

Challenges and Approaches to Development

Module Code:	PES4020-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Peace Studies
FHEQ Level:	FHEQ Level 4

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	11
Seminar	11
Supervised time in	11
Directed Study	167

Availability Periods

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

Module Aims

This module aims to introduce you to the major debates and theories within the field of development studies. A central theme is that of inequality between countries and the module takes you through competing explanations for how and why this situation arose, which debates and theories have had more political impact than others, and the politics of why they evolved the way they did. Today, many of these debates overlap with Global Politics, International Relations, Security Studies, Conflict Analysis / Resolution and, of course, Peace Studies.

You will also be supported to develop conceptual, analytical and evaluative skills through

examination of the practices of development within countries in the Global South. You will examine the debates over how to explain contrasts between countries in the Global South as well as why and how poverty persists. You will achieve a good understanding of how poverty, development and globalisation are conceived and measured, and what important actors argue should be done to change them. Throughout the module the theoretical and thematic connections between this module and the other two core modules in semester one will be also be highlighted. This will be particularly the case at the start of the module and at the conclusion of the module.

Outline Syllabus

You will learn about important topics, such as: poverty, inequality, globalisation, economic growth, contrasting meanings of 'development', European colonialism and the rise of capitalism. You will also:

- investigate the relative responsibilities of international organisations and individual governments in these phenomena
- undertake a preliminary review of the ways in which people have challenged the roles of these institutions and pressured them to change the way development is conceptualised and promoted.

The module will conclude with an analysis of debates about the challenges facing contemporary capitalism and the implications for development policy and development actors.

Module Learning Outcomes

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

- 1 Consider the historical development of the world economy since WW2 and identify and describe contrasting economic theories of, and other explanations for, contrasts in wealth and poverty between countries of the global North and of the global South; evaluate attempts to improve the economic circumstances within countries of the South.
- 2 Consider the varying circumstances of countries in the global South today and identify and describe their challenges of poverty and development; analyse the significance of historical factors, and contemporary local and global factors; analyse competing policies, practices and theories.
- 3 Identify and analyse attempts to change the way in which development is conceptualised and promoted.
- 4 Write in an academic style with effective referencing of sources.
- 5 Undertake an effective search for academic sources appropriate to research a question and construct an appropriate bibliography.
- 6 Evaluate the reliability of internet data relating to the themes of the module.
- 7 Identify and practice other forms of effective communication besides academic writing.

Learning, Teaching and Assessment Strategy

The classes for the module will contain different types of activities including: short lectures, analysis of case studies, presentation and discussion, problem solving and research, in pairs, groups and as individuals. Short assignments will be allocated regularly, which will include diagrams and graphs, as well as writing tasks. The formative assessment you receive will support your learning over the semester.

The aim of the assessment strategy is to promote and review the progressive achievement of learning outcomes. This is achieved through the following:

- a) a variety of activities to prepare for work in class, with formative assessment where appropriate (such as writing a summary of a publication, presenting a comparison between theories in diagrammatic form);
- b) diagnostic activities undertaken outside class which test pass/fail threshold achievement, and which cumulatively build towards summative tasks, for example, preparing a bibliography and writing a plan to address a research question
- c) summative assessment will consist of a portfolio of work of varying types produced for assessment.

The portfolio of assignments including:

- (i) a book review
- (ii) a comparison of theories in diagrammatic form

Full details of the portfolio content will be provided in the module handbook.

In addition, sensitivity to contrasting learning styles, abilities and prior learning will be provided through some degree of optionality in the approaches taken for the tasks set, but students will be expected and supported (by the module leader) to increase their experience and skill in those areas less well-developed at the start of the course.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Formative	Coursework	portfolio of short tasks completed outside class		%	No
Summative	Coursework	Portfolio of assignments of varying types.	3000-3200 words	100%	Yes

Legacy Code (if applicable)

Reading List

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