Syllabus
for course at first level
Rich and Poor Countries - Theories about Development and Underdevelopment
Fattiga och rika länder - teorier om utvecklingens drivkrafter
7.5 Higher Education Credits

Course code: EH1201
Valid from: Autumn 2008
Date of approval: 2008-06-09
Department: Department of Economic History and International Relations
Subject: Economic History

Decision
Approved by the Board of the Department.

Prerequisites and special admittance requirements
Basic eligibility.

Course structure

<table>
<thead>
<tr>
<th>Examination code</th>
<th>Name</th>
<th>Higher Education Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1201</td>
<td>Rich and Poor Countries</td>
<td>7.5</td>
</tr>
</tbody>
</table>

Course content
Why are some countries rich while others are poor? This course highlights discussions about development and under-development over the past two centuries, with argument of classical economists serving as the foundation. The emphasis is on the most important schools of thought in the 20th century. Through the study of different theories, questions are focused on the forces driving development and the uneven international distribution of labour. In order to gain a deeper understanding in this subject, the discussion of theory will be linked to the historical context in which they arose. Several examples from different countries will be discussed.

Learning outcomes
Upon completion of this course, the student is expected to be able to:

• Describe the approaches of, and connections between, different theories of development;
• Describe the historical contexts in which the different theoretical schools developed and in what ways these were put into practice in practical development policies;
• Identify and give examples of actual differences between countries;
• Describe the meaning of the multi-faceted term ‘development’, and give examples from theoretical schools of thought as well as from actual courses of development in different countries;
• Give an account of different themes highlighted in the course literature, orally and in writing.

Education
Instruction is given in the form of shorter introductory lectures and seminars. In addition to teacher-led seminars, there will be individual written assignments which will involve the course literature. The seminars and written assignments are grounds for examination.
**Forms of examination**

The course is examined on the basis of continuous examination through written assignments and seminar attendance. Students will receive one of the following grades: A, B, C, D, E, Fx, F.

If this course is discontinued or its content has been substantially changed, students have the right to be examined according to their original course syllabus once per semester for three further semesters.

**Required reading**

Gunnarsson, Christer och Rojas, Mauricio (2008), Tillväxt, stagnation och kaos. En institutionell studie av underutvecklingens orsaker och utvecklingens möjligheter, Stockholm: SNS.

Plus additional articles.