

The World System in the Post-colonial Era

Världssystemet i en post-kolonial era

7.5 credits

Programme course

742A22

Valid from: 2016 Autumn semester

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	Ethnic and Migration Studies	
Date determined	Course level	Progressive specialisation
2015-06-16	Second cycle	A1N
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Other Subjects within Social Science	
Offered first time	Offered for the last time	
Autumn semester 2016		
Department	Replaced by	
Institutionen för kultur och samhälle		

Course offered for

- Master's Programme in Ethnic and Migration Studies

Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen within one of the following subject areas:
 - humanities
 - fine arts
 - cultural studies
 - social sciences
 - behavioural sciences
 - health sciences
 - natural sciencesor equivalent
- English corresponding to the level of English in Swedish upper secondary education (English 6)
Exemption from Swedish

Intended learning outcomes

After completing the course, students should at an advanced level be able to:

- identify, describe and discuss different theories of internationalization, the world system and globalization, including central concepts as colonialism, imperialism and modernisation;
- analyse the within the course presented research traditions around globalization and international migration,
- critically evaluate and question the link between migration and development,
- evaluate and analyse migration governance regimes and policy outcomes at national, regional and global levels.

Course content

The course introduces students to some of the major theoretical contributions in linking globalization and international migration in a critical and historical perspective. The course offers an integrated political economy approach to international migration, its forms, causes and consequences. Students will familiarize themselves with the world system and north-south relations beyond nationalism, ethnocentrism and orientalism.

Various theories are presented and discussed, advancing a critical understanding of the nexus between development and migration. The role of international actors and the states is discussed and analysed in relation policies aiming at solving problems caused by inequalities globally and locally, via aid/cooperation, migration, development and redistributive social policies.

Teaching and working methods

The course offers a combination of lectures, seminars, individual assignments and group assignments. Students are expected to be well prepared for lectures and to have completed assigned preparations for seminars. Language of instruction: English

Examination

The course is examined through seminar participation and written assignments. Detailed information about the examination can be found in the course's study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

ECTS, EC

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.