

Master's Programme

Please check the programme overview for alternative options.

## Semester 1

Faculty of Arts and Social Sciences

# Theories and Histories of Globalisation and Development

### Full course description

Globalisation and development have been interdependent processes at least since the colonial era, and these linkages became even more prominent during the so-called "Age of Development" that followed WWII. The trends of 21st century globalisation in some ways depart from and in other ways reinforce these historical processes. Two trends are particularly significant. First, the most pressing issues of our times, such as inequality, climate change and migration, are continually becoming more global in nature. On the other hand, in contrast to the previous century, the world is becoming increasingly multi-polar with the rising power of several nations from the 'Global South'. In order to prepare students to engage with this changing scenario, this course will introduce the history, leading theories and formative debates on globalisation and development, and the ways in which the two are related. The course addresses theories from the theories of colonialism through modernization theory, dependency, neoliberalism, alternatives to development and human development. It addresses ongoing debates on globalisation, and the rise of Asia and emerging societies. The course will use both original texts and critiques to help students develop their own interdisciplinary understanding of globalisation and development, which will be represented in the form of debates among students on various contemporary aspects of 21st century globalisation and development.

### Course objectives

After completion of this course, students are able to:

- Summarise the main historical narratives and key tenets of major academic theories on globalisation and development.
- Apply mainstream and critical theories pertaining to globalisation and development to analyse contemporary issues affecting relationships between global North and South at macro-, meso- and micro levels.
- Critically judge and assess policies and other issues central to the development of countries in the global North and South and relate these to the context of on-going globalisation.
- Formulate well-supported explanations and judgements on topics of globalisation and development and communicate these effectively to peers through debates.

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- Conduct a literature search on a subject and synthesize findings in oral and written forms in a coherent and informed manner.

- Work in multi-cultural teams towards a common goal.

## **Prerequisites**

Enrollment in MA GDS

GDS4000

Period 1

2 Sep 2019

25 Oct 2019

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [A.D. Dixon](#)

Teaching methods:

Lecture(s), PBL, Assignment(s), Presentation(s)

Assessment methods:

Written exam, Assignment

Keywords:

Globalisation, development, History, Theory

Faculty of Arts and Social Sciences

## **Transnational Migrant Networks and Flows**

### **Full course description**

The course on Transnational Migrant Networks and Flows will introduce transnationalism as a concept and an approach. It presents students to the different dimensions of the concept of transnationalism (transnational networks and families; migrant diasporas and development; transnational cultures; transnational flows and the state) and its importance for debates on migration and development. Students will also become acquainted with transnationalism as an approach and reflect on the methodological consequences of transnational research. They will conduct an in-depth interview with a migrant and research the particular migration flow that they represent. At the end of the course students will be able to interpret and analyze theoretical and empirical literature in the areas of transnationalism and migration and development and to conduct and report on a qualitative interview.

### **Course objectives**

After completion of this course, students are able to:

- Describe the main academic debates in the field of migration and development studies and the

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theories that underpin them

- Define and explain transnationalism as a concept and as an approach
- Explain how a transnational approach departs from other approaches to the study of migration
- Discuss theoretical and empirical academic literature in the area of transnational migration studies
- Identify and give examples of ethical concerns when conducting research on vulnerable populations
- Explain how transnationalism relates to the use of communication technologies, migrant Diasporas , families, gender and intergenerational relations, migrant networks, cultures and state policies
- Relate current events to transnational migrant phenomena
- Develop a topic guide for an interview with a migrant on a transnational phenomenon
- Conduct an interview with a migrant that reveals information related to a transnational phenomenon and is conducted in an ethical way
- Analyze a transnational phenomenon for the purposes of a research paper based on academic literature and the interview conducted, and communicate this effectively in a written form to an academic audience.

### **Prerequisites**

The courses: - GDS4000 and - GDS4002

GDS4003

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Teaching methods:

Assignment(s), Lecture(s), PBL, Paper(s), Skills, Research

Assessment methods:

Participation, Assignment

Keywords:

Transnationalism, Migration, development

Faculty of Arts and Social Sciences

## **Science and Technology Studies (STS) for Development in a Global Context**

### **Full course description**

This course will introduce students to different cutting-edge concepts and theoretical approaches in the field of Science and Technology (STS) studies. This enables students to study the intricate

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interplay of science, technology and society for development in the Global South and North and the way they are connected. Students learn to critically apply an STS perspective when exploring agendas such as what counts as 'good' knowledge for development; who is considered an expert regarding issues of science and technology for development and why; and who ultimately decides about uncertain and ambiguous technologies. Students will also reflect on the methodological consequences of choosing an STS approach for studying development agendas. In addition they will prepare, collaboratively conduct an interview and code and this alongside other interview transcripts. Using STS concepts, students will analyze a controversy around a particular technology that is currently negotiated in the field of development in a global context. Fields of science and technology covered in class include nanotechnology, hydroelectric power, agriculture (biotechnology such as genetically modified crops, non-pesticide management), health care (ultrasound in Ghana, clinical trials in the Global South, health care models on Ebola and avian influenza, water purification, dying), environment (water sanitation), crafts (handloom in India) and ICTs (internet and mobile phones).

