

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMP38

Historical Aspects of
Development

Version 1.0 – January 2021

GRADUATE SCHOOL PROFILE COURSES

SPRING 2021



1. WELCOME

Contact info

Graduate School

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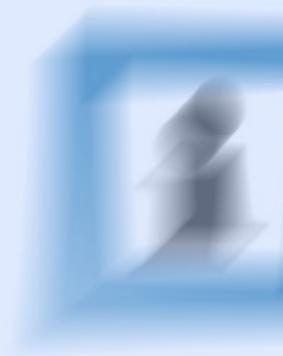
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Home page: samvetet.org

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Home page: <http://lunduniversity.lu.se>

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Welcome to the Spring term's course

Historical Aspects of Development.

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 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, postdevelopment and sustainability science, the course examines development as a set of theories and practices aiming at social change while also scrutinising the critique against it for failing to bring about widely shared wealth.

Formal learning outcomes for the course

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.

Assessment

Overview

Assessment will be based on

- Active participation in 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 development idea or issue and analyses it using one (or more) theoretical perspectives, and 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
- A group reflection of the work in the peer teaching team
- Participation (written and oral) in peer reviewing of other students' final course paper

Feedback on the papers will be given on this type of form (even if not in a matrix):

Criteria	Insufficient	Fair	Good	Very Good	Comments
Independent use of course literature					
Theoretical grounding					
Analytic depth					
Creative reasoning					
Structure, writing, presenting					
Use of limited space and time					
General comments					

We will use the same form for the final paper as well, but there you will also get some written comments about your results.

Assessment criteria for final paper

When evaluating the final papers we will focus on the following criteria:

- Ability to critically evaluate the literature. To passively summarise the texts is not sufficient. You must reflect on them, hence demonstrating a deeper understanding.
- Ability to apply concepts and theories in an independent analysis. The author should demonstrate that s/he is able to work with concepts and theories in an active way.
- Originality, creativity and relevance in choosing a topic, formulating research questions, and carrying out the analysis.

Assessment criteria for peer teaching

See later in this document under ‘Peer teaching instructions’.

Grades

Marking scale: Fail, E, D, C, B, A. 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. In order to pass the course the student must participate in all compulsory components, participate in a group which teaches the peers (peer teaching), and submit and pass the three individual written papers. The overall grade for the course is based on the following components:

- Peer teaching, 40 %
- Short individual paper and active participation in compulsory components, 20 %
- Individual final course paper, 40 %

The following are compulsory in that they must be fulfilled to receive a passing grade for the course, but are Pass or Fail components:

- Individual short book review where pass or fail is the grading scale
- Participation in the peer review process of individual final course papers
- Contribution to the peer-teaching review
- Group reflection paper

For these components to attain the grade of Pass, the student must show acceptable results. For the grade of Fail, the student must have shown unacceptable results. 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.

Re-examination opportunities

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 academic 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.

Plagiarism

All final papers will be automatically checked by software and by the graders to detect plagiarism of any sort. Plagiarism constitutes a severe offence in academia, as it means using another person's ideas without admitting to it. Please see appendix I in this guide for more information.

Your teachers

Anne Jerneck (course coordinator), professor in sustainability science with a PhD in Economic History focusing on Asian Studies and Development, has an interest in international development, historical social change, and sustainability research. Beyond Asia, she has done research in sub-Saharan Africa.



Anne Jerneck
(course coordinator)
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Rachel Doherty has a MSc in Development Studies, including a 30 credit internship at LUCSUS.



Rachel Doherty
rachel.doherty@lucsus.lu.se

Yahia Mahmoud, PhD in Human Geography, is interested in development theories and their varying meanings for societies in the Global South. In particular he has studied Sino-African relations such as the Chinese development assistance to African agriculture.



Yahia Mahmoud
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Charlotte Hansson is a language teaching expert at the Academic Support Centre at LU.

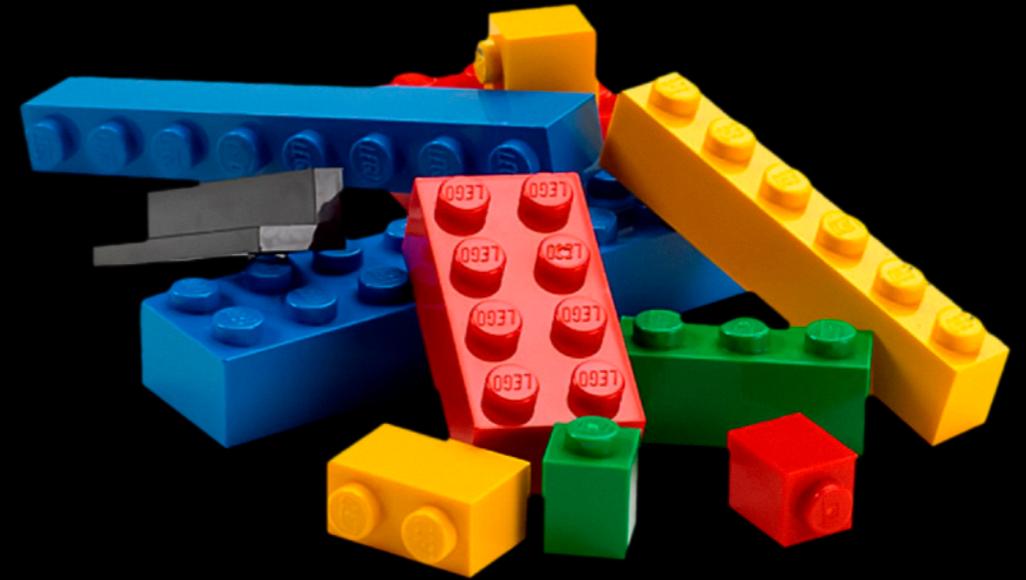


Charlotte Hansson
charlotte.hansson_webb@stu.lu.se

COURSE RESOURCES

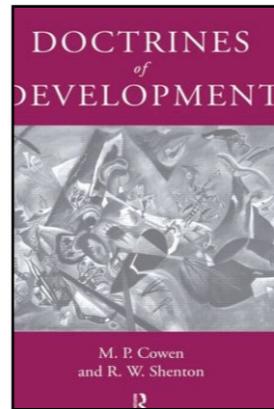
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

If download links fail, books and articles will be locatable via LUBSearch



Cowen, Michael P. & Robert W. Shenton (1996) *Doctrines of Development*, London: Routledge. (Part I and III).

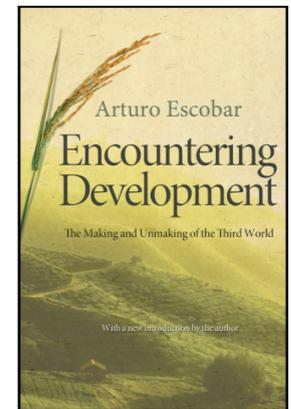
From the blurb: The doctrine of development, as it appears in this book, embodies the intent to develop. It is the question 'What is development?' that makes the existence of intentions to develop obvious. This is so if only because the responses to the question of development usually present an image of something created anew, or improved, or renewed, or of the unfolding of potential which has the capacity to exist but which presently does not do so. Yet, to intend to develop does not necessarily mean that development will result from any particular action undertaken in the name of development. However, the existence of an intent to develop does mean that it is believed that it is possible to act in the name of development and that it is believed that development will follow from actions deemed desirable to realise an intention of development. An intention to develop becomes a doctrine of development when it is attached, or when it is pleaded that it be attached, to the agency of the state to become an expression of state policy.



267 pages
ISBN 978-0415125161
[Publisher info](#)

Escobar, Arturo (2011) *Encountering Development: The Making and Unmaking of the Third World* (New in Paper). Princeton University Press.

From the blurb: How did the industrialized nations of North America and Europe come to be seen as the appropriate models for post-World War II societies in Asia, Africa, and Latin America? How did the postwar discourse on development actually create the so-called Third World? And what will happen when development ideology collapses? To answer these questions, Arturo Escobar shows how development policies became mechanisms of control that were just as pervasive and effective as their colonial counterparts. The development apparatus generated categories powerful enough to shape the thinking even of its occasional critics while poverty and hunger became widespread. "Development" was not even partially "deconstructed" until the 1980s, when new tools for analyzing the representation of social reality were applied to specific "Third World" cases. Here Escobar deploys these new techniques in a provocative analysis of development discourse and practice in general, concluding with a discussion of alternative visions for a postdevelopment era.



344 pages
ISBN 9780691150451
[Publisher info](#)

Edigheji, Omano (ed.) (2010) *Constructing a democratic developmental state in South Africa: potentials and challenges*. Cape Town: HSRC Press.

From the blurb: The social and economic successes of Asia have drawn global attention to the developmental state as a possible model for developing countries. In South Africa, many, including government, see this as a possible panacea to the country's social, economic and institutional crises. However, a government committing itself to constructing a developmental state is one thing; actually implementing the necessary institutional and policy reforms to bring that into reality is another.

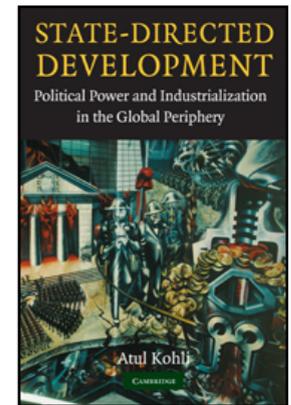
In this seminal collection, an interdisciplinary team of distinguished scholars examine how South Africa could go about building a democratic developmental state, while drawing on relevant conceptual models and useful comparative experiences from other countries. The macro- and microeconomic questions, as well as the institutional, governance and social challenges facing South Africa are lucidly analysed, as are the country's advantages; such as its existing constitutional democracy, rents from its mineral resources and the commitment of its political leadership to creating a



326 pages
ISBN 0-7969-2333-7
[Publisher info](#)

Kohli, Atul (2004) *State-directed Development: Political Power and Industrialization in the Global Periphery*, Cambridge: Cambridge University Press.

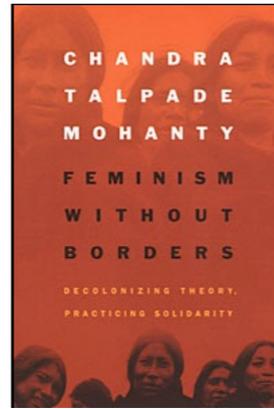
From the blurb: Why have some developing country states been more successful at facilitating industrialization than others? An answer to this question is developed by focusing both on patterns of state construction and intervention aimed at promoting industrialization. Four countries are analyzed in detail – South Korea, Brazil, India, and Nigeria – over the twentieth century. The states in these countries varied from cohesive-capitalist (mainly in Korea), through fragmented-multiclass (mainly in India), to neo-patrimonial (mainly in Nigeria). It is argued that cohesive-capitalist states have been most effective at promoting industrialization and neo-patrimonial states the least. The performance of fragmented-multiclass states falls somewhere in the middle. After explaining in detail as to why this should be so, the study traces the origins of these different state types historically, emphasizing the role of different types of colonialisms in the process of state construction in the developing world.



478 pages
ISBN 978-0521545259
[Publisher info](#)

Mohanty, Chandra Talpade (2003) *Feminism without borders: decolonizing theory, practicing solidarity*. Durham: Duke University Press.

