

PART 3

DESCRIPTIONS OF THE COURSES

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ISS-1103 An Overview of Modern Economic Thought

Code	ISS-1103
Weight of the Course	3 ECTS
Period	TERM 1
Course Leader	Howard Nicholas
Lecturer	Howard Nicholas
Teaching Methods	Participatory Lecture, Workshop
Modes of Assessment	Written Exam: 85%, Group Assignment: 15%

Learning objectives

By the end of the course students should possess

1. A critical, non-technical (i.e., non-mathematical) awareness of contemporary economic thought.
2. An appreciation of fundamental differences between major schools of economic thought in economics, and the significance these differences have for their respective perspectives on policy.
3. An awareness of key economic concepts used in the analysis of important economic issues of concern to public and private sector decision-makers.

Course description

The course provides a non-mathematical introduction to how different groupings of economists view an economy and economic phenomena. That is to say, the approach adopted is a comparative one. Two broad schools of economic thought are identified: the Neo-classical and Heterodox schools. The groupings are founded on perceived shared views on; approach and method, basic building blocks of economic analysis, explanations of economic phenomena, and policy conclusions. Particular attention is paid to certain of the building blocks since these provide important foundations for many of the ensuing majors. Some of the most important of these building blocks are; the operation of product and factor markets, public goods and externalities, the concept of elasticity, the circular flow of income, and aggregate supply and demand.

The course comprises two interrelated parts. The first part is devoted to the study of so-called microeconomic phenomena, including the operation of individual product and factor markets and government policies in respect of the 'failure' of these markets. The second part is concerned with macroeconomic phenomena, including economic growth and development, inflation and the balance of payments, as well as competing policies in respect of these.

The basic philosophy underlying the teaching of the course is that there is no such thing as a single, agreed, homogenous body of economic thought that one can label as "economics", nor can economics be treated as a science in the same way as one or another of the disciplines in the physical sciences. Accordingly, students are encouraged to consider the theories they are learning about in the course critically, and with the hindsight of their own experiences.

Indicative readings

Hill, R and Myatt, T. (2010) *The Economics Anti-Textbook: A Critical Thinker's Guide to Microeconomics*, London: Zed Press.

Krugman, P.R. and R. Wells (2013) *Economics*. 3rd edn, New York: Worth Publishers.

Stanford, J (2008) *Economics for Everyone: A Short Guide to the Economics of Capitalism*. London: Pluto Press. The Economist (2006) *Guide to Economic Indicators: Making Sense of Economics*, London: Profile Books.

The Economist (2006) *Guide to Economic Indicators: Making Sense of Economics*, London: Profile Books

ISS-1104 Politics, Power and Development

Code	ISS-1104
Weight of the Course	3 ECTS
Period	TERM 1
Course Leader	Karim Knio
Lecturers	Karim Knio and Wil Hout
Teaching Methods	Participatory Lecture
Modes of Assessment	Written Exam: 100%

Learning objectives

At the end of the course, students will have obtained a better understanding of:

- why politics matters for development and how political power influences the direction and outcomes of development interventions;
- the centrality of notions of the state to thinking about politics in and of development;
- the way in which state, society and markets interact; and
- the impact of global trends (such as 'globalization') on the state and politics.

Course description

Politics structures the possibilities for realizing development, social justice and societal change. By taking the state as reference point, the course analyses some of the most important concepts that are central to the role of politics in development processes.

Starting from classical and more recent understandings of the state, and notions of embeddedness of politics, the economy and society, the course focuses on the omnipresence of political processes in development. Topics that are discussed are the relationship between state power and the hegemony of ideas, the impact of globalization of the state, the differences among political systems and the variation in the strength of the state.

Indicative readings

- Feng, Y. (2001) 'Politics and Development', *Journal of Democracy* 12(1):170-174.
- Haugaard M. (ed.) (2002) *Power: A Reader*, Manchester: Manchester University Press.
- Heywood, A. (2009) *Political Theory: An Introduction*, (3rd edn) Basingstoke; New York: Palgrave Macmillan.
- Heywood, A. (2007) *Politics*, Basingstoke; New York: Palgrave MacMillan.
- Hickey, S. (2008) 'The Return of Politics in Development Studies (I): Capturing the Political?', *Progress in Development Studies* 8(4): 349–58.
- Hickey, S. (2009) 'The Return of Politics in Development Studies (II): Getting Lost within the Poverty Agenda?', *Progress in Development Studies* 9(2): 141–52.
- Leftwich, A. (2000) *States of Development: on the Primacy of Politics in Development*. Cambridge: Polity Press.
- Leftwich, A. (2005) 'Politics in Command: Development Studies and the Rediscovery of Social Science', *New Political Economy* 10(4): 573-607.

ISS-1106 Introduction to Economic Theories

Code	ISS-1106
Weight of the Course	3 ECTS
Period	TERM 1
Course Leader	Irene van Staveren
Lecturer	Irene van Staveren
Teaching Methods	Online Course and a Tutorial in Class
Modes of Assessment	Combination of tests 100%
	Online: 2 mini essays (50%) and 2 multiple choice exams (50%)

Learning objectives

After completing this course, participants will be able to recognize common economic concepts and to make a basic distinction between major economic theories. They will also be able to interpret key concepts of economic behaviour and economic phenomena in developing countries. And finally, they will be able to explain or compute some basic economic variables and indicators.

Course description

This introductory course is offered through the online platform Coursera:

<https://www.coursera.org/learn/intro-economic-theories>

The course aims at an audience without training in economics, or those who need to fresh-up or broaden their basic knowledge. It is a fully online course with various online tools. These include videos with lectures by the lecturer, video tutorials, and quiz questions.

The course is an introduction to economics from a pluralist and global perspective, covering both micro economics and macroeconomics. It uses a new textbook, especially written for this course by the course leader. The book *ECONOMICS AFTER THE CRISIS – An Introduction to Economics from a Pluralist and Global Perspective*, was published in 2015 by Routledge. The book is not obligatory but may be helpful as a reference during the course and for the rest of the MA programme.

The course starts with an introduction to economics as a science, than moves to consumption and production, the household, firms, the role of the state, financial markets and labour markets. The second part of the course introduces the complexities at the macro level with topics such as the macroeconomic flow, money and inflation, economic growth, the environment, poverty and wellbeing, and international trade. Every topic covers two to four theoretical perspectives: social economics (which connects to sociology), institutional economics, Post Keynesian economics, and neoclassical economics (mainstream economics).

The course is inclusive in terms of gender, nature, and social inequalities. Most importantly, the book takes a global perspective, using many real-world examples from Asia, North and South America, Africa and Europe. The class tutorial will provide the opportunity to practice with exam questions and to ask questions about the material. The tutorial session will be taught three times in term 1 so that everyone has the opportunity to participate in the tutorial (September, October and November).

Indicative reading

Staveren, I., van (2015) *Economics after the Crisis - an Introduction to Economics from a Pluralist and Global Perspective*. Abingdon, Oxon, UK: Routledge.

The book is available from a variety of (online) bookstores as hardback, paperback and e-book. The ISS library has a limited number of copies of the book available. In addition, the library has a wide variety of introductory economic textbooks available as complementary readings.

ISS-1107 Development Economics

Code	ISS-1107
Weight of the Course	3 ECTS
Period	TERM 1
Course Leader	Lorenzo Pellegrini
Lecturer	Lorenzo Pellegrini
Teaching Methods	Participatory Lecture
Modes of Assessment	Written Exam: 100%

Learning objectives

After completion of the course, you will have knowledge about a range of economic approaches that may be used to analyse the economic transformation of those countries known as the 'developing world'. The course will help you identify the main hypotheses and processes explaining economic growth and development. It will also help you to appreciate that many issues surrounding economic development can only be understood if one moves from the global context to the internal structure of developing countries to micro-level analysis. It will identify the main hypotheses and processes explaining economic growth and development and how they relate to policy making. All participants are expected to critically assess the limitations and strengths of the theories presented and to understand the key aspects of alternative theories. After the course you should be able to related economic theory and concepts to real-life situations and specific country contexts.

Course description

This is a course in development economics for master-level students in development studies (with a particular focus on public policy). This eight lecture course will deal with five topics and will start with a broad discussion of the nature of economic development –Lecture 1. Lectures 2 and 3 will present the main elements of classic and heterodox theories of economic development. Lectures 4 & 5 will introduce students to the most prominent contemporary models of development and underdevelopment, in particular, endogenous growth theories, debates about the 'big push' and the nature and causes of low-level equilibrium (poverty) traps.

Inspired by the development constraints identified in sessions 1 to 5, each of the remaining sessions will deal with a particular development constraint. Session 6 and 7 will deal with the complex relationship between environment and development. Session 8 will discuss the problem of corruption and its relationship with economic development. Throughout the course we will discuss the policy implications issuing from the different theories in the context of real country problems. Empirical evidence in favour and against the various theories presented will feed the discussion.

Indicative readings

Agénor, P.R. and P.J. Montiel (2008) *Development Macroeconomics* (3^d edn). Princeton, NJ: Princeton University Press.
 Bardhan, P.K. and C. Udry (1999) *Development Microeconomics*. Oxford: Oxford University Press.
 Basu, K. (1997) *Analytical Development Economics*. Cambridge, MA: MIT Press.
 Ray, D. (1998) *Development Economics*. Princeton, NJ: Princeton University Press.
 Todaro, M.P. and S.C. Smith (2012) *Economic Development* (11th edn). Boston, Mass.: Addison-Wesley.

Prerequisites

Basic knowledge in Economics and Mathematics for Economists is essential to follow this course. You may refresh your knowledge in microeconomics by attending the remedial course "Intermediate Microeconomics" (9130) and the remedial course in "Macroeconomics and Growth" (9150). You can also work through the mathematical appendix in a standard economic textbook. The course is explicitly designed for students in development studies, thus it is less technical than a master-level course just for economists.

ISS-1110 Contemporary Social Theory

Code	ISS-1110
Weight of the Course	3 ECTS
Period	TERM 1
Course Leader	Nahda Shehada
Lecturers	Nahda Shehada
Teaching Methods	Participatory Lectures, Tutorials, Theoretical Debates
Modes of Assessment	Take Home Essay: 100%

Learning objectives

After completion of the course, participants will:

- Be able to characterize the influence of social/political context in developing various perspectives in conceptualising social reality.
- Have acquired an ability to apply the Foucauldian conceptualisation of power.
- be able to identify the influence of postcolonial and post-development perspectives in advancing social theory.
- Have obtained the theoretical tools to analyse the conceptualisation of gender by different colonial powers at different historical periods.

Course description

This foundation course is meant to familiarize students with the latest debates in and about social theory. It focuses on some perspectives that have been most influential – and sometimes controversial – in the debate. The course will start by mapping out the history, context and politics of the classical perspectives of social theory. It will then move to identify the analytical parameters and key contemporary theories and perspectives in the field. The course will then discuss the Critical Social Theory developed by Frankfurt school/Germany during the early decades of the twentieth century. We will also discuss a different conceptualisation of power developed by one of the key thinkers of the 20th century: Michel Foucault. Cross-cultural differences are noticeable in the way in which new perspectives emerge. Thus, we will examine Post-colonial theory and its most influential figure, i.e. Edward Said with his ‘Orientalism’. In this context, we will examine the way gender is conceptualised by different colonial powers. Furthermore, we will be helped by Escobar’s application of the knowledge/power nexus when studying the question of Modernity-Coloniality. The course will put these thinkers from the Global South in dialogue with prominent thinkers from the critical and deconstruction tradition in Europe. The final session will be dedicated to a rather optimistic perspective developed by Boaventura de Sousa Santos, who proposes the ‘ecology of knowledge’ as a way out of human misery.

Indicative readings

Abu-Lughod, L. (2013) *‘Do Muslim Women Need Saving’* Cambridge, Massachusetts: Harvard University Press.

Calhoun, Craig, Chris Rojek, and Bryan S. Turner (eds) (2005) *The Sage handbook of sociology*. London: Sage.

Escobar, A. (2007) ‘Worlds and Knowledges Otherwise’, *Cultural Studies* 21(2): 179-210.

Foucault, M. (2002) ‘Introduction’ in M. Foucault, *The Archaeology of Knowledge*, pp. 3-22. London: Routledge.

Sachs, W. (ed.) (1992) *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books.

Said, E. W. (2003) *Orientalism*. London: Penguin.

Santos, Boaventura de Sousa (ed.) (2007) *Another Knowledge Is Possible: Beyond Northern Epistemology*. London, New York: Verso.

Williams, P. and L. Chrisman (eds) (1993) *Colonial Discourse and Postcolonial Theory: A Reader*. London & New York: Harvester Wheatsheaf.

Key words: social theory, classical social theory, Marxism, Frankfurt school, Orientalism, Gender, postcolonial theory, ecology of knowledge

ISS-1112 Structure and Social Action

Code	ISS-1112
Weight of the Course	3 ECTS
Period	TERM 1
Course Leader	Georgina Gómez
Lecturers	Georgina Gómez, Naomi van Stapele
Teaching Methods	Participatory Lecture, Tutorials, Workshops
Modes of Assessment	Written Exam: 100%

Learning objectives

Students will develop an understanding of social life as a combination of stability and change. They will become familiar with fundamental concepts in sociology and by the end of the course they will have learnt to address the concepts discussed in the course to analyse social structures and actions.

Course description

The course is framed around a key issue in Development Studies: the relationship between Social Structures and Agency in understanding Social Change. It deals with the ways social processes shape us and how individual and collective action can shape social processes. This course connects sociological theory with every day life experiences. It aims to improve students' understanding of social reality by using a series of sociological concepts like structure and agency, division of labour, differentiation and cohesion, power, legitimacy, class and gender.

A number of sociological concepts will be brought to life and used to reflect on questions like:

- How do we understand power and dominance? What entitles our leaders to command us -and why do we behave accordingly?
- What is the basis of social differentiation, class/ caste stratification?
- Why are women and men unequal; - what is "Gender Analysis"?
- Why do we work extra hours that we are not paid for?
- What is ethnicity?
- How is inequality legitimised?
- How do we engage in efforts to push for social change?

The course is organised in lectures by thematic groups, rather than theoretical paradigms. It reads social processes across the social, economic and political domains, an approach that follows the perspective of the classical sociologists.

The course is suitable for students with no previous knowledge of sociology but with a definite interest in sociological approaches to the economy, political economy and organisations.

Indicative readings

Calhoun, C., J. Gerteis, J. Moody, S. Pfaff and I. Virk (eds) (2007) *Classical Sociological Theory*. (2nd edn) Oxford: Blackwell.

ISS-1113 Regression and Data Analysis

Code	ISS-1113
Weight of the Course	3 ECTS
Period	TERM 1
Course Leader	Zemzem Shigute
Lecturer	Zemzem Shigute, Arjun Bedi, Natascha Wagner
Teaching Methods	Lectures, Workshop, Computer Exercises, Tutorials
Modes of Assessment	Take Home Exam: 100%

Learning objectives

The aim of this course is to develop quantitative skills that students need in order to conduct empirically oriented research in development studies/economics. After completing the course students should be able to understand the theory and practice of standard regression analysis, they should be able to carry out basic quantitative analyses and critically assess and analyse existing datasets. The computer workshops will be application-oriented and based on data from developed as well as developing countries. By the end of the course students should be adept at using the statistical software STATA as a tool for handling data and carrying out empirical analysis.

Course description

The course is intended for students interested in quantitative development policy analysis. The course is self-contained while at the same time a prerequisite for those who want to take ISS-3203. Specifically, the course introduces students to the basic principles of classical regression analysis and discusses modern techniques of data analysis both as supplements to standard regression analysis and as stand-alone diagnostic tools. Hands on computer workshops are designed to familiarize students with the statistical package STATA (version 15). During these workshops students will be expected to analyse micro and macro data using the methods discussed in the lectures.

Topics to be covered include the simple two-variable linear regression model and the derivation of the ordinary least squares (OLS) estimator, extension of the simple linear model to the case of multiple regressors, hypothesis testing and inference, the use of binary variables, and the consequences of relaxing the assumptions underlying the OLS estimator.

Indicative readings

The basic texts for the course are:

Gujarati, D.N. and D.C. Porter (2009) *Basic Econometrics* (5th edn). Boston: McGraw Hill.
Wooldridge, J.M. (2016) *Introductory Econometrics: A Modern Approach* (6th edn). Mason, OH: Thomson South-Western, Cengage Learning

Prerequisites

The course requires prior BA level knowledge of statistics. Although the course does not dwell much on mathematical derivations and proofs, students are expected to be familiar with basic algebra and calculus. The institute offers a statistics remedial course which students may wish to follow.

ISS-1114 Politics of Modern Development

Code	ISS-1114
Weight of the course	3 EC
Period	TERM 1
Course Leader	Rosalba Icaza
Lecturer	Rosalba Icaza
Teaching Methods	Participatory Lecture
Modes of Assessment	Written exam: 80%, Assignment 20%

Learning objectives

At the end of the course, students will be able to:

- Define and explain key concepts and analytical perspectives of modern politics and its anti, post and decolonial alternatives
- Understand and communicate political theory in its moral and intellectual context
- Recognize different assumptions on race, gender, humanity and the good political community in the politics of modern development

Course description

This intermediate foundation course introduces students to key concepts and analytical perspectives on modern politics and its anti, post and decolonial alternatives. The course gives special attention to 6 notions: State, Nation, Democracy, Power, Polity and the Political in modern development. Throughout the course examples will be used to illustrate and clarify these 6 notions in relation to forms of government, governance, sovereignty and legitimacy.

The course adopts a global perspective on contemporary political philosophy. This means that ideas and questions of European and American political thought are placed *in a dialogue with* authors and thinkers positioned in an epistemic or cognitive 'South' in order to stimulate a decolonial / decolonising epistemology in the classroom.

Indicative readings

- Dussel, Enrique (2008) *Twenty Theses on Politics*. Durham: Silliman University Press.
- Giddens, Anthony (1995) *Politics, Sociology and Social Theory: Encounters with Classical and Contemporary Social Thought*. Cambridge: Polity.
- Mouffe, Chantal (2005) *On the Political*. London: Routledge.
- Olivia Rutazibwa and Robbie Shilliam (eds) (2018) *Routledge Handbook of Postcolonial Politics*. London: Routledge.

ISS-2101 The Making of Development: Histories, Theories and Practices

Code	ISS-2101
Weight of the Course	8 EC
Period	TERM 1
Course Leader	Wendy Harcourt
Lecturers	Murat Arsel, Karin Arts, Julien-F Gerber, Wendy Harcourt, Roy Huijsmans, Rosalba Icaza, Peter Knorringa, Elissaios Papyrakis
Teaching Methods	On-line Modules, Participatory Lectures, Group Work, Workshops, Learning Journal, Participatory Video
Modes of Assessment	Mid-term Essay: 30%, End of Course Group Assignment: 20%, Learning Journal Assignments 50%

Learning objectives

During the course the students will acquire a critical lens through which to analyze development by being able to:

- Unpack development as a contested set of cultural, political, economic and historical processes and relations
- Appraise how 'development problems' and 'solutions' are understood according to different conceptual approaches to development
- Reflect critically on their own understanding of and encounters with development
- Work collaboratively within a multidisciplinary and multicultural context to communicate ideas about the making of development visually, orally and in writing.
- Engage in a critical dialogue on development studies with peers and staff

Course description

The course is a critical introduction to theories and strategies of international development – looking at the making, unmaking and remaking of development from cultural, historical, and political economic perspectives. It aims to build a dialogue between the students' own experiences and knowledges of development with the different approaches of the course literature from development studies and beyond. The three modules focus on: narratives of economic development; people and places in development; and post development and alternatives to development. Emphasis will be on the analyses of development as a historical process, an aspiration, a discourse of power and set of practices and in engaging students in critical approaches to development as a study and as a practice. The course fosters an open learning environment using participatory interactive methodology in order to encourage self-reflection and co-learning knowledge generation. The course features interactive lectures, a group produced video essay, learning journal assignments and student-led workshops.

Indicative readings

Cornwall, A. and D. Eade, eds. (2010) *Deconstructing Development Discourse: Buzzwords and Fuzzwords*. Warwickshire: Practical Action Publishing.

Escobar, A. (1995) *Encountering Development*. Princeton: Princeton University Press.

McKinnon, K. (2011) *Development Professionals in Northern Thailand: Hope, Politics and Power*. Singapore, ASAA Southeast Asia Publications Series, Singapore University Press.

Mosse, D. (2005). *Cultivating Development: An ethnography of aid policy and practice*. London, Ann Arbor (MI): Pluto Press.

Oyeronke, O. (1997) *The Invention of Women. Making an African Sense of Western Gender Discourses*. Minneapolis: University of Minnesota Press.

Rist, G. (2003) *The History of Development: From Western Origins to Global Faith*. London: Zed Books.

Sachs, W. (1992/2010) *The Development Dictionary: a guide to knowledge as power*. London: Zed Books.

Sen, A. (1999) *Development as Freedom*. Oxford: Oxford University Press

De Sousa Santos, B. *Epistemologies of the South. Justice Against Epistemicide*. Boulder: Paradigm Publishers/

AV: "The Danger of the Single Story" http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

ISS-2102 The Making of Development

Code	ISS-2102
Weight of the Course	6 EC
Period	TERM 1
Course Leader	Wendy Harcourt
Lecturers	Murat Arsel, Karin Arts, Julien-François Gerber, Wendy Harcourt Roy Huijsmans, Rosalba Icaza, Peter Knorringa, Elissaios Papyrakis
Teaching Methods	On-line Modules, Participatory Lectures, Group Work, Workshops Learning Journal, Participatory Video
Modes of Assessment	Mid-term Essay: 50%, Learning Journal Assignments 50%

This course can only be taken as part of the LDE programme track 'Migration and Development'

Learning objectives

During the course the students will acquire a critical lens through which to analyze development by being able to:

- Unpack development as a contested set of cultural, political, economic and historical processes and relations
- Appraise how 'development problems' and 'solutions' are understood according to different conceptual approaches to development
- Reflect critically on their own understanding of and encounters with development
- Work collaboratively within a multidisciplinary and multicultural context to communicate ideas about the making of development visually, orally and in writing.
- Engage in a critical dialogue on development studies with peers and staff

Course description

The course is a critical introduction to theories and strategies of international development – looking at the making, unmaking and remaking of development from cultural, historical, and political economic perspectives. It aims to build a dialogue between the students' own experiences and knowledges of development with the different approaches of the course literature from development studies and beyond. The three modules focus on: narratives of economic development; people and places in development; and post development and alternatives to development. Emphasis will be on the analyses of development as a historical process, an aspiration, a discourse of power and set of practices and in engaging students in critical approaches to development as a study and as a practice. The course fosters an open learning environment using participatory interactive methodology in order to encourage self-reflection and co-learning knowledge generation. The course features interactive lectures, a group produced video essay, learning journal assignments and student-led workshops.