### Course objectives

After completion of this course, students are able to:

- Understand and explain different relations between science, technology and society for development
- Position contemporary debates on science and technology in and for development in the framing, production, and dissemination of scientific knowledge and technologies between the Global North and the Global South
- Explicate the influences of the wider social and cultural context in which scientific knowledge and technology are produced
- Understand and explain the differences between Technological determinism, Social determinism, and STS-approaches (including the Social Construction of Technology and Actor Network Theory)
- Apply STS perspectives and concepts as an analytical lens to a controversy in the global South in the final paper
- Conduct an interview and code, analyse interview transcripts, and reflect and report on this.

### Prerequisites

The courses: - GDS4000 and - GDS4002

GDS4004

Period 2

28 Oct 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [R. Zeiss](#)

Teaching methods:

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PBL, Lecture(s), Presentation(s)

Assessment methods:

Participation, Assignment, Final paper

Keywords:

Science, technology, knowledge, society, development, controversy, Risk, uncertainty, vulnerability, participation, Health, GMO, Nanotechnology, agriculture, water, ICT

Faculty of Arts and Social Sciences

## **Globalisation and Poverty: a Connected World**

### **Full course description**

This course introduces students to current research on the interrelationship of globalization and poverty as characterized by contemporary development challenges. The course explores the ways in which our world is interconnected through commodities; economic and social interdependencies; and common institutions, challenges and risks we face. The course uses the conceptual lenses of 'globalisation' and 'poverty' to investigate cross-cutting topics in development – such as migration and mobility, health, and environment – from a variety of disciplinary perspectives. In addition, the course introduces students to theoretical approaches from transnationalism and from science and technology studies (STS) in order to research linkages between the Global North and South and within the Global South in connection with GDS4003, Transnational Migrant Networks and Flows, and GDS4004, STS for Development in a Global Context, taken in parallel to this course. In so doing, this course presents students with an introduction to contemporary development issues in terms of the challenges and opportunities that globalization presents.

### **Course objectives**

After completion of this course, students are able to:

- identify actors in and explain how globalisation and poverty impact on contemporary development challenges;
- critically assess and engage with theoretical and empirical academic work on globalisation and poverty;
- describe and evaluate global flows using a recognized empirical approach (e.g. a socio-economic biography of an everyday object, global value chain analysis) to document the movement and transformation of materials;
- recognize how poverty, inequalities and vulnerabilities are conceptualised and measured;
- evaluate how different concepts of poverty link to different possible strategies for reducing poverty;
- conduct a data and literature search in reliable academic research;
- position oneself in an academic debate through reading, discussion and writing;
- write an argumentative academic paper, based on secondary data collection and a literature review;
- develop an original analytical perspective by applying a theoretical approach to gathered data in an academic paper.

### **Prerequisites**

The courses: GDS4000 and GDS4002

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GDS4001

Period 2

28 Oct 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [L.B. Wagner](#)

Teaching methods:

Presentation(s), Research, PBL

Assessment methods:

Assignment, Participation, Final paper

Keywords:

Globalisation, poverty, Contemporary development, Interconnectedness, Capability, Transnational networks, Science and technology studies, Civil Society, commodity

Faculty of Arts and Social Sciences

## Research in Practice

### Full course description

This seminar will prepare students for their exam option (Fieldwork, Internship, or Desk Study) through intensive individual research for and peer-group review on their thesis proposals. Numerous research traditions and trajectories are relevant to the field of globalization and development and a variety of methodological approaches are possible for thesis research. In this course, students prepare for their internship, desk study or fieldwork by developing their independent research project in collaboration with their thesis supervisors and their peers, including: situating themselves in theories of globalization and development; formulating research questions; choosing a methodological framework; and acquiring and providing feedback to peers in order to improve their projects.

### Course objectives

After completion of this course, students are able to:

- Independently identify gaps in knowledge of issues related to Globalization and Development and formulate a research question in the area.
- Formulate a relevant theoretical framework for their research.
- Choose an appropriate methodology and design quantitative and/or qualitative analytical tools to answer research questions.
- Critically reflect upon the relations between the theoretical framework, methodology, and empirical findings.
- Make substantive choices regarding research questions and approach, taking into account societal circumstances.
- Ethically reflect on their research and knowledge production, and have developed a

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responsible attitude towards application of knowledge.

