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# Week 36 Course Overview & Introduction

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Hour** | **Mon 31/08** | **Tue 01/09** | **Wed 02/09** | **Thu 03/09** | **Fri 04/09** |
|  **09.15 – 10.00** | 10:00-12:00 Welcome by Heads of Studies KP; PCRooms: Q and R (distribute yourself equally in these two rooms due to C-19) | 09:00-12:00Course Overview, Expectations and Goals; Assignments;Literature Review;Previous years’ results and adjustmentsJBL; CA; NNRoom: K | 10:30-12:30Introduction to livelihood frameworksKARoom: ZoomN.B. Change to Zoom instead of campus | 10:30-12:30Introduction to genderrelationsJBLRoom: ZoomN.B. Change to Zoom instead of campus | Individual preparation for literature seminar 1: Sustainable Development and the SDGs (2hrs) |
| **10.15 – 11.00** |
| **11.15 – 12.00** |
| **12.00 – 13.15** | Lunch | Lunch | Lunch | Lunch | Lunch |
| **13.15 – 14.00** | Literature Reading(4 hrs) | 13:00-15:00Introduction to development theories and rural developmentCA; JBLRoom: K | Literature Reading(4 hrs) | Literature Reading(4 hrs) | Literature Reading(4 hrs) |
| **14.15 – 15.00** |
| **15.15 – 16.00** |

*The first week will introduce the program and the course as well as provide an initial platform for analysing rural livelihoods with a gender and development perspective by identifying and critically discussing core concepts and major theories, mindful of temporal and spatial dynamics.*

# Week 37 Development theory

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| --- | --- | --- | --- | --- | --- |
| **Hour** | **Mon 07/09** | **Tue 08/09** | **Wed 09/09** | **Thu 10/09** | **Fri 11/09** |
|  **09.15 – 10.00** | 09:15-12:00Literature Seminar I:Sustainable Development & the Sustainable Development GoalsJBL; CARoom: ZOOM   | 10:30-12:30Development theory ICARoom: K | 10:15-12:00 To find, use and handle informationMPRoom: ZOOM | 9.15-12.00Development theory IIICARoom: ZOOM | 10:30-12:30Livelihoods and rural development: cases from South America, Sweden and USACARoom: K |
| **10.15 – 11.00** |
| **11.15 – 12.00** |
| **12.00 – 13.15** | Lunch | Lunch | Lunch | Lunch | Lunch |
| **13.15 – 14.00** | Literature Reading(4 hrs) | 13:00-15:00Development theory IICARoom: K | Write individual paper (4 hrs) | Write individual paper (4 hrs)17:00 Submit individual paper I in Canvas | Individual preparation for Paper Workshop I (peer review)(2 hrs)15:00 Submit individual peer review I in Canvas |
| **14.15 – 15.00** |
| **15.15 – 16.00** |

# Week 38 Rurality and livelihoods

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| --- | --- | --- | --- | --- | --- |
| **Hour** | **Mon 14/09** | **Tue 15/09** | **Wed 16/09** | **Thu 17/09** | **Fri 18/09** |
|  **09.15 – 10.00** | 09:15-12:00 Paper Workshop 1JBL; CARoom: ZOOM | 10:30 -12:30Global and local, development and the question of underdevelopment CARoom: K | Literature reading(3 hrs) | 10:30 – 12:30Agrarian change and land questions: the forestry, agriculture and water nexusCARoom: K  | 10:30-12:30Academic writingÅORoom: Zoom |
| **10.15 – 11.00** |
| **11.15 – 12.00** |
| **12.00 – 13.15** | Lunch | Lunch | Lunch | Lunch | Lunch |
| **13.15 – 14.00** | Literature Reading(4 hrs) | 13:00-15:00 Agriculture, livelihoods, poverty and wellbeingJBLRoom: K | Literature Reading(4 hrs) | Literature Reading(4 hrs) | Individual preparation for Literature Seminar 2: Livelihoods(4 hrs) |
| **14.15 – 15.00** |
| **15.15 – 17.00** |

