

**Schumacher
College**



**UNIVERSITY OF
PLYMOUTH**

**Economics and Development
SCH5409**

Economics for Transition

Module Leader: **Jonathan Dawson**

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Welcome and Introduction

SCH5409 Economics and Development

This module explores the history of the development concept in theory and practice. It examines the role of global institutions in driving the process of globalisation. New approaches to development, combining ecology, social equity, fulfilment of human needs and participation are explored. The module also looks at the self-organising principles of ecosystems and how they can be used in the development of sustainable agricultural and other livelihood practices. The emergence of more equitable and sustainable alternative development models are highlighted.

Teaching and Assessment Team

Programme Leader:	Jonathan Dawson
Location:	Schumacher College
Email:	Jonathan.dawson@schumachercollege.org.uk
Phone number:	01803 847216
Student meeting times:	Informal, by negotiation. Formal tutorial in study week at the end of the module

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Module Aims

This module aims to:

- (i) Analyse and critique the theoretical underpinnings of the dominant neoclassical approach to development;

- (ii) Explore new more socially and ecologically oriented approaches to economic development
- (iii) Explore the experience of the range of alternative approaches that are emerging.

Teaching and Learning Strategy

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	
Seminar	20	
Tutorial	4	
Demonstration	0	
Practical classes and workshops	0	
External visit	12	
Guided independent study	120	Preparation for scheduled activities using Virtual Learning Environment, module reading list and class materials; preparation for assignments. Detailed formative assessment will be given to students on a one to one basis.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Students are expected to take full responsibility for their learning, **attend all** scheduled sessions, read appropriate indicated readings, and work on set exercises (formative and summative assessment).

Based on previous experience; students who failed to attend sessions are likely to be unsuccessful or show poor performance. Please ensure that you are engaging with the content and learning activities relating to this module.

Scheme of Work

This module will be assessed by:

Element of Assessment	Module Weighting	Component	Link to Assessed Learning Outcomes
Either: i) a 3,000-word essay or ii) an artistic project (which needs to be agreed in advance)	100%		All

with the module leader accompanied by a 1,000 word academic commentary			
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The submission, marking and feedback schedule is as follows:

Drafts/outlines	5.00pm on Friday, February 7, 2020.
Formative feedback	5.00pm on Monday, February 10, 2020
Assignment submission	5.00pm on Friday, February 14, 2020
Feedback and provisional marks	5.00pm on Friday, March 13, 2020

Marking Rubric

LO1: • Articulate and critique the dominant neoclassical approach to economic development			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate an ability to critique the dominant neoclassical approach to economic development	Demonstrates a partial ability to critique the dominant neoclassical approach to economic development	Demonstrates a sound ability to critique the dominant neoclassical approach to economic development	Demonstrates full and detailed ability to critique the dominant neoclassical approach to economic development
LO2: • Analyse new more socially and ecologically oriented theoretical approaches to economic development			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Fails to demonstrate an ability to analyse new more socially and ecologically oriented theoretical approaches to economic development	Demonstrates in some measure an ability to analyse new more socially and ecologically oriented theoretical approaches to economic development	Demonstrates in good measure an ability to analyse new more socially and ecologically oriented theoretical approaches to economic development	Demonstrates a thorough and rigorous an ability to analyse new more socially and ecologically oriented theoretical approaches to economic development
LO3: • Critically appraise the range of emerging alternative approaches to economic development.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%

Does not demonstrate an ability to critically appraise the range of emerging alternative approaches to economic development.	Limited demonstration of an ability to critically appraise the range of emerging alternative approaches to economic development	Sound demonstration of an ability to critically appraise the range of emerging alternative approaches to economic development	Excellent and rigorous demonstration of an ability to translate enhanced critically appraise the range of emerging alternative approaches to economic development
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Outline of module sessions

Semester week	Week beginning	Provisional Activities
1	20/1/20	History of development thinking
2	27/2/20	Limitations of the current paradigm
3	3/3/20	New emerging ontologies and epistemologies
4	10/3/19	Study week

Please note that this schedule may be subject to alteration; you are advised to use the following link: <https://open.schumachercollege.org.uk/course/view.php?id=184>

Assignments need to be submitted by the schedule outlined above via Turnitin (see below).

Hand in Process and Submission of Assessed Work

All assessment assignments must be submitted via an electronic 'drop box' on the Virtual Learning Environment to meet the date and time as published in your Teaching, Learning and Assessment Handbook. Where CDs, DVDs or other project materials are submitted as part of the project, these should, where possible, be submitted in triplicate, enabling both of the main markers and the External Examiner to receive copies. These must be presented by the specified date and time to the postgraduate administration office. In the event the Postgraduate administration team are unavailable a member of faculty will be nominated to accept submissions in advance of each deadline date.

