

Module Details	
Module Title	Challenges and Approaches to Development
Module Code	PES4020-B
Academic Year	2022/3
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Lectures	11
Seminars	9
Directed Study	180

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

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.

Learning Outcomes

Outcome Number	Description
01	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.
02	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.
03	Identify and analyse attempts to change the way in which development is conceptualised and promoted.
04	Write in an academic style with effective referencing of sources.
05	Undertake an effective search for academic sources appropriate to research a question and construct an appropriate bibliography
06	evaluate the reliability of internet data relating to the themes of the module.
07	Identify and practice other forms of effective communication besides academic writing.

Learning, Teaching and Assessment Strategy

This module uses a blended approach to support engaging and interactive learning and teaching.

Students will engage with a series of weekly online learning packages to understand major debates and theories within the field of development studies. Various activities include short videos, online quizzes, online discussions and a range of formative tasks that generate feedback on progress. Students will also engage in on campus sessions.

These sessions will further help students in understanding more about real world problems such as poverty, inequality and other development issues.

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	Weighting
Summative	Coursework	Portfolio of assignments of varying types (3000-3200 words)	100%
Formative	Coursework	Portfolio of tasks completed outside class	N/A

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.