# Week 39 Gender relations

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| --- | --- | --- | --- | --- | --- |
| **Hour** | **Mon 21/09** | **Tue 22/09** | **Wed 23/09** | **Thu 24/09**  | **Fri 25/09** |
|  **09.15 – 10.00** | 09:15-12:00Literature Seminar 2:LivelihoodsJBL; CARoom: ZOOM | 09:15-12:00Care Regimes, Health and GenderIAMRoom: ZOOM | 10:30-12:30Men and masculinities JBLRoom: K | 09:15-12:00Migration & genderIAMRoom: ZOOM | 9:15-11:00Intersectionality, postcolonial IAMRoom: ZOOM |
| **10.15 – 11.00** |
| **11.15 – 12.00** |
| **12.00 – 13.15** | Lunch | Lunch | Lunch | Lunch | Lunch |
| **13.15 – 14.00** | 13:15-15:00Gender and InnovationRBRoom: ZOOM | 13:00-15:00Household Behaviour and Intra-household Bargaining Over Benefits and BurdensJBLRoom: K  | Literature Reading(4 hrs) | Individual preparation for seminar 3 Gender relations(4 hrs) | 13:15-16:00Literature Seminar 3:Gender relationsIAM; JBLRoom: ZOOM |
| **14.15 – 15.00** |
| **15.15 – 16.00** |

# Week 40 Food security and Mid-Course Exam

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| **Hour** | **Mon 28/09** | **Tue 29/09** | **Wed 30/09** | **Thu 01/10** | **Fri 02/10** |
|  **09.15 – 10.00** | 10:30-12:30Concepts and Understandings of Food & Nutrition SecurityLCKRoom: K | 10:30-12:30Addressing Food Security via Multiple StrategiesLCKRoom: K | 10:30-12:30Food security and gender (TBC)KARoom:ZOOM  | Literature studies for Mid-Course Exam(3 hrs) | 10:30-12:30Mid-Course ExamNWRoom: W |
| **10.15 – 11.00** |
| **11.15 – 12.0** |
| **12.00 – 13.15** | Lunch | Lunch | Lunch | Lunch | Lunch |
| 13.15 – 14.00 | 13:00 – 15:00Workshop – academic writing JT & SLRoom: K  | 13:15 – 16:00Power through: A new concept in the empowerment discourse AGRoom: ZOOM | Literature studies for Mid-Course Exam (4 hrs) | Literature studies for Mid-Course Exam (4 hrs) | Take some time off. ☺ You deserve that! |
| 14.15 – 15.00 |
| 15.15 – 16.00 |

# Week 41 Institutions

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| --- | --- | --- | --- | --- | --- |
| **Hour** | **Mon 05/10** | **Tue 06/10** | **Wed 07/10** | **Thu 08/10** | **Fri 09/10** |
|  **09.15 – 10.00** | Literature Reading(4 hrs)  | 09:15-12:00Agriculture extension as rural institutionOBS 3HTNRoom: ZOOM | 10:30-12:30Property, states and political ecology in the understanding of rurality CARoom: K | 10:30-12:30Markets as institutions for rural developmentOORoom: K  | Write Individual Paper 2 (4 hrs)12:00 Submit individual paper 2 in Canvas  |
| **10.15 – 11.00** |
| **11.15 – 12.00** |
| **12.00 – 13.15** | Lunch | Lunch | Lunch | Lunch | Lunch |
| **13.15 – 14.00** | 13:00-15:00(Mis)Understanding Institutions  OORoom: K | Literature Reading (4 hrs) | Literature Reading(4 hrs) | Write Individual Paper 2 (4 hrs) | 14:00-16:00 Individual preparation for paper workshop II(peer review)(2 hrs)16:00 Submit individual peer review II in Canvas |
| **14.15 – 15.00** |
| **15.15 – 16.00** |

# Week 42 Global Policies, Research and Aid

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| --- | --- | --- | --- | --- | --- |
| **Hour** | **Mon 12/10** | **Tue 13/10** | **Wed 14/10** | **Thu 15/10** | **Fri 16/10** |
|  **09.15 – 10.00** | 09:15-12:00Paper Workshop II  JBL; CARoom: ZOOM | 10:30-12:30Global Policies; World Bank; IMF; Subsidies(CA)Room: K | Group preparation for field excursion to Sida(4 hrs)Online work | Group preparation for field excursion to Sida (4 hrs)Online work | Individual preparation for Literature Seminar 4 Sweden’s global development policies & rural development(4 hrs) |
| **10.15 – 11.00** |
| **11.15 – 12.00** |
| **12.00 – 13.15** | Lunch | Lunch | Lunch | Lunch\* | Lunch |
| **13.15 – 14.00** | 13:00-15:00FAO, Swedish aid and development(TBA)Room: Särimner | Literature Reading(4 hrs) | Literature Reading(3 hrs) | LiteratureReading (3 hrs) | Literature Reading(3 hrs) |
| **14.15 – 15.00** |
| **15.15 – 16.00** |

