1. **Title of the module**

 LAWS6160 (LW616) Law and International Development

1. **School or partner institution which will be responsible for management of the module**

Kent Law School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Prerequisites – LAWS5880 Public Law 1 & LAWS3130 A Critical Introduction to Law. The module will be of particular interest to students taking LAWS5920 Public Law 2 and/or other modules with a strong focus on International Law.

1. **The programmes of study to which the module contributes**

All undergraduate single and joint honours law programmes

1. **The intended subject specific learning outcomes.**

**On successfully completing the module students will be able to:**

* 1. Critically understand the theoretical debates and academic controversies surrounding the relationship between law and the international development project;
	2. Critically understand the historical and ideological underpinnings of Western legal thought and international policy in the field of Law and Development;
	3. Identify and critically analyse the major doctrines, policies and norms directing current international institutions in their efforts to build rule of law, good governance, economic proficiency, environmental sustainability and related aspirations in developing countries;
	4. Place, and critically assess, issues of law and development in their proper political, economic, social and jurisdictional contexts.
	5. Demonstrate an awareness of the economic, political and/or social implications of various approaches to law and international development.
1. **The intended generic learning outcomes.**

 **On successfully completing the module students will be able to:**

* 1. Read carefully and efficiently both legal and non-legal texts;
	2. Demonstrate argumentation skills relating to legal and non-legal texts;
	3. Understand and apply interdisciplinary approaches to the study of law;
	4. construct well-reasoned and well-structured arguments about theoretical and practical issues;
1. **A synopsis of the curriculum**

The first half of the module will provide students with detailed knowledge and understanding of the idea of development, the international development project, the main international development institutions and the international context in which they developed; the national effects of the development project; and the movement of Law and Development. The second half of the module will examine contemporary topics in law and international development, including (but not limited to) human rights and development; decentralization and local development; sustainability and development; law and the informal sector; rule of law promotion; and the intersection between security and developmental concerns and discourses.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**
* Alston, Philip and Mary Robinson (eds.). *Human Rights and Development- Towards Mutual Enforcement* (Oxford: OUP, 2005).
* Eslava, Luis, *Local Space, Global Life: The Everyday Operation of International Law and Development* (Cambridge: CUP, 2015).
* Fennell, Shailaja. *Rules, Rubrics and Riches: the interrelations between legal reform and international development* (London: Routledge, 2010).
* Gauri, Varun and Daniel Brinks (eds). *Courting Social Justice: Judicial Enforcement of Social and Economic Rights in the Developing World* (Cambridge: Cambridge UP, 2008).
* Hatchard, John and Amanda Perry-Kessaris (eds). *Law and Development: Facing Complexity in the 21st Century* (London: Cavendish, 2003).
* Mattei, Ugo and Laura Nader, *Plunder- When the Rule of Law is Illegal* (Blackwell, 2008)
* Massoud, Mark Fathi, *Law's Fragile State Colonial, Authoritarian, and Humanitarian Legacies in Sudan* (Cambridge: CUP, 2014).
* Pahuja, Sundhya, *Decolonizing International Law: Development, Economic Growth and the Politics of Universality* (Cambridge: CUP, 2011).
* Perry-Kessaris, Amanda (ed). *Law in the Pursuit of Development: Principles into Practice?* (London: Routledge, 2010).
* Rist, Gilbert, *The History of Development: From Western Origins to Global Faith.* (London: Zed, 3rd ed, 2011).
* Trubek, David and Alvaro Santos (eds.) *The New Law and Economic Development - A Critical Appraisal* (Cambridge: CUP, 2006).
* Willis, Katie, *Theories and Practices of Development* (London: Rutledge, 2nd ed, 2011).
1. **Learning and Teaching methods**

Contact hours: 20

Private study hours: 130

Total study hours: 150

1. **Assessment methods.**

13.1 Main assessment methods

In-class participation (10%)

In-class group presentation (40%)

Final Essay of 2,500 words (50%)

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |
| **Either:** |  |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X |  | X |  |  |  |
| Seminars |  |  |  |  | X | X | X | X | X |
| **Or:** |  |  |  |  |  |  |  |  |  |
| Combined lectures and seminars | X | X | X | X | X | X | X | X | X |
| **And:** |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Participation | X | X | X | X | X | X | X | X | X |
| Class presentation | X | X | X | X | X |  | X | X | X |
| Final essay | X | X | X | X | X | X | X | X | X |

1. The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

* 1. Electronic resources that meet minimum accessibility standards will be provided to support the use of assistive technologies.
	2. Module outlines will be made accessible before the module starts.
	3. Prioritised reading will be specified by the convenor sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
	4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
	5. In accordance with the KLS school-level statement on Lecture Capture, the lectures and seminars will not be routinely recorded, as they are heavily discussion based.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

The content, materials and discussions conducted in this course will explicitly aim at offering a global reading of the intersection between law and international development, and their associated concepts, norms, institutions and aspirations. Students will be invited throughout the course, at the same time, to critically engage with the many connections, tensions and increasing similarities between the Global South and the Global North.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs(Q6 & 7 cover sheet) |
| 13/01/16 | Major | Sep-16 | 6,8,10,12,13,14 | No |
| 31/7/2017 | Minor | September 2017 | 13, 14, 17 | No |
| 02/12/19 | Minor | September 2020 | 14 | No |