Master of Arts in Development Studies

Academic Calendar

2021-2022

70th Academic Year

The Hague
The Netherlands
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The international Institute of Social Studies is a postgraduate school of policy-oriented social science whose diverse activities include teaching, interdisciplinary research and advisory work in the field of development studies. Founded by the universities of the Netherlands in 1952, the Institute is one of the world’s leading centres of higher education and research in this field. In 2009 the international Institute of Social Studies (ISS) joined the Erasmus University in Rotterdam. This cooperation offers both the Erasmus University and ISS the opportunity to conduct innovative research with an important spin off in teaching. ISS is based in The Hague.

The Institute offers a four-year PhD Programme, a 15.5-month MA in Development Studies, an Erasmus Mundus two-year joint Master Programme in Public Policy (offered with the University of York and IBEI in Barcelona), postgraduate diploma programmes and tailor-made short courses. All degrees are recognized internationally and by Dutch legislation on higher education.

ISS’ teaching and research focus on development studies, a multidisciplinary and interdisciplinary field of study seeking to understand social, political and economic change and development.

This Academic Calendar provides an overview of the 2021-22 MA programme in Development Studies at ISS.

The Academic Calendar is also available in electronic form on the Virtual Learning Environment (Canvas). On certain issues the electronic version may contain more detailed information than this printed version. Updates of the Academic Calendar will also be announced via Canvas. The timetable is published in MyEur.nl, as are detailed course descriptions of all courses. Access to the latter is restricted: only students who have registered for a course have access to that specific course.

CONTENTS OF THE ACADEMIC CALENDAR 2021-2022

PART 1 GENERAL STRUCTURE OF THE ISS MA PROGRAMME .......................................................... 3
PART 2 DESCRIPTIONS OF THE MAJORS AND SPECIALIZATIONS .......................................................21
PART 3 DESCRIPTIONS OF THE COURSES ..........................................................................................50
PART 4 MA SCHEDULE .....................................................................................................................120
PART 5 EXAM SCHEDULE MA PROGRAMME ....................................................................................122
PART 1

GENERAL STRUCTURE OF THE ISS MA PROGRAMME
Contents Part 1

Introduction .......................................................................................................................................................... 5
Intended Learning Outcomes ............................................................................................................................. 5
Majors ................................................................................................................................................................... 6
Components ......................................................................................................................................................... 6
Planning: when to do what? ............................................................................................................................... 6
Introductory Programme.................................................................................................................................. 7
Diagnostic Tests, Remedial Courses and Academic Integrity........................................................................ 7
Foundation Courses ........................................................................................................................................ 8
General Courses .............................................................................................................................................. 9
Research Paper Preparation ............................................................................................................................. 9
Research Techniques Courses ......................................................................................................................... 9
Major Courses .................................................................................................................................................... 10
Specializations .................................................................................................................................................. 11
Term 2 and Term 3 Courses .............................................................................................................................. 11
Optional Courses ........................................................................................................................................... 11
Clusters ............................................................................................................................................................... 12
Modes of Assessment ....................................................................................................................................... 14
Exam Schedule ................................................................................................................................................ 18
Templates for Essays and Research Papers Submission .................................................................................. 18
Timetable ............................................................................................................................................................ 18
Research Paper ............................................................................................................................................... 18
Evaluations ......................................................................................................................................................... 18
Career Planning Workshop ............................................................................................................................. 18
Important Dates 2021-2022 ............................................................................................................................... 19
Lecture Times .................................................................................................................................................... 20
Further Questions .............................................................................................................................................. 20
Introduction
In the MA programme students learn about the most recent theories and debates in development studies in general, as well as in their Major. They will also learn to apply this knowledge to practical issues of development and social change. The Master of Arts in Development Studies offers solid and balanced academic and professionally relevant training in theory and methods for development studies. It is designed for those wishing to continue their professional careers or to pursue their studies at Doctoral level.

At ISS, MA students in Development Studies are encouraged to develop a critical understanding of the major debates, theories and strategic interventions and of the skills to analyze development related issues and to design and assess interventions aimed at tackling these issues. An essential part of this process is to develop skills in research methodology, which will be applied in a Research Paper prepared as a requirement for the Master’s degree. The 15.5 months MA programme comprises coursework (63 EC credits) and the Research Paper (25 EC credits).