# Week 43 Agriculture & Development

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| --- | --- | --- | --- | --- | --- |
| **Hour** | **Mon 19/10** | **Tue 20/10** | **Wed 21/10**  | **Thu 22/10** | **Fri 23/10** |
|  **09.15 – 10.00** | 09:15-12:00Literature Seminar 4: Sweden’s global development policies & rural developmentJBL; CARoom: ZOOM | 9:00-12:00Food regimes, poverty and power relations CARoom: ZOOM | Field excursion to Sida and SIANI in Stockholm IF C-19 PERMITS (otherwise on Zoom)We meet at the train station, 2nd floor outside the SJ service desk around 07:45 (time TBC) | Literature Reading(3 hrs) | 10:30-12:30Mid-Course Exam, 2nd chanceNWRoom: W |
| **10.15 – 11.00** |
| **11.15 – 12.00** |
| **12.00 – 13.15** | Lunch | Lunch | Lunch at Sida | Lunch | Lunch |
| **13.15 – 14.00** | 13:00-15:00Land use, inequality and rural-urban relationsCARoom: K | 13:15-16:00Gender relations in agriculture and the case of new agricultural technologyJBLRoom: ZOOM | Field excursion to Sida and SIANI in Stockholm Ends at 1500hrsJBL; CA; NW; EN; MF  | Literature Reading(4 hrs) | Literature Reading(4 hrs) |
| **14.15 – 15.00** |
| **15.15 – 16.00** |

# Week 44 Sida / SIANI ‘Excursion’ and Final Exam

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| --- | --- | --- | --- | --- | --- |
| **Hour** | **Mon 26/10** | **Tue 27/10** | **Wed 28/10** | **Thu 29/10** | **Fri 30/10** |
|  **09.15 – 10.00** | 10:15-12:00Q&A for Final ExamJBL; CARoom: ZOOM | Literature studies for Final Exam(3 hrs)Submission of pending unfinished assignments | Literature studies for Final Exam(3 hrs)Submission of pending unfinished assignments | 08:00-12:30Final ExamJBL; CARoom: L |  |
| **10.15 – 11.00** |
| **11.15 – 12.00** |
| **12.00 – 13.15** | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| **13.15 – 14.00** | Literature studies for Final Exam(4 hrs)Submission of pending unfinished assignments | Literature studies for Final Exam(4 hrs)Submission of pending unfinished assignments | Literature studies for Final Exam(4 hrs)Submission of pending unfinished assignments | **Last Day for Submission of pending unfinished assignments in Canvas** **17:30***End of course party if C-19 permits! (Or we meet on Zoom)* |  |
| **14.15 – 15.00** |
| **15.15 – 16.00** |

# Week 45 Course Evaluation

|  |  |  |
| --- | --- | --- |
| **Hour** | **Mon 02/11** | **Tue 03/11** |
|  **09.15 – 10.00** | **COURSE EVALUATION****ONLINE** | **COURSE EVALUATION****ONLINE** |
| **10.15 – 11.00** |
| **11.15 – 12.00** |
| **12.00 – 13.15** | LUNCH | LUNCH |
| **13.15 – 14.00** |  |  |
| **14.15 – 15.00** |
| **15.15 – 16.00** |

# Course Practicalities

**Course Convenor**: Johanna Bergman Lodin (SOL, SLU)

**Course Convenor:** Cristian Alarcon (SOL, SLU)

**Course Amanuensis:** Nora Wahlström (SOL,SLU)

**Lecturers:**

AG = Alessandra Galie (ILRI)

ÅO = Åsa Ode (library, SLU)

CA = Cristian Alarcon (SOL, SLU)

EN = Esse Nilsson (Sida)

IAM = Ildikó Asztalos Morell (SOL, SLU)

