

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMP37

Theories and Issues in
Development

Version 1.0 – January 2021

GRADUATE SCHOOL PROFILE COURSES

AUTUMN 2021



1. WELCOME

Contact info

Graduate School

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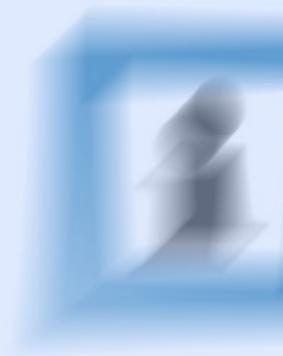
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Lund University

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Welcome to the Autumn term's course

Theories and Issues in Development

This course is about development and sustainability in times of poverty, inequality and climate change. It is interdisciplinary and attracts students from several social science disciplines and teachers from several departments at Lund University.

A major question addressed throughout the course is why there is poverty amidst plenty despite numerous development policies and comprehensive knowledge about inequality.

In the course we will highlight, discuss, and analyse current key issues in and for development and sustainability such as climate change, food production and distribution, global health, work and labour, democracy and governance, and intersectional inequalities based on age, class, gender, ethnicity, sex, and space.

Beyond these issues, the course offers an overview and critical scrutiny of development theory and the development discourse in a historical and social context. In the light of theoretical perspectives you will have the opportunity to deepen your understanding of a range of current and longterm development issues and new sustainability challenges.

The overall aim in this course is to acquire knowledge and skills to critically examine, assess and understand theories, current issues, and long-term debates in development as well as changes over time in relation to various human-environmental conditions. In your own work, and informed by theory and history, you will explore aspects of the issues and their interconnections in further detail. This will promote self-directed and inquiry-based learning and enhance your understanding of development in theory and practice.

The course educates students for research and for professional development work in government agencies, business, NGOs, think tanks, etc. A critical social science approach should prepare you not only for third cycle studies but also for contributions to human development and sustainability, be it as a researcher or as a policymaker, practitioner, or trainer.

Teaching and Examination

Lectures, seminars and assignments will cover theory and key issues in contemporary development studies.

Lectures are thematically linked to the seminars where students present, discuss and assess relevant, interesting and significant development issues, theories and current debates, also relating to sustainability challenges.

To broaden the basis for seminar discussions and written assignments, students will be encouraged to search for data, information and material also beyond the course literature.

The seminar format is varied. It includes prepared debates, poster sessions, group presentations, discussions, peer-reviewing and concluding remarks from students and teachers. The course ends with a series of seminars where the final individual course paper is outlined, discussed and reviewed by students and examined by teachers.

Formal learning outcomes for the course

On completion of the course, the student shall:

Knowledge and understanding

- understand development theories and issues relating to poverty, inequality, human development, and sustainability;
- identify and critically reflect upon development issues including their causality, dynamics, interconnectivity, and possible solutions;
- apply development theory to identified development issues;
- locate, understand, and critically review development theory and research within their discipline(s) and the interdisciplinary field of Development Studies.

Competence and skills

- analyse the complexity of development issues by using key concepts and theories from the course;
- formulate and address research questions in and for development;
- give informative and thorough oral presentations on development theories and issues;
- communicate scientific knowledge and follow the development within their field(s) of study.

Judgement and approach

- act in accordance with the non-harm principle in development;
- consider ethical aspects of both knowledge production and actual practice in development;
- reflect upon their role and position in knowledge production and in interaction with society in the context of development;
- evaluate and review the work of peers.

Assessment

Overview

Assessment is based on:

- seminar assignments which include active contribution to debates and group-based posters, presentations, and literature reviews, active contribution to peer-review processes and group work, and written assignments relating to course theories and issues (50 % of the grade);
- an individually written final course paper in which the student selects a specific development issue and analyses it using one (or more) theoretical perspectives (50 % of the grade).

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 result of B the student must show very good results. For the result of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

The seminar assignments count for 50 % of the entire grade and the final individually written course paper counts for 50 %. The grade for the entire course is an average of these two assessed components. For the grade of Pass on the entire course the student must have been awarded at least E on all assessments for which the grading scale for A-E+Fail applies. The student must have also participated in all compulsory components.

At the start of the course students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

To get your grade you must have submitted all the seminar papers.

Non-attendance at lectures and seminars

Seminars are important. They serve to create space for debate and knowledge sharing and for opportunities to prepare and participate both individually and collectively – in triplets, quartets or other teams and constellations. Please note that seminars are obligatory. If you miss one – you will have to do a 'make-up-assignment' according to the seminar instructions. You may also have to make an extra task.

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 school year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

If you fail to submit a paper or if you get a failing grade on a submitted paper, there will be opportunities for re-examination (spelled out in the detailed course overview later in this document). The re-examination assignments will generally be the same as the original assignments. The re-examination papers are to be uploaded at the relevant folders at the course Canvas site.

Plagiarism

All final papers will be automatically checked by software and by the examiners 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. Note that there is also self-plagiarism (e.g. you replicate parts of a paper that you have already written/submitted elsewhere) and translation-plagiarism (you translate from a non-English source and submit this as your own text). All cases of plagiarism will be handled by the Graduate School. Severe cases may lead to exclusion from the course/program and suspension from the university through the University Disciplinary Board. Also see appendix on these matters.

Surveys and Survey Results

Surveys are an important part of course management, as we base future course discussions on the results. The Graduate School Board (including all student representatives) are able to see all survey reports and survey results will also be visible on the course Canvas page once published. But everything in the end hinges on you – please do take the time to answer the survey when it is sent out so we get solid response rates!

Your teachers

Anne Jerneck (course coordinator) professor of sustainability science at LUCSUS 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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Ana Maria Vargas PhD in Sociology of Law, has an interest in human development with a focus on legal institutions, social norms, and citizenship culture. In particular, she has studied the regulation of informal workers and street vendors in Bogota, Columbia. Her work has mainly been oriented towards Latin America, and, as of late, also Sweden.



Ana Maria Vargas
ana_maria.vargas_falla@socl
aw.lu.se

Malin Arvidson associate professor in Social Work with a PhD in Sociology, has an interest in international development, social welfare, and the role of civil society organisations. In particular, she has studied empowerment and participation in processes of poverty alleviation. Her research has mainly been oriented towards Bangladesh and South Asia and, as of late, also European countries and global elites.



Malin Arvidson
malin.arvidson@soch.lu.se

Sara Gabriellson lecturer and PhD in Sustainability Science, has a wide interest in sustainability challenges ranging from climate change and food insecurity to water, sanitation, and menstrual hygiene management. In particular, she is involved in action research on water and sanitation in the context of poverty and inequality, mainly in East Africa. Her work has an explicit gender profile.



Sara Gabriellson
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Your teachers

Ellinor Isgren PhD in Sustainability Science, is interested in collective action, social movements and the socio-environmental conditions for sustainable agricultural, especially in sub-Saharan Africa. In particular, she has studied agroecology as an alternative to mainstream agricultural modernisation in Uganda. For her postdoc she is involved in projects on perennial agriculture and on pest-management in small-scale agriculture. In 2021-2024, Ellinor is also leading a comparative project in Ghana, Uganda, and Zimbabwe called *Mobilizing farmer organisations for sustainable agriculture in sub-Saharan Africa*.



Ellinor Isgren

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Lennart Olsson PhD and professor of Physical Geography, at LUCSUS is the founding Director of LUCSUS 2000-2016. In current research, he focuses on the politics of climate change in the context of poverty, food insecurity and ill-health in sub-Saharan Africa. He is the coordinating Lead Author for the chapter on Livelihoods and Poverty in IPCC's 5th Assessment Report 2011-2014 and for the chapter on Land Degradation in the special IPCC report on Climate Change and Land (SRCCL), 2017-2019.



Lennart Olsson

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David O'Byrne is a PhD candidate in Sustainability Science who does research on the politics of coastal planning and land use changes. He has a B.Sc. degree in Industrial Design from the University of Limerick and a M.Sc. degree in Sustainability Science from Lund University.



David O'Byrne

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SI Mentor Ghadeer Hussein studied political Science at Cairo university and has also studied short term/exchange/summer courses in Georgetown university in the USA, Al-Maktoum college in Scotland, and Oslo university in Norway during and after her bachelor's degree. Additionally, she studied a postgraduate professional diploma in Cultural Development at Cairo University. For four years, she worked for an international NGO in Egypt serving refugees and asylum seekers in education and child safeguarding projects. She worked in participatory needs assessment, project design, project management, data collection and analysis, curriculum design, and training facilitation.

