



Faculty of Social Sciences

## SIMP38, Social Sciences: Historical Aspects of Development, 15 credits

*Samhällsvetenskap: Historiska aspekter av utveckling, 15 högskolepoäng*  
Second Cycle / Avancerad nivå

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### Details of approval

The syllabus was approved by Graduate School Board on 2020-06-05 and was last revised on 2024-06-03. The revised syllabus comes into effect 2024-06-03 and is valid from the spring semester 2025.

### General information

The course is offered as an interdisciplinary single subject course in Social Science and is a compulsory component of the Master of Science Programme in Development Studies (SADVS), 120 credits.

*Language of instruction:* English

<i>Main field of study</i>	<i>Specialisation</i>
Gender Studies	A1N, Second cycle, has only first-cycle course/s as entry requirements
Social Work	A1N, Second cycle, has only first-cycle course/s as entry requirements
Human Geography	A1N, Second cycle, has only first-cycle course/s as entry requirements
Political Science	A1N, Second cycle, has only first-cycle course/s as entry requirements
Media and Communication Studies	A1N, Second cycle, has only first-cycle course/s as entry requirements
Development Studies	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

Social Anthropology	A1N, Second cycle, has only first-cycle course/s as entry requirements
Sociology of Law	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 formulate complex research questions regarding development and to do so in relation to the course content and their respective discipline;
- be able to identify, compare and understand colonial actors, conditions, and processes in various countries and continents, including motives, dynamics and consequences;

### Competence and skills

- demonstrate the ability to critically analyse, discuss, and present relevant development ideas and phenomena in a complex manner, using key concepts and theories from the course;
- demonstrate the ability to make informative and insightful oral presentations on the history and ideas of development, also in the form of peer-teaching;

### 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 and core concepts.

## Course content

The course focuses on the foundation of development ideas as well as the roots of development problems and their multifaceted manifestations. It takes a comparative geographical and historical perspective from the past up until the present. It highlights a range of economic, political, social and cultural conditions and processes, including their origin and consequences, that the student analyses and presents at multiple scales and from various theoretical perspectives.

The course starts from a broad historical view of colonial processes in three continents accompanied by a wide-ranging theoretical discussion of colonial and imperialist history. After that follows an in-depth critical discussion of development ideas, policies and 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 and in specific countries. It identifies and analyses internal and external

drivers of these processes and evaluates their outcomes. In this context and through the lenses of development theory 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) are critically examined.

As part of the theoretical discussion and aided by a spectrum of perspectives ranging from a 'basic needs approach' to more theoretical perspectives within feminism, post-development and sustainability science, the course examines development as a set of ideas, theories and practices aiming at social change while also scrutinising the critique against it for failing to bring about widely shared wealth.

## Course design

Lectures are thematically linked to seminars in which the student presents and evaluates relevant development processes and debates as well as country-specific conditions, strategies and outcomes. Seminar themes also include conflicting normative and theoretical perspectives on development. The student is encouraged to search for information to analyse and present complex and integrated development topics. The course is mainly comprised of peer teaching sessions, which entails that the course will build upon the student's active reading, learning and shared responsibility in teaching. The peer teaching sessions are organised around themes and based on a set of articles and books that the student will treat in depth. In the peer teaching sessions small student teams will present and analyse the literature and lead the discussions. The course concludes with seminars wherein course papers are peer-reviewed, discussed, and examined.

Unless there are valid reasons to the contrary, compulsory participation is required in peer teaching sessions and in the final paper seminar at the end of the course. Students who are 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 is based on:

- Running group peer teaching sessions
- Three individually written course papers drawing on the course literature:
  - one short individual written book review,
  - one individual short paper in which the student selects a specific course relevant development idea or issue and analyses it using one (or more) theoretical perspectives,
  - a final course paper in which the student applies one (or more) theoretical perspectives to a specific development concept, idea, phenomenon or process of relevance to the course.
- A written review of another team's peer teaching
- Peer reviewing of other students' final course paper

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.

## Grades

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

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.

The following are exempt from the grading scale above:

- Individual short book review
- Group reflection paper

The grades for these components are Pass or Fail. For the grade of Pass, the student must show acceptable results. For the grade of Fail, the student must have shown unacceptable results.

The overall course grade is based on the following components:

- Group peer teaching sessions including peer review, 40 %
- Individual short paper, 20 %
- Individual final course paper including peer review, 40 %

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, 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*, *SIMP34 Historical Aspects of Development, 15credits* or *SIMP36: Historical Aspects of Development, 15 credits*.