



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 2018-11-26. The revised syllabus applies from 2018-12-13, spring semester 2019.

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, 120 credits.

Language of instruction: English

Main field of studies

Media and Communication Studies

Political Science

Sociology of Law

Human Geography

Gender Studies

Development Studies

Social Work

Social Anthropology

Depth of study relative to the degree requirements

A1N, Second cycle, has only first-cycle course/s as entry requirements

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Education	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

Learning outcomes

On completion of the course, the student shall:

Knowledge and understanding

- be able to identify, compare and understand colonial conditions, processes and actors in various countries and continents, including motives, dynamics and consequences;
- be able to formulate complex research questions regarding development in relation to their respective discipline;

Competence and skills

- demonstrate the ability to present and critically analyse relevant development phenomena in a complex manner, using key concepts and theories learnt during the course;
- demonstrate the ability to make informative and insightful oral presentations on development issues;

Judgement and approach

- demonstrate the ability to 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;
- demonstrate the ability to evaluate different ways of measuring, describing and portraying development as well as apply and compare different measurements.

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. The course is mainly comprised by peer teaching sessions, which means that the course builds on students' active participation in reading and teaching. The peer teaching sessions will focus on different themes that will be treated in depth. In the peer teaching sessions groups of students will present and analyse the literature and lead the discussions. In each session, students will discuss and/or make oral and/or written presentations of the literature. The course will conclude with a series of seminars in which the students' course papers are discussed and examined.

Unless there are valid reasons to the contrary, compulsory participation is required in peer teaching seminars as well as the final paper seminar in the end of the course. 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

Assessment will be based on

- group presentations and active participation in peer teaching seminars
- three individually written course papers: one assignment, one shorter paper in which the student chooses a specific development issue and analyses it using one (or more) theoretical perspectives, and one longer paper in which the student chooses a specific development issue and analyses it using one (or more) theoretical perspectives.
- Participation (written and oral) in peer reviewing of other students' long individual paper
- A written group reflection

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that school year. 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 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.

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 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.

In order to pass the course the student must participate in all compulsory components, participate in a group which teaches the peers (peer teaching), and submit and pass the three individual written papers. The grade for the course is based on the following components:

- Peer teaching, 40 %
- Short individual paper and active participation in compulsory components, 20 %
- Long individual paper, 40 %

The following are compulsory in that they must be fulfilled to receive a passing grade for the course, but are Pass or Fail components:

- Short individual paper where pass or fail is the grading scale
- Participation in the peer review process of individual long paper
- Group reflection paper

For these components to attain the grade of Pass, the student must show acceptable results. For the grade of Fail, the student must have shown unacceptable results.

The grade for the entire course consists of the average grade of the above (A = 5, B = 4, C = 3, D = 2, E = 1) divided by the number of percentages awarded for each component. For a grade of Pass on the entire course, the student must have been awarded at least E on all assessments for which the grading scale A–E+Fail applies, and the grade of Pass on all assessments for which the grading scale Pass – Fail applies.

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 on the course.

Entry requirements

To be admitted to the course, students must have completed 150 credits including a Bachelor's degree project in Political Science, Sociology, Social Anthropology, Education, Social Work, Sociology of Law, Gender Studies, Human Geography, Development Studies, Media and Communication Studies or the equivalent.

Oral and written proficiency in English equivalent to English 6/B (advanced) from Swedish upper secondary school is a requirement. International qualifications will be assessed in accordance with national guidelines.

Further information

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