

COURSE SPECIFICATION DOCUMENT

Academic School/Department:	Social Sciences and Humanities
Programme:	International Relations Political Science
FHEQ Level:	5
Course Title:	Global Development Politics
Course Code:	INR 5102
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:

Examines the global politics of development and of developing states. The course will consider development theory, strategies and methods, and provide an overview of global development politics in practice through a range of case studies. Contemporary development debates are addressed, particularly issues of gender and development, and the impact of the changing global division of labour on developing states.

Pre-requisites:

GEP 4180 Research and Writing 2

Aims and Objectives:

- To extend understanding of both the domestic and international politics of development issues
- To provide students with a broad background in development studies to better prepare them for further study in this field
- To provide a background for eventual careers in fields (including work in government, international organisations, business, and the media) which require articulate, clear-thinking individuals with a grasp of contemporary politics of the developing world
- To provide a framework to assist concerned citizens to think critically about issues that will be of increasing importance in the 21st century
- To promote critical engagement with a wide range of literature, and the development of both a succinct writing style, and the ability to present complex arguments orally

Programme Outcomes:

International Relations: A5(ii); B5(ii); C5(ii); C5(iii); D5(i); D5(iii)

Political Science: A5ii, B5ii, C5ii, C5iii, D5i, D5iii

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

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

- Demonstrates a critical engagement with major thinkers and intellectual paradigms in development studies
- Demonstrates a detailed understanding of theories of economic and political development
- Demonstrates a critical and theoretical engagement with core problems and issues of development
- Demonstrates a detailed understanding of the continuities and transformations evident in the core thematic debates in development studies
- Completes assigned work with a degree of clarity, technical competence and critical thinking appropriate for a 5000-level course
- Demonstrates well-developed skills that will translate into the workplace, including the ability to communicate through creative use of ICT across changing contexts, audiences, and degrees of complexity

Indicative Content:

- Theories of development and key theorists of development
- Historical overview of post-war development processes to the SDGs
- Developing states in the global division of labour
- Gender and development – methods and issues
- Case studies of post-war development (i.e., the developmental state in East/Southeast Asia and the Asian economic crisis, economic and political crises in sub-Saharan Africa, the Pink Tide in Latin America)

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

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.

Indicative Texts:

Ravenhill, J. (Ed.) (2020) *Global Political Economy*. 6th ed. OUP.

O'Brien, R. and M. Williams (2020) *Global Political Economy*. 6th ed. Palgrave.

Todaro, M. and M. Smith (2020) *Economic Development*. 13th ed. Pearson.

Momson, J. (2019) *Gender and Development*. 3rd ed. Routledge.

Adams, W.M. (2019) *Green Development: Environment and Sustainability in a Developing World*. 4th ed. Routledge.

Hopper, P. (2018) *Understanding Development*. 2nd ed. Polity.

Burnell, P. et al. (2017) *Politics in the Developing World*. 5th ed. Oxford University Press.

Haslam, P. et al. (Eds.) (2017) *Introduction to International Development*. 3rd ed. Oxford.

Potter, R. et al. (2017) *Geographies of Development: An Introduction to Development Studies*. 4th ed. Prentice Hall.

See syllabus for complete reading list.

