



## Programme syllabus

Faculty of Social Sciences

Freds- och utvecklingsprogrammet, 180 högskolepoäng  
Peace and Development Programme, 180 credits

### **Level**

First cycle

### **Date of Ratification**

Approved 2010-12-07.

Revised 2026-01-02.

The programme syllabus is valid from autumn semester 2026.

### **Prerequisites**

General entry requirements + Civics 1b alt. Civics 1a2 and English 6.

Or: Civics level 1b or Civics level 1a2, English level 2

## Description of Programme

The Peace and Development Programme provides students with a comprehensive education that prepares them for seeking employment within the areas of development work, international development cooperation and peacebuilding as well as armed conflict and conflict transformation. The programme engages students in practical work related to future work tasks, and through guest lectures and other activities it provides opportunities for them to have contact with professionals already working in their area. It enables students to acquire the knowledge and skills needed to work in international organisations government agencies and public institutions, as well as non-governmental organisations at the community level, both at home and abroad.

## Objectives

### **Qualitative Targets in accordance with the Higher Education Ordinance**

#### *Knowledge and understanding*

For a Degree of Bachelor of Arts/Science the student shall

- demonstrate knowledge and understanding in the main field of study, including

knowledge of the disciplinary foundation of the field, understanding of applicable methodologies in the field, specialised study in some aspect of the field as well as awareness of current research issues.

#### *Competence and skills*

For a Degree of Bachelor of Arts/Science the student shall

- demonstrate the ability to search out, collect, evaluate and critically interpret relevant information for a defined problem and also critically discuss phenomena, issues and situations,
- demonstrate the ability to independently identify, define and solve problems and to complete tasks within predetermined time frames,
- demonstrate the ability to present and discuss information, problems and solutions orally and in writing and in dialogue with different groups, and
- demonstrate the skills required to work independently in the main field of study.

#### *Judgement and approach*

For a Degree of Bachelor of Arts/Science the student shall

- demonstrate the ability to make assessments in the main field of study with regard to relevant disciplinary, social and ethical issues,
- demonstrate insight into the role of knowledge in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the personal need for further knowledge and to develop the individual competence.

#### **Programme specific objectives**

After completing the programme, the student shall:

- be able to place violent conflicts and wars in their historical, political and social contexts, as a basis for holistically oriented peace work,
- independently be able to analyse societal and interstate conflict situations, and on this basis, conduct relevant reasoning on appropriate measures for conflict prevention and resolution,
- independently be able to analyse different theories and approaches to development, as well as different types of development strategies and their impact on development from the perspective of sustainability (ecological, economic and social sustainability),

- independently be able to identify and analyse the role of development issues in various armed conflicts and on this basis discuss how a developmental perspective in practice can contribute to peacebuilding,
- be able to analyse issues of conflict, peace processes and development strategies from a gender and diversity perspective,
- be able to give an overview of central theories of political development, good governance and democratic processes, and the connection between political and economic development in developing countries,
- be able to analyse political structures, processes and actors within the peace and development process, at the local, national, regional and global level, including the building of state and nation, the debate on the development of state, governance, democratic processes as well as horizontal and vertical accountability, and be able to comment on existing systems concerning respect for and development of human rights, at the international, regional and national level,
- be able to discuss the international development cooperation's actors, mechanisms and policies in order to promote democracy and political development, and how this may have an impact on political aspects of peace and development processes,
- have developed an understanding of cultures other than their own, and the ability to work in intercultural contexts.

## Content

The programme is organised by the Faculty of Social Sciences.

### **Programme Overview**

The Peace and Development Programme combines an interdisciplinary approach to conflict, peace, development and security issues with in-depth, subject-specific analysis and case studies. During the first year students are introduced to the study of peace and development, forming the foundation of the interdisciplinary and problem-oriented and emancipatory approach of their main field of study. In their second year, students study peace and development issues from an interdisciplinary perspective, engaging in advanced studies related to their field, including for instance gender studies. They also develop their capacity to apply peace and development to particular cultural or professional contexts with a focus on regional studies, communication and project work. During the third year, students study the final level in peace and development (G2E) and complete their studies with either an internship, elective classes (30 credits), or a semester of studies abroad.

Throughout the programme, students are offered activities supporting the work-related elements of the programme such as lectures, simulation exercises, workshops and seminars focusing on their future working life. Training in problem based learning (PBL), both individually as well as in groups, provides students with the skills necessary to master their future profession within the field.