- Communicate a research design through a proposal in oral and written versions

### Prerequisites

The courses: - GDS4000, - GDS4001, - GDS4002, - GDS4003 or - GDS4004

GDS4005

Period 3

6 Jan 2020

31 Jan 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [L.B. Wagner](#)

Teaching methods:

Assignment(s), Paper(s), Presentation(s), Lecture(s), Research

Assessment methods:

Participation, Presentation, Assignment

Keywords:

Research; qualitative, quantitative and mixed methodology; research ethics

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## Research methods in Globalisation and Development

### Full course description

This course introduces students to research methods most relevant for theoretical and empirical research in the field of globalization and development (for desk study, internship or fieldwork, respectively). The course offers general training for designing and conducting research using qualitative and quantitative tools designed to initiate students who may not have been previously trained in methods and revive prior knowledge of students who have. Students will also be acquainted with mixed methods approaches that integrate the two research traditions (qualitative and quantitative). In the process of designing research, students will reflect on the challenges that are specific for the field of globalisation and development, such as data scarcity, working in cross-cultural settings, measuring poverty and inequality and working across multiple sites.

### Course objectives

After completion of this course, students are able to:

- distinguish the epistemological foundations of the qualitative and quantitative research methods applied in the field of GDS
- formulate research question(s) particular to the field of G&D

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- choose research objectives and approach in relation to societal circumstances and academic relevance
- formulate a research methodology based on the research question and the available data
- critically assess and reflect on research design
- interpret findings in a systematic way
- report concisely and accountably on the research process.

### **Prerequisites**

Enrollment in MA GDS

GDS4002

Period 1

2 Sep 2019

25 Oct 2019

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [B.B. Dito](#)

Teaching methods:

Assignment(s), Lecture(s), Skills, Training(s)

Assessment methods:

Assignment, Portfolio

Keywords:

research methodology, Theory, data analysis

## **Semester 2: option internship**

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## **Brokers and Translators in Development: a focus on civil society**

### **Full course description**

This course focuses on the changing role of civil society organizations (CSOs), particularly NGOs, in contemporary development processes. It examines the -contested- role in development and democratisation by considering processes of brokerage and translation and the tensions experienced by these organizations when dealing with state institutions, donors, corporations, other transnational social movements and 'communities'. Thereby, the course aims to critically examine and analyze the potent myths -e.g. they are independent, participatory, value-driven and non-profit-



surrounding these organizations. This is done in two ways. First by showing that the ethnographic method is valuable in improving our understanding of NGOs and their relationships with other development actors. Second, (an anthropology of development) through a skills exercise, Project Design and Project Proposal Writing, whereby students are confronted with the dilemmas of 'doing development' by having to write a project proposal for a development project.

## Course objectives

After completion of this course, students are able to:

- describe and account for the various positions in scholarly debates about civil society in development and apply and justify definitions of civil society in terms of 'associational society', 'the good life' and 'the public sphere'
- engage in scholarly debates about civil society in development by contrasting and critically comparing several contested definitions of civil society
- describe, explain and critically assess the role played by civil society organizations as brokers and translators in processes of development including their often complicated intermediary function between states, donors and people at the local level who also have agency
- distinguish, define and critically analyse important contested concepts (e.g. state, NGOs, community based organizations, civil society organizations, social movements, brokering, strategic translations, 'hidden transcripts' and 'public transcripts')
- describe and outline what a full project proposal for a development project entails
- plan and conduct the research and the writing of a full project proposal for a development project
- judge whether a project proposal for a development project is feasible and sustainable
- present and pitch a full project proposal for a development project

## Prerequisites

The courses - GDS4000, - GDS4001, - GDS4002, - GDS4003 or - GDS4004, - GDS4005

## Recommended reading

Edwards, M. (2014). *Civil Society* (Third Edition). Cambridge: Polity Press (Only this 3rd edition will do! We will read 100%);

Mosse, D., & Lewis, D. (2006). *Development Brokers and Translators: the Ethnography of Aid and Agencies*. Bloomfield: Kumarian Press (will read for 50-60%);

PMD Pro-Starter (2017). *Design, Plan, Implement, Learn, Close a Project*. Creative Commons, online available at: [http://pmdprostarter.org/wp-content/uploads/2017/01/PMD\\_book.pdf](http://pmdprostarter.org/wp-content/uploads/2017/01/PMD_book.pdf)

GDS4006  
Period 4  
3 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [W.W. Nauta](#)

Teaching methods:

Lecture(s), PBL, Skills, Work in subgroups, Presentation(s)

Assessment methods:

Take home exam, Assignment

Keywords:

Civil Society, democracy, Public Sphere, Good Society, Civil society organisations, NGOS, brokerage, translation, ICTs, ethnographic research, Transnational activist networks, Social movements, South-South Development Cooperation