JBL = Johanna Bergman Lodin (SOL, SLU)

JT = Jannie Teinler (Library, SLU)

KA = Karolin Andersson (SOL, SLU)

LCK = Linley Chiwona Karltun (SOL, SLU)

MF = Madeleine Fogde (SIANI)

MP = Malin Persson (Library, SLU)

NW = Nora Wahlström (SOL, SLU)

OM = Ola Möller (Sida)

OO = Opira Otto (SOL, SLU)

RB = Renee Bullock (ILRI)

TN = Thomas Norrby (SOL, SLU)

**Other initials:**

KP = Katarina Pettersson – Study Director (SOL, SLU)

PC = Patrik Cras – Deputy Director of Studies (SOL, SLU)

**Course Aim**

The course aims to provide an overview of the food security and social security situation of rural livelihoods, partly drawing on gender analysis. It elaborates on the interrelations between rural and urban, farm and non-farm strategies in building household livelihoods. The focus is on low-income countries and marginal areas of production and livelihoods, particularly regions in Asia and sub-Saharan Africa that are affected by poverty. The course addresses the interconnections between rural development, gender, institutions, food security, social security and poverty.

**Course Objectives**

The course provides practical tools for analysing rural livelihoods within a gender and development perspective. After the course the student shall be able to:

* describe and critically discuss the dominant theories and perspectives underlying policies and programmes in rural development;
* evaluate and critically discuss the role of institutions, policies and programmes which aim to improve food security and social security of rural livelihoods;
* describe and critically discuss interrelations between rural and urban, farm and non-farm strategies in building household livelihoods;
* evaluate and critically discuss people’s motivations and livelihood strategies, in relation to rural development
* describe and critically discuss, in written and oral form, using gender and development theory, the relation between rural development, food security and social security of rural livelihoods.

# Course Timetable

**A: Lectures**

4-6 lectures per week for weeks 1-8 of the course (with one exception).

**B: Seminars/Workshops**

The 4 seminars and 2 workshops are very important learning activities, and your participation contributes favourably towards your own and the others’ learning. If you miss out on more than two seminars, or one workshop, respectively, complementary assignment(s) will be given to you.

**C: Essays, to be submitted ONLY in Canvas**

*The essays are formative assessment activities to train your skills and allow you to receive feedback which you can use to improve your future performance. They are not graded.*

You should submit 2 individual papers on assigned topics based on the lectures and other resources. These should be maximum 1500 words excluding the list of references. They should be typed in font size 12 with 1.5 row space. The papers will be peer reviewed, meaning that you will receive feedback on your papers by other students as well as read other students’ papers and provide feedback on those. (N.B Late submissions will not receive any peer review.) Be mindful of the collegial responsibility and courtesy of providing a review of a peer paper in relation to your own submission. Specific information will be issued in class.

The teachers will also read the papers for formative assessment and provide feedback (according to need) on the extent to which you are on track towards meeting select learning objectives of the course (which are later examined during the mid-course and final exams).

The 2 workshops will provide a platform to further discuss these papers.

**D: Excursion to Sida and SIANI in Stockholm**

*NB: If Covid-19 does not permit the excursion, it will take place on Zoom instead.*

The excursion is very important. SLU will cover 50% of the cost for the train tickets (please show up on time in the morning for easy administration of this; otherwise you need to make a claim retroactively). If you are not participating in the excursion (physical or digital), a complementary written assignment will be given to you. But please don’t miss out! This is yet a very important learning activity of the course.

**E: Literature Study - those identified in bold are to facilitate your reading list**

Assigned weekly readings of selected chapters or articles related to the lectures and the compulsory textbooks*.*

**F: Assessment**

Formative assessment

The 2 essays are formative assessment activities (further discussed above).

In case you miss out on more than 2 seminars, more than 1 workshop and or the excursion, you will be given complementary assignment(s) for you to hand in. This will be reviewed by the teachers to compensate the fact that you missed out on the learning opportunity provided during these interactive activities.

Summative assessment

There will be two exams during this course: a mid-course exam and a final exam. These will be graded according to the general grading criteria below, and together form the basis for your final course grade.

The mid-course exam comprises a number of closed questions directly linked to the literature and lectures (‘true or false’ and ‘multiple choice’) as well as an open question (short essay).