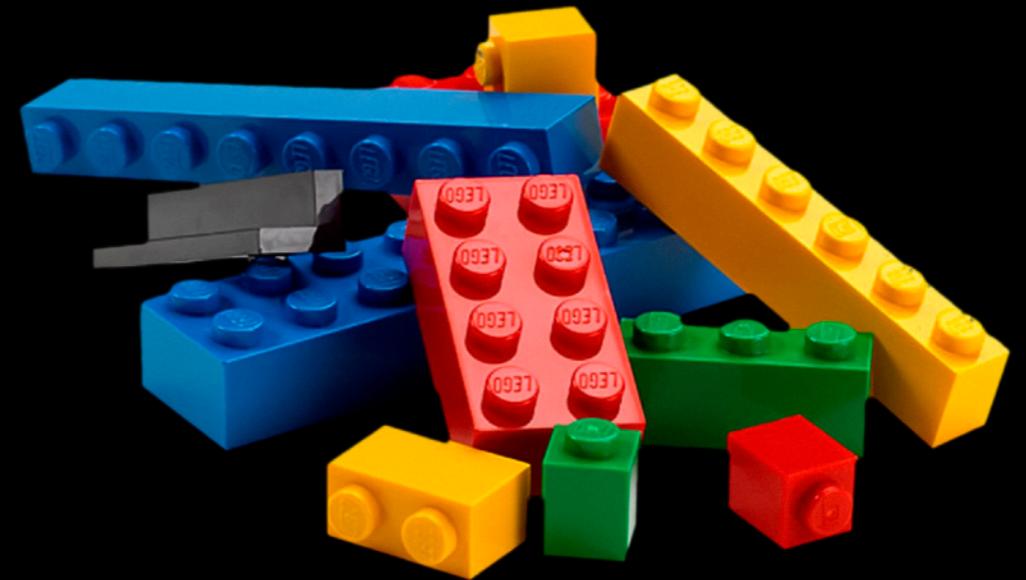


Ghadeer Hussein

COURSE RESOURCES

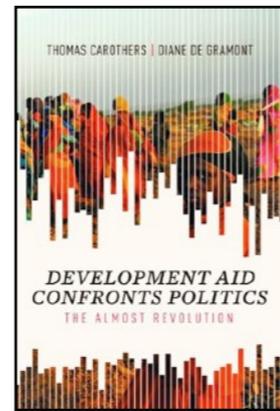
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

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



Carothers, T. & Gramont, Diane de.(2013). *Development Aid Confronts Politics. The Almost Revolution*. Carnegie Endowment for International Peace.

From the blurb: A new lens on development is changing the world of international aid. The overdue recognition that development in all sectors is an inherently political process is driving aid providers to try to learn how to think and act politically / Major donors are pursuing explicitly political goals alongside their traditional socioeconomic aims and introducing more politically informed methods throughout their work. Yet these changes face an array of external and internal obstacles, from heightened sensitivity on the part of many aid-receiving governments about foreign political interventionism to inflexible aid delivery mechanisms and entrenched technocratic preferences within many aid organizations. / This pathbreaking book assesses the progress and pitfalls of the attempted politics revolution in development aid and charts a constructive way forward.



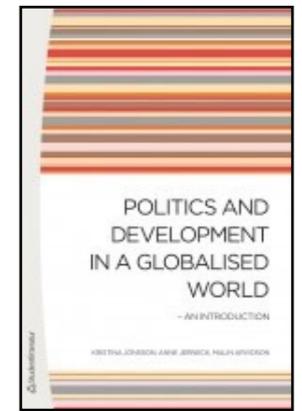
351 Pages

978-0-8700-3401-5

[Publisher info](#)

Jönsson, Kristina, Jerneck, Anne, Arvidson, Malin., & Ratford, David. (2012). *Politics and Development in a Globalised World :An Introduction*. (1. ed.). Studentlitteratur.

From the blurb: With increased communications, migration and integration, distances are shrinking in a changing and globalised world. At the same time, the gaps between different groups of people are widening and there is growing complexity. How is development to be understood in such a context? / Politics and development in a globalised world is a comprehensive introduction to this broad and exciting field. It presents historical and contemporary theories and approaches to social change and discusses the policies and practice adopted by various actors in promoting development in myriad local and global processes. In so doing the book crosses boundaries in time, place and subject matters.



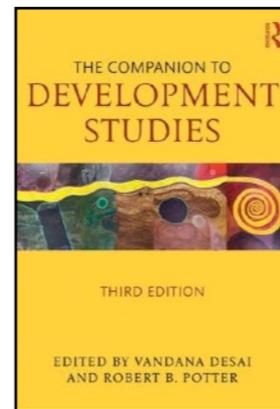
230 Pages

ISBN 978-0-8133-4917-6

[Publisher info](#)

Desai, Vandana & Potter, Robert B. (eds) (2014) *The Companion to Development Studies*. Abingdon, New York: Routledge. 3rd rev. ed.

From the blurb: The Companion to Development Studies contains over a hundred chapters written by leading international experts within the field to provide a concise and authoritative overview of the key theoretical and practical issues dominating contemporary development studies. Covering a wide range of disciplines the book is divided into ten sections, each prefaced by a section introduction written by the editors. The sections cover: the nature of development, theories and strategies of development, globalization and development, rural development, urbanization and development, environment and development, gender, health and education, the political economy of violence and insecurity, and governance and development.



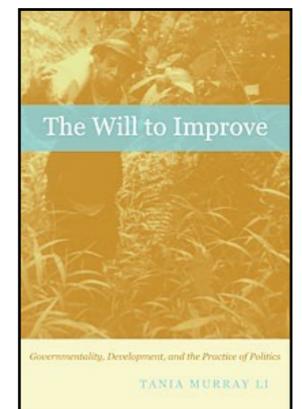
626 Pages

ISBN 978-0-4158-2665-5

[Publisher info](#)

Li, Tanja Murray. (2007). *The Will to Improve. Governmentality, Development, and the Practice of Politics*. Duke University Press.

From the blurb: *The Will to Improve* is a remarkable account of development in action. Focusing on attempts to improve landscapes and livelihoods in Indonesia, Tania Murray Li carefully exposes the practices that enable experts to diagnose problems and devise interventions, and the agency of people whose conduct is targeted for reform. Deftly integrating theory, ethnography, and history, she illuminates the work of colonial officials and missionaries; specialists in agriculture, hygiene, and credit; and political activists with their own schemes for guiding villagers toward better ways of life. She examines donor-funded initiatives that seek to integrate conservation with development through the participation of communities, and a one-billion-dollar program designed by the World Bank to optimize the social capital of villagers, inculcate new habits of competition and choice, and remake society from the bottom up.



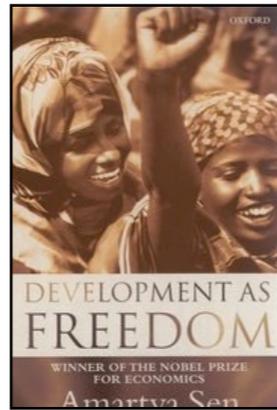
392 Pages

ISBN 978-0-8223-4008-9

[Publisher info](#)

Sen, Amartya. (2001). *Development as Freedom*. ([New ed.]). Oxford University Press.

From the blurb: In *Development as Freedom* Amartya Sen explains how in a world of unprecedented increase in overall opulence millions of people living in the Third World are still unfree. Even if they are not technically slaves, they are denied elementary freedoms and remain imprisoned in one way or another by economic poverty, social deprivation, political tyranny or cultural authoritarianism. The main purpose of development is to spread freedom and its 'thousand charms' to the unfree citizens. / Freedom, Sen persuasively argues, is at once the ultimate goal of social and economic arrangements and the most efficient means of realizing general welfare. Social institutions like markets, political parties, legislatures, the judiciary, and the media contribute to development by enhancing individual freedom and are in turn sustained by social values. Values, institutions, development, and freedom are all closely interrelated, and Sen links them together in an elegant analytical framework. By asking 'What is the relation between our collective economic wealth and our individual ability to live as we would like?' and by incorporating individual freedom as a social commitment into his analysis Sen allows economics once again, as it did in the time of Adam Smith, to address the social basis of individual well-being and freedom.



384 Pages

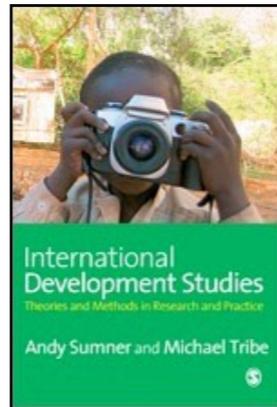
ISBN 978-0-1928-9330-7

[Publisher info](#)

Sumner, Andy. & Tribe, Michael A.,(2008.). *International Development Studies, Theories and Methods in Research and Practice*. SAGE.

