement/betterment of society (in Ghana and elsewhere) towards the greater fulfilment of the wellbeing of individuals, groups and societies at large. Teachers/lecturers, researchers, development workers, NGO leaders, health and political leaders are some of the persons this course seeks to target.

Objectives

The objectives of the Postgraduate Research Programme include:

- i. Offering students the opportunity to study Development Studies to PhD level with expert supervision and additional research training; and
- ii. Exposing students to intense training in interdisciplinary perspectives on development theory and practice, methodology, and professional and research skills.

Admission Requirements

Admission into the PhD in Development Studies is extended to students with a relevant Master's degree in the social sciences.

Duration of the program

The duration for completion of the Doctor of Philosophy degree shall normally be four years for full-time students and six years for part-time students.

Graduation Requirements

These are:

- Coursework: 18-24 credits
- Seminars (4): 12 credits
- Thesis: 45 credits

Total: 75-81 credits. ISSER requires a minimum of 81 credits to graduate. All courses must be passed.

Program Structure

Semester 1

Course code	Course title	Credits
Core		
FSSP 701	Philosophy of Social Science	3
ISDS 703	Advanced Quantitative Research Methods and Analysis	3
ISDS 705	Interdisciplinary Perspectives on Development	3

Electives (select 1)		
ISDS 707	Political Economy and Development	3
ISDS 709	Population, Environment and Health	3

Semester 2

Course code	Course title	Credits
Core		
ISDS 702	Advanced Qualitative Research Methods and Analysis	3
ISDS 704	Project Planning, Implementation, Monitoring and Evaluation	3
ISDS 706	Theories of Social Change	3
Electives (select 1)		
ISDS 708	Poverty Analysis	3
ISDS 712	Advanced Gender Studies	3

Seminars and Thesis

Course code	Course title	Credits
ISDS 710	Seminar 1: Thesis proposal	3
ISDS 720	Seminar 2: Experiential Research Learning	3
ISDS 730	Seminar 3: Thesis Update	3
ISDS 740	Seminar 4: Final Thesis Update	3
ISDS 700	Thesis	45

Course Descriptions

FSSP 701: Philosophy of Social Science

This course aims at exposing doctoral students to the epistemological underpinnings of social science research. The course focuses on the differences and similarities between the social and natural sciences. Causal relationship, social laws, and the ontological significance of structure and agency are discussed. It also attempts to elucidate the nature of scientific enquiry such as observational procedures, patterns of argument, metaphysical pre-suppositions, and evaluate the grounds of their validity. Students will also be exposed to contemporary social science explanatory frameworks such as realism, post-modernism, and post-structuralism. The course would enable students to design and undertake independent projects with a critical focus on the epistemological assumptions underlying their research with a consideration of contemporary evolving methodology.

ISDS 702: Advanced Qualitative Research Methods and Analysis

The course builds upon knowledge and skills acquired in research methods course at the Master's level. The course will enable students to plan and design qualitative studies, to conduct and analyze qualitative interviews in practice and publish results. Content of the course includes: intensive study of qualitative research principles and methodologies relevant to social analysis

(methods such as participatory rapid appraisal [PRA] and other ethnographic methods will be discussed); theoretical basis for qualitative research, sampling; interviewing techniques; qualitative analysis of data and interpretation of results; relevant softwares for qualitative analysis; nature of qualitative enquiry/description; triangulation of qualitative methods and data, and contribution of qualitative research to theory development in the social sciences. Ethical basis for research and publication, as applicable to qualitative research will also be covered.

ISDS 703: Advanced Quantitative Research Methods and Analysis

The course builds upon knowledge and skills in quantitative research methodologies acquired at the Master's level. It presents students with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more statistical concepts scientifically. Course content includes quantitative research, hypothesis testing, designs and common statistical tests; quality assurance in research, ethics of social research, statistical analysis from problem-solving perspective with emphasis on selecting appropriate statistical tests for research design; implications of statistical techniques for questionnaire development; use of quantitative software for data analysis and interpreting quantitative data; importance of triangulation of quantitative methods, and research proposal and report writing.

ISDS 704: Project Planning, Implementation, Monitoring and Evaluation

The course offers students the chance to critically study the different processes that project planning, implementation, monitoring and evaluation goes through. Students are equipped to view projects as developmental programs, which sometimes help to resolve some inequities amongst populations, but require intense resources. The course also helps students to appreciate the need for data collection, monitoring and evaluation, project proposal writing and implementation, and sustainability as important facets of development. The course provides students with information on stages of project planning and implementation, and proposal writing, tools for problem solving (e.g., SWOT analysis), project monitoring and evaluation, quantitative and qualitative data collection methods applied to project implementation, monitoring and evaluation, and other development related programs, including community involvement and community ownership of programs. Different approaches to managing developmental projects (top-down, bottom-up, etc.) are evaluated.

