



**London
South Bank
University**

EST 1892

Module Guide

Globalisation and Development: Africa and the BRIC economies



DSS-5-GAD

School of Law and Social
Sciences

Level 5

Table of Contents

1.	Module Details	3
2.	Short Description	3
3.	Aims of the Module	3
4.	Learning Outcomes	4
4.1	Knowledge and Understanding	Error! Bookmark not defined.
4.2	Intellectual Skills	Error! Bookmark not defined.
4.3	Practical Skills.....	Error! Bookmark not defined.
4.4	Transferable Skills	Error! Bookmark not defined.
5.	Assessment of the Module	4
6.	Feedback	6
7.	Introduction to Studying the Module	7
7.1	Overview of the Main Content	7
7.2	Overview of Types of Classes	7
7.3	Importance of Student Self-Managed Learning Time.....	7
7.4	Employability.....	7
8.	The Programme of Teaching, Learning and Assessment	8
9.	Student Evaluation	11
10.	Learning Resources	11

Overview of lecture programme

Week 1	The BRICS phenomenon and world order change
Week 2	China's Rise
Week 3	India - an emerging power
Week 4	Russia - economic transformation and recovery of great-power status?
Week 5	Directed private-study week
Week 6	South Africa – liberation and tribulations
Week 7	Brazil – hopes and fears
Week 8	Working in groups and preparation for module assessment
Week 9	Group work
Week 10	Group work
Week 11	Presentations/assessment
Week 12	Presentations/assessment
Week 13	Assessment

1. MODULE DETAILS

Module Title:	Globalisation and Development: Africa and the BRIC economies
Module Level:	5
Module Reference Number:	DSS_5_GAD
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning:	Level 4 modules
Co-requisite Modules:	none
Course(s):	BA Politics; BA International Relations
Year and Semester	Year 2, semester 2
Module Coordinator:	Dr Adrian Budd
MC Contact Details (Tel, Email, Room)	x 5746, buddam@lsbu.ac.uk, B266a
Teaching Team & Contact Details:	
Subject Area:	Politics, development studies, international relations
Summary of Assessment Method:	Group presentation (50%) and group report (50%)
External Examiner appointed for module:	Dr Ivica Petrikova

2. SHORT DESCRIPTION

This module introduces key concepts, issues and theoretical debates in international relations and development studies. The module focuses on the developing societies of Africa, Asia, and Latin America and seeks to develop a comparative analysis of the divergent developmental experiences of Africa and the BRIC economies. The module locates the debates and issues that it explores within both an historical and global context and encourages students to explore the inter-dependence of the developed and developing world.

3. AIMS OF THE MODULE

- develop students' understanding of key concepts and theories in development studies;
- encourage students to critically evaluate competing theories of development and their capacity to explain the patterns of transformation and stagnation in post-colonial and developing societies;
- analyse the processes of development within the wider context of world order, and in particular the articulation of global and national patterns of social relations;
- analyse how globalisation affects social and economic structures in developing societies;
- explore, by way of comparative analysis, the different development trajectories of Africa and the BRIC economies;
- develop students' ability to work collaboratively in groups to prepare and present group projects.

Students will work collaboratively on the preparation and presentation of group projects. This will introduce students to, and prepare them for, problem-solving group-work widely used in work-places and other areas of life outside the academy.