Faculty of Arts and Social Sciences

## **East Asia as Site and Agent of Development and Globalisation**

### **Full course description**

This course does not restrict itself to East Asian development, but rather uses the region's experience of industrialisation and globalisation as a lens through which to debate many of the key issues facing countries throughout the Global South. Few regions of the world have undergone as far-reaching a transformation in the discourse, theory and practice of development as has East Asia. As previous courses have demonstrated, the dawn of the 'Age of Development' saw the division of the globe into the 'developed' and 'underdeveloped', or into those countries who enacted development and those on which development was enacted. The decades that followed, however, have seen rapid economic growth and industrialization in Japan, the 'Asian Tigers', the Association of Southeast Asian Nations (ASEAN), China, and beyond. At times these changes have been interpreted through the lenses of existing theories of development; at other times, they have challenged deep-seated assumptions about inter alia the relationship between structure and agency and the sequencing of economic and political reform. Today, their participation in the changing landscape of global aid and trade further extends their influence in development debates beyond their borders. This course therefore examines the processes that have transformed this region while critically highlighting areas in which major structural problems remain and in which 'development' has created new challenges. Each week will pair a thematic focus with a localized case study, making the course both empirically- and theoretically- oriented.

### **Course objectives**

After completion of this course, students are able to:

- describe the forms that structural transformation, economic liberalisation, labour precarity,

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industrialisation, agricultural development, governance and resistance have taken in a number of East Asian countries;

- apply the above themes to new cases inside or outside East Asia in a way that challenges, strengthens or draws on existing theories critically evaluate the developmental opportunities and challenges presented by historical and contemporary processes of globalisation and modernisation in East Asia;
- analyse East Asia's place in the changing global donor landscape;
- evaluate the extent to which policies and developmental outcomes commonly associated with East Asia are transferable or achievable in countries and regions in the Global South;
- explain the role of case studies in political science and anthropology and select the appropriate case study methodology for their own research;
- effectively and creatively chair and participate in a meeting with peers from a range of cultural backgrounds;
- design a research paper that uses East Asia as a lens to analyse common themes and debates in development studies.

GDS4010

Period 4

3 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [E.E. Fourie](#)

Teaching methods:

Lecture(s), PBL, Assignment(s)

Assessment methods:

Participation, Assignment, Final paper

Keywords:

Developmental state, modernity, structural transformation, East Asia, new donors, economic growth, industrialisation, agricultural development, multiple modernities, Confucianism, case study.

Faculty of Arts and Social Sciences

## Internship Thesis

### Full course description

The Internship exam option offers an opportunity for students who are eager to do research in addition to gaining professional experience in the context of government institutions, NGOs, policy institutes and other development organizations. Interns gain work experience in the field of globalization and development, contributing to their personal development and enhancing their prospects on the job market by learning from experienced professionals. An internship exam option also allows students to explore a potential career paths and find out more about their personal skills and interests. Simultaneously, within the professional environment, students also do independent academic research and write an academic thesis that connects to their academic training in the field of Globalisation and Development.

## Course objectives

After completion of this course, students are able to:

- apply and make use of the relevant knowledge and skills acquired during the Master GDS
- identify and formulate clear research questions or theses that help to direct the research & writing process
- conduct a comprehensive literature search and bibliographic analysis, and assess the quality of the selected sources
- find, assess and critically analyse primary and secondary data
- critically reflect upon the relations between theories, concepts, methodology, and empirical findings and use these insights to build an academic argument and position themselves in an academic debate
- use theoretical perspectives from a variety of academic fields for a chosen research topic related to their internship, and within the scholarly domain of Globalisation and Development Studies
- write a complete academic thesis of appropriate structure and length in understandable academic English that is well-documented, including quotations, footnotes, in-text references and a reference list (APA)
- engage with and incorporate constructive (academic) feedback
- plan, carry out and finalize their own research within a fixed time-frame

acquire the academic and personal skills to conduct and reflect upon internship research in an ethical and socially responsible fashion

GDS4890

Period 5

6 Apr 2020

26 Jun 2020

[Print course description](#)

ECTS credits:

21.0

Instruction language:

English

Coordinator:

- [R.K. Haagsman](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

Internship, internship thesis, multilateral institutions, government departments, international, NGOs, local NGOs, consultancy firms, businesses, internship evaluation report

Faculty of Arts and Social Sciences

# Internship Evaluation Report

## Full course description

As a separate component in combination with the research-based Internship Thesis, students who choose the Internship exam option write a Report about their experience. While the Thesis satisfies the academic development component of an internship, the Internship Evaluation Report describes and evaluates the internship in terms of the student's personal and professional development. The report contextualizes the work done in the internship organisation, describes what work the student carried out and the student's accomplishments, reflects on the relationship between the Internship and the MA GDS programme, and finally reflects on lessons and goals achieved during the internship.

