



Faculty of Social Sciences

## MIDA80, Introduction to International Development and Management, 15 credits

*Utvecklingsstudier: Introduktion till internationell utveckling och management, 15 högskolepoäng*  
First Cycle / Grundnivå

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### Details of approval

The syllabus was approved by Steering committee for the Master of Science Programme in International Development and Management on 2023-05-16 (STYR 2023/1359). The syllabus comes into effect 2023-05-17 and is valid from the autumn semester 2024.

### General information

The course is offered as the introductory course during the first semester of the Master of Science Programme in International Development and Management (LUMID). The course is the first course within the programme and prepares students for the second cycle courses in the second, third and fourth semester of the programme.

*Language of instruction:* English

*Main field of study*    *Specialisation*

Development                      GXX, First cycle, in-depth level of the course cannot be  
Studies                              classified

### Learning outcomes

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

#### Knowledge and understanding

- demonstrate knowledge of the historical background to international development and trends in development studies,
- demonstrate knowledge and understanding of key international development actors and institutions and debates about how they relate,

- demonstrate an understanding of key development theories, approaches and debates within development studies.

### **Competence and skills**

- compare and contrast key theoretical approaches and the way they explain specific international development cooperation issues,
- critically analyse the roles and power relations between different international development actors using key concepts and debates in the literature,
- independently formulate development cooperation policy analysis drawing on theories and concepts,
- present and discuss conclusions orally and in writing, and constructively give feedback to peers on defined tasks.

### **Judgement and approach**

- make policy assessments in the field of international development cooperation, taking into account relevant theoretical aspects, and ethical challenges,
- reflect on strengths and limitations of different theoretical approaches and implications thereof in development and management.

### **Course content**

The course provides students from different academic backgrounds with an interdisciplinary overview of key theoretical approaches, actors and issues in international development and situates development management within these. It includes the role of power relations that shape development trajectories and development actors' strategies, both presently and historically, drawing on concrete cases. It is divided into two modules:

The first module (approaching international development and management) provides a historical background to international development cooperation and development studies. It includes an overview of different theoretical approaches to development dynamics (including modernization, feminist and post development theories), and how these offer contrasting understandings of development issues and challenges (eg. gender inequality, health, growth, poverty, environmental degradation).

The second module (development actors and policy approaches) focuses on mapping out the different actors and institutions (eg state, NGO, private sector) involved in the field of development cooperation and relations between them. It pays particular attention to the advantages and challenges of key development approaches (rights-based, participatory, market-based) and how these play out in development dynamics. These debates allow unpacking power relations that play out at the intersection of development management and policy-making (eg. rendering technical, projectification), and the way theoretical approaches to development may help diagnose these and inform improvements.

## Course design

The teaching consists of lectures and seminars. Attendance in seminars is compulsory, which means that student attendance in seminars is required for a pass grade on the course. Students who are not able to complete a compulsory component owing to circumstances beyond their control, e.g. accident, sudden illness or similar situation, will be offered the opportunity to compensate for absence. This also applies to students who have been absent because of duties as an elected student representative.

## Assessment

Assessment will be based on:

- A written individual take-home exam (5 credits)
- A take-home exam written in pairs (5 credits)
- A course portfolio composed of short reflections, presentations and peer-feedback (5 credits)

In connection with the course, three test opportunities are offered; ordinary exams, re-exams and cumulative exams. Within one year after the course has undergone a major change or ceased, at least two additional exam opportunities are offered for the same course content. After that, the student is offered additional test opportunities, but in accordance with the then-current syllabus.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

## Grades

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

For the course portfolio the applied grading scale in the course is: Pass/Fail

The student's performance is assessed with reference to the learning outcomes of the course. For the grade Pass on the course portfolio the student must submit assignments. For the grade Fail on the course portfolio the student must have failed to submit assignments.

For the written individual and group exams the applied grading scale in the course is: A-E + Fail

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 students 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 students must have shown unacceptable results.

## Entry requirements

Students are required to have the equivalent of at least 180 higher education credits (representing three years of successful full-time studies) to be eligible for the course.

A high level of proficiency in the English language, equivalent to English 6/B in the Swedish secondary system is necessary. Equivalence assessments will be made according to national guidelines.

## **Further information**

This course replaces MIDA11.