From the blurb: This book is about working professionally in Development Studies as a student, researcher or practitioner. It introduces and addresses the fundamental questions that everyone engaged with development must ask: " What is 'development' and why do we wish to study it? " How do the many theoretical, methodological and epistemological approaches relate to research and practical studies in development? " How are development research and practice linked?

Accessibly written, with extensive use of case study material, this book is an essential primer for students of development studies who require a concise, penetrating overview of its foundations. It is also core reading for students and practitioners concerned with the design of studies in the course of policy analysis, sector reviews, or project formulation, management and evaluation.



176 Pages

ISBN 978-1-8492-0639-6

[Publisher info](#)

Course Resources – Articles & Book Chapters

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

1. Aguilar, G. R., & Sumner, A. (2020). Who are the world's poor? A new profile of global multidimensional poverty. *World Development*, 126, 104716. (p)
Download here
2. Agarwal, B. (2018) Gender Equality, Food Security and the Sustainable Development Goals. *Current Opinion in Environmental Sustainability, Sustainability Science*, 34: 26–32. (7p)
Download here
3. Agarwal, B. (2014) Food sovereignty, food security and democratic choice: Critical contradictions, difficult conciliations. *The Journal of Peasant Studies*, 41, 1247-1268 (20 p)
Download here
4. Arvidson, Malin (2013) Ethics, intimacy and distance in longitudinal, qualitative research: Experiences from Reality Check Bangladesh. *Progress in Development Studies*, 13: 279-294.
Download here
5. Baldwin, A. (2017). Climate change, migration, and the crisis of humanism. Wiley interdisciplinary reviews: *Climate Change*, 8(3), e460.
Download here
6. Barrientos, A., & Hulme, D. (2009). Social Protection for the Poor and Poorest in Developing Countries: Reflections on a Quiet Revolution: Commentary. *Oxford Development Studies*, 37(4), 439-456. (18 p)
Download here
7. Bartram, J., & Cairncross, S. (2010) Hygiene, sanitation, and water: forgotten foundations of health. *PLoS Medicine*, 7(11), e1000367.
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8. Bayat, Asef (2000) From Dangerous Classes' to Quiet Rebels' Politics of the Urban Subaltern in the Global South. *International sociology* 15.3: 533-557.
Download here
9. Beksinska, M. E., Smit, J., Greener, R., Todd, C. S., Lee, M. L. T., Maphumulo, V., & Hoffmann, V. (2015). Acceptability and performance of the menstrual cup in South Africa: a randomized crossover trial comparing the menstrual cup to tampons or sanitary pads. *Journal of Women's Health*, 24(2), 151-158.
Download here
10. Bennett, N. J., & Satterfield, T. (2018). Environmental governance: A practical framework to guide design, evaluation, and analysis. *Conservation Letters* (12 p).
Download here
11. Bigsten, Arne (2017). Development research for global justice *Forum for Development Studies* (Vol. 44, No. 1, pp. 133-139) (8 p)
Download here
12. Birner, R. & Resnick, D. (2010) The Political Economy of Policies for Smallholder Agriculture. *World Development* 38(10): 1442-1452. (10p)
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13. Braveman, P., & Gottlieb, L. (2014). The social determinants of health: it's time to consider the causes of the causes. *Public health reports*, 129(1_suppl2), 19-31.
Download here
14. Bromley, Ray. 2000. 'Street Vending and Public Policy: A Global Review'. *International Journal of Sociology and Social Policy* 20 (1/2): 1–28.
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15. Buse, Kent and Hawkes, Sarah (2015) Health in the sustainable development goals: ready for a paradigm shift? *Globalization and Health*, 11: 13 (8 p).
Download here
16. Castañeda, A., Doan, D., Newhouse, D., Nguyen, M. C., Uematsu, H., & Azevedo, J. P. (2018). A new profile of the global poor. *World Development*, 101, 250-267.
Download here
17. Chant, Sylvia (2016) Women, girls and world poverty: Empowerment, equality or essentialism? *International Development Planning Review* 38 (1) (17 p)
Download here
18. Clapp, J. (2014) Food security and food sovereignty: Getting past the binary. *Dialogues in Human Geography* 4(2): 206-211. (6p)
Download here
19. Cochrane, L., & Thornton, A. (2018). The geography of development studies: Leaving no one behind in *Forum for Development Studies* (Vol. 45, No. 1, pp. 167-175 (9 p)
Download here
20. Cosgrove, S. (2018). Gender and poverty in *Understanding Global Poverty* (Vol. 125, No. 142, pp. 125-142). ROUTLEDGE in association with GSE Research. (22 p)
Download here
21. De Haan, Arjan and Thorat, Sukhadeo (2013). Inclusive growth: More Than Safety Nets. *IDRC SIG Working Paper 2013/1*. (16 p) 2
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22. Elmhirst, R. (2011). Introducing new feminist political ecologies. *Geoforum*, 42(2), 129-132
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25. Fechter, Anne-Meike (2012) 'Living Well' while 'Doing Good'? (Missing) debates on altruism and professionalism in aid work. *Third World Quarterly*, 33: 8, 1475-1491.(16 p)
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26. Ferris, E. (2020). Research on climate change and migration where are we and where are we going?. *Migration Studies* Volume 8, Issue 4, December 2020, Pages 612–625. (9 p).
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27. Fukuda-Parr, Sakiko (2016) From the Millennium Development Goals to the Sustainable Development Goals: shifts in purpose, concept, and politics of global goal setting for development, *Gender & Development*, 24:1, 43-52, DOI: 10.1080/13552074.2016.1145895 (10 p)
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28. Gabriëlsson, S and J. Rubli (2021) Health outcomes from using menstrual cups – a pilot study from Moshi, Tanzania. *LUCSUS Policy Brief*, 2021.
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29. Gamboa, G., Mingorría, S., & Scheidel, A. (2020). The meaning of poverty matters: Trade-offs in poverty reduction programmes. *Ecological Economics*, 169, 106450.
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36. Horner, R., & Hulme, D. (2019). From international to global development: new geographies of 21st century development. *Development and Change*, 50(2), 347-378.
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37. Huws, U. (2012). The reproduction of difference: gender and the global division of labour. *Work organisation, labour and globalisation*, 6(1), 1-10.
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38. IAASTD (2009) Summary for Decision Makers of the Global Report, International Assessment of Agricultural Knowledge, Science and Technology for Development, Island Press, *The Center for Resource Economics*. Washington DC. (27p)
Download here
39. IPCC report (including Summary for Policymakers) Intergovernmental Panel on Climate Change 2013-2014:
Download here
Link to chapter on Livelihoods and Poverty – Chapter 13
40. Jenkins, K., McCauley, D., Heffron, R., Stephan, H., & Rehner, R. (2016). Energy justice: a conceptual review. *Energy Research & Social Science*, 11, 174-182. ()
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49. Kilkey, Majella (2010). Men and domestic labor: A missing link in the global care chain. *Men and masculinities*, 13(1), 126-149.
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[Download here](#)

COURSE OVERVIEW

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



Your course at a glance

TIME	COURSE ACTIVITY
Week 1	Introduction Anne Jerneck Lecture Anne Jerneck <i>Issue:</i> Poverty: Inequality & Intersectionality
	Lecture Anne Jerneck <i>Issue:</i> Poverty: Inequality & Intersectionality
	Seminar Anne Jerneck <i>Issue:</i> Poverty and Inequality
Week 2	Lecture Anne Jerneck <i>Issue:</i> Development: Definitions, debates, controversies
	Lecture Anne Jerneck <i>Theory:</i> Development & Social Change
	Workshop Maja Carlson Introduction to Library resources
	Seminar Anne Jerneck <i>Issue:</i> Development Theory
Week 3	Lecture David O'Byrne <i>Theory:</i> Amartya Sen, Economic choice, Social choice
	Lecture Ellinor Isgren <i>Issue:</i> Food: Regimes, Security, Sovereignty Seminar David O'Byrne <i>Theory:</i> Amartya Sen, Economic choice, Social choice
	Lecture Lennart Olsson <i>Issue:</i> Food Politics
	Seminar Ellinor Isgren <i>Debate:</i> Food
Week 4	Lecture Anne Jerneck <i>Issue:</i> Climate change; <i>Theory:</i> Political ecology
	Lecture Lennart Olsson <i>Issue:</i> Climate Change: Impacts, Responses, Politics
	Workshop Hanna Glad Workshop: Reading strategies
	Seminar Anne Jerneck <i>Debate:</i> Climate Change