### **Programme Courses**

(\* = Course within the main field of study)

Specific entry requirements are applied for the courses included in the programme, which are provided in the course syllabuses. The order of the included courses may be altered. Some of the courses may be studied together with students from other programmes and courses.

## ***Year 1***

### **Semester 1**

*Peace and Development Studies I, 30 credits (GIN)\**

This introductory course focuses on the relation between peace, conflict, and development, and analyses the foundations and history of peace and development studies. It also introduces the international framework in which actors that are involved in furthering peace and development operate and discusses the basic conceptual and theoretical framework of peace and development studies. Students discuss development theories, international cooperation, sustainable development, and global political economy, as well as peace and security activities, ranging from early warning systems to peacekeeping and peacebuilding.

### **Semester 2**

*Peace and Development Studies II, 30 credits (GIF)\**

The second semester takes up the issues introduced during the first semester, but moves from the empirical and more descriptive approach towards in-depth analysis about the complex nexus between peace, conflict, development and human security, including major theoretical debates on violence, responses to armed conflicts, sustainable development and political aspects of peace and development, among others. The course also deals with the actors, mechanisms and policies within the international development work that promote democracy and political development. The semester finishes with an experiential research methods module where students cooperate to develop, implement and analyse a survey on a peace and development topic.

## ***Year 2***

### **Semester 3**

Semester 3 consists of four courses each comprising 7.5 credits, in total 30 credits. Together, they expand the disciplinary base and embed the field of peace and development studies into the broader context of social studies.

*Development Work in a Gender Perspective, 7.5 credits (GIF)*

The course focuses on the integration of the gender and equality perspective in international development work and its evolution over time. Key issues and development strategies concerning for instance political representation, economic opportunities, violence and social norms are analysed in relation to the challenges brought on by international aspects of inequality.

*Community Development, 7.5 credits (GIF)*

This course examines the theory and practice of working with spatially defined local communities to achieve sustainable development in relation to the resources and constraints that derive from other levels of governance. The course draws on a theorisation of different traditions of practice that have been elaborated in different parts of the world over the last century. Themes such as *empowerment* and *collective agency*, community and individual identity, power and institutions are applied when

comparing approaches to and experiences of community development in *the Global South* and *the Global North*.

*Human Security and Sustainable Development, 7.5 credits (GIF)\**

This course addresses the nexus of environment, peace and sustainable human development. By studying the dimensions of ecological, social and economic sustainability, important challenges concerning sustainability are discussed. One such discussion concerns how these different dimensions mutually impact one another. The role of formal and informal institutions in the governance and the management of *common pool resources* is discussed. Using examples from different resource systems, the course demonstrates how increasing scarcity of natural resources, unequal access to them and inequality in opportunities can lead to armed conflict. Likewise, based on case studies of societies emerging from conflict, the course shows how inclusive and sustainable development can be a precondition for peace to last. In order to broaden the variety of perspectives further, the course adds bottom-up viewpoints informed by sustainable livelihoods approaches.

*Migration, Conflict and Development, 7.5 credits (GIF)\**

This course focuses on migration in relation to conflict and development. Theoretical models are used to explain migration flows and analytical frameworks are analysed to understand different perspectives of migration, using case studies of complex relationships between human migration, sustainable development and peaceful coexistence in specific contexts.

#### **Semester 4**

Semester 4 consists of two courses each comprising 7.5 credits and one course comprising 15 credits, in total 30 credits.

The first two courses provide a better understanding of the cultural and professional context in which efforts to further peace and development are operating. It offers students a more in-depth study of peace, conflict and development scenarios in specific regional settings. The emphasis is primarily on Africa.

*Africa South of Sahara: Political Development and Conflicts, 7.5 credits (GIF)\**

The course discusses the contemporary political development and the conflict patterns shaped by the legacy of colonialism, the cold war and global development in relation to internal state and nation building processes, identity, power, governance, and the challenges for the democratisation process.

*Conflict, Security and Development from a Regional Perspective, 7.5 credits (GIF)\**

The course offers the students advanced analysis of one of the regions struggling with security and development challenges, with a particular focus on human security and sustainable peace, democracy and human rights, sustainable wealth and regional integration and organisation.

*Project Development, Communication and Evaluation, 15 credits (GIF)*

The course focuses on professional skills in project development, project evaluation and communication. Students work in groups in co-operation with different external organisations such as municipalities, regions, government agencies, companies and civil society actors. Different forms of communication genres are continuously integrated in the work with the evaluation project. The course ends with an oral

presentation by the students' project evaluation aimed at the client.