Indicative readings

- Cornwall, A. and D. Eade, eds. (2010) *Deconstructing Development Discourse: Buzzwords and Fuzzwords*. Warwickshire: Practical Action Publishing.
- Escobar, A. (1995) *Encountering Development*. Princeton: Princeton University Press.
- McKinnon, K. (2011) *Development Professionals in Northern Thailand: Hope, Politics and Power*. Singapore, ASAA Southeast Asia Publications Series, Singapore University Press.
- Mosse, D. (2005). *Cultivating Development: An ethnography of aid policy and practice*. London, Ann Arbor (MI): Pluto Press.
- Oyeronke, O. (1997) *The Invention of Women. Making an African Sense of Western Gender Discourses*. Minneapolis: University of Minnesota Press.
- Rist, G. (2003) *The History of Development: From Western Origins to Global Faith*. London: Zed Books.
- Sachs, W. (1992/2010) *The Development Dictionary: a guide to knowledge as power*. London: Zed Books.
- Sen, A. (1999) *Development as Freedom*. Oxford: Oxford University Press.
- De Sousa Santos, B. *Epistemologies of the South. Justice Against Epistemicide*. Boulder: Paradigm Publishers/

AV: "The Danger of the Single Story" http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

ISS-2201 Encounters in Development Studies

Code	ISS-2201
Weight of the Course	3 EC
Period	TERM 2 and 3
Course Leader	Wendy Harcourt
Lecturers	Wendy Harcourt, Roy Huijsmans Guest lecturers
Teaching Methods	Participatory interactive lectures, on-line quiz; group work
Modes of Assessment	Evidence of completing On-line preparatory work 50%; evidence of participating in working groups posters 50%

Learning objectives

During the course the students will deepen their critical engagement with development studies learning how to:

- a) Appraise different schools of thought in development studies
- b) Debate how development studies explains and responds to various contestations in today's development processes
- c) Communicate ideas about development studies in different format according to specific audiences
- d) Participate in a critical dialogue on development studies with peers and staff

Course description

The course will continue the debates and discussions of the General Course 2101 (Making of Development) with 4 afternoon sessions. The afternoon encounter will start with a plenary session followed by workshops. Students will be required to do on line quiz and to participate in the group work producing together with a small number of other students posters on the topic of the plenary session

The aim will be to deepen the understanding of what is being contested in development studies as taught at ISS. Students will be invited to engage further with the different schools of thought which make up development studies. Emphasis will be on how development studies tries to explain and respond to current economic, environmental, political and cultural contestations in today's development processes. The course will foster an open learning environment using participatory interactive methodologies in order to encourage co-learning knowledge generation. The course will feature panel debates, student-led workshops, on-line learning environment, and poster presentations.

Topics for the debate will be selected in consultation with students during the 2101 Making of Development course

Indicative topics:

mobility/ race/ futures/ crisis/ religion/ conflict/ technologies/ art/ sexualities

ISS-3105 Research Paper Preparation

Code	ISS-3105
Weight of the Course	4 EC
Period	TERM 1 – TERM 3
Course Leader	Georgina M Gómez
Lecturers	Helen Hintjens, Matthias Rieger, Avé Baxa-Rodriguez, Lidwien Lamboo, Saskia Scheffer, Peter Bardoel, Oane Visser, Naomi van Stapele and others
Teaching Methods	Participatory Lectures, Workshops, Computer Exercises
Modes of Assessment	Required attendance based on a system of points and class assignments: 100%

Learning objectives

The course is designed to support the preparation and development of a good quality Masters dissertation (Research Paper, RP). The course enables participants to become familiar with concepts and practices involved in the research process, from design to writing up the final RP.

Course description

The course takes old research papers and a range of videos and published studies on methodologies of writing, as the core teaching materials. In Term 1 (September) there is an introductory plenary with details of the RP process. Research Technique courses are presented, so students can choose courses according to their expertise and preferences by November. In December students hear from graduating students about the RP experiences. This helps to anticipate issues and learn from peers.

IT has become indispensable for creating, accessing and managing information. We offer additional training in IT skills. In September and late December, students are introduced to sources of information through the ISS/EUR library. There are compulsory and voluntary small group workshops. These include practical assignments to reference correctly and enable students to use referencing software.

In Term 2, participatory lectures in plenary sessions and workshops support the development of competencies needed for designing and then writing an RP Proposal. Supervisors and second readers are identified in March to April. The course is based on participatory learning and short assignments for students to acquire specific skills that will support the RP writing process. Students can also resort to video inputs and are generally encouraged to read about research methodology. The course ends in April when students submit their RP proposal.

Assessment

Assessment is based on required attendance and small class assignments.

Indicative reading

- Booth, W.C., G.G. Colomb and J.M. Williams (2008) *The Craft of Research*. Chicago; London: University of Chicago Press (or earlier editions).
- Gladius, Marlies, Meta de Lange et al (2018) *Research, Ethics and Risk in the Authoritarian Field*, Open Access Book - <https://link.springer.com/book/10.1007%2F978-3-319-68966-1>
- Laws, S., C. Harper and R. Marcus (2003) *Research for Development: A Practical Guide*. London: Sage in co-operation with Save the Children.
- O'Leary, Z. (2014) *The Essential Guide to Doing your Research Project*. London: Sage (2nd edition).
- White, P. (2009) *Developing Research Questions: a guide for social scientists*, Basingstoke and New York: Palgrave-Macmillan.

ISS-3201 Mixed Methods for Social Development Research

Code	ISS-3201
Weight of the Course	8 ECTS
Period	TERM 2 & 3
Course Leader	Kees Biekart
Lecturers	Kees Biekart, Binyam Demena, Irene van Staveren
Teaching Methods	Participatory Lectures, Computer Exercises, Workshops Study Visits
Modes of Assessment	Take Home Assignment 1: 35%, Take Home Assignment 2 35%, Group Assignment 1: 25%; Group Assignment 2: 5%

Learning objectives

- *Overall objective:* to acquire key skills and knowledge for conducting and using development-oriented “mixed methods” social science research, both for MA work at the ISS and for professional work later, as a researcher, client, or study evaluator.

Upon completion of the course, students will be able to

- develop and apply quantitative and qualitative instruments for data collection
- choose appropriate data analysis techniques in qualitative and quantitative research and conduct such analysis
- critically assess the appropriateness of methodological choices in research.

Course description

This course seeks to provide knowledge and skills relevant for conducting development-oriented mixed methods social science research. The course will also address fundamental social science attitudes, reasoning and approaches that govern certain methodologies. The course will highlight and compare selected methods for data collection and data analysis. Although there is a slight emphasis on the techniques used in qualitative research (such as interview, focus group, survey, case study, observation, and document research), there is also explicit attention for collecting and dealing with quantitative data (questionnaire design, administration and analysis).

The course is especially attractive to students who are sensitive—or want to be sensitized—to the variety of contexts, interests and ways in which social development research is and can be implemented. After its completion, students will be well prepared to doing their field work and conducting a research project based on primary as well as secondary data, using a variety of data collection tools (both quantitative and qualitative).

Indicative reading

- Bryman, A. (2008) *Social Research Methods* (3rd edition). Oxford: Oxford University Press.
- Creswell, J. and V.L. Plano Clark (2011) *Designing and Conducting Mixed Methods Research*. Los Angeles: Sage.
- Laws, S., C. Harper and R. Marcus (2003) *Research for Development: A Practical Guide*. London: Sage in co-operation with Save the Children.
- Morgan, D.L. (2014) *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. Thousand Oaks; London: Sage.
- O’Leary, Z. (2017) *The Essential Guide to Doing Your Research Project* (3rd edition). London: Sage.
- Plano Clark, V.L. and N. V. Ivankova (2016) *Mixed Methods Research: A Guide to the Field*. Thousand Oaks; London: Sage.

Prerequisites

Students without any background in statistics are advised to take the remedial class in quantitative skills (9103). All students must have an ECDL score for Excel of at least 75%.

ISS-3203 Topics in Regression Analysis

Code	ISS-3203
Weight of the Course	4 ECTS
Period	TERM 2
Course Leader	Arjun Bedi
Lecturer	Arjun Bedi
Teaching Methods	Participatory Lecture, Computer Exercise, Tutorial
Modes of Assessment	Assignment: 40%, Take Home Exam: 60%

Learning objectives

The course objectives are: (a) to deepen and broaden knowledge and understanding of material needed for empirical quantitative analysis of micro and macro data relevant to development issues; (b) to cover the theory and practice of modern econometrics at a level appropriate for postgraduates emphasizing application; (c) to teach the habits of thought, knowledge and understanding to be able to carry out good quality applied econometric research with confidence and authority; (d) to develop critical insight to appraise econometric results obtained by other researchers. The course is application oriented. Accordingly, the emphasis will be on application of techniques for policy analysis and will not be overly concerned with mathematical proofs. The course also aims to provide students with the ability to use STATA in an effective manner.

Course description

This course will build on the material covered in the Term 1 course on regression and data analysis and is intended for students interested in quantitative development policy analysis. The first part of the course discusses methods that are typically used to analyze survey (micro) data. Topics covered in this part of the course include estimation and inference using qualitative and limited dependent variable models (probit, logit, tobit, ordered and unordered logit and probit models), the use and application of simultaneous equation models, instrumental variable estimation, sample selection correction. The second part of the course concentrates on regression methods and issues that typically arise while using time series data. Course coverage includes detecting and testing for autocorrelation, discussion of stationary and non-stationary time-series, unit roots and cointegration.

Indicative reading

The basic text for the course is

Wooldridge, J.M. (2016) *Introductory Econometrics: A Modern Approach* (6thedn). Mason OH: Thomson South-Western, Cengage Learning

Prerequisites

Prior courses in statistics and knowledge of the multiple regression model are prerequisites for this course. Students should also be familiar with the effects of relaxing the assumptions of the classical normal regression model.

ISS-3207 Qualitative Interviewing

Code	ISS-3207
Weight of the Course	4 ECTS
Period	TERM 2
Course Leader	Karin Astrid Siegmann
Lecturer	Karin Astrid Siegmann
Teaching Methods	Participatory Lecture, Workshop, Computer Exercises
Modes of Assessment	Formative Assignment: 35%, Summative Assignment: 40% Questions & Comments: 10%, Group Assignment: 15%

Learning objectives

At the end of this course, participants will be able to

- explain the qualitative interviewing process, including the listing of key ethical procedures in and epistemological perspectives on qualitative interviewing;
- distinguish the pros and cons of different interview techniques, and their appropriateness under different circumstances;
- generate data from people through different types of qualitative interviews;
- report as well as
- analyze interview data with computer support; and
- describe different methodologies informing the analysis of interview data.

Course description

Different types of qualitative interviews are used more frequently to generate data than any other form of data collection. Also, many research papers within the ISS are to some extent based on data generated through qualitative interviews. This course is meant for MA participants who are interested in acquiring skills in doing qualitative research, for use either as part of their MA thesis or afterwards. The course explores some theoretical dimensions of the interview process, and discusses issues of validity and rigour in qualitative research. A large part of the course deals with practical training in doing particular kinds of interviews and reporting these. The course also includes sessions on different methodologies and methods for analysing interview data, including the use of software developed for this purpose.

Indicative reading

King, N., C. Horrocks and J. Brooks (2019) *Interviews in Qualitative Research*. London: Sage Publications Ltd.

ISS-3209 Techniques for Understanding Quantitative Secondary Data

Code	ISS-3209
Weight of the Course	4 ECTS
Period	TERM 2
Course Leader	Mahmood Messkoub
Lecturers	Mahmood Messkoub, and staff
Teaching Methods	Participatory Lecture, Tutorial, Computer Exercises
Modes of Assessment	Assignment: 35%, Group assignment: 15%, Written Exam 50%

Learning objectives

The broad objectives of the course are to:

- improve skills in working with numbers;
- improve skills to use quantitative data for research and policy analysis;
- improve skills to order, present, analyse and interpret quantitative data;
- improve the ability to construct valid evidence-based arguments as well as to assess the validity of arguments made by others;
- enhance quantitative skills required for writing the research paper.

Course description

This course is meant for MA participants with a broad interest in policy-oriented research. Although the course aims to be interesting and challenging for participants with serious research ambitions, it is also meant for participants who, in their work with either governmental agencies or non-governmental organizations, will not undertake advanced research projects themselves, but are expected to gather and analyse information, and commission and assess research work undertaken by others.

The course is structured around two blocks. In block one students will be introduced to some basic mathematical techniques to handle numbers. In block two they will be introduced to some basic statistical techniques to help them make sense of quantitative data.

In block one students become familiar with the simple manipulation of relatively few numbers (taken from macro aggregates, social indicators, summary results from statistical analysis) to arrive at an analytically insightful sketch of a socioeconomic situation or problem. They will work with simple techniques to analyse issues like population, national income, employment and international trade from three different perspectives: (1) order of magnitude (absolute or relative), (2) structure and composition and (3) change. In the process, they will become familiar with handling scientific notation; dealing with ratios, proportions and rates; making simple guesstimates using the geometric mean of two numbers; using tables to denote structure and visual displays to look at change over time; and calculating growth rates of single (e.g. GDP) and composite (GDP per capita) variables; and handling average and marginal coefficients as well as elasticities to depict the impact, e.g., of a change in price on demand.

In block two they will learn how to download quantitative secondary data (from national sources such as census, household survey and international sources such as the World Bank, ILO, UNDP) and perform some basic analysis and presentation, using descriptive statistics, with the aim of enhancing intellectual insights into the research process and improving concrete research skills. Block two continues with an introduction to concept of probability, and theories and techniques of statistical inference (in plain language: using a sample to make an educated judgement about the underlying population, e.g. is the average height of a sample of ISS students a good estimate of the average height of the population of ISS students). A prerequisite to the course is some basic knowledge of simple spreadsheet packages like Excel and a willingness to engage with quantitative data.

Indicative reading

Miles, M.B., A.M. Huberman and J. Saldaña (2013) *Qualitative Data Analysis: A Methods Sourcebook*. (3rd edn). LA, London: Sage.

Swift, L. and S. Piff (2014) *Quantitative Methods for Business, Management and Finance*. Basingstoke: Palgrave MacMillan.

Thomas, A. and G. Mohan (eds) (2007) *Research Skills for Policy and Development. How to Find Out Fast*. London: Sage Publications in association with the Open University.

Wuyts, Marc et al. (2004) *Exploring Data on Inequality and Poverty*. Tanzania Diploma in Poverty Analysis. Dar es Salaam and The Hague: ESRF/REPOA/ISS.

ISS-3210 Discourse Analysis and Interpretive Research

Code	ISS-3210
Weight of the Course	8 EC
Period	TERM 2
Course Leaders	Farhad Mukhtarov
Lecturer	Des Gasper, Silke Heumann, Helen Hintjens, Farhad Mukhtarov
Teaching Methods	Lecture, Tutorial, Workshop
Modes of Assessment	Assignment(s) 100%

Learning objectives

This course is for students who already have a broad basic training in social research methodology and wish to go deeper now with interpretive research, where investigation of meanings is central, with in particular a focus on discourse analysis. Students will acquire skills to explore discourses and meaning-making – language-in-use, language-in-society, systems of meaning -- and their social and political effects and evolution. The course centrally looks at methods to study written and spoken discourse, as parts of an interpretive research process:

- to understand better the intellectual and social location of texts, and relationships between texts, worldviews and social practices;
- to examine the meanings, structure, logic and adequacy of texts which propose judgements or social practices; including the subtexts that lie behind statements;
- to consider broader ‘frames’, ‘discourse(s)’ or ‘narrative(s)’ within or behind a text, and see how texts propose and order social relations;
- to situate discourse analysis within an overall interpretive research process.

Course description

There are many ways of studying how language is used in social and political life, each with their own focus and methods. Different methods and versions may link to different theories about language, society, and language-society relations, but also they each tend to fit different aspects and situations. The course highlights this variety of types of approach, and explores some that are accessible and relevant for social science students and can be used as methods of exploratory investigation, including of: the choices of vocabulary, language structures, illustrations, category systems and labels, ‘cast of characters’, key concepts, metaphors, assumptions and argumentation, ‘frames’ and inclusions/exclusions, and ‘story lines’/narratives. The course considers also how methods can be combined within a research project, including with other social research methods. Students are introduced to these themes through both a group assignment and individual work.

The maximum number of participants is 25. Potential students might be required to send a motivation letter to the course leader that explains their interest in the course and their previous training and experience in research methodology. The course can also be taken as an Option course.

Indicative reading

- Hansen, L. (2006) *Security as Practice: Discourse Analysis and the Bosnian War*. London: Routledge.
- Kovecses, Z. (2002) *Metaphor: A Practical Introduction*. Oxford: Oxford University Press.
- Phillips, N.; Hardy, C. (2002) *Discourse Analysis: Investigating Processes of Social Construction*. Thousand Oaks, CA: Sage.
- Schwartz-Shea, P.; Yanow, D. (2012) *Interpretive Research Design*. Abingdon: Routledge.
- Wodak, R.; Kryzsanowski, M. (2008) *Qualitative Discourse Analysis in the Social Sciences*. Basingstoke: Palgrave.
- Wodak, R.; Meyer, M. (eds) (2015) *Methods of Critical Discourse Studies* (3rd edn). London: Sage.
- Yanow, D.; Schwartz-Shea, P. (2013) *Interpretation and Method – Empirical Research Methods and the Interpretive Turn*. New York & London: M.E. Sharpe. First edition 2006.

ISS-3303 Ethnographic Research and Reflexivity in Development Contexts

Code	ISS-3303
Weight of the course	4 ECTS
Period	TERM 3
Course Leader	Roy Huijsmans
Lecturer	Roy Huijsmans and guest lecturers
Teaching Methods	Participatory lecture, workshops, ethnographic exercise, documentary film, roundtable discussion
Modes of Assessment	Individual assignments 1 (consisting of two elements with equal weight, together: 45%), individual assignment 2 (45%); participation grade (10%)

Learning objectives

At the end of the course students will be able to:

- Conduct participant observation, generate fieldnotes, and think with ethnographic material
- Recognise and assess the strengths and limitations of an ethnographic approach to knowledge production in general and at the level of their individual RP research.
- Develop an active, reflective and ethical attitude to knowledge and learning
- Design and/or evaluate an ethnographic study informed by relevant methodological literature and the particularities of the proposed study.

Course description

The course is designed for those considering using an ethnographic research orientation (in whatever form) in their research paper and/or future career. The course is divided into two blocks. The first block (session 1-3) deals with a range of historical, epistemological and theoretical issues underpinning ethnography in the context of development research. In the second block the focus shifts to practice. We start with evaluating the use, strength and limitations of ethnography in past ISS research papers. Next we focus on conducting ethnography with a specific focus on doing 'participant observation', generating and writing fieldnotes and thinking with this material. To this end we bring into dialogue, through a number of seminar style sessions, 1) an ethnography of a market place research (Ann Marie Leshkovich's work) or digital platform, 2) literature on participant observation, note taking and thinking with notes, and 3) your own ethnographic exercises conducted in *De Haagse Markt*, or a labour mediating platform

Indicative readings

- Allerton, C., Ed. (2016) *Children: Ethnographic encounters*. London, New York: Bloomsbury Academic.
- Burawoy, M., J.A. Blum, S. George, Z. Gille, T. Gowan, L. Haney, M. Klawiter, S.H. Lopez, S. Riain and M. Thayer (2000) *Global Ethnography: Forces, connections, and imaginations in a postmodern world*. Berkeley, Los Angeles, London: University of California Press.
- Hammersley, M. and P. Atkinson (2007). *Ethnography: Principles in practice (third edition)*. London, New York: Routledge.
- Leshkovich, A.M. (2014) *Essential Trade: Vietnamese women in a changing marketplace*. Honolulu: University of Hawai'i Press.
- Mosse, D. (2005) *Cultivating Development: An Ethnography of Aid Policy and Practice*. London, Ann Arbor, MI: Pluto Press.

ISS-3305 Techniques for Case-study Research

Code	ISS-3305
Weight of the Course	4 ECTS
Period	TERM 3
Course Leader	Wil Hout
Lecturer	Wil Hout
Teaching Methods	Participatory Lecture, Work groups, Self study
Modes of Assessment	Group assignment: 15%, Assignment 1 –peer review: 15% Assignment 2 - paper: 35%, Assignment 3 – paper: 40%

Learning objectives

Upon completion of the course, students will be able to:

- indicate the main reasons for doing case-study research;
- select the proper cases for their research project;
- apply relevant techniques within a case-study research design.

Course description

This course is designed to assist students who aim to do a case study as part of their Research Paper with making choices in setting up their own research project. For this reason, the theoretical part of the course, which revolves around a set of methodological principles involved in doing case-based research, is placed in function of the application of a set of more hands-on tools and instruments.

The course is built on the awareness that there is no one single case-study method, but that case studies contain a variety of research techniques. The course places emphasis on the principles of case-study selection and the variety of case-study designs. As such, the course stresses the need for a firm grounding of case studies in social-science theory, since case studies are potentially strong tools for arriving at descriptive conclusions on causal effects.

The course addresses methodological issues involved in doing case-study research and uses several case studies drawn from the field of development studies. Students assess the relevance of the case study methodology for their own research interests and explore different options of using case studies in their research projects.

Students' work is evaluated by the use of various modes of assessment, all contributing a part toward the final grade. The assignments relate to the application of the principles of case study research to concrete research designs as well as to the use of a case study design in students' own Research Paper.

Self-study activities are an important part of the course. By discussing specific methodological aspects of concrete case studies in groups, students will get better understanding of the choices made in case-study research.

Indicative readings

Byrne, D. and Ragin, C.C. (eds) (2009) *The SAGE Handbook of Case-Based Methods*, London: Sage.

Della Porta, D. & Keating, M. (2008) *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective*. Cambridge: Cambridge University Press.

George, A.L. & Bennett, A. (2005) *Case Studies and Theory Development in Social Sciences*. Cambridge: MIT Press.

Gerring, J. (2016) *Case Study Research: Principles and Practices* (2nd ed.). Cambridge: Cambridge University Press.

