

Programme Specification

I. Programme Details

Programme title	Environment, Politics & 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	13-08-20			

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

<ol style="list-style-type: none"> 1. Thorough analytical grounding in the understanding of environment and development relationships, including the institutional dynamics of socio- environmental change; 2. Development of specialised knowledge of particular subject/thematic areas in environment and development, as well as global trends, processes and dynamics; 3. An understanding of the political ecology of socio-ecological transformation, major trends in social theory on the environment, and different forms of and approaches to the study of environment and development.

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. Knowledge of theories of and responses to socio-environmental change. 2. Understanding of the main political economic, feminist and sociological- anthropological theories of environment and development. 3. An ability to conceptualise the different dimensions socio-environmental change: cultural/semiotic, political/institutional and economic/material 4. Knowledge of data sources on environment (and development) indicators, and specific phenomena and processes within this. 5. An awareness of the main international institutional responses (from national and international government agencies, corporate actors and civil society organisations) to (global) environmental change. 6. An ability to critically analyse case study data using relevant theoretical approaches. 7. A specialized knowledge and understanding complementing that provided by the two core courses through choice of other taught courses from within the department and across the School and by researching for and writing the dissertation. 	
Typical Teaching Methods	Typical Assessment Methods
Learning outcomes as above acquired in the following ways: 1-6 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. The core course	

<p>stimulates critical thinking about sources and reliability of environment and development data.</p> <p>1-6 Through core course lectures and seminars and use of interactive teaching methods to the extent possible. Through the use of film and video material.</p> <p>7 Through optional courses and work on the dissertation.</p>	
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Learning Outcomes: Intellectual (thinking) skills	
<ol style="list-style-type: none"> 1. An ability to be precise and appropriately cautious in their assessment of evidence, and understand the strengths and weaknesses of different datasets, of claims made on the basis of various kinds of evidence, and of methodologies used to arrive at substantive claims. 2. A tendency to question interpretations, however authoritative, and reassess evidence for themselves. 3. The ability to engage in contemporary academic and policy debates in the field of environment and development about the concept of sustainable development, the contestation of natural resource use and its livelihoods outcomes, transboundary resource governance, and the politics of national and global environmental policy. 4. The ability to demonstrate an interest and confidence in thinking in inter- disciplinary ways, drawing insights, questions and evidence from a variety of perspectives. 5. Familiarity with how to formulate research questions and to work independently towards addressing those questions. 	
Typical Teaching Methods	Typical Assessment Methods
<p>Learning outcomes as above acquired in the following ways:</p> <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>1 and 3 Through the structure and content of the core course in environment and development and other programme and optional courses.</p> <p>3 Students carry out individual, independent dissertation work, including refining a broad 'topic' into a narrower, manageable and more precise research question/hypothesis.</p> <p>4 Through the framing of essay questions.</p>	<ul style="list-style-type: none"> • Through unseen examinations, course work, and a dissertation.

