COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

School: **CASS**

Programme: **MA International Development**

Level: **7**

Course Title: **Imperialism and Post-Colonial Theory**

Course Code: **DEV 7403**

Course Leader: **Dr. Paul Rekret**

Student Engagement Hours: **200**
Lectures:
Seminar / Tutorials: 45
Independent / Guided Learning: 155

Semester: **FALL and/or SPRING**

Credits: **20 UK CATS credits**
                                           10 ECTS credits
                                            4 US credits

Course Description:
This course seeks to examine key arguments by theorists of postcolonialism and their implications for development studies. Postcolonial theory has offered some of the most profound critiques of Western modernity's self-representations and claims to truth and progress. Such critiques have significant potential to reconstruct dominant understandings of development, gender, social change and emancipation. Thinkers studied might include Edward Said, Gayatri Spivak, Frantz Fanon, Aimé Césaire, Aijaz Ahmad and Leopold Senghor. Themes studied might include empire, gender and sexual politics, representation, minorities in Europe and diaspora, decolonisation, resistance and liberation.

Pre-requisites: MA International Relations and MA International Development students only

Aims and Objectives:
- To extend the understanding of development students with regard to the theoretical and practical implications of postcolonial critiques of progress, truth, equality and imperalism.
- Understanding different approaches to culture, nationalism, multiculturalism, migration, gender and race in the context of post-colonial societies.

- To critically examine the assumptions, theories and practices that have defined traditional studies of relations between developed and underdeveloped states, and the alternative conceptualisation provided by concepts such as identity, culture, power, resistance and revolution
- To assess the significance of alternative epistemological positions that provide the context for theory construction, research design and the selection of appropriate analytical techniques.

Programme Outcomes:
Level 7 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:
- Demonstrate a systematic understanding of the major thinkers and intellectual paradigms in post-colonial theory and their relevance to development studies
- Demonstrate the ability to develop critical responses to, and a systematic and historical understanding of, post-colonial theory in the context of development studies
- Design and undertake substantical investigations addressing key theories in International Development.
- Demonstrate the ability to exercise initiative in organising and pursuing projects and assignments in regard to the study of imperialism and post-colonial theory.
- Demonstrate the ability to gather, organise and effectively communicate complex and abstract ideas and diverse information in the context of global governance

Indicative Content:
- Theories of post-development
- Examination of nationalism in anti-colonial thought and movements
- Analysis of concepts of subjectivity; orientalism, diaspora and subalternity
- Examination of postcolonial criticisms of Western self-representations
- Key critics of postcolonial theory
- Postcolonial criticisms of development studies

Assessment:
This course conforms to the Richmond University Standard Assessment Norms approved at Learning and Teaching Policy Committee found at:
http://www.richmond.ac.uk/content/academic-affairs/academic-standing.aspx

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.

Indicative Texts:
- Chibber, Vivek *Postcolonial Theory and the Specter of Capital.* London: Verso, 2013.
- Kapoor, Ilan *The Postcolonial Politics of Development.* Routledge, 2008.
- Krishnaswamy, Revathi & John Charles Hawley (Eds.) *The Postcolonial and the Global.* U of Minnesota Press, 2008.
- McEwan, Cheryl, *Postcolonialism and Development*. Routledge, 2009.
- McLeod, John *The Routledge Companion to Postcolonial Studies.* Routledge, 2007.
- Said, Edward W. *Orientalism.* New York: Vintage, 1979.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture.* Eds. Cary Nelson and Lawrence Grossberg. Urbana: U of Illinois P, 1988. 271-313.

Change Log for this CSD:

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