Yin, R.K. (2014) *Case Study Research: Design and Methods* (5th ed.). Thousand Oaks: Sage.

ISS-3306 Participatory Action Research

Code	ISS-3306
Weight of the Course	4 ECTS
Period	TERM 3
Course Leader	Kees Biekart
Lecturers	Kees Biekart, Rosalba Icaza, Guests
Teaching Methods	Participatory Lecture, Workshop, Group work, Discussions Presentations
Modes of Assessment	Assignment: 60%, Group Assignment: 30%, Presentation 10%

Learning objectives

The course offers an insight in the conceptual as well as in the practical applications of Participatory Action Research (PAR) and the politics of knowledge production and dissemination. The course objective is to develop competences and skills in carrying out participatory research techniques as well as in grasping the basic principles of Participatory Action Research.

Course description

The course examines the most recent discussions on participatory ways to conduct research in the social sciences. It looks at the various positions in the debate about participation and the politics of knowledge, the implications for methodological choices and ethical dilemmas that accompany these. The course also focuses on the application of Participatory Action Research techniques and is geared towards learning particular research skills used in participatory approaches. Active involvement in group work and an emphasis on personal initiatives is a central characteristic of this course.

The following participatory action research tools will be discussed and exercised in group sessions: ranking and scoring, diagramming (stakeholder analysis), participatory mapping, drawing, photo voice, participatory video, and role play. The course will also discuss the role of activists in research, the dilemmas of facilitation, the importance of reflexivity, the link between participation and empowerment, how to avoid that participatory approaches are abused by external actors, etc. The course also attracts PhD students (including from other universities) as this is one of the few courses available on Participatory Action Research.

Indicative reading

- Collie, P., J. Liu, A. Podsiadlowski and S. Kindon (2010) 'You can't clap with one hand: Learnings to promote culturally grounded participatory action research with migrant and former refugee communities'. *International Journal of Intercultural Relations* 34 (2): 141–149
- Kindon, S., R. Pain and M. Kesby (eds) (2007) *Participatory Action Research Methods: Connecting People, Participation and Place*. Vol. 22. London and New York: Routledge.
- Reason P. and H. Bradbury (eds) (2008) *Handbook of Action Research: Participative Inquiry and Practice* (2nd edn). London: Sage.

The maximum number of participants is 25. If necessary, preference will be given to students who send convincing written motivation statements.

ISS-3307 Collecting and Evaluating Data

Code	ISS-3307
Weight of the Course	4 ECTS
Period	TERM 3
Course Leader	Arjun Bedi
Lecturers	Arjun Bedi, Natascha Wagner, Peter van Bergeijk
Teaching Methods	Participatory Lecture, Computer Exercise, Tutorial
Modes of Assessment	Assignments: 100%

Learning objectives

The course objectives are: (a) to introduce students to different sources and methods of data collection so that they may be able to carry out primary (quantitative) data collection to support both micro and macro empirical projects (b) to cover the theory and practice of different sampling strategies (c) to be able to critically interrogate and appraise the quality of data obtained from different sources, that is, examine the institutionalised production of data, focusing on how data have been collected and by whom, under what conceptual categories and how the definitions of these categories have changed over time or in different settings. The course is application oriented. The emphasis will be on application of approaches and will not be overly concerned with proofs.

Course description

In part, this course responds to the increasing demand for primary data collection. Typically, courses on statistics and econometrics focus on estimation and model specification and do not pay much attention to issues such as how the data used for the analysis have been collected, and/or the quality of the data. This course is designed to deal with such blind spots and will address issues such as different methods of data collection (online, face-to-face), probability and non-probability sampling strategies (for example, random sampling, cluster sampling), power calculations, questionnaire design, dealing with missing data, the use of sample weights, and evaluating the quality of different data sources.

Indicative reading

- Bergeijk, P.A.G. van (2017). Making data measurement errors transparent: The Case of the IMF. *World Economics* 18, 3, pp. 133-153.
- de Leeuw, E, J. Hox and D. Dillman (eds) (2008) *International Handbook of Survey Methodology*, New York, NY, European Association of Methodology/Lawrence Erlbaum Associates.
- Glennerster R. and K. Takavarasha (2013) *Running Randomized Evaluations: A Practical Guide*, Princeton and Oxford, Princeton University Press
- Jerven, M. (2013) *Poor Numbers: How We Are Misled by African Development Statistics and What to do about It*. Ithaca: Cornell University Press
- Manski, C.F. (2015). Communicating uncertainty in official economic statistics: An appraisal fifty years after Morgenstern. *Journal of Economic Literature* 53, pp. 631-53.
- Wagner, N., M. Rieger, A.S. Bedi, W. Hout (2017) Gender and Policing Norms: Evidence from Survey Experiments among Police Officers in Uganda. *Journal of African Economies* 26, 4, pp. 492-515.

Prerequisites

Familiarity with statistical software such as STATA, prior courses in statistics and knowledge of the multiple regression model are desirable prerequisites for this course.

ISS-4150 Political Economy of Agriculture and Environment

Code	ISS-4150
Weight of the Course	8 EC
Period	TERM 1
Course Leaders	Julien-François Gerber
Lecturers	Murat Arsel, Jun Borrás, Julien-François Gerber, Cristobal Kay, Oane Visser and Ben White, plus Alberto Alonso-Fradejas and Tsegaye Moreda
Teaching Methods	Participatory Lecture, Workshop, Study Visits
Modes of Assessment	Assignment: 50%, written exam: 50%

Learning objectives

After the course, students will have:

- A grasp of major theoretical and methodological traditions in AFES, seen in an overlapping/synergistic or conflicting/competing manner;
- A conceptual framework which recognizes that all agrarian, food and environmental issues arise from a combination of economic, political, cultural and natural processes;
- A critical perspective on the political and economic structures that shape local, national and international agrarian, food and environmental questions;
- An overview of relevant contemporary issues surrounding agriculture, the environment and their interactions.

Course description

This is an 8 ECT AFES Major course that introduces students to the interlinked theoretical and methodological foundations of critical agrarian studies and critical environmental studies representing the two specializations offered within the Major – as well as on the political economy of food that is in the intersection of both specializations' themes. The learning objectives concentrate on problem areas which are common to both specializations. In general, participants will become familiar with the necessary theoretical and analytical tools required to develop a critical understanding of contemporary process of agrarian and environmental change, including environmental degradation, rural resource access and use, political economy of food, and the key socio-political and economic processes facing the rural world. Key themes and theories in AFES will be introduced and examined. It does not take the rural world in isolation, but rather in an interlinked manner: rural-urban and agricultural-industry linkages. Appropriate comparisons will be made between developing and industrialized countries. The analytical starting point to tackle these issues is a critical political economy framework, meaning that the emphasis will be on the political economic power dynamics that frame and cut across agrarian, food and environmental issues.

Indicative readings

- Bernstein, Henry (2010) *Class Dynamics of Agrarian Change*. Halifax: Fernwood.
- Borrás, Saturnino Jr. (ed.) (2009) *Critical Perspectives in Rural Development Studies*. London: Routledge. (Also available as a special issue of *The Journal of Peasant Studies*, January 2009)
- Fairbairn, Madeleine, Jonathan Fox, Ryan Isakson, Michael Levien, Nancy Peluso, Shahra Razavi, Ian Scoones and Kalyanakrishnan ("Shivi") Sivaramakrishnan (eds) (2014) Global agrarian transformations, volume 1: New directions in political economy. *Journal of Peasant Studies*, 41(5), special issue.
- Martinez-Alier, Joan (2002) *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation*. Cheltenham: Edward Elgar.
- McMichael, Philip (2013) *Food Regimes and Agrarian Questions*. Halifax: Fernwood.
- van der Ploeg, Jan Douwe (2013) *The Art of Farming: A Chayanovian Manifesto*. Halifax: Fernwood

ISS-4151 Principles of Economic Development

Code	ISS-4151
Weight of the Course	8 ECTS
Period	TERM 1
Course Leader	Binyam Afewerk Demena
Lecturers	Mansoob Murshed, Binyam A. Demena, Natascha Wagner
Tutor	TBA
Teaching Methods	Lecture, Tutorials
Modes of Assessment	Mid-term Written Exam: 50%, Final Written Exam: 50%

Learning objectives

On completing the course students should be able to:

- Explain and illustrate the conduct of macro and microeconomic policy in developing countries.
- Relate economic theory to empirical applications and tests, interpret the findings and extrapolate from these.
- Critically assess and discuss micro and macroeconomic theories of development, and communicate this assessment effectively.

Course description

This course is aimed at giving students a thorough knowledge of the key theoretical and policy debates in development macro- and micro-economics.

The first block deals with the economic analysis of households, firms and institutions. The students will be introduced to current debates and research in the microeconomics of development and examine the role of market imperfections, market failure and non-market institutions in shaping decisions. The block will draw on neoclassical economics, institutional economics, and behavioural/experimental economics. Current research in this area blends theoretical models and empirical application. Accordingly, the course will introduce both types of work. The block will deal with three topics and will begin by applying economic analysis to understand the behaviour of rural households. Various models of the household will be analysed, intra-household resource allocation and technology adoption will be discussed. This will be followed by an analysis of the constraints faced by small and micro firms operating in developing countries and a review of micro-finance. The final bit of the block will introduce the role of institutions and the state in driving economic development, and in particular will scrutinise corruption as an institutional failure.

The block on development macroeconomics will attempt to address theoretical policy issues for macroeconomics in developing countries. The focus will be on the open economy macroeconomic paradigm. Issues addressed will include fiscal and monetary policies, budget deficits and inflation, natural resource (Dutch Disease) and the credibility of currency pegs and fixed exchange rate regimes. Finally, the block will introduce students to theories that explain economic growth, which are important for poverty reduction. Students will gain a clear understanding of the conduct of macroeconomic policy in developing countries, which aims to promote stability, growth and the acquisition or maintenance of international competitiveness. They will also learn formal paradigms of macroeconomic policy. Furthermore, students will develop a good understanding of the processes and competing theories underlying economic growth, including the convergence/ divergence in average income across countries over time.

Indicative readings

- Agénor, P.-R and P.J. Montiel (2008) *Development Macroeconomics* (3rd edn). Princeton, NJ: Princeton University Press.
- Banerjee, A., E. Duflo, R. Glennerster and C. Kinnan (2015) 'The Miracle of Microfinance? Evidence from a Randomized Evaluation', *American Economic Journal of Applied Economics* 7(1): 22-53.
- Bardhan, P.K. and C. Udry (1999) *Development Microeconomics*. Oxford: Oxford University Press.
- Murshed, S.M. (1997) *Macroeconomics for Open Economies*, London: Dryden Press.

ISS-4152 Development Policies and Practice: Interests, Conflicts and Cooperation

Code	ISS-4152
Weight of the Course	8 ECTS
Period	TERM 1
Course Leader	Farhad Mukhtarov
Lecturers	Farhad Mukhtarov, Peter Knorringa, Erhard Berner
Teaching Methods	Participatory Lectures, Simulation exercises, Case study, Workshop, Tutorial
Modes of Assessment	Assignment: 40%, Written Exam: 50%, Group Presentation 10%

Learning objectives

This course will prepare students to engage in the contemporary debates on development policy and multi-stakeholder governance by thinking more logically and critically about development policy structures, actors and processes. After completing the course students will be able to analyse the interests, behaviour and relationships of different actors in local, national and international governance and policy and the institutions within which their actions are embedded. In particular, they will be able to:

1. develop and employ analytical frameworks for understanding the ideas, interests and motives of the main actors in development processes, as involved in the formulation and implementation of policies and programmes;
2. analyse the relations between organizations and associations as expressions of private and collective interests and actions within economy and society, and government as an expression of the state seeking cooperation and cooptation of stakeholders;
3. analyse and assess the functioning and evolution of governance structures and outcomes with respect to their underlying power structures;
4. understand how to facilitate/promote constructive interactions.

Course description

This course introduces the student to the multi-actor and multi-level processes that underpin development policy and governance. It examines the roles, strategies and instruments of governments, the private sector, and non-government and community organizations. The course first explores the theoretical and analytic foundations of institutions and the political economy of policy making. It introduces the student to the core concepts of and methodological approaches to multi-stakeholder governance. The course then engages with policymaking with attention to legislative and administrative processes, the politics within these processes and the different political and administrative structures that exist in developing countries. Similarly, the course examines the role of private sector and civil society actors in development processes to understand how different groups engage and contribute and how organizations and interests affect governance and policymaking. Finally, the course provides an overview of methods and approaches linked to the interactions between development actors in governance and policy arenas.

Indicative readings

- Andrews, M. (2014) *The Limits of Institutional Reform in Development: Changing Rules for Realistic Solutions*. Cambridge: University Press.
- Hyden, G. & J. Samuel (eds., 2011) *Making the State Responsive: Experience with Democratic Governance Assessments*. New York: UNDP
- Hyden, G., Court, J. and Mease, K. (2004) *Making Sense of Governance: Empirical Evidence from 16 Developing Countries*, Boulder: Lynne Rienner
- Knorringa, P. and A.H.J. Helmsing (2008) 'Beyond an Enemy Perception: Unpacking and Engaging the Private Sector'. *Development and Change*, 39(6), 1053-1062.
- Levy, B. (2014), *Working with the Grain: Integrating Governance and Growth in Development Strategies*. Oxford: University Press.
- Mansuri, G. & V. Rao (2013) *Localizing Development: Does Participation Work?* Washington DC: World Bank.
- Ruggie, J.G. (2013) *Just Business: Multinational Corporations and Human Rights*. New York; Norton.

ISS-4153 Contemporary Perspectives on Social Justice

Code	ISS-4153
Weight of the Course	8 ECTS
Period	TERM 1
Course Leader	Helen Hintjens
Lecturers	Karin Arts, Jeff Handmaker, Silke Heumann, Helen Hintjens, Rosalba Icaza, Shyamika Jayasundara-Smits, Nahda Shehada (and new staff member)
Teaching Methods	Participatory lectures, Workshops and Simulation Exercise
Modes of Assessment	On-line Simulation: 50% (position papers and self-evaluations); Long essay: 50%

Learning Objectives:

Overall the aims of this course are to introduce social justice concepts and practices, across the fields of Gender and Women, Human Rights and Conflict and Peace Studies, in the context of Economic Globalisation. In particular the course aims to provide participants with

- an understanding of social justice as fluid, complex and requiring a multi-disciplinary set of lenses;
- an enhanced ability to contextualise meanings and practices of social justice as contested and socially constructed;
- experience of mapping and interacting on the basis of shifting and diverging worldviews through the lenses of state and societal as well as private actors and institutions;
- sharp analytical lenses from feminist, economic, human rights, conflict and peace-related perspectives on neo-liberal globalisation and challenges to it.

Course Description:

Social justice, rather than something to be 'achieved' is an on-going set of contested terrains, involving appreciation of multi-dimensional transformations and intersectional modes of analysis and practice. In this course, social justice is understood in relation to gender, conflict and peace and human rights, so that students are enabled to reflect on structures, attitudes and behaviours and how these change unpredictably over time, with mixed outcomes for social justice goals and efforts.

The course includes participatory lectures, workshops, and introduces three specialisations under the umbrella of SJP. Staff working mainly in each area present an overview, rooted in diverging and overlapping philosophical and ontological views of social and economic justice efforts and ideas, at several levels. Through an on-line role play simulation exercise, around a specific case study, students also engage in applying ideas encountered in classroom sessions, through interactive non-sequential engagement in their role-play. Each participant chooses, and is then allocated a role, working with a partner. This engages participants in the dilemmas and complex decisions involved in efforts to define and attain social, gender, human rights-related and peace-oriented social justice. The example selected will involve a complex emergency or disaster situation, which will also be introduced through a workshop. Required and recommended readings both contribute to classroom and on-line elements of the course. Overall, both classroom and on-line work aims to make sense of debates around convergent and divergent meanings of social justice, and to have a lasting and positive impact on your own willingness to reflect on your own combined academic and experiential learning.

For the long essay, students select a social justice struggle or issue (e.g. legal case, trade union, new policy, campaign) as a case study. This should not relate to the simulation. Through the case study essay, participants are asked to examine the social, political, economic and multi-level dimensions of the campaign, issue or topic. In the final workshop, all participants present the outline of their long essay and receive feedback from peers and staff.

Introductory Readings

Baxi, Upendra (2016) "[Toward a Climate Change Justice Theory?](#)" *Journal of Human Rights and the Environment* 7(1): 7–31.

Butler, Judith (2016) "[Interview with Judith Butler](#), by Sara Ahmed", *Sexualities* 19(4): 482–492.

ISS-4154 Critical Social Policy for Transformative Development

Code	ISS-4154
Weight of the Course	8 ECTS
Period	TERM 1
Course Leader	Andrew Fischer
Lecturers	Amrita Chhachhi, Andrew Fischer, Roy Huijsmans, Karin Siegmann (assisted by Ana Badillo Salgado, Emma Cantal, Benedict Yiyugsah)
Teaching Methods	Case Studies, Computer Exercises, Lectures, Participatory Lectures, Presentations, Tutorials, Workshops, Study visits
Modes of Assessment	Written Exam (Mid-term): 50%, Individual Assignment: 50%

Learning objectives

After the course, students will be able to:

- Explain and apply key concepts and approaches to social policy in contexts of development, particularly from critical political economy and post-structural perspectives.
- Identify different conceptual frameworks of studying social policy and their relation to challenges of social reproduction and social provisioning in the context of contemporary globalisation.
- Appraise approaches to social policy in relation to poverty, inequality and the structuring of citizenship, including its gendered and generational dimensions.
- Identify and assess the role of and relation between various actors and forces in social provisioning such as the state, the market, households, as well as non-state and international organisations.
- Communicate their ideas to specialist and wider audiences and to participate with confidence in debates, research and analysis in the field of social policy and development.

Course description

Social policy is concerned with the principle institutional processes by which rights and entitlements are defined and/or practiced in a society, particularly through institutions that are central to social provisioning, such as education, health and social protection systems. The core course of the Social Policy for Development Major provides a foundation for examining how these processes of social provisioning are rooted in problems of social reproduction and interact and are shaped by broader processes of structural transformation associated with development. Particular attention is given to the gender, demographic, generational, ethnic/race and class-differentiated nature of these problems; to poverty, inequality, and work and employment; and to issues of distributive justice, power and the financing of social policies. The course grounds the idea of social policy historically whilst also placing social policy for development in the broader context of contemporary globalization. Social policies are understood to either reproduce and entrench inequalities, or else transform them towards greater inclusion.

The course is divided into two blocks. The first block introduces key perspectives in the field of social policy and foundational concepts for social policy analysis in relation to development, such as needs, well-being, capabilities, citizenship, demography, and governmentality, and is closed with a mid-course exam. Building on block 1, the second block adds a practice dimension focused on building analytical skills to understand social provisioning systems, including quantitative ways of understanding these systems. Block 2 leads into the final individual assignment, which will be based on mapping out the social provisioning system in either education, health or social protection in a chosen country.

Indicative readings

- Fischer, A. M. (2018), *Poverty as Ideology: Rescuing Social Justice from Global Development Agendas*. London: Zed Books (read especially chapters 2 and 7).
- Huijsmans, R. (ed.) (2016), *Generational Development: A Relational Approach to Children, Youth and Development*. London, Palgrave Macmillan.
- Martínez Franzoni, J. and D. Sánchez-Ancochea (2016), *The Quest for Universal Social Policy in the South: Actors, Ideas, Architectures*. Cambridge: Cambridge University Press.
- Mkandawire, T. (ed.) (2004), *Social Policy in a Development Context*. Basingstoke: Palgrave Macmillan.
- Yeates, N. (ed.) (2014), *Understanding Global Social Policy*. Bristol, Policy Press & University of Bristol.

ISS-4201 Promotion of Local Developments

Code	ISS-4201
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Georgina M. Gómez
Lecturers	Georgina M. Gómez, Peter Knorringa, guest lecturers
Teaching Methods	Participatory Lectures, Study visits, workshops and presentations
Modes of Assessment	Class assignment 40%; group presentation 10%; final essay 50%

Learning objectives

The course will enable students to analyse local governance and engage with bottom-up conceptions of geographically situated socio-economic development. After completing this course, participants will be able to identify, collect information on, and formulate joint public actions to promote development in localities or regions. They will be able to:

- Identify problems, actors, networks and institutional arrangements operating in specific geographical contexts and communities
- Evaluate the relative fit between goals, instruments and implementation tools of policies and strategies to facilitate socio-economic development within a context
- Assess governance systems that structure socio-economic processes. The course delves into processes of income-generation, resistance and the politics of selective integration;
- Devise differentiated strategies and policies to promote local development in the interstices of the capitalist system.

Course description

The course focuses on the meso-level of communities, localities and regions and combines economic, sociological, political and anthropological perspectives. It is designed for students that aim to strengthen their capacities to understand, collect and apply knowledge in the field, interacting with actors, values, institutions, and networks. It includes a reflection on the strengths and limitations of to construct alternative local systems.

The first block of the course builds the analytical toolkit, centred on the conceptualisation of systems thinking, institutions and organisations, embeddedness and networks.

The second block examines the socio-economic relations between humans and nature that integrate situated interactions and development pursuits at the local level. It includes clusters, value chains, entrepreneurship, incubators, local innovation systems and alternative economies.

The third block discusses decentralisation processes as a critical regulatory shift that allowed localities and regions to gain autonomy, improve public service delivery, and engage in partnerships with other actors at the local level.

Effective promotion of local development not only requires sound technical justification but also effective strategizing and action planning. The course ends is passed by framing a financially and environmentally sustainable solution at the local level by the students in groups.

Indicative readings

Ansell, C.K. (2011) *Pragmatist democracy: Evolutionary learning as public philosophy*. Oxford: Oxford University Press.

Dicken, P. (2003) *Global shift: Reshaping the Global Economic map in the 21st century*. London: Sage.

Knorringa, P. and Nadvi (2016). Rising power clusters and the challenges of local and global standards. *Journal of Business Ethics* 133 (1), 55-72.

Ostrom, E. (2005) *Understanding institutional diversity*. Princeton: Princeton University Press.

Swyngedouw, E (2004) 'Globalisation or "Glocalisation"? Networks, Territories and Rescaling', *Cambridge Review of International Affairs* 17 (1): 25-48.

