

## COURSE SPECIFICATION DOCUMENT

**Academic School/Department:** Social Sciences and Humanities

**Programme:** Political Science  
International History  
International Relations

**FHEQ Level:** 4

**Course Title:** Rich World Poor World

**Course Code:** PLT 4102

**Student Engagement Hours:** 120

Lectures: 22.5

Seminar / Tutorials: 22.5

Independent / Guided Learning: 75

**Credits:** 12 UK CATS credits

6 ECTS credits

3 US credits

### **Course Description:**

Provides students with an introduction to development studies, seeking to explain both the existence of and persistence of a Poor World from a political, sociological, historical and economic perspective. The course addresses numerous issues as they affect the Poor World, and studies relations both within and between Poor World and Rich World. Topics include colonialism and post-colonialism, processes of industrialization, food security, inequality, ethnicity and nationalism, aid, democratization, and conflict, as well as an introduction to theories of development.

### **Pre-requisites:**

None

**Aims and Objectives:**

- To provide an inter-disciplinary introduction to the field of development studies and global inequality using a range of source materials.
- To study the basic approaches of development theory, and to understand both internal and external styles of explanation for global inequality.
- To provide a background for eventual careers in fields (including work in government, international organizations, business and the media) which require articulate, clear-thinking individuals with a grasp of development issues and developing states
- To provide a framework to assist concerned citizens to think critically about issues that are of increasing importance in the 21<sup>st</sup> century
- To promote critical engagement with a wide range of literature, and the development of both a succinct writing style, and the ability to present complex arguments orally

**Programme Outcomes:**

Political Science: A4(ii); B4(ii); C4(i); C4(iii); D4(ii); D4(iii)

International History: A4i, A4ii, B4ii, C4i, C4iii, D4ii, D4iii

International Relations: A4(ii); B4(ii); C4(i); C4(iii); D4(ii); D4(iii)

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

**Learning Outcomes:**

At the end of this course, the students will have achieved the following learning outcomes.

- Demonstrates a broad and historical understanding of theories of economic and political development
- Demonstrates a broad insight into the historical development of global inequalities, and the practices that have exacerbated or alleviated this
- Completes assigned work with a degree of autonomy, technical competence, clarity, evaluative skills, and research and critical reading skills appropriate for a 4000-level course
- Demonstrates a range of skills that are relevant to the workplace such as groupwork, ICT and presentation skills

**Indicative Content:**

- Measuring inequality, poverty and development
- Colonisation and its consequences
- Theories of development
- Economic and political development (comparative)
- The impact of development processes upon individuals and diverse socio-economic and cultural groups
- The international order and the poor world
- Themes and issues in development studies (ie population, migration, disease, environment, aid, ethno-politics and nationalism)

**Assessment:**

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

**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 Safe, Enjoyable, Managed, Inclusive, Necessary, Academic, Respectful & Stimulating. 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.

**Indicative Texts:**

Todaro, M. P and S. C. Smith (2020) *Economic Development*, 13<sup>th</sup> ed. Pearson.

Hopper, P. (2018) *Understanding Development*, 2<sup>nd</sup> ed. Polity.

Burnell, P. and V. Randall (eds.) (2017) *Politics in the Developing World*, 5<sup>th</sup> ed. Oxford University Press.

Kingsbury, D. *et al.* (2016) *International Development: Issues and Challenges*, 3<sup>rd</sup> ed. Palgrave Macmillan.

Potter, R. B. (2016) *Geographies of Development: An Introduction to Development Studies*, 4<sup>th</sup> ed. Pearson.

Szirmai, A. (2015) *Socio-Economic Development*. Cambridge University Press.

McMichael, P. (2012) *Development and Social Change*. Sage.

Willis, Katie (2011) *Theories and Practices of Development*, 2<sup>nd</sup> ed. Routledge.

Nederveen Pieterse, J. (2010) *Development Theory*, 2<sup>nd</sup> ed. Sage.

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Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
Various updates as part of the UG programme review	AB Jan 2022	
Revision – annual update	May 2023	