ISDS 705: Interdisciplinary Perspectives on Development

The course takes a critical look at the concept of 'development' with a view of it as an analytical tool for the improvement of society. It takes a critical look at the history of civilization, and the process of development in the developed/Western economies, recently developed economies (e.g. Singapore), and the third world economies. It uses both micro and macro economic theories to study the process of development of international economies, including discussing critical theorists such as Wallerstein, Weber, Marx, Sen, etc. The course content will include: micro and macro economic theories, analysis of population trends for different economies, world trade, international trade regulations and regulating bodies, etc.

ISDS 706: Theories of Social Change

The course provides the needed basis for critical advanced analysis of social phenomena and social change. Critical social and developmental theories, including classical, modern and post-modern theories and theorists will be discussed. The process of development of social theories will also be handled. The course will also emphasize the importance of social theorizing as a critical approach to development of knowledge and other social development. The course content includes: classical theories and theorists, modern theorists and theories, postmodern theories and theorists, health, social, development, community development and micro-and micro-economic theories; theory development, critique of social theory; development of conceptual and theoretical approaches to shape social research, and application of social theory to development programs in Ghana and Africa.

ISDS 707: Political Economy and Development

The course provides students with critical linkages between development and political/leadership related factors such as democracy, democratic institutions, role of Non Governmental Organizations, Civil Society Organizations, the media, and international institutions and partners in the developmental processes in Ghana and other African countries. The course provides a critical analysis of multinationals in Africa/Ghana's key sectors such as oil and mining. The course teaches the role of institutions such as political parties, banks and other financial institutions, etc. in development. It reviews critically Ghana's democratic process, as well as that of other (Sub-Saharan) African nations and the role social upheavals play in halting development. Case studies are used. Major political and leadership theories are reviewed.

ISDS 708: Poverty Analysis

The course will help students to appreciate the concept of poverty as a multi-dimensional and multinational issue that has an important link to development. Definitions and measurements of inequality and poverty are discussed. Several UN indicators for measurement of inequalities such as gini-coefficient are highlighted. Related concepts such as social exclusion and inclusion are covered. Critical review of poverty trends in Ghana and Sub-Sahara Africa is made. Poverty alleviation methods in third world countries are reviewed, with a focus on Ghana. Available data such as the Ghana Living Standard Surveys are also reviewed. Theories and theorists of inequality such as Karl Marx and Sen are studied. The course content includes the gender analysis of poverty.

ISDS 709: Population, Environment and Health

The course provides critical perspectives on health related theories, including the epidemiological transition, and other theories that can be used for health related social analysis. It includes an analysis of the major health programs in Ghana, incidence and prevalence rates of main diseases in Ghana, behavioural aspects of the main diseases and infections in Ghana, including water, sanitation, and the environment. It also treats major actors in providing health care, water, sanitation and environmental control and management in Ghana. The course links development in Ghana to the health related issues, including the opportunity costs of major diseases such as malaria, HIV and AIDS, and maternal mortality, among others. The course contents include: behavioural health theories, actors in community health improvements in Ghana, the link between water, sanitation, the environment, and health; the costs of poor health

amongst Ghanaian, the current situations of the MDGS in Ghana, key health indicators in Ghana, Ghana and the epidemiological transition, and reviews various health related data sets on Ghana.

ISDS 712: Advanced Gender Studies

The course treats gender as a social and developmental issue, and provides foundational and cultural gender-related issues in Ghana. It discusses how males and females in Ghana fare on several developmental indicators. The course helps students to appreciate the critical importance of gender equity for optimum development. Content includes major gender theories, including feminist theories, gender-related indices and how they are measured, implications of gender inequities in several aspects of Ghanaian life such as education, health, income, etc. Gender related violence is also discussed, including their effects on development.

Seminars and Thesis

Scheduled seminars will provide opportunity for students to discuss their thesis research and the integration of their course work with their thesis. Students will be able to present their research ideas and receive feedback from faculty and peers, leading to an improvement in their work. Specifically, four seminars which will be graded will be presented by each doctoral student. In addition, Faculty members will provide lectures/seminars, and guest speakers will be invited to talk on special topics to promote an active intellectual dialogue amongst students and faculty. Students will have critical opportunities to learn from their peers and other senior level presenters. Doctoral students may present additional seminars when necessary, but these will be on non-scoring basis.

ISDS 710: Introductory Seminar

This will be the initial seminar. Students will present their advanced PhD research proposals for a feedback that will lead to finalization and approval of the proposals. This seminar will be presented at the end of the first year or soon thereafter.