ISS-4202 Poverty, Gender and Social Protection: Debates, Policies and Transformative Interventions

Code	ISS-4202
Weight of the course	8 ECTS
Period	TERM 2
Course Leader	Amrita Chhachhi
Lecturers	Amrita Chhachhi, Andrew Fischer
Teaching Methods	Lectures, Presentations, Workshops, Tutorials
Modes of Assessment	Essay: 80%, Group Presentation 20%

Learning objectives

Students will be able to:

- apply conceptualizations of poverty, vulnerability and social exclusion with particular attention to new gendered conceptions, and analyse the multidimensional manifestations of poverty and deprivation;
- analyse and assess debates on the state versus the market in relation to systems of social provisioning and protection, and critically evaluate gendered/class/ethnic/caste outcomes;
- develop an in-depth understanding of the design, potentialities and limits of current poverty reduction schemes and programmes at macro, meso and micro levels;
- identify alternative strategies, policy interventions and innovative subaltern responses aimed at eliminating poverty on the basis of principles of gender justice and social and economic equity.

Course description

This course examines debates, policies and interventions aiming at poverty reduction through an interdisciplinary and gendered multi-dimensional poverty lens, to assess the experience of poverty/vulnerability/social exclusion and programs of social protection and poverty reduction such as corporate social responsibility, micro-credit, safety net programs, conditional and unconditional cash transfers, public employment schemes, and land rights. It provides a standpoint to address asymmetry in access to resources, the significance of the care economy, the opportunity for voice and 'citizenship in practice', and other aspects crucial to well-being such as self-respect, dignity, empowerment and participation. By linking issues of redistribution of resources with issues of recognition of multiple identities, subjectivity and agency, the course will enable students to conceptualize and apply an intersectional approach to social, economic and gender justice .

Indicative Readings

- Fischer, A. (2019) *Poverty as Ideology: Rescuing Social Justice From Global Development Agendas*. Zed Books.
- Hickey, S., Kunal Sen, and Badru Bukenya (eds) (2014) *The Politics of Inclusive Development Interrogating the Evidence*. Oxford University Press
- Bangura, Y. (2010) *Combating Poverty and Inequality: Structural Change, Social Policy and Politics*. Geneva: United Nations Research Institute on Social Development (UNRISD).
- Chant, S. and G. Beetham, eds. (2014) *Gender, poverty, and development*. Critical Concepts in Development Studies. (1st). Routledge, London, UK.
- Razavi, S. and S. Hassim (eds) (2006) *Gender and Social Policy in a Global Context: Uncovering the Gendered Structure of 'the Social'*. Basingstoke: Palgrave MacMillan.
- Razavi, S., R. Pearson and C. Danloy (eds) (2004) *Globalization, Export-oriented Employment and Social Policy: Gendered Connections*. New York; London: Palgrave Macmillan.

ISS-4209 Policy Analysis and Design

Code	ISS-4209
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Sunil Tankha
Lecturers	Sunil Tankha
Teaching Methods	Participatory Lecture, Workshop
Modes of Assessment	Assignment 1 (Groupwork Policy Report): 25%, Assignment 2 (Individual Policy Memo): 10%, (Final) Individual Policy Paper: 40%, Presentation: 15%, Group Assignment: 10%

Learning objectives

To increase your capacity to contribute in identifying, analysing and assessing policy problems and options, and to understand roles of and limits to methods in prescriptive policy analysis; including to be better able to (1) analyse the assumptions and logic behind policy documents and proposals, and (2) help to generate alternative policy arguments, options, scenarios and advice.

Specific targets:

- To understand, participate in or critically assess the use of a set of important methods and approaches, including stakeholder analysis, argumentation analysis, logical framework analysis, economic cost-benefit analysis, other cost-utility techniques and multi-criteria analysis, rights-based approaches; and methods to promote critical and creative thinking.
- To understand the contributions and limitations of a set of influential background perspectives in public policy and public management, including: "managerialism", where criteria for choices are set by managers and leaders; "econocracy"; where criteria for choices are set by purchasers; and democratic pluralism, where criteria and choices are negotiated between multiple stakeholders.

Course description

This is a course about preparing, designing and selecting public policy (public strategies, programmes and projects). It is mainly on analytical approaches and methods that are intended to guide policy design and to structure policy choice. The course looks at approaches and techniques in a politically aware way, and considers throughout how they may work in practice. This shows fundamental limits upon, as well as specific roles for, prescriptive policy analysis. While policy makers may see themselves as producing social change through intellectual endeavour, they are embedded in and are the product of broad processes of social and intellectual change. Policy making is a social (multi-actor) process involving a battle of ideas and struggles over resources, with competitive and collaborative interactions between various groups who have diverse beliefs, interests and information. Policy documents are parts of these battles. Policy making is in part an exercise in cultural construction, legitimising authority, and motivating people.

Indicative readings

Bardach, E.S. (2009). [*A Practical Guide For Policy Analysis: The Eightfold Path to More Effective Problem Solving*](#). Washington DC: CQ Press.

Dunn, W.N. (2012) *Public Policy Analysis* (5th edn). Boston, MA: Pearson.

Fischer, F., G.J. Miller and M.S. Sidney (eds) (2007) *Handbook of Public Policy Analysis: Theory, Politics and Methods*. Boca Raton, FL: CRC Press, Taylor & Francis.

Gasper, D.R. (2004) *The Ethics of Development: From Economism to Human Development*. Edinburgh: Edinburgh University Press.

Moran, M., M. Rein and R.E. Goodin (eds) (2006) *The Oxford Handbook of Public Policy*. Oxford: Oxford University Press.

Tankha, S. (2009) ['Lost in Translation: Interpreting the Failure of Electric Power Privatization in Brazil'](#), *Journal of Latin American Studies*, 41(1): 59-90.

ISS-4212 Contemporary Capitalism and Governance: Neo Liberalism and Beyond

Code	ISS-4212
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Karim Knio
Lecturers	Murat Arsel, Karim Knio, Zuzana Novakova, Juan David Parra, Aleksandra Piletic
Teaching Methods	Participatory Lecture
Modes of Assessment	Assignment 1 (Essay): 40%, Assignment 2 (Essay): 60%

Learning objectives

After completion of the course, students will have:

- enhanced their knowledge of market led restructuring reform policies in contemporary capitalist economies;
- Situate the theories within the thematic settings of the course;
- acquired an understanding of the various interpretations that are relevant to explaining the nature, rise and evolution of neo liberalism;
- strengthened their ability to analyse critically the claims made by scholars and other observers of neo liberal political, economic and social reform policies;
- improved their academic skills in writing short and long essays.

Course description

This is a course about the rise, nature and evolution of neo liberalism and how it has become, not just as an idea, a preferred policy template or set of interests among many, but the most influential policy agenda for the reshaping of the global order and the way in which political and economic life is organised. This course examines the ideological, economic and political reasons for this ascendancy and the institutional and political forces behind their existence.

The course is divided into three parts. Part I looks into the multiple ways in which the term has been defined ranging from orthodox approaches which deny the existence of neo liberalism, to many heterodox accounts in International Political Economy (IPE) literature which treat it as a hegemonic discourse and practice. It also analyses the policy metamorphosis of neo liberal reforms by tracing the shift from the structural adjustment/Washington Consensus era to the so called Post Washington Consensus era with its emphasis on institutional building, good governance policies and poverty reduction strategies. Part I concludes by asking whether neo liberalism is still alive today or whether it has evolved in its nature towards something new and different. Part II looks into the processes through which neo liberal reform policies have been appropriated and implemented, and the impact of these upon existing governance systems of social and political power. It draws on a variety of case studies including the implementation of neoliberal reforms in Latin America, Africa, South East Asia, China, India, Russia, The European Union and the Middle East. Part III is thematic in its nature and shifts the analysis towards the implication of neo liberal reform policies on the current global financial architecture, gender relations and environmental conservation.

Indicative readings

Brenner, N., J. Peck and N. Theodore (2010) 'Variegated Neoliberalization: Geographies, Modalities, Pathways', *Global Networks* 10(2): 182-222.

Harvey, D.W. (2005) *A Brief History of Neo Liberalism*. Oxford: Oxford University Press.

Robison, R. (ed.) (2006) *The Neo-Liberal Revolution*. Basingstoke: Palgrave Macmillan.

Saad-Filho, A. and D. Johnston (eds) (2005) *NeoLiberalism: A Critical Reader*. London: Pluto Press.

Turner, R.S. (2008) *Neo-Liberal Ideology: History, Concepts and Policies*. Edinburgh: Edinburgh University Press.

ISS-4216 Human Rights, Law and Society

Code	ISS-4216
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Karin Arts
Lecturers	Karin Arts, Jeff Handmaker, Guest Lecturers
Teaching Methods	Participatory Lecture, Workshop, Guest Lecture, Study Visit, Tutorial, Presentation
Modes of Assessment	Mid-term Individual Workshop Report (20%); Mid-term Recommended Readings Assignment (pass/fail); End-of-course Individual Essay Presentation (15%); End-of-course Essay (65%)

Learning objectives

In this course students will:

- explore the content and implications of human rights-based approaches to development, and the role of legal process in this regard;
- enhance their capacity to critically analyze the (potential) functions of law and legal procedures for fulfilling human rights, and the roles of international and national governmental and civil society actors in this context;
- deepen their insight into the inherent political, economic and other constraints of legal systems;
- sharpen their knowledge of the interplay between national, regional and international legal systems.

Course description

Fulfilling human rights and social justice objectives requires much more than an adequate legal framework alone. Law can be an important facilitator of, but also a hindrance to, the realization of human rights. Aimed at a mixed audience of students with and without a legal background, this course provides a basis for understanding the role of law in relation to protecting and promoting human rights. The course also seeks to evaluate critically the legal structures that frame human rights and trigger or obstruct possibilities for civic action. Various theoretical underpinnings will be discussed, for example relating to: processes of law-making; linkages between law, human rights and development; sociology of law; the relationship between international and national law; and the roles of both governmental and civil society actors. Different examples of international and national human rights law-making and monitoring efforts, and of legal frameworks for human rights-based approaches to development, will be studied. Throughout the course, biases and gaps in law and legal systems, and efforts to overcome them, will be analysed. Some of the specific subjects covered include the role of national constitutions, gender biases in law, non-state actors, domestic violence, child rights-based approaches to development, legal mobilization against racial discrimination in the Netherlands, and UN human rights treaty body procedures.

Indicative readings

- Bantekas, I. and L. Oette (2nd ed. 2016), *International Human Rights Law and Practice*. (2nd edn). Cambridge, UK: Cambridge University Press.
- Goodale, M. and S.E. Merry (eds) (2007) *The Practice of Human Rights: Tracking Law Between the Global and the Local*. Cambridge, UK: Cambridge University Press.
- Halliday, S. and P. Schmidt (2009) *Conducting Law and Society Research: Reflections on Methods and Practices*. Cambridge, UK: Cambridge University Press.
- Handmaker J. and K. Arts (eds) (2018) *Mobilising International Law for 'Global Justice'*. Cambridge, UK: Cambridge University Press.
- Mihr, A. and M. Gibney (2014) *The SAGE Handbook of Human Rights*. London: Sage.
- Rajagopal, B. (2003) *International Law from Below: Development, Social Movements and Third World Resistance*. Cambridge, UK: Cambridge University Press.
- Sheeran, S. and N. Rodney (2013) *Routledge Handbook of International Human Rights Law*. London: Routledge.
- Trebilcock, M. and M. Prado (2014) *Advanced Introduction to Law and Development*. Cheltenham: Edward Elgar.

ISS-4217 Conflict Analysis and Transformation: A Governance Perspective

Code	ISS-4217
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Shyamika Jayasundara-Smits
Lecturers	Helen Hintjens, Mansoob Murshed and Guest Lecturers
Teaching Methods	Participatory Lectures, Audio-visual session, Study Visit Tutorials
Modes of Assessment	Individual Assignment (50%) Take-home Exam (50%)

Learning objectives

After completing the course student will be able to:

Understand and analyse multiple causes, dynamics, consequences, actors and relationships in conflict.

Apply a range of social science theoretical and conceptual frameworks to the analysis of violent conflicts and understand their limitations.

Engage with current scholarly debates and policy approaches to conflict/peace governance and post-war transition.

Assess the quality and capacity of local, national, regional and global governance arrangements in resolving, managing and transforming conflicts.

Course description

Is (violent) conflict the 'new normal'? How do we make sense of them? Why/ should we bother understanding conflict- in their own right and in the context of Development? This course articulates conflict as a universal and a context-specific phenomenon. As a universal phenomenon, conflict is seen as an ever-present almost at every level of human interaction, with varying degrees of manifestations and consequences on individuals, groups, states and inter-state entities and relations. As a specific phenomenon, it situates conflicts in their specific histories, places, worldviews and power relations between and among various actors- old and new. In a critical and deeply reflective way, first, this course will introduce you to the broader field of conflict studies, different schools of thought and the 'state of the art' in conflict studies. Next, it will critically engage with diverse theoretical and methodological approaches applied to the study of violent conflicts, with special attention to underlying politics of researching and labelling of conflicts. Taking an applied and problem solving approach, in the second part of the course, it will assess the strengths and weaknesses of the current governance arrangements and policies aimed at managing, resolving and transforming violent conflicts.

Indicative readings

Cochrane, F., R. Duffy and J. Selby (2003) *Global Governance, Conflict and Resistance*. New York: Palgrave/Macmillan.

Demmers, Jolle. (2016). *Theories of Violent Conflict: An Introduction (Second Edition)*. New York: Routledge.

Hintjens, H.M. & Zarkov, D. (2015). *Conflict, Peace, Security and Development: Theories and Methodologies*. London and New York: Routledge.

Jabri, V. (2016) Post-Colonialism: A post-colonial perspective on peacebuilding. in *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*. BFI Palgrave Macmillan, pp. 154-167.

Oliver Ramsbotham, Tom Woodhouse, Hugh Miall (2016) (4th Edition). *Contemporary Conflict Resolution*, Cambridge: Polity Press

Tilly, Charles, *War Making and State Making as Organized Crime* Charles Tilly *in* *Bringing the State Back In* (eds.)(1985) Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, Cambridge: Cambridge University Press

ISS-4218 Children and Youth Studies in Development Context

Code	ISS-4218
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Kristen Cheney
Lecturers	Karin Arts, Kristen Cheney
Teaching Methods	Blended Learning, Participatory Lecture and Discussions, Workshops
Modes of Assessment	5 (Short) Assignments (10% each): 50%, Assignment 6 (Critical Literature Review): 50%

Learning objectives

Course participants will be able to identify and apply concepts within the burgeoning interdisciplinary field of Children & Youth Studies—whose ideas have shaped how children and youth are viewed in social policies and development institutions—to broader issues in international development, linking these perspectives to concrete situations, problems, and policies. Students will also learn to use child- and youth-centered methodologies and theoretical approaches to international development.

Course description

The late twentieth century witnessed a dramatic shift in conceptions of children's rights and participation practices, prompting development studies to more critically engage with the intergenerational and age-based complexities of policy implementation. Taking childhood and youth as socially constructed categories, this course asks how particular understandings of young people are significant for policies that value social justice, equity and inclusion by taking young people not just as objects for development but as active participants in social change. Drawing on interdisciplinary social science perspectives that comprise contemporary Children & Youth Studies, students will critically examine how changing conceptualizations of young people's roles in social policy manifest in various development discourses, from social protection to rights-based approaches.

Students will consider concepts such as citizenship, globalization, vulnerability and agency in relation to such areas as children's rights, education, work, media and communication technologies, and sexuality. We will also discuss innovative methodologies and ethical considerations for conducting research with young people.

Indicative readings

- Ansell, N. (2017) *Children, Youth and Development* (2nd edn). London: Routledge.
- Bourdillon, M., D. Levison, W. Myers and B. White (2010) *Rights and Wrongs of Children's Work*. New Brunswick, NJ: Rutgers University Press.
- Cheney, K. E. (2017) *Crying for Our Elders: African Orphanhood in the Age of HIV and AIDS*. Chicago, IL: University of Chicago Press.
- Cole, J. and D. Durham (2008) *Figuring the Future: Globalization and Temporalities of Children and Youth*. Santa Fe, NM: School for Advanced Research Press.
- Groundwater-Smith S, Dockett S and Bottrell D. (2014) *Participatory Research with Children and Young People*, Los Angeles, CA and London: Sage.
- Herrera, L. (ed.) (2014) *Wired Citizenship: Youth Learning and Activism in the Middle East*. New York: Routledge.
- United Nations (1991) *Convention on the Rights of the Child*. New York: United Nations.
- Woodman D. and J. Wyn (2015) *Youth and Generation: Rethinking Change and Inequality in the Lives of Young People*, Los Angeles, CA and London: Sage.

ISS-4226 Feminist Perspectives on Gender and Development

Code	ISS-4226
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Nahda Shehada
Lecturers	Nahda Shehada, Silke Heumann and guest lecturers.
Teaching Methods	Participatory Lectures, Tutorials, Workshops.
Modes of Assessment	Group-work: 15%, Mid-term Assignment: 35%, End-term Assignment: 40%, Participation (quality & quantity): 10%

Learning objectives

Participants will:

- Demonstrate an understanding of major theoretical perspectives on, methodological approaches to and key debates about feminist production of knowledge, as well as the histories of those theoretical and methodological developments;
- Gain critical analytical skills to engage in debates about Feminist approaches regarding individual and collective agency and apply gender and intersectional analysis to significant social institutions including the state, the family and the market;
- Gain skills in generating new and applying acquired knowledge in order to critique, examine, contrast and explore:
 - Gendered dynamics of colonialism, nationalism and development, their interconnectedness and their significance in contemporary world;
 - Gendered aspects of globalization;
 - Gendered realities of social exclusion, sexuality and culture and their institutional inter-relatedness.
- Develop capacities to create, identify and utilize feminist research methodologies (be it for academic, policy or fact-finding purposes) in their field; as well as to identify and design strategic, tailor-made approaches to, and policy and practical interventions into issues of gender in various domains of development;
- Acquire insights into how the positioning of actors, be it social, economic, symbolic or political influence their approaches to gender issues in development;
- Acquire capacity to work in multidisciplinary and multicultural setting.

Course description

This module provides participants with skills of analytical thinking on the politics of production of knowledge as social and institutional practice, and on its transformative potentials in both feminist and development studies. We look at different subjects and objects of feminist / development knowledge in the context of North/South relations and explore their theoretical and political consequences. We analyse how globalization processes and local dynamics impact upon contemporary feminist theorizing of the gendered and racialized world.

Central to the course is the institutional analysis of the family, the state and the market(s). Here we pay special attention to the intersections of these three institutions and their gendered practices of ruling. We look at the way globalization has transformed them, as well as the ways they are theorized. We focus on concepts of agency and empowerment, examine specific social relations of power and contexts of organizing and mobilizing around gender issues, and analyse possibilities for and effects of individual and group interventions in institutional practices, social structures and the micro-politics of everyday life.

Indicative readings

- Buikema, R., G. Griffin and N. Lykke (eds) (2012) *Theories and Methodologies in Postgraduate Feminist Research: Researching Differently* (Vol. 5 Advances in Feminist Studies and Intersectionality Series). London: Routledge.
- Harding, S. (2005) '17. Rethinking Standpoint Epistemology: What is "Strong Objectivity"?' in Cudd, A.E and R.O. Anderson (eds.) *Feminist Theory. A Philosophical Anthology*. Malden, MA: Blackwell Publishing, pp. 218-236.
- Klenk, R.M. (2004) "Who is the Developed Woman?": Woman as a Category of Development Discourse, Kumaon, India', *Development and Change* 35(1): 57-78.
- Krook, M.L., and F. Mackay (eds) (2015) *Gender, Politics and Institutions: Towards a Feminist Institutionalism*. Basingstoke, UK: Palgrave MacMillan.
- O'Brien, M. and S. Penna (2008) 'Social Exclusion in Europe; Some Conceptual Issues', *International Journal of Social Welfare* 17(1): 84-92.
- Stromquist, N. P. (ed.) (2014) *Women in the Third World: An Encyclopedia of Contemporary Issues*. New York: Routledge.

ISS-4227 Securitisation of Development: Violence, Humanitarianism, Social Transformation

Code	ISS-4227
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Helen Hintjens
Lecturers	Dorothea Hilhorst, Helen Hintjens, Shyamika Jayasundara, Mansoob Murshed
Teaching Methods	Participatory lectures
Modes of Assessment	Long book review: 60%, Short essay: 40%

Learning objectives

- Enable students to explore theories and strategies around security and link these to the '(de)securitisation' of development and humanitarianism;
- To gain insights into, and be able to apply securitization/(de)securitization theory to humanitarian and other examples
- Analyse an expanding 'security-development nexus' and how this links with militarisation from a feminist perspective;
- To think through the ethics and biopolitics of humanitarian work in insecure settings.
- Reflect on humanitarian dilemmas and transitional justice amidst war, violence and the 'war on terror';
- To appreciate various dimensions of post-conflict justice (legal, economic, psycho-social healing, memory-related)

Course Description

In the post-Trump world, post-9/11 world, why do certain issues – like refugees, terrorism or even sexuality - continue to be prioritized as 'security' issues, while other important issues – like climate change or disease – fall off the global and national 'emergency' agendas? How can development and humanitarian workers respond to the shifting sands of the security context? And how are spending and policy priorities affected, during wars and complex emergency settings? Can transitional justice support psycho-social healing in post-war settings? Why are post-war settings prone to militarism and resumption of violence? To understand something of these questions, the course examines the Security-Development nexus in different conflict and post-conflict settings. Contemporary security and development dilemmas are first compared to late Empire. Then 'securitisation' and 'desecuritisation' are defined as core ways to conceptualize how something, or groups of persons, can come to be viewed and acted on as 'existential threat', or not. Critical and bio-political approaches are studied alongside more conventional economic, 'human security' and national security approaches. The course covers Security and Development in relation to: feminism and militarism; economic growth and inequality; transitional justice; land grabbing and land rights; psycho-social approaches to trauma and healing; humanitarianism and disasters; transitional justice. Case studies include Sri Lanka, Rwanda, Nepal, Colombia among others. The dominant liberal paradigm for post-conflict societies, is shown to coexist with a permanent arms economy.