Turnitin

Turnitin (<http://www.turnitinuk.com/>) is an Internet-based 'originality checking tool' which allows documents to be compared with content on the Internet, in journals and in an archive of previously submitted works. It can help to detect unintentional or deliberate plagiarism.

It is a formative tool that makes it easy for students to review their citations and referencing as an aid to learning good academic practice. Turnitin produces an 'originality report' which may be necessary to be attached to your coursework and your tutors will advise you on how to access and use Turnitin where required for

your studies. To learn more about Turnitin go to: <https://help.turnitin.com/Home.htm>

Key teaching materials

These will comprise pre-class readings, follow-up resources, videos, podcasts, digital presentations etc. All these will be posted on our digital resource bank, the Virtual Learning Environment (VLE).

Full details on the module together with information on assessment and feedback can be found here <https://open.schumachercollege.org.uk/course/view.php?id=184>

Late Work/Extenuating Circumstances

If your participation in an examination or assessment has been affected by an extenuating circumstance, then you can ask the University to take this into consideration. You can submit a claim for extenuating circumstances to cover late submission of work, non-submission of work or non-attendance at a time specific assessment, such as an examination, test presentation or performance, or field class.

Information regarding the Extenuating Circumstances policy and how and where to submit Extenuating Circumstance Claims are available

here: <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances>

Where there are no valid extenuating circumstances, the following regulations will automatically apply:

- Work submitted after the deadline date/time but within 24 hours of it, will be capped at the pass mark 50%
- Work submitted 24 hours after the deadline will receive a mark of zero.

Students must notify the programme & module leader of any extenuating circumstances as soon as possible.

Sources of Guidance and Support

In the intimate context of Schumacher College where class sizes are small, opportunities for conversations and informal tutorials with staff happen

On a daily basis both within and beyond the classroom. In addition, a formal 45-minute tutorial is provided in the study week at the end of the module.

Referencing Protocols and Academic Offences

When writing a report or an essay you are expected to fully reference the materials you have used. The report or essay should be your own work, in your own words.

Plagiarism is an offence under the University regulations on examination and assessment offences. It is important that you familiarise yourself with what constitutes plagiarism, and academic offences. Further information can be found:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism>

And <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/examination-offences>

Reading List; Recommended Texts/Support Materials

Key resource list

Amin, S.P., Bond, D.M., Dembele and Sharife K. (2009). [*Aid to Africa: Redeemer or Coloniser?*](#), Fahamu Books & Pambuzuka Press.

Anderson, S. (2000). [*Views from the South: The Effects of Globalization and the WTO on Third World Countries*](#), International Forum on Globalisation, Food First.

Bello, W. (2001). *The Future in the Balance: Essays on Globalization and Resistance*, Food First.

Cavanagh, J. (2004). [*Alternatives to Economic Globalisation - A Better World is Possible*](#), International Forum On Globalization, Berrett-Koehler Publishers.

Chambers, R. (1997). [*Whose Reality Counts?: Putting the First Last*](#), Intermediate Publications, London.

Chambers, R. (2008). [*Revolutions in Development Inquiry*](#), Earthscan, London.

Danaher, K. (2005). *Globalize This!: The Battle Against the World Trade Organization and Corporate Rule*, Common Courage Press.

- Escobar A. (2011). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press
- Khor, M. (2002). [*Intellectual Property, Biodiversity and Sustainable Development: Resolving the Difficult Issues*](#), ZED Books, London.
- Norberg-Hodge, H. (2000). [*Ancient Futures: Learning From Ladakh*](#), Wisdom Books
- Patel, R. (2008). [*Stuffed and Starved: Markets, Power and the Hidden Battle for the World Food System*](#), Schwartz Publishing.
- Rosenberg, J. (2001). *The Follies of Globalisation Theory*, Verso.
- Sachs, W. (Ed.) (2009). [*The Development Dictionary: A Guide to Knowledge as Power*](#), ZED Books, London.
- Shiva. V. (1989). [*Staying Alive: Women, Ecology and Development*](#), South End Press
- Swilling, M. and Annecke. E. (2012). *Just Transitions: Explorations of Sustainability in an Unfair World*. Juta, Cape Town.

Module Feedback

We value what our students say: you share your feedback we act upon it. Part of the feedback process includes Module Evaluation. A link to the form and details of where to submit can be found here:

<https://open.schumachercollege.org.uk/course/view.php?id=184>