4. LEARNING OUTCOMES

On successful completion of the module, students will have developed:

Knowledge and Understanding

- deeper knowledge of the politics and economics of major developing societies
- a deeper understanding of how developing societies are shaped by their international relations, particularly those with the developed world, and of the theories that seek to explain processes of development
- awareness of the transformations (local, national, and global) that may contribute to sustainable economic and social development

Intellectual Skills

- increased ability to critically comment on research in development studies
- the ability to locate, interpret and apply statistical and economic data on development derived from primary and secondary sources

Practical Skills

- the ability to work with others, and have respect for others' reasoned views and contribute effectively to the achievement of common goals

5. ASSESSMENT OF THE MODULE

Formative:

Students will deliver practice group presentations (3-4 minutes per student) in week 8 or 9

Summative:

The Module will be assessed by means of two elements:

- (a) end of module group presentation, drawing on material taught on the module and on case studies selected by students with approval from the module coordinator (approximately 40 minutes per group, 8 minutes per student. 50% of the total mark)
- (b) end of module group report linked to the group presentation (word limit of 1,500 words for each member of the group. 50 per cent of the total mark)

The pass mark is 40%

All coursework must have a word count clearly presented. Penalties for going over the word count are as follows:

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

The presentation will be assessed by an internal examination panel. All members of the group are required to deliver part of the presentation. A course requirement is for each presentation to be videoed for the external examiners, who will receive a sample of the recordings along with accompanying reports.

Each group will also submit a final report deriving from the work of all members of the group and the research underpinning the presentation. The mark awarded for the report as well as for the presentation will be allocated to all members of the group, provided they have actively participated in the whole process of this module.

Deadlines

Presentations will take place on 28 April & 5 May 2020 (Weeks 11 & 12)

Reports are due on Thursday 14 May 2020 (Week 13)

Group-work

The topic for the group project must be agreed by the Module Coordinator and only projects agreed in this way can proceed. In some cases topics may have to be substantially revised before they can be approved, in others the group will be required to select a different topic. Issues of feasibility (given the constraints of time), relevance (connection to the main themes of the module), accessibility of data, and quality of available information will be considered when making the final decision on whether to approve.

All Groups are required to **submit a written abstract** (200 words max) of their proposed project to the Module Coordinator for approval by **Week 6**.

Students should then start collecting their data, some of which should be discussed with the tutor in timetabled meetings. Each group will prepare a weekly report of the work carried out to date: letters written, phone calls made, people to be contacted, general direction of the project, and other relevant material. The weekly report will be presented in the form of a blog accessed via the Module Moodle site and all blogs will be reviewed regularly. How the group divides up the tasks and organizes the final presentation & report are decisions for the group itself.

Hints on Completing the Assessment

The Presentation

- The presentation will include all members of the group; all members will be required to take an active part. It will be carried out before a panel of internal examiners and videoed. The examiners will consider several elements:
 - Poise, preparation, material, organization, delivery, analytical skills, ability to address the subject, time management, topic matter, group participation
- The groups are encouraged to create and use visual material for their presentations, including the use of power-point slide shows.
- The presentation will consist of approximately 8 minutes per group member plus up to 10 additional minutes for introduction & conclusion. There will be approximately 5 minutes for questions from the marking panel. Thus, a four-person group would have a total maximum presentation time of just over 40 minutes, and a three person group c.35 minutes.
- Further guidance on the delivery and organization of the presentation together with information on assessment criteria will be given during one of the weekly sessions.
- Failure to participate fully in the group presentation or report may result in a loss of marks or failure of this module. This is a course requirement. The exam board decision is final.

The Written Report

- The norm is for 1,500 words per member of the group, so a three-person group will submit a 4,500 word document, a four-person group will submit a 6,000 word document, etc. The Module Coordinator will specify the definitive length required with each group.

- The Report should follow the guidelines outlined in the handout supplied to students: *Writing a Report*.
- A report in this context is defined as the communication of information from the group which has collected and studied the facts to someone (the reader/examiner) who needs to be informed in order to (in theory) make decisions and to take action.
- The key function of a report is to provide information in a clear, accurate, objective and concise manner. As well as fulfilling these functions your reports should also demonstrate that you have undertaken thorough research into your chosen topics and display the wide range of sources used to complete your task.