ISDS 720: Experiential Research Learning

Experiential programmes will be undertaken during the second year. The activities of the PhD programme during this year will be geared towards guiding the students to sharpen their theory building as well as research, field data collection and data management skills. It will also be the period where the students will firm up their research proposals. Specifically, the students will undertake a summer school abroad and also be attached to research projects, details of which are provided below. The attachment may also be with other institutions ISSER collaborates with, such as GIZ, NDPC, and Ghana Statistical Service. While on the field attachment, students will be supervised by both the Principal Investigators of the respective projects and their Primary Academic Supervisors at ISSER.

a) The Global Entrepreneurship Monitor Project

The Global Entrepreneurship Monitor (GEM) is the world's leading not-for-profit academic research consortium concerned with the continual provision of understanding on the relationship between entrepreneurship and national development through using rigorously designed methods to collect data every year in participating countries. It was initiated jointly by Michael Hay and Bill Bygrave at the London Business School and Babson College, respectively, in 1997, with its first reports coming out in 1999. The number of countries participating in GEM has increased

over the years with 69 countries, including Ghana, taking part in the survey in 2012. GEM refers to entrepreneurship as any attempt at new business or new venture creation, which includes but is not limited to self-employment, the creation of a new business entity or the expansion of an existing business. Entrepreneurship is therefore regarded as a vehicle for the creation of jobs, generation of revenue, advancement in innovation and enhancement of productivity. GEM is unique because its scope of research goes beyond focusing exclusively on just companies to include the social, cultural, psychological characteristics of an individual in relation to entrepreneurship as well as the policy, governance and infrastructural dimensions of participating countries. The gathering of these diverse spectra of data annually is through two main surveys: the National Experts Survey (NES) and the Adult Population Survey (APS), which includes questions on the Youth.

b) Exploring Crime and Poverty Nexus in Urban Ghana Project

Rapid urbanization is a characteristic feature of many developing countries. The Project seeks to study the link between demographic pressure, poverty and instability in the poor urban neighbourhoods of four Ghanaian cities—Accra, Sekondi-Takoradi, Kumasi and Tamale, in the context of the rapid urbanization and abysmal economic growth and poor urban governance which is known to be creating cities with increasing levels of poverty. The project seeks to understand the context of crime which is deemed to be critical to crime control and prevention, within the context of theoretical and empirical debate on urban crime against the background that Ghana is experiencing rapid urbanization. Existing models and theories on urban crime and its context mostly come from the northern hemisphere. This project attempts to bridge this knowledge gap by exploring the nexus between urban crime and neighbourhood's socio-economic characteristics in different city sizes in Ghana. The study also explores the extent to which theories and models formulated in the North can explain the Ghanaian experience. Combined Senior Faculty from ISSER and the Department of Geography and Resource Development are working on this project. The PI is Prof. George Owusu.

c) Survey Research Centre

ISSER is in the process of setting up a Survey Research Centre with the objective of having an ultra modern survey unit that will essentially support the research work of the Institute both within and outside Ghana, using state of the art technology such as the Computer Assisted Technology Interview (CATI). Students will have a hands-on experience working on the CATI which allows real time transmission of data right from the field. The modern survey management system being provided at ISSER is meant to reactivate and strengthen the Statistics and Survey Division of ISSER. The use of the Centre will be opened to researchers and Institutions both within and outside Ghana. Senior Faculty will train students under the leadership of Dr. Isaac Osei-Akoto, Head of the Statistics and Survey Division of ISSER. Students will have the opportunity to learn from experienced faculty and researchers from around the world whom ISSER partners with, such as the Universities of Yale, Michigan, Cornell, Bonn, and London School of Economics and Political Science, among others, and other Ghana-based institutions such as the GIZ, National Development Planning Commission, and Ghana Statistical Service.

d) Yale-ISSER Panel Survey

The Yale-ISSER Socioeconomic Panel Survey is a collaboration between the Economic Growth Center (EGC) at Yale University and the Institute of Statistical, Social, and Economic Research

(ISSER) at the University of Ghana, Legon. The survey is principally funded by the EGC, designed by both the EGC and ISSER, and carried out and supervised by ISSER.

The main objective of this survey is to provide a scientific framework for a wide range of potential studies of the medium- and long-term changes that are taking place during the process of development. The survey is meant to remedy a major constraint on the understanding of development in low-income countries - the absence of detailed, multi-level and long-term scientific data that follows individuals over time and describes both the natural and built environment in which the individuals reside.

Our strategy is to permit the investigation of unexpected connections between the multiple transformations that occur during the process of economic development. To do so, we have implemented a large-scale, nation-wide panel survey in Ghana that will extend for at least 12 years. The planned interval for re-surveying is four years. This interval has been chosen to conserve on costs, because three years is sufficient to begin to observe real changes.

