



Faculty of Social Sciences

SIMS39, Social Sciences: Gender, Global Development and Post-Colonialism, 15 credits

Social Sciences: Gender, Global Development and Post-Colonialism, 15 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by the Programme Committee for GDG-SM on 2012-11-22 (S2012/375) and was last revised by Graduate School Board on 2024-02-27. The revised syllabus comes into effect 2024-02-27 and is valid from the autumn semester 2024.

General information

The course is offered as an interdisciplinary single subject course in Social Science at the second-cycle level and as an optional course within master's programmes in the Social Sciences.

Language of instruction: English

The language of instruction and assessment is English.

<i>Main field of study</i>	<i>Specialisation</i>
Gender 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
Political Science	A1N, Second cycle, has only first-cycle course/s as entry requirements
Education	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
Human Geography	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	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

- Locate, understand and critically review gender, development and post-colonial theories within interdisciplinary scholarship on gender and development.
- Understand how to apply gender development and post-colonial theoretical perspectives in different development contexts.

Competence and skills

- Formulate complex research questions regarding gender, development and post-colonialism.
- Use gender, development and post-colonialism as analytical tools in research proposals.

Judgement and approach

- Critically reflect upon the theorisation of social relations of gender and its relation to the theorisation of development in a post-colonial era.
- Analyse relevant gender and development phenomena in a systematic manner using the key concepts acquired during the course.

Course content

This course is interdisciplinary and addresses issues of gender and development. The course explores central questions and themes that have been critically raised by researchers and activists in the field. Students will be introduced to the breadth of the field of gender and development theory and to the central issues in the current debates regarding inequalities and social change, key concepts, theories and analytical tools. More specifically, the course will examine the following aspects or themes in gender and development debates:

- History of development and gender debates from colonialism to post-colonialism: Millennium Development Goals, development policies and mainstreaming gender and development and beyond.
- Problematizing categories in gender and development from a post-colonial perspective: gender, masculinities, queer, global power relations, human rights and recognition.
- Studying and theorizing bodies in the post-colonial era: bodies as sites of contestation, : population, reproduction, health, sexuality, violence, conflict and security.
- Analysing economy, society and global inequalities: work, employment, migration, trafficking, poverty, gender and sustainable development and the climate and ecology discourses.

Course design

The course is based on a combination of lectures and seminars. The lectures will focus on the impact of contemporary gender and development theory on other established disciplines. The seminars will focus on different themes that will be treated in depth. Students will be encouraged to search for information, and to analyse and present literature themselves. In each seminar, students will discuss and/or make oral and/or written presentations of the literature.

Unless there are valid reasons to the contrary, compulsory participation is required in seminars. 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 an individually written final 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 grade for the entire course is based on the final paper. 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. The student must also have participated in all compulsory components.

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 to the course.

Entry requirements

To be eligible for the course the student must have 150 credits including a graded thesis for the degree of Bachelor, or a completed major, in the Social Sciences, or another equivalent subject.

A good command of English language both spoken and written, equivalent to English 6/B (advanced) proficiency in the Swedish secondary system, is required. Equivalence assessments will be made according to national guidelines.

Further information

The course cannot be included in a degree together with SIMS19 Gender and Development 15 credits or SIMS29 Gender and Development 15 credits.