



FAK3147 The History of Development Aid 10.0 credits

Biståndshistoria

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for FAK3147 valid from Spring 2020

Grading scale

P, F

Education cycle

Third cycle

Specific prerequisites

The student needs to be enrolled in a PhD programme in the humanities or social sciences

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

The aim is to provide the student with a basic knowledge about the history of international aid from the 1940s to the present, and with a solid understanding of some of the scholarly traditions that continues to dominate this particular field of research.

Course contents

This is a course that approaches the history of international development aid from a variety of scholarly perspectives. It mixes historical overviews and social critique with empirical case studies in order to explore the diversity of actors, interests, ideologies, epistemologies, and policies that over the years have helped to shape the relationships between the global south and the global north. The focus of the course is on how critical encounters between intellectual traditions such as development economics, post-development studies, international relations and post-colonial studies, not only have influenced historical research and scholarly discussions about aid, but also structured policy debates on the very future of development assistance.

Examination

- UPP1 - Written report, 10.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Course requirements consist of both written and oral exam. The student should read the literature and compile it in an essay of max 8000 words, 12, 1.5 spacing. Each entry in the reading list must be included in the essay. When the essay is completed, the student disseminates it to the teachers. It will then form the basis for an oral examination. The examination session begins with the student giving a shorter presentation of the essay (15-20 minutes). The presentation must conclude with a couple of central themes or topics, derived from the literature, that the student suggests should structure the following discussion.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.