Most data collection efforts are short-term - carried out at one point in time; are limited in scope - collecting information on only a few aspects of the lives of the persons in the study; and when there are multiple rounds of data collection, individuals who leave the study area are dropped. This latter means that the most mobile people are not included in existing surveys and studies, perhaps substantially biasing inferences about who benefits from and who bears the cost of the development process. The design of this survey aims to mitigate the selectivity associated with migration in assessing socio-economic mobility, and will permit precise estimates from the randomization of experimental interventions.

Wave 1 of the survey was completed from November 2009 to April 2010. A two-stage stratified sample design was used for the survey. Stratification was based on the regions of Ghana. The first stage involved selecting geographical precincts, or clusters, from an updated master sampling frame constructed from the 2000 Ghana Population and Housing Census. A total of 334 clusters (census enumeration areas, or EAs) were selected from the master sampling frame. The EAs were randomly selected from the list of EAs in each region. The selection was based on a simple random technique. The second stage of selection involved a listing of all the households in the selected enumeration areas (clusters) and a simple random sampling of 15 of the listed households from each selected cluster.

A community survey providing detailed information on facilities and the local social and political environment was completed in each community in each EA. The survey of households is broad and multidisciplinary, with sections covering household demographics, assets, plot-level farming, non-agricultural enterprise, health and psychological status, education, social networks and political participation, and consumption.

PhD students will be allowed to be part of this panel survey, in the design and use of the data for their thesis.

e) Summer School and Collaboration with other Universities

ISSER has collaboration with the Centre for Development Research (ZEF), University of Bonn, at Bonn, Germany. Students will undertake a summer school at ZEF for a maximum of eight weeks. This will be undertaken towards the latter part of the second year (June and July preferably). The existing collaboration between ISSER and ZEF will make it possible for ISSER's PhD students to have office space and related logistics, as well as the use of library

resources at ZEF. Each student will be assigned to two Senior Faculty of ZEF over the period. At least one ISSER senior faculty will be in residence at ZEF over the period and help to mentor the students during their stay at ZEF. Students will use the advanced literature resources at ZEF and the University of Bonn to firm up their research proposals. They will also participate in academic activities at ZEF such as seminars and workshops. Periodic classes, seminars and study tours geared towards the interest of the PhD students will be arranged at ZEF. Over time, these have included a lecture on Causality.

Students will also present their proposals during a day-long seminar earmarked for the dissemination of their research proposal to the academic community at ZEF. Among others, the Senior Faculty at ZEF will mentor the PhD students to finalize their thesis proposals; serve as discussants on their thesis proposal during the proposal presentation workshop, as well as facilitate students' revision of their proposals after the workshop.

Furthermore, the collaboration between ISSER and ZEF will make it possible for the Senior Faculty at ZEF to help with the supervision of the thesis of ISSER's PhD students, to serve as resource personnel who will provide periodic assistance during the period of thesis writing if needed by the students, or service as external examiners, when they meet the University of Ghana's requirement. The senior faculty at ZEF will also serve as lecturers in select modules during the first year of taught courses for ISSER's PhD students.

f) Seminars/Conference Participation

It will be a requirement for students to participate in the regular seminars at ISSER, the Faculty of Social Sciences Colloquium series, conferences, symposia and workshops organized by credible national, regional and international agencies. ISSER's PhD programme makes available some amount of resources to facilitate participating in such national and international conferences. It is anticipated that students will be exposed to experienced practitioners in the field during these activities and the latter will serve as mentors/collaborators.

Additionally, ISSER mandates PhD student seminars, one by each student per semester. At the end of the second year, students will write and hand in hard copies of a report covering their Experiential Research Learning module of the doctoral programme. Also, students will present a seminar each focusing on their learning experiences during this module. The report and seminar will be graded and awarded a mark.

ISDS 730: Thesis Update

This seminar will provide a progress report on the thesis, focussing on the key literature and related works reviewed, conceptual and theoretical frameworks, and issues related to the methodology, (field) data gathering experience, data management and analysis. It will be presented in the third year of the doctoral study, and be graded. It may be presented in any of the two semesters.

ISDS 740: Final Thesis Update

This seminar focuses on the findings from students' research work. Its key objective is to help the student finalize his or her thesis. Ordinarily, it will be scheduled for the fourth year of study. It will be awarded a grade. It may be presented in any of the two semesters.

ISDS 700 Thesis

The thesis will be that of the traditional research and report writing. The approved referencing format is the American Psychological Association (APA) style. Students should seek more information from the Graduate School's Manual.