

Short Form Unit Details

Unit Title	Regional Development, Governance and Planning
Level	3
Reference No. (<i>showing level</i>)	LGE 3.259
Credit Value	15 CAT points
Student Study Hours	Contact hours: 40 Student managed learning hours: 110
Pre-requisite learning	Successful completion of level 2 units
Co-requisites	None
Excluded combinations	None
Unit co-ordinator	Dr Phil Pinch
Faculty/Department	Arts and Human Sciences / Urban, Environment and Leisure Studies
Short Description	Focusing on the UK, although with reference to the wider comparative context of the European Union, this unit explores patterns and processes of uneven regional development. It begins by investigating the concept of the region and sources of regional identity and inequality. The unit then analyses political and governmental responses to the problems of regional economic, political and cultural differentiation by examining contemporary processes and mechanisms of regional <i>governance</i> , <i>government</i> , policy and planning.
Aims	The unit seeks to enable students to understand the nature and processes of uneven development within nation states and the role of political, economic and socio-cultural differences in determining and moderating regions and their forms of development.
Learning Outcomes	<p>Knowledge and Understanding: At the end of the unit students should be able to:</p> <ul style="list-style-type: none"> critically discuss theories of regional development elaborate the factors underlying regional differentiation in European societies be able to present an analysis of the complex interactions between social, political and economic issues, which characterize regionalism evaluate structures and policies of government and governance, which have been directed to regional problems <p>Intellectual Skills:</p> <ul style="list-style-type: none"> demonstration of a conceptual or theoretical approach to issues identified engaging with the subject matter in a critical manner <p>Practical Skills:</p> <ul style="list-style-type: none"> ability to provide a structured, focused and well argued response to an essay question appropriate use of academic texts and papers through referencing of key authors. <p>Transferable Skills: Student will develop or acquire the following range of transferable skills:</p> <ul style="list-style-type: none"> conducting academic discussion critical and reflective academic writing skills synthesis of ideas from different academic disciplines policy analysis
Employability	<p>This unit prepares students for employability by</p> <ul style="list-style-type: none"> drawing on material and resources from the field of regional government with particular reference to government, governance, policy and planning, and encouraging students to engage with this material

	<ul style="list-style-type: none"> enabling students to relate to and interact effectively with individuals and groups.
Teaching and learning pattern	The unit will be taught by a series of lectures and seminars. Seminars will be structured around a series of key articles germane to the course themes and issues.
Indicative content	<p>In the UK, governmental concern with patterns and processes of uneven regional development dates back to the aftermath of the Great Depression of 1929-32, with the ‘special areas’ designations for depressed areas in 1934 and the Barlow Commission recommendations of 1940. Subsequent post-war regional policy has varied in form and content, but has recently regained renewed impetus in the context of new Labour’s programme of Parliamentary reform and devolution, the development of European Union regional policy, and the political and economic consequences of contemporary processes of globalization.</p> <p>The first part of this unit seeks to understand the patterns, causes and consequences of uneven regional development. It begins by asking ‘what is a region’? It then moves onto to examine contrasting theoretical attempts to understand the economic underpinnings of uneven regional development, including contemporary notions of a ‘new economic regionalism’. Regional differentiation, however, is also an issue of distinctive sub-national political and cultural identities and demands. This part of the unit therefore also engages with analysis of these processes. Finally, arguments for and against new structures of regional governance and government are examined.</p> <p>The second part of the unit then applies these theoretical insights to the experience and development of regional government, policy and planning in the UK. It outlines post-war policy interventions and seeks to evaluate their effectiveness. The development of European Union regional policy is also analysed, alongside contemporary developments in regional governance, government, policy and planning in the UK. An understanding of structures of regional governance and government in the UK is empowered through comparisons to nation states within the wider European Union.</p>
Assessment <i>Elements & weightings</i>	This unit is 100% assessed by coursework comprising a 3,000 word essay.
Indicative Sources <i>(Reading lists)</i>	<p>BALCHIN, P., SYKORA, L and BULL, G (1999) <u>Regional Policy and Planning in Europe</u>, Routledge, London</p> <p>HALL, P (1992) <u>Urban & Regional Planning</u>, Routledge, London</p> <p>MOHAN, J (1999) <u>A United Kingdom? Economic, Social and Political Geographies</u>, Arnold, London</p> <p>ROBERTS, P (2000) <u>The New Territorial Governance: Planning, Developing and Managing the United Kingdom in an era of Devolution</u>, Paper 5 TCPA</p> <p>LOVERING, J (2001) “The Coming Regional Crisis (And How To Avoid It)” <u>Regional Studies</u>, 35, 4, 349-354</p> <p>TOMANEY, J and WARD, N (2001) “England and the ‘New Regionalism’”, <u>Regional Studies</u>, 34, 5, 471-478</p>