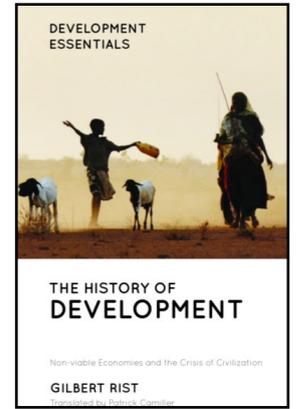
From the blurb: Bringing together classic and new writings of the trailblazing feminist theorist Chandra Talpade Mohanty, *Feminism without Borders* addresses some of the most pressing and complex issues facing contemporary feminism. Forging vital links between daily life and collective action and between theory and pedagogy, Mohanty has been at the vanguard of Third World and international feminist thought and activism for nearly two decades. This collection highlights the concerns running throughout her pioneering work: the politics of difference and solidarity, decolonizing and democratizing feminist practice, the crossing of borders, and the relation of feminist knowledge and scholarship to organizing and social movements. Mohanty offers here a sustained critique of globalization and urges a reorientation of transnational feminist practice toward anticapitalist struggles.



300 pages
ISBN 978-0822330219
[Publisher info](#)

Rist, Gilbert (2019) *The History of Development: from Western Origins to Global Faith*, 5th edition, London: Zed Books.

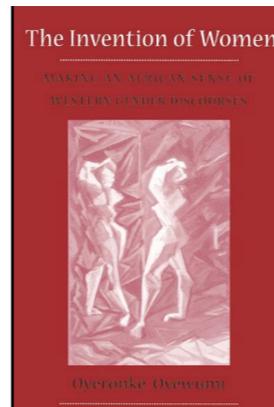
From the blurb: In this landmark text, Gilbert Rist provides a comprehensive and compelling overview of what the idea of development has meant throughout history. He traces it from its origins in the Western view of history, through the early stages of the world system, the rise of US hegemony, and the supposed triumph of third-worldism, through to new concerns about the environment and globalization. / Assessing possible postdevelopment models and considering the ecological dimensions of development, Rist contemplates the ways forward. Throughout, he argues persuasively that development has been no more than a collective delusion, which in reality has resulted only in widening market relations, whatever the intentions of its advocates. / A classic development text written by one of the leaders of postdevelopment theory.



320 pages
ISBN 9781786997562
[Publisher info](#)

Oyewùmí, Oyèrónke (1997) *The Invention of Women. Making an African sense of Western gender discourses*. Minneapolis: University of Minnesota Press.

From the blurb: The “woman question,” this book asserts, is a Western one, and not a proper lens for viewing African society. A work that rethinks gender as a Western construction, *The Invention of Women* offers a new way of understanding both Yoruban and Western cultures. / Author Oyeronke Oyewumi reveals an ideology of biological determinism at the heart of Western social categories—the idea that biology provides the rationale for organizing the social world. And yet, she writes, the concept of “woman,” central to this ideology and to Western gender discourses, simply did not exist in Yorubaland, where the body was not the basis of social roles. / Oyewumi traces the misapplication of Western, body-oriented concepts of gender through the history of gender discourses in Yoruba studies. Her analysis shows the paradoxical nature of two fundamental assumptions of feminist theory: that gender is socially constructed and that the subordination of women is universal. *The Invention of Women* demonstrates, to the contrary, that gender was not constructed in old Yoruba society, and that social organization was determined by relative age.



Selected chapters
ISBN 978-0-8166-2441-6
[Publisher info](#)

Course Resources – Articles & Book Chapters

If download links fail, articles will be locatable via [LUBSearch](#)

1. Adger, Neil W. et al (2003) "Adaptation to climate change in the developing world" in *Progress in Development Studies* vol. 3(3), pages 179–195
Download here
2. Agarwal, Bina (2000) "Conceptualizing environmental collective action: why gender matters" in *Cambridge Journal of Economics*, Vol. 24, Issue 3 pages 283–310.
Download here
3. Bai, Xuemei et.al. (2015) "Plausible and desirable futures in the Anthropocene: A new research agenda." in *Global Environmental Change*, Vol. 39.
Download here
4. Berger, Mark T. (2003) "Decolonisation, Modernisation and Nation-Building: Political Development Theory and the Appeal of Communism in Southeast Asia, 1945- 1975", *Journal of Southeast Asian Studies* vol. 34(3), pp 421-448. 27 p.
Download here
5. Biermann, F., & Pattberg, P. (2008). Global environmental governance: Taking stock, moving forward. *Annual Review of Environment and Resources*, 33, 277-294. [18 pages]
Download here
6. Biermann, F., Abbott, K., Andresen, S., Bäckstrand, K., Bernstein, S., Betsill, M. M., ... & Gupta, A. (2012). Navigating the Anthropocene: improving earth system governance. *Science*, 335(6074), 1306-1307. [2 pages]
Download here
7. Chaudhry, Anita M. & Michael Perelman (2013) "Human Development with Sustainability: Are Good Intentions Enough?" in *Development and Change*, 44(3), 813-822.
Download here
8. Chibber, Vivek (2014) "Making Sense of Postcolonial Theory: a response to Gayatri Chakravorty Spivak" in *Cambridge Review of International Affairs*. Vol. 27(3), pages 617-624
Download here
9. Chilisa, B. (2017) 'Decolonising transdisciplinary research approaches: an African perspective for enhancing knowledge integration in sustainability science', *Sustainability Science*, 12(5), pp. 813–827.
Download here
10. Chun, Jennifer Jihye, G. Lipsitz & Y. Shin (2013) "Intersectionality as a social movement strategy: Asian immigrant women advocates" in *Signs*, 38(4), 917-940
Download here
11. Clapham, C. (2018). The Ethiopian developmental state. *Third World Quarterly*, 39(6), 1151–1165
Download here
12. Davis, K. (2008) Intersectionality as buzzword. A sociology of science perspective on what makes a feminist theory successful, *Feminist Theory*, 9(1), 67-85.
Download here
13. Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. Ch 7.4 Feminism and Feminists Issues in the South (Kishwar) & 7.5. Rethinking Gender and Empowerment (Parpart)
Available at LUB
14. Elmhirst, R. 2011. Introducing new feminist political ecologies, *Geoforum*, 42: 2: 129-132, 4 p.
Download here
15. Elmhirst, R. 2011. Migrant pathways to resource access in Lampung's political forest: Gender, citizenship and creative conjugality, *Geoforum*, 42: 2: 173-183, 11 p.
Download here
16. Fuglestedt, Jan & Steffen Kallbekken (2015) "Climate Responsibility: Fair shares?" in *Nature Climate Change*, Vol. 6, no. 1 pages 19-20
Download here
17. Ge, J. (et. al.) 2011. Return migration and the reiteration of gender norms in water management politics: Insights from a Chinese village, *Geoforum*, 42: 2: 133-142, 9 p.
Download here
18. Godfray, Beddington, Crute et al (2010) "Food Security: The Challenge of Feeding 9 Billion People." in *Science*, Vol. 327 no. 5967, pp. 812-818
Download here
19. Güven, A. B. (2018). Whither the post-Washington Consensus? International financial institutions and development policy before and after the crisis. *Review of International Political Economy*, 25(3), 392-417.
Download here
20. Harcourt, Wendy (2014) "The future of capitalism: a consideration of alternatives" in *Cambridge Journal of Economics*, vol. 38(6).
Download here
21. Hillbom, E. (2019). The Possibility of Developmental States in Africa. In *Oxford Research Encyclopedia of Politics*.
Download here
22. Horner, R. and Hulme, D. (2019) 'From International to Global Development: New Geographies of 21st Century Development', *Development and Change*, 50(2), pp. 347-378.
Download here
23. Jabeen, H. (2014) "Adapting the Built Environment: the role of gender in shaping vulnerability and resilience to climate extremes in Dhaka." in *Environment and Urbanization*, vol. 26(1),

- pages 147-165
Download here
24. Kabeer, N., K. Milward, & R. Sudarshan (2013) "Organising women workers in the informal economy". *Gender & Development*, vol. 21(2), 249-263.
Download here
 25. Kapoor, Ilan (2002) "Capitalism, culture, agency: dependency versus postcolonial theory", *Third World Quarterly*, vol 23(4), pp 647-664.
Download here
 26. Leftwich, A. (2010) "Beyond institutions: Rethinking the role of leaders, elites and coalitions in the institutional formation of developmental states and strategies" in *Forum for Development Studies*, No. 37(1), pages 93-111
Download here
 27. Leichenko, R. & Silva, J. (2014) "Climate change and poverty: vulnerability, impacts, and alleviation strategies." in *WIREs Climate Change*, vol. 5, pages 539-556
Download here
 28. Loomba, Anja (2009) "Race and the Possibilities of Comparative Critique" in *New Literary History*, vol. 40(3), 501-522.
Download here
 29. McFarlane, Colin (2006) "Transnational Development Networks: bringing development and postcolonial approaches into dialogue", in *The Geographical Journal*, vol. 172(1), pp. 35-49. 14 p.
Download here
 30. Mohanty, Chandra Talpade (2013) "Transnational Feminist Crossings: On Neoliberalism and Radical Critique" in *Signs*, 38(4), 967-991.
Download here
 31. Nightingale, A. 2011. Bounding difference: Intersectionality and the material production of gender, caste, class and environment in Nepal, *Geoforum*, 42: 2: 153-162, 9p.
Download here
 32. Pieterse, Jan Nederveen (2012) "Twenty-first Century Globalization: a new development era", in *Forum for Development Studies*, 1-19, DOI: 10.1080/08039410.2012.688859
Download here
 33. Roberts, Debra (2008) "Thinking globally, acting locally – institutionalizing climate change at the local government level in Durban, South Africa." in *Environment & Urbanization*, vol. 20(2), pages 521-537
Download here
 34. Said, Edward (2004) "In Memoriam: Edward W. Said (1935-2003), Orientalism Once More", in *Development and Change* vol. 35(5), pp. 869-879. 10 p.
Download here
 35. Serra, N., & Stiglitz, J. E. (Eds.). (2008). *The Washington consensus reconsidered: Towards a new global governance*. OUP Oxford. [Primarily Part 1 and Chapter 14 = ca 75 pages]
Publisher info
 36. Shackleton, Sheona et al (2015) "Why is socially-just climate change adaptation in sub-Saharan Africa so challenging? A review of barriers identified from empirical cases." in *WIREs Climate Change*, vol. 6, pages 321-344
Download here
 37. Spivak, Gayatri Chakravorty (2006) "World Systems & The Creole", in *NARRATIVE*, vol. 14(1), pp. 102-112. 10 p.
Available on Canvas
 38. Steffen, Will et al (2011) "The Anthropocene: conceptual and historical perspectives." in *Philosophical Transitions of the Royal Society A*, vol. 369, pages 842–867
Download here
 39. Steffen, Will et al (2011) "The Anthropocene: From Global Change to Planetary Stewardship." in *AMBIO: A Journal of the Human Environment*, vol. 40, pages 739–761
Download here
 40. Stubbs, R. (2009) "What ever happened to the East Asian Developmental State? The unfolding debate." in *The Pacific Review*, No. 22(1), pages 1-22.
Download here
 41. Sultana, F. 2011. Suffering for water, suffering from water: Emotional geographies of resource access, control and conflict, *Geoforum*, 42: 2: 163-172, 9 p.
Download here
 42. Truelove, Y. 2011. (Re)-conceptualising water inequality in Dehli, India through a feminist political ecology framework, *Geoforum*, 42: 2: 143-152, 9 p.
Download here
 43. UNDP (2019) HUMAN DEVELOPMENT REPORT 2019. *Beyond Income, beyond averages, beyond today: Inequalities in Human Development in the 21st Century*
Download here
 44. Wheeler, T & J. von Braun (2013) "Climate Change Impacts on Global Food Security." in *Science*, vol. 341(6145), pp. 508-513
Download here
 45. Williamson, J. (2000). What should the World Bank think about the Washington Consensus? *The World Bank Research Observer*, 15(2), 251-264. [13 pages]
Download here
 46. Öniş, Z., & Şenses, F. (2005). Rethinking the emerging post-Washington consensus. *Development and change*, 36(2), 263-290. [25 pages]
Download here

