

## **UTVC21, Development Studies: Development in a Historical Perspective - Economic, Social and Political Transformation, 15 credits**

*Utvecklingsstudier: Utveckling i ett historiskt perspektiv - ekonomisk, social och politisk transformation, 15 högskolepoäng*  
**First Cycle / Grundnivå**

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### **Details of approval**

The syllabus was approved by Programme committee for the Bachelor of Science Programme in Development Studies on 2017-03-01 (STYR 2017/344). The syllabus comes into effect 2017-03-01 and is valid from the autumn semester 2017.

### **General information**

The course is a compulsory component of the Bachelor of Science programme in Development Studies, 180 credits

*Language of instruction:* English

*Main field of study*

*Specialisation*

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

### **Learning outcomes**

For a Pass on the course, students shall

### **Knowledge and understanding**

- demonstrate knowledge of economic, political, geographical and social aspects of development processes in the past and in the present
- demonstrate knowledge of basic research issues and theoretical traditions within development studies

## Competence and skills

- be able to independently analyse past and present economic, political, geographical and social aspects of development processes
- demonstrate the ability to independently identify and discuss problems and solutions in the development process
- discern relationships between economic, political, geographical and social aspects of the development process
- present and communicate their analyses in both speech and writing.
- demonstrate the ability to take responsibility for and plan their own work and learning process
- demonstrate the ability to cooperate with others in order to realise shared goals

## Judgement and approach

- be able to theoretically analyse and assess economic, political, geographical and social aspects of the development process in the past and present
- demonstrate the ability to critically assess theoretical traditions in development studies

## Course content

The course is an introduction to development studies and approaches current development issues from a historical perspective. It is divided into two parts.

The first part provides a retrospective overview of development processes. The causes of development and underdevelopment are discussed and analysed from an economic, geographical, political and social perspective and in a historical context. Emphasis is placed on developing countries but, given the Western dominance through colonialism, a global perspective is applied.

The second part provides students with an introduction to more current issues of the economic, social and political transformations of the developing countries since the 1950s. This part also addresses current issues such as the environment, democracy, human rights, self-determination and equality.

Furthermore, the course provides students with an introduction to scientific development theories. A theoretical perspective is applied throughout the course so as to enable a better understanding of development processes.

## Course design

The teaching consists of lectures, seminars and exercises

Unless there are valid reasons to the contrary, compulsory participation is required in seminars and exercises. . Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or re-take compulsory components. This also applies to students who have been absent because of duties as an elected student representative.

## Assessment

The assessment of the first part is based on two individual take-home exams. The assessment of the second part is based on one individual take-home exam.

Three opportunities for examination are offered in conjunction with the course: a first examination and two re-examinations. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

*The assessed components of the course are listed in an appendix at the end of this document.*

## Grades

Grading scale includes the grades: U=Fail, E=Sufficient, D=Satisfactory, C=Good, B=Very Good, A=Excellent

The following grades are used: 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.

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The student's performance is assessed with reference to the learning outcomes of the course. For the grade E, the student has shown a sufficient 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 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.

## Determination of final grade

The first part of the course consists of two take-home exams. The first take-home exam is awarded grades according to the scale of Pass-Fail whereas the second take-home exam is awarded grades according to the scale of A-E and Fail..

The second part of the course is assessed by a take-home exam. The grading scale applied is A-E and Fail.

The grade for the whole course is determined by an aggregate of the student's results on the two take-home exams awarded grades according to the scale of A-E and Fail. Each exam corresponds to 50 percent of the final grade. The approach of combining different results to form an overall grade for the entire course is based on a model in which the letter grades are translated as follows: A=5.0; B=4.0; C=3.0; D=2.0 and E=1.0, on which an average for the assessed components is calculated. The total is rounded off to the closest whole number.

For a grade of Pass on the course as a whole, the student must have been awarded at least a grade of E on all components assessed according to the scale of A-E and Fail, and a grade of Pass on all components assessed according to the scale of Pass-Fail, and participated in all compulsory components.

## **Entry requirements**

General and courses corresponding to the following Swedish Upper Secondary School Programs: English 6, Social Studies 1b/1a1+1a2.

## **Further information**

Oral and written proficiency in English corresponding to English 6/B from Swedish upper secondary school is a requirement for admission to the course. International qualifications will be assessed in accordance with national guidelines.

Plagiarism is considered a serious offence within the University, and disciplinary measures will be taken against all forms of misconduct in connection with an assessment of study performance. The penalty that may be imposed for this, and other unfair practice in examinations or assessments, includes suspension from the University.