

Programme Specification

I. Programme Details

Programme title	Labour, Social Movements & Development			
Final award (<i>exit awards will be made as outlined in the Taught Degree Regulations</i>)	BA	<input type="checkbox"/>	MA	<input type="checkbox"/>
	BSc	<input type="checkbox"/>	MSc	<input checked="" type="checkbox"/>
	Other ...	<input type="checkbox"/>	MRes	<input type="checkbox"/>
Mode of delivery	Distance-learning	<input type="checkbox"/>		
	On-campus	<input checked="" type="checkbox"/>		
Professional body accreditation (<i>if applicable</i>)	n/a			
Academic year this specification was created	2016/17			
Dates of any subsequent amendments				

II. Programme Aims: What will the programme allow you to achieve?

<ol style="list-style-type: none"> 1. Enabling students to acquire knowledge, understanding, and critical skills necessary to proceed to careers in national or international development contexts focusing on labour, working conditions, poverty reduction, social movements and global campaigning, in public, private and non-profit sectors; 2. Providing learning opportunities to enable graduate students to develop an interdisciplinary knowledge to undertake further advanced studies in the areas of international development, labour, poverty and social movements; 3. Contributing to university objectives by providing high quality training to an increasing number of postgraduate students and enhancing their skills and employability.
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III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge	
<ol style="list-style-type: none"> 1. An in-depth critical understanding of the relation between labour, capitalism and development in different historical periods; 2. An advanced understanding of changes in the international patterns of production and their impact on the working poor; 3. An advanced understanding of the inherently political nature of international production processes and organisations and their implications for the livelihoods of workers in developing regions; 4. A critical understanding of the different ways in which work and employment are experienced in different geographical domains by different social groups; 5. A sound grounding in international and national policies aimed at addressing issues of work, employment and poverty in developing regions; 6. A solid understanding of the actions taken by and for the working poor by international organisations, social movements and governments; 7. A solid understanding of the organisation of different social movements and models of campaigning for labour. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Students are required to attend all classes (lectures and seminars), study extensively on their own and prepare assessed as well as non-assessed work regularly. 	<ul style="list-style-type: none"> • Through unseen examinations, long essays, course work, team project work and a dissertation.

<ul style="list-style-type: none"> • Through core course lectures and seminars as well as through assessed work including a group /team project activity. • Through the teaching in core and optional courses. 	
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Learning Outcomes: Intellectual (thinking) skills	
<ol style="list-style-type: none"> 1. Develop core knowledge and in depth critical understanding of the targets of the programme (section above); 2. Develop intellectual initiative and ability to analyse, evaluate and reflect critically on information and current research with regard to labour, employment and livelihoods, social movements and international labour standards; 3. Learn and understand the rationale behind different policies targeting the working poor elaborated by national and international bodies and agencies; 4. Evaluate and assess different approaches to labour and development and their concomitant methodologies; 5. Evaluate and assess different approaches to social movements and to national and global campaigning for labour; 6. Develop original arguments on labour, livelihoods and poverty and social movements in developing regions; 7. Demonstrate an interest and confidence in thinking in inter-disciplinary ways, drawing insights questions and evidence from a variety of perspectives and approaches. 	
Typical Teaching Methods	Typical Assessment Methods
<p>1 and 2 These are fostered in all courses offered in the Programme, in that all courses introduce information that needs to be assessed critically and demonstrate how conflicting interpretations arise from the same information. Students are encouraged not simply to summarise evidence and arguments but through application of critical questioning to develop their own assessments of the relative value of a range of arguments/sources of evidence.</p> <p>2 and 3 Through the structure and content of the core course in migration and development and other programme and optional courses.</p> <p>3 Students work in groups or teams on a labour, social movement and development related project. They also carry out individual, independent dissertation work, including refining a broad 'topic' into a narrower, manageable and more precise research question/hypothesis.</p>	<ul style="list-style-type: none"> • Through unseen examinations, course work, team project work and a dissertation.