Indicative readings

- Bilgic, Ali (2018) [A Human Security Perspective on Migration](#) Prins Claus Chair Lecture.
- Demmers, Jolle (2012) *Theories of Violent Conflict: an Introduction*, Chapter 3 on [Violence and Structures available on-line](#), Routledge.
- Duffield, MR & Hewitt, VM. (2009) 'Introduction', in same (Eds.), *Empire and Colonialism: The Past in the Present*, (pp. 1-15), James Currey, 2009.
- Hellmann, Gunther, Benjamin Herboth et al (2013) 'The [West: a securitizing community?](#)', *Journal of International Relations and Development*. 1–30
- Hettne, Bjorn (2010) Development and Security: Origins and Future, *Security Dialogue*, Vol. 41(1): 31–52.
- Hintjens, Helen & Dubravka Zarkov (2014) Chapter 1 *Conflict, Peace, Security and Development: Theories and Methodologies*, Routledge.

ISS-4229 Global Political Ecology

Code	ISS-4229
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Murat Arsel
Lecturers	Murat Arsel, Julien-François -Gerber, Wendy Harcourt
Teaching Methods	Participatory Lecture, Simulation, Case Study
Modes of Assessment	Assignment 1 (Individual Essay): 35%, Assignment 2 (Simulation): 15%, Take-home exam: 50%

Learning objectives

This course interrogates the relationship between capitalism, nature and global development. After completing it, students will be able to:

- Identify the root causes of the global environmental crisis;
- Evaluate national development policies with a view to explaining how the tension between sustainability and socioeconomic development is reproduced;
- Describe the systemic nature of the environmental impacts of extractive industries and how these impact poor and marginalized communities
- Theorize the tension between the reproduction of global capitalism and ecological limits

Course description

Are there environmental limits to growth? Can capitalism ever be sustainable? What is the best course of action – gradual reform or radical transformation? This course seeks answers to these and other similar questions regarding the relationship between capitalism, nature, and global development.

The course is organized around a critical reading of the subfield of political ecology, one that emphasizes the tension between the conservation of globally significant ecosystems and (communal and national) economic development. Within this perspective, it pays particular attention to the role of the state in enacting environment and development policies as well as to the various ways in which poor and marginalized communities resist and articulate alternatives.

While the course focuses on global capitalism as a whole, it draws most of its empirical examples from climate change and extractive industries.

Indicative readings

- Baviskar, A. (2004) *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.
- Bebbington, A. and J. Bury (2013) *Subterranean Struggles: New Dynamics of Mining, Oil, and Gas in Latin America* (Vol. 8). Austin, TX: University of Texas Press.
- Bonneuil, C., and J. Fressoz (2016) *The shock of the Anthropocene: The earth, history and us*. London: Verso Books.
- Peet, R., P. Robbins and M. Watts (eds) (2011) *Global Political Ecology*. London: Routledge.
- Perreault, T., G. Bridge and J. McCarthy (eds) (2015) *The Routledge Handbook of Political Ecology*. London: Routledge.

ISS-4231 Growth, Inequality and Poverty

Code	ISS-4231
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Elissaios Papyrakis
Lecturers	Elissaios Papyrakis, Mansoob Murshed
Teaching Methods	Participatory Lecture, Workshop
Modes of Assessment	Assignment: 50%, Written Exam: 50%

Learning objectives

Students will have a clear understanding of

- 1) the long-term patterns of growth;
- 2) new theories regarding the determinants of growth, international trade and trade policy;
- 3) the link between economic growth and poverty, as well as the interaction between growth and inequality;
- 4) the importance of growing inter-national inequality;
- 5) the long-term causes of growth which include the links between economic growth, natural resource endowments, culture, geography, conflict and institutions, as well as how these linkages are influenced by economic policies;
- 6) put their own country experience with economic reform policies in a comparative perspective; and,
- 7) understand empirical analysis to assess the impact of institutions and other economic reform policies on long-term economic growth and poverty reduction.

Course description

This course will address matters related to long-term economic growth, as well as related issues in inequality (the distribution of income and wealth) and poverty that ultimately contribute to sustainable development. One of the major problems associated with development are the low-incomes of today's developing countries. For most poor countries growth constitutes the principal avenue via which poverty can be reduced, as growth provides greater opportunities and enlarges the economic pie. Another, related, issue concerns distributive justice, both at the national level and between nation states. Excessive inequality can undermine societal cohesion and human security. Today's rich countries are affluent because they historically grew faster than the poor nations of the world. The study of the causes of rapid growth is, therefore, important. Is growth driven merely by physical capital accumulation through savings? Or are ideas and human capital accumulation equally important? Does greater income or wealth inequality hinder or foster growth? Is the lack of rapid growth a consequence of the failure of policies being coordinated between different branches of the economy? Ultimately, are there other factors that determine long-term growth besides policies: geography, endowments, institutional quality (governance and democracy), cultural (religious) character and internal conflict? What is the difference between growth trickling down to the indigent and destitute, and genuinely pro-poor growth. We are constantly being told that increased international trade and openness is key to economic success. But, does trade benefit all countries equally? Is trade between the North and the South less advantageous for the South? Also, trade is meant to be an engine of growth, but has growing trade in our globalized era brought average incomes in the world closer together or further apart? In addition to the theory and empirical evidence connected with the issues enumerated above, students will become familiar with the analytical tools required to apply these and other issues towards more detailed case studies, and comparative analyses.

Indicative readings

- Aghion, P., P. Howitt and L. Bursztyn (2009) *Economics of Growth*. Cambridge, MA: MIT Press.
- Barro, R. and X. Sala i Martin (2004) *Economic Growth*. (2nd edn) New York, NY: McGraw-Hill.
- Helpman, E. (2004) *The Mystery of Economic Growth*. Cambridge, MA: Harvard University Press.
- Jones, C. I. (2013 or 2002) *Introduction to Economic Growth*. (3rd or 2nd edn) New York, NY: Norton.
- Ray, D. (1998) 'Chapter 4. The New Growth Theories' in: *Development Economics*, pp. 99-123. Princeton, NJ: Princeton University Press.
- Romer, D. (2012) *Advanced Macroeconomics*. (4th edn). New York, NY: McGraw-Hill.
- Van den Berg, H. (2012) *Economic Growth and Development*. Singapore: World Scientific.
- Weil, D.N. (2012) *Economic Growth* (3d. en). London: Prentice Hall.

ISS-4233 Global Economy

Code	ISS-4233
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Howard Nicholas
Lecturers	Howard Nicholas, Peter van Bergeijk
Teaching Methods	Participatory Lecture, Workshop
Modes of Assessment	Assignment 1: 50%, Assignment 2: 50%

Learning objectives

The major objective of the programme of lectures as a whole is to provide students with an in-depth awareness of the nature and functioning of the world economy and process of economic globalization, with a view to making sense of the competing arguments regarding the alleged benefits and adverse consequences of this process for developing countries. With this purpose in mind, the module seeks to acquaint students with the concepts and theories used to understand: (1) the international division of labour and globalized system of production; (2) the development processes in non-OECD countries; (3) the global trading system; (4) the global financial system. By the end of the course it is expected students will have acquired the basis for assessing the development possibilities and constraints afforded by the global economic system, including its structures and policy environment.

Course description

The lectures are divided into five parts. Part 1 provides students with the necessary conceptual and theoretical basis for understanding different perspectives on the functioning of the global economy and the process of economic globalization. Attention is paid to the current financial and economic turmoil affecting the advanced countries. Parts 2, 3, 4 and 5 then build on these foundations. Part 2 considers development processes in non-OECD countries, and the role of Aid in these processes. Part 3 introduces students to the various structures governing the global trading system, including a number of multilateral and regional trade agreements. There is a particular focus on agreements governing trade in agriculture and manufactured products, services, and intellectual property rights, as well as proposed extensions of these agreements and new ones in respect of investment and government procurement. Part 4 looks in depth at the global financial system and various tensions arising with regard to the status of the US dollar as world money and the system of balance of payments adjustments that has been in place for the last 25-30 years. Finally, part 5 looks at trade shocks, trade collapse and resilience, focussing on deglobalization in the context of the current trade and investment slowdown in the global economy. It considers the extension of the New new theory of trade by explicitly considering the politics involved in trade, including economic diplomacy and economic sanctions in a context of increasing trade uncertainty.

Indicative readings

- Bergeijk, P.A.G. van (2018). On the brink of deglobalisation..again. *Cambridge Journal of Regions, economy and society*, 11(1), 59–72. doi:10.1093/cjres/rsx023
- Rodrik, D. (2007) *One Economics Many Recipes: Globalization, Institutions and Economic Growth*. Princeton: Princeton University Press.
- Reinert, E.S., J. Ghosh and R. Kattel (eds) (2016) *Handbook of Alternative Theories of Economic Development*, Cheltenham, UK and Northampton, US: Edward Elgar.
- Schinasi G.J. and E.M. Truman (2010) 'Reform of the Global Financial Architecture'. Petersen Institute of International Economics, Working paper 10/14 <http://www.iie.com/publications/wp/wp10-14.pdf>).
- United Nations Economic Commission for Africa (UNECA) (2013) *Making the Most of Africa's Commodities: industrializing for Growth, Jobs and Economic Transformation*, Addis Ababa: U.N. Economic Commission for Africa, <http://www.uneca.org/sites/default/files/publications/unera_report_eng_final_web.pdf>.

ISS-4239 Population, Generations and Social Policies

Code	ISS-4239
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Mahmood Messkoub
Lecturers	Auma Okwany, Mahmood Messkoub
Teaching Methods	Participatory Lectures, Workshops: Work-group Discussions and Presentations, Debates and Case-studies
Modes of Assessment	Individual Assessed Course-works; Essay 55% and Policy Brief 30%, Assessed Group-work/Presentation (15%)

Learning objectives

This course will provide participants with theoretical and conceptual frameworks for the understanding of the inter-relationship between generations and social development, through the study of changes in the demographics of a country (fertility, mortality and migration), their implications for key areas of care (at different stages of life), health and education, social relationships among generations and their implications for social policy design and implementation.

Course description

The course centres on the inter-relationship between population and generation, reproduction of labour and social regeneration and reproduction and the role of development in this inter-relationship. Social reproduction is about renewal, change and adaptation of the existing social, cultural and economic structures, that not only remove obstacles to economic development at macro level but also remove constraints on individual capabilities, freedom and general human development.

Whilst in general development is about how to change and improve 'people' lives, we should ask who the 'people' are (who should be the object of development) and what the policies should be. This is fundamentally about the design and implementation of social and development policies that should be aimed at 'people' who are differentiated on the basis of demographic, gender, race, class and other social and economic categories.

The course is designed around three blocks, which reflect our approach to the inter-relationship among population, generation, social policy and regeneration/reproduction. In block one participants will be introduced to some basic concepts of population studies. Block two and three will explore some of the care, education and health policies that are essential to regeneration/reproduction of individual and societies. Different models of social provisioning - state and non-state social welfare, residual and universal - and private/market based approaches will be discussed and their implications for equality of access and outcome analysed.

Indicative readings

- Biehl, J., & Petryna, A. (eds.). (2013). *When People come First: Critical Studies in Global Health*. Princeton University Press.
- Cammet, M. and MacLean, L. M. (eds.) (2014) *The Politics of Non-state Social Welfare*.
- Cole, J. and D. Durham (2007) 'Introduction: Age, Regeneration, and the Intimate Politics of Globalization' in: Cole, J. and D. Durham (eds) *Generations and Globalization: Youth, Age, and Family in the New World Economy*, pp. 1-28. Bloomington, IN: Indiana University Press.
- Hopkins, L. and Sriprakash, A. (eds)., (2015) *The 'Poor Child': The Cultural Politics of Education, Development and Childhood*. Routledge.
- Gould, W.T.S. (2015) *Population and Development*. London: Routledge. (Second Edition)
- ILO (2016) *World Employment and Social Outlook: Trends 2016*. Geneva: ILO.
- Mkandawire, T. (ed.) (2004) *Social Policy in a Development Context*. Basingstoke; Geneva: Palgrave Macmillan; UNRISD.

ISS-4240 Politics of Agrarian Transformation

Code	ISS-4240
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Jun Borrás
Lecturer	Jun Borrás
Teaching Methods	Participatory Lecture, Tutorials
Modes of Assessment	Assignment 1 (Take Home Essay): 30%, Assignment 2 (Essay): 60%, Group Assignment: 10%

Learning objectives

The course is designed both for AFES MA participants and for others whose research interests focus on the politics of rural and rural-related development. The course aims to strengthen your capacity for critical analysis of the dynamics of social and political change in rural societies. You will become familiar with key competing theoretical tools relevant in understanding the *politics* of agrarian transformations, with an emphasis on the role of the state and of non-state actors: NGOs and (trans)national rural social movements, and their alternatives, e.g. 'food sovereignty'. On completion of the course you will have gained confidence in the critical analysis of the *politics* of agrarian transformations seen from the interconnected local, national and international levels, including the identification and use of appropriate conceptual frames for your own research.

Course description

Rural economies are both growing and stagnant, becoming relatively less agricultural ('de-agrarianisation'), less self-contained ('globalization'), less static (social economic differentiation and geographical mobility). While the central state remains a key actor in development processes, its role has been transformed during the past decades. Moreover rural politics have been different during the past two decades or so than the previous ones in so many ways, including: absence of rural-based revolutionary movements and the rise of contemporary (trans)national agrarian movements. These processes affirm old and generate new agrarian questions, and require old and new critical analytical approaches to understand them. But the terms, conditions, mechanisms, character, pace, direction and orientation of agrarian change do not exist in a vacuum: these are politically contested by key actors within and between state and society aimed at controlling and influencing the processes of change. Hence to a large extent these change processes are political and are embedded within pre-existing distribution of political power and power relations.

Indicative readings

- Bernstein, H. (2010) *Class Dynamics of Agrarian Change*. Sterling, VA: Kumarian Press.
- Borrás Jr., S.M., M. Edelman and C. Kay (eds) (2008) *Transnational Agrarian Movements Confronting Globalization*. Chichester: Wiley-Blackwell.
- Fox, J.A. (1993) *The Politics of Food in Mexico: State Power and Social Mobilization*. Ithaca, NY: Cornell University Press.
- Holt Giménez, E. and A. Shattuck (2011) 'Food Crises, Food Regimes and Food Movements: Rumbblings of Reform Or Tides of Transformation?', *Journal of Peasant Studies* 38(1): 109-144.
<http://www.tandfonline.com/doi/pdf/10.1080/03066150.2010.538578> >.
- Patel, R. (ed.) (2009) *Grassroots Voices: Food Sovereignty*. Vol. 36 Special Issue. Abingdon: Taylor & Francis. (Note: Focus on Patel's introductory essay)
- Scott, J.C. (1976) *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven, NJ: Yale University Press.

ISS-4270 Migration and Development: Globalisation, Livelihoods and Conflicts

Code	ISS-4270
Weight of the Course	5 ECTS
Period	TERM 2
Course Leader	TBA
Lecturers	TBA
Teaching Methods	Interactive lectures, group presentations, guest speaker session/visit.
Modes of Assessment	Assignment 100%; Group

This course can only be taken as part of the LDE programme track 'Migration and Development'
ISS students are allowed to register for this course only with specific approval of their major convenor

Learning objectives

- To understand migration processes, systems and life experiences, in relation to interactions of economic systems, nation-states, and migrant strategies for coping and livelihood
- To explore holistically migrants' livelihood situations, well-being and ill-being, using a human security framework
- To be exposed to life experiences of migrant workers, their labour market situations, struggles for labour rights, and (lack of) access to social security arrangements
- To consider specifically the situations of women in migration systems, and the distinctive and extra demands and risks they may face
- To consider specifically the situations of asylum seekers and refugees, including as a result of the shift in recent decades to increasingly harsh and restrictive policies; and the counter-attempts to forward refugee rights
- To introduce contemporary positions on the ethics of migration and migration policies.

Course description

The course examines the processes and structures of migration, both internal and international and South-South as well as South-North, combining a holistic focus on people's lives and a global political economy perspective. It notes multiple causes of migration (including conflict and environmental change, demand for labour and differences in economic opportunities between regions); and some of the consequences (e.g. money remittances, changed balance of genders and generations, cultural and political impacts). The dynamics of migration must be analysed in the context of, first, the globalized economic system, and, second, the system of nation-states. The impact of economic globalization and other economic restructuring and change is felt within countries too; overwhelmingly most migration takes place within countries.

Migration is of people not things. This makes it not just one more resource flow in the global economy. It brings major social impacts, tensions and opportunities, worldwide. Besides labour migration, and huge flows for family re-union and education, there is large-scale forced migration from regions in situations of conflict. These various flows are partly linked to 'side-effects' (cultural, environmental, climatic, political) of the transformations wrought by global economic developments.

Within this perspective, the course considers how state and non-state actors in various parts of the globe seek to manage migration of various types, in diverse migratory regimes that have emerged within and across countries and regions. It gives special attention to the lives of labour migrants, and also to the governance regimes around forced migration. It raises the question of how far do responses to migration give serious attention to its causes.

Indicative readings

- Adelman, H. (1988) 'Refugee or Asylum: a Philosophical Perspective', *Journal of Refugee Studies* 1(1): 7-19.
- Castles, S., de Haas, H., Miller, M. J. (2014) *The Age of Migration* (5th edn). London: Palgrave Macmillan.
- Choudry, A. and B. Hlatshwayo (eds) (2016) *Just Work? Migrant Workers' Struggle Today*. London: Pluto Press.
- Edwards, A. and C. Ferstman (eds) (2010) *Human Security and Non-Citizens: Law, Policy and International Affairs*. Cambridge: Cambridge University Press.
- Antoine Pécoud (2017): What do we know about the International Organization for Migration?, *Journal of Ethnic and Migration Studies*, DOI: 10.1080/1369183X.2017.1354028
- Taha, N., K.A. Siegmann and M. Messkoub (2015) 'How Portable is Social Security for Migrant Workers? A Review of the Literature', *International Social Security Review* 68(1): 95-118.
- Truong, Thanh-Dam, Des Gasper, Jeff Handmaker, Sylvia Bergh (eds) (2014) *Migration, Gender and Social Justice: Perspectives on Human Security*. Heidelberg: Springer.
- UN (2017) *International Migration Report 2017 Highlights*. Department of Economic and Social Affairs. ST/ESA/SER.A/404. (Free download at: <http://www.un.org/>)
- UNDP (2009) *Human Development Report 2009 – Overcoming barriers: Human mobility and development*. Oxford: OUP. <http://hdr.undp.org/sites/default/files/reports/269/hdr_2009_en_complete.pdf>.

ISS-4307 Politics of Global Development: Debating Liberal Internationalism

Code	ISS-4307
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	T.B.A.
Lecturers	T.B.A.
Teaching Methods	Participatory Lecture, Presentation
Modes of Assessment	Assignment: 75%; Presentation: 25%

Learning objectives

After completion of the course, students will be able to:

- identify the essence of liberal internationalism, in particular its evolution and relevance for global development;
- distinguish the various interpretations of the rise and dominance of liberal internationalism as an approach to international politics;
- analyse critically the claims made by scholars and other observers of liberal internationalism and its future in the post-Cold War era;
- evaluate the influence of liberal ideas, norms and values on global institutions;
- assess the ways in which emerging powers influence liberal world order;
- demonstrate their ability to present the results of their own research to an audience and assess the research findings of others.

Course description

This course aims to contribute to a better understanding of liberal internationalism and its impact on processes of global development. Since its origin at the end of the Second World War, the liberal world order has been attacked by critics from across the ideological spectrum. The criticism of the principles of the liberal world order has intensified since the onset of the global financial crisis in 2008 and received new dimensions with the rise of so-called 'emerging powers' in international politics. At the same time, however, the edifice of liberal internationalism appears to have endured. While challenges are intensifying, no fundamental intellectual or political alternative has managed to obtain equal status to liberal internationalism.

During the course, we will study the origins of the liberal order, its evolution since the Second World War and core elements of contemporary liberal internationalism. We look at the emergence of international legal norms and international institutions that reflect key assumptions of liberal internationalism. We will discuss and assess contemporary challenges to the liberal world order, with a focus on the increasing popularity of nationalist and anti-globalization rhetoric and the rise of 'emerging powers' on the global stage. We will also make linkages between liberal internationalism and processes of neo-liberalism.

Indicative readings

- Dunne, T., T. Flockhart and M. Koivisto (eds) (2013) *Liberal World Orders*. (Proceedings of the British Academy). Oxford: Oxford University Press.
- Jahn, B. (2013) *Liberal Internationalism: Theory, History, Practice*. Basingstoke: Palgrave Macmillan.
- Ikenberry, G.J. (2018) 'The End of Liberal International Order', *International Affairs* 94(1):7-23.
- Narlikar, A. (2013) 'Negotiating the rise of new powers', *International Affairs* 89(3):561-576.
- Slaughter, A.M. (1995) 'International Law in a World of Liberal States', *European Journal of International Law* 6(3):503-538.

ISS-4311 Children, Youth and Development: Policy and Practice

Code	ISS-4311
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Auma Okwany
Lecturers	Auma Okwany and guest lecturers
Teaching Methods	Participatory Lecture, Workshops (films, poster presentations), Study Visit
Modes of Assessment	Assignment 1 (Policy Brief): 35%, Assignment 2 (Individual Essay): 50%, Group Assignment: 15%

Learning objectives

By the end of the course participants will have developed a firm grounding in policy and practice in specific areas of current concern in the field of children, youth in social policy.

Course description

Growing awareness of the number of children and youth affected by poverty, insecurity, exclusion, violence, migration and inadequate social service provisioning has led to increased concern for the promotion of their rights and well-being as well as their capacity to play an active role in their own development. Young people are among the most heavily governed in society yet generational relations receive marginal attention in social policy. Key concepts in the course including governmentality, representation and discourse, agency, rights and citizenship enable analysis that moves beyond the micro-context to the direct processes of the state and issues of power (voice), social control, and exclusion. The course provides both a broader perspective and a critical analysis of changing ideas and debates on policies and institutions, which aim to shape young people's lives and the changing character of their praxis. Students are engaged in theoretical, methodological, and substantive critical discussions on selected policy/problem areas with a specific focus on policy and praxis questions around: vulnerability and child sensitive social protection, early childhood care and education, education for active citizenship, understanding youth in development including transitions, (un)employment, adolescent sexuality and reproductive health. This will strengthen participants' capacity to place individual problems in their broader analytical and policy context and enhance their ability to participate with confidence in policy debates in this area. Emphasis is on young people as "speaking subjects" who are agentic policy actors and the implications of a social justice approach for social policy in the work of state and non-state actors.