## Course objectives

After completion of this course, students are able to:

- apply and make use of the relevant knowledge and skills acquired during the Master GDS
- provide a contextualizing background and a characterisation of the internship organisation and its sphere of activity
- describe in an accurate manner the work carried out and what was accomplished during the internship
- demonstrate having worked within a set organisational structure (hierarchy) with fixed working hours, work patterns and routines
- illustrate which knowledge and skills acquired in the MA GDS were used during the internship and which new skills and competences were acquired
- reflect and report on their personal strengths and weaknesses as well as discuss areas for personal improvement
- critically reflect on the host organisation as well as the professional sector
- critically evaluate the internship and explain whether the goals were accomplished

GDS4991

Period 5

6 Apr 2020

26 Jun 2020

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [R.K. Haagsman](#)

Master Globalisation and Development Studies

Teaching methods:

PBL

Assessment methods:

Assignment

Keywords:

Internship, internship thesis, multilateral institutions, government departments, international, NGOs, local NGOs, consultancy firms, businesses, internship evaluation report

Faculty of Arts and Social Sciences

## **Thesis Writing and Presenting**

### **Full course description**

This workshop will help students write their master's thesis (internship, desk study or fieldwork). When writing a master's thesis, issues may arise that present barriers to the writing progress. While there is no single writing method, there are ways to locate the approach that best suits each person's work and writing habits. The thesis Writing Seminar is a space for students to find tools and tips on successfully writing a Master's thesis. The objective is to improve the writing process, to make it more efficient, and increase the likelihood of crafting a good thesis that you are proud of.

### **Course objectives**

After completion of this course, students are able to:

- create a preliminary structure for their thesis and set clear goals for completion of the final work;
- summarise their thesis findings concisely and convincingly and present them in oral and written form;
- improve their written work with reference to peer and tutor feedback and a clear understanding of what is measured by official thesis assessment forms;
- select and employ an effective personal time management strategy;
- demonstrate an awareness of common writing obstacles and how they can be overcome;
- provide effective constructive feedback to peers.

### **Prerequisites**

Exam option 1: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 2 elective courses (GDS4006, GDS4009, or selected FASOS/UM electives), GDS4990 Exam option 2: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 3 elective courses (GDS4006, GDS4009, GDS4008 or selected FASOS/UM electives), GDS4900 Exam option 3: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, GDS4800

GDS4902

Period 6

8 Jun 2020

3 Jul 2020

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinator:

- [L.B. Wagner](#)

Teaching methods:

Lecture(s), Work in subgroups, Presentation(s), Assignment(s)

Assessment methods:

Participation, Presentation

Keywords:

Writing workshop, peer and expert feedback, review, thesis writing strategy, writing process.

Faculty of Arts and Social Sciences

## **Global Connections: non-Eurocentric historical narratives**

### **Full course description**

Global history is one of the most innovative and productive fields of scholarly inquiry today, and challenges us to think about history and its methodologies, but also the present and current dynamics, in new ways. This course provides the basic tools for non-historians to understand the state of the field and the recent surge in 'global history.' At the same time, the course familiarizes students with some of history's cornerstone heuristic instruments. We will thus provide with historical tools to understand better the most important aspects of globalization and development today. In other words, by scientific reconstruction of global interaction and global processes and theory-led interpretation and application of other specific methods, students gain access to historic dimensions of a globalizing present. This course uses English-language sources to convey extensive knowledge of global history developments and their impacts on historical processes, institutions, and structures.

### **Course objectives**

After completion of this course, students are able to:

- Show in which ways the interconnectedness of today's world is not a new phenomenon, but one that is rooted in a long history of exchange and interaction
- Define and explain Global History as a concept and as an approach as well as describe the most recent historical debates and approaches in the field of Global History
- Explain and apply the most relevant methodological tools in the field of Global History: comparison, divergence, connectedness, and the concepts of globalization and microhistory
- Identify and explain the entanglements between specific regions and global political, socio-economic and cultural structures, in this case with a focus on the Global South
- Illustrate how the forces that have continuously shaped and restructured the world in the past, continue to do so today

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- Develop non-Eurocentric readings of the global past and present
- Discuss and assess the hitherto pivotal status of Europe in historiography
- Present and discuss theoretical and empirical academic literature in the field of Global History
- Analyse a current global phenomenon from a historical perspective for the purpose of a research paper based on academic literature, and communicate

### Prerequisites

The courses - GDS4000, - GDS4001, - GDS4002, - GDS4003 or GDS4004, - GDS4005, - 2 elective courses (GDS4006, GDS4009, or selected FASOS/UM electives)

GDS4008

Period 4

3 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [P. Del Hierro](#)

Teaching methods:

Lecture(s), PBL, Assignment(s)

Assessment methods:

Presentation, Assignment, Final paper

Keywords:

Global history, 'rise-of-the-west', Eurocentrism, oriental, Globalisation, contingency, accident, conjuncture,

## Semester 2: option desk study

Faculty of Arts and Social Sciences

### Brokers and Translators in Development: a focus on civil society

#### Full course description

This course focuses on the changing role of civil society organizations (CSOs), particularly NGOs, in contemporary development processes. It examines the -contested- role in development and democratisation by considering processes of brokerage and translation and the tensions experienced by these organizations when dealing with state institutions, donors, corporations, other transnational social movements and 'communities'. Thereby, the course aims to critically examine and analyze the potent myths -e.g. they are independent, participatory, value-driven and non-profit-



surrounding these organizations. This is done in two ways. First by showing that the ethnographic method is valuable in improving our understanding of NGOs and their relationships with other development actors. Second, (an anthropology of development) through a skills exercise, Project Design and Project Proposal Writing, whereby students are confronted with the dilemmas of 'doing development' by having to write a project proposal for a development project.