### ***Year 3***

#### **Semester 5**

##### *Peace and Development Studies III, 30 credits (G2E)\**

In the first of two courses comprising 7.5 credits, students engage even deeper into the complex relationship between conflict, development and security by applying a variety of analytical frameworks in an advanced role-play exercise. In the second course, students enhance their scientific and methodological knowledge, particularly in qualitative research methods used in peace and development studies. They then write their thesis (15 credits) in which they apply a problem-oriented research strategy in the context of a current research debate relevant to the main field of study.

#### **Semester 6**

Students choose between an internship or optional courses comprising in total 30 credits. Students will during semester six choose to either arrange and carry out a period of internship comprising a total of 30 credits, or study optional courses comprising a total of 30 credits.

##### *Internship, 30 credits (G2F)\**

The internship semester is aimed at strengthening the programme's connection to the working life by providing an opportunity to get to know the workplaces and tasks that are relevant to the subject. Students shall themselves arrange suitable internships, in Sweden or abroad. Internships in Sweden may require knowledge of Swedish.

or

##### *Optional courses, 30 credits*

The optional courses are aimed at broadening or deepening the subject specific knowledge. The courses can be taken at Linnaeus University, at another higher education institution in Sweden, or at a university abroad.

All courses included in the programme, with the exception of the optional courses during semester 6, are given as full-time study courses on campus.

The language of instruction during semester one to five is English. For semester 6, students may choose to study courses given in Swedish or English at Lnu, or courses given in other languages if they choose to study semester 6 abroad.

The order of the courses given during one and the same semester may vary.

#### **Societal Relevance**

Peace and Development Studies is an applied subject where the theoretical knowledge is applied and tested in relation to practical cases and where the current development in Sweden as well as in other countries are continuously discussed in all the courses. This enable students to adapt to local conditions, particularly abroad, once they have entered the working life. The programme's option for an internship semester during semester 6 provides students the opportunity to gain experiences from organisations dedicated to topics relevant to their studies, such as in the field of peace, conflict and development issues. Through guest lectures and other extra-curricular activities, the programme

offers additional contact with the future professional field and insights into the reality and challenges of working within the area.

### **Internationalisation**

The Peace and Development Programme has a clear international profile that is reflected in the course contents, course literature and the teaching environment. Teaching is conducted by a team of lecturers and researchers with different nationalities and extensive experience of working and conducting research abroad. The programme provides a multicultural classroom that includes students from many countries and is facilitated through the various exchange agreements that Linnaeus University maintains with universities around the world. Students are welcome to take advantage of these agreements by studying abroad during semester 6. They may also apply for Minor Field Studies (MFS) scholarships which enable them to collect data for their thesis abroad with government funding.

### **Sustainable social development**

The global goals given in Agenda 2030 provide an important framework whose themes constitute the core of the programme. Every programme course engages with some of these goals, as the programme deals with issues related to conflict, security and development, thereby including discussions ranging from poverty reduction strategies to conflict prevention and the protection of human rights and the promotion of diversity and equality. Gender equality is discussed in relation to both conflict and development throughout the programme. In addition, a particular course is dedicated to discussing gender from a development perspective. How societies can develop within the context of ecological sustainability is an ever-recurring topic in our classes. The programme's strong international profile and its particular focus on countries with development and conflict challenges requires students to develop empathy, cultural sensitivity, understanding and tolerance for those parts of the world community that continue to be trapped in poverty, violence and underdevelopment, related to the predominant targets of Agenda 2030.

### **Quality Development**

The Peace and Development Programme assures student participation through written evaluations of each course, regular programme meetings and student representation in the programme council. The students' opinions are the basis of the council's quality assurance. Compilations of evaluations are available at the university. The programme council meets once every semester or more often if required. The programme council promotes and monitors the development of the programme, taking into consideration the changing societal and work-related conditions. It also functions as a forum where course evaluations are discussed and student experiences, interests and requests considered.

Documentation of development activities taking place within the programme are filed at the department.

### **Degree**

After completed studies in accordance with the objectives specified by the Higher Education Ordinance and the Linnaeus University Degree Ordinance, the student can apply for a degree certificate. Those having completed the Peace and Development Programme on 180 credits can obtain the following degree:

Bachelor of Science

(Main field of study: Peace and Development Studies)

The degree certificate is written in both Swedish and English. The degree certificate also comes with a Diploma Supplement (English).

Courses previously given under the same programme code, SGFRU, may also be included in the programme degree and will then replace courses with equal content.

### **Other Information**

Students arrange internship placement themselves. Any additional travel expenses that may arise during a possible internship are paid by the students.