



Faculty of Social Sciences

SIMP36, Social Sciences: Historical Aspects of Development, 15 credits

*Social Sciences: Historical Aspects of Development, 15
högskolepoäng*

Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by Graduate School Board on 2011-12-12 and was last revised on 2016-04-25. The revised syllabus applies from 2017-01-16, spring semester 2017.

General Information

The course is offered as an interdisciplinary single subject course in Social Science at the second-cycle level and as a compulsory course within the Master of Science Programme in Development Studies.

Language of instruction: English

| <i>Main field of studies</i> | <i>Depth of study relative to the degree requirements</i> |
|---------------------------------|--|
| Sociology of Law | A1N, Second cycle, has only first-cycle course/s as entry requirements |
| Political Science | A1N, Second cycle, has only first-cycle course/s as entry requirements |
| Education | A1N, Second cycle, has only first-cycle course/s as entry requirements |
| Gender Studies | A1N, Second cycle, has only first-cycle course/s as entry requirements |
| Media and Communication Studies | A1N, Second cycle, has only first-cycle course/s as entry requirements |
| Human Geography | A1N, Second cycle, has only first-cycle course/s as entry requirements |
| Sociology | A1N, Second cycle, has only first-cycle course/s as entry requirements |
| Social Work | A1N, Second cycle, has only first-cycle course/s as entry requirements |

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| Development Studies | A1N, Second cycle, has only first-cycle course/s as entry requirements |
| Social Anthropology | A1N, Second cycle, has only first-cycle course/s as entry requirements |

Learning outcomes

On completion of the course, the student shall be able to

- identify, compare and understand colonial conditions, processes and actors in various countries and continents, including motives, dynamics and consequences
- critically reflect, from a historical and theoretical perspective, upon general as well as country-specific development processes, strategies and results leading up to the present global development situation
- evaluate different ways of measuring, describing and portraying development as well as apply and compare different measurements
- present and critically analyse relevant development phenomena in a complex manner, using key concepts and theories learnt during the course
- formulate complex research questions regarding development in relation to their respective discipline
- make informative and insightful oral presentations on development issues.

Course content

The course focuses on the historical foundation of the problems of development and its manifestations in various locations and over time until the present, from a critical historical perspective. A range of important political, economic, social and cultural conditions and processes, including their origin and consequences, are interpreted from various theoretical perspectives, and on various analytical levels and scales.

The course introduces a broad historical view of the colonial process in three continents, followed by a wide-ranging critical theoretical discussion of colonial and imperialist history. This is followed by a critical discussion of development strategies in independent and decolonised countries.

Proceeding from the historical struggles for political control and the exploitation and control of natural resources in colonial Africa, Asia, and Latin America the course traces, analyses and compares various development paths and strategies in the three continents, as well as in specific countries. The analysis will identify the internal and external driving forces of the processes and assess their outcomes. In this context and through the lenses of post-modern and post-colonial theory, including feminist critique of colonialism, images created by the West of the East (orientalism) and by the East of the West (occidentalism) will be critically examined.

As part of the theoretical discussion, aided by a spectrum of perspectives ranging from 'the basic needs approach' to more theoretical perspectives within feminism, post-modernism and sustainability science, the course will examine the common critique of development as a theory and practice for failing to bring about widely shared wealth.

Course design

Lectures are thematically linked to seminars in which students will present and evaluate relevant development processes and debates as well as country-specific conditions, strategies and outcomes. Seminar themes will also include conflicting normative and theoretical perspectives on development. Students will be encouraged to search for information, and analyse and present complex development topics. Generally, seminars will include student presentations, comments from students and teachers and a final discussions led by students. The course will conclude with a series of seminars in which the students' course papers are discussed and examined.

Assessment

Assessment will be based on

- individual reflective journals relating to the learning process, to be 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.

Examinations will be scheduled during the academic year only. An opportunity for re-examination will be offered after the end of the course. If necessary, a second re-examination will be arranged at a later date.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, E, D, C, B, A.

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.

Entry 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.

A good command of English language both spoken and written, equivalent to English 6/B (advanced) proficiency in the Swedish secondary system, is required. Equivalence assessments will be made according to national guidelines.

Further information

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.

The course cannot be included in a degree together with SIM302 Historical Aspects of Development 15 credits, SIMP32 Historical Aspects of Development 15 credits or SIMP34 Historical Aspects of Development 15credits.

Subcourses in SIMP36, Social Sciences: Historical Aspects of Development

Applies from V12

1101 Historical Aspects of Development, 15,0 hp
Grading scale: Fail, E, D, C, B, A