TIME	COURSE ACTIVITY
Week 5	Lecture Ana Maria Vargas <i>Issue:</i> Labour: The Working Poor / Decent Work
	Literature Seminar Ana Maria Vargas <i>Issue:</i> Labour: The Working Poor / Decent Work
	Seminar/Role Play Ana Maria Vargas The Eviction of Street Vendors
Week 6	Lecture & Film Sara Gabriellsson <i>Issue:</i> Global Health: Sanitation crisis: WASH & Menstrual Hygiene Management
	Lecture Lennart Olsson <i>Issue:</i> Global Health: Health effects of CC, Heat stress Workshop Maja Carlson Referencing - tools and shortcuts. In zoom. RSVP required - see Canvas
	Seminar/Posters Anne Jerneck <i>Issue:</i> Global Health & Health Policy
Week 7	Lecture Malin Arvidson <i>Issue:</i> Ethics and Trusteeship
	Seminar Anne Jerneck <i>Issue:</i> Ethics and Trusteeship
Week 8	Workshop Hanna Glad Sharpen Your Academic Argument - Workshop Your Final Course Paper with a Writing Specialist
	Mentoring: final papers Anne Jerneck & Ellinor Isgren
	Deadline: upload Final Paper
	Deadline: upload Peer Review Paper
Week 9	Final seminar Anne Jerneck & Ellinor Isgren
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Theories:

Week 1 & 2: Development theories

Week 1 & 2 & whenever relevant: Feminist and gender theories

Week 2 & 3: Amartya Sen on Social Choice

Week 4: Political Ecology

Other relevant social science theory

Issues:

Week 1: Poverty, inequality, intersectionality

Week 3: Food regimes, food security, and food sovereignty

Week 4: Climate change, climate policy, and climate justice

Week 5: Labour, work, and informality

Week 6: Global Health, one-health, sanitation, Menstrual Hygiene Management, heat stress

Week 7: Ethics and Trusteeship

SIMP 37 Theories and Issues in Development: The Storyline of the Course

This course introduces and engages with a set of development theories and development issues. We treat the issues one by one while also making causal links between them. That may help us understand the need – and available options – for policy integration between issues. We do so via interactive learning based on lectures, reading, writing, and seminar debates and discussions.

In the first week, we introduce *Poverty* as a persistent social problem and a longterm issue in the development debate. We look at measurements and historical trends and analyse poverty in the context of inequality and other stressors. We introduce perspectives on how to understand and tackle poverty and bring up approaches to poverty reduction. In doing so, we also discuss poverty in relation to gender and the concept of intersectionality. In preparation for the weekly seminar, students will write individually about aspects of poverty and prepare a group based presentation.

In the second week, we introduce the landscape of development theories in broad strokes and paint its dynamic pendulum swings and changes over time. We trace how theory is rooted in ideology and discuss how theory prescribes strategies for economic growth and social change. Here we also cover the pioneers in development, many of whom were economists. We present some theories in more depth, among them the theory of social choice. In preparation for the first seminar, students will

write individually about a certain development theory and prepare a group based presentation on a group-selected theory. In preparation for the second seminar, students should respond to specific questions relating to Amartya Sen's ideas.

In the third week, we turn to the *Food* issue. We discuss not only how food is produced and consumed, but also how it is subject to various agricultural practices, policies, regimes, social movements and contestations. The weekly seminar will be in the form of a debate. Students will represent one of three major organisations and should prepare arguments for the debate based on the course literature and the specific role of their organisation in relation to food regimes.

In the fourth week, we briefly present the broad field of *Political ecology* as a basis for the discussion on environmental change, especially that on science, policy, and justice of climate change. The weekly seminar, again in the format of a debate, will focus on arguments for or against migration as an adaptation strategy in the context of climate change – and other stressors. Students will prepare in groups and represent either of the two main arguments in the debate.

In the fifth week, we turn to the issue of *Labour, work, and the informal economy*. After the first lecture, students will engage in a literature seminar to discuss the claims and substance of a set of articles. Based on specific questions, students will read, write and prepare individually for that. Later in the week, there will be a role-play seminar addressing conditions of labour and work in the context of urban poverty.

In the sixth week, we will deal with *Global health* from various angles bringing up the notion of 'one health' while also covering sanitation, Menstrual Hygiene Management, heat stress, and the political economy of global health including the role of the pharmaceutical industry. In preparation for the weekly seminar, students will collectively create posters to be presented and discussed at the seminar.

In the seventh week, we will discuss *Ethics and Trusteeship* in the context of development and give room for insights on the role of development professionals. Based on particular readings and a given set of questions, students will prepare individually for the seminar and discuss in smaller teacher-led groups – according to a Socratic style where everyone contributes to the dialogue.

During the eighth week, students will work individually on the final paper. We will meet once for academic support and once for feedback on topics, aspects, research questions and choice of theory. In triplets, students will peer-review and give constructive comments on early drafts.

In the ninth week, it is time to submit the final paper, review it in triplets, and evaluate the course.

Week 1

Introduction to the Course

(workshop) | *Teacher: Anne Jerneck*

Poverty: Inequality & Intersectionality

(lecture) | *Teacher: Anne Jerneck*

Poverty: Inequality & Intersectionality

(seminar) | *Teacher: Anne Jerneck*

For Seminar groups (A & B) and Triplets: please see separate list!

Format

At the seminar you will be put into teams of two triplets. Here you will present your ppt to another triplet (6 minutes + 6 minutes) and discuss the two presentations. Each group will report their findings and conclusions from the discussion to the rest of the class.

Preparation

In preparation you should read, discuss and review the assigned reading material plus articles *on or relating to poverty* in academic *Development* journals (ex: Development & Culture, Development in Practice, Climate and development, Gender & Development, Journal of Development Studies, Progress in Human Geography, Third World Quarterly, Journal of Environment & Development). You may also use thematic journals on climate, food, gender, health, land, Human Rights, water, etc.

Suggested themes (or any other theme that you can justify):

- what does poverty mean? Conceptually? How define? How/why has it changed over time?
- in relation to gender (ex: what are the gendered dynamics and implications of poverty?)
- in relation to health (ex: what is meant by 'burden of disease' and how does that interact with other problems into a multiple stressor?)
- in relation to sanitation (ex: how is sanitation associated with poverty?)
- in relation to food security/sovereignty (ex: what are the routes into/out of food insecurity/sovereignty?)
- in relation to biodiversity loss, land scarcity, water scarcity (ex: how can access/no access to water/land or other natural resources alleviate or reinforce poverty?)

- in relation to climate change and the environment (ex: how does CC reinforce poverty? what needs to be done to adapt to climate change? how can richer countries/people mitigate climate change? can poor people contribute both to adaptation and mitigation?)

Presentation – collective in triplets

Based on readings and discussions, *each seminar triplet prepares a short seminar presentation:*

1. Choose a *focus* for your poverty discussion = find *an aspect of poverty to discuss!*
2. Make a *clear, focused, interesting, thought provoking* presentation *rooted in the articles* that you have selected from the journals. *Include full references in the presentation.*
3. Close the presentation with a *question* that you would like *to discuss further.*
4. You may distribute a *short handout* that *sums up* ideas, arguments, questions, solutions.
5. Each *power point presentation* should take *6 minutes* = '*no more, no less*' (1 slide = 1 minute)
6. Your triplet will *present to* and *discuss with another triplet* (= two triplets in a team).
7. Finally, sum up the discussion in *three points to share* with the *full seminar group: A or B*
8. *Please manage time well! Make sure one person in the group manages time!*

Reflection paper – individual

Write an *individual reflection paper* (700 words) where you share your ideas, findings, reflections on the chosen aspect. As an alternative – and if you motivate it well – you can find your own aspect of poverty to discuss. It should be a fluid text – not a set of bullet points. Engage with the literature, make an argument, and include clear references to books/articles.

Good luck!

Reading

See below list, plus collective search

Desai & Potter (2014) Chapter 1.12-1.15

Barrientos, A., & Hulme, D. (2009).

Castañeda, A., et al (2018).

Chant, Sylvia (2016).

Cosgrove, S. (2018).

De Haan, Arjan and Thorat, Sukhadeo (2013).

Haider, L. J., Boonstra, W. J., Peterson, G. D., & Schlüter, M. (2018).

Jerneck, A., & Olsson, L. (2013).

