



LUNDS
UNIVERSITET

Dnr S2011/331

Faculty of Social Science

A. Syllabus for SIMP35 Social Sciences: Theories and Issues in Development, 15 credits, second cycle (A1N)

The course was adopted by the Board of the Faculty of Social Sciences on November 17, 2011, and the syllabus was approved by the Committee for International Programmes on December 12, 2011.

This syllabus is valid from the spring term of 2012.

B. Course Details

Main Field of Study: Development studies, Education, Gender studies, Human Geography, Political Science, Social Anthropology, Social Work and Sociology.

The course is offered as an interdisciplinary single subject course in Social Science and as a compulsory course within the Master of Science Programme in Development Studies. Medium of instruction and assessment is English.

C. Learning Outcomes

On completion of the course, students shall be able to

- identify and critically reflect upon issues and theories of poverty and human development: causes, interrelation, feedback, and possible solutions
- locate, understand, and critically review development theories and research within their respective disciplines and within the interdisciplinary field of Development Studies
- analyse relevant development phenomena in a complex manner using key concepts and theories studied during the course
- formulate complex research questions regarding development
- give informative oral presentations on development issues
- communicate scientific issues and follow the development of knowledge within their field of study.

D. Course Content

This interdisciplinary course focuses on problems of poverty and human development. It deals with key issues and problems of development as well as different theoretical perspectives developed to increase our understanding of the preconditions for and content of development. A major question addressed throughout the course is why poverty still exists despite our knowledge and development policies.

A number of current key issues in development studies are discussed and analysed. These include the broad themes of population growth, food production and distribution, education, power and democracy, and inequality based on gender, class, ethnicity etc. The course offers an overview and critical scrutiny of development theory and development discourse in a historical and societal context. Students are given the opportunity to deepen their understanding of a broad range of more specific development issues and theoretical perspectives.

The aim of the course is to give students the opportunity to critically examine current debates and phenomena related to development issues. In this process students will acquire knowledge and concrete skills for understanding, assessing and working in development-related fields, whether directly in poverty reduction or in other aspects of social and institutional development. Students will acquire a critical Social Science approach which should prepare them for third cycle studies as well as for making contributions to sustainable human development in the role of policymaker, trainer or practitioner, in government agencies, private firms or NGOs.

E. Teaching and Assessment

The course starts with a number of lectures covering key issues in contemporary development studies as well as providing an overview of different development theories and the societal context in which they have emerged. A series of seminars is organised in which the different themes are treated in depth. To a large extent students are encouraged to search, analyse and present literature themselves. Parallel to the seminars there will be a few lectures providing approaches to Development Studies from the perspective of different disciplines. The course concludes with a series of seminars in which the students' course papers are discussed.

Assessment is based on

- individual reflective reports on the student's learning process, written throughout the course
- group presentations and active participation in seminars
- an individually written course paper in which the student chooses a specific development issue and analyses it using one (or more) theoretical perspectives

Re-examination is offered after the end of the course. If necessary, a second re-examination is arranged at a later date.

F. Grades

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

At the start of the course students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

G. Admission Requirements

To be eligible for the course the student must have 150 credits including a graded thesis for the degree of Bachelor or a completed major in the Social Sciences, or another equivalent subject.

In addition, the students must have a minimum average grade in their Bachelor's studies equivalent to 3.0 out of 4 in cumulated grade point average (CGPA), C in the ECTS grading scale, and B in the American grading scale. For students with Swedish undergraduate studies the minimum requirement is G.

English B (advanced) language proficiency shall be demonstrated in one of the following ways:

- IELTS score of 6.5 (with no section less than 5.5)
- TOEFL paper-based score of 4.5 (scale 1-6) in written test and a total score of 575; internet based score of 20 (scale 0-30) and a total score of 90
- Cambridge/Oxford – Advanced Certificate of Proficiency
- A Bachelor's degree from a university where English is the only language of instruction, according to the International Handbook of Universities
- A pass on English course B (Swedish upper secondary school).

H. Literature

(Approved by the Programme Board on May 22, 2014)

Books (2141 p)

Carothers, Thomas & de Gramont, Diane (2013) *Development Aid Confronts Politics. The Almost Revolution*. Washington DC: Carnegie Endowment for International Peace. ISBN: 9780870034008 (E-book) (374 p)

Desai, Vandana & Potter, Robert B. (eds) (2014) *The Companion to Development Studies*. Abingdon, New York: Routledge. 3rd rev. ed. ISBN: 978-1-4441-6724-5 (626 p)

Jönsson, Kristina, Jerneck, Anne, Arvidson, Malin (2012) *Politics and Development in a Globalised World. An introduction*. Lund: Studentlitteratur. ISBN: 9789144081649 (230p)

Li, Tania Murray (2007) *The Will to Improve. Governmentality, Development, and the Practice of Politics*. Durham and London: Duke University Press. ISBN: 9780822340270 (374 s)

Sen, Amartya (2001) *Development as Freedom*. Oxford: Oxford University Press. ISBN: 9780192893307 (361 p)

Sumner, Andy and Tribe, Michael (2008) *International Development Studies, Theories and Methods in Research and Practice*. London: Sage. ISBN: 9781412929455 (176 p)

Academic articles (ca 400 p)

I. Further Information

The course replaces SIM301 *Development Issues and Theories*, 10 credits, in accordance with the Swedish Higher Education Ordinance 1993:100.