The Presentation and Report

- You should demonstrate good knowledge and understanding of the topics discussed (see also learning outcomes) and that you have undertaken independent research using a range of sources.
- You should provide appropriate examples, include relevant data and supporting evidence
- Do not forget to reference correctly and provide a bibliography - correctly set out - at the end of the assessment.
- Ensure your answer provides analysis (how and why things happened) and not just a descriptive account (what happened).
- Give sufficient time for proof-reading - correcting errors and checking that the answers make sense. Poor expression in English will lose you marks.
- Use a clear and direct style - keep sentences short!
- Please note that Wikipedia or other non-academic internet sites are not acceptable sources for University coursework.

6. FEEDBACK

It is divisional policy that feedback will normally be given to you within 20 working days of submission of an assignment. The nature of the assessment of this module means that you can expect feedback on the first part of your work much sooner.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

Key concepts in International Political Economy

Imperialism and its impact

Theories of Development – modernisation and dependency theory

Postwar development – from Import Substitution Industrialisation (ISI), to debt crisis and the neo-liberal 'Washington Consensus'

2000 - a post-Washington Consensus?

International financial institutions and the UN system

Globalisation and development

The rise of the BRIC economies in the 21st Century

Democratisation, political reform and global change

International trade, debt, development aid

7.2 Overview of Types of Classes

The first half of this module is taught by a combination of weekly two-hour lectures and related one-hour seminars. Students are expected to read from core texts and from a bibliography provided for each topic, and, where appropriate, keep abreast of current developments. Seminars form an integral part of the course and all students are required to attend on a regular basis. They are expected to contribute fully to seminars, eg by presenting a paper (either individually or in pairs) and preparing in advance to discuss others' papers. Seminars will be used to address both the academic content of the module and study skills. Group working, allowing you to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars. In the second half of the module teaching and learning will be based entirely on group work around the projects that each group has elected to develop.

7.3 Importance of Student Self-Managed Learning Time

The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and essay, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

7.4 Employability

This module places particular emphasis on the development of skills that will enhance the employability of students. It will demonstrate their ability to work collaboratively in groups around collectively defined issues, think analytically, meet deadlines, search for academic materials, and to deliver a presentation and write a piece of coursework within a given word-length

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The reading lists that follow include a very small proportion of the material available in this developing area of academic interest. You should supplement your use of the sources in these lists by reading quality periodicals and journals, such as *The Economist* and *Le Monde diplomatique*. Articles from these sources will appear regularly on the Moodle site

Week 1

Lecture The BRICS phenomenon and world order change

This lecture provides an introduction to the key issues to be addressed in the module. The USA has been the dominant world power since the end of the Second World War. US power and world leadership were reinforced by the defeat and collapse of its Cold War rival, the USSR, in 1989-91, but in the last decade or so many have commented that a world order shift is underway. This chiefly involves the rise of China, but there are other significant players, including Brazil, Russia, and India. South Africa was added to the loose BRIC grouping in 2010 and so BRIC became BRICS.

Today, the author of the original BRIC idea, Jim O'Neill, notes the rise of a new grouping, MINTs. This comprises Mexico, Indonesia, Nigeria and Turkey. Whether or not we agree with O'Neill, analysis of his groupings allows us to explore key issues in the changing world order, including power shifts, the concept of world order, development, unevenness, and US power.

Seminar Organisation of the module

Reading

Core

- Budd, A. (2012) *Can the BRICS help global capitalism escape its crisis? International Journal of Management Concepts and Philosophy*
- Nadkarni, V. & Noonan, N. (eds) (2014) *Emerging Powers in a Comparative Perspective: The Political and Economic Rise of the BRIC Countries*, chs 1, 2 & 9

Further

- Bond, P. & Garcia, A. (eds) (2015) *BRICS. An Anti-Capitalist Critique*, introduction
- Becker, U. (ed) (2014) *The BRICs and Emerging Economies in Comparative Perspective*, introduction

