

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department: Communications, Arts and Social Sciences

Programme: Development Studies

FHEQ Level: 4

Course Title: Rich World Poor World

Course Code: DEV 4100

Course Leader: Dr Michael F. Keating

Student Engagement Hours: 120

Lectures: 22.5

Seminar / Tutorials: 22.5

Independent / Guided Learning : 75

Semester: FALL and/or SPRING and/or SUMMER

Credits:
12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

Provides students with an introduction to development studies, seeking to explain both the existence of and persistence of a Poor World from a political, sociological, historical and economic perspective. The course addresses numerous issues as they affect the Poor World, and studies relations both within and between Poor World and Rich World. Topics include colonialism and post-colonialism, processes of industrialization, food security, inequality, nationalism, aid, democratization, and conflict, as well as an introduction to theories of development.

Pre-requisites: None

Aims and Objectives:

- To provide an inter-disciplinary introduction to the field of development studies.
- To critically engage with explanations for global inequality.
- To study the basic approaches of development theory, and to understand both internal and external styles of explanation for global inequality.
- To use a range of sources (academic books and journals, news articles, and the Internet) in building an understanding of global inequality and the prospects for development.

Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes.

4A(ii); 4B(i); 4B(ii); 4C(i); 4C(iii); 4D(i); 4D(ii); 4D(iii)

A detailed list of the programme outcomes are found in the Programme Specification.
This is located at the Departmental/Schools page of the portal.

Learning Outcomes:

At the end of this course, the students will have achieved the following learning outcomes.

- Demonstrates a broad and historical understanding of theories of economic and political development
- Demonstrates a broad understanding of the economic challenges facing developing states
- Demonstrates a broad insight into the historical development of global inequalities, and the practices that have exacerbated or alleviated this
- Completes assigned work with a degree of autonomy, technical competence, clarity, evaluative skills, and research and critical reading skills appropriate for a 4000-level course
- Demonstrates broad analytical, groupwork and presentation skills that are relevant to the workplace

Indicative Content:

- Measuring inequality, poverty and development
- Colonisation and its consequences
- Theories of development
- Economic and political development (comparative)
- The impact of development processes upon individuals and diverse socio-economic and cultural groups
- The international order and the poor world
- Themes and issues in development studies (ie population, migration, disease, environment, aid)

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant

literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be **Safe, Enjoyable, Managed, Inclusive, Necessary, Academic, Respectful & Stimulating**. The seminars provide an opportunity for discussion of contentious issues, addressing questions and exploring academic debates in more depth, group and sub-group discussion. They are encouraged to share their opinions freely, but must also maintain respect for the opinions of others. It is expected that students will participate regularly in discussions in a creative, competent and critical way, as the formulation of their own thoughts and clarification of their assumptions, often in contradiction to other students' thoughts and assumptions, form a crucial part of the learning process. Students are expected to come to seminar classes prepared.

Bibliography:

- Burnell, P. and V. Randall (eds.) (2008) *Politics in the Developing World* (2nd ed) OUP.
 - Potter, R. B. (2008) *Geographies of Development: An Introduction to Development Studies*. (3rd ed.) Pearson.
 - Todaro, M. P and S. C. Smith (2011) *Economic Development* (11th ed.). Pearson.
 - Willis, Katie (2011) *Theories and Practices of Development* (2nd ed.) Routledge.

Change Log for this CSD: