



Programme syllabus

Faculty of Social Sciences

Freds- och utvecklingsarbete, magisterprogram, 60 högskolepoäng
Peace and Development Work, Master Programme, 60 credits

Level

Second Level

Date of Ratification

Approved 2009-09-15

Revised 2015-12-07 by the Faculty Board within the Faculty of Social Sciences

The programme syllabus is valid from autumn semester 2016

Prerequisites

General entry requirements for second-cycle studies and specific entry requirements:

- a minimum of 90 credits in a Social Science, Humanities or Economics main area, including a degree project of at least 15 credits, or the equivalent.
- English B/6 or the equivalent

Description of Programme

The students shall be prepared for future high level work in a broad range of organizations, institutions and companies, which are involved in international development work or other cooperation with developing countries.

Students with a first level degree in Peace and Development Studies, or a similar specialization within social sciences and economics, will be prepared for analytical and strategic tasks in programme and project planning as well as for high level investigative fieldwork.

Students who have obtained eligibility through other subjects than within peace- and development studies, will receive preparation to the application of their respective undergraduate knowledge in a development perspective.

Objectives

Key objectives in accordance with the Higher Education Ordinance

Knowledge and understanding

For a Master of Arts/Science (60 credits) degree the student shall:

- demonstrate knowledge and understanding in the main field of study, including both an overview of the field and specialised knowledge in certain areas of the field as well as insight into current research and development work, and
- demonstrate specialised methodological knowledge in the main field of study.

Competence and skills

For a Master of Arts/Science (60 credits) degree the student shall:

- demonstrate the ability to integrate knowledge and analyse, assess and deal with complex phenomena, issues and situations even with limited information,
- demonstrate the ability to identify and formulate issues autonomously as well as to plan and, using appropriate methods, undertake advanced tasks within predetermined time frames,
- demonstrate the ability in speech and writing to report clearly and discuss his or her conclusions and the knowledge and arguments on which they are based in dialogue with different audiences, and
- demonstrate the skills required for participation in research and development work or employment in some other qualified capacity.

Judgement and approach

For a Master of Arts/Science (60 credits) degree the student shall:

- demonstrate the ability to make assessments in the main field of study informed by relevant disciplinary, social and ethical issues and also to demonstrate awareness of ethical aspects of research and development work,
- demonstrate insight into the possibilities and limitations of research, its role 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 take responsibility for his or her ongoing learning.

Content

The programme is administered by the Faculty of Social Sciences. Courses 1-6 consist of 7.5 higher education credits each, and course 7 comprises 15 higher education credits. The programme structure is presented below. The order of the modules may be changed.

The programme coordinator is responsible for the planning and coordination of programme structure and contents. The objectives of the programme are achieved both through studying theories and current research in the subject area, and through analyses of policy formulation and implementation processes, as well as through proficiency training in investigative work, project planning and evaluation, and fieldwork in a developing country.

Programme Overview

Term 1

The international context and the politics of peace and development 7.5 credits (A1N)
Development theory and economic development, 7.5 credits (A1N)
Peace Negotiations, 7.5 credits (A1N)
Policy processes, implementation and evaluation, 7.5 credits (A1F)

Term 2

Method and Research Strategies, 7.5 credits (A1N)
Methods of fieldwork, 7.5 credits (A1F)
Degree project, 15 credits (A1E)

Programme Courses

All courses in the programme belong to the subject of Peace and Development Studies.

Term 1

The first two courses provide a background on the current political and economic development

The first module starts with an overview of contemporary challenges, opportunities and debates on global economic, political, and environmental development – with a focus on the Social Development Goals and the debate over if/how they could be implemented. The module provides an overview of key theories of political development, good governance and democratization processes - and the link between political and economic development in developing countries. Processes of peace and development are analysed as a political process in which conflicts of interest, power, identity, gender and religion and how these politicized are to be handled. Different political structures, processes and actors in the peace and development process are analysed, at local, national, regional and global levels, as well as state and nation building, governance, democratization processes, and horizontal and vertical accountability. In this context, the role (s) of political parties, civil society, and new and old media are analysed. The challenges – and opportunity – the globalization process provide to existing political systems are discussed, as well as the issue of cosmopolitan democracy and global governance, i.e., how the common global goods - not least the environment will be handled. Human rights, including the political, cultural and economic rights, and the system at the international, regional and national level to ensure that these are respected and developed are examined. The actors, mechanisms and policies of international development cooperation to promote democracy and political development is presented and discussed - and how it can affect political aspects of peace and development. Current issues in international development cooperation are also studied.

The second module focuses on the socio-economic factors underpinning sustainable development. The course discusses the relationships between theories of development, governance and political economy through an examination of a range of policy areas such as urbanisation, industrialisation, and rural development. The international order is also considered, highlighting the macroeconomic balance of payments constraints to national policies as well as multi-lateral issues such as international migration. The course grounds these themes through detailed case studies of important recent processes in different countries, for example, the Arab Spring, and the greening of China.