The final written examination comprises definition of concepts and terms, discussion of critical issues, and an essay.

In addition, to receive your final grade, you need to have handed in any pending complementary assignments, i.e. if you have missed out on (i) more than 2 seminars, (ii) more than 1 workshop, and or (iii) the excursion (physical or digital).

# Course grading

|  |  |
| --- | --- |
|  | % of final grade |
| Mid-course Exam | 30% |
| Final Exam | 70% |
| Total | 100% |

# General Criteria for Grading

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *G**R**A**D**E* | *Learning* *objective 1**- describe and critically discuss the dominant theories and perspectives underlying policies and programmes in rural development* | *Learning* *objective 2**- evaluate and critically discuss the role of institutions, policies and programmes which aim to improve food security and social security of rural livelihoods* | *Learning* *objective 3**- describe and critically discuss interrelations between rural and urban, farm and non-farm strategies in building household livelihoods* | *Learning* *objective 4**- evaluate and critically discuss people’s motivations and livelihood strategies, in relation to rural development* | *Learning* *objective 5a**- describe and critically discuss, in written form, using gender and development theory, the relation between rural development, food security and social security of rural livelihoods.* | *Learning* *objective 5b**- describe and critically discuss, in oral form, using gender and development theory, the relation between rural development, food security and social security of rural livelihoods.* |
| 5 | The student demonstrates excellent ability to describe and critically discuss the dominant theories and perspectives underlying policies and programmes in rural development. | The student demonstrates excellent ability to evaluate and critically discuss the role of institutions, policies and programmes which aim to improve food security and social security of rural livelihoods, including how these may be gendered. | The student demonstrates excellent ability to describe and critically discuss interrelations between rural and urban, farm and non-farm strategies in building household livelihoods. | The student demonstrates excellent ability to evaluate and critically discuss people’s motivations and livelihood strategies, in relation to rural development.The student demonstrates a deep understanding of how these are gendered. | The student demonstrates excellent ability to describe and discuss, in written form, the relation between rural development, food security and social security of rural livelihoods.The description and discussion reflect a deep understanding of gender and development theory. | The student demonstrates excellent ability to describe and discuss, in oral form, the relation between rural development, food security and social security of rural livelihoods.The description and discussion reflect a deep understanding of gender and development theory. |

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| 4 | The student demonstrates good ability to describe and critically discuss the dominant theories and perspectives underlying policies and programmes in rural development. | The student demonstrates good ability to evaluate and critically discuss the role of institutions, policies and programmes which aim to improve food security and social security of rural livelihoods, including how these may be gendered. | The student demonstrates good ability to describe and critically discuss interrelations between rural and urban, farm and non-farm strategies in building household livelihoods. | The student demonstrates good ability to evaluate and critically discuss people’s motivations and livelihood strategies, in relation to rural development. The student demonstrates a good understanding of how these are gendered.  | The student demonstrates good ability to describe and critically discuss, in written form, the relation between rural development, food security and social security of rural livelihoods.The description and discussion reflect a good understanding of gender and development theory. | The student demonstrates good ability to describe and critically discuss, in oral form, the relation between rural development, food security and social security of rural livelihoods.The description and discussion reflect a good understanding of gender and development theory. |
| 3 | The student demonstrates adequate ability to describe and somewhat critically discuss the dominant theories and perspectives underlying policies and programmes in rural development. | The student demonstrates adequate ability to evaluate and somewhat critically discuss the role of institutions, policies and programmes which aim to improve food security and social security of rural livelihoods. | The student demonstrates adequate ability to describe and somewhat critically discuss interrelations between rural and urban, farm and non-farm strategies in building household livelihoods. | The student demonstrates adequate ability to evaluate and somewhat critically discuss people’s motivations and livelihood strategies, in relation to rural development. The student demonstrates a basic understanding of how these are gendered. | The student demonstrates adequate ability to describe and somewhat critically discuss, in written form, the relation between rural development, food security and social security of rural livelihoods.The description and discussion reflect a basic understanding of gender and development theory. | The student demonstrates adequate ability to describe and somewhat critically discuss, in oral form, the relation between rural development, food security and social security of rural livelihoods.The description and discussion reflect a basic understanding of gender and development theory. |