Course Resources – Optional supplementary readings

If download links fail, articles will be locatable via [LUBSearch](#)

47. Amadiume, Ifi (1987) *Male Daughters, Female Husbands: gender and sex in an African society*. London Zed Books Ltd. Selected chapters
Publisher info
48. Ayee, Joseph (2013) The Developmental State Experiment in Africa: the Experiences of Ghana and South Africa. *The Round Table*, 2013 Vol. 102, No. 3, 259–280.
Download here
49. Bhabha, Homi (2004) *The location of culture*. London: Routledge. 408 pages.
Publisher info
50. Bigsten, Arne (2017, January). Development research for global justice. *Forum for Development Studies* (Vol. 44, No. 1, pp. 133-139), 8 p .
Download here
51. Boud, D. (Ed.) (2001) *Peer Learning in Higher Education: learning from & with each other*. London: Kogan Page. ISBN: 0-7494-3612-3 (hft.)
Publisher info
52. Chasteen, John Charles (2011) *Born in Blood and Fire: A Concise History of Latin America*, 3rd edition, W. W. Norton & Company, 340 p. ISBN: 9780393911541
Publisher info
53. Chibber, Vivek (1999) "Building a Developmental State: The Korean Case Reconsidered" in *Politics and Society*, No. 27(3). Pages 309-346
Download here
54. Chibber, Vivek (2002) "Bureaucratic Rationality and the Developmental State" in *American Journal of Sociology*, No. 107:(4), pages 951-989
Download here
55. Cypher, J. M. 2014. Brazil: Neoliberal Restructuring or Rejuvenation of the Developmental State? *Global Economic Crisis and the Politics of Diversity*, 181.
Publisher info
56. Fine, B. 1999. The developmental state is dead—long live social capital? *Development and change*, 30(1), 1-19, 19p.
Download here
57. Fanon, Franz (2008) *Black skin, white masks*. New York: Grove Press. 206 pages.
Publisher info
58. Gordon, April A. & Donald L. Gordon (eds.) (2001) *Understanding Contemporary Africa*, 3rd edition. Lynne Reinner. 400 p. ISBN: 9781555878504
Publisher info
59. Hansen, A. (2015) Politics in Contemporary Vietnam: Party, State and Authority Relations. *Journal of Contemporary Asia*, (ahead-of-print), 1-3.
Download here
60. Hunting, G., & Hankivsky, O. (2020). Cautioning Against The Co-Optation Of Intersectionality In Gender Mainstreaming. *Journal of International Development*, 32(3), 430-436.
Download here
61. Jackson, C. (1993) "Doing what comes naturally? Women and environment in development." in *World Development*, No. 21(12), pages 1947-1963
Download here
62. Jackson, Cecile, & Pearson, Ruth (Eds.) (2005). *Feminist visions of development: gender analysis and policy*. Routledge.
Publisher info
63. Johnson, C. A. 1995. *Japan: who governs?: The rise of the developmental state*. WW Norton & Company.
Publisher info
64. Johnson, C. 1999. The developmental state: Odyssey of a concept. *The developmental state*, 32-60.
Available on Canvas
65. Jönsson, Kristina, Jerneck, Anne & Arvidsson, Malin (2012) *Politics and Development in a Globalised World: an introduction*. Lund: Studentlitteratur
Publisher info
66. Kontinen, Tiina, & Millstein, Marianne (2017) Rethinking civil society in development: Scales and situated hegemonies. *Forum for Development Studies* (Vol. 44, No. 1, pp. 69-89) 22 p.
Download here
67. Larson, J. F., & Park, J. 2014. From developmental to network state: Government restructuring and ICT-led innovation in Korea. *Telecommunications Policy*.
Available on Canvas
68. Leach, M. (2007) "Earth mother myths and other ecofeminist fables: How a strategic notion rose and fell" in *Development and Change*, 38(1), pages 67-85
Download here
69. Lee, Margaret (2006) "The 21st Century Scramble for Africa" in *Journal of Contemporary African Studies*, vol. 24(3), pp. 303-330.
Download here

70. Leftwich, A. (2005) "Politics in command: Development Studies and the Rediscovery of Social Science" in *New Political Economy*, vol. 10(4), pp. 573-607
Download here
71. Leftwich, A. (1995) Bringing politics back in: towards a model of the developmental state. *The Journal of Development Studies*, 31(3), 400-427.
Download here
72. Leung, Suiwah. (2015) The Vietnamese Economy: Seven Years after the Global Financial Crisis. *Journal of Southeast Asian Economies (JSEAE)*, 32(1), 1-10, 10 p.
Download here
73. Li, Tania Murray (2007), *The Will to Improve. Governmentality, Development, and the Practice of Politics*, Durham and London: Duke University Press. 365 p. ISBN: 9780822340270
Publisher info
74. London, J. D. (2014) Welfare regimes in China and Vietnam. *Journal of Contemporary Asia*, 44(1), 84-107, 23 p.
Download here
75. Loomba, Aina (2005), *Colonialism/Postcolonialism*, London: Taylor & Francis Ltd. 312 p. ISBN: 9780415350648
Publisher info
76. Malesky, E., & London, J. (2014) The Political Economy of Development in China and Vietnam. *Annual Review of Political Science*, 17, 395-419, 24 p.
Download here
77. McKeachie, W. & M. Svinicki (eds.) (2011) *McKeachie's Teaching Tips. Strategies, research, and theory for college and university teachers*. Wadsworth: Cengage Learning
Publisher info
78. Painter, Martin (2014) Governance Reforms in China and Vietnam: Marketisation, Leapfrogging and Retro-Fitting. *Journal of Contemporary Asia*, 44:2, 204-220, 16 p.
Download here
79. Poore, M. (2014) *Studying and Researching with Social Media*. London: SAGE. 222 pages.
Publisher info
80. Potter, Robert B., Tony Binns, Jennifer A. Elliot & David Smith (2008), *Geographies of Development*, 2nd edition, Harlow: Prentice Hall. 469 p. ISBN: 9780582298255
Publisher info
81. Resurrección, B. (2013) "Persistent women and environment linkages in climate change and sustainable development agendas" in *Women's Studies International Forum*, No. 40, pages 33-43.
Download here
82. Ruppert, U., Scheiterbauer, T., & Lutz, H. (2020). Feminisms of the Global South: Critical thinking and collective struggles: An introduction [to a special issue]. *European Journal of Women's Studies*, 27(4)
Download here
83. Scott, James C. (1998) *Seeing Like a State: How certain schemes to improve the human condition have failed*. New Haven: Yale University Press. 445 pages.
Publisher info
84. Sen, G., & A. Mukherjee (2013). *No Empowerment Without Rights, No Rights Without Politics: Gender-Equality, MDGs and the post 2015 Development Agenda*. Working paper. 50 pages.
Download here
85. Ten Cate & Durning (2007), "Dimensions and Psychology of Peer Teaching in Medical Education", in *Medical Teacher* vol. 29, pages 546-552.
Download here
86. Ten Cate & Durning (2007), "Peer Teaching in Medical Education: Twelve Reasons to Move From Theory to Practice", in *Medical Teacher* vol. 29, pages 591-599.
Download here
87. To, P. X. (2015) State Territorialization and Illegal Logging: The Dynamic Relationships between Practices and Images of the State in Vietnam. *Critical Asian Studies*, 47(2), 229-252, 43 p.
Download here
88. Waibel, Gabi & Glück, Sarah (2013) More than 13 million: mass mobilisation and gender politics in the Vietnam Women's Union, *Gender & Development*, 21:2, 343-361, 18 p.
Download here
89. Woo-Cumings, M. Ed. (1999) *The developmental state*. Cornell University Press.
Publisher info
90. Öniş, Z. (1991) The logic of the developmental state (Review: Comparative politics)
Download here

Some scholars to be aware of when writing your final paper:

Development as a historical process

- Gilbert Rist
- Michael Cohen and Robert Shenton
- Rory Horner and David Hulme

Role of the State in Development

- Omano Edigheji
- Ellen Hillbom
- Chalmers Johnson (Japan)
- Atul Kohli
- Adrian Leftwich

Development in Theory (some examples of critical theory)

- Arturo Escobar (Post-Colonial)
- Edward Said (Post-Colonial)
- Gayatri Chakravorty Spivak (Feminist, Post-Colonial)
- Chandra Mohanty (Feminist, Post-Colonial)
- Oyeronke Oyewumi (Feminist, Post-Colonial)
- Rebecca Elmhirst (Feminist Political Ecology)
- Andrea Nightingale (Feminist Political Ecology)
- Diane Rocheleau (Feminist Political Ecology)

COURSE OVERVIEW

A detailed description of the course content, including work tasks.



Your course at a glance

TIME	COURSE ACTIVITY
18/1, 12-14 & 14-16	Introduction & Lecture Anne Jerneck & Rachel Doherty Introduction & Development Theory
19/1, 10-12	Lecture Yahia Mahmoud A brief history of Africa: Colonialism in Africa
20/1, 9-12	Lecture Anne Jerneck A brief history of Asia: Vietnam in a global to local perspective
21/1 9-11 & 15-17	Lecture Yahia Mahmoud A brief history of Latin America Lecture Rachel Doherty Gender in Development in a historical perspective
25/1, 14-16.30	Peer Teaching 1A Session Peers (Anne Jerneck) The Global Architecture: Agencies and Strategies
27/1, 9-11.30	Peer Teaching 1B Session Peers (Anne Jerneck) The Global Architecture: Agencies and Strategies
28/1, 9-11.30	Peer Teaching 2A Session Peers (Anne Jerneck) Doctrines of Development I, Rist
29/1, 9-11	Lecture Yahia Mahmoud Introduction to Cowen & Shenton
1/2, 9-11.30	Peer Teaching 2B Session Peers (Anne Jerneck) Doctrines of Development I, Rist
2/2, 9-11.30	Peer Teaching 3A Session Peers (Yahia Mahmoud) Doctrines of Development II, Cowen & Shenton
4/2, 9-11.30	Peer Teaching 3B Session Peers (Yahia Mahmoud) Doctrines of Development II, Cowen & Shenton
5/2, 9-11.30	Peer Teaching 4A Session Peers (Yahia Mahmoud) Doctrines of Development III, Cowen & Shenton
9/2, 9-11.30 & 20.00	Peer Teaching 4B Session Peers (Yahia Mahmoud) Doctrines of Development III, Cowen & Shenton Deadline Early Paper Cowen & Shenton
10/2, 9-11	Lecture Anne Jerneck Introduction to the Role of the State
11/2, 9-11.30	Peer Teaching 5A Session Peers (Anne Jerneck) State-Directed Development, Kohli
15/2, 9-11.30	Peer Teaching 5B Session Peers (Anne Jerneck) State-Directed Development, Kohli
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
16/2, 9-11.30	Peer Teaching 6A Session Peers (Anne Jerneck) Developmental state, Edigheji
18/2, 9-11.30 & 14-16	Peer Teaching 6B Session Peers (Anne Jerneck) Developmental state, Edigheji Lecture Yahia Mahmoud Introduction to Critical Theory
19/2, 9.00	Deadline Short Paper Alternative I
22/2, 9-11.30	Peer Teaching 7A Session Peers (Anne Jerneck & Rachel Doherty) Feminism & Decolonization, Mohanty
24/2, 9-11.30	Peer Teaching 7B Session Peers (Anne Jerneck & Rachel Doherty) Feminism & Decolonization, Mohanty
25/2, 9-11.30	Peer Teaching 8A Session Peers (Yahia Mahmoud) Post Colonialism, Critical Development Theory, Post Development, Escobar
1/3, 9-11.30	Peer Teaching 8B Session Peers (Yahia Mahmoud) Post Colonialism, Critical Development Theory, Post Development, Escobar
3/3, 9.00	Deadline Short Paper Alternative 2
4/3, 12.00	Deadline for preliminary research question and reference list for course paper as well as prepare questions for academic writing
5/3, 9-12	Group Advisory Session Anne Jerneck, Yahia Mahmoud & Rachel Doherty
Early March	Organise pre-hand in peer reviews in pairs or triplets Students themselves
8/3, 9-12	Connecting to Issues Rachel Doherty (Anne Jerneck) Climate Change, Food, Health, Labour & Implications for Poverty, Inequality, Intersectionality
10/3, 9-12	Connecting the Dots Rachel Doherty & Anne Jerneck Historical aspects of Development & Sustainability
15/3, 9.00	Deadline Final Course Paper
16/3, 16.00	Deadline Peer Review
18/3, 14-16	Final Seminar Anne Jerneck, Yahia Mahmoud & Rachel Doherty
19/4, 9.00	Deadline Re-exam 1
23/8, 9.00	Deadline Re-exam 2
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Introduction to the Course

(lecture) | *Teachers:* Anne Jerneck & Rachel Doherty

This lecture will introduce the course, the learning outcomes, the literature and the structure of the learning activities. The pedagogy of the course – peer teaching – will also be introduced. The distribution of students in peer teaching groups will be set.