Intended Learning Outcomes
Students who successfully complete the ISS MA in Development Studies will independently be able to:

Knowledge and understanding
a. define and describe the field of development studies as an interdisciplinary field of social science research and practice. This includes the historical emergence of the field, principal disciplinary areas, foundational/core theories, (broad) historical and contemporary practices and key discourses and debates;
b. identify the role and practice of development theory. This includes processes at an individual, local, state, regional and global level that are informed by research, discourse and policy at the social, political and economic level;
c. identify foundational theory, key policy frameworks, specific practices and contemporary discourses in the area of their Major;
d. identify relationships between development theory and practice;
e. outline various methods of social science research; qualitative, quantitative and mixed methods;

Application of knowledge and understanding - analysis
f. select and apply a variety of general and Major specific theories to frame a concrete experience in order to increase knowledge and understanding of (social/economic/political) phenomena;
g. select and apply general and Major specific analytical tools to analyze, critique, examine, contrast and explore a development practice or social, political and/or economic phenomena;

Application of analysis - making judgments
h. identify strategic solutions, specific interventions or tailored recommendations to improve or mitigate development practices or social, political and/or economic phenomena based on the application of theory, analytical evaluation and use of relevant resources within development related disciplinary fields;
i. identify appropriate research methods for specific queries and/or fields and justify their selection;

Communication
j. work collaboratively within a multidisciplinary and multicultural context and communicate ideas, recommended solutions or interventions and strategies effectively, whether orally or in writing, to academics, practitioners and stakeholders both individually and within groups;

Study Attitudes
k. identify their own bias and opinion, and reflect on the strengths and limitations of their perspective;
l. appreciate the value of varied and opposing perspectives and the importance of context including the advantages and privileges and disadvantages and limitations associated with social, economic and national contexts; and
m. continue and steer their further study and learning process in a way that is largely self-directed.
Majors
The MA programme includes the following Majors.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Major</th>
<th>Convenor</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFES</td>
<td>Agrarian, Food and Environmental Studies</td>
<td>Julien-Francois Gerber</td>
</tr>
<tr>
<td>ECD</td>
<td>Economics of Development</td>
<td>Matthias Rieger</td>
</tr>
<tr>
<td>GDP</td>
<td>Governance and Development Policy</td>
<td>Farhad Mukhtarov</td>
</tr>
<tr>
<td>SJP</td>
<td>Human Rights, Gender and Conflict Studies:</td>
<td>Sreerekha Mullassery</td>
</tr>
<tr>
<td></td>
<td>Social Justice Perspectives</td>
<td>Sathiamma</td>
</tr>
<tr>
<td>SPD</td>
<td>Social Policy for Development</td>
<td>Kristen Cheney</td>
</tr>
</tbody>
</table>

A Major is a series of courses plus the Research Paper. Together, they constitute a coherent whole and an opportunity to study an area in depth. The intended learning outcomes of each Major state the specific academic and professional knowledge, skills and attitudes that students who have graduated in the Major have achieved. The components of a Major are mutually supportive and cumulative, leading to better insights and a higher level of skills. Group study trips that are considered to be an integral part of the Major are compulsory.

The Specialisation track Governance of Migration and Diversity within the ISS Development Studies is available through cooperation between various faculties and schools in Leiden, Delft and Erasmus universities (LDE), including ISS.

Components
Every Major of the MA in Development Studies encompasses the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>ECs (European Credit)</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Programme</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Foundation Courses</td>
<td>3+3+3</td>
<td>9</td>
</tr>
<tr>
<td>General Courses</td>
<td>8 +3</td>
<td>20</td>
</tr>
<tr>
<td>Major Courses</td>
<td>8 +3 +8 (or +16)</td>
<td>39 / 47</td>
</tr>
<tr>
<td>Research Techniques Courses</td>
<td>8</td>
<td>47 / 55</td>
</tr>
<tr>
<td>Optional Courses</td>
<td>8+8 (or 8)</td>
<td>63</td>
</tr>
<tr>
<td>Research Paper Preparation</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Research Paper</td>
<td>21</td>
<td>88</td>
</tr>
</tbody>
</table>

It is possible to expand the MA programme by a maximum of 8 ECs of course work in Term 2 or 3. This requires the endorsement of the Major Convenor.

In addition, ISS offers remedial courses on academic skills, excel skills, quantitative skills and academic writing in English.