Kabeer, N. (2015).

Laderchi, C. R., Saith, R., & Stewart, F. (2003).

Misturelli, F., & Heffernan, C. (2012).

Technicalities

Upload your individual paper on Canvas 1) as an assignment & 2) in the discussion board that relates to the assignment – no later than the date/ time you find in the course overview.

Bring a printed version to the seminar (for feedback from the teacher)

What happens if you fail to attend this event?

What to hand in: write one individual page (400 words) about the topic

How to hand in: email to course coordinator

When to hand in: within one week after the event

Week 2

Issue: Development: Definitions, debates, controversies

(lecture) | *Teacher:* Anne Jerneck

Theory: Development & Social Change

(lecture) | *Teacher:* Anne Jerneck

Introduction to Library resources

(workshop) | *Teacher:* Maja Carlson, Social Sciences Faculty Library

This session introduces the Social Sciences Faculty Library and its resources. Learn about the library services and support available at Lund University – loans, e-resources, study environments and the online subject guide for your program. Online session, in Zoom.

Development Theory – What Are The Arguments?

(seminar) | *Teacher:* Anne Jerneck

For Seminar groups (A & B) and Triplets: please see separate list!

Format

At the seminar you will be put into teams of two triplets. Here you will present your ideas to another triplet and discuss. Each group will report its findings and conclusions from the discussion to the rest of the class.

Preparation

In preparation you should read, discuss and review the assigned literature plus extra material if needed. Make a joint decision in your triplet on which theory, concepts, aspects and arguments you like to focus on. Please stick to that decision also in your individual paper.

Reflection paper – individual

Write an individual reflection paper (700 words) relating to Development Theory and the Development Debate – while focusing on the theory/concepts/aspects that you chose in your triplet. Base the text on the course literature (+ extra material if necessary). Make sure to show the polemic nature of the debate. Please make references to all the material that you use for the assignment.

Good luck!

Reading

See below list, plus individual search if needed.

Development: Sumner & Tribe (2008) Chapter 6;
Jönsson et al. (2012) Chapter 6

Governance: Desai & Potter (2014) Part 10;
Jönsson et al. (2012) Chapter 4

Hale, T. (2020).

Bennett, N. J., & Satterfield, T. (2018).

Bigsten, Arne (2017).

Fukuda-Parr, Sakiko (2016).

Jerneck, A. (2018).

Kontinen, Tiina, & Millstein, Marianne (2017).

Parpart, Jane (2014).

Richey, Lisa Ann and Ponte, Stefano (2014).

Scholte, J. A., & Söderbaum, F. (2017).

Technicalities

Upload your individual paper on Canvas 1) as an assignment & 2) in the discussion board that relates to the assignment – no later than the date/time you find in the course overview

Bring a printed version to the seminar (where your teacher will give you feedback)

What happens if you fail to attend this event?

What to hand in: write one individual page (400 words) about the topic

How to hand in: email to course coordinator

When to hand in: within one week after the event

Week 3

Theory: Amartya Sen: Economic choice, social choice

(lecture) | *Teacher:* David O'Byrne

Economic choice, social choice

(seminar) | *Teacher:* David O'Byrne & David Harnesk

For Seminar groups (A & B): please see separate list!

Read Amartya Sen's book and article and write a short individual reflection on the article. Conclude by posing one question to Amartya Sen and one to your class. (200 words in total).

Seminar format: At the seminar we will discuss the article in small groups of four students based on some questions. Each group will report their findings and conclusions from the discussion to the rest of the class – for further inspiration and discussion. Students will moderate the final discussion.

Good luck!

Reading

Desai & Potter 2014 Chapter 1.7

Sen, Amartya (2004).

Technicalities

Upload your individual paper on Canvas 1) as an assignment & 2) in the discussion board that relates to the assignment – no later than the date/time you find in the course overview

Bring a printed version to the seminar

What happens if you fail to attend this event?

What to hand in: write one individual page (400 words) about the topic

How to hand in: email to course coordinator

When to hand in: within one week after the event

Issue: Food: Regimes, Security, Sovereignty

(lecture) | *Teacher:* Ellinor Isgren

Issue: Food Politics

(lecture) | *Teacher:* Lennart Olsson

Food: [regimes, security and sovereignty] & [systems, innovations, and agroecology]

(seminar) | *Teacher:* Ellinor Isgren

For Seminar groups (A & B) and Stakeholder Teams: please see separate list!

Introduction

This seminar will be in the format of a student lead debate wherein you take different roles to discuss and defend the core elements of policies to overcome the current food crisis by promoting: food security / food sovereignty; food trade liberalisation / food trade regulation; global agribusiness / local food systems; conventional agriculture / agroecology.

You will choose to act on behalf of the World Bank (WB), The Food and Agriculture organization of the United Nations (FAO) or La Via Campesina (LVC) and explain how, from their perspective, it would be possible to increase food production, manage the food crisis, reduce hunger both in rural and urban areas, and respond to climate change impacts.

You will have to be familiar with and understand the diverse perspectives behind different policies and models of food production and trade. For that you may have to complement the readings with other literature of your choice.

Preparation and presentation – in stakeholder teams

1. Read the articles assigned for the lectures on food.
2. Beyond that, each stakeholder team will make a search for literature on the policies and strategies promoted by the stakeholder it represents.
3. Discuss the new literature within your team and get familiar with the views and interest of the stakeholder.
4. Prepare a presentation (could be using power point).
5. Write a paper on the stakeholder views to be represented at the seminar (700 words). It should be based on the articles assigned for the lectures and new material from your literature search. It will include critical aspects intended for the seminar. *Write it as a team, make sure to make it cohesive!*

At the seminar – participate in the debate with good and well prepared arguments!

6. Each stakeholder team presents ideas, policies and strategies to deal with the food crisis. All team members should participate in the presentation (8 minutes in total).
7. The presentation should focus for example on how food production should be enhanced, who should lead this process, where, how states should be involved and what the role of the local, regional, international markets are, the importance or not of environmental effects of agriculture, how food trade will be regulated or not, etc, etc.
8. After the short presentation(s), the floor will be open for debate.

Good luck!

Reading

see below list, plus collective search

Desai & Potter Part 4 Rural development

Agarwal, B. (2014).

Holt Giménez, E. & Shattuck, A. (2011).

IAASTD (2009).

Marsden, Terry & Adrian Morley (2014).

Morley, Adrian; Jesse McEntee & Terry Marsden (2014).

McMichael, P. & Schneider, Mindi (2011)

McMichael, P. (2009).

Stephen R. Gliessman (2014). Chapter 1: Case for fundamental change in agriculture & Chapter 2: Agroecology and the agroecosystem concept

Timmer, P. (2003).

Timmer, P. (2005).

Technicalities

Upload your individual paper on Canvas 1) as an assignment & 2) in the discussion board that relates to the assignment – no later than the date/time you find in the course overview

Bring a printed version to the seminar (where your teacher will give you feedback)

What happens if you fail to attend this event?

What to hand in: write one individual page (400 words) about the topic

How to hand in: email to course coordinator

When to hand in: within one week after the event

Week 4

Issue: Climate Change & Theory: Political ecology

(lecture) | Teacher: Anne Jerneck

Issue: Climate Change: Impacts, Response, Politics

(lecture) | Teacher: Lennart Olsson

Reading Strategies

(workshop) | Teacher: Hanna Glad, Language teaching expert, LUSEM

Effective reading strategies to help you better understand and remember what you read, including advice for tackling long reading lists and for taking better notes. This is a joint session for all programmes at Graduate School. Online, in Zoom.

Climate Change Migration

(seminar) | Teacher: Anne Jerneck

For Seminar groups (A & B) and Debate Teams (quartets/triplets): please see separate list!

Format

The seminar will be in the format of a debate between two sides. Prepare arguments, in your debate triplet/quartet, for either 1 or 2:

1. why do we have reason to believe that climate migration (national/regional/international) will be *a successful* climate change adaptation *strategy*?

versus

2. why do we have reason to believe that climate migration (national/regional/international) will be *a failed* climate change adaptation *strategy*?

This is a debate, be sure to believe in your argument and make forceful statements!

Role of moderator:

You will moderate the debate – and review the two papers from your debate by writing a short note indicating: plus / minus / scope for improvement (200 words) [send to your seminar teacher]

Collectively (in your debate quartet/triplet):

Summarise your main arguments in a short paper while making references to the literature (600 words), include a list of references.

Good luck!

Reading

See below list

THEORY: POLITICAL ECOLOGY

Elmhirst, R. (2011).

Elmhirst, R. (2015).

