

## 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

This course explores how major trends in globalisation are transforming existing patterns of capitalism, inequality and governance. It does so by focusing on twelve of the most influential and controversial concepts that scholars have developed to make sense of these phenomena: the Global South, decolonisation, international development, global governance, modernisation, dependency, neoliberalism, the developmental state, human development, post-development, sustainable development, and global development. Although the course takes a loosely chronological approach, the aim throughout is to marry historical and contemporary perspectives by prompting students to reflect on the enduring relevance of each concept. Similarly, the aim is to understand theory in practice. Development studies (as we shall see) often seeks to produce knowledge that can be applied through policy and practical interventions, and we'll spend time looking at how these interventions have been justified and critiqued.

In the last part of the course, students will engage in debates on three questions that cut across many of the issues highlighted above: what has the rise of the 'South' achieved for global development? Can the 'development industry' be redeemed? And what role do states and markets play in bringing about equitable and sustainable progress in the 21st century?

### 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 ongoing 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 synthesise 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 2024

25 Oct 2024

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [E.E. Fourie](#)

Teaching methods:

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

Assessment methods:

Written exam, Presentation

Keywords:

globalisation, Development, History, Theory

Faculty of Arts and Social Sciences

## 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). Taking into account the different disciplinary backgrounds of students entering the MA GDS, this course offers broad-view training for designing and conducting research using qualitative and quantitative tools. It is designed to initiate students who may not have been previously trained in methods and revive prior knowledge of students who have. 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, ethical challenges, and working across multiple sites.

### Course objectives

After completion of this course, students are able to:

- Formulate a methodology to answer a research question from a myriad of existing methodological choices

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- Gather and analyze qualitative and quantitative data and interpret findings as appropriate to the method
- Report concisely and scientifically on a research process
- Recognise the epistemological backgrounds to quantitative and qualitative research methods
- Formulate own research question in the field of globalisation and development and demonstrate the appropriate research methods based on prior and knowledge obtained from the course
- Design a qualitative or quantitative research design, with a clear link to a chosen theory

## Prerequisites

Enrollment in MA GDS

GDS4002

Period 1

2 Sep 2024

25 Oct 2024

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinators:

- [B.B. Dito](#)
- [L. Wagner](#)
- [R.K. Haagsman](#)

Teaching methods:

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

Assessment methods:

Assignment, Portfolio, Final paper

Keywords:

research methodology, theory, data analysis

Faculty of Arts and Social Sciences

## Contemporary Debates in Globalisation and Development

### Full course description

Building on the theoretical foundations in GDS4000, Theories and Histories of Globalisation and Development, this course introduces students to empirical and theoretical approaches to globalisation and development.

We will combine the theoretical and empirical emphases in this course through readings and assignments, in which students examine how distant places within the Global South, or between Global North and South, are connected through the movement of people, things (commodities, objects, discourses) and social structures.

The course is broadly divided into two parts:

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Investigating globalisation through the global movement of:

- Commodities, understood as being created through global chains of production; commodities as things with their own biographies; commodities as the media worked upon by logistics; and
- People who migrate while maintaining and generating linkages between places
- Multinational companies, finance capital and global governance structures from core to periphery regions of the world

Investigating development at a global scale, via

- Debates about the transformation of labor as a result of changes in global political economy, automation, local and international institutions
- Contestations over the uneven and unequal distribution of means, access, and responsibilities for environmental resources
- The role of women as development actors in historical and contemporary perspectives

Together, these parts are intended to expose students to selected examples of how globalization functions in both theory and practice.

## Course objectives

To successfully complete this course, students should demonstrate the ability 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 recognised empirical approach (e.g. a cultural biography of an everyday object, global value chain analysis) to document the movement and transformation of materials
- Recognise 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

## Recommended reading

- Cook, I. (2004). Follow the thing: Papaya. *Antipode: journal of radical geography*. Vol. 36, Iss.4.Pp 557-785.
- Werner, M., Bair, J., & Fernández, V. R. (2014). Linking Up to Development? Global Value

Chains and the Making of a Post-Washington Consensus. *Development and Change*, 45(6), 1219-1247.

- Cowen, D. (2014). *The deadly life of logistics: mapping violence in global trade*. Minnesota: University of Minnesota Press.
- De Haas, H. (2010). Migration and development: A theoretical perspective. *International migration review*, 44(1), 227-264.
- Lam, A., & Rui, H. (2023). Global human mobility and knowledge transfer: Highly skilled return migrants as agents of transnational learning. *Global Networks*, 23, 311-331.
- Suwandi, I. and Foster, J.B. (2016). *Multinational Corporations and the Globalization of Monopoly Capital*. *Monthly Review*, July.  
<https://monthlyreview.org/2016/07/01/multinational-corporations-and-the-globalization-of-monopoly-capital-from-the-1960s-to-the-present/#fn13>, Accessed 27 October 2023.
- Smith, J. (2016). *Imperialism in the Twenty-First Century: Globalization, Super Exploitation and Capitalism's Final Crisis*. *Monthly Review Press*.
- Van Beemen, O. (2019). *Heineken in Africa*. C. Hurst and Co. Ltd.