Primary reading

No specific reading for this lecture. Start reading the course literature.

Development Theory

(lecture) | *Teachers:* Anne Jerneck & Rachel Doherty

The lecture will give an overview of development theory in order to set the scene for the course. This will support students learning and clarify the structure of the course.

Primary reading

No specific reading for this lecture. Start reading the course literature.

A brief history of Africa: Colonialism in Africa

(lecture) | *Teacher:* Yahia Mahmoud

While the course is mainly structured along themes, three early lectures in the beginning of the course will take their departure in Africa, Asia, and Latin America to provide examples of regional conditions and experiences of historical aspects of development.

Primary reading

No specific reading for this lecture. Start reading the course literature.

A brief history of Asia: Vietnam in a global to local perspective

(lecture) | *Teacher:* Anne Jerneck

While the course is mainly structured along themes, three early lectures in the beginning of the course will take their departure in Africa, Asia, and Latin America to provide examples of regional conditions and experiences of historical aspects of development.

Primary reading

No specific reading for this lecture. Start reading the course literature.

A brief history of Latin America

(lecture) | *Teacher:* Yahia Mahmoud

While the course is mainly structured along themes, three early lectures in the beginning of the course will take their departure in Africa, Asia, and Latin America to provide examples of regional conditions and experiences of historical aspects of development.

Primary reading

No specific reading for this lecture. Start reading the course literature.

Gender in Development in a historical perspective

(lecture) | *Teacher:* Rachel Doherty

This lecture will give an overview of the history of feminist/gender approaches within Development Studies. The lecture highlights various approaches including Women in Development (WID), Gender and Development (GAD), Smart Economics, Gender Mainstreaming and Marxist Feminist critiques.

Primary reading

Desai, V., & Potter, R. B. (2013)

Davis, K. (2008)

Optional reading

Jackson, Cecile, & Pearson, Ruth (Eds.) (2005)

Hunting, G., & Hankivsky, O. (2020)

Ruppert, U., Scheiterbauer, T., & Lutz, H. (2020)

Peer Teaching 1A Session – The Global Architecture: Agencies and Strategies (seminar) | *Teacher: Peers (Anne Jerneck)*

From a historical perspective, the literature brings up the emergence, the role, the impact, and the critique of the major organisations in the international systems and their profile, policies and programmes.

1. General Reading

Jönsson, K., Jerneck, A., & Arvidson, M. (2012)

2. Global Environmental Governance

Biermann, F., & Pattberg, P. (2008)

Biermann, F., Abbott, K., Andresen, S., Bäckstrand, K., Bernstein, S., Betsill, M. M., ... & Gupta, A. (2012)

3. The Bretton Woods system, the Washington consensus, and the post-Washington consensus

Güven, A. B. (2018)

Serra, N., & Stiglitz, J. E. (Eds.). (2008)

Williamson, J. (2000)

Öniş, Z., & Şenses, F. (2005)

4. Reference literature

Rist 2019.

See previous course literature: Jönsson et al 2012.

Peer Teaching 1B Session – The Global Architecture: Agencies and Strategies (seminar) | *Teacher: Peers (Anne Jerneck)*

See info for 1A.

Primary reading

(see readings for Lecture 1A)

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Peer Teaching 2A Session – Doctrines of development I: Rist

(seminar) | *Teacher:* Peers (Anne Jerneck)

From a critical theory perspective, Gilbert Rist takes a historical approach to the theory and practice of development. The author emphasises the necessity of seeing development as a long term project originating in old ideas on social change. He also underlines how the 'project of development' has survived (unexpectedly) despite rather forceful critique and the many 'unkept promises'.

1. General Reading

Chapters from Books

Rist, Gilbert (2019)

Collection of articles and reports

Chaudhry, A. M., & Perelman, M. (2013)

Horner, R. and Hulme, D. (2019)

Pieterse, Jan Nederveen (2012)

2. Reference literature

Selected chapters

Boud, D., Cohen, R. & Sampson, J. (eds.) (2001)

McKeachie, W. & Svinicki, M. (eds.) (2011)

Poore, M. (2014)

Ten Cate & Durning (2007) 1 & 2

3. Optional supplementary readings

Leftwich, A. (2005)

4. Student's own choice of literature

Selected readings around 50-150 pp

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Introduction to Cowen & Shenton

(lecture) | *Teacher:* Yahia Mahmoud

The lecture will introduce the book by Cowen and Shenton. While the argument in the book is central in the course, it is an advanced text that needs introduction.

Primary reading

Cowen, Michael P. & Robert W. Shenton (1996)

Peer Teaching 2B Session – Doctrines of Development I, Rist

(seminar) | *Teacher:* Peers (Anne Jerneck)

See info for 2A.

Primary reading

(see readings for Lecture 2A)

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Peer Teaching 3A Session – Doctrines of Development II, Cowen & Shenton (seminar) | *Teacher:* Peers (Yahia Mahmoud)

Telling about modern societal change can be done in a variety of ways. One of them is to define the features of that change and try to identify the driving forces behind it. Another way is to delimit spatial units (e.g. nations, states, regions) and observe the interaction between them and the way in which these interactions are responsible for specific transformations. During this part we will put special emphasis on the discussion taken up by Cowen and Shenton on the internals and externals of development. We will critically read their arguments about the driving forces, forms and features that lead to development.

1. General Reading

Chapters from Books

Cowen, Michael P. & Shenton, Robert W. (1996)

Collection of articles and reports

Chaudhry, A. M., & Perelman, M. (2013)

2. Reference literature

Selected chapters

Boud, D., Cohen, R. & Sampson, J. (eds.) (2001)

McKeachie, W. & Svinicki, M. (eds.) (2011)

Poore, M. (2014)

Ten Cate & Durning (2007) 1 & 2

3. Optional supplementary readings

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4. Student's own choice of literature

Selected readings around 50-150 pp

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Peer Teaching 3B Session – Doctrines of Development II, Cowen & Shenton (seminar) | *Teacher:* Peers (Yahia Mahmoud)

See info for 3A.

Primary reading

(see readings for Lecture 3A)

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Peer Teaching 4A Session – Doctrines of development III: Cowen & Shenton (seminar) | Teacher: Peers (Yahia Mahmoud)

In this second part of Cowen & Shenton, we will scrutinize important concepts such as the one of trusteeship. Trusteeship, which is the intent of one source of agency to develop another, is still central to development theory today. We will look at how the idea of trusteeship evolved during the past decades. Cowen and Shenton will help us with the historical evolution of the concept from the 19th century onwards. We will also discuss other concepts such as immanent and intentional development.

1. General Reading

Chapters from Books

Cowen, Michael P. & Shenton, Robert W. (1996)

Collection of articles and reports

Chaudhry, A. M., & Perelman, M. (2013)

2. Reference literature

Selected chapters

Boud, D., Cohen, R. & Sampson, J. (eds.) (2001)

McKeachie, W. & Svinicki, M. (eds.) (2011)

Poore, M. (2014)

Ten Cate & Durning (2007) 1 & 2

3. Optional supplementary readings

Li, Tania Murray (2007)

4. Student's own choice of literature

Selected readings around 50-150 pp

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Peer Teaching 4B Session – Doctrines of development III: Cowen & Shenton (seminar) | Teacher: Peers (Yahia Mahmoud)

See info for 4A.

Primary reading

(see readings for Lecture 4A)

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Introduction to the Role of the State

(lecture) | Teacher: Anne Jerneck

This lecture will introduce the students to the broad research field about the role of the state in development. Following this lecture comes theme 4 and theme 5 which both deal with the state.

Primary reading

See readings for themes 4 & 5

Peer Teaching 5A Session – State-Directed Development, Kohli

(seminar) | *Teacher:* Peers (Anne Jerneck)

There is a longstanding debate on the role of the state in development and during the process of industrialisation, both contemporarily and historically. Under the State Theme we study such roles based on the book by Atul Kohli.

Atul Kohli's book is a contribution to the debate on state-directed development. His study is based on a comparative historical approach inspired by the statist debate which was particularly lively during the 1990s. In his book Atul Kohli takes a comparative and historical approach to state directed development. He proceeds from a statist approach but goes beyond that into various historical accounts.

Kohli has a historical focus in his study and looks in particular at state construction (e.g. where does it come from? how did it come into being?) and on state intervention (e.g. how does the state operate in society and the economy?)

Kohli structures his historical account according to a State Typology entailing 1/ the cohesive capitalist state which is comparable to a developmental state, 2/ the fragmented multiclass state which is comparable to an intermediate state, and 3/ the neo-patrimonial state which is similar to a predatory and clientelistic state. In his study, he seeks patterns, or variations ('varied paths'), but also shows how 'developmental effectiveness' varies between historical types of states.

Please note that many other scholars have contributed to the debate on the role of the state in development, especially on the role of the state in Asia – mainly East and Southeast Asia.

SOME SELECTED LITERATURE ON THE ROLE OF THE DEVELOPMENTAL STATE – for your information!

Cypher, J. M. (2014)
Fine, B. (1999)
Johnson, C. A. (1995)
Johnson, C. (1999)
Larson, J. F., & Park, J. (2014)
Leftwich, A. (1995)
Woo-Cumings, M. Ed. (1999)
Öniş, Z. (1991)

1. General Reading

Chapters from Books

Kohli, A. (2004)

Collection of articles and reports

Berger, M. T. (2003)
Harcourt, W. (2013)

2. Reference literature

Selected chapters

Boud, D., Cohen, R. & Sampson, J. (eds.) (2001)
McKeachie, W. & Svinicki, M. (eds.) (2011)
Poore, M. (2014)
Ten Cate & Durning (2007) 1 & 2

3. Optional supplementary readings

Chibber, V. (1999)
Scott, J. (1998)

4. Student's own choice of literature

Selected readings around 50-150 pp

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Peer Teaching 5B Session – State-Directed Development, Kohli

(seminar) | *Teacher:* Peers (Anne Jerneck)

See info for 5A.

