



Faculty of Social Sciences

MIDM74, Development Studies: Livelihoods, Environment and Urbanisation, 10 credits

Utvecklingsstudier: Människors försörjning, miljö och urbanisering, 10 högskolepoäng
Second Cycle / Avancerad nivå

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) and was last revised on 2024-09-26. The revised syllabus comes into effect 2025-01-20 and is valid from the spring semester 2025.

General information

This course is offered during the second term of the Master of Science Programme in International Development and Management (LUMID).

Language of instruction: English

Main field of study *Specialisation*

Development Studies 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:

Knowledge and understanding

- understand different theoretical approaches to the study of contemporary development challenges related to livelihoods, environment and urbanisation,
- understand how different development policies interpret and seek to deal with contemporary development challenges related to livelihoods, environment and urbanisation.

Competence and skills

- utilize, compare and contrast different theories and concepts in the study of contemporary development challenges related to livelihoods, environment and urbanisation,
- engage in group-work and have theoretically informed debates criticising and defending different development policies concerning contemporary development challenges related to livelihoods, environment and urbanisation,
- independently communicate analysis in written form.

Judgement and approach

- analytically mobilise different theories towards contemporary development challenges related to livelihoods, environment and urbanisation,
- interpret how these theories are put into practice through different development policies as well as reflect on the ethical implications of applying research in development practice.

Course content

The course gives an overview of competing theories and associated development policies related to a range of contemporary challenges in development. These competing theories (e.g. associated with modernists, critical modernists, post/anti-modernists) have different underlying visions of development. These, in turn, have markedly different conceptions of and therefore policy responses to contemporary challenges surrounding livelihoods, environment and urbanisation (e.g. jobless growth, informality, 'extractivism', the energy transition). The purpose of the course is thereby to equip the student to utilise, compare and contrast 1) competing theories as to how to examine and approach contemporary challenges in development and 2) how these competing theories are mobilised in policy by different development actors (e.g. World Bank, social movements).

Course design

The teaching consists of lectures, seminars and role-play debate. Lectures introduce the theoretical foundations along with the contemporary challenges dealt with in the course, supplemented by seminar activities, which are designed to encourage students to critically reflect on and relate theoretical approaches to real-world development challenges and policies. This includes a role-play debate. The course closes with a peer-review session dedicated to students giving peer-feedback on extended outlines of their assignments.

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 (10 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 individual written take-home exam the applied grading scale in the course is: A-E + 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.

Entry requirements

Students are required to have passed first three courses (MIDA80, 15 credits and MIDM81, 7.5 credits and MIDM72, 7.5 credits) of the LUMID programme.

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

Further information

This course replaces MIDA 24 and MIDM 45.