Elmhirst, R., Siscawati, M., Basnett, B. S., & Ekowati, D. (2017).

Jerneck, A., & Olsson, L. (2013b).

Robbins, P., Chatre, A., & Karanth, K. (2015).

Sundberg, J. (2016).

ISSUE: CLIMATE CHANGE

Desai & Potter 2014 Part 6 Environment and development;

Jönsson et al. Chapter 5: Climate and environment

Baldwin, A. (2017).

Lidén, J (2014) .

IPCC report (including Summary for Policymakers), Intergovernmental Panel on Climate Change 2013-2014: Chapter on Livelihoods and Poverty – Chapter 13

Methmann, Chris and Oels, Angela (2015).

McMichael, Anthony (2013).

Scheffran, J., Marmer, E., & Sow, P. (2012).

Steffen, Will, et al . (2018).

Terry, Geraldine (2010).

World Bank (2012)

Kaczan, D. J., & Orgill-Meyer, J. (2020).

Technicalities

Upload your collective paper on Canvas 1) as an assignment & 2) in the discussion board that relates to the assignment – no later than the date/time you find in the course overview

Bring a printed version to the seminar



What happens if you fail to attend this event?

What to hand in: write one individual page (400 words) about the topic

How to hand in: email to course coordinator

When to hand in: within one week after the event



Week 5

Issue: Labour: The Working Poor/ Decent Work

(lecture) | *Teacher: Ana Maria Vargas*

Social Norms – Labour and the Working Poor

(seminar) | *Teacher: Ana Maria Vargas // Seminar leader: Anne Jerneck*

Preparations

Be ready to discuss the literature that you are reading for the assignment below.

At the seminar, we will arrange 'article-tables' concentrating on *one* article at the time. At each table, all of you will raise the question that you posed to the particular article. These questions will form the basis of your discussion. After a while you will move on to another article/table. In the final round, you can compare arguments from the articles.

Good luck!

Reading

See box below.

Identify the main argument in the article. Identify the reasons and/or the evidence that back up the argument. Evaluate the argument in relation to theories and issues in development. Compare the argument with those raised in the other articles.

Technicalities

Upload your collective paper on Canvas 1) as an assignment & 2) in the discussion board that relates to the assignment – no later than the date/time you find in the course overview

Bring a printed version to the seminar

What happens if you fail to attend this event?

What to hand in: write one individual page (400 words) about the topic. Base it on 2-3 of the articles.

How to hand in: email to course coordinator

When to hand in: within one week after the event

Role Play on Street Vending Policy

(seminar) | *Teacher: Ana Maria Vargas*

Please form your own working triplets at Ana Maria's first lecture – then she will put you in A or B!

Format (Role Play on Street Vending Policy)

At the seminar, you will be divided into five groups to prepare arguments for a debate on the regulation of street vending in a city.

Group Video: The Working Poor

Instructions

Make a 3 minute video posing a question for further research– let Ana Maria know if you have any questions!

In this assignment you are expected to conduct a short literature review of a research topic of your interest for the Issue LABOUR and its theme of The Working Poor. You should then present the result in a 3-minute video.

- Work in triplets – select your own team at Ana Maria's first lecture depending on your theme interest.
- Choose from the topics (below) or suggest another one. Then narrow down your focus into a more specific question that you want to explore further. **WRITE THIS QUESTION.**
- Conduct a search on the Web of Science, Scopus, or Google Scholar using key words to answer your question. Select the most relevant articles published in the last 20 years and read them (divide them within the triplet).
- Discuss in your triplet how other scholars have answered the QUESTION that you posted in the beginning, and identify remaining aspects that are not answered.
- Make your video: These are three steps you can follow:
 1. Create a story around your question. A story has an appealing introduction, a climax and then the end.

2. Write a script to tell your story (make sure that when you read it, it should be no longer than 3 minutes).
 3. Use one of the available apps on the internet to put together your video. I can recommend Magisto, Adobe Spark or IMovie, but feel free to choose. Magisto is easy because it helps you to put together the video automatically.
- Upload the video on youtube and share the link to your video on Canvas.
 - Don't hesitate to ask me any questions.

Choose a theme or suggest another one

- Armed Conflicts and the working poor
- Children and the working poor
- Food and the working poor
- Health and the working poor
- Law and the working poor
- National Basic Income and the working poor
- Organizations and the working poor
- Supply chains and the working poor
- The Fishing Industry and the working poor
- Transnational Migration and the working poor
- The impact of Covid-19 on Work
- Other: _____

Good luck!

Reading

- Bayat, Asef (2000).
Kabeer, N. (2018).
Selwyn, Benjamin (2016).
Sengupta, S., & Jha, M. K. (2020).
Srnicek, Nick. and Williams, Alex. (2015).
Bromley, Ray. (2000).

What happens if you fail to attend this event?

- What to hand in: write one individual page (400 words) about the topic
How to hand in: email to course coordinator
When to hand in: within one week after the event

Week 6

Issue: Global Health: Sanitation crisis: WASH & Menstrual Hygiene Management

(lecture) | *Teacher:* Sara Gabrielsson

Issue: Global Health: Health effects of CC, Heat stress

(lecture) | *Teacher:* Lennart Olsson

Referencing - tools and shortcuts

(workshop) | *Teacher:* Maja Carlson, Social Sciences Faculty Library

This workshop supports you in the process of writing a paper or other similar assignment. The starting point of the session will be referencing and the shortcuts and tools you can use to help you manage your references. You can also ask questions related to database searching or finding literature for your paper. Online, in zoom. RSVP required - see Canvas

Global Health

(seminar) | *Teacher:* Sara Gabrielsson & Lennart Olsson *Seminar leader:* Anne Jerneck

All students attend the entire seminar! For poster teams: please see separate list!

Presentation – collective

What are the main health challenges today and in the future? Based on readings and discussions, *two seminar triplets/or similar* prepare a short seminar presentation in the form of a poster(s):

1. Choose a *focus* for your health discussion = find a *main challenge* to discuss!
2. Make a *clear, focused, interesting, thought provoking* presentation rooted in the literature and other sources that you have selected. *Include full references in the presentation/poster.*
3. Close the presentation with a *question* that you would like to *discuss further.*
4. You may distribute a *short handout* that *sums up* ideas, arguments, questions, solutions.
5. Each *poster presentation* should take *8 minutes – ‘no more, no less’*
6. Your team will *present to and discuss with another team (or the whole seminar group)*
7. Finally, sum up the discussion in *three points to share* with the *full seminar group*
8. *Please manage time well! Make sure one person in the group manages time*

Reading

See below list, and collective search if needed

Desai & Potter 2014 Part 8 Health and education;
Jönsson et al. 2012 Chapter 5

R. Montenegro, C., Bernales, M., & Gonzalez-Aguero, M. (2020).

Buse, Kent and Hawkes, Sarah (2015)

Jönsson, Kristina (2014).

Ottersen, O. P., et al (2014).

Climate change – and heat stress

Lundgren, Karin, and Kjellström, T. (2013).

Consumerism and planned obsolescence – health effects of E-waste

Lebel, Sabine (2015).

Dietary paradox (the double burden of malnutrition) – hunger and obesity

Popkin, Barry M., Linda S. Adair, and Shu Wen Ng. (2012).

Menstrual Hygiene Management

Jewitt, S., & Ryley, H. (2014).

Sommer M, et al. (2016).

Sanitation crisis

Bartram, J., & Cairncross, S. (2010).

Global Mental Health

Wainberg, M. et al. (2017).

Suggested useful resources:

www.worldwewant2015.org/health

sustainabledevelopment.un.org/

www.beyond2015.org/

www.who.int/en

www.un.org/millenniumgoals/

Technicalities

Upload your collective paper on Canvas 1) as an assignment & 2) in the discussion board that relates to the assignment – no later than the date/time you find in the course overview

Bring a printed version to the seminar

What happens if you fail to attend this event?

What to hand in: write one individual page (400 words) about the topic

How to hand in: email to course coordinator

When to hand in: within one week after the event

Week 7

Issue: Ethics and Trusteeship

(lecture) | *Teacher:* Malin Arvidson

Ethics and Trusteeship

(seminar) | *Teacher:* Malin Arvidson *Seminar leader:* Anne Jerneck

Format

Read the book in preparation of the seminar. Start with Introduction and Conclusions to get an overall understanding and then browse the historical analysis. To appreciate the fascinating analysis, you must read the detailed empirical accounts (e.g. Chapters 4, 5 and 7).