Primary reading

(see readings for Lecture 5A)

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Peer Teaching 6A Session – Developmental State, Edigheji

(seminar) | *Teacher:* Peers (Anne Jerneck)

The edited book by Edigheji is an attempt to seek empirical historical inspiration for the construction of a democratic developmental state in South Africa. For comparison you may also read the suggested literature on the role of the state in relation to the economy in Vietnam (and China).

The book is mainly focused on conceptual, contextual and policy issues. It discusses the institutional architecture in various countries in relation to the configuration, structures, norms, and interactions between state-society-business (Edigheji 2010: preface). While some chapters are rather descriptive, others are more theoretical or conceptually oriented.

Comparative experiences in the 20th century show that developing countries, such as those in East Asia, that were able to overcome their developmental crisis were those that constructed developmental states, and there are some common institutional characteristics between them (Edigheji 2010: preface & Ch 1). But expressing an interest in a developmental state is one thing while actually constructing such a state is another. The test is the desire and ability to create a competent administrative apparatus within the state that has the capacity to intervene (Edigheji 2010:2, 5).

As regards the first generation countries with a developmental state, they mainly focused on productive aspects such as economic growth, industrial policy, competent bureaucracy (authoritarian top-down policymaking). At the same time, they neglected human capability expansion such as social policy (protection, production, reproduction, redistribution). What they also often missed was the importance of political institutions to sustain accelerated equitable growth (public deliberation).

According to Edigheji's argument there is need for a capacity to intervene in order to restructure institutions and structures in order to achieve development. This is so especially since markets are not always self-regulating and unregulated markets are unworkable and unsustainable. There is also need for social inclusiveness and the creation of 'decent work' to realize 'economic progress for the poor' (Edigheji Ch 1). In this reasoning Edigheji is inspired by Linda Weiss (1998) who distinguishes between two types of state capacity: transformative capacity which may refer to economic sectors such as industry as an example, and redistributive capacity which may refer to water access as an example (Edigheji 2010: 5).

This reasoning can be illustrated by a quote from The Developmental State Experiment in Africa: the Experiences of Ghana and South Africa. *The Round Table*, 2013 Vol. 102, No. 3, 259–280: 'Much ink has been poured on the development project in Africa because of the persistence of poverty (redistributive state capacity) and lack of economic transformation (transformative state capacity) in the midst of resources that have either been tapped or are yet to be tapped' (Joseph Ayee 2013).

Peer Teaching 6B Session – Developmental State, Edigheji

(seminar) | *Teacher: Peers (Anne Jerneck)*

See info for 6A.

Primary reading

(see readings for Lecture 6A)

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

SOME SELECTED LITERATURE ON THE ROLE OF THE STATE IN VIETNAM & CHINA AS EAST AND SOUTHEAST ASIAN TRANSITIONARY ECONOMIES – just for your information if you like to compare!

Hansen, A. (2015). Politics in Contemporary Vietnam: Party, State and Authority Relations. *Journal of Contemporary Asia*, (ahead-of-print), 1-3.

Leung, Suiwah. (2015). The Vietnamese Economy: Seven Years after the Global Financial Crisis. *Journal of Southeast Asian Economies (JSEAE)*, 32(1), 1-10.

London, J. D. (2014). Welfare regimes in China and Vietnam. *Journal of Contemporary Asia*, 44(1), 84-107.

Malesky, E., & London, J. (2014). The Political Economy of Development in China and Vietnam. *Annual Review of Political Science*, 17, 395-419.

Painter, Martin (2014) Governance Reforms in China and Vietnam: Marketisation, Leapfrogging and Retro-Fitting. *Journal of Contemporary Asia*, 44:2, 204-220.

To, P. X. (2015). State Territorialization and Illegal Logging: The Dynamic Relationships between Practices and Images of the State in Vietnam. *Critical Asian Studies*, 47(2), 229-252.

Waibel, Gabi & Glück, Sarah (2013) More than 13 million: mass mobilisation and gender politics in the Vietnam Women's Union, *Gender & Development*, 21:2, 343-361,

1. General Reading

Chapters from Books

Edigheji, Omano (ed.) (2010)

Collection of articles and reports

Hillbom, E. (2019)

Leftwich, A. (2010)

Stubbs, R. (2009)

2. Reference literature

Selected chapters

Boud, D., Cohen, R. & Sampson, J. (eds.) (2001)

McKeachie, W. & Svinicki, M. (eds.) (2011)

Poore, M. (2014)

Ten Cate & Durning (2007) 1 & 2

3. Optional supplementary readings

Chibber, V. (2002)

Jönsson, Kristina, Jerneck, Anne & Arvidsson, Malin (2012)

Scott, J. (1998)

4. Student's own choice of literature

Selected readings around 50-150 pp

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Introduction to Critical Theory

(lecture) | *Teacher:* Yahia Mahmoud

This lecture will introduce the students to the broad field of critical theory. Many of the peer teaching themes that follow this lecture fall within this field.

Primary reading

See readings for themes 6 & 7

Peer Teaching 7A Session – Feminism & Decolonization, Mohanty

(seminar) | *Teacher:* Peers (Anne Jerneck & Rachel Doherty)

Mohanty's book (2003) is a well-known interjection in the feminist debate and a critique of the feminisms in the western world up until then and which is relevant from a development perspective. She criticizes western feminisms for colonizing women in the South and argues for solidarity between women instead of sisterhood in order to achieve change. The Chun article (2013) brings an empirical example of how intersectionality can be used in practice.

1. General Reading

Chapters from Books

Mohanty, Chandra Talpade (2003)

Oyèwùmí, Oyèrónke (1997)

Collection of articles and reports

Chun, J. J., Lipsitz, G., & Shin, Y. (2013)

Kabeer, N., Milward, K., & Sudarshan, R. (2013)

Mohanty, C. T. (2013)

2. Reference literature

Selected chapters

Boud, D., Cohen, R. & Sampson, J. (eds.) (2001)

McKeachie, W. & Svinicki, M. (eds.) (2011)

Poore, M. (2014)

Ten Cate & Durning (2007) 1 & 2

3. Optional supplementary readings

Amadiume, Ifi (1987)

Fanon, F. (2008)

Said, Edward (2004)

4. Student's own choice of literature

Selected readings around 50-150 pp

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Peer Teaching 7B Session – Feminism & Decolonization, Mohanty

(seminar) | *Teacher:* Peers (Anne Jerneck & Rachel Doherty)

See info for 7A.

Primary reading

(see readings for Lecture 7A)

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Peer Teaching 8A Session – Post colonialism, Critical development theory & Post development: Escobar

(seminar) | *Teacher:* Peers (Yahia Mahmoud)

In the second half of the nineteenth century, the new-born discipline of sociology took as its main endeavour to study, explain and consequently guide the social transformations unfolding in parts of Europe at the time. The main characteristic of that transformation was the transition from traditional to modern societies. Following the spirit of the Enlightenment, the founders of sociology had as an ambition to study social phenomena in the same fashion their counterparts in chemistry studied the 'chemical' world or in biology the 'biological' world. This has oftentimes led to simplistic categorizations of social and cultural phenomena. A narrative tool that would prevail during this period is the representation of social realities through dichotomist and hierarchized categories: modern vs traditional, rational vs irrational, urban vs rural, rich vs poor, developed vs underdeveloped and so on. With the wave of western European expansions that took place from the late fifteenth century onwards a new and more aggressive era in the use of science to describe, categorize, analyze and ultimately subordinate other cultures. Science in general and social sciences in particular became crucial ingredients in the colonial enterprise. Using alternative perspectives (such as post-colonial theory, post-development theory, feminist perspectives, among others) we will critically scrutinize the mainstream construction of the images of the other.

1. General Reading

Chapters from Books

Escobar, A. (2011)

Collection of articles and reports

Chibber, V. (2014)

Kapoor, Ilan (2002)

Loomba, A. (2009)

McFarlane, Colin (2006)

Said, Edward (2004)

Spivak, Gayatri Chakravorty (2006)

2. Reference literature

Selected chapters

Boud, D., Cohen, R. & Sampson, J. (eds.) (2001)

McKeachie, W. & Svinicki, M. (eds.) (2011)

Poore, M. (2014)

Ten Cate & Durning (2007) 1 & 2

3. Optional supplementary readings

Bhabha, Homi (2004)

Fanon, F. (2008)

Loomba, Aina (2005)

4. Student's own choice of literature

Selected readings around 50-150 p

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Peer Teaching 8B Session – Post colonialism, Critical development theory & Post development: Escobar

(seminar) | *Teacher:* Peers (Yahia Mahmoud)

See info for 8A.

Primary reading

(see readings for Lecture 8A)

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Group Advisory Session

(seminar) | *Teachers:* Anne Jerneck, Yahia Mahmoud, Rachel Doherty & Charlotte Hansson Webb, ASC

This seminar builds on the two different submissions on 4 & 5 March. These are first, suggested research question and main literature for the final paper, and second, questions about their academic writing in relation to their final paper.

Connecting to Issues: Climate Change, Food, Health, and Implications for Poverty, Inequality, Intersectionality

(session) | *Teachers:* Rachel Doherty (Anne Jerneck)

Discussions on climate change and sustainability are increasingly related to development (see for example the UN policy on Millennium Development Goals 2000 and Sustainable Development Goals 2015) be it on human-environmental interaction or on how to find synergies between mitigation, adaptation, and development. Many observers (activists, international agencies, the IPCC, NGOs, scholars) also highlight how poverty, food insecurity and existing inequalities may be exacerbated by impacts of climate change such as extreme weather events (drought, flooding, storms) and emerging health risks such as heat waves. In this session, we will seek to connect this profile course to the issues in the previous profile course: climate change, food systems, health, labour, poverty & inequality, and ethics. Further relevant issues would be biodiversity loss, energy justice, land use changes including both agriculture and urban sprawl, and water scarcity.

1. General Reading

Collection of articles and reports

Adger, Neil W. et al (2003)
Agarwal, B., (2000)
Bai, Xuemei et.al. (2015)
Fuglestedt, J. & Kallbekken, S. (2015)
Godfray, Beddington, Crute et. al. (2010)
Jabeen, H. (2014)
Leichenko, R. & Silva, J. (2014)
Roberts, D. (2008)
Shackleton, Sheona et al (2015)
Steffen, W., Crutzen, P. et.al. (2007)
Steffen, Will et al (2011) 1 & 2
Vermeulen, S & Cotula, L. (2010)
Wheeler, T & von Braun, J. (2013)

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Connecting the Dots: Historical aspects of Development & Sustainability

(session) | *Teachers:* Rachel Doherty & Anne Jerneck

This session will seek to create a bridge between SIMP 36 and SIMP 35. We will think in terms of Theories and Issues and see how debates and discussions on Historical Aspects of Development can link back to and possibly shed light on the Issues that we dealt with in the previous course.

Primary reading

UNDP (2019) HUMAN DEVELOPMENT REPORT 2019.

What happens if you fail to attend this event?

What to hand in: Discuss the literature that the peer group has assigned for the session in a short paper relating to the topic of the session and possibly also to your final course paper (700 words).

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: Before the final paper deadline!

Final Seminar

(seminar) | *Teachers:* Anne Jerneck, Rachel Doherty & Yahia Mahmoud

At this seminar the students' final papers will be discussed. The students will be divided along their peer review triplets, sit in groups and discuss their papers (partly) based on the peer reviews submitted this week.

What happens if you fail to attend this event?

What to hand in: Read two more student papers and write a peer review for each of them.

How to hand in: E-mail to anne.jerneck@lucsus.lu.se

When to hand in: No later than a week after the original hand-in of the peer-review.