Indicative readings

- Ebrahim, H.B., Okwany, L.A. & Barry, O. (Eds.). (2018). *ECCE at the Margins: African Perspectives on Birth to Three* (Research in ECCE: EECERA). London: Routledge
- Esser, F., Baader, M.S., Betz, T. and Hungerland, B., (2016) *Reconceptualising Agency and Childhood: New Perspectives in Childhood Studies*. Routledge.
- Cole, J. and D.L. Durham (2008) *Figuring the Future: Globalization and Temporalities of Children and Youth*. Santa Fe, NM: School for Advanced Research Press.
- Farrell, A., Kagan, S.L. and Tisdall, E.K.M. eds., (2015). *The SAGE Handbook of Early Childhood Research*. SAGE.
- Hopkins, L. and Sriprakash, A. eds., (2015) *The 'Poor Child': The Cultural Politics of Education, Development and Childhood*. Routledge.
- Montgomery, H.K. and M. Kellet (2009) *Children and Young People's Worlds: Developing Frameworks for Integrated Practice*. Bristol: Polity Press.
- Okwany A., E. Ngutuku and A. Muhangi (2011) *The Role of Local Knowledge and Culture in Child Care in Africa: A Sociological Study of Several Ethnic Groups in Kenya and Uganda*. New York: Edwin Mellen Press.
- Thukral, E.G. (ed.) (2011) *Every Right for Every Child: Governance and Accountability*. New Delhi: Routledge.

ISS-4313 Violent Conflict, Media and the Politics of Representation

Code	ISS-4313
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Shyamika Jayasundara-Smits
Lecturers	Helen Hintjens, Guest Lecturers
Teaching Methods	Lectures, Workshops, Audio-Visual Sessions, Presentations
Modes of Assessment	Individual Assignment: 85%; Group Assignment: 15%

Learning objectives

After completing the course student will be able to:

- identify and understand diverse theoretical and methodological perspectives on relationships between the acts of violence in war and representations of war violence in media;
- be able to confidently engage in debates about relationships between media, formulation of policies, political actions and public opinions;
- contribute to policy formulations and strategic interventions regarding media and conflict;
- use specific analytical tools to examine existing and produce their own visual and textual material;
- work in multidisciplinary and multicultural context with understanding how individual, group and institutional locations affect theoretical and political perspectives of media producers and consumers.

Course description

The last two decades have witnessed growing theoretical, professional and public concern with the involvement of traditional and social media in violence and conflicts. From war in Bosnia to genocide in Rwanda, from 'war on terror' to 'Arab Spring', from Al Qaida to ISIS, from hacking to tweeting, the broadcasting, print and social media have become major players in influencing public opinions about politics, conflicts, and their protagonists. We examine representational strategies and dynamics that link social and traditional media with diverse political actions, actors and discourses and perceive media as implicated in production of knowledge about contemporary wars.

The course relies on critical scholarship from cultural and media studies, feminist, black, post-colonial and conflict studies. Throughout the course we use a range of media material (press, cinema, TV, social media, online sources.....), look at various national and international media, and analyse how they represent past and present conflicts and violence from across the globe. The course requires hands-on, in-class and home-based activities.

Indicative readings

- Bleiker, Roland (ed.) (2018) *Visual Global Politics*, New York: Routledge.
- Baker, B. (2015) *Contemporary Masculinities in Fiction, Film and Television*, New York, London: Bloomsbury
- Grimes, R.I., U. Husken, U. Simon and E. Venbrux (eds) (2011) *Ritual, Media and Conflict*, Oxford, New York: Oxford University Press
- Hall, S. (ed) (1997) *Representation: Cultural Representations and Signifying Practices*. London: Sage.
- Rao, A., M. Bollig., and M. Böck (eds) (2007) *The practice of war: Production, reproduction and communication of armed violence*. New York, NY: Berghahn Books.
- Said, E. (2004) 'Orientalism Once More', *Development and Change* 35(5): 869-879.
- Roberts, T. & G. Marchais, 2017, *Assessing the Role of Social Media and Digital Technology in Violence Reporting*, IDS Working paper 492, Brighton: Institute of Development Studies

ISS-4317 Econometric Analysis of Development Policies

Code	ISS-4317
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Robert Sparrow
Lecturers	Robert Sparrow, Elissaios Papyrakis
Teaching Methods	Lectures, group discussions, presentations, computer exercises
Modes of Assessment	Assignment 1: 40%, Assignment 2: 40%, Presentation: 20%

Learning objectives

By the end of the course students will be equipped with the necessary methodological skills required to understand published empirical papers in development studies/economics. Through their assignments they will have developed the ability to conduct empirical research using a variety of impact evaluation methods and time-series econometric techniques. Overall, at the end of the course students should have developed the skills needed to conceive, organize, conduct and present empirical research.

Course description

Each year several students find that the methodological tools at their command often falls short of the problems that they would like to analyse. This shortcoming sometimes hampers their ability to read and understand empirical papers in professional journals and restricts their ability to carry out a more sophisticated analysis of the research issues that they have chosen to tackle. The aim of this course is to pre-empt such problems.

The course is divided into two sections. The first part of the course will deal with the concepts and methods of impact evaluation in the social sciences. This part of the course begins with a review of the evaluation problem and then discusses various non-experimental (regression discontinuity design, difference-in-differences, propensity score matching) and experimental (randomized control trials) methods that may be used to evaluate the outcomes of various interventions. The course builds on the material covered in ISS-3203, especially the discussion of sample selection correction and instrumental variables.

The final part of the course builds upon the time-series lectures in ISS-3203 and covers a number of time series techniques that are frequently applied to the dynamic modelling of relationships between macroeconomic variables as well as the short- and long-run behaviour of individual macro-variables.

Indicative readings

- Banerjee, A.V., E. Duflo, R. Glennerster and C. Kinnan (2015) 'The miracle of microfinance? Evidence from a randomized evaluation'. *American Economic Journal: Applied Economics* 7(1): 22-53.
- De Mel, S., D. McKenzie and C. Woodruff (2008) 'Returns to capital in microenterprises: Evidence from a field experiment', *Quarterly Journal of Economics* 123(4): 1329-1372.
- Enders, W. (2010) *Applied Econometric Time Series* (3rd edn). Hoboken, NJ: Wiley.
- Lee, David, and Thomas Lemieux (2010), "Regression Discontinuity Designs in Economics," *Journal of Economic Literature* 48(2): 281-355.
- Ravallion, M. (2008) 'Evaluating Anti-Poverty Programs', Chapter 59 in T. Paul Schultz and John Strauss (eds) *Handbook of Development Economics* (vol. 4), pp. 3787-3846. Amsterdam, NH: Elsevier.
- Wooldridge, J.M. (2016) *Introductory Econometrics: A Modern Approach* (6th edn). Mason, OH: South-Western., CENGAGE Learning.

ISS-4338 Gender and Sexuality as ‘Lenses’ to Engage with Development Policy and Practice

Code	ISS-4338
Weight of the Course	8 EC
Period	TERM 3
Course Leader	Silke Heumann
Lecturers	Silke Heumann, Brenda Rodríguez, Karin Astrid Siegmann, guest lecturers
Teaching Methods	Participatory Lectures, Workshops, Films, Discussions, Presentations
Modes of Assessment	Assignments: 100%

Learning objectives

After finalizing the course, students will be able to:

- Identify relevant theories and conceptual tools to examine how social constructions of gender, sexuality and the body, are implicated in the (re)production of social relations of power and inequality and therefore a crucial concern for development and social justice.
- Unpack and critically reflect on binary notions that underlie dominant discourses and debates around gender and sexuality, such as male/female, heterosexual/homosexual, secular/religious, ‘west/ non west; ‘modern’ / ‘backward’; rights/culture; agency and victimization.
- Select and apply the analytical insights acquired throughout the course, to analyze a particular development/ social justice problem in relation to gender and sexuality.

Course description

The aim of the course is to learn how to use gender and sexuality as ‘lenses’ through which to engage with the challenges of development policy and practice and social justice struggles, in the context of globalization. In the course we will unpack our naturalized and binary assumptions in relation to sex, gender and sexuality. We will look at gender beyond women and men and explore masculinities, femininities as well as transgendered bodies and identities. We will look critically at the binary ways in which discourses around gender and sexuality are framed in political and development debates and interventions (culture vs rights; progressive vs backward, secular vs religious) and learn to go beyond these ways of engaging with gender and sexual diversity. Throughout the course we will cover contemporary key issues in development and politics, including: men and masculinities, reproductive health and rights, sexual health, sexual diversity and rights, sex work, sexual and gender-based violence and biotechnologies.

Indicative readings

- Abu-Lughod, L., 2013 *Do Muslim Women Need Saving?* Cambridge, Massachusetts & London: Harvard University Press.
- Cornwall, A., J. Edström and A. Greig (eds) (2011) *Men and Development: Politicising Masculinities*, London & New York: Zed Books.
- Fausto-Sterling, A. (2000) *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books.
- Harcourt, W. (2010) *Body Politics in Development: Critical debates in Gender and Development*. London; New York: Zed Books.
- Padilla, M., J.S. Hirsch, M. Munoz-Laboy, R. Sember and R.G. Parker (eds) (2007) *Love and Globalization: Transformations of Intimacy in the Contemporary World*, Nashville, TN: Vanderbilt University Press.
- Parker, R. and P. Aggleton (eds) (2007) *Culture, Society and Sexuality: A Reader*. London; Philadelphia: Routledge.
- Ross, L., L. Roberts, E. Derkas, W. Peoples & P. Bridgewater Toure (eds) (2017) *Radical Reproductive Justice: Foundations, Theory, Practice, Critique*. New York: Feminist Press.
- Tamale, S.R. (ed.) (2011) *African Sexualities: A Reader*. Cape Town, Dakar, Nairobi, Oxford: Pambazuka Press.

ISS-4339 Development Management and Reforms

Code	ISS-4339
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Sunil Tankha
Lecturers	Sunil Tankha, Joop de Wit
Teaching Methods	Participatory Lecture, Workshop
Modes of Assessment	Assignment 1(Essay) 60%, Assignment 2(Individual Reaction Papers) 30%, Group Assignment 10%

Learning objectives

1. Understand the organizational structures of public sector institutions and development agencies in relation to their objectives, and the crucial role played by them in administration and governance.
2. Understand the theories and practical dynamics of policy implementation through dynamic multi-stakeholder public processes that include public sector organizations interacting with many other societal actors.
3. Understand theories, strategies and tools of public sector and policy reform.
4. Acquire skills and tools for effective implementation in complex and often turbulent environments, relating to leadership, managing change, organizational analysis, negotiations, and public finance.

Course description

This course is about the practice of development management as conducted by public sector institutions, development cooperation agencies and other related organizations. It also focuses on policy implementation and public sector reform, especially in the delivery of public services. It relates theories of policy making and implementation to the actual dynamics of implementation in often complex institutional contexts, characterized by weak or divided or indifferent institutions and governance systems, and where budgets, capacity and/or staff commitment are sometimes problematic. Theories and empirical studies of state failure and inefficiencies are discussed and students learn about different reform strategies and tools, including administrative reform and shrinking the state. Students learn how organizations develop, maintain and change their dominant cultures, how they develop and lose competencies and responsibilities, and how they develop and execute strategies. They also learn key issues of how to manage reform and change, taking into account budgets, human resources and institutions. Different models and their relevance to developing/transitional country contexts are discussed in the course and students learn to distinguish types of implementation and their policy relevance. The course will accordingly also cover management skills such as in negotiation and leadership.

Indicative readings

- Cameron, E. and M. Green (2004) *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change*. London: Kogan Page.
- Evans, P. (1995). *Embedded Autonomy: States and Industrial Transformation*. Princeton University Press.
- Grindle, M. (1997) 'Divergent Cultures? When Public Organizations Perform Well in Developing Countries', *World Development* 25(4): 481-495. <[http://dx.doi.org/10.1016/S0305-750X\(96\)00123-4](http://dx.doi.org/10.1016/S0305-750X(96)00123-4)>.
- Parker, D. and C. Kirkpatrick (2005) 'Privatisation in Developing Countries: A Review of the Evidence and the Policy Lessons', *Journal of Development Studies* 41(4): 513-541. <<http://www.tandfonline.com/doi/abs/10.1080/00220380500092499>>.
- Tankha, S., A.B. Misal and B.W. Fuller (2010) 'Getting Reforms Done in Inhospitable Institutional Environments: Untying a Gordian Knot in India's Power Sector', *Energy Policy* 38(11): 7121-7129. <<http://www.sciencedirect.com/science/article/pii/S0301421510005604>>.
- Tendler, J. and S. Freedheim (1994) 'Trust in a Rent-seeking World: Health and Government Transformed in Northeast Brazil', *World Development* 22(12): 1771-91. <<http://www.sciencedirect.com/science/article/pii/S0305750X94901732>>.

ISS-4341 Evaluation of Development Policy, Programmes and Projects

Code	ISS-4341
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Naomi van Stapele
Lecturers	Naomi van Stapele, guest lecturers
Teaching Methods	Participatory Lecture, Workshop, Study Visits
Modes of Assessment	50% essays and 50% class assignments. A minimum of 80% attendance is mandatory to receive a passing grade

Learning objectives

At the end of the course, students will be able to:

- appreciate the significance of evaluation for policy, programme and project analysis in governments and non-governmental organizations
- identify appropriate evaluation approaches
- write a terms of reference for the evaluation of a development program or project

Course description

The demand for evaluation in international development cooperation has become large. Donors and tax payers want to know whether programs are effective, for whom and in terms of which objectives, as well as the reasons that explain success or failure. Evaluation studies can throw light on these questions. The main idea running through the course is that evaluation is not a technical process that can be applied in a standard way, but that its value and usefulness are strongly related to political choices and circumstances. The course will focus on evaluation as a practice leading to action, but grounded in reflection on the use of evaluations, theories of social change, debates on values, and the choice of methods in evaluation. The course will a.o. discuss issues around value theory, the political dimensions of evaluation, and introduce various qualitative and quantitative evaluation approaches. The course will develop practical skills, mainly through the individual assignment consisting of writing the Terms of Reference for an evaluation based on documents relating to a real case. Individual pre- and in-class assignments and group work will enable students to participate actively in class. The course also includes several guest lectures by experienced consultants and study visits to a Dutch NGO, the Court of Audit, and/or the Inspection and Evaluation Unit of the Netherlands Ministry of Foreign Affairs.

Indicative readings

- Bamberger, M., J. Rugh and L. Mabry (2012) *RealWorld Evaluation, Working under Budget, Time, Data and Political Constraints*, 2 edition, Thousand Oaks, CA: Sage.
- Bamberger, M. and H. White (2007) 'Using strong evaluation designs in developing countries: Experiences and challenges', *Journal of MultiDisciplinary Evaluation* 4(8): 58-73.
- Chelimsky, E. and W.R. Shadish (eds) (1997) *Evaluation for the 21st Century: A Handbook*. Thousand Oaks, CA: Sage.
- Morra Imas, L.G. and R.C. Rist (2009) *The Road to Results: Designing and Conducting Effective Development Evaluations*. Washington, DC: World Bank. <<https://openknowledge.worldbank.org/handle/10986/2699>>
- Patton, M. Q. (1997) '4. Intended Uses of findings' in *Utilization-focused evaluation, the New century text*, 3rd edition, pp. 63-75. Los Angeles, CA: Sage. .
- Patton, M. Q. (2011) 'Developmental evaluation: applying complexity concepts to enhance innovation and use'. New York: Guilford.
- Pawson, R. (2003) 'Nothing as practical as a good theory', *Evaluation* 9(4): 471-490. <<http://evi.sagepub.com/content/9/4/471.full.pdf+html>> .
- Riddell, R.C. (2007) 'Chapter 16: NGOs in development and the impact of discrete NGO development interventions' in: *Does Foreign Aid Really Work?* pp. 259-286. New York: Oxford University Press.

ISS-4348 Human Behavior and Experiments in Development

Code	ISS-4348
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Matthias Rieger
Lecturer	Matthias Rieger
Teaching Methods	Lectures, case studies, in-class experiments
Modes of Assessment	Assignment 1: 45%, Assignment 2: 40%, Group Assignment 15%

Learning objectives

1. Understand the behavioral foundations of human decision-making and development
2. Discuss how experiments can be used to measure behavior in development studies
3. Differentiate types of experiments in the lab and field
4. Acquire first practical skills and knowledge on how to design behavioral interventions and experiments

Course description

If we want to study development and design better development policies, we ultimately need to understand how people and groups in developing countries behave. Behavioural insights and experiments are now applied across many disciplines ranging from psychology, anthropology, sociology, political science as well as economics. Such behavioural approaches are particularly powerful for sensitive research topics; such as civil war, social discrimination or corruption. Behavioral anomalies and biases in the spirit of Nobel Prize winner and psychologist Daniel Kahneman are the starting point for understanding human behaviour more broadly (e.g. endowment effects, loss aversion, and anchoring) and have changed the way policy-makers design interventions.

Overall, the course centers around four main questions: *What are the behavioral foundations of human decision making and economic development? How can policy-makers bring about positive behavioral change? How can we measure behavior using experiments? How does one design and run lab and field experiments, as well as behavioural interventions in practice?* The course comes in three parts: the first part reviews the behavioral foundations of human decision making and development. The second part surveys and reviews standard lab (e.g. trust, public good, risk, discount games) and field games, and presents applications in the field of development studies. The third, more practical part of the course, focuses on how to tailor and implement experimental protocols and interventions in the field. Exact topics and applications will be picked depending on the research interests of participants (including RP topics).

Indicative readings

- Ashraf, N., D. Karlan, and W. Yin. (2006) 'Tying Odysseus to the Mast: Evidence from a Commitment Savings Product in the Philippines', *Quarterly Journal of Economics*, 121(2): 635–672.
- Cardenas, J.C. and J. Carpenter (2008) 'Behavioural Development Economics: Lessons from Field Labs in the Developing World', *Journal of Development Studies*, 44(3): 337-364.
- Duflo, E., M. Kremer and J. Robinson (2011) 'Nudging Farmers to Use Fertilizer: Theory and Experimental Evidence from Kenya', *American Economic Review*, 101(6): 2350-2390.
- Henrich, J., R. Boyd, S. Bowles, C. Camerer, E. Fehr, H. Gintis et al. (2005) "'Economic man" in cross-cultural perspective: Behavioral Experiments in 15 Small-scale Societies, *Behavioral and Brain Sciences*, 28(06): 795-815.
- Kahneman, D. (2012) *Thinking, Fast and Slow*. London: Penguin Books.
- Thaler, R.H. and Sunstein, C.R. (2009) *Nudge: Improving Decisions about Health, Wealth and Happiness (revised and expanded edn)*. New York, NY: Penguin Books.
- World Bank Group (2015) 'World Development Report 2015: Mind, Society, and Behavior.' Washington, DC: World Bank. Available at: <http://www.worldbank.org/en/publication/wdr2015>

ISS-4351 Development, SDGs and Financial Markets

Code	ISS-4351
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Peter van Bergeijk
Lecturers	Peter van Bergeijk, guest lecturers
Teaching Methods	(Participatory) Lecture, Classroom exercises. Workshop. Simulation, Study visit (if possible)
Modes of Assessment	Choice between Essay and Research Essay 70%, Group Assignment (poster presentation): 15%, Assignment (evaluation of models under different scenario's) 15%

Learning objectives

The learning objectives are

- (a) to understand the role of trade, (international) finance and domestic resource mobilization in development and in particular for meeting SDG goals;
- (b) to identify risks of recurring financial crises, and the implications that this has for the design and operation of (international) institutions and programmes including the role of Sustainable Development Goals;
- (c) to produce an accessible evidence-based poster presentation on an empirical analysis of a policy issue;
- (d) to apply simple macroeconomic growth models, including scenario analysis in an empirical relevant context aimed at the mid-term.

Course description

This course is linked SDG 8 and 17 in particular Target 8.10: “Strengthen the capacity of domestic financial institutions to encourage and to expand access to banking, insurance and financial services for all” and Target 17.3: “Mobilize additional financial resources for developing countries from multiple sources.” It will become clear that the topic of this course is relevant for most SDGs. It is absolutely clear that current ODA commitments fall very much short to meet the SDGs. The implication is that meeting the SDGs is impossible unless value added export increases, private sector foreign finance if forthcoming or finance is mobilized internally.

This is reflected in two blocks that deal with the different modes of filling the gap. Block 1 deals with the savings gap and external finance (bank lending, FDI, remittances, official finance) and internal resource mobilization including emerging stock markets and taxation. Students learn to build a simple macro model and to apply this model for their home country. In Block 2 we introduce the trade gap so that students learn to evaluate potentially conflicting results in the context of scenario analysis. This block also identifies the risks inherent in a strategy that relies on financial markets.

Indicative reading

José Albuquerque de Sousa, Thorsten Beck, Peter A.G. van Bergeijk, Mathijs van Dijk (blog 17 November 2016) Nascent stock exchanges: Explaining success and failure, <https://voxeu.org/article/nascent-stock-exchanges-explaining-success-and-failure>

Peter van Bergeijk and Rolph van der Hoeven (blog January 18, 2018), How the Sustainable Development Goals can help to stem income inequality, <http://www.thebrokeronline.eu/Blogs/Inclusive-Economy-Europe/How-the-Sustainable-Development-Goals-can-help-to-stem-income-inequality>

ISS-4352 Mobilizing Rights and Social Justice

Code	ISS-4352
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Jeff Handmaker
Lecturers	Karin Arts, Jeff Handmaker, Helen Hintjens
Teaching Methods	Lectures, Workshops and Video Presentations
Modes of Assessment	Presentation (10%); short assignment (30%); essay: (60%)

Learning objectives

By the end of the course, students should better be able to understand how the mobilizing of rights as part of social justice claims involves values, institutions, legal processes and other socio-political transformations over time. Students will study the potential of legal and other forms of rights-based mobilization to challenge social exclusion, human insecurity and injustices. Through interactive learning, we will emphasise the importance of strategic alliances, participation and networks for the advancement of human rights and social justice. Students will also gain insight into the complexities of rights and justice advocacy at global, regional, state/national and local-levels and be introduced to an analytical framework for researching legal mobilization and lawfare.