Learning Outcomes: Subject-based practical skills
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<ol style="list-style-type: none"> 1. Marshal arguments lucidly, coherently and concisely, presenting core analyses in clear form (verbally and as written material); 2. Develop effective presentation skills; 3. Communicate effectively in writing; 4. Participate and contribute productively in group discussions; 5. Retrieve, select analyse and critically evaluate theoretical and empirical information from a variety of sources; 6. Identify core differences in shifting approaches to the working poor and development elaborated from a public (international/national), private or NGO perspective; 7. Identify core differences in shifting approaches to social movements and how these relate to shifting realities for labour in developing regions; 8. Develop initiative and capacity to work independently on theoretical or practical research questions/hypotheses in the light of what reviewed during the course; 9. Develop critical skills to the study and evaluation of different material, methodologies and disciplinary perspectives. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Through independent work for dissertations and group project work. • Through work on own, departmental dissertation guidance notes and meetings, meetings with supervisor. • Through required regular readings for weekly seminar discussions. • Through demonstration in lectures, through discussion in seminars, through questions in exams. • Through regular seminar presentations and discussion. 	<ul style="list-style-type: none"> • By unseen examination, dissertation, long essays and course work, and in core course through group project work.

Learning Outcomes: Transferrable skills	
<p>Having successfully completed the Programme, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse, evaluate and critically reflect on information received; 2. Develop and present new ideas coherently and concisely, orally and in writing, extracting key elements from complex information; 3. Develop research skills and ability to work independently; 4. Identify and solve problems, selecting and applying competing theories and methodologies appropriately; 5. Gather, organise and deploy different theoretical and empirical material to form balanced judgements and to develop and support critical arguments; 6. Engage in lateral thinking across different academic disciplines, types of arguments, evidence and methodologies; 7. Engage creatively, flexibly and co-operatively with others in small groups through presentations, debates and discussions; 8. Assess and evaluate own and other's work constructively. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Through seminar presentations, discussions, group work and essays. • Through essays, project and dissertation • Through group project work. 	<ul style="list-style-type: none"> • Through unseen examinations, dissertation, long essays and course work, and group project work.

<ul style="list-style-type: none">• Through classroom participation in seminars	
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General statement on contact hours – postgraduate programmes
<p>Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see https://www.soas.ac.uk/admissions/ug/teaching/) such as reading and research, preparing coursework, revising for examinations and so on. Also included is class time, for example lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.</p> <p>At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.</p> <p>More information can be found on individual module pages.</p>

MSc Labour, Social Movements & Development

credits	60
module code	15PDSC999
module title	Dissertation in Development Studies
status	compulsory module

All MSc students in Development Studies are eligible to attend the one-term, non-assessed module Economics for Beginners, which introduces students to basic concepts in microeconomics, macroeconomics, development economics, and statistics and econometrics.

credits	30
module code	15PDSC007
module title	Labour, Social Movements & Development
status	core module

+

credits	15
module code	15PDSH071
module title	LSMD Placement
status	core module

+

credits	30
module code	15PDSC001
module title	Theory, Policy & Practice of Development
status	core module
OR	
credits	30
module code	15PDSC002
module title	Political Economy of Development
status	core module

+

credits	15
module code	from list of DS options
module title	guided option*
status	

+

credits	30
module code	open option
module title	
status	
OR	
credits	30
module code	from list of DS options
module title	
status	

***List of modules (subject to availability)**

Code	Title	Credits
15PDSH026	Agrarian Development, Food Policy & Rural Poverty	15
15PDSH027	Aid & Development	15
15PDSC008	Battlefields of Method: Approaches to International Development Research	30
15PDSH023	Borders & Development	15
15PDSH001	Civil Society, Social Movements & the Development Process	15
15PDSH013	Development Practice	15
15PDSH050	Environment, Governance & Development	15
15PDSH048	Extractive Industries, Energy, Biofuels & Development in a Time of Climate Change	15
15PDSH022	Famine & Food Security	15
15PDSH017	Fundamentals of Research Methods for Development Studies	15
15PDSH010	Gender & Development	15
15PDSH024	Global Commodity Chains, Production Networks & Informal Work	15
15PDSH051	Global Health & Development	15
15PDSH015	Issues in Forced Migration	15
15PDSH053	Marxist Political Economy & Global Development	15
15PDSH029	Migration & Policy	15
15PDSH031	Natural Resources, Development & Change: putting critical analysis into practice	15
15PDSH054	Neoliberalism, Democracy & Global Development	15
15PDSH019	Problems of Development in the Middle East and North Africa	15
15PDSH020	Security	15
15PDSH032	Understanding Economics Migration: theories, patterns & policies	15
15PDSH049	Water & Development: conflict & governance	15
15PDSH041	Water Resources: justice & governance	15