



MODULE SPECIFICATION

Part 1: Information			
Module Title	International Development		
Module Code	UZQNHE-30-2	Level	2
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Politics
Department	Health and Social Sciences		
Contributes towards	BA (Hons) Politics and International Relations BA (Hons) Politics and International Relations (with Foundation Year)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>The module provides an overview of the interdisciplinary field of development studies, focusing on country-specific studies from the regions of Africa and Latin America. The module is divided in two parts, one theoretical and the other focused on case studies from the “developing world”. Part 1 (theory) addresses the major theoretical developments of the field since its appearance in the 1950s until the present days. Topics may or may not include: economic aspects of development (e.g. trade, technology, capital accumulation, industrialisation, the role of finance), sociological and anthropological issues (e.g. political culture, patterns of land distribution, poverty and inequality), the main theories of international development (modernisation theory, dependency theory, neoliberalism, human development, feminism and post-development) and the indicators for measuring development (e.g. GDP per capital, HDI, GINI, \$1.25/day, the Millennium Development Goals). Part 2 (case studies) illustrates the theoretical aspects discussed on part 1 vis a vis the historical trajectory of developing countries from Africa and Latin America. Topics may or may not include: the experience of decolonisation; the path to independence; the role of the state and multinational companies in shaping development; the military; development and transitional justice; racism; narratives of state failure, the role of South-South cooperation, and the problem of corruption.</p>
Part 3: Assessment
<p><i>The Module outcomes will be assessed by three components:</i></p> <p>Exam (Component A) This piece of assessment will require a student to answer two unseen exam questions in two hours. Students will</p>

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answer two questions on case studies from Africa and Latin America. The exam is designed to test both students' knowledge regarding the topics examined in this module and their essay-writing abilities. Thus, the exam of this module does not merely test students' memory, but also the exam assesses students' ability to offer critical analysis under specific time constraints.

Essay (Component B 1)

This piece of assessment requires a student to write an essay in response to one of the questions from a list that will be provided at the beginning of an academic year. This piece of assessment will provide students with an opportunity to further develop their skills in advancing a clear and persuasive argument in relation to theories and issues of development. Students will be encouraged to deploy critical analysis in order to develop and support the argument. In addition students will be able to enhance their research skills, independent study, and a skill of clearly articulating and communicating complex ideas in writing and within a set word limit.

Peer-Assessed Seminar Leadership (Component B 2)

This piece of assessment requires a student to organise and lead a seminar discussion on a chosen week, based on the topic of, and the required readings for, the corresponding lecture. This component will rely on peer-assessment and will evaluate a student's knowledge of the literature, the commitment to the coursework, and the ability to pose relevant questions and to critically analyse the topic of international development. Furthermore, students will be encouraged to develop leadership skills by taking a leading position and coordinating the seminar discussion, while identifying possible sites of contention and applying problem-solving skills to address issues that may or may not arise from the discussion. The peer-assessment format also encourages students to develop their ability to identify and incorporate their peer's good practices as well as to identify limitations to their approaches and learn how to communicate those in a professional manner.

Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.Exam (2 hours)	100
Component B Description of each element	Element weighting (as % of component)
1.Essay (1500 words)	50
2.Seminar Leadership	50
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.Exam (2 hours)	100
Component B Description of each element	Element weighting (as % of component)
1.Essay (2000 Words)	100

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to:
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	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the history and the impact of imperialism on present day societies in Africa and Latin America (assessment components A and B1 and B2). 2. Demonstrate an appreciation of the developmental challenges in Africa and Latin America (assessment components A and B1 and B2). 3. Demonstrate an understanding of the range of policy responses to improve levels of development in Africa and Latin America (assessment components A and B1 and B2). 4. Demonstrate an understanding of the diversity of the actors in the international system, including other developing states such as China, and their impact on development in Africa and Latin America (assessment components A and B1 and B2). 5. Effectively communicate key arguments related to such issues (components A & B1 and B2). 6. Demonstrate an understanding of the importance of the enduring problems of racism in accounts of Africa and Latin America (components A & B1 and B2). 7. Demonstrate an understanding of the intellectual debates regarding development and underdevelopment (components A and B1 and B2). 8. Demonstrate an understanding of the literature in the field (assessment components A and B1 and B2). 																				
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																				
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Reading List	https://uwe.rl.talis.com/lists/BF5D0F7A-DEB3-5069-B98A-0C817DF1D95D.html																				

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