GDS4001

Period 2

28 Oct 2024

20 Dec 2024

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinators:

- T. Makori
- [T.M. Makori](#)

Teaching methods:

Research, PBL, Lecture(s), Skills

Assessment methods:

Assignment, Participation, Presentation and paper

Keywords:

Globalisation, Contemporary development, connection/disconnection, Transnational networks, labour and gender in development, environmental debates and global commodity flows

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 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

Period 2

28 Oct 2024

20 Dec 2024

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [B.B. Dito](#)

Teaching methods:

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

## **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 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 conduct an interview. 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 and sanitation), 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
- 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)
- Using a case that integrates the Global South, apply, in the final paper, STS perspectives and concepts as an analytical lens to 1) a scientific or technological controversy, 2) travelling technology or 3) the role of (scientific) knowledge/expertise/technology in specific (historical) events or daily lives.
- Conduct an interview and reflect and report on this.

### **Prerequisites**

The courses: - GDS4000 and - GDS4002

- [R. Zeiss](#)

Teaching methods:

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

## 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 ideas, culminating in a completed version of a thesis proposal. The main task is to develop an independent research project in collaboration with thesis supervisors and peers, by demonstrating how one's research is 1) situated in theories of globalization and development; 2) is directed by clearly formulated and answerable research questions; 3) identifies a methodological framework. Most importantly, every student participates in providing feedback to peers on their proposals and receiving feedback themselves in order to improve their work and learn through collaboration.

### 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 responsible attitude towards application of knowledge.



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

## Prerequisites

The courses: - GDS4000, - GDS4001, and - GDS4002; also either - GDS4003 or - GDS4004

GDS4005

Period 1

2 Sep 2024

31 Jan 2025

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [B.B. Dito](#)

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

## Semester 2: option internship

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 of civil society organizations (CSOs) in development and democratization by considering processes of brokerage and translation and the challenges and opportunities experienced by these organizations when dealing with state institutions, donors, corporations, other CSOs, 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, while also making clear that CSOs operate in dynamic, highly globalized contexts. Second, through a skills exercise, Project Design and Project Proposal Writing, whereby students have to write a project proposal for a development project.

The course is organized in a theoretical track and a practical track. In this way, the critical abilities of students are developed and sharpened, while at the same time they gain 'hands on' experience with the intricacies of 'doing development', confronting them with the dilemmas of challenging

Master Globalisation and Development Studies  
development contexts and making difficult choices.

## **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 analyze 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. (2020). *Civil Society* (Fourth Edition). Cambridge: Polity Press (Only this 4th 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 30-40%);

PMD Pro-Starter (2017). *Design, Plan, Implement, Learn, Close a Project*. Creative Commons.

- [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 organizations, NGOs, brokerage, translation, ICTs, ethnographic research, Transnational activist networks, Social movements, South-South Development Cooperation

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. It 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 historical tools to better understand the most important aspects of globalization and development today. In other words, through scientific reconstruction of global interaction and global processes and theory-led interpretation and application of other 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 that are critical of Eurocentrism
- 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

GDS4008

Period 4

3 Feb 2025

4 Apr 2025

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [B. le Normand](#)

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

## 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 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 4

3 Feb 2025

20 Jun 2025

[Print course description](#)

ECTS credits:

21.0

Instruction language:

English

Coordinator:

- [B.B. Dito](#)

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 4

3 Feb 2025

20 Jun 2025

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [B.B. Dito](#)

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 thesis (internship, desk study or fieldwork). When writing a Master 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 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, 1 elective course (GDS4006, GDS4008, GDS4010 or selected FASOS/UM electives), GDS4890 & GDS4991; Exam option 2: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 2 elective courses (GDS4006, GDS4008, GDS4010 or selected FASOS/UM electives), GDS4802; Exam option 3: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, GDS4801

GDS4902

Period 5

3 Feb 2025

6 Jun 2025

[Print course description](#)

ECTS credits:

1.0

- [M. Sjamsoeod Sadjad](#)

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.

## **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 of civil society organizations (CSOs) in development and democratization by considering processes of brokerage and translation and the challenges and opportunities experienced by these organizations when dealing with state institutions, donors, corporations, other CSOs, 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, while also making clear that CSOs operate in dynamic, highly globalized contexts. Second, through a skills exercise, Project Design and Project Proposal Writing, whereby students have to write a project proposal for a development project.

The course is organized in a theoretical track and a practical track. In this way, the critical abilities of students are developed and sharpened, while at the same time they gain 'hands on' experience with the intricacies of 'doing development', confronting them with the dilemmas of challenging development contexts and making difficult choices.

#### **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 analyze 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. (2020). Civil Society (Fourth Edition). Cambridge: Polity Press (Only this 4th 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 30-40%);

PMD Pro-Starter (2017). Design, Plan, Implement, Learn, Close a Project. Creative Commons.

