

Issues in Development Theory

Module Code:	DEV7003-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Development
FHEQ Level:	FHEQ Level 7 (Masters)

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	22
Supervised time in	8
Tutorials	8
Directed Study	162

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

To provide you with an integrated, cross disciplinary framework for an advanced study of development with a critical understanding of different paradigms and an appreciation of the evolution of ideas about development.

Outline Syllabus

Introduction: What is Development? Modernisation and Dependency Theories of Development; Neo Liberalism, Global Governance: The World Bank/IMF, WTO, UNDP, BRIC, Globalisation and Development; Aid, Power and Development; International Migration and Development; Alternative Development: Social Justice, Rights-Based Approach to

Development; Social Justice, Capability Approach and Development; Sustainable Development; State Civil Society and Development; Non State Actors in Development: International Migration, Diaspora, Philanthropy; Current in international in Development Theory: Review and reflection on key issues.

Module Learning Outcomes

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

- 1 Explain and critically analyse different disciplinary approaches to development such as sociology, economics, politics science
- 2 Demonstrate advanced knowledge and understanding of development theory;
- 3 Demonstrate empirical knowledge of current development issues with applications to specific regions, countries and institutions;
- 4 Use critical and analytical skills to both assess theories of development and relate them to practice.
- 5 Evaluate strengths and weaknesses in development theory and practice and make recommendations for improvement based on critical analysis;
- 6 Communicate effectively complex policy issues in writing and to develop the capacity to do analysis in a scholarly fashion.

Learning, Teaching and Assessment Strategy

This module is delivered through a set of eleven 2-hour lectures and seminars, plus a seven hour workshop on gender issues. The lectures will engage you in discussion sessions where appropriate in order to gain a deeper understanding of current key themes and debates. Lectures are used to outline key concepts and to illustrate and critically analyse different perspectives in development theory. Throughout the module you are encouraged to develop your particular focus of interest with the assistance of the lecturers, and this is linked to further development of analytical skills. The seminars are designed to facilitate the sharing of your own experience, and to support the development of interpretation and analysis. The seminars will be used to explore selected topics in more detail and to develop conceptual skills necessary for identifying and evaluating different methodologies and asking pertinent questions on key issues. You will participate in thematic laboratory workshop on understanding gender issues.

You will be required to complete two assessed essays. The first one is a short assignment critically reviewing a relevant document, and counting for 15% of the final mark. The second assignment is an essay counting for 70% of the final mark. This essay should address relevant theoretical perspectives, illustrate points with reference to examples, and cite literature sources where appropriate to support arguments raised in the essay. Formative feedback will be provided through class discussions and verbal feedback on coursework outlines. Students will also produce a reflective report on their learning in Gender Day for

15% of the final mark.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Laboratory Report	Reflective report on Gender Day.	1000-1200 words	15%	No
Summative	Coursework	Essay.	1800-2000 words	70%	Yes
Summative	Coursework	Critical review of a policy document	1000-1200 words	15%	No
Formative	Coursework	small group/seminar discussions (supervised by the module tutor); plus tutor individual feedback on planned essay outlines		%	No
Formative	Coursework	Feedback for class exercises, group project preparations and lab workshop exercises		%	No

Legacy Code (if applicable)

SD-7003D

Reading List

To view Reading List, please go to [rebus:list](#).