



LUND
UNIVERSITY

Faculty of Social Sciences

UTVC25, Development Studies: Development Cooperation in Practice, 15 credits

*Utvecklingsstudier: Utvecklingssamarbete i praktiken, 15
högskolepoäng*
First Cycle / Grundnivå

Details of approval

The syllabus was approved by Programme committee for the Bachelor of Science Programme in Development Studies on 2017-03-01 to be valid from 2017-03-01, autumn semester 2017.

General Information

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

Language of instruction: English

Main field of studies

-

Depth of study relative to the degree requirements

G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Learning outcomes

For a Pass on the course, students shall be able to

Knowledge and understanding

- demonstrate knowledge of financial, political, geographical and social aspects of development cooperation and support from both a past and present perspective
- demonstrate knowledge of current financial, organisational, political and technological trends in development cooperation and support

Competence and skills

- discuss financial, political, geographical and social aspects of development cooperation and support from both a past and present perspective
- account for and discuss relevant empirical examples of the impact of national and international politics on development cooperation and support
- demonstrate understanding of and discuss the role and methods of non-governmental actors and understand their actions in relation to trends and arguments in development thinking
- discuss information, problems and solutions in dialogue with different groups
- take responsibility for and plan their own work and learning process individually and in groups

Judgement and approach

- individually and independently analyse examples of development cooperation and support and present the analysis in speech and/or writing
- demonstrate a basic ability to analyse and take into account ethical aspects in development cooperation

Course content

The aim of the course is to enable students to increase their knowledge and understanding of the development process. It applies a past and present perspective to current discussions of development support and provides students with an introduction to development work in practice. The course is divided into two integrated components.

Component 1: Present-Day Development Support

The first component focuses on present-day development support and deals with it from past and present perspectives. The emphasis is placed on the most common theories and methods of present-day development cooperation and support, and the roles of different stakeholders and actors in development cooperation. Informed by key approaches, critical perspectives and different theories, the course highlights key ideas affecting present-day perceptions and views of development. Special emphasis is placed on increasing the students' ability to analytically evaluate the consequences in practice of the most influential ideas and their impact on interventions in developing countries.

Component 2: Analysing development support

The second component combines the academic skills acquired by students, in general from the other courses of the programme and in particular from the first half of the

present course, in the form of practical tools and methods applied in development support. The content of the first component is used to deal with and critically analyse practical methods and strategies for development support. Component 2 is based on a series of lectures and seminars testing, evaluating and discussing different methods and strategies for development support. Among the topics discussed and analysed are the approaches and development support of NGOs, public authorities and private companies with regard to their role in present-day development work.

Course design

The teaching consists of lectures and seminars, exercises and supervision.

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 take-home exams and a major written group project.

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit in the same 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.

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 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 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 two take-home exams amount to 25 per cent each of the final grade. The written group project amounts to 50 per cent of the final grade.

The weighting of grades into a final grade for the entire course is based on a model in which the letter grades are translated as follows: A=5.0; B=4.0; C=3.0; D=2.0 and E=1.0, on which an average for the assessed components is calculated. The total is rounded off to the closest whole number.

Entry requirements

To be admitted to the course, students must have at least 90 credits in passed courses or the equivalent from the the first two years of the Bachelor's programme in Development Studies.

Further information

The course may not be included in a degree together with UTVC05 Development Studies: Development Cooperation in Practice, 15 credits, or UTVC15 Development Studies: Development Cooperation in Practice, 15 credits.

Plagiarism is considered a serious offense at Lund University, and disciplinary measures will be taken against for all forms of misconduct in connection with an 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.

A general exemption from the requirement of proficiency in Swedish is applied.

Subcourses in UTV25, Development Studies: Development Cooperation in Practice

Applies from H17

- 1701 Analysing the Practice of Development Assistance, 7,5 hp
Grading scale: Fail, E, D, C, B, A
- 1702 Contemporary Framework of Development Assistance, 7,5 hp
Grading scale: Fail, E, D, C, B, A