Week 2

Lecture China's rise

Seminar See work-sheet on Subramanian article

Reading

Core

- Subramanian, A. (2011) *The Inevitable Superpower, Foreign Affairs*, 91/5

Further

- Fenby, J. (2014) *Will China Dominate the 21st Century?*, ch3
- Foreign Affairs Special edition, *China Now*, 94/3 2015
- Golub, P. (2016) *East Asia's Reemergence*, esp chs 1 and 5

- McNally, C. (2014) The evolution and contemporary manifestations of Sino-capitalism, in Becker, U. (ed) *The BRICs and Emerging Economies in Comparative Perspective*
- Minxin Pei (2016) *China's Crony Capitalism* (2016)
- Zhao, S. (2014) China: a reluctant global power in the search for its rightful place, in Nadkarni, V. & Noonan, N. (eds) *Emerging Powers in a Comparative Perspective...*

Week 3

Lecture Seminar

India - an emerging power
Critically analyse the key features of contemporary Indian development

Reading Core

- Mazumdar, S. (2014) Continuity and change in Indian capitalism, in Becker, U. (ed) *The BRICs and Emerging Economies in Comparative Perspective*
- Nadkarni, V. (2014) India – an aspiring global power, in Nadkarni, V. & Noonan, N. (eds) *Emerging Powers in a Comparative Perspective...*

Further

- Carmody, P. (2013) *The Rise of the BRICS in Africa: the Geopolitics of South-South Relations*, ch 4
- Desai, M. (2016) Gendered violence in India, *New Left Review* 99 May/June
- Kumar Singh, P. (2013) *ASEAN, BRIC, SAARC and India*, especially ch 6

Week 4

Lecture Seminar

Russia - economic transformation?
Discuss the argument that under Putin Russia has experienced growth but not development

Reading Core

- Vasileva, A. (2014) Continuity and change in Russian capitalism, in Becker, U. (ed) *The BRICs and Emerging Economies in Comparative Perspective*. Abingdon: Routledge.

Further

- Aleksashenko, S. (2012) Russia's economic agenda to 2020, *International Affairs* 88/1
- Dimitriev, M. & Treisman, D. (2012) The Other Russia, *Foreign Affairs*, 91/5 2012
- Monaghan, A. (2012) The vertikal: power and authority in Russia, *International Affairs* 88/2
- Shakleina, T. (2014) Russia in the new distribution of power, in Nadkarni, V. & Noonan, N. (Eds) *Emerging Powers in a Comparative Perspective*. London: Bloomsbury.
- Rutland, P. (2013) Neoliberalism and The Russian Transition, *Review Of International Political Economy*, 20/2
- Wood, T. (2012) Collapse as crucible: the reforging of Russian society, *New Left Review* 74 Mar-Apr
- Wood, T. (2017) Eat Your Spinach, *London Review of Books*, 39/5, 2 March

Week 5

Directed private-study week
Groups should meet to prepare their 200-word abstracts for submission in week 6. This should be based on academic reading and engage with current issues relating to the group's country chosen country/topic

Week 6

Lecture Seminar

South Africa - liberation and tribulations

What have been the main factors influencing South Africa's development experience in the last three decades?

Reading Core

Nattrass, N. (2014)

The South African variety of capitalism, in Becker, U. (ed) *The BRICs and Emerging Economies in Comparative Perspective*. Abingdon: Routledge.

Further

Ayers, A. (2013)

Beyond Myths, Lies and Stereotypes: the political economy of a 'New Scramble for Africa', *New Political Economy*, 18:2

Bond, P. (2006)

Looting Africa: The Economics of Exploitation. London: Zed Books

Carmody, P. (2013)

The Rise of the BRICS in Africa: the Geopolitics of South-South Relations. London: Zed Books. Ch. 4

Devarajan, S. & Fengler, W. (2013) Africa's Economic Boom - why the pessimists and the optimists are both right, *Foreign Affairs* 92/3

Taylor, I. (2014)

Africa Rising?: BRICS - Diversifying Dependency. Woodbridge: James Currey

Week 7

Lecture Seminar

Brazil – hopes and fears

What can we learn about Brazil from the recent political crises and corruption scandals?