GDS4006

Period 4

3 Feb 2025

4 Apr 2025

[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 organizations, NGOs, brokerage, translation, ICTs, ethnographic research, Transnational activist networks, Social movements, South-South Development Cooperation

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. It 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 historical tools to better understand the most important aspects of globalization and development today. In other words, through scientific reconstruction of global interaction and global processes and theory-led interpretation and application of other 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 that are critical of Eurocentrism
- 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

Master Globalisation and Development Studies

GDS4008

Period 4

3 Feb 2025

4 Apr 2025

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [B. le Normand](#)

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

## Master Globalisation and Development Studies

- 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 desk study research in an ethical and socially responsible fashion

GDS4802

Period 5

7 Apr 2025

20 Jun 2025

[Print course description](#)

ECTS credits:

17.0

Instruction language:

English

Coordinator:

- [B.B. Dito](#)

Teaching methods:

Skills, Training(s), Research

Assessment methods:

Final paper

Keywords:

Desk study, research question, theory, methodology, literature search, bibliographic analysis

Faculty of Arts and Social Sciences

## Thesis Writing and Presenting

### Full course description

This workshop will help students write their Master thesis (internship, desk study or fieldwork). When writing a Master 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 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, 1 elective course (GDS4006, GDS4008, GDS4010 or selected FASOS/UM electives), GDS4890 & GDS4991; Exam option 2: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 2 elective courses (GDS4006, GDS4008, GDS4010 or selected FASOS/UM electives), GDS4802; Exam option 3: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, GDS4801

GDS4902

Period 5

3 Feb 2025

6 Jun 2025

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinator:

- [M. Sjamsoeod Sadjad](#)

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.

Fac. Health, Medicine and Life Sciences

## Health in Times of Crisis

### Full course description

In addition to the core courses offered during the first trimester in Maastricht students will have the opportunity to enhance their knowledge about specific topics in the second trimester through a choice of one of eleven elective tracks. These eleven tracks are carefully selected to avoid overlap with the core programme, yet ensuring relevant contribution to the core programme. This course is the second module of the elective track "Implementing innovations on a global scale". The focal point of this course is the way health crisis are context-dependent and have different consequences for people's health. Rather they are emergent and relational, often as exacerbations of an already lopsided 'normal' rather than a radical disturbance of an otherwise proper and fair equilibrium. People's vulnerabilities to health (and other) risks are highly mediated by their place in the global

picking order, and by how issues are framed, made visible, made known/knowable, are timed, and mapped, by scientists, doctors, politicians, journalists, and 'victims' themselves. With a focus on health issues that occur in times of crisis such as flooding, earthquakes, hurricanes and epidemics, this course critically reflects on current strategies to prevent and to respond to crisis, as well as on the discursive framings that afford such as well as alternative strategies. The course aims to unpack hegemonic framings of health in times of crisis; to critically investigate what kinds of knowledge, and whose bodies, stories, agencies and experiences they tend to make (in)visible; and to look at what kinds of 'disaster management' different rendering tend to propose.

Structure of the course:

- Week 1: Focus on theoretical perspective (framing)
- Week 2: framing, and the construction of blaming and the politics of mapping
- Week 3: a critical reflection on the temporal narrative of beginning, crisis, and end as well as (not) knowing
- Week 4: write final paper

## Course objectives

After completion of this course students are able:

- to explain the different perspectives on how health related crises come about, what they are, and how they are (to be) managed.
- to explain relations between hazard, risk, disaster and vulnerabilities.
- to reflect critically on standard dichotomies, divisions and assumptions: concerning the 'nature' of crises, their causes, who they affect, their timing and what comes to (not) be known about them.
- to reflect critically on approaches in crisis management and their underlying assumptions about the problems, the solutions and the contexts in which these interact.
- demonstrate a deep (and critical) understanding of health-related 'crises' as situated, specific and discursively framed, as opposed to objectively given.
- give evidence of a critical perspective on strategies and policies related to health in times of crisis.
- present alternative approaches to understanding and dealing with health related crises.

## Recommended reading

[This is the link to Keylinks, our online reference list.](#)

MGH4011

Period 4

3 Feb 2025

28 Feb 2025

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [J. Mesman](#)

Teaching methods:

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

Assessment methods:

Participation, Attendance, Final paper, Assignment

Keywords:

crisis; vulnerability; global; health; STS; framing; blaming; mapping; timing; knowing.

## **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

## Master 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 2025

20 Jun 2025

[Print course description](#)

ECTS credits:

29.0

Instruction language:

English

Coordinator:

- [B.B. Dito](#)

Teaching methods:

Skills, Training(s), Research

Assessment methods:

Final paper

Keywords:

Fieldwork, independent research, theory, methodology, data collection, academic writing

Faculty of Arts and Social Sciences

## Thesis Writing and Presenting

### Full course description

This workshop will help students write their Master thesis (internship, desk study or fieldwork). When writing a Master 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 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, 1 elective course (GDS4006, GDS4008, GDS4010 or selected FASOS/UM electives), GDS4890 & GDS4991; Exam option 2: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 2 elective courses (GDS4006, GDS4008, GDS4010 or selected FASOS/UM electives), GDS4802; Exam option 3: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, GDS4801

GDS4902

Period 5

3 Feb 2025

6 Jun 2025

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinator:

- [M. Sjamsoeod Sadjad](#)

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.