Learning activities

During this course you will meet different types of learning activities: peer teaching, lectures, short papers, self-studies, and the writing of a final paper.

Peer teaching sessions. The course is mainly comprised of peer teaching sessions, which means that the course builds on students' active participation in reading and teaching. The peer teaching sessions will focus on different themes that will be treated in depth. In the peer teaching sessions groups will analyse and present literature themselves and lead the discussions. In each session, students will discuss and/or make oral and/or written presentations of the literature.

The students will be divided into groups responsible for different course themes. These groups will be responsible for the teaching of a certain part of the course, including reading instructions, teaching and the structuring of the lessons/seminars. The literature list is divided into themes and each group is responsible for deciding how the class shall prepare for the peer teaching sessions. The peer group shall in advance of the session provide the fellow students with instructions for the sessions and post it in Canvas. Each peer teaching group is responsible for two peer teaching sessions (indicated as A and B in the schedule) and each session will comprise of a lecturing part and a seminar part. 10-15 minutes should be reserved at the end of each session for the teacher to sum up the theme discussed.

Participation in peer teaching sessions is compulsory and failure to participate will result in an extra written task. The form and content of this task is to be decided by the teacher responsible for the session.

Lectures are used to give a historical context to the topics discussed through the course, and to give some guidance to the readings. Key issues in contemporary development theories, and the historical and societal contexts in which they have emerged, will be discussed during the lectures.

The *early paper/Cowen & Shenton* (deadline 9 February) and the *short paper* (deadline 19 February or 3 March) will test if the students have read and understood the course literature. They also provide an opportunity to synthesize, i.e. to say a lot in a limited space. Furthermore they will be an opportunity to practice how to formulate research questions and – to some extent – search for relevant literature.

Self-studies are required to a large extent, as some of the literature is quite heavy and need plenty of time for reading and reflection.

The *final paper* requires greater depth than the earlier papers in the course. An empirically rooted and theoretically informed analysis is required. For the final paper the students shall formulate a research question, use relevant theory or frameworks developed from the course literature, perform an empirical analysis, and, finally, draw conclusions emerging from the analysis while also suggesting a direction for new research on the topic. Students are encouraged to search for additional literature relevant for the research question.

Course paper/final paper instructions

1. For the course paper the student will be required to select an essay topic from a list of topics (see below). The student should treat the topic in a way that is relevant and interesting to the theme of the course and on the basis of the literature covered by the course as well as additional literature.
2. The paper should include 1) a carefully formulated research question(s), 2) a relevant theoretical framework developed from the course literature and 3) an empirical analysis and conclusions. The paper should fulfil the requirements for a scientific paper (with notes and references etc.).
3. The paper is to be written in Times New Roman size 12, with 1.5 spacing. Referencing should be done using the Harvard system. The word-count should be included at the bottom of the last page. (See libweb.anglia.ac.uk/referencing/files/Harvard_referencing_201718.pdf)
4. The length of the course paper should be **2 400 words**, no more no less.
5. A preliminary research question and reference list should be uploaded on Canvas **3 March 16.00** at the latest.
6. Students shall organise by themselves a pre-hand-in peer review, in pairs or triplets.
7. The final paper shall be posted on Canvas **15 March at 09.00** at the latest. Fill in and attach the flyleaf (provided in Canvas) as a front page.
8. Peer reviews of final papers shall be posted in Canvas **16 March 16.00** at the latest.
9. Useful tips about how to write academic texts can be found at AWELU's website (Academic writing in English at Lund University) awelu.srv.lu.se

Themes for your final paper

You should select one of the three themes below (1-3) as a starting point for your final paper (course paper). The theme should be discussed in relation to the overall content of the course and be rooted in the course literature as well as in additional literature/material that you may find useful while working on the paper. Write 2 400 words, no more no less.

The paper should fulfil the requirements for a scientific paper and thus include:

- a) a carefully formulated research question(s)
- b) a relevant theoretical framework developed from the course literature
- c) an empirical analysis and conclusions
- d) references throughout the text.

All papers will be peer reviewed in triplets.

1. Development as a historical process:

The idea of development was born from and shaped by a long historical process intimately associated to the socio-economic transformations of Western Europe from the 18th century and onwards. During the 20th century the concept moved from the spheres of intellectual debates to specific socio-political projects and practices often tainted by social engineering. When development changed from being an idea to becoming a practice the understanding of development was mainly influenced by economists but in due course it has become a field of interest for most social sciences (and others). After World War II the 'Third World' became the stage for the dramatic implementation of the idea of development. Your task is to identify, discuss and evaluate development processes while using a historical approach. Doing that you may focus on one certain case, or explore and compare several cases. Please make sure to back up your discussion with relevant literature.

2. Role of the state in development:

Social scientists argue that in order to secure successful development certain economic, political and social institutions must exist and play an active role in the process. Perhaps the most important of those institutions is that of the State. Consequently, much research and debate on the recent history of development spin around this institution and the norms and rules that it shapes, puts in place, and enforces. Your task is to investigate the relevance of this institution for development. Keep a focus on the state and justify your claims and arguments through theoretical reasoning and historical or contemporary examples and material. Please make sure to back up your discussion with relevant literature.

3. Development in theory:

Over the last three decades, or so, the idea of development has been challenged by a variety of critiques (post-colonialism, feminism, critical development theory, post-development theories, and so on) trying to reveal not only some of the weaknesses of the idea of development but also its uselessness for the present problems of the 'Third World'. Your task is to take a critical view of the broad concept of development. Doing that you should find support in the mentioned critical perspective(s). Then, you should critically evaluate the arguments in these perspective(s). Please make sure to back up your discussion with relevant literature.

Name: _____

In my paper that should fulfil the requirements for a scientific paper including references etc, I will address the following theme: **Indicate with an X**

1 Development as a **historical process** _____

2 Role of the **State in Development** _____

3 Development in **theory** _____

This is my **title**:

This is my **precise research question(s)**:

This is my relevant **theoretical framework** developed from the **course literature**:

This is the focus of my **empirical analysis** – as indicated in **three key words**:

These are the main texts that I use from the **course literature**:

- 1
- 2
- 3
- 4
- 5
- 6

Important!

Use the above flyleaf as a cover page in your final paper!

Peer teaching instructions

Themes, resources and deadlines for peer teaching

The students will be divided into groups in the very beginning of the course. These groups are responsible for the teaching of a certain part of the course including: providing reading instructions, providing instructions on how to prepare for the sessions, teaching, formulating seminar assignments and leading the seminars. (The peer teachers shall not grade the peer students' seminar assignments nor their participation in sessions).

The students will be divided into groups responsible for different course themes. The literature list is divided into themes and each group is responsible for deciding how the class shall study their part of the literature list (and additional literature if relevant.)

Within the broader theme of the course – historical aspects of development – the themes for the peer groups are:

1. The Global Architecture: the Bretton Woods System and the UN organisations
2. Doctrines of development I: Rist, Pietersee and other literature
3. Doctrines of development II: Cowen & Shenton and other literature
4. Doctrines of development III: Cowen & Shenton and other literature
5. State directed development: Kohli and other literature
6. Developmental state: Edigheji and other literature
7. Feminism and decolonization: Mohanty and other literature
8. Post colonialism, Critical development theory, Post development: Escobar and other literature

Resources on how to prepare

- There is literature on peer teaching in the literature list.
- Read section on how to organize a lecture from McKeachie & Svinicki (2011) extract on How to make lectures more efficient and Biggs & Tang (2011) extract on The lecture / Psychological constraints on learning if you need to. (Available in Canvas.)
- Read Corrigan Hosting in a hurry (www.artofhosting.org/wp-content/uploads/2012/10/Hostinginahurryversion1.5ChrisC.pdf), if you need to.
- TED Talk 'How to avoid death By PowerPoint' by David JP Phillips, TEDxStockholmSalon www.youtube.com/watch?v=Iwpi1Lm6dFo
- The teacher will support with advice on content, structure, pedagogy and so on. Each group must meet and discuss their setup with the teacher in advance of their sessions. Book a time for supervision of your peer group! Preferably that supervision should be a couple of days or a week before the peer teaching.

Deadlines

- At 9.00 at the latest two days before your peer teaching session you shall post instructions to your fellow students in Canvas.
- After the peer teaching session, the group shall upload any relevant material to Canvas.
- After the peer teaching sessions, the group shall upload a short description (one paragraph) of how the group work was organized. For example write about division of labour and how you worked as a group.

Discussion points for peer teaching groups

Consider these issues, please!

How to be an effective group (from McKeachie & Svinicki 2011)

1. Be sure everyone contributes to discussion and tasks.
2. Don't jump to conclusions too quickly. Be sure minority ideas are considered.
3. Don't assume consensus because no one has opposed an idea or offered an alternative. Check agreement with each group member verbally, not just by a vote.
4. Set goals – immediately, intermediate, and long-term – but don't be afraid to change them as you progress.
5. Allocate tasks. Be sure that each person knows what s/he needs to do and before deadline.
6. Cooperate in the group! Do not only divide tasks and conduct them individually. Peer teaching is a matter of group based collaboration and learning; that must show in how you design tasks and in how you teach and interact with peers.
7. Before ending a meeting, evaluate your group process. What could be done differently next time?
8. Other issues we want to discuss in the group...

Things to consider when you plan your sessions – Working document for the peer teaching group

What is the learning outcome(s) for our peer teaching session?

What do you want your peers to know or to be able to perform/know after your session? Make sure you relate to the learning outcomes in the syllabus. You do not need to talk about them in your peer teaching but do not forget what they are about.

What learning activities will we use? For examples of learning activities, see list provided.

Choose a mix of learning activities and consider that all individuals learn in different ways and that it is difficult for everyone to be alert for longer period of times.

What theories are central to bring up?

Are there any empirical examples that can illuminate the theories we explain?

What issues from SIMP35 do we want to relate to?

Which core theories, concepts, historical aspects and conversations in SIMP 38 do we like to engage with and contribute to?

How do we want to make use of/draw on/relate to our own backgrounds (geographical, educational, experiences, ...) in our sessions?

What structure will the session have?

For example:

1. Introduction: lecture on theories on XX
2. Group discussions:
 - Introduce seminar, rationale for the theme and structure
 - Discussion in small groups based on questions provided/and or problems to solve
1. Reporting back to full class, short discussion
2. Connecting outcomes of group discussions to theory, to evidence on YY, and so on
3. Connecting back to learning outcomes, assessment of the day
4. Remember! The last 10-15 minutes is reserved for the teacher to sum up the theme discussed during the session.

How much time does each part/learning activity need? (Usually more than you guess! Transitions between activities take time.) Time for breaks?

How shall students prepare in advance of each session? Post instructions in Canvas. See examples of learning activities in the next section.

Examples of learning activities

Here is a list of different types of learning activities, that is, activities during which learning can be achieved. The list is provided to give inspiration to single activities during a session and larger approaches to a whole session. The activities in the list demands different amounts of preparation and time. For example PBL and case can be an approach to the whole peer teaching session (bottom left in the figure) while bee hives and a short quiz are single learning activities that can be part of the session (bottom right in the figure). Some of the activities can be carried out in advance of or after the session (upper left in the figure) or during the session (upper right in the figure) such as studying

questions, reading and watching a movie. Please consider what you want the peer students to do when and how much a session can contain.

