Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Development in the 21st Century
2	Module Code:	GLOB30412
3	Credit Points:	20
4	Duration:	Full Year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

8	Pre, post and co-requisites:
	These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post   Module Code   Module Title

9	Courses containing the module				
	Level	Core/Option	Mode	Code	Course Title
	6	Option	FT		BA Joint Honours Humanities
	6	Option	PT		BA Joint Honours Humanities
	6	Option	SW		BA Joint Honours Modern Languages
	6	Option	FT		BA Joint Honours Modern Languages
	6	Option	PT		BA Joint Honours Modern Languages
			FT	EURX003	European Exchange (Full Year)
			FT	INTX003	International Exchange (Full Year)

10	Overview and aims
	This module engages you in debates about the causes and consequences of global inequality. You will critically analyse different explanations for persistent patterns of poverty, marginalisation and exclusion and evaluate what policy solutions different perspectives offer for resolving what continues to be a pressing global concern. We will explore the relationships between the expansion of the capitalist world economy and Development interventions and, by placing Development in historical context, seek to

understand how Development has changed with the shifting balance of economic power in the global economy. Our aim is to develop a theoretically informed understanding of why, after 60 plus years of Development planning, and billions of pounds of investment in Development projects, patterns of global inequality remain. In particular, we will ask what role interventions in the name of Development have themselves contributed to the patterns of inequality they are supposed to address.

11	**Module content**

The module covers the following themes:
1. Colonialism and the will to improve

2. American century and post-World War 2 Development planning

3. Critiques of Development

4. South-South Development cooperation

5. Decline of the Developmental state/new agents of Development

12	**Indicative reading**

- Brooks, A. and Simon, D. (2012), Unraveling the Relationships between Used-Clothing Imports and the Decline of African Clothing Industries. *Development and Change*, 43: 1265–1290.

- Hanlon, J.**,** Barrientos, A. and Hulme, D. (2010) *Just Give Money to the Poor: The Development Revolution from the Global South*, Imprint: Kumarian Press

- Hart, G. (2010), D/developments after the Meltdown. *Antipode*, 41: 117–141

- Mawdsley, E. (2012) *From Recipients to Donors: Emerging powers and the changing development landscape*, Zed Books Rist, Gilbert (2008) *The History of Development. From Western Myth to Global Faith*. 3rd Edition. London: Zed Books

- Mitchell, T. (2002) *Rule of Experts: Egypt, Techno-Politics, Modernity*, University of California Press

Timmons Roberts, J. and. Parks, B. C. (2007) *A climate of injustice: global inequality, North-South politics, and climate policy*, Cambridge, MA: MIT

Press

| 13 | **Learning outcomes** |
| | Learning outcomes describe what you should know and be able to do by the end of the module |

Knowledge and understanding. After studying this module you should be able to:

- Identify and critically evaluate changing approaches to development

- Situate development thinking in historical context

- Demonstrate how development thinking is variously shaped by geopolitical concerns, cultural values and the shifting balance of economic power in the global economy

- Recognise and appraise various forms of global connection shaping patterns of global inequality

Skills, qualities and attributes. After studying this module you should be able to:

- Critically analyse and evaluate policies in relation to empirical evidence and academic scholarship

- Confidently express ideas, lead and direct group discussion

- Work effectively as a team in the production an academic journal, aimed at an academic and practitioner audience

- Use academic journals effectively in independent research

- Demonstrate independence, resourcefulness, flexibility and confidence in the expression of your own ideas, in both verbal and written formats

14	**Teaching and learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

The module will be delivered through a mix of weekly lectures and complementary small group sessions.

Total contact hours: 39

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g.

directed reading, research

In addition to lectures and seminars you will be expected to follow a guided reading schedule, conduct independent research and meet regularly during term with team members in the preparation of a group project.

Total non-contact hours: 161

15	**Assessment methods**			
	This indicates the type and weighting of assessment elements in the module			
	Element number	Weighting	Type	Description
	1	50%	Coursework	Essay approx. 2,500 words
	2	50%	Examination	2 hour exam

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module

mark

Further information on assessment

This section provides further information on the module's assessment where appropriate

Element 1 (40%) involves the completion of a regular portfolio workbook requiring review type entries on key thinkers, terms and readings.

Element 2 (60%) consists of an individual paper and a group project. The group project and individual paper are inter-linked. You will work within a group, of up to 5 people, to produce your own issue of an academic journal. The focus of this journal will be upon one of the key themes of this module, and will be agreed with the module tutor during the second term. Each group member will write an individual 2500 word paper for the journal (within its specific theme) as well as contributing to the overall presentation, content and coherence of the journal. It is expected that the journal will include a group editorial and that the topics of the individual papers will be coherent to the overall theme.

	Document management	
16	Module Title:	Development in the 21st Century
17	Module Code:	GLOB30412
18	Subject (JACS) Code	L250
19	Cost Centre	128
20	School:	AAH
21	Academic Team	HLG
22	Campus	2 (Clifton)
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*

		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by SASQC/DAG:	January 2017	