5 Through independent work on dissertations.	
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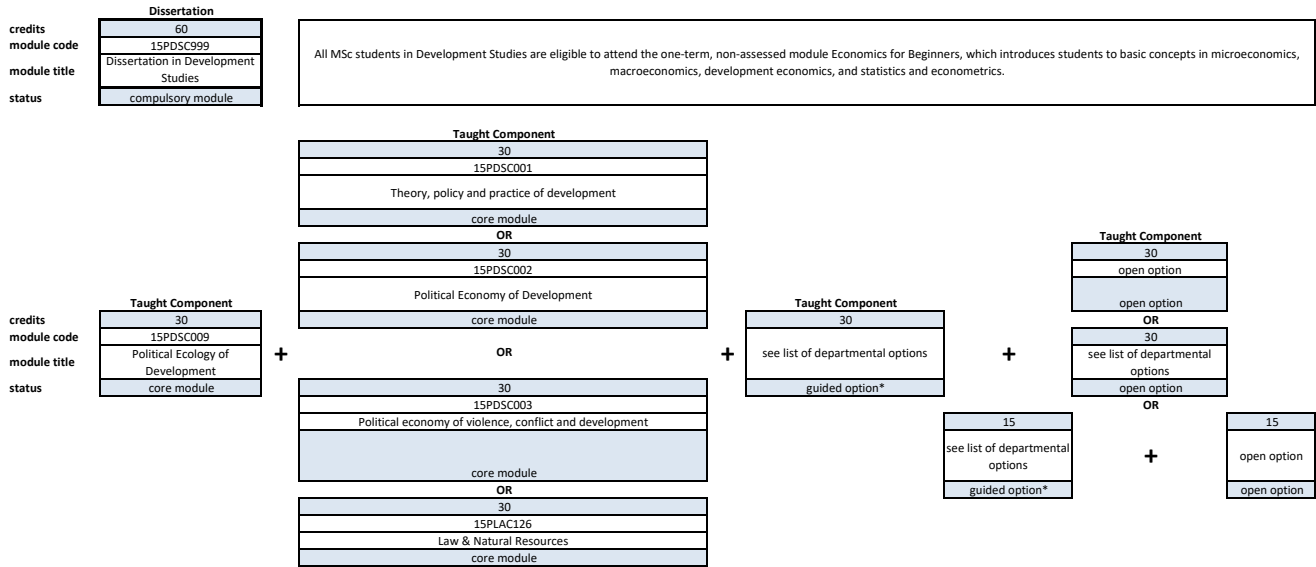
Learning Outcomes: Subject-based practical skills	
<ol style="list-style-type: none"> 1. Research techniques in using specialized research libraries, institutes, and databases, and drawing on data and analysis available on the web. 2. A developed initiative and capacity to define one's own dissertation 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. 4. An understanding of unconventional and sometimes contradictory ideas and the ability to question common evidence-based claims about social and economic development and especially about the relationships between environment and development. 5. An ability to engage in debate and discussion in seminars, 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, and in international data sets. • Awareness of different research methodologies, including case studies, qualitative and quantitative analysis, surveys, discourse analysis. • 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
<p>Learning outcomes as above acquired in the following ways:</p> <p>1 and 2 Through independent work for dissertations and essays, including meetings with supervisor.</p> <p>3 Through required regular readings for weekly seminar discussions.</p> <p>4 Through demonstration in lectures, through discussion in seminars, through questions in exams.</p> <p>5 Through regular seminar presentations and discussion</p>	<ul style="list-style-type: none"> • By unseen examination, dissertation, essays and course work.

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
<p>Learning outcomes as above acquired in the following ways:</p> <p>1 Through seminar presentations, discussions, and essays.</p> <p>2 Through essays and dissertation</p> <p>3 Through small-group assignments in seminar classes</p>	<ul style="list-style-type: none"> • Through unseen examinations, dissertation, essays and course 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> <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 Environment, Politics & Development



*List of modules (subject to availability)

*Code	Title	Credits
15PDSH026	Agrarian Development, Food Policy and Rural Poverty	15
15PDSH027	Aid and Development	15
15PDS0008	Battlefields of Method: Approaches to International Development Research	30
15PDSH023	Borders and Development	15
15PDSH072	Cities and Development	15
15PDSH001	Civil society, social movements and the development process	15
15DIS0022	Critical Insights in Forced Migration	30
15PAIC003	Contemporary India: Issues, Methods and Approaches	30
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
15PDSH073	Feminist Political Economy and Global Development	15
15PDSH017	Fundamentals of research methods for Development Studies	15
15DPSH010	Gender and Development	15
15PDSH074	Global Approaches to Peace	15
15PDSH024	Global Commodity Chains, Production Networks and Informal Work	15
15PDSH051	Global Health and Development	15
15DIS0213	Human and Critical Security Studies	30
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
15DIS0230	Partnerships Beyond Borders NGOs, Social Movements and Civil Society in Transnational Development	30
15PDSH019	Problems of Development in the Middle East and North Africa	15
15PDSH020	Security	15
15DIS0231	The Politics of Gender and Feminism in Development	30
15PDSH030	The Working Poor and Development	15
15DIS0019	Understanding Violence, Conflict and Development	30
15PDSH032	Migrant Labour in the Global Economy	15
15PDSH049	Water and Development: Conflict and Governance	15
15PDSH041	Water Resources: Justice and Governance	15