- Seminar discussion
- Workshop
- Case
- PBL (Problem Based Learning)
- Role play
- Excursion/ study visit
- Short essay/paragraph writing
- Short exam/quizz
- Studying questions
- Feedback from teacher/peer
- Interviews
- Bee hives (discussion two and two)
- Movie (Loads of education movies at Youtube!)
- Reading course literature, fiction, poetry, newspapers...
- Demonstration
- Practical laboratory
- Provoke joint feelings

Group Peer Review

Each peer group will also be responsible for reviewing another group's two sessions. Each group will be assigned to review another to ensure that the workload is spread out. Prepare the following three written short points (1-2 pages) to be uploaded to Canvas within a week of reviewing both sessions of another group:

- two lessons learned
- two critical points
- one question for the peer teachers or the authors they used in their sessions

Criteria for assessment and grading of peer teaching

Assessment of the peer teaching is based on:

- Use of literature

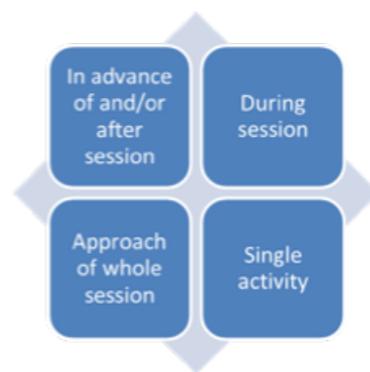
- Theoretical grounding
- Analytical depth
- Creative reasoning and design

In addition to the above criteria, used in assessing the whole course, for the peer teaching of session we also base our assessment on:

- Communication of material and design of sessions
Your sessions should be engaging, clear and interactive. Be a teacher not just a presenter.
- Structure and time management
It is important that you account for the time in your sessions. Be organised and plan ahead to ensure each part of the session is given a reasonable amount of time.
- Group work
Every member of the group must work together, engage with both sessions and be heard.
- Interaction with peer students
Choose engaging session assignments/readings and activities and ensure you communicate well with all students as much as possible.
- Material in advance of lecture and seminar
Identify key learning outcomes for your session and make sure that any preparatory instructions given to your students are reasonable and relevant to these outcomes and the theme at large.

How non-teaching students (peer students) shall prepare for a peer teaching session

Follow the instructions your peer teachers give you! It is as important and mandatory as were it provided by the teachers. The teachers will grade your active participation and seminar assignments for each session according to the instructions you received from the peer teachers.



Information to peer students in advance of sessions A and B

Peer teaching group: _____

Theme: _____

- 1) **Learning outcome(s)**
- 2) **Structure and brief time plan** including learning activities
- 3) **How peer students shall prepare** including literature to read and how
- 4) **Assignment (in advance of A)**
- 5) **Assignment (in advance of B)**

Important!
Upload this document via Canvas, 09.00 two days before your peer teaching sessions

Feed back to peer teachers on theme:

General comment on **substance**:

General comment on **teaching**:

This was especially interesting/good/thought provoking today:

Constructive comment on scope for **improvement on substance**:

Constructive comment on scope for **improvement on teaching format**:

What did I learn today that **inspired me for my own peer session**:

APPENDIX I

ACADEMIC WRITING AND PLAGIARISM

Academic honesty

Academic honesty means that you as an author are responsible for your work and that you must be able to support the statements you make. Likewise, citation and referencing must be done correctly and it is never allowed to copy, fabricate or manipulate your data. This means that everything you hand in has to be made and written by you and nobody else. If that is not the case you can be accused of plagiarism, a serious offence. The penalties for plagiarism at LU are for example suspension between 2 weeks and 6 months.

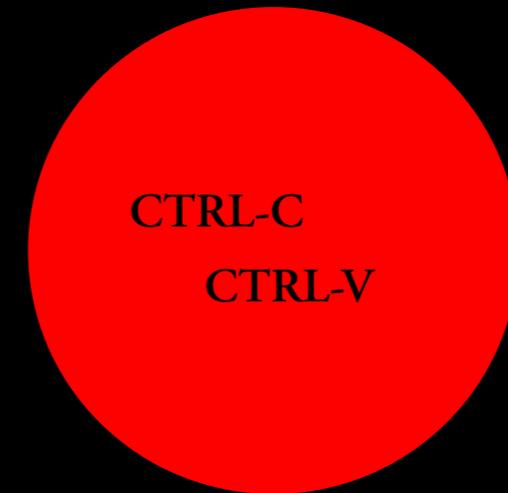
Plagiarism – and how to avoid it

If you copy, paraphrase or translate materials from websites, or library or other sources in your written assignments or thesis without giving full and proper credit to the original author(s), you are committing plagiarism. Accusations concerning plagiarism are taken very seriously and the consequences for your academic career and professional future may be disastrous, involving not only the loss of credit for courses in which the offence occurred, but even suspension for a certain time from your degree programme, not to mention having to live with a lingering reputation for dishonesty. Submitting the work of others as if it were your own is unacceptable. Plagiarism must be understood and avoided at all costs.

Students should expect to have their papers checked for plagiarism electronically. Whenever you use the words or ideas of others, fair academic practice requires that you identify your sources fully and accurately. Simply mentioning an author's work at the beginning of a paper does not mean that you are then free to copy or paraphrase from that work; specific references must be given each time you quote or paraphrase. The fair use of evidence from primary and secondary sources is the basis of academic discourse, and abuse of this fairness undermines the very nature of scholarly research. Although plagiarism is not always illegal (since copyright laws usually presume a financial motive), it is nevertheless a form of intellectual theft and fraud. By committing plagiarism you show disrespect for the fundamental values of the academic community.

If you find yourself in doubt about quotations or your use of sources, it is always a good idea to provide full information.

To learn more about LU policy about Academic honesty visit LUB's page on Academic conduct:
libguides.lub.lu.se/mastersprogrammes/academicwriting



Tech system note

Urkund is an automated plagiarism control system used throughout the university. It is integrated in Canvas, and will warn you if its pattern-matching algorithms has been detected something suspect (warnings will appear in Canvas when you prepare to download student assignment texts).

APPENDIX II

PROCESSING

STUDENT

COMPLAINTS

It is actually relatively rare, but it does happen that students complain about what happens in a course to the point when it is hard to know what to do. The Faculty has set up a common process for these occasions, so both students and teachers know the options. In this appendix we present the faculty guidelines in full.



Processing of complaints from students concerning first and second cycle education at the Faculty of Social Sciences

The present document describes the processing of education-related complaints from students at the Faculty of Social Sciences.

Before students proceed with a complaint, they should find out what rules apply in various situations. Students' rights and obligations at Lund University (LU) are described in the List of students' rights (see link below). For example, the list describes what applies to the study environment, course syllabi and timetables, exams and assessment, degree projects and course evaluation. Another important document that governs education is the relevant course syllabus. It is also possible to obtain information by contacting the study advisor at the department.

Students with a complaint can primarily turn to the relevant lecturer/course director or to the programme director. In many cases the problem can be solved closest to where it arose. For further processing of a complaint, please see the flow chart below.

At LU there is a student representative to whom students with a complaint can turn for support and help. The student representative is not part of the University administration, but an independent party whose role is to support and guide the students' unions and the students in their case. The students can also obtain support and advice from the Social Sciences Students' Union. Support from the student representative or the Social Sciences Students' Union does not require membership in the students' union.

The flow chart below aims to clarify the work flow and contact people in cases of student complaints at the Faculty of Social Sciences. The fundamental principle is that a case is to be processed promptly, documented and registered according to the usual procedures. All student complaints that become cases are to be registered at LU (official document).

The description of the procedure does not prevent a student from appealing a decision pursuant to Chapter 12 of the Higher Education Ordinance (see below) or reporting LU to the Swedish Higher Education Authority. At LU, it is also possible to turn directly to the vice-chancellor according to guidelines approved on 12 March 2015 (see link below).

The procedure description/flow chart does *not* cover:

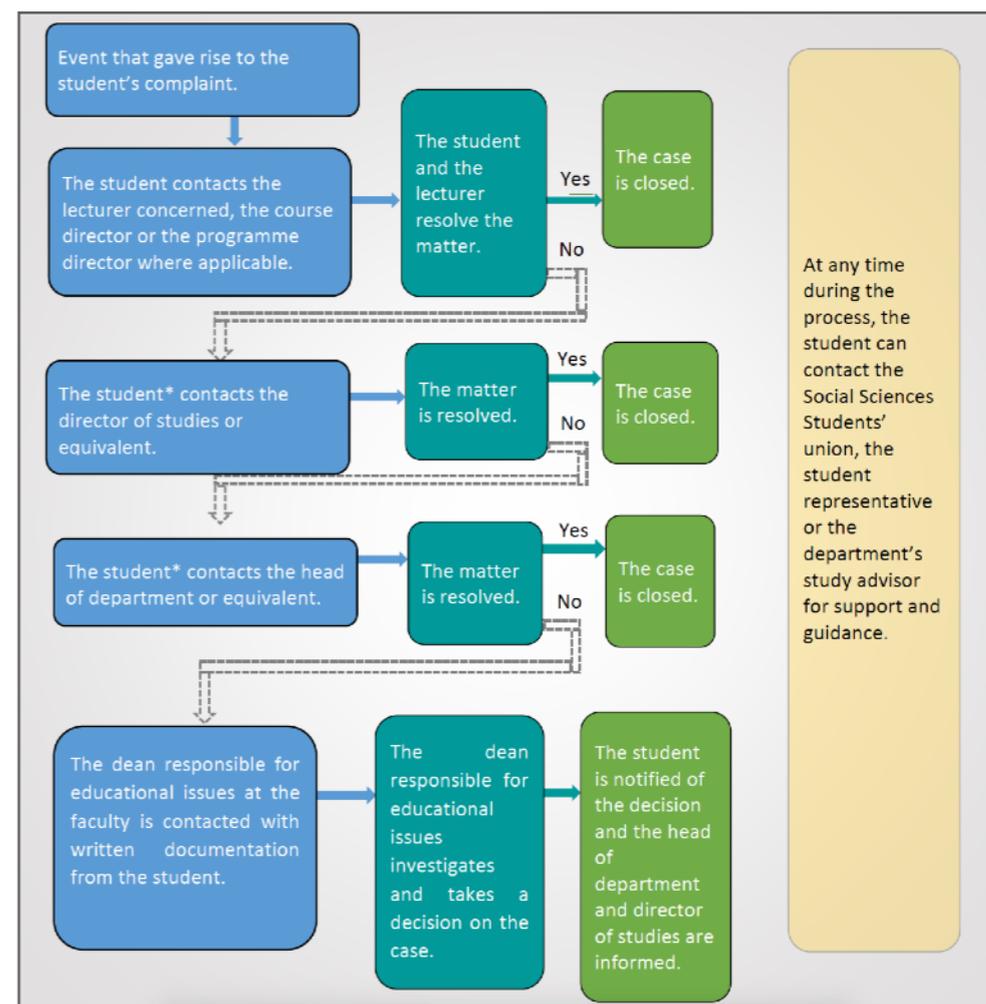
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment of qualifications and admission, approved leave from studies, deferred entry, credit transfer

of previous studies, requests for exemption from study components and applications for degree certificates. If the decision on such matters goes against the applicant, he or she can apply to the Higher Education Appeals Board. Information on how to do this is to be attached to the decisions.

- Disciplinary matters, that are to be processed by the vice-chancellor/disciplinary board (pursuant to Chapter 10 Section 3 of the Higher Education Ordinance).
- Changes to grading decisions (pursuant to information approved on 2 December 2015, see link below).

The present document is to be published on each department's website and information about the document should be disseminated to new students at the Faculty of Social Sciences in connection with course/programme introductions. The document was produced in collaboration with the Social Sciences Students' Union.

Processing of students' complaints at the Faculty of Social Sciences



* The lecturer or the director of studies concerned can also choose to take unresolved issues to the next level.

