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: MA in International Development

Level: 7

Course Title: Theories of International Development

Course Code: DEV 7101

Course Leader: Dr Michael F Keating

Student Engagement Hours:200Seminars:39Tutorials:6Independent / Guided Learning:155

Semester: Fall

Credits: 20 UK CATS credits

10 ECTS credits
4 US credits

Course Description:

Theories of International Development engages students with the changing understandings of development in the post-war period. Donor, developing state and grassroots perspectives are taken into account as we explore theories of development in historical context, seeking to understand both how and why conceptions of development have transformed over this period. Students will address early debates (Modernisation and *Dependencia*), Market- and State-led models, and more recent approaches such as participatory development, good governance and the Millennium Development Goals. Key interventions by scholars such as Said and Sen will be considered. The course ensures that students have a solid grasp on the contemporary developing paradigm and its theoretical underpinnings.

Pre-requisites: MA International Development students only

Aims and Objectives:

- To study theories of international development in historical context
- To engage in critical analysis of different paradigms in development theory
- To examine a range of key texts and thinkers in the field of International Development

- To explore how development theory is applied in practice, and the theoretical lessons to be learned from resulting empirical evidence and case studies
- To interrogate the concept of development per se
- To grasp the contemporary development paradigm, its key claims and practices and their theoretical underpinnings
- To provide an intellectual foundation for progress through the programme.

Programme Outcomes:

A; B; D; F; G;

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the archive maintained by the Academic Registry and found at: http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrates a deep and systematic understanding of key texts, thinkers, intellectual paradigms, themes and debates in International Development.
- Develops critical and innovative responses to theories of International Development and their impact on development practices.
- Designs and undertakes substantical investigations addressing significant areas of international development theory.
- Demonstrates the ability to exercise initiative in organising and pursuing both supervised and self-directed individual and/or team projects, while accepting full accountability for outcomes
- Demonstrates the ability to gather, organise and deploy complex and abstract ideas and diverse information in the complex and specialised context of theories of international development, while reflecting upon and improving the skills required for effective communication

Indicative Content:

- Historical overview of paradigms of thought in International Development
- Examination of a range of key texts and thinkers in International Development
- Critical analysis of different theories in International Development
- The theories and ideas behind the contemporary development paradigm
- The practical implementation of development theory and its consequences
- The role of international institutions in the generation of development theory and in its implementation

Assessment:

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

Teaching Methodology:

The course will consist of weekly postgraduate seminars, which will follow the structure set out within the course syllabus and will serve a number of functions: seminars provide a framework for the course; address critically the relevant literature in specific areas, examine concepts, theories and case studies, and enable students to engage in group discussion and dialogue, and autonomous learning. Seminars rely upon active student participation, mediated by the course instructor. By examining and discussing issues and problems in a seminar setting, students as junior research colleagues will be able to learn from each other and resolve questions that arise in the course of the lectures and readings. Seminars will only be useful to the extent that they are prepared for and participation in discussions and debates is an essential aspect of this. All students will be required to participate. Tutorial opportunities will also be available for research supervision and other academic support.

Bibliography:

Indicative Texts

Said, E. (1978). *Orientalism* (New York, Vintage).
Sen, A. (1999). *Development as Freedom* (Oxford: OUP).
Payne, A. and N. Phillips (2010). *Development* (Cambridge: Polity).
Pieterse, J. (2010). *Development Theory*, 2nd ed., (London: SAGE)
Leftwich, A. (2000). *States of Development*, (Cambridge: Polity).

See syllabus for complete reading list.

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Change Log for this CSD:

Major or	Nature of Change	Date Approved &	Change
Minor		Approval Body (School	Actioned by
Change?		or LTPC)	Academic
			Registry