

Programme Specification

I. Programme Details

Programme title	Globalisation & 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?

<p>To provide a thorough analytical understanding of:</p> <ol style="list-style-type: none"> 1. theories of globalisation, empire and imperialism; disintegration and hegemonic wars; regional and global challengers to US hegemony; cultural imperialism and cosmopolitanism; 2. the economics of globalisation: neoliberalism, capital flows and transnational companies; economic sovereignty and the global market; 3. the consequences of globalisation on inequality, poverty, labour migration, industrial and agrarian labour and gender relations; 4. the debate about possible alternatives to actually existing globalisation: 5. governance and political freedoms; workers movement, social movements and resistances to globalisation and/or neoliberalism.

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. Distinguish between competing perspectives on globalisation, and assess these competing approaches in the light of contemporary development processes 2. Analyse the impact of global trends on local, national and regional trajectories 3. Identify and critically analyse the ways in which social actors attempt to reverse or modify ongoing global processes; 4. Engage in contemporary academic and policy debates in the field of globalisation and development, including: capital flows, state-market relations, transnational corporations, global commodity chains, inequality and poverty on a global scale; new types of work, informalisation and precarisation, labour migration; post-Cold War imperial and civil wars, global and regional challengers to US hegemony: China and Russia; human rights, democratisation, global labour movement, transnational social movements and NGOs. 5. Draw personal conclusions on the state of the world and on what it takes to change it, if change is desirable at all. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Subject knowledge is developed through lectures and seminars. Students are required to attend all classes (lectures and seminars), study extensively on their own 	<ul style="list-style-type: none"> • through unseen examinations, essays, and a dissertation

<p>and prepare assessed as well as non-assessed work regularly.</p> <ul style="list-style-type: none"> • In both lectures and seminars, theoretical arguments are paralleled by in depth discussion of case studies. 	
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Learning Outcomes: Intellectual (thinking) skills	
<ol style="list-style-type: none"> 1. The ability to engage in contemporary global debates critically and independently: to be precise and appropriately cautious in the assessment of evidence, understanding the strengths and weaknesses of different datasets, of claims made on the basis of various kinds of evidence, and of various methodologies used to arrive at substantive claims. 2. The systematic tendency to question interpretations, however authoritative, and reassess evidence for themselves. 3. The ability to demonstrate an interest and confidence in thinking in interdisciplinary ways, drawing insights, questions and evidence from a variety of perspectives. 4. Familiarity with how to formulate research questions and to work independently towards addressing those questions. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Intellectual skills, stimulated by specialised lectures, are particularly nurtured during tutorials and dissertation supervision • During tutorials, students are taught how to critically engage with the literature, they are asked to prepare presentations or case studies, and to discuss lectures and readings with their peers • 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 	<ul style="list-style-type: none"> • 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

Learning Outcomes: Subject-based practical skills
<ol style="list-style-type: none"> 1. The development of research skills for using and understanding specialized research libraries, institutes, and databases, and drawing on data and analysis available on the web. 2. The capacity to define one's own dissertation research question/hypothesis, and to adjust hypotheses and approach in the light of work undertaken for the dissertation. 3. The ability to read regularly and rapidly a variety of types of reports, papers, articles and books, incorporating different types of evidence, methodology and disciplinary perspectives.

<ol style="list-style-type: none"> 4. An understanding of unconventional ideas and the ability to question common evidence-based claims about social and economic development and especially about the relationships between globalisation and development. 5. An ability to communicate effectively in debates and discussions, including presenting seminar papers and listening to and discussing ideas introduced during seminars 6. How to use data, including: <ul style="list-style-type: none"> • Awareness of data problems in developing countries. • Awareness of different research methodologies, including case studies, qualitative and quantitative analysis, surveys. • 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. 	
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. 	

Learning Outcomes: Transferrable skills	
<ol style="list-style-type: none"> 1. Ability to structure and communicate ideas effectively both orally and in writing. 2. Knowledge of how to retrieve, sift, select, analyse and synthesise information from a variety of sources. 3. Familiarity with working effectively in and contributing to groups to marshal and present evidence in both oral and written arguments. 4. Ability to engage in meetings by presenting, discussing, and constructively critiquing ideas introduced during meetings. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • During lectures students learn how to understand complex problems, their origins and their implications • During tutorials students learn how to present and write effectively 	<ul style="list-style-type: none"> • through unseen written exams, study group projects, essays and a final dissertation students learn how to engage in both independent and team work

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>

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 Globalisation & 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	15PDSC005
module title	Globalisation & Development
status	core module

Taught Component	
30	
15PDSC001	
Theory, Policy & Practice of Development	
core module	

+

OR	
30	
15PDSC002	
Political Economy of Development	
core module	

+

Taught Component	
30	
from list of DS options	
guided option*	

+

Taught Component	
30	
open option	
open option	
OR	
30	
from list of DS options	
guided option*	
OR	
15	
open option	
open option	
+	
15	
from list of DS options	
guided option*	

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

Development Studies

Code	Title	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