



Faculty of Social Sciences

## UTVC23, Development Studies: Development Theories, 15 credits

*Utvecklingsstudier: Utvecklingsteorier, 15 högskolepoäng*  
First Cycle / Grundnivå

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### Details of approval

The syllabus was approved by Programme committee for the Bachelor of Science Programme in Development Studies on 2017-04-27 (STYR 2017/801). The syllabus comes into effect 2017-04-27 and is valid from the spring semester 2018.

### General information

The course is a compulsory component of the Bachelor of Science programme in Development Studies, 180 credits.

*Language of instruction:* English

*Main field of study*      *Specialisation*

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

### Learning outcomes

For a Pass on the course, the students shall

### Knowledge and understanding

- demonstrate theoretical and conceptual understanding of key aspects of the processes that lead to development or underdevelopment
- demonstrate knowledge of how the processes that lead to development or underdevelopment are measured and explained

- demonstrate knowledge of influential development theories that shape and have shaped the discussion of development

### **Competence and skills**

- demonstrate the ability to provide a theoretical analysis of the relationship between developing countries and the global economy, and the obstacles and opportunities that exist today
- demonstrate the ability to analyse the role of agriculture in development processes
- demonstrate the ability to analyse the link between growth, poverty and equality including gender equality
- demonstrate the ability to analyse the role of public institutions in development processes
- demonstrate the ability to analyse the role of international trade in development processes
- demonstrate the ability to analyse the role of foreign aid in development processes
- demonstrate the ability to analyse issues concerning the role of democracy in development processes
- demonstrate the ability, in both speech and writing, to reflect critically on the development processes that lead to development and underdevelopment, respectively

### **Judgement and approach**

- informed by theory, demonstrate the ability to critically assess the processes that lead to development and underdevelopment, respectively

### **Course content**

The course consists of two main parts. Part one consist of a general presentation of the main theories of economic and socio-political development applied in the social sciences since the 1950s. These classical theories are placed in a historical context to highlight the issues they addressed. Special emphasis is placed on the theories that explicitly ask why certain countries develop while others do not. Political processes and theories of democratisation and social change are highlighted. Special emphasis is also placed on theories that try to explain why the income gaps between and within countries remain and their impact on development in a time of increased global integration.

The second part of the course consists of specialised study of how present-day development issues are addressed theoretically by key researchers. The main elements of this part of the course include the role of agriculture, the link between growth, poverty, equality and gender equality, the role of public institutions, international trade, foreign aid, and issues concerning health and the environment. Major emphasis is placed on the change over time with regard to perceived obstacles, opportunities and results of development, and on how theories of development have adapted to altered circumstances.

Throughout the course, students are encouraged to apply theoretical insights and perspectives on contemporary development trends and events. The relationship between theoretical perspectives and empirical observations is discussed and analysed critically during seminars.

## **Course design**

The teaching consists of a combination of lectures and seminars. The lectures are held in blocks, followed by periods of independent study.

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**

The assessment is based on two individual invigilated exams and two individual take-home exams and associated seminar discussions.

Three opportunities for examination are offered in conjunction with the course: a first examination and two re-examinations. 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.

## **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 sufficient 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.

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 in the course.

### **Determination of final grade**

The four exams each constitute 25% of the final grade. The grade for each exam is determined according to a numerical scale of 0-12. The maximum score is 48. For the final grade of Pass on the course, the student must be awarded at least a 3 on each exam. The numerical scale is converted into letter grades according to the following:

A 41-48  
B 31-40  
C 23-30  
D 15-22  
E 12-14  
Fail 0-11

### **Entry requirements**

General and courses corresponding to the following Swedish Upper Secondary School Programs: Civics 1b/1a1+1a2, English 6.

### **Further information**

The course may not be included in degree together with UTVC03 Development Studies: Development Theories (15 credits) or UTVC13 Development Studies: Development Theories (15 credits).

Plagiarism is considered a serious offence at Lund University, and disciplinary measures will be taken against all forms of misconduct in connection with the assessment of study performance. The penalty that may be imposed for this, and other unfair practice in examinations or assessments, includes suspension from the University.