Planning: when to do what?
The entire ISS MA Programme is worth 88 ECs (2,464 hours), consisting of 63 ECs coursework and 25 ECs for the Research Paper. An EC (European Credit) is 28 hours of student work. This includes all activities on-line, in class (lectures, class discussions) or in smaller groups (tutorials, workshops of small groups with staff present, teamwork in small groups without staff), individual preparation (reading assignments, essay writing, preparation for examinations, etc.) and study visits. A course of 8 ECs therefore involves a total workload of 224 hours, and the required minimum of 63 ECs coursework involves a total workload of 1,764 hours. The Research Paper exercise, including the preparatory course for the Research Paper, comprises 25 ECs (or 700 hours). Of course, it is impossible to check exactly the number of hours students spend on course work or on their Research Papers but, when designing courses and assessing students’ work, ISS takes into account how much work students can be reasonably expected to do within the specified number of hours.

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1 For the GMD track, see the exam programme.
In general the courses are spread well over the academic year. In individual cases, the selection of courses in Terms 2 and 3 may lead to a somewhat uneven distribution. Generally speaking however, every student can work out a feasible programme, in consultation with the Major Convenor.

<table>
<thead>
<tr>
<th>Term 1 A</th>
<th>Term 1 B</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 August 2021 - 9 January 2022</td>
<td>10 January 2022 – 3 April 2022</td>
<td>4 April 2022 – 3 July 2022</td>
<td>4 July 2022 – 16 December 2022</td>
<td></td>
</tr>
</tbody>
</table>

**Intro Programme**

- 3 Foundation Courses (9 ECs)
- General Course 'The Making of Development: Histories, Theories and Practices' (8 ECs)
- Diagnostic tests and Remedial Courses (if applicable) (no ECs)
- Compulsory Major Core Course (8 ECs)
- Research Paper Preparation (ECs counted in Research Paper)
- Second /Third Compulsory Major Course(s) (8/16 ECs)
- Research Techniques Course(s) (8 ECs)
- General Course 'Contemporary Issues in Development Studies' (3 ECs)
- Two Optional Courses / Specialization Course Work (2 x 8 ECs) (One Optional Course of 8 EC in case of 3 compulsory Major Courses)
- Compulsory Major Course (3 ECs): Working towards the RP

**Introductory Programme**

The introductory programme at the beginning of Term 1 will be a combination of online, and in-person sessions with the following elements:
- introduction to ISS;
- introduction to the Major;
- introduction to the electronic learning environment and other relevant information systems;
- introduction to the Study programme;
- introduction to the international, multi-cultural environment;
- diagnostic tests;
- introduction to The Hague;
- introduction to the Netherlands.

Students will receive a detailed programme by email.

**Diagnostic Tests, Remedial Courses and Academic Integrity**

**Diagnostic Tests**

In the first week of Term 1 all students take the academic writing test and English Language test; students will have to take a quantitative skills for development studies test and the Excel skills test later on in Term 1. The diagnostic tests are a service to new students. They are obligatory and are designed to detect individual weaknesses in skills that are an integral part of our academic activities. The results will indicate the necessity or desirability to follow remedial courses. The offer of remedial courses is listed below. The correct referencing tests have to be finalised by the students by 31 December 2021 at the latest.

Students must pass the quantitative skills test and the excel skills test. If they fail, they can re-sit the tests after taking a remedial course. A positive result on these tests is an entrance requirement for other courses.
**Remedial Courses**

Remedial courses start during the early part of Term 1. Some last only a few weeks, others the whole academic year. Often students will take voluntary remedial courses to make up for a deficiency or weak background. Students should seek the advice of the Major Convenor about whether they need to follow one or more of the remedial courses.

ISS-9104 in Academic Writing Skills is only for shortlisted students, based on the academic writing test and English language test. For them the course is obligatory. The course runs from the start of Term 1, and continues to the end of Term 3. This should suffice as preparation for the writing of the Research Paper. No specific additional help is offered in the phase of Research Paper writing. The ISS-9105 Advanced Writing Skills course is obligatory in the ECD Double Degree programme with the University of Indonesia but is also open to other Indonesian students.

**Academic Integrity**

Academic Integrity is the foundation of all academic teaching and research at ISS. What Academic Integrity entails, and what plagiarism means and how this should be avoided, is explained at the beginning of the ISS-9102 course and during a meeting with the Board of Examiners. At the end of September, students have to take the correct-referencing test. If they do not pass, they have to retake the test till they have passed it.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>EC</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS-9102</td>
<td>Academic Skills</td>
<td>[2.0]</td>
<td>1+2</td>
</tr>
<tr>
<td>ISS-9103</td>
<td>Quantitative Skills for Development Studies</td>
<td>[2.0]</td>
<td>1</td>
</tr>
<tr>
<td>ISS-9104</td>
<td>Academic Writing Skills</td>
<td>[5.0]</td>
<td>1+2+3</td>
</tr>
<tr>
<td>ISS-9105</td>
<td>Advanced Writing Skills</td>
<td>[5.0]</td>
<td>1+2</td>
</tr>
<tr>
<td>ISS-9106</td>
<td>Microsoft Excel Applications for Development Studies</td>
<td>[1.5]</td>
<td>1</td>
</tr>
<tr>
<td>ISS-9120</td>
<td>Mathematics for Economists (ECD)</td>
<td>[1.5]</td>
<td>1</td>
</tr>
<tr>
<td>ISS-9160</td>
<td>Basic Statistics and Probability</td>
<td>[1.5]</td>
<td>1</td>
</tr>
</tbody>
</table>