Course description

Human rights do not realise themselves. Something needs to happen, and therein lies a major dilemma: States are both envisaged as the primary protectors at human rights, while simultaneously being the greatest violators, both through actions and in the use of lawfare. In part A of this course, we alternate between interactive lectures and participatory workshops, exploring interactions between law and collective action, and develop two main analytical lenses to explain the potential and challenges of law-based advocacy, or legal mobilization. The first lens draws on social movement theory (from legal/political opportunity structures to cause lawyering) and a strategic approach to law-based claims, the second lens draws on rights-based approaches to understanding social justice advocacy (from locally-grounded initiatives to transnational movements). In part B of the course, several case studies are presented on how legal mobilization as a practice tries to influence lawmaking processes, how the law constrains collective action and how existing laws and institutions can be leveraged to realize social change and improve their situations, drawing on concrete examples from all around the world. We explore how especially economic and social rights, but also civil and political rights can be organised 'from below', including among socially excluded groups, as well as with support from legal and non-legal advocacy. The course provides room for critical reflections and in what can seem unpromising circumstances, some prospective for social transformation.

Indicative readings

- Ballard, Richard, et al (2005) 'Globalization, marginalization and contemporary social movements in South Africa' *Journal of African Affairs* 104: 615–634.
- Handmaker, Jeff and Arts, Karin (2019) *Mobilising International Law for 'Global Justice'* Cambridge: Cambridge University Press.
- Hickey, Samuel and Mitlin, Diana (eds) (2009) *Rights Based Approaches to Development: Exploring the Potential and Pitfalls*. Sterling, VA: Kumarian.
- Mutua, Makau W. (2016) *Human Rights Standards: Hegemony, Law, and Politics*. Buffalo: SUNY Press.

ISS-4353 Global Food Politics

Code	ISS-4353
Weight of the Course	8 ECTS
Period	TERM 3
Course Leaders	T.B.A.
Lecturers	T.B.A.
Teaching Methods	Participatory Lecture, Tutorials, Workshops
Modes of Assessment	Assignment (Essay): 40%, Group Assignment: 10%, Take Home Exam: 50%

Learning objectives

The course is designed for both AFES participants and for students in other Majors whose research interests relate to global food politics. The course aims to strengthen your capacity for critical analysis on the broad issue of food and farming systems. You will become familiar with commodity chain analysis as a theoretical and analytical tool for understanding the roles of powerful corporations and states in the organization of agrifood systems, the social and ecological implications of present trends, and emerging alternatives aiming for equity and sustainability in food systems and beyond. On completion of the course you will have gained experience in conducting critical analysis of the chain of people, events, materials, and relations involved in the making of food and farming systems.

Course description

Food serves a double function in this course: it is both the topic of investigation, and a provocative lens through which to analyse broader processes of development and social change. Based on studies of agrifood systems at inter-connected local, national, and international levels, we explore the material and symbolic functions of food in relation to hunger, health, power, labour, land, and ecology. We critically engage questions about food distribution and food security, food policies and practices, food sustainability and equity. In addition to mapping some of the most pressing food-related challenges facing humanity today, we also consider 'alternative' food initiatives and social movements, and how they might constellate into a different and better global food system.

Indicative readings

- Barndt, D. (2007) *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*. New York, NY: Rowman & Littlefield Publishers.
- Clapp, J.A. and D.A. Fuchs (eds) (2009) *Corporate Power in Global Agrifood Governance*. Cambridge, MA: MIT Press.
- Friedmann, H. (1992) 'Distance and Durability: Shaky Foundations of the World Food Economy', *Third World Quarterly* 13(2): 371-383.
- Gonzales de Molina, M. (2013) 'Agroecology and Politics: How to Get Sustainability? About the Necessity for a Political Agroecology', *Agroecology and Sustainable Food Systems* 37(1): 45-59.
- Lang, T. and M. Heasman (2016) *Food Wars: The Global Battle for Mouths, Minds and Markets*, (2nd edn). London: Routledge.
- McMichael, P. (2000) 'The Power of Food', *Agriculture and Human Values* 17(1): 21-33.
- Weis, T. (2013) *The Ecological Hoofprint: The Global Burden of Industrial Livestock*. London: Zed Books.

ISS-4354 Transitions for Social Justice Lab

Code	ISS-4354
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Rosalba Icaza
Lecturers	Kees Biekart, Wendy Harcourt, Karin Siegmann and Guest Lecturers
Teaching Methods	Participatory Lectures, Workshops, Study Visits
Modes of Assessment	Assignments: 100%

Learning objectives

At the end of the course, students will be able to:

- critically analyze and compare socio-political-economic-ecological transitioning strategies for social justice and explain their manifestations in practice;
- identify and apply skills that promote and sustain the (re)generation of spaces of encounter and mutual learning in intercultural settings;
- co-design the different aspects of a research-based output (e.g. blog entry, policy report, etc.);
- present and discuss conclusions and the knowledge and arguments behind them.

Course description

In a context of rising fundamentalisms, racism, sexism, homophobia, different exclusions and marginalizations this course provides an opportunity for critical engagement with and enquiry on contemporary socio-political-economic-ecological transitioning strategies for social justice deployed recently or sustained over the years by social movements, nonprofit and non-governmental organizations, trade unions, transnational networks and communities in resistance across the world.

Transitions points at the socio-historical and eco-historical conditions in which we are living (Icaza and Vazquez 2018) and instead of trying to understand these separately, students will be encouraged to approach them as interconnected via themes such as: Nurturing, Learning, Studying, Eating, Healing, Traveling, Hosting, Sensing, Caring, Undoing Wrongs. The aim is to cultivate a return to action in language and to encourage students' critical reflexivity around enflashed-embodied-placed-temporally-based every day actions instead of detachment via abstraction. To that effect, the course's core guiding question asks if and in which forms specific transitioning strategies contribute to the possibility of an ethical life in a world that is deeply divided between those who consume and those who are consumed, including the life of others and the life of Earth?

Indicative readings

Esteva, Gustavo; Salvatore Babones, and Philipp Babcicky (2013) *The Future of Development: A Radical Manifesto*. Bristol: Policy Press.

Gibson-Graham, K.K. (2006) *Post-Capitalist Politics*. Minnesota: University of Minnesota.

Icaza, Rosalba and Rolando Vazquez (2018) *Diversity or Decolonization? Researching Diversity at the University of Amsterdam*. In G.K. Bambahra, et al. (eds), *Decolonizing the University*. London: Pluto Press, pp. 108-128.

Suarez-Krabbe, Julia (2016) *Race, Rights and Rebels. Alternatives to Human Rights and Development from the Global South*. London: Rowman and Littlefield.

ISS-4371 When Disasters Meet conflict: conflict-sensitive planning and response

Code	ISS-4371
Weight of the Course	4 ECTS
Period	TERM 3
Course Leader	Thea Hilhorst
Lecturers	Thea Hilhorst
Teaching Methods	Online Course and tutorial sessions in class
Modes of Assessment	Online: quiz, peer-reviewed assignments.

Learning objectives

- *Overall objective:*
Upon completion of the course, students will be able to

- *Distinguish between different conflict settings*
- *Take into account conflict conditions in responding to disasters*
- *Translate theoretical knowledge on conflict, disaster and aid into different contexts*
- *Reflect on decision-making on ethical dilemmas*

Course description

This course seeks to deepen students' understanding and recognition about Disaster Risk Reduction and disaster response in conflict settings, and enabling them to create conflict-sensitive response. The E-course consists of a learning trajectory and an online sharing & reflection forum. The learning trajectory stimulates participants to think about humanitarian aid and disaster response in contexts where conflict is ongoing, lingering, or has characterized the setting in recent times, as well as about the hard choices and dilemmas faced by humanitarian actors in conflict settings. The sharing & reflection forum is integrated into the learning trajectory, encouraging participants to share and reflect their ideas with peers.

The course is especially attractive to students who are interested in the topics of disasters, aid, conflict, and disaster governance.

Indicative reading

- ALNAP (2015) *The State of the Humanitarian System*. ALNAP Study. London: ALNAP/ODI.
- Hilhorst, D.J.M., R. Mena, R.S. van Voorst, I. Desportes, S. Melis (2018) *Disaster Risk Governance and Humanitarian Aid in Different Conflict Scenarios*. GAR research Paper, Geneva: UNDRR.
- Pantuliano, S. (2014) 'The Changing Nature of Humanitarian Assistance', *New World*, p. 9.
- van Voorst, R.S. & D.J.M. Hilhorst (2017) *Humanitarian Action In Disaster And Conflict Settings: Insights of an Expert Panel*. The Hague: ISS.

ISS-4372 Ways of Seeing: Literature as a lens on Development

Code	ISS-4372
Weight of the Course	4 ECTS
Period	TERM 3
Course Leaders	Wendy Harcourt, Murat Arsel
Lecturers	Murat Arsel, Amrita Chhachhi, Wendy Harcourt, Linda Johnson, Karin Astrid Siegmann
Teaching Methods	Dialogic Teaching, Group work, Role Play
Modes of Assessment	Book Review Essay (100%)

Learning objectives

This course explores global issues of development and their interconnections (social, cultural, economic, environmental, geographical, spiritual and political) through representation of these issues in fiction.

Upon completion of the course, students will be able to:

- Engage with works of fiction in a critical manner that will add new perspectives to their understanding of development;
- Use fiction to explore development dilemmas from a multidimensional perspective;
- Draw on an enhanced ability to imagine alternative futures.

Course description:

This course provides a space for critical reflection and engagement with selected key works of fiction. It is based on the premise that literary representations are a valid and powerful form of knowledge of the complex experiences of development processes. Novels open up different 'Ways of Seeing' on the diversity of societies, cultures, economies, religions, genders, ethnicities, generations as experienced by individuals and social groups in specific historical and contemporary contexts. They encourage readers to learn from other points of view by providing a platform for understanding everyday lives in different parts of the globe. The course will explore how the study of novels can be instrumental in creating empathy, fostering understanding and tolerance and in contributing to greater inclusivity. The course will be structured around five different novels.

Proposed Novels:

1. *Burnt Shadows* by Kamila Shamsie. (2009, Bloomsbury) Lecturer: A. Chhachhi
2. *Three Daughters of Eve* by Elif Shafak. (2016, Viking). Lecturer: L. Johnson
3. *The Lives of Others* by Neel Mukherjee, (2014, Chatto & Windus). Lecturer: M. Arsel
4. *Half of a Yellow Sun* by Chimamanda Ngozi Adichie (2006, Knopf/Anchor) Lecturer: W. Harcourt.
5. *A Fine Balance* by Rohinton Mistry. (1996, Faber and Faber). Lecturer: K. Siegmann

Indicative Readings:

Lewis, Davis, Dennis Rodgers & Michael Woolcock (2008) 'The Fiction of Development: Literary Representation as a Source of Authoritative Knowledge', *The Journal of Development Studies*, 44:2, 198-216.

Lewis, Davis, Dennis Rodgers & Michael Woolcock, (2013) *Literature and Development Studies, Popular Representations of Development* London: Routledge

Lempert, David (2014) 'Popular Fiction and Development Studies, Hidden Truths and Thought Experiments in Developing Societies', *Journal of Developing Societies* 30 (4), 389-414.

ISS-4373 Digital Technologies and Development

Code	ISS-4373
Weight of the course	4 ECTS
Period	TERM 3
Course Leader	Roy Huijsmans
Lecturer	Georgina Gomez, Roy Huijsmans, Karin Astrid Siegmann Oane Visser, and others
Teaching Methods	Participatory lecture, workshops,
Modes of Assessment	Assignments: 100%:

Learning objectives

After the course, students will be able to:

- Explain and apply key concepts and theoretical approaches to studying the digital in relation to development, particularly from governance, critical political economy, ethnographic and post-structural perspectives.

Course description

Increasingly development obtains a digital dimension with the proliferation of ICTs in the global South and the recent rise of phenomena such as big data, smart technologies and Artificial Intelligence. This course is designed for students who want to critically engage with the digital dimension of development who are satisfied neither with viewing digital technologies as a new silver bullet for addressing problems of development nor with perspectives that view the digital as reproducing the status quo through new technologies. As such, the course takes a critical look at the role of digital technologies in practices and discourses of development, interrogating their potential for both development and disempowerment, surveillance as well as resistance. We engage with cases that include but are not limited to bottom-up use of and responses to digital devices and data in urban governance, agriculture, the management of labour and platform economies. It introduces concepts relevant for analysing the digital dimension of development. It situates the digital in current development theories while also rethinking such theories through a focus on the digital. Also, it will discuss methodologies and methods for researching the digital in development and for researching development digitally. The approach underpinning the course is a dialogue between case-study material and theoretical perspectives.

Indicative readings

- Horst, H. A., & Miller, D. (2007) *The Cell Phone: An Anthropology of Communication*. Oxford, New York: Berg.
- Kleine, D. (2009) 'The Ideology Behind the Technology: Chilean Microentrepreneurs and Public ICT Policies', *Geoforum*, 40(2): 171-183.
- Mann, L. (2018) 'Left to Other Peoples' Devices? A Political Economy Perspective on the Big Data Revolution in Development', *Development and Change*, 49(1): 3-36.
- Unwin, T. (2017). *Reclaiming Information and Communication Technologies for Development* (Vol. Oxford): Oxford University Press.
- Wilken, R., G. Goggin, & H. A. Horst (Eds.) (2019), *Location Technologies in International Context*. London, New York: Routledge.

ISS-4374 Students' Choice: Topical Issues in Development Studies 2020

Code	ISS-4374
Weight of the Course	4 ECTS
Period	TERM 3
Course Leader	SCHOLAS & DREA
Lecturers	T.B.A.
Teaching Methods	Participative interactive lectures, workshops, seminars.
Modes of Assessment	Assignment 100%

Learning objectives

- *Overall objective:* to shed light on highly topical and current relevant issues in development that have cropped up in the academic year 2019/2020.

Upon completion of the course, students will be able to
Interpret newsworthy phenomena relevant to development studies
Reflect critically and appraise topical issues in development studies

Course description

This content of this course will be designed by students and will consist of two parts. For the **first part** student will select three seminars presentations from the ISS Development Research Seminar Series (DRS) to attend. This seminar series runs throughout Term 2 and 3 with presentation by invited experts on topics within a selected theme (to be announced). The **second part** will be designed by students through SCHOLAS. To this end, SCHOLAS will organize in October 2019 a participatory event in which students will express which topic and/or which speaker they would like to give attention to in Term 3. Up to four subjects/speakers can be identified. SCHOLAS and DREA will organize these presentation to take place.

The course is especially attractive to students who are keen to follow contemporary global developments and want to discuss these while they are unfolding.

Indicative Readings

To be announced

ISS-4390 AFES: Working towards the Research Paper

Code	ISS-4390
Weight of the Course	3 ECTS
Period	TERM 3 and 4
Course Leader	Oane Visser
Lecturers	Oane Visser
Teaching Methods	Lectures, workshops, tutorials, assignments
Modes of Assessment	Assignment: 100% (fail or pass) A minimum of 80% attendance is mandatory to receive a passing grade

Learning objectives

The objective of this course is to assist the student in the final stages of producing a good quality Research Paper (RP), serving as a capstone to the suite of RP-related coursework. The course on Academic Skills (ISS-9102) has laid the foundation, the Research Preparation Course (3105) has assisted the student in initial stages of research design, and the various courses on Research Methods have given the necessary technical training. This course aims to bring these elements together, adding the (field)data collected during the research phase to answer the research question in a comprehensible manner. In this way, the student will get the final assistance and encouragement to complete a good Research Paper.

Course description

The course consists of three parts. Part one is the Research Paper Design Seminar in the spring, in which the student presents his/her design and receives comments from peer-discussants and the supervisory team (supervisor and 2nd reader). The second part of the course is a Major-based activity in spring to assist the student with preparing for the RP Design and the collection of (field)data (in spring) and the analysis of data and preparation for the research Paper draft seminar. The third part is the Research Paper Draft Seminar in the fall, when the student presents his/her working draft of the Research Paper and receives again comments from peer discussants and the supervisory team. Details of both of these seminars can be found in the RP Handbook.

Indicative reading

Bryman A. (2012) *Social Science Research*. Oxford : Oxford University Press.
 Gray, D. (2014) *Doing Research in the Real World*. London: Sage
 O'Leary, Z. (2014) *The Essential Guide To Doing Your Research Project*. Thousand Oaks: Sage.

ISS-4391 ECD: Working towards the Research Paper

Code	ISS-4391
Weight of the Course	3 ECTS
Period	TERM 3 and 4
Course Leader	Matthias Rieger
Lecturers	Matthias Rieger
Teaching Methods	Meetings, Seminars
Modes of Assessment	Assignment: 100%
	A minimum of 80% attendance is mandatory to receive a passing grade

Learning objectives

The objective of this course is to assist students in working towards a good quality Research Paper. The course on Academic Skills (ISS-9102) lays the foundation, the Research Preparation Course (3105) assists students in the initial stages. The various courses on Research Methods have given the necessary technical training. This course aims to bring together all these elements.

Course description

The course consists of three parts. Part one is the Research Paper Design Seminar in which students present a design and receive comments from peer-discussants and the supervisory team (supervisor and 2nd reader). The second part is the Research Paper Draft Seminar in which students present a working draft of the Research Paper and receive further comments from peer discussants and the supervisory team. Details of both these seminars can be found in the RP Handbook. The third part of the course is a Major based activity. ECD Majors will focus on how to write a thorough literature review. Students will need to submit a literature review by the end of Term 3 that will form the basis for an extended literature review chapter in the final Research Paper. There will also be ECD-specific writing support.

Indicative reading

Bryman A. (2012) *Social Science Research*. Oxford : Oxford University Press.
 Gray, D. (2014) *Doing Research in the Real World*. London: Sage
 O'Leary, Z. (2014) *The Essential Guide To Doing Your Research Project*. Thousand Oaks: Sage.

ISS-4392 GDP: Working towards the Research Paper

Code	ISS-4392
Weight of the Course	3 ECTS
Period	TERM 3 and 4
Course Leader	Naomi van Stapele
Lecturers	Naomi van Stapele
Teaching Methods	Participatory Lecture, Tutorials, Group Work, Workshop
Modes of Assessment	Assignment: 100%
	A minimum of 80% attendance is mandatory to receive a passing grade

Learning objectives

The objective of this course is to assist the student in the later stages of producing a good quality Research Paper. The course on Academic Skills (ISS-9102) have laid the foundation and the Research Preparation Course (3105) has assisted the student in the initial stages. The various courses on Research Methods have given the necessary technical training, This course aims to bring together all these elements, plus the (field)data collected to answer the research question in a comprehensible manner. In this way the student will get the final assistance and encouragement to complete a good Research Paper, without infringing on the roles of the supervisor and second examiner, who will remain the main points of contact for the student with regard to writing their Research Paper.

Course description

The course accompanies the student along the Research Paper process. During the period April-May leading up to the Research Paper Design (RPD) Seminars (in which the student presents his/her design and receives comments from peer-discussants and the supervisory team), this course will provide support in the form of two workshops and consultation hours. They are meant to help GDP students develop and present their RPDs, including tips on developing good research questions. The main assignment of the course is scheduled for this period – i.e. to write a (short) literature review which can then be used in the research paper design. The third workshop will be scheduled towards the end of June to help students prepare for their fieldwork, including practical and ethical issues.

A fourth workshop will be scheduled for early September and give guidance on conducting the data analysis and writing up the findings. It will also include advice on how to write the required paragraph 'Relevance for Development Studies'. This workshop also aims to prepare students for the Research Paper Draft Seminar (scheduled for end of September- early October) in which the student presents his/her working draft of the Research Paper and receives again comments from peer discussants and the supervisory team. In addition, the course leader will offer contact hours for individual consultations.

The course will be assessed on a pass/fail basis only, based on the timely submission of the literature review (deadline will be communicated well in advance). The attendance requirement of 80% means that students can only miss one out of the four workshops to pass the course.

Indicative reading

Bryman A. (2012) *Social Science Research*. Oxford : Oxford University Press.

Gray, D. (2014) *Doing Research in the Real World*. London: Sage

O'Leary, Z. (2014) *The Essential Guide To Doing Your Research Project*. Thousand Oaks: Sage.

ISS-4393 SJP: Working towards the Research Paper

Code	ISS-4393
Weight of the Course	3 EC
Period	TERM 3 and 4
Course Leader	Helen Hintjens and Rosalba Icaza
Lecturers	Helen Hintjens and Rosalba Icaza
Teaching Methods	Meetings, Seminars
Modes of Assessment	Assignment: 100%
	A minimum of 80% attendance is mandatory to receive a passing grade

Learning objectives

The objective of this course is to assist the student in the final stages of producing a good quality Research Paper. The course on Academic Skills (ISS-9102) have laid the foundation, the Research Preparation Courser (3105) has assisted the student in the initial stages. The various courses on Research Methods have given the necessary technical training, This course aims to bring together all these elements, plus the (field)data collected to answer the research question in a comprehensible manner. In this way the student will get the final assistance and encouragement to complete a good Research Paper.

Course description

The course consists of three parts. Part one is the Research Paper Design Seminar in which the student present his/her design and receives comments from peer-discussants and the supervisory team (supervisor and 2nd reader). The second part is the Research Paper Draft Seminar in which the student presents his/her working draft of the Research Paper and receives again comments from peer discussants and the supervisory team. Details of both these seminars can be found in the RP Handbook. The third part of the course is a Major based activity to assist the student after the collection of (field)data with the final stages of analysis and presentation.

Indicative reading

Bryman A. (2012) *Social Science Research*. Oxford : Oxford University Press.

Gray, D. (2014) *Doing Research in the Real World*. London: Sage

O'Leary, Z. (2014) *The Essential Guide To Doing Your Research Project*. Thousand Oaks: Sage.

ISS-4394 SPD: Working towards the Research Paper

Code	ISS-4394
Weight of the Course	3 ECTS
Period	TERMS 3 and 4
Course Leader	Kristen Cheney
Lecturers	Kristen Cheney and other SPD faculty, guests
Teaching Methods	Participatory Lecture, Workshops
Modes of Assessment	Assignment: 100%
	A minimum of 80% attendance is mandatory to receive a passing grade

Learning objectives

The objective of this course is to assist the student in the final stages of producing a quality Research Paper. The course on Academic Skills (ISS-9102) has laid the foundation, the Research Paper Preparation course (3105) has assisted the student in the initial stages, and the various courses on Research Methods have given the necessary technical training. This course aims to provide additional support in Terms 3 and 4 to complete the Research Paper.

Course description

The course consists of a series of workshops throughout Terms 3 and 4 to support the students to successfully complete their 1) Research Paper Design Seminars, in which they present their designs and receive comments from peer-discussants and their supervisory team (supervisor and 2nd reader), and 2) the Research Paper Draft Seminar in which students present their working drafts of the Research Paper and receive more comments from peer discussants and the supervisory team. Details of both these seminars can be found in the ISS RP Handbook. Finally, the workshops will assist the student with planning data collection, data analysis, and written presentation of the Research Paper.

