

## Programme Specification

### I. Programme Details

<b>Programme title</b>	Development Studies Development Studies with special reference to Palestine Development Studies with special reference to Contemporary India Development Studies with special reference to Central Asia Studies
<b>Final award</b> ( <i>exit awards will be made as outlined in the <a href="#">Taught Degree Regulations</a></i> )	BA <input type="checkbox"/> MA <input type="checkbox"/> BSc <input type="checkbox"/> MSc <input checked="" type="checkbox"/> Other ... <input type="checkbox"/>
<b>Mode of delivery</b>	Distance-learning <input type="checkbox"/> On-campus <input checked="" type="checkbox"/>
<b>Professional body accreditation</b> ( <i>if applicable</i> )	n/a
<b>Academic year this specification was created</b>	2016/17
<b>Dates of any subsequent amendments</b>	

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

<ol style="list-style-type: none"> <li>1. To provide a thorough and interdisciplinary analytical understanding of processes of change in developing regions;</li> <li>2. To encourage the development of specialised knowledge of particular case studies, as well as overall trends;</li> <li>3. To provide skills enabling students to think in policy relevant terms;</li> <li>4. To provide analytical skills and understanding of practical methodologies enabling students to proceed to professional employment and/or PhD research.</li> </ol>
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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:

<b>Learning Outcomes: Knowledge</b>
<ol style="list-style-type: none"> <li>1. Development of a critical understanding of the main economic, political and sociological-anthropological theories of development. Acquire knowledge of present core policy issues of development internationally and nationally, and of proposals for their practical solution; combine theoretical knowledge with case study/empirical knowledge;</li> <li>2. Development of knowledge over data problems in developing countries. Awareness of different research methodologies, including case studies, quantitative analysis, surveys, etc. Development of skills in asking critical questions of commonly used datasets and evidence-based claims. Understanding roots of conflicting estimates and interpretations. Knowledge of main relevant data sources;</li> <li>3. Development of specialised regional, sectoral or theoretical knowledge and understanding through choice of optional courses from within the department and across the School. Further development and internalisation of specialised knowledge through the dissertation.</li> </ol>

Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> <li>• Subject knowledge is developed through lectures and seminars, where students are exposed to different development theories and policies, their rationale, their impact and their potential limitations;</li> <li>• In both lectures and seminars, theoretical arguments are paralleled by in depth discussion of case studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment through unseen written examination, study group projects, written essays and a final dissertation aims at testing students' general knowledge of the subject.</li> </ul>

<b>Learning Outcomes: Intellectual (thinking) skills</b>	
<ol style="list-style-type: none"> <li>1. Students should become precise and cautious in their assessment of evidence, and understand the strengths and weaknesses of different datasets, claims made on the basis of various kinds of evidence, and methodologies for arriving at substantive claims;</li> <li>2. Students should question interpretations, however authoritative, and reassess evidence for themselves. They should also be able to engage in contemporary policy debates in relevant fields;</li> <li>3. Students should develop an interest and confidence in thinking in interdisciplinary ways, drawing insights, questions and evidence from a variety of perspectives;</li> <li>4. Students should be able to formulate research questions and to work independently towards addressing those questions.</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> <li>• Intellectual skills, stimulated by specialised lectures, are then particularly nurtured during tutorials and dissertation supervision;</li> <li>• During tutorials, students are taught how to critically engage with the literature, they are asked to prepare presentations or case studies, and to discuss with their peers lectures and readings; During the dissertation supervision, the supervisor guides the student through the literature review and helps the student contextualise his/her research question with reference to one or more debates reviewed during the year. The dissertation helps students refining their general knowledge of development studies while working on specialised debates, issues, methodologies, geographical areas or case studies.</li> </ul>	<ul style="list-style-type: none"> <li>• The combination of unseen written exams, essays, study group projects and the final dissertation aims at stimulating students' intellectual engagement with theories and debates reviewed.</li> </ul>

<b>Learning Outcomes: Subject-based practical skills</b>	
<ol style="list-style-type: none"> <li>1. Communicate effectively in writing; retrieve, evaluate and select information from a variety of sources; present seminar papers; listen and discuss ideas introduced during seminars;</li> <li>2. Practice research techniques in specialised research libraries and institutes and by drawing on data and analysis available on the web;</li> <li>3. Develop initiative and capacity to define own dissertation research question/hypothesis, and to adjust hypotheses and approach in the light of work undertaken for the dissertation;</li> </ol>	

<ol style="list-style-type: none"> <li>4. Reading regularly and rapidly a variety of types of reports/papers, incorporating different types of evidence, methodology and disciplinary perspectives;</li> <li>5. Understand complex ideas and problems and question common evidence-based claims about social and economic development;</li> <li>6. Use a wide range of written and digital materials, in libraries and research institutes, of a kind and range that they will not have used as undergraduates.</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> <li>• The development of subject based practical skills is facilitated during tutorials, when students are asked to discuss in depth the development issues and themes presented during lectures;</li> <li>• The coursework allocated during tutorials aims at stimulating students' ability to critically write, present or report on given development issues;</li> <li>• Then, dissertation supervision aims at further strengthening students' ability to effectively think and write on development debates and in relevant policy terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Studying for their unseen written exams, essays, study group projects and dissertation, students develop good subject-based oral and writing skills, necessary to pursue either a professional or an academic career in development.</li> </ul>

<b>Learning Outcomes: Transferrable skills</b>	
<ol style="list-style-type: none"> <li>1. Structure and communicate ideas effectively both orally and in writing;</li> <li>2. Digest rapidly and effectively substantial amounts of reading;</li> <li>3. Ability to engage in meetings by presenting, discussing, and constructively critiquing ideas introduced during meetings.</li> </ol>	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> <li>• During lectures students learn how to understand complex problems, their origins and their implications;</li> <li>• During tutorials students learn how to present and write effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Through unseen written exams, study group projects, essays and a final dissertation, students learn how to engage in both independent and team work.</li> </ul>

