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:	Development Studies
FHEQ **Level:**	3
Course Title:	Development and Culture: Representations in Film and Literature
Course Code:	DEV3100
Course Leader:	Sara Chetin
Student Engagement Hours:	**120**
Lectures:	22.5
Seminar / Tutorials:	22.5
Independent / Guided Learning :	75
Semester:	FALL and/or SPRING and/or SUMMER
Credits:	12 UK CATS credits
	6 ECTS credits
	3 US credits

Course Description:

This course introduces students to key ideas relevant to the study of culture and development, with particular emphasis on how the global South is represented through film and literature. It provides students with a broad understanding of the debates and issues related to globalization and the politics of representation within various historical and cultural contexts. Relevant themes such as race, gender, identity, migration, wealth and poverty and the environment are explored across different regions including Africa, Latin America, Asia and the Middle East.

Pre-requisites: N/A

Aims and Objectives:
- To provide an introduction to themes related to culture and discourse with regard to the global South.
- To critically engage with the issue of representation of the non-West in film and literature.
- To gain an appreciation of different cultures and of the interpretations of those cultures by both internal and external cultural mediums.

- To use a range of sources (academic books and journals, news articles, and the Internet) and engage with film and literature in building an understanding of issues of culture and representation in the "developing" world.

Programme Outcomes:
At the end of this course, the students will have achieved the following programme outcomes.

3A; 3B; 3C; 3D

A detailed list of the programme outcomes are found in the Programme Specification.
This is located at the Departmental/Schools page of the portal.

Learning Outcomes:

Upon completion of this course, a successful student should be able to

- Demonstrate an understanding of concepts useful for the study of culture and representation in the global South
- Demonstrate an understanding of social and cultural processes relevant to the study of development
- Demonstrate the ability to gather, organise and deploy ideas and information in order to communicate arguments effectively in written, oral or other forms, as appropriate at the 3000 level.
- Demonstrate an awareness of views other than his/her own and adapt behaviour to meet obligations in personal and/or group outcomes and/or outputs

Indicative Content:
- 'culture' and 'representation' as concepts
- Ways of analyzing culture and discourses related to the North and South
- Historical perspective on issues of representations of colonial and postcolonial societies
- Films and literature from, or about the "developing" world that represent individual lives and experiences
- Comparative cultural norms and practices in different societies
- Key themes (race, gender, identity, migration, wealth and poverty, the environment)
- Different settings (Africa, Latin America, Asia and the Middle East)

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

Teaching Methodology:
This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be **S**afe, **E**njoyable, **M**anaged, **I**nclusive, **N**ecessary, **A**cademic, **R**espectful & **S**timulating. The seminars provide an opportunity for discussion of contentious issues, addressing questions and exploring academic debates in more depth, group and sub-group discussion. They are encouraged to share their opinions freely, but must also maintain respect for the opinions of others. It is expected that students will participate regularly in discussions in a creative, competent and critical way, as the formulation of their own thoughts and clarification of their assumptions, often in contradiction to other students' thoughts and assumptions, form a crucial part of the learning process. Students are expected to come to seminar classes prepared.

Key Texts:

- Susanne Scheck and Jane Haggis, 2000. *Culture and Development: A Critical Introduction.* Blackwell Publishers
- John Mcleod, 2000. *Beginning Postcolonialism.* Manchester University Press.

Change Log for this CSD:

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