



Faculty of Social Sciences

UTVC13, Development Studies: Development theories, 15 credits

Utvecklingsstudier: Utvecklingsteorier, 15 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by Faculty Board of Social Sciences on 2011-11-17 to be valid from 2012-01-01, spring semester 2012.

General Information

The course is offered as an interdisciplinary single subject course in Social Science at the undergraduate level and as a compulsory course within the Bachelor's Programme in Development Studies, second term.

Language of instruction: English

Main field of studies

-

Depth of study relative to the degree requirements

G1N, First cycle, has only upper-secondary level entry requirements

Learning outcomes

On completion of the course, students shall be able to:

- demonstrate a theoretical and conceptual understanding of central aspects of what constitutes processes of development and underdevelopment and the ways these processes are assessed and measured
- demonstrate knowledge of the influential development theories that have shaped and are shaping the development discussion and a theoretical knowledge of central aspects of the development process
- theoretically analyse developing countries' relation to the global economy and the possibilities and obstacles that are currently at hand
- demonstrate analytical abilities in both oral and written form.

Course content

The course consists of two main parts. The first part presents an overview of the dominant theories of economic and socio-political development used in the social sciences since the 1950s. These classical schools of thought will be put in their historical context in order to shed light on the concerns they were addressing. Of special interest are the theories that explicitly address the questions why some nations have managed to develop while others have not. In this context, political processes and theories of democratisation and social transformation will be highlighted. Similarly, theories that try to capture the reasons behind persistence of large income gaps between and within nations and how this affects possibilities for development in an age of increasing global integration will be of special concern.

The second part of the course will offer a thorough elaboration of how contemporary challenges for development are approached theoretically by leading scholars in the field. The role of agriculture, connection between growth, poverty and equity, the role of institutions, international trade, foreign aid, health and environmental concerns will be of central importance. Of special significance is how perspectives on hindrances, possibilities and outcomes of development have varied over time and how theories have adapted to changing circumstances.

Throughout the course, the students will be encouraged to apply theoretical insights and perspectives to current-day development trends and topical events. The interconnection between theoretical views and real world will be discussed and critically analysed at continuous seminars.

Course design

The course is based on a combination of lectures and seminars. Active participation is required.

Assessment

There will be continuous oral and written presentations as well as a concluding exam at the end of the course. Grading is based on individual performance, via written assignments, oral presentation as well as group activities. Examination may draw on teaching as well as the course literature.

Re-examination will be offered within five weeks after the end of the course. If necessary, a second re-examination will be arranged at a later date.

The University views plagiarism very seriously, and will take disciplinary actions against students for any kind of attempted malpractice in examinations and assessments. The penalty that may be imposed for this, and other unfair practice in examinations or assessments, includes suspension from the University.

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

General requirements and studies equivalent of course English 6 from Swedish Upper Secondary School.

Subcourses in UTV13, Development Studies: Development theories

Applies from V12

- 1101 Seminars, 7,5 hp
Grading scale: Fail, Pass
- 1102 Final Exam, 7,5 hp
Grading scale: Fail, Pass