<b>MSc Development Studies with special reference to Palestine Pathway:</b>
<p>In addition to these outcomes, students taking the Palestine Studies pathway will achieve:</p> <ol style="list-style-type: none"> <li>1. An overview of the key development challenges within Palestine Studies and their interaction with wider regional and global development processes. This will be achieved through a thorough grounding in Development Studies theoretical frameworks, methodology and approaches; as well as an appreciation of the ways these intersect with various disciplinary approaches to Palestine studies.</li> <li>2. A strong familiarity with Palestinian history, political structures, economic development, and issues related to Palestinian culture and society.</li> <li>3. Be able to write critically on Development Studies issues as they relate to Palestine, and display a familiarity and understanding of different disciplinary approaches, models, and scholarship towards the study of Palestine.</li> <li>4. Demonstrate knowledge of the main development actors (local and international NGOs, governmental organizations, International Finance Institutions, etc.) that are present in Palestine, and an appreciation of their diverse strategies and professional challenges.</li> </ol>

They will be able to analyse the activities of these development actors within broader theoretical frameworks, and demonstrate an ability to compare and contrast their activities in other international contexts.

**MSc Development Studies with special reference to Contemporary India Pathway:**

In addition to these outcomes, students taking the Contemporary India Pathway will achieve:

1. An overview of the key development challenges within contemporary India and their interaction with wider global development processes. This will be achieved through a thorough grounding in Development Studies theoretical frameworks, methodology and approaches; as well as an appreciation of the ways these intersect with various disciplinary approaches to India studies.
2. A strong familiarity with contemporary Indian history, political structures, economic development, and issues related to Indian culture and society.
3. Be able to write critically on Development Studies issues as they relate to India, and display a familiarity and understanding of different disciplinary approaches, models, and scholarship towards the study of India.
4. Demonstrate knowledge of: the main development actors (local and international NGOs, governmental organizations, International Finance Institutions, social movements, etc.), developmental processes shaping contemporary India, and of their implications for the policy and practice of development in the country.

They will be able to analyse the activities of these development actors within broader theoretical frameworks, and demonstrate an ability to compare and contrast their activities in other international contexts.

**MSc Development Studies with special reference to Central Asia Pathway:**

In addition to these outcomes, students taking the Central Asia Pathway will achieve:

1. An overview of the key development challenges within central Asia and their interaction with wider global development processes. This will be achieved through a thorough grounding in Development Studies theoretical frameworks, methodology and approaches; as well as an appreciation of the ways these intersect with various disciplinary approaches to Central Asian studies.
2. A strong familiarity with contemporary Central Asian history, political structures, economic development, and issues related to Central Asian cultures and societies.
4. Be able to write critically on Development Studies issues as they relate to Central Asia, and display a familiarity and understanding of different disciplinary approaches, models, and scholarship towards the study of Central Asia.
4. Demonstrate knowledge of: the main development actors (local and international NGOs, governmental organizations, International Finance Institutions, social movements, etc.), developmental processes shaping contemporary India, and of their implications for the policy and practice of development in the country.

They will be able to analyse the activities of these development actors within broader theoretical frameworks, and demonstrate an ability to compare and contrast their activities in other international contexts.

### **General statement on contact hours – postgraduate programmes**

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.

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.

At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.

More information can be found on individual module pages.

## MSc Development Studies

	<b>Dissertation</b>	
<b>credits</b>	60	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.
<b>module code</b>	15PDSC999	
<b>module title</b>	Dissertation in Development Studies	
<b>status</b>	compulsory module	

	<b>Taught Component</b>		<b>Taught Component</b>		<b>Taught Component</b>			<b>Taught Component</b>
<b>credits</b>	30	+	30	+	30	+		30
<b>module code</b>	15PDSC001		15PDSC002		from list of DS options			open option
<b>module title</b>	Theory, Policy & Practice of Development		Political Economy of Development		from list of DS options			open option
<b>status</b>	core module		core module		guided option*			guided option*

  

								<b>OR</b>
								30
								from list of DS options
								guided option*
								<b>OR</b>
								15
								open option
								<b>+</b>
								15
								from list of DS options
								guided option*

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

Code	Module	Credits
15PDSH026	Agrarian Development, Food Policy and Rural Poverty	15
15PDSH027	Aid and Development	15
15PDSC008	Battlefields of Method: Approaches to International Development Research	30
15PDSH023	Borders and Development	15
15PDSH001	Civil society, social movements and the development process	15
15PDSH013	Development Practice	15
15PDSH050	Environment, Governance and Development	15
15PDSH048	Energy Transition, Nature, and Development in a Time of Climate Change	15
15PDSH022	Famine and food security	15
15PDSH017	Fundamentals of research methods for Development Studies	15
15PDSH010	Gender and Development	15
15PDSH024	Global Commodity Chains, Production Networks and Informal Work	15
15PDSH051	Global Health and Development	15
15PDSH015	Issues in Forced Migration	15
15PDSH053	Marxist Political Economy and Global Development	15
15PDSH029	Migration and Policy	15
15PDSH031	Natural resources, development and change: putting critical analysis into practice	15
15PDSH054	Neoliberalism, Democracy and Global Development	15
15PDSH019	Problems of Development in the Middle East and North Africa	15
15PDSH020	Security	15
15PDSH030	The Working Poor and Development	15
15PDSH032	Understanding Economic Migration: Theories, Patterns and Policies	15
15PDSH049	Water and Development: Conflict and Governance	15
15PDSH041	Water Resources: Justice and Governance	15