Reading Core

Vigna, A. (2017)

Brazil's right challenges the Workers Party, *Le Monde diplomatique*, Dec.

Further

Ban, C. (2013)

Brazil's liberal neodevelopmentalism: new paradigm or edited orthodoxy?, *Review of International Political Economy*, 20/2.

Boschi, R. R. (2014)

Politics and trajectory in Brazilian capitalist development, in Becker, U. (ed) *The BRICs and Emerging Economies in Comparative Perspective*. Abingdon: Routledge.

Carmody, P. (2013)

The Rise of the BRICS in Africa: the Geopolitics of South-South Relations. London: Zed Books. Ch. 6

de Castro Neves, J. A. (2014)

Brazil as an emerging power in the twenty-first century, in Nadkarni, V. & Noonan, N. (eds) *Emerging Powers in a Comparative Perspective*. London: Bloomsbury.

Grinberg, N. (2013)

The Political Economy of Brazilian (Latin American) and Korean (East Asian) Comparative Development: Moving beyond Nation-centred Approaches, *New Political Economy*, 18/2.

Zirin, D. (2016)

Brazil's Dance with the Devil: the World Cup, the Olympics, and the struggle for Democracy. Chicago: Haymarket.

Weeks 8-13

Group Work and presentations

9. STUDENT EVALUATION

Last year about half the students registered on the module completed module evaluation questionnaires. These showed a very positive attitude to the module; for instance 83% of respondents said that they agreed or strongly agreed that their 'experience of this module was good'. As far as the teaching was concerned 100% of respondents agreed or strongly agreed that lectures and seminars were of good quality.

The evaluations also contain qualitative comments, including suggestions for improvements. Comments on what students most liked about the module included the following: "the topics in the world for at – I have a particular interest in the study of global politics"; "I like that each country is given a whole lecture to focus on, so it is in-depth"; "VLE provided very useful information which helped loads in my coursework. Lectures were of good quality"; "the VLE was great, the reading for this module was very useful. I was advised on outside reading which really helped me out"; "assignment was varied, not typical exam and coursework"; "it was informative. I gained much knowledge of the BRICS-countries"; "the lectures".

There were four suggestions for improvement: "room too small"; "looking at the whole of Africa as a topic had less in-depth as we were covering the whole continent"; "I would like more lectures"; "seminars not helpful". These comments will be kept in mind as the module is taught this year.

10. LEARNING RESOURCES

<http://readinglists.lsbu.ac.uk/lists/24D05723-6DF1-9051-12D8-A9383A0F1DBC.html>

Academic Journals

It will be useful to look in the Library for relevant journals that cover the range of topics addressed in this Module. By looking at copies of particular journals over a period of a few years you can easily come across articles of direct relevance to particular topics. When preparing yourself for seminar topics and/or for the final assessment you will find it useful to look through these journals for relevant articles.

Newspapers

You are encouraged to read at least one quality daily newspaper, which carry items relevant to the topics covered in this Module, such as *The Guardian*, *The Times*, and *The Independent*. There are, of course, many other relevant daily newspapers and weekly popular publications, such as *The Economist*.

Books

Most of the books listed are in the Library, but may be in heavy demand. It is essential therefore that you plan your work in advance and reserve the books you need if necessary. It is also useful to look for books in the same class mark in the Library to see if they are related to the topics that we are covering.

Use the Library as fully as you can, as it is essential that you read at least some of the Core Reading for each of the sessions. Organise your time so that you can read something for this Module each week.

Box of Broadcasts Resource

Access to a wide range of off-air recordings including films and documentaries can be had using the library resource 'Box of Broadcasts'. All LSBU students have access to this via the Library catalogue which is easy. Click on this link: <http://bobnational.net/>