## Course objectives

After completion of this course, students are able to:

- describe and account for the various positions in scholarly debates about civil society in development and apply and justify definitions of civil society in terms of 'associational society', 'the good life' and 'the public sphere'
- engage in scholarly debates about civil society in development by contrasting and critically comparing several contested definitions of civil society
- describe, explain and critically assess the role played by civil society organizations as brokers and translators in processes of development including their often complicated intermediary function between states, donors and people at the local level who also have agency
- distinguish, define and critically analyse important contested concepts (e.g. state, NGOs, community based organizations, civil society organizations, social movements, brokering, strategic translations, 'hidden transcripts' and 'public transcripts')
- describe and outline what a full project proposal for a development project entails
- plan and conduct the research and the writing of a full project proposal for a development project
- judge whether a project proposal for a development project is feasible and sustainable
- present and pitch a full project proposal for a development project

## Prerequisites

The courses - GDS4000, - GDS4001, - GDS4002, - GDS4003 or - GDS4004, - GDS4005

## Recommended reading

Edwards, M. (2014). *Civil Society* (Third Edition). Cambridge: Polity Press (Only this 3rd edition will do! We will read 100%);

Mosse, D., & Lewis, D. (2006). *Development Brokers and Translators: the Ethnography of Aid and Agencies*. Bloomfield: Kumarian Press (will read for 50-60%);

PMD Pro-Starter (2017). *Design, Plan, Implement, Learn, Close a Project*. Creative Commons, online available at: [http://pmdprostarter.org/wp-content/uploads/2017/01/PMD\\_book.pdf](http://pmdprostarter.org/wp-content/uploads/2017/01/PMD_book.pdf)

GDS4006  
Period 4  
3 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [W.W. Nauta](#)

Teaching methods:

Lecture(s), PBL, Skills, Work in subgroups, Presentation(s)

Assessment methods:

Take home exam, Assignment

Keywords:

Civil Society, democracy, Public Sphere, Good Society, Civil society organisations, NGOS, brokerage, translation, ICTs, ethnographic research, Transnational activist networks, Social movements, South-South Development Cooperation

Faculty of Arts and Social Sciences

## **East Asia as Site and Agent of Development and Globalisation**

### **Full course description**

This course does not restrict itself to East Asian development, but rather uses the region's experience of industrialisation and globalisation as a lens through which to debate many of the key issues facing countries throughout the Global South. Few regions of the world have undergone as far-reaching a transformation in the discourse, theory and practice of development as has East Asia. As previous courses have demonstrated, the dawn of the 'Age of Development' saw the division of the globe into the 'developed' and 'underdeveloped', or into those countries who enacted development and those on which development was enacted. The decades that followed, however, have seen rapid economic growth and industrialization in Japan, the 'Asian Tigers', the Association of Southeast Asian Nations (ASEAN), China, and beyond. At times these changes have been interpreted through the lenses of existing theories of development; at other times, they have challenged deep-seated assumptions about inter alia the relationship between structure and agency and the sequencing of economic and political reform. Today, their participation in the changing landscape of global aid and trade further extends their influence in development debates beyond their borders. This course therefore examines the processes that have transformed this region while critically highlighting areas in which major structural problems remain and in which 'development' has created new challenges. Each week will pair a thematic focus with a localized case study, making the course both empirically- and theoretically- oriented.

### **Course objectives**

After completion of this course, students are able to:

- describe the forms that structural transformation, economic liberalisation, labour precarity,

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industrialisation, agricultural development, governance and resistance have taken in a number of East Asian countries;

- apply the above themes to new cases inside or outside East Asia in a way that challenges, strengthens or draws on existing theories critically evaluate the developmental opportunities and challenges presented by historical and contemporary processes of globalisation and modernisation in East Asia;
- analyse East Asia's place in the changing global donor landscape;
- evaluate the extent to which policies and developmental outcomes commonly associated with East Asia are transferable or achievable in countries and regions in the Global South;
- explain the role of case studies in political science and anthropology and select the appropriate case study methodology for their own research;
- effectively and creatively chair and participate in a meeting with peers from a range of cultural backgrounds;
- design a research paper that uses East Asia as a lens to analyse common themes and debates in development studies.

GDS4010

Period 4

3 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [E.E. Fourie](#)

Teaching methods:

Lecture(s), PBL, Assignment(s)

Assessment methods:

Participation, Assignment, Final paper

Keywords:

Developmental state, modernity, structural transformation, East Asia, new donors, economic growth, industrialisation, agricultural development, multiple modernities, Confucianism, case study.

