

Module Details	
Module Title:	Issues in Development Theory
Module Code:	DEV7003-B
Academic Year:	2019-20
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 studio/workshop	8
Tutorials	8
Directed Study	162

Availability	
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.

Learning Outcomes

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. 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 20% of the final mark. The second assignment is an essay counting for 80% 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.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Essay.	3000 words	80%
Summative	Coursework	Critical review - Group work	1 500 words	20%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.