At the seminar, you will discuss the following questions in triplets or small groups based on your prepared and preliminary answers/comments (400 words / 1 page).

1. What does the title mean: The Will to Improve? What does it imply in terms of ‘power’? Are there any problems with or limitations in this way of speaking of and analyzing power?
2. What is the meaning of the process: ‘rendering technical’? Give examples from the book. Discuss other examples of how development projects are ‘rendered technical’.
3. What are the roles of interest groups – such as local farmers and NGOs? How is resistance against *development* interventions analysed and discussed?
4. How does the book relate to other course literature? Are there any similarities in arguments? Does the author provide new, original or different perspectives and insights?
5. What lessons would you draw from the book as a development practitioner in an international organisation, national authority, an NGO, a consultancy firm, etc.

After the session, one representative from each group will briefly present the main outcome of the group discussions for the whole class (maximum 3 minutes). After that the joint discussion will continue and we will sum up: *what do we agree on, where do we disagree, and what are the challenges we need to bear in mind?*

Good luck!

Reading

Li, Tanja Murray. (2007).

Desai & Potter 2014 Chapter. 1.10

Arvidson, Malin (2013).

Cochrane, L., & Thornton, A. (2018).

Fechter, Anne-Meike (2012).

Sida BD Reality Check 2010 (no need to read all, but the lecture will be based on the report)

Watson, Annette (2012).

Technicalities

Upload your short individual paper on Canvas 1) as an assignment & 2) in the discussion board that relates to the assignment – no later than the date/time you find in the course overview

Bring printed version to the seminar discussion (your teacher will give you feedback)

What happens if you fail to attend this event?

What to hand in: write one individual page (400 words) about the topic, by discussing the pros and cons of Li's ideas.

How to hand in: email to course coordinator

When to hand in: within one week after the event

Week 8

Sharpen Your Academic Argument - Workshop Your Final Course Paper with a Writing Specialist

(workshop) | *Teacher:* Hanna Glad, Language teaching expert, LUSEM.

Bring your final paper draft, no matter what state it is in, to this workshop on elements of an academic argument and coherence. We will give you some concrete tools to help you target global coherence so that your readers will say "this text makes sense!" Online, in Zoom.

Week 9

Final Seminar

(seminar) | *Teacher:* Anne Jerneck

The final seminar will be the last time we will meet in this course and I really look forward to see you! Some of you may be away – but in case you are still available (in Helsinki, in Luleå, etc) you can call your discussion partner and still have a conversation about your papers!

In case both of you are away, you could, towards the end of your conversation send a little message to a classmate on campus with some reflections on how you experienced the peer review process.

The final seminar is obligatory but remember that the corona pandemic is still with us.

So please, if you do not feel well – or have even very minor symptoms – then please stay home and take good care of yourself, and get well soon.

I will read and grade all of your papers and upload my comments a couple of days after the seminar. Please note that the grade on the paper may be slightly different from the course grade.

What happens if you fail to attend this event?

What to hand in: Reflect upon the assignment of writing a final paper: what can be learned and what are the challenges? Write one page (400 words).

How to hand in: email to course coordinator

When to hand in: within one week after the event

Final Course Paper – Instructions

Instructions for the final course paper

On the basis of the course and the course literature, you are expected to individually:

- identify a relevant, interesting and significant essay topic for this course
- pursue a structured and interesting analysis where you back up all statements and apply theory to your selected empirical material
- draw (significant) conclusions

The paper should include

- a credible research question(s) related to ongoing debates and discussions in the field
- a theoretical framework developed from the course literature
- an analysis wherein you apply theory to an empirical case/cases and draw (compelling) conclusions
- a title that reflects the content and your argument

The paper should be

- a product of your own work
- based primarily on the course literature and, if needed, additional literature
- scientific, meaning that all literature/material must be acknowledge and properly referenced at all times, failure to do so might result in accusations of plagiarism. (Avoid long quotes or frequent quoting – unless you do a very close reading of texts).

Format

- The paper should be written in Times New Roman size 12, with 1.5 spacing. Referencing should be done using the Harvard system. The word-count *2400 words* should not be exceeded. Please state the word count at the bottom of the last page.
- NB: there is no need for a front page: please just indicate in the heading/or top of first page: SIMP 35; Author Name; Catchy Title

Peer reviewing

- Form triplets to review papers according to: plus/minus/scope for constructive improvement

Grading criteria

Besides meeting the instructions above, you should show:

- Ability to engage with and critically evaluate and reflect on the literature. A passive summary of texts is not sufficient. You must demonstrate a deeper understanding.
- Ability to actively apply concepts and theories in an in-depth analysis. You may modify theories and concepts if appropriate and necessary for your analysis.
- Creativity, originality, and significance in selecting a topic, formulating research questions, carrying out the analysis, drawing conclusions and reflecting on those.
- Ability to use a clear and correct language in a structured and well-presented analysis.
- Ability to properly reference your analysis – including all material used.

This means that the final paper should be theoretically informed, empirically grounded and properly referenced. The topic should be relevant to the course (including the course literature) and somewhat significant in the sense that you try to produce something new by looking at ‘new’ topics or by analysing certain aspects, dimensions, or topics from a ‘new’ theoretical angle using appropriate empirical data, cases, illustrations, etc. The grading is mainly based on your ability to handle the topic in terms of formulating a good research question, rooting it in some type of data and structuring a fluent and productive analysis drawing actively and critically on theories, concepts and arguments that emerge in the course or as a result of your ideas and reflections during the course. Hence, you should seek to write an integrated and structured analysis where the ability to draw conclusions from the analysis and to reflect upon them also counts.

Final Course Paper – Advice

Find a topic – that *matches* the course well (Theories& Issues)!

Use the *course literature* – generously and wisely!

Structure your *analysis* well – and let it be guided by your theory!

Follow *all instructions* – including word count and deadline!

Allow your peers – to *review* a draft!

Give *constructive* comments – to peers!

Enjoy your reading, writing and reviewing!

Quality Criteria for the Final Paper

- Relevant for SIMP 35
- Interesting & Significant
- Trustworthy

Show readers that your paper is adequate for **this** course.

Our Course Focus

- What is development?
- *How* has the understanding of it and approaches to it *changed over time*?
- *What* are the *issues* – and how are they related or even interlinked?
- *Who* are the *actors/players/processes* – *who/what* dominates the scene?
- *What* has been 'developed' – in what *direction* – through *which means* – and *for whom*?
- How can we describe 'issues' *empirically* – climate change, ethics, food, health, labour, poverty & inequality....?
- How can we understand / give meaning to/ explain 'issues' *theoretically* – development theory, feminism, institutional theory, political ecology, postdevelopment, social choice theory?
- How can a certain theory (or concept/concepts/theories) help us better *describe/explain/understand* a certain *issue* or *aspect of an issue*?

Research Questions – various types, various purposes!

Type

- What/which/who
- How
- Why

Purpose

- Describe
- Explain
- Give meaning to
- Understand
- Predict
- Prescribe
- Recommend

Maybe select one theoretical question & one empirical question?

An empirical case

- Find it in the literature, or observe it elsewhere - look for primary, secondary, tertiary data (if needed)
- Personal experiences can be a motivation for formulating your research question and also be a drive for exploring the issue
- Personal reflections can be based on your previous experience and knowledge and should be informed by your analysis [of the material, your readings, and your research]

Use of Literature

- Literature *internal* to the course - *main!*
- Use *books* mainly for *overview* and *specific views*:
 - ◆ what is development – aim, means, visions?
 - ◆ what is the theoretical landscape – approaches, controversies, debates, ideologies?
 - ◆ what are the main/specific ideas and views expressed – and what is the critique?
 - ◆ what are the main processes – aid/assistance, CC adaptation/mitigation, environmental degradation, empowerment, gendering, greening, mainstreaming, 'rendering technical', SAP, SD, trade, world market integration, etc, etc.
 - ◆ what is the role of civil society/market/state – actors, institutions, structures in development?
- Use *articles* mainly to learn about *specific* issues, and aspects of those issues.
- Literature *external* – *complementary!*
- Look for specific ec/pol/soc conditions, relations, frequency, etc, about a certain issue.

Structure of the paper

- *Title*: Signal your argument, claims, message, main findings
- *Introduction*: Describe the issue, the drama about it, the urgency, the forgotten or neglected aspects of it, misunderstandings
- Declare what you intend 'to do about it', how you will do it [*theory & methods*], based on what material [*data*] & the quality of these sources
- *Research Question*: Formulate a clear one [avoid yes/no questions]
- *Analysis*: use theory to describe/discuss/explain/give meaning to the issue [actors, institutions, processes, social relations, structures]
- *Conclusions*: draw them based on the analysis
- *Reflections*: reflect on the implications of your conclusions (if you have space)
- *References*: include a complete and correct list
- *Word Count*: indicate it – and do not exceed the limit
- *Submit* it before the deadline!