Faculty of Arts and Social Sciences

## Thesis Writing and Presenting

### Full course description

This workshop will help students write their master's thesis (internship, desk study or fieldwork). When writing a master's thesis, issues may arise that present barriers to the writing progress. While there is no single writing method, there are ways to locate the approach that best suits each person's work and writing habits. The thesis Writing Seminar is a space for students to find tools and tips on successfully writing a Master's thesis. The objective is to improve the writing process, to make it more efficient, and increase the likelihood of crafting a good thesis that you are proud of.

## Course objectives

After completion of this course, students are able to:

- create a preliminary structure for their thesis and set clear goals for completion of the final work;
- summarise their thesis findings concisely and convincingly and present them in oral and written form;
- improve their written work with reference to peer and tutor feedback and a clear understanding of what is measured by official thesis assessment forms;
- select and employ an effective personal time management strategy;
- demonstrate an awareness of common writing obstacles and how they can be overcome;
- provide effective constructive feedback to peers.

## Prerequisites

Exam option 1: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 2 elective courses (GDS4006, GDS4009, or selected FASOS/UM electives), GDS4990 Exam option 2: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 3 elective courses (GDS4006, GDS4009, GDS4008 or selected FASOS/UM electives), GDS4900 Exam option 3: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, GDS4800

GDS4902

Period 6

8 Jun 2020

3 Jul 2020

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinator:

- [L.B. Wagner](#)

Teaching methods:

Lecture(s), Work in subgroups, Presentation(s), Assignment(s)

Assessment methods:

Participation, Presentation

Keywords:

Writing workshop, peer and expert feedback, review, thesis writing strategy, writing process.

Faculty of Arts and Social Sciences

## Global Connections: non-Eurocentric historical narratives

## Full course description

Global history is one of the most innovative and productive fields of scholarly inquiry today, and challenges us to think about history and its methodologies, but also the present and current dynamics, in new ways. This course provides the basic tools for non-historians to understand the state of the field and the recent surge in 'global history.' At the same time, the course familiarizes students with some of history's cornerstone heuristic instruments. We will thus provide with historical tools to understand better the most important aspects of globalization and development today. In other words, by scientific reconstruction of global interaction and global processes and theory-led interpretation and application of other specific methods, students gain access to historic dimensions of a globalizing present. This course uses English-language sources to convey extensive knowledge of global history developments and their impacts on historical processes, institutions, and structures.

## Course objectives

After completion of this course, students are able to:

- Show in which ways the interconnectedness of today's world is not a new phenomenon, but one that is rooted in a long history of exchange and interaction
- Define and explain Global History as a concept and as an approach as well as describe the most recent historical debates and approaches in the field of Global History
- Explain and apply the most relevant methodological tools in the field of Global History: comparison, divergence, connectedness, and the concepts of globalization and microhistory
- Identify and explain the entanglements between specific regions and global political, socio-economic and cultural structures, in this case with a focus on the Global South
- Illustrate how the forces that have continuously shaped and restructured the world in the past, continue to do so today
- Develop non-Eurocentric readings of the global past and present
- Discuss and assess the hitherto pivotal status of Europe in historiography
- Present and discuss theoretical and empirical academic literature in the field of Global History
- Analyse a current global phenomenon from a historical perspective for the purpose of a research paper based on academic literature, and communicate

## Prerequisites

The courses - GDS4000, - GDS4001, - GDS4002, - GDS4003 or GDS4004, - GDS4005, - 2 elective courses (GDS4006, GDS4009, or selected FASOS/UM electives)

GDS4008

Period 4

3 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [P. Del Hierro](#)

Teaching methods:

Lecture(s), PBL, Assignment(s)

Assessment methods:

Presentation, Assignment, Final paper

Keywords:

Global history, 'rise-of-the-west', Eurocentrism, oriental, Globalisation, contingency, accident, conjuncture,

Faculty of Arts and Social Sciences

## Desk Study Thesis

### Full course description

This thesis exam option involves performing original academic research towards the objective of completing a Desk Study Thesis. Students gather, examine and analyse secondary and possibly some primary data, which contribute to answering a designed research question framed within existing academic debates in the field of globalization and development studies, with a focus on the Global South. The desk study thesis should contribute to the relevant academic debates and may, ideally, form the basis of an academic publication.

