



LUND  
UNIVERSITY

Faculty of Social Sciences

## SOCB28, Sociology: Development and Social Welfare Policies, 15 credits

*Sociologi: Välfärds- och utvecklingssociologi, 15 högskolepoäng*  
First Cycle / Grundnivå

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### Details of approval

The syllabus was approved by the board of the Department of Sociology on 2012-03-08 and was last revised on 2012-03-08. The revised syllabus applies from 2012-03-08, autumn semester 2012.

### General Information

The course is offered as an optional single subject course in Sociology.

*Language of instruction:* English

*Main field of studies*

Sociology

*Depth of study relative to the degree requirements*

G1N, First cycle, has only upper-secondary level entry requirements

### Learning outcomes

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

- demonstrate an understanding of the major welfare regime frameworks and social policy instruments,
- demonstrate an ability to analyze the underlying political and economic processes that produce and reproduce social policies within development strategies,
- demonstrate knowledge about ways in which social development is being shaped by inequality, poverty, and specific types of growth-patterns,
- demonstrate knowledge about the social, political and economic consequences of specific roles assigned to social policy in a development context,
- demonstrate analytical abilities in both oral and written form.

### Course content

The course aims at giving the student basic knowledge and understanding of the role of social welfare policies in development processes and strategies. The course is divided into two modules.

#### *Module 1. Social Policies in Development Strategies, 7.5 credits*

The course begins with an overview of contemporary theories on the role of redistributive policies in development. Emphasizing recent research findings on the impact of inequality on poverty and growth which make social welfare policies essential in development. In particular, it provides an introduction to the paradox between the assigned role of social policies in development strategies, and their highly integrated role in the growth strategies of developed countries. This paradox is traced through comparative, country-analyses between different social policies being implemented in different countries, and documentary research on the ideological and political-economic discourses largely defining roles for social policies in development strategies.

#### *Module 2. Contemporary Social Policies, 7.5 credits.*

The second module focuses on specific, contemporary social policies in different development contexts through country case-studies in different regions; i.e. analyses of policies in Asia, Latin America, and Africa. This includes mapping of particular hegemonic discourses in international development organisations shaping social policies. In addition, the module introduces key social policies, such as micro-credits and conditional cash transfers. In order to assess their potential as alternative redistributive policies in developing countries, these contemporary policies are being analysed in terms of their respective implementation in different development contexts.

## **Course design**

The course is based on a combination of lectures and seminars. Participation in seminars is mandatory and active participation is required.

## **Assessment**

There will be continuous oral and written presentations as well as a concluding exam at the end of the course. Grading is based on individual performance, via written assignments, oral presentation as well as group activities. Examination may draw on teaching as well as the course literature.

In connection with the course students are offered three examinations: a regular examination, a re-examination and one additional re-examination. Within one year after the course, students are offered a minimum of two additional re-examinations. Thereafter, more examinations are offered but in accordance with current course regulations.

*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 grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. 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.

## Entry requirements

General and courses corresponding to the following Swedish Upper Secondary School Programs: Social Studies 1b/1a1 + 1a2

## Further information

The course replaces SOCB19 Sociology: Development and Social Welfare Policies, 15 credits.

The syllabus was approved by the Board of Department of Sociology on 8 March 2012.

## Subcourses in SOCB28, Sociology: Development and Social Welfare Policies

Applies from H12

- 1201 Social Policies in Development Studies, 7,5 hp

Grading scale: Fail, E, D, C, B, A

- 1202 Contemporary Social Policies, 7,5 hp

Grading scale: Fail, E, D, C, B, A