



Module Specification

Development and Decolonisation

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Part 1: Information

Module title: Development and Decolonisation

Module code: UZQYJG-30-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Politics

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module provides an overview of the interdisciplinary field of development studies, bringing together insights from fields such as political science, international development, political economy and political theory. The module will explore the politics of development through the local, national and global levels of analysis to understand the processes of making and implementing development policies. The module will provide students with a critical understanding of the main

theories of development such as modernisation theory, dependency theory, neoliberalism, human development, feminism and post-development. This module will engage with coloniality in development studies and provide students with an understanding of the reasons behind calls for the decolonisation of development studies. Four strands will run throughout both parts of the module. These are theory, policy, practice and process.

Features: Not applicable

Educational aims: This module will open a space for critically discussing the theories and practices of the field of development studies with a policy orientation. The module will assess how development processes affect the lives of individuals in the Global North and Global South and investigate the challenges of contemporary debates on decolonisation.

Outline syllabus: This module is divided into two parts. One focusing on development at the local and national level of analysis and one exploring development through the global level of analysis. Four strands will run throughout both parts of the module. These are theory, policy, practice and process. This module will engage with coloniality in development studies and the adverse impacts that can result from development policies. Throughout the module, students will be provided with an understanding of the reasons behind more recent calls for the decolonisation of development studies.

Topics may include: the main theories of development studies (modernisation theory, dependency theory, neoliberalism, human development, feminism and post-development); economic aspects of development; decentralisation and devolution; governance; sociological and anthropological issues; the indicators for measuring development; and understanding the role of different stakeholders in development.

Practices, processes, and impacts of development will be illustrated with reference to case studies that may include gentrification and urban development; the Bristol City Council and Mayor; the UK government's 'levelling up' policy; the experience of decolonisation; 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 international cooperation, and the problem of corruption.

Part 3: Teaching and learning methods

Teaching and learning methods: Given that this module brings together various sub-disciplines of Politics and IR, the teaching style will be flexible and adapted to the subject matter. There will be an emphasis on exploring the politics of development through case studies at the local, national and global levels of analysis throughout the module. A flexible, and often flipped, teaching approach allows for each issue to be explored through discussion, group work and practical activities. Given the practice-oriented nature of this module, there will be a commitment to engaging with development practitioners and stakeholders. Such engagement may be provided through the literature, potential guest speakers, guest lectures or external partnerships.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate an appreciation of the politics of development policies, their processes, outcomes and impacts, as well as the diversity of stakeholders involved across the local, national and global levels of analysis

MO2 Compare how different fields of development studies have theorised development in the literature and the impacts of them on development policies in practice.

MO3 Communicate key arguments related to issues covered in the module.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/03BB15B3-3371-07F7-E383-A18245BDC8FE.html?lang=en&login=1) via the following link <https://rl.talis.com/3/uwe/lists/03BB15B3-3371-07F7-E383-A18245BDC8FE.html?lang=en&login=1>

Part 4: Assessment

Assessment strategy: Assessment Strategy

This module is comprised of two items of summative assignments that will require students to explore the topics of development and decolonisation.

Students will be provided with a set of module questions in the module handbook. Both assignments are meant to address the same question while exercising different means of communication (in speech and text) which correspond to different skill sets.

1 - Individual Presentation (10minutes). This piece of assessment requires a student to submit an individual presentation based on a set list of questions. This will evaluate a student's knowledge of the literature, public speaking and timekeeping skills, and the ability to pose relevant questions and critically analyse the topics of development and decolonisation.

2 - Essay (2,000 words)

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 assessment will provide students with an opportunity to further develop their skills in advancing a clear and persuasive argument in relation to theories, policies, practice and development processes. 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 the ability to clearly articulate and communicate complex ideas in writing and within a set word limit.

Assessment components:

Presentation (First Sit)

Description: Individual Presentation.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO3

Written Assignment (First Sit)

Description: Essay

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)

Description: Individual Presentation

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO3

Written Assignment (Resit)

Description: Essay

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Politics And International Relations [Frenchay] BA (Hons) 2022-23