### Course objectives

After completion of this course, students are able to:

- apply and make use of the relevant knowledge and skills acquired during the Master GDS
- identify and formulate clear research questions or theses that help to direct the research & writing process
- conduct a comprehensive literature search and bibliographic analysis, and assess the quality of the selected sources
- find, assess and critically analyse primary and secondary data
- critically reflect upon the relations between theories, concepts, methodology, and empirical findings and use these insights to build an academic argument and position themselves in an academic debate
- use theoretical perspectives from a variety of academic fields for a chosen research topic and within the scholarly domain of Globalisation and Development Studies
- write a complete academic thesis of appropriate structure and length in understandable academic

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English that is well-documented, including quotations, footnotes, in-text references and a reference list (APA)

- engage with and incorporate constructive (academic) feedback
- plan, carry out and finalize their own research within a fixed time-frame
- acquire the academic and personal skills to conduct and reflect upon desk study research in an ethical and socially responsible fashion

GDS4802

Period 5

6 Apr 2020

26 Jun 2020

[Print course description](#)

ECTS credits:

17.0

Instruction language:

English

Coordinator:

- [R.K. Haagsman](#)

Teaching methods:

Skills, Training(s), Research

Assessment methods:

Final paper

Keywords:

Desk study, research question, Theory, Methodology, literature search, bibliographic analysis

## Semester 2: option fieldwork

Faculty of Arts and Social Sciences

### Fieldwork Thesis

#### Full course description

The fieldwork option is a great choice for students who want to gain hands-on research experience, learn how to use fieldwork methods, and train to collect and analyse field-collected data. It is designed for students who aim to pursue a research-oriented career or want to do field-based research in the Global South. The fieldwork thesis should contribute to relevant existing academic debates in the field of globalization and development studies and with a focus on the Global South. The resultant thesis may, ideally, form the basis of an academic publication. To facilitate a good and fruitful fieldwork experience, students are encouraged to choose their field site from among the places where current faculty members in the GDS programme have ongoing research programs or projects. Developing a research topic connected with an existing research program will ensure that they are embedded within a local context, and have the support of a local (research) organization or university. However, when students have access to their own networks, they may organize their own fieldwork site, in close collaboration with their FASoS supervisor. Fieldwork can only be done when a local contact is in place who agrees to facilitate the student's stay.

## Course objectives

After completion of this course, students are able to:

- apply and make use of the relevant knowledge and skills acquired during the Master GDS
- identify and formulate clear research questions or theses that help to direct the research & writing process and engage with these as the primary investigator
- conduct a comprehensive literature search and bibliographic analysis, and assess the quality of the selected sources
- find, assess and critically analyse primary and secondary data, including independent research with field methods (e.g. participant observation, interviews, ethnographic data analysis)
- critically reflect upon the relations between theories, concepts, methodology, and empirical findings and use these insights to build an academic argument and position themselves in an academic debate
- use theoretical perspectives from a variety of academic fields for a chosen research topic and within the scholarly domain of Globalisation and Development Studies
- write a complete academic thesis of appropriate structure and length in understandable academic English that is well-documented, including quotations, footnotes, in-text references and a reference list (APA)
- engage with and incorporate constructive (academic) feedback
- plan, carry out and finalize their own research within a fixed time-frame
- acquire the academic and personal skills to conduct and reflect upon fieldwork research in an ethical and socially responsible fashion

## Prerequisites

The courses: - GDS4000, - GDS4001, - GDS4002, - GDS4003 or GDS4004, - GDS4005

GDS4801

Period 4

3 Feb 2020

26 Jun 2020

[Print course description](#)

ECTS credits:

29.0

Instruction language:

English

Coordinator:

- [R.K. Haagsman](#)

Teaching methods:

Skills, Training(s), Research

Assessment methods:



## Thesis Writing and Presenting

### Full course description

This workshop will help students write their master's thesis (internship, desk study or fieldwork). When writing a master's thesis, issues may arise that present barriers to the writing progress. While there is no single writing method, there are ways to locate the approach that best suits each person's work and writing habits. The thesis Writing Seminar is a space for students to find tools and tips on successfully writing a Master's thesis. The objective is to improve the writing process, to make it more efficient, and increase the likelihood of crafting a good thesis that you are proud of.

### Course objectives

After completion of this course, students are able to:

- create a preliminary structure for their thesis and set clear goals for completion of the final work;
- summarise their thesis findings concisely and convincingly and present them in oral and written form;
- improve their written work with reference to peer and tutor feedback and a clear understanding of what is measured by official thesis assessment forms;
- select and employ an effective personal time management strategy;
- demonstrate an awareness of common writing obstacles and how they can be overcome;
- provide effective constructive feedback to peers.

### Prerequisites

Exam option 1: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 2 elective courses (GDS4006, GDS4009, or selected FASOS/UM electives), GDS4990 Exam option 2: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 3 elective courses (GDS4006, GDS4009, GDS4008 or selected FASOS/UM electives), GDS4900 Exam option 3: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, GDS4800

GDS4902

Period 6

8 Jun 2020

3 Jul 2020

[Print course description](#)

ECTS credits:

1.0

Instruction language:

Master Globalisation and Development Studies

English

Coordinator:

- [L.B. Wagner](#)

Teaching methods:

Lecture(s), Work in subgroups, Presentation(s), Assignment(s)

Assessment methods:

Participation, Presentation

Keywords:

Writing workshop, peer and expert feedback, review, thesis writing strategy, writing process.