Indicative reading

ISS Research Paper Handbook 2018-19

Hacker, D., N.I. Sommers, and R.A. Matthews. 2016. *A pocket style manual*. 7th edition, APA version. ed. Boston, MA : Bedford/St. Martin's Press.

Hilhorst, T. et al (2017) *Security guidelines for field research in complex, remote and hazardous places*. Rotterdam: EUR/EGSH.

ISS-5401 Research Paper

Code	ISS-5401
Modes of Assessment	27 ECTS
Period	TERM 4
Course Leader	Georgina Gómez
Teaching Methods	Consultations with Supervisor, a Second Examiner and Fellow Students
Modes of Assessment	Research Paper: 100%

Learning objectives

With the Research Paper (RP) the student demonstrates the capacity to:

- identify a research topic;
- formulate research questions;
- undertake a literature study on the theoretical perspectives relevant to the research questions;
- collect relevant data and material;
- choose an adequate method to research the problem;
- apply that method adequately;
- draw a clearly stated conclusion from the research;
- support that conclusion with a systematically presented report containing a logical argument based on sufficient empirical and/or theoretical evidence.

Course description

To complete the requirements of the MA Programme, students write a Research Paper (RP). The RP must focus on issues related to the Major for which the student is registered. If the student wishes to specialize in a certain area, the Supervisor and the second reader should confirm that the RP addresses an issue, problem or question within the theme of the specialization.

Work on the Research Paper starts with the formulation of a research topic elaborated in an RP Proposal. Preparatory work is organized within the context of the course ISS-3105 (Research Paper Preparation). A "Research Paper Handbook" will be handed out in Term 1.

Research Paper Design seminars in Term 2 will assist students in preparing a Research Design. The Research Paper Design needs to provide an argued statement of a researchable question or problem; and an appropriate methodology to investigate this question or problem. In methodological terms, the Research Design should indicate all the choices the student has made: scope and limits of the research work, the main concepts that are considered; the theories which relate to those concepts; the research questions (and where possible hypotheses) put forward; the data requirements; the analytical tools to be used; an indication of the possible results, and an indicative work plan. Moreover, a Research Paper Design also serves a more formal purpose, as it contains the student's commitment to a particular research undertaking, which is discussed and agreed upon by the Supervisor and the Second Examiner

There will be a further opportunity to formally review progress with the Second Examiner and fellow students at the RP Draft seminars in September.

Methods to support

The Supervisor assists the student through all stages of the development of the research. Preparatory meetings are scheduled, as well as Research Paper Seminars. Supervisors are required to advise and comment on the Research Paper Design, the implementation and the writing of the Research Paper. The Second Reader, who has no supervisory role or duties, is

required to comment on the Research Paper Design and on the first draft, and to act as a second examiner. The comments on design and first draft are channelled through or given in the presence of the Supervisor. The student and the Supervisor schedule meetings to which both should adhere.

The Supervisor advises specifically on:

- the formulation of a researchable research question/problem;
- the design of the general structure of the Research Paper;
- the development of the theoretical and conceptual framework, including indicating relevant literature for this framework;
- the empirical material necessary for the Research Paper;
- the analysis of the empirical material in the framework of the theory used.

Assessment

- The final version of the Research Paper must be submitted electronically.
- The Research paper will only be marked if the final average mark for all course work is at least 60.
- The Research Paper must remain within the maximum of 17,500 words, including footnotes and endnotes, excluding 1) references and bibliography, 2) annexes which reproduce essential documents, such as a questionnaire, a document which has been analysed in depth, a key document in another language, 3) preface, acknowledgements and table of contents.
- The criteria for marking and grading of the Research Papers are written down in the Regulations on Teaching and Assessment for the MA .
- It must be noted that, due to the time needed for marking and grading the Research Papers, only students submitting their Research Papers on time can guarantee to graduate on the official graduation ceremony in December.
- There is an appeal procedure described in the Regulations on Teaching and Assessment.

ISS-8401 Internship

Code	ISS-8401
Weight of the Course	4 ECTS
Contact Person	Bianca Jadoenath
Teaching Methods	Internship
Modes of Assessment	Assignment: 100%

Internships will take place in a relevant organization of the students' choice, such as think tanks, international organizations, national and international NGOs, professional bodies, government agencies and embassies, or research organizations. The student is responsible for identifying a host organization, to establish a contact and to arrange for the internship.

A formal contract has to be signed by the student, the hosting organization and the ISS. The format for this contract can be obtained from the TLST.

Learning objectives

- Combine and apply the knowledge obtained in previous work and during the Masters programme in an assignment for a hosting organization
- Obtain insights in the mission and policy of the hosting organization and in the ways of working and networks of a donor organization.
- Learn to report on the assigned task in a concise report.

Course description

The internship is focused on hands-on work in an organization in order to get work experience, to acquire new networking contacts, and to apply lessons to practice. The internship organization will have to be identified by the student, and is to be carried out in the period April - June on a part time basis (e.g. 2 days a week). The exact task description depends on the request from the hosting organization. Work that could typically be done by an intern is a baseline survey, an inventory and first analysis of data, a comparative analysis of findings of different evaluations, a literature study for policy preparation, or preparatory study for lobby and advocacy.

Supervision will be provided by ISS staff and is equally expected from the side of the hosting organization. At the end of the period the student has to write a short report for ISS and the hosting organization.

Assessment

The student is expected to provide a report of around 2,000 words on the internship experience. In addition, the host organizations will report back in writing to the ISS supervisor and/or course leader. The internship is assessed on a pass/fail basis.

ISS-9102 Academic Skills

Code	ISS-9102
Weight of the Course	2 ECTS
Period	TERM 1 – TERM 2
Course Leader	Peter Bardoel
Lecturer	Peter Bardoel
Teaching Methods	Theme Lecture, Participatory Lecture
Modes of Assessment	Proper Referencing test 100% / Pass-Fail

Learning objectives

At the end of the course, students will:

1. know how to apply standards of Academic Integrity in their submitted work. Students will practise correct referencing and paraphrasing. They will be fully aware of the academic standards and of the consequences of not applying these standards correctly;
2. work on a wide range of academic skills; skills that build competence and confidence, while working efficiently towards meeting their learning goals. Students put skills to the test whilst using content material from the parallel course *2101-The Making of Development*;
3. put into practice the guidelines of successful essay writing, while correctly citing and paraphrasing;
4. argue, take a stance, build argumentation into their writing, linking to 2101 subject materials, notably weaving viewpoints from academic sources into one's own argument;
5. be introduced to core concepts in the philosophy of science,
6. [esp. in term 2] work on preparing research for the RP. RP issues will be discussed, like: designing studies, collecting good data, describing the data with numbers and graphs, designing (and simplifying) visuals to display data, analysing data.

Course description

Academic Skills make sense once they are embedded into content courses. Hence, skills are illustrated and practised with material from the parallel course *2101-The Making of Development*. required readings are shared. In term 2, the parallel course is *3105-Writing your Research Paper*.

The *9102-Academic Skills* sessions are organised as 'theme lectures' addressing a specific theme, which is aligned with the subject matter of the general course *2101*. These theme lectures are a combination of teacher-fronted delivery and active student participation.

Course ISS-9102 has **one required assessment** (*summative*) and a range of formative assessments with in-class tasks.

Students can only stop attending class once they have passed the proper-referencing test. This test is available on-line on the third Friday of the 9102-lecture series, and in December (see 'Assessment').

From session 3 onwards, the course provides a range of academic skills at the hand of readings from the parallel course, *2101-The Making of Development*. It embeds academic skills within texts from Development Studies. It is taught with a variety in methods of delivery and features active student participation.

Assessment: Proper-referencing Test

Course ISS-9102 is open to all MA students at ISS because every student has to pass the *Proper-referencing* test in December. The test is offered on a pass/fail basis and can be taken repeatedly. Should a student not have passed by 31st December, s/he has an (exit) interview with the Convenor of the Major.

ISS reserves the right to expel students from the MA Programme who have consistently failed this test before 31 December 2019, or who have violated the principles and practices of academic integrity.

Indicative reading

This course uses texts from the parallel course ISS-2101, and capita selecta from key works. In addition, Crème, P. and M. Lea (2008) *Writing at University: A Guide for Students*. Maidenhead: Open University Press. Northedge, A. (2012) *The Good Study Guide*. Milton Keynes: Open University Press. Swales, J.M. and C.B. Feak (2012) *Academic Writing for Graduate Students*. Ann Arbor: University of Michigan. Williams, J. and G. Colomb (2007) *The Craft of Argument*. London: Pearson Longman.

ISS-9103 Quantitative Skills for Development Studies

Code	ISS-9103
Weight of the Course	2 ECTS
Period	TERM 1
Course Leader	Binyam Afework Demena
Lecturer	Binyam Afework Demena
Teaching Methods	Participatory Lecture, Computer Exercises
Modes of Assessment	Written Exam (Multiple Choice Exam): 100%

Learning objectives

At the end of the course, you will be able to avoid common basic mistakes and to critically read and constructively produce tables and graphs. You will understand rules of arithmetic, percentages, ratio, index numbers, weighting, mean, median, mode, growth rates, frequency distributions, logarithms and exponentials. Lectures have been taped in order to facilitate e-learning and a self-study guide with exercises and answers that will be discussed in each lecture.

Introduction to the course

Everybody knows that language is important. Many, however, seem to forget that numbers are actually as important as words. Indeed, you cannot read or write academic studies and government reports unless you know what the numbers mean and understand the story that the numbers tell. This course provides numerical skills for development studies. Teaching is based on real life case studies (including: missing girls, income distribution, global poor and LDCs, globalization and transportation costs, child death, prices for staples, family size and life expectancy, use of mobile phones) and examples drawn from various countries in order to actually learn to see how numbers are used and abused. The course will provide you with tools that protect students against numerical manipulation. It will also provide you with the tools to make good use of numbers. Finally, you will discover that numbers are fun.

Assessments

Students who fail the diagnostic quantitative skills test are required to take this course. They have to redo the test at the end of this course. If they fail again they get a take home exam that should help them to acquire the required skills.

Indicative readings

- Demena, B.A. & P. A.G. van Bergeijk (2017) *Quantitative Numerical Skills for Development Studies, Self-Study Guide*, The Hague: ISS-EUR.
- Bryon, M. (2010) *How to Pass Advanced Numeracy Tests: Improve Your Scores in Numerical Reasoning and Data Interpretation Psychometric Tests* / Mike Bryon. London: Kogan Page. (ISS Library 65246)
- Bryon, M. (2011) *The Advanced Numeracy Test Workbook*: Mike Bryon. London: Kogan Page. (ISS Library 65155)
- Cottrell, S. (2013) *The Study Skills Handbook*: Stella Cottrell. Basingstoke [etc.]: Palgrave Macmillan. (ISS Library 69456)
- Rosling, H. (2008) *No more boring data*. TED Talks. Online Video available at: <<https://www.youtube.com/watch?v=VWQnQRsxGn0>>.
- Smith, H. (2011) *How to Pass Numerical Reasoning Tests: A Step-by-Step Guide to Learning Key Numeracy Skills* / Heidi Smith. London: Kogan Page. (ISS Library 65156)

ISS-9104 Academic Writing Skills

Code	ISS-9104
Weight of the course	5 EC
Period	TERM 1 – TERM 3
Course Leader	Almas Mahmud
Lecturer	Almas Mahmud
Teaching Methods	Participatory Lecture, Tutorial, Workshop
Assessment	Attendance: 100%

Learning objectives

Undertaking a Masters study in English can be challenging for some non- native speakers of the language particularly when it comes to reading and writing skills. For instance, writing essays and eventually the research paper in an academic style with correct use of grammar, syntax, structure, coherence and referencing (ISS guideline).

Academic Writing Skills (9104) is a tailor-made course that will enable students to acquire better understanding and practice to express themselves coherently in writing for academic purposes.

Course description

Keeping in view the language challenges that international students face, the course takes a holistic approach to meet the needs of a diverse group of students. It covers different aspects of writing skills, including grammar constructions in context to show how grammar creates meaning, coherence and cohesion.

Students learn about different types of writing as each one has a specific style. They also learn about academic writing conventions; appropriate use of paraphrasing and summarizing to avoid pitfalls of plagiarism; rules of referencing (Harvard-ISS style).

Who can join?

ISS conducts a Diagnostic Test which identifies students who require further support to improve their writing skills. As such, the Academic Writing Skills course is **ONLY for those students who are shortlisted**. It is obligatory for them to attend the course in Term 1&2. Those who need to work further will continue with it Term3.

Attendance

80% attendance is obligatory.

Indicative Reading

Booth, W.C., G. G. Colomb and J. M. Williams (2008) *The Craft of Research*. (3rd edition) Chicago: The University of Chicago Press

Cottrell, S. (2005) *Critical Thinking Skills*. New York: Palgrave Macmillan.

Foley, M. and D. Hall (2008) *Longman advanced learners' grammar: A self-study reference & practice book with answers*. Harlow: Longman.

Hands, P. (2011) *Collins COBUILD English Grammar*. Glasgow: HarperCollins Publishers

Hewings, M. (2013) *Advanced Grammar in Use: A self-study reference and practice book*. (New Edition) Cambridge: Cambridge University Press.

McCarthy, M. and F.O'Dell (2008) *English Collocations in Use: How Words Work Together for Fluent and Natural English* (Advanced). Cambridge: Cambridge University Press.

McCarthy, M. and F.O'Dell (2008) *Academic Vocabulary in Use with Answers*. Cambridge: Cambridge University Press

Murphy, R. (2012) *English Grammar in Use: A self-study reference and practice book for Intermediate Learners of English*. Cambridge: Cambridge University Press.

Swales, J.M. and C.B. Feak – 3rd Edition (2012) *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor, MI: The University of Michigan Press.

ISS-9105 Advanced Writing Skills

Code	ISS-9105
Weight of the course	5 EC
Period	TERM 1 – TERM 2
Course Leader	Almas Mahmud
Lecturer	Almas Mahmud
Teaching Methods	Participatory Lecture, Tutorial, Workshop
Assessment	Attendance: 100%

Learning objectives

The tailor-made course facilitates writing practice by focusing further in language acquisition through using grammar in context, improving on syntax and developing techniques for different sentence structures and techniques.

Course description

The course is designed to meet the language requirement of Indonesian students, in particular those doing the Double Degree program. In addition, students who have learnt English as a foreign language, and are not using it often, may be advised, if necessary, to join the course.

Work assigned needs to be completed prior to the next session. Weekly reading tutorials and writing workshops will enable students to improve on their writing skills.

This course is held only in Term1 and attendance is obligatory. Those registered in 9105 also attend 9104 weekly.

Indicative readings

- Bailey, S.(2011) *Academic Writing: A Handbook for International Students*: London:Routledge
- Foley, M. and D. Hall (2012) *My Grammar Lab (Elementary)* Harlow:Pearson Longman
- Foley, M. and D. Hall (2012) *My Grammar Lab (Intermediate)* Harlow:Pearson Longman.
- Hewings, M. (2013) *Advanced Grammar in Use: A self-study reference and practice book*. (New Edition)Cambridge: Cambridge University Press.
- McCarthy, M. and F. O'Dell (2011) *English Vocabulary in Use. Upper –Intermediate and Advanced*. Cambridge: Cambridge University Press
- Murphy, R. (2012) *English Grammar in Use: A self- study reference and practice book for Intermediate Learners of English*. Cambridge: Cambridge University Press.

ISS-9106 Microsoft Excel Applications for Development Studies

Code	ISS-9106
Weight of the Course	1.5 ECTS
Period	TERM 1
Course Leader	Binyam Afewerk Demena
Lecturers	Binyam Afewerk Demena
Teaching Methods	Participatory Lecture, Computer Exercise
Modes of Assessment	ECDL Test; students need to obtain a score of 75% or over

Learning objectives

The objective of the course is to ensure that students have sufficient Microsoft Excel Skills to continue in the MA programme and to make effective use of the powerful spreadsheet applications.

Course description

To assess their Microsoft Excel skills, students are required to do a quick spreadsheets diagnostic test at the start of their MA programme. This test is provided by ECDL, the European Computer Driving License and results in a score and offers details on missed questions. Topics covered are cells, managing worksheets, formulas, functions, formatting charts and prepare outputs.

For students who attain a pass (score of 75% or over) in the first attempt, the initial test is also the final test, indicating the required skills level. For those who do not succeed, will necessarily register for this course to redo the skills test. Admittance to some courses (e.g., ECD courses, ISS-3201 - mixed methods for social development research) is dependent on a pass in the ECDL Excel test. Ultimately, by December 2018, a pass is required to qualify for Term 2 courses.

The course will provide the required skills through computer workshops and lectures. In particular, the course seeks to provide you to:

- Indicate the names and functions of the Excel interface components.
- Enter and edit data.
- Format data and cells.
- Construct formulas, including the use of built-in functions, and relative and absolute references.
- Data Analysis.
- Create and modify charts.
- Preview and print worksheets.

Indicative readings

CIA (2010) *European Computer Driving Licence: module 4: Spreadsheets using Excel 2010*. Sunderland: CiA Training.

Excel Easy (2018) Excel Tutorial on the Net: <<https://www.excel-easy.com/>>

Microsoft Excel (2016) Tutorial, GCF LearnFree.org.

<<https://www.gcflearnfree.org/excel2016/>>

ISS-9120 Mathematics for Economists (ECD)

Code	ISS-9120
Weight of the Course	1.5 ECTS
Period	TERM 1
Course Leader	Luis Artavia Mora
Lecturer	Luis Artavia Mora
Teaching Methods	Lecture
Modes of Assessment	Attendance: 100%

Learning objectives

The aim of the course is to refresh the participants' knowledge of mathematical concepts and applications used in economics.

Course description

The course reviews elements of mathematical foundations for subsequent courses related to microeconomics and macroeconomics. The topics cover: functional forms, structural and reduced form equations, system of equations, differentiation, unconstrained and constrained optimization, and related. Applications to both micro and macro issues are presented. Examples will focus on profit maximization and cost minimization of firms, utility maximization of consumers and solving equilibrium models.

ISS-9150 Earth Economics: Macroeconomics and Growth in the Closed Economy

Code	ISS-9150
Weight of the Course	1.5 ECTS
Period	TERM 1
Course Leader	Peter van Bergeijk
Lecturer	Peter van Bergeijk
Teaching Methods	(Participatory) Lectures, Computer Exercises
Modes of Assessment	Attendance: 100%, self-assessment

Learning objectives

This is a refresher course if you have not studied macroeconomics, did so some time ago or did not study economics in the English language. At the end of the course you will be able to identify gaps in your knowledge and have learned that this can be remedied using the text book that provides both exercises and answers and an index to key items.

You will be introduced to major international data sources and at the end of the course will have hands on experience in finding and getting macroeconomic data. You will have a basic understanding of the closed economy concept that underlies Earth Economics as a new development studies lens to analyse current global macroeconomic issues including the recent financial and economic crisis.

Course description

The course features (participatory) lectures and hands-on computer exercises and introduces basic concepts and solutions (both elementary maths and graphs), using the most recent real world data derived from major data sources of IMF, UNCTAD, World Bank, OECD and ILO.

Plant Accounting and Business Cycle Fluctuations.

Topics: the economic process; flows of product/income; intermediate/final output; final expenditure; primary factor incomes; value added; equivalence of concepts; alternative formulations of the product/income aggregates; market prices versus factor cost; gross versus net; current price versus constant price, grey economy, Gross Planet Product, alternatives to GPP, business cycle, great moderation, great recession, inflation, index numbers, unemployment, static and dynamic view on Okun's Law.

Using both graphical and mathematical approaches, the standard Solow growth model and the basic ISLM model that describes product and money markets will be used to discuss (dis)equilibrium and adjustment processes over the long and short run.

ISLM Topics: consumption, investment, depreciation, saving, capital, fallacy of composition, saving paradox, multiplier, equilibrium concepts, product market equilibrium, exogenous/endogenous, reduced form, alternative derivations of IS/LM curves, policy mix, progressive/proportional taxation, average versus marginal, debt dynamics, fiscal policy, income distribution, monetary aggregates, money market equilibrium, Say's Law, bonds, transaction, precautionary and speculative money demand, Fisher's velocity equation, monetary policy, quantitative easing, comparative statics, reserves, elasticity, liquidity trap, demand side equilibrium.

Solow growth model

Topics: isoquant, Harrod-Domar/Solow production function, productivity, development, capital widening, capital deepening, saving rate, population growth, steady state, time path, transition phase, growth accounting, poverty trap, long wave, Kondratieff, secular stagnation.

Indicative readings

Website : Bergeijk, P.A.G. van (n.d.) *Earth Economics. An introduction.* <<http://www.eartheconomics.info>>.

Weblog : Bergeijk, P.A.G. van (2015) 'Earth Economics'. <<http://earth-economics.blogspot.nl>>. Bergeijk, P.A.G. van (2013) 'Earth Economics: an Introduction to Demand Management' [YouTube video] <http://www.youtube.com/watch?v=NUsiUhlhI_0>.

Bergeijk, P.A.G. van (2013) *Earth Economics: An Introduction*. Cheltenham: Edward Elgar (Paperback).

ISS-9160 Basic Statistics and Probability

Code	ISS-9160
Weight of the Course	1.5 ECTS
Period	TERM 1
Course Leader	Zemzem Shigute
Lecturer	Zemzem Shigute
Teaching Method	Lecture
Modes of Assessment	Attendance: 100%

Learning objectives

The aim of this course is to provide students with the required statistical background for subsequent courses. The course may be viewed as a refresher course for those who have taken prior courses in statistics. However, those without a previous background in statistics will be able to follow the course.

Course description

The reviews statistical concepts and basic elements of statistics and probability. Concepts covered include, population versus sample, probability and random variables, marginal joint and conditional probability density functions, characteristics of probability distributions, sampling distributions, properties of estimators and methods of estimation.

Indicative readings

The basic texts for the course are:

- Gujarati, D.N. and D.C. Porter (2009) *Basic Econometrics*. (5th edn). Boston: McGraw Hill.
Kmenta, J. (1986) *Elements of Econometrics*. New York and London: Macmillan
Wooldridge, J.M. (2016) *Introductory Econometrics: A Modern Approach* (6th edn). Mason OH: Thomson South-Western, Cengage Learning