



Course syllabus

Faculty of Social Sciences
Department of Social Studies

2FU34E Freds- och utvecklingsstudier III, 30 högskolepoäng
Peace and Development Studies III, 30 credits

Main field of study

Peace and Development Studies

Subject

Peace and Development Research

Level

First cycle

Progression

G2E

Date of Ratification

Approved 2023-08-21.

The course syllabus is valid from autumn semester 2024.

Prerequisites

1FU123, Peace and Development Studies I and 1FU203, Peace and Development Studies II or equivalent, as well as additional 30 credits in related social sciences.

Objectives

After completing the course, students shall be able to:

- analyse the interplay between global development and security using an analytical framework,
- apply different theoretical and methodological perspectives to the analysis of the current situations in the world,
- develop a research design including a research problem as well as a methodological, theoretical and analytical approach relevant to the field of peace

and development studies

- independently distinguish, formulate and analyse a research problem within the field of peace and development studies, as well as apply relevant theoretical and analytical frameworks and adequate methods, and reflect on and present the research conclusions in the form of a Bachelor's Essay
- independently defend the essay in a seminar.

Global Development and Security 7.5 credits

After completing this module, students shall be able to:

- analyse the interplay between global development and security using an analytical framework,
- apply different theoretical and methodological perspectives to the analysis of the current situation in the world.

Methods in Peace and Development Research 7.5 credits

After completing this module, students shall be able to:

- develop a research design including a research problem as well as a methodological, theoretical and analytical framework relevant to the field of peace and development.

Independent Work 15.0 credits

After completing the course, students shall be able to:

- independently distinguish, formulate and analyse a research problem within the field of peace and development studies, apply theoretical as well as analytical frameworks and adequate methods, and reflect on as well as present the research conclusions in the form of a Bachelor's Essay,
- independently defend the thesis in a seminar.

Content

The course consists of 3 modules:

Global Development and Security 7.5 credits

The module explores the interconnection between peace, development and security using different theoretical approaches. In the aftermath of conflict, a multitude of local and international actors are engaged in security and development but with often very different approaches. As a result, even though the objectives of these actors may overlap, in many cases their priorities diverge, leading to dilemmas and tensions around the implementation of security and development activities. The module explores key aspects of the interplay between development and security through the application of various concepts and theories, using case studies from around the world.

Methods in Peace and Development Research 7.5 credits

The class introduces students to research within peace and development studies, including the selection of topics and research problems relevant to the field, leading to the introduction of structural conditions for the following independent project. Students discuss the theoretical and methodological considerations and options for research within the social sciences, the functions of theory in research, different methods used within the field as well as issues relating to the form and structure of a thesis, all with a particular focus on qualitative research methodology. During the course, the students create, develop and defend their own research design.

Independent Work 15.0 credits

This module consists of 10 weeks of independent and individual thesis work, during which the student meets with the tutor on a regular basis to discuss his/her progress with the thesis.

Type of Instruction

Teaching includes lectures, seminars, student presentations, seminars, group work and supervision.

Examination

The course is assessed with the grades A, B, C, D, E or F.

Module 1 is examined through a written individual task and two group assignments. Module 2 is examined through a written individual assignment. Module 3, "Independent Work", takes place through an independent project presented in writing in the form of a report and defended orally in a seminar. Furthermore, the student shall also act as the external reviewer for another study within the scope of the course. Grade A represents the highest grade, and the subsequent grades follow in descending order, where grade E is the lowest grade that qualifies as a Pass. A grade of F means that the student's performance is assessed as Fail. Fx is not a grade and is only used when a student is permitted to supplement his/her examination. Students who have failed the course (in other words, got an F) at the scheduled examination date will have the opportunity to retake the exam shortly after the original examination date.

In order to pass the course, students must receive a passing grade (E or higher) in all modules. The grade point average of those four modules determines the final grade. Information on how to determine the grade point average will be provided with the start of the first module.

A new summative assessment is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University. Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

Course evaluations are carried out in writing and/or orally during the course, and a final written course evaluation is carried out at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course:
2FU33E, credit overlap 30 credits.

Other Information

Information about the grading criteria for the A-F scale is given in a separate document, provided at the start of the course, at the latest.

Required Reading and Additional Study Material

Global Development and Security 7.5 credits

Course Literature

Collier, P. (2007). *The Bottom Billion*, Oxford: Oxford University Press (190 pages). Available on the Internet

Richmond, O. (2011). *A Post-Liberal Peace*. London: Routledge. (186 pages).

Lukes, S. (2005). *Power - A Radical View*. Basingstoke: Palgrave Macmillan (151 pages).

Scientific articles in digital form in the course room at Mymoodle (course code 2FU34E), (approx. 350 pages).

Methods in Peace and Development Research 7.5 credits

Course Literature

Bryman, A. (senaste upplagan). *Social Research Methods*. Oxford: Oxford University Press (530 pages).

Supplementary Methods Texts

Bennett, A. and G.L. Alexander (2005). *Case Studies and Theory Development in the Social Sciences*. MIT Press (331 pages).

de Vaus, D. (2013). *Social Surveys*. New York: Routledge (366 pages).

Hammersley, M. and P. Atkinson (2019). *Ethnography*. New York: Routledge (266 pages).

Kozinets, R. V. (2019). *Netnography: The essential guide to qualitative social media research*. London: Sage (472 pages).

Scheyvens, R. (Ed.) (2014). *Development Fieldwork A Practical Guide*. London: Sage (313 pages).

Additional Reading and Reference Material

Creswell, J. (2009). *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. Los Angeles: Sage (259 pages).

Dannermark, B., M. Ekström, L. Jakobsson and J. Ch. Karlsson (2019). *Explaining Society. Critical Realism in the Social Sciences*. Routledge (221 pages)

Flyvbjerg, B. (2001). *Making social science matter: Why social inquiry fails and how it can succeed again*. Cambridge: Cambridge University Press (204 pages).

O'Reilly, K. (2012). *Ethnographic methods*: Routledge (272 pages).

Thomas, A. and Giles M. (2015) *Research Skills for Policy and Development*. Los Angeles: Sage (361 pages).