Relevant links

List of rights for students at Lund University

www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf

Guidelines on handling complaints from students concerning first, second and third cycle studies at Lund University (LU central document regulating these matters). Document approved on 12 March 2015.

www.staff.lu.se/sites/staff.lu.se/files/guidelines-on-handling-complaints-from-students-concerning-first-second-and-third-cycle-studies-at-lund-university.pdf

How to process cases of discrimination or harassment

www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment

Changes to grading decisions (official document approved on 2 December 2015).

sam.lu.se/internt/sites/sam.lu.se.internt/files/information_om_andring_av_betyg_-_2015-12-02.pdf

APPENDIX III

GRADUATE SCHOOL: A BRIEF HISTORY

An innovative organisational solution to the problem of managing and exploring interdisciplinarity is now a teenager, and an established part of the Faculty of Social Sciences.



A brief history

Graduate School's story began with a push for internationalisation at Lund University prompted primarily by Sweden's adoption of the *Bologna Process* regulations. In 2004, Sweden began the process of reforming the preexisting higher education structure to follow a common European model. The Bologna Process inspired a number of new developments here at the Faculty of Social Sciences. The Faculty Leadership sought to create two-year Master's programmes in accordance with Bologna regulations as well as creating international programmes and courses on the faculty level, and it was decided that the Faculty of Social Sciences should create international master programmes at the faculty level. There already were two international master programmes in existence at the faculty – Welfare Policies and Management and International Development and Management, but those belonged to the Political Science and Human Geography departments respectively. Coordinating master programmes at the faculty level was something that had not been done before.

An advisory board comprised of representatives, usually Directors of Study from nearly every subject at the faculty, was assembled to decide which subject areas should be chosen to become international programmes and courses that might best serve the needs and interests of Social Sciences students. The response to the proposed additions was positive, particularly from departments with lower student rates. A common, faculty level master programme could be more cost effective to run than one at a single department and could even offer courses in theory and method to not only its own programme students but also to students in smaller master programmes elsewhere within the faculty, thereby allowing departments to offer a wider variety of programmes to students.

Developing Interdisciplinarity

While the intention for the programmes to be international was a primary focus from the start, the interdisciplinary aspect of the proposed programmes came later.

The advisory board discussed the issue of how to create a faculty-wide, interdisciplinary master programme at length and decided that such programmes should be theory-based, designed to focus on a major – a primary field of study within the programme subject – and also require applicants to meet the eligibility requirements for their major. Fulfilling major requirements in one field on the bachelor's and subsequently the master's level would then allow a graduate to have the possibility to continue to a PhD.

11 different programme topics were suggested and of those, three were ultimately selected and are still the backbone of Graduate School today: the MSc Programmes in *Development Studies*, *Global Studies*, and *Social Studies of Gender*. These would be led by a Director of Studies with individual Programme Directors for each of the three programmes and a board made up of the departments participating in the interdisciplinary cooperation. Once the subject areas were decided upon, the advisory board for deciding upon faculty-level international master's education became the steering committee for the three new programmes. Among those in that committee was Kjell Nilsson, who

became the first Director of Studies of Graduate School. Franz-Mikael Rundquist would become the Programme Director for Development Studies, Catarina Kinnvall the Director for Global Studies, and Sara Goodman the Director for Social Studies of Gender.

The name "Graduate School" was decided upon, with the intention that the name should communicate its offerings to international students, and to indicate that international master level programmes and courses as well as a few international PhD courses were available there.

Graduate School welcomed its first programme students in the Autumn of 2007. Located in the Eden building, Graduate School was made up of its Director of Studies Kjell Nilsson, two administrative staff, and 9 students in Social Studies of Gender, 26 students in Global Studies, and 23 students in Development Studies.

Although the general opinion towards the newly created international, interdisciplinary programmes and courses was enthusiastic, some at the faculty were still unsure about the idea of international programmes, particularly with regards to having to teach courses in English. Initially, Graduate School sought to incentivise potentially reluctant teachers to lecture on its courses by offering them a few more teaching hours, but as time went by Graduate School was able to find more and more teachers who simply enjoyed working with international students and teaching in English.

Director of Studies Kjell Nilsson's ability to network within the faculty, garner support for and subsequently structure three unique, ambitious interdisciplinary master programmes helped to bring the concept of Graduate School to life. He and the steering committee set the stage for the next level of development for the organisation. In this period, Kristina Jönsson became the new programme director for Development Studies.

In September 2010, Lena Örnberg took the reins as Graduate School Director of Studies. The numbers of programme students had decreased since the programmes' first year, which led to some criticism as to the perceived success of the interdisciplinary programmes. Lena sought to improve both the student experience as well as numbers of students in the programmes by placing emphasis on student events and administrative structure. Teaching and administrative staff would have increased contact, such as at teaching team wrap-up meetings at the end of courses, to create more cohesion between the two groups and to relieve teaching staff of unnecessary administrative tasks. The number of students began to grow and an additional third full time administrative position was added.

Finding (and Creating) a Physical Home

It was at this time that Graduate School moved from the Eden building to Gamla Kirurgen. There the programme would have its own classrooms and study area, separate from other departments. This fostered a feeling of "home" and a sense of belonging among Graduate School students. Events like programme introduction day, potlucks, fika, and information lunches that include both students and staff bring class cohorts together and familiarise them with staff, so students know who to turn to when in need of support.

Seeking to further improve structure and processes, the Graduate School team traveled to the University of Amsterdam in Spring 2011 to meet with colleagues there working with their interdisciplinary Master Programme in International Development Studies. While comparing programme structure and administrative processes with their Amsterdam colleagues, the Graduate School team were somewhat surprised (and pleased) to discover that their Dutch counterparts were impressed by Graduate School's thoroughness in interdisciplinarity. The difference was that the interdisciplinary focus was not limited to the makeup of the student body or the teachers – even the courses were interdisciplinary, down to mixed, interdisciplinary teaching teams on a single course. University of Amsterdam staff thought mixing teaching teams was incredibly ambitious and would not be possible at their university. Lena later remarked that this difference was a testament to the efforts made by the original steering committee that made a truly interdisciplinary Graduate School possible. This practice of interdisciplinary teaching teams continues at Graduate School today and is seen as a strength by staff and students alike.

A Maturing Organisation

By the time Lena left her post as Director of Studies in late 2014, student numbers had risen dramatically and a place in a Graduate School programme became highly sought after by international students. Around that time Lena left, programme directors Kristina Jönsson (Development Studies) and Sara Goodman (Social Studies of Gender) stepped down from their posts. Karin Steen took over for Development Studies and Rebecca Selberg took over for Social Studies of Gender. In 2017, Rebecca stepped down and the role has now been taken on by Marta Kolankiewicz.

After Lena's departure, the remaining admin team members successfully managed programme admissions until Mikael Sundström was installed as the new Director of Studies in the spring of 2015. Since then, Graduate School has looked for complementing ways to develop, further increasing its reach by way of communications material and processes and improved overall quality of courses, particularly methods courses. Programme and course guides and the very handbook you are reading now have been designed, reworked and reformulated to provide comprehensive information with a unique, signature style. Students are kept up to date with a bi-weekly *Newsflash* email with an overview of upcoming important Graduate School information as well as interesting events and activities around the faculty and the university.

In the last five years we have also been placing extra focus on our theory and methods courses offerings. A *Methods Director* position (currently held by Shai Mulinari after a productive stint by our current programme director Chris Swader) has been introduced to keep track of and develop the various courses in theory of science and methods. The aim is to further develop the quality, design, and variety of the method courses that are offered to Graduate School students as well as many other master and PhD students. In addition, we have set about documenting all available theory and method courses at the Faculty of Social Sciences, providing a clearer overall picture of the state of theory and method courses at the faculty.

A New Growth Period

In 2018 two momentous decisions were rendered. First, Graduate School would become the new home of the *Middle Eastern Studies* programme from 2019, with Rola El-Husseini as the designated Programme Director.

Second, Graduate School was to develop a brand new master programme, labelled *MSc in Social Scientific Data Analysis (SSDA)*, slated to start in 2021. Chris Swader is the designated Programme Director for the SSDA.

When these developments have concluded, Graduate School will have grown from 180 full-time student equivalents (*Helårsstudent*, HÅS) to 280!

Graduate School – Our House!

Graduate School is housed in what is now known as “the old surgery clinic” (Gamla Kirurgen). Our two lecture halls (236 & 240) used to be ten-bed wards with an observation room (238) and pantry (237) sandwiched in-between. From the observation room, nurses could keep a watchful eye on recovering patients through two windows that have since been removed. The Student Lounge still has a vaguely religious look to it, and was indeed used as a church room in the past.

In 1868, the house we now inhabit finally opened for business as Lund’s main open surgery clinic. The famous and prolific architect Helgo Zettervall designed the building’s late gothic style, and although it has undergone substantial renovations in 1905, 1928 and 1978, many of his original ideas remain intact. The most notable changes in the intervening years was probably the installation of many more windows than Zettervall had opted for, and the wing extensions to increase floorspace.

Inside, changes have been much more far-reaching. Among other things, what is now the stairwell in the third floor used to be the very heart of the building as it housed the central operation theatre.

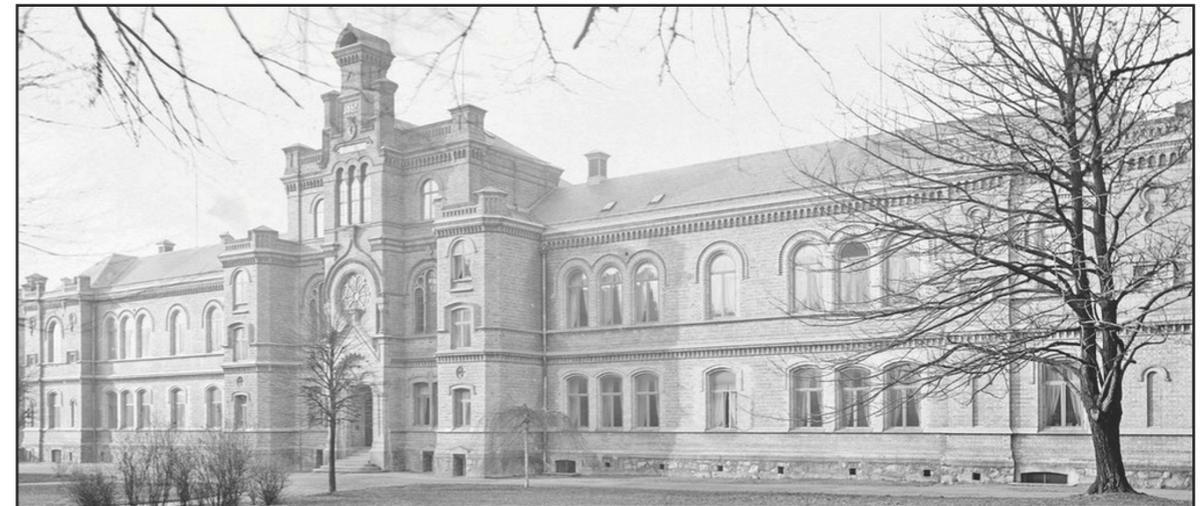
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive changes (this status was removed in 2005).



Helgo Zettervall (1831–1907)

Renowned architect who designed the open surgery clinic along with many other buildings around Lund, including the main university building

Over the years, the building has housed a range of University units, notably the “UB3” University Library branch on the top floor. Today it is predominantly a social science building, with the central Faculty Administration, the International Office, Graduate School and the School of Journalism as main anchors. The 150-year old is still going strong!



Picture of the surgical clinic by Per Bagge in 1906. Reproduction: University Library, Lund University.