The third module is an intensive skills-training workshop that introduces students to the concept of multilateral negotiation, focusing on a variety of conflict scenarios, from interpersonal and intergroup to (possibly internationalized) violent intrastate conflicts as well as the importance of peace negotiations as part of conflict transformation and within the context of post-conflict peacebuilding. Students learn basic negotiation skills through active practical exercises and negotiation simulations, analyse the objectives and strategies of different negotiating actors and evaluate their impact on peace negotiations and peace building, and critically discuss the research about peace negotiations and their impact on peace building within the framework of the research current debate within peace and development.

The last course during the first term deals with method and research strategies in peace and development. The focus is on contemporary research regarding peace and development and improved skills in problem formulation, research and report writing.

The fourth module, Policy Processes, Implementation and Evaluation (7.5 hp) introduces and critically discusses methods and approaches to planning, implementation and evaluation in international development cooperation. The course includes practical exercises in planning, monitoring and evaluation methods as well as theoretical and critical perspectives on these methods.

Term 2

The fifth module encompasses all aspects of the research process focusing on qualitative methods. During the course you will prepare your final thesis work by discussing research problems, aim and purpose, choice and application of theory and methods, and analytical approaches. At the end of the course you will present a research PM and discuss its composition at a seminar.

In the sixth module students are going to plan, carry out and report on a local fieldwork related to peoples' own living strategies and their participation in processes of change in their society. An important aspect of the fieldwork is to describe and analyse the inter-relationship between the strategies people follow in their efforts to improve their living conditions and the willingness and possibilities for the society to respond to these efforts in a fruitful way. This will require an understanding of local peoples' own experiences, knowledge, initiatives and way of acting as well as of how stakeholders representing different societal levels and sectors are working and acting. The fieldwork also includes how changes in the society, at local, national as well as global levels, influence the interaction between local people and the surrounding society.

This way of working is an example of how a short term study could be organized and carried out when preparing, or evaluating project activities in a partner country in international development cooperation. However, the need to look at development issues should not be restricted only to developing countries. We need to discuss problems and possibilities from a development perspective also in developed countries.

Finally, the degree project is an independent project of 15 higher education credits. This can be carried out both in the form of a desk study as well as a supervised field investigation project in a developing country. The latter alternative entails a short preparatory course in Sweden, 3-4 weeks of fieldwork, and 4-5 weeks writing in Sweden. The degree project can thus be carried out in Sweden or in a developing country.

Societal relevance

The direction and contents of the programme are based on teachers and guest lecturers having their own professional experiences from international peace and development work as well as their regular participation in applied research and other field related work.

Special efforts are made to develop and consolidate networks in order to offer the students relevant internship placement or possibilities to study at universities in developing countries.

Within the programme we have an ambition to develop forms of teaching and use course material closely related to the practical circumstances prevailing in the labour market. Examination formats in various courses are project group assignments, and often we use real life documents of policy and decisions, reports and manuals as course literature. Moreover, the possibility to carry out a supervised thesis project in a developing country, such as fieldwork or an evaluation, is an effort to expose the students to the circumstances and time constraints which international consultancy work entails.

Internationalization

Studies abroad can be convalidated for programme courses during the first semester. Planning of such studies are made by the student together with the programme coordinator, and the external courses have to be approved by the director of studies before the studies are initiated.

Scope of Programme

Through its contents and construction the programme focuses consistently on international issues. A basic approach in all teaching is to emphasize equal opportunity and diversity, not only on an individual basis but also on a global level. The programme contents often relate to the demands of long term sustainable development as required by the implementation of the UN Social Development Goals. We strive to use more literature in the programme which originates from developing countries in order to broaden the substance of teaching.

Teaching is in English and the required reading is, with exception of some policy documents, in English. This makes it possible for non-Swedish speaking students to participate. The societal conditions, which are in focus in the studies, are by nature international, and the potential labour market for students carries a high international content.

A gender perspective is a crucial part of the programme, in terms of people's living conditions in emergency situations, as well as in a wider development context. Women's role in development work is highlighted together with their position in the agricultural sector in developing countries.

The perspective on sustainable development is mostly mirrored in courses addressing development issues. However it is also present in the debate on armed conflicts and their destructive consequences for both individuals and society at large.

Quality Development

There is continuous evaluation via evaluative conversations with students after every completed course and also via written evaluations. Student influence is ensured by student representatives entering into regular dialogue with programme and course coordinators. Quality assurance is also maintained through the lecturers' participation in applied research and consultancies in the field of peace and development, during which the relevance of the course contents is evaluated in relation to labour market demands. A further aspect of programme evaluation and quality assurance is comparative analyses and cooperation with other programmes and courses in the subject area, as well as evaluative discussions involving internship supervisors and potential future employers of the students. Compilations of course and programme evaluations are kept in the archives of the School of Social Sciences.

Degree Certificate

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 Peace and Development Work, Master Programme 60 credits can receive the following degree:

Master of Science (60 credits)

(Main field of study: Peace and Development Work)

The diploma is bilingual (Swedish / English). Students are to receive a diploma and a Diploma Supplement (English).

Other Information

In order to carry out a degree project as part of the programme requirements, students are offered a supervised field course in a developing country. The costs for participating in this fieldwork are borne by the students themselves.

The programme requires that the students can read, write and speak English well.