Tips on Academic Writing

Tell a story!

Structure it well – around some drama

Write with fluency and engagement

Find a format!

No front page! Name and course at the top, then title.

A catchy *title* that conveys your argument and main message!

An *introduction* that succinctly describes the problem area – and the drama and urgency around it: why important to deal with this?

Your *approach* to this: what aspect of it will you study and how and based on what data? - formulate it into an RQ indicating: what, how, why, etc.

The *actual analysis* which is the core of the text – here you engage with scholars & data.

Conclusions, implications, and reflections on those.

Reference list at the end – use Harvard (or APA).

Introduction: *back up* claims, reasoning, statements, and data with references (often many, at least in a thesis)

Idea/Argument: make a *claim*, back it up with your *reasoning* or that of others, and then back that up with *data*: maybe figures to show the *depth* of the problem or how *widespread* it is or how *serious* it is for a certain group, place, etc.

Analysis: use *references* to back up ‘things’ indirectly – and/or engage directly with references such as *agencies*, *scholars*, or *organisations*, and present and comment on their ideas **explicitly** in your reasoning: *I agree with X, but would like to add to, or critique, her thinking as regards...*

Ending: draw *conclusions*, *reflect* on the *implications* of those

Referencing: use *Harvard* (or APA)

This is mentioned in the instructions, at least for the final paper.

Presenting: Make a *claim*, use good *reasoning*, use relevant current (or historic) *data*, use *examples* and *illustrations* [diagrams, drawings, graphs, pictures, photos, tables, etc].

Describe the *problem*

Show its *urgency*

Explain *causality*

Hint at *solutions*

Vary your *voice*

Manage *time*

Comments and Questions: Try to be *brief*, *clear* and *succinct* – with comments or questions. Write down questions while you listen, reformulate, pose!

Improving academic writing

How to do ‘Smart reading’:

* *scanning* the content [via abstract, main analysis, conclusions]: *what is this text really about?*

* summarising main *ideas*, main *data*, main *findings*: *what does it contribute?*

* locating what is *new/different/similar* compared to other texts?

* identifying *how you can use* this text for your own writing!

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.

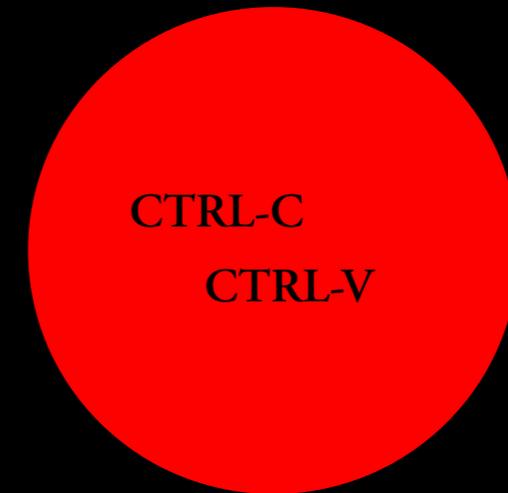
Plagiarism – and how to avoid it

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:

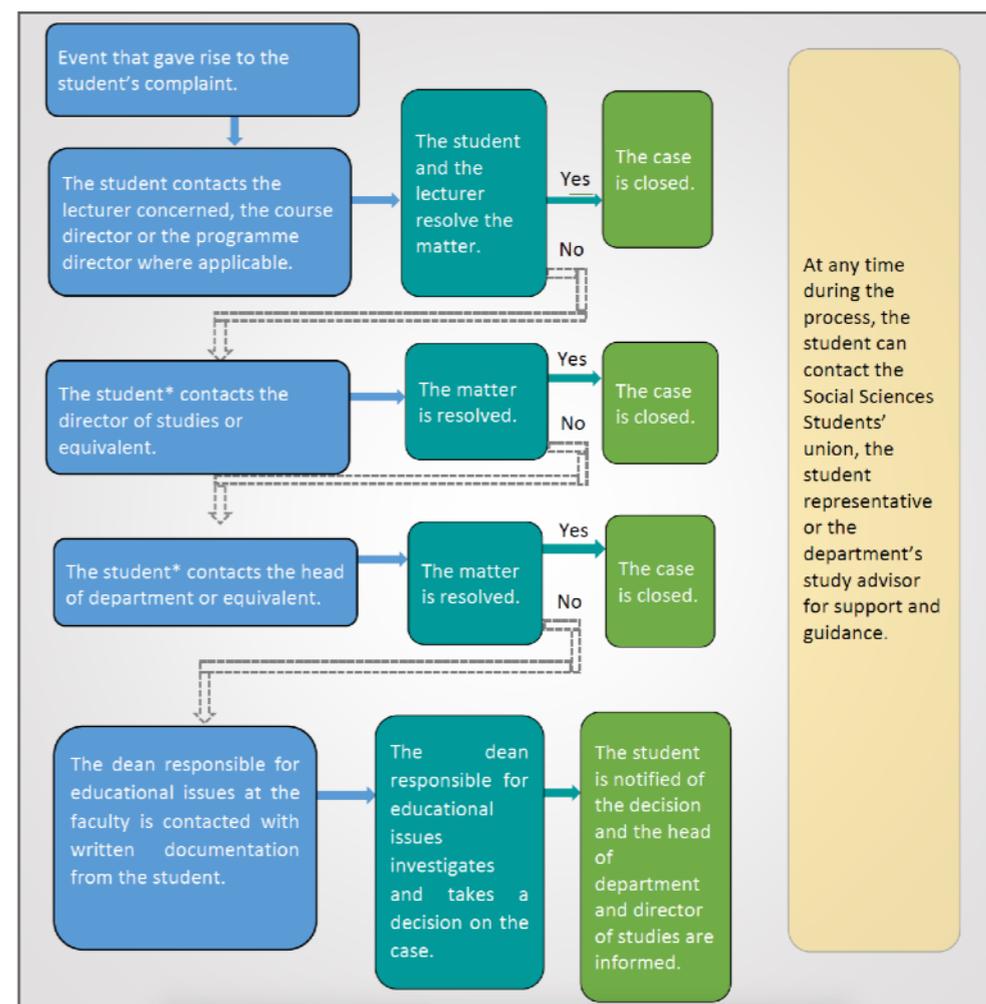
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

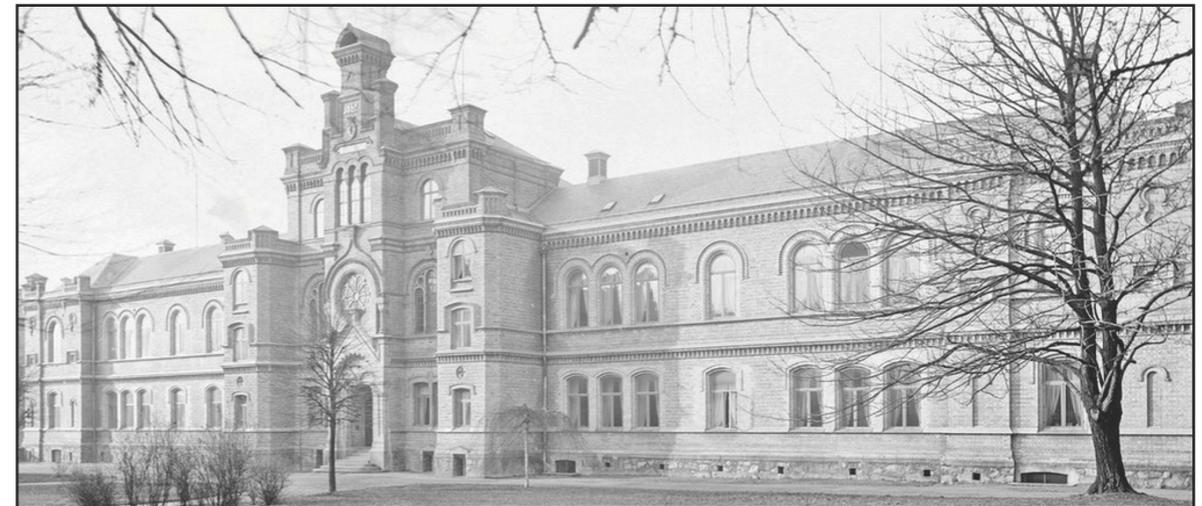
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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

