1. **Title of the module**

GEOG5007 Geographies of Development and the Global South

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

Division of Human and Social Sciences

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

Level 5

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

15 credits (7.5 ECTS)

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

Autumn or Spring term (12 weeks)

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

No Prerequisite or co-requisite

1. **The course(s) of study to which the module contributes**

Compulsory to : BSc in Human Geography

Optional to : BSc in Wildlife Conservation

BSc Anthropology

BA in Environmental Social Science

Available as an elective module.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Assimilate knowledge of the key concepts and discourses surrounding development.
	2. Understand and critically analyse the development approaches and processes in the global South.
	3. Acquire specific knowledge about the key influencing drivers of the contemporary development processes in the global South context.
	4. Understand the interaction between development and other contemporary issues such as climate change, poverty, inequality and sustainability.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Conduct scholarly research by using the library, e-journals and other online resources.
	2. Organise information in a clear and coherent manner in essays and seminar-based group discussions.
	3. Demonstrate critical reasoning skills.
	4. Develop and articulate logical arguments in a collaborative learning group setting and in written format.
3. **A synopsis of the curriculum**

This interdisciplinary module introduces to a range of key concepts and discourses in the field of development geography with a specific focus on the global South. The module begins by conceptualising ‘development’ as well as introducing contemporary development theories to build the foundation. The module then applies this understanding in examining a selection of contemporary development issues and debates in the global South context including poverty, inequality, impacts of climate change, nature of disasters, gendered vulnerabilities, and the challenges of sustainable development. Here context and place matters, as well as the differences and links between places and peoples. Students are introduced to a series of global South case studies that illustrate development processes as connected to social, economic and political processes at different scales. Although development approaches are equally applicable to urban and rural environments, the focus in this module is predominantly on the urban context and the contestations within them. The module is divided into several sections, each of which introduces students to a set of issues, concepts, key vocabularies and approaches in relevance to Development Geography. The sections of the modules are complementary to each other and as a whole they will provide a strong understanding of the development context and processes in the global South. Students are strongly encouraged to think of the module as a whole and to explore the connections between the different issues and theoretical approaches addressed in this module.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Desai, V., and Potter, R.B., eds. (2014). *The Companion to Development Studies.* Third Edition. London: Arnold.

Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World.* Princeton: Princeton University Press.

Power, M. (2003). *Rethinking Development Geographies.* London: Routledge.

Willis, K. (2011). *Theories and Practices of Development*, 2nd edition London: Routledge.

Adams, W.M. (2009) *Green Development: environment and sustainability in a developing World*, Routledge, London (Chapter 2 & 3).

Davis, M. (2006), *Planet of Slums*, Verso, London.

Mitlin, D. and Satterthwaite, D. (2013) Urban Poverty in the Global South: scale and nature. Abingdon: Routledge.

1. **Learning and teaching methods**

Total contact hours 22

Private study hours 128

Total study hours 150

1. **Assessment methods**
	1. Main assessment methods

Essay 2000 words 40%

Examination 2 hours 60%

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lectures* | **X** | **X** | **X** | **X** |  |  |  |  |
| *Seminar* | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Essay* | **X** |  | **X** | **X** | **X** | **X** | **X** |  |
| *Examination* | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |

1. **Inclusive module design**

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

b) Learning, teaching and assessment methods

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

Canterbury

1. **Internationalisation**

Students will examine a variety of issues surrounding development and the relationship between development and other contemporary issues evident in the global South. In conceptualising the idea of ‘development’, students will gain a wider understanding of the development approaches in the global South and how these inform the emergent processes and struggles in the global South case studies.

**DIVISIONAL USE ONLY**

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

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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