If a student has not acquired the required understanding and/or skills by 1 January 2022, ISS reserves the right to expel him or her from the programme.

**Foundation Courses**

As Development Studies is an interdisciplinary field of study, the principle aim of the Foundation Courses is to provide students with sufficient theoretical knowledge and understanding of its main underlying disciplines: economics, sociology/anthropology and politics. We offer intermediate and advanced courses in all three fields. The intermediate courses are intended for students with limited knowledge of a discipline. They provide an understanding of some of the main concepts and theories that are important for the development-oriented aspects of that discipline.

The advanced courses serve to deepen the understanding of theoretical approaches and theories relevant to the development-oriented aspects of that discipline. They are specifically targeted at students with a prior degree in, or advanced knowledge of, the discipline.

Students need to complete Foundation Courses worth 9 ECs, comprising three courses of 3 EC credits each, one from each discipline. Students with a prior degree in one of the three disciplinary groups (economics, sociology/anthropology, political science/international relations/law) are expected to choose the advanced course in that group. The choice of courses from the remaining two groups will be made on the advice of the Major Convenor.

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2 PART 3 of this Academic calendar provides a description of each separate course.
Overview of Foundation Courses in 2021-2022:

<table>
<thead>
<tr>
<th>Field</th>
<th>Level</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics</strong></td>
<td>Intermediate</td>
<td>ISS-1106</td>
<td>Introduction to Economic Theories (offered as MOOC)</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
<td>ISS-1107</td>
<td>Development Economics</td>
</tr>
<tr>
<td></td>
<td>Intermediate</td>
<td>ISS-1113</td>
<td>Regression and Data Analysis</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td>Intermediate</td>
<td>ISS-1112</td>
<td>Sociology at Work</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
<td>ISS-1110</td>
<td>Contemporary Social Theory</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>Intermediate</td>
<td>ISS-1114</td>
<td>Politics of Modern Development</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
<td>ISS-1104</td>
<td>Politics, Power and Development</td>
</tr>
</tbody>
</table>

**General Courses**

The General Course (ISS-2101 The Making of Development: Histories, Theories and Practices, surveys the broad questions of development which lie at the heart of the MA in Development Studies as taught at ISS. The course will be a critical introduction to theories and strategies of international development – looking at development strategies from cultural, historical, and political economic perspectives. The General Course is compulsory for all students and consists of pre-recorded lectures, on-line working groups and live Q&A sessions. The course starts in Term 1 and is worth 8 ECs. For students of the GMD track a tailor-made General Course is on offer (ISS-2102). Course ISS-2202 in Term 2 and 3 will continue the debates and discussions of the General Course ISS-2101 This course is worth 3 ECs.

**Research Paper Preparation**

The Research Paper Preparation (ISS-3105) is a series of (on-line) plenary lectures, workshops and informative meetings with library staff, running from Term 1 to Term 3, in preparation for writing the Research Paper. IT has become indispensable for creating, accessing and managing information. We offer additional training in IT skills. Assessment is based on required attendance and small class assignments. The 4 ECs study load of the course is an integral part of the 25 ECs allocated to the Research Paper (ISS-5401).

**Research Techniques Courses**

The following Research Techniques Courses are offered:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>EC</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS-3201</td>
<td>Multimethod Social Development Research</td>
<td>8</td>
<td>2+3</td>
</tr>
<tr>
<td>ISS-3203</td>
<td>Topics in Regression Analysis</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>ISS-3207</td>
<td>Qualitative Interview</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>ISS-3209</td>
<td>Techniques for Understanding Quantitative Secondary Data</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>ISS-3210</td>
<td>Discourse Analysis and Interpretive Research</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>ISS-3211</td>
<td>Decolonial Research in the Development Context</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>ISS-3303</td>
<td>Ethnographic Research and Reflexivity in Development Contexts</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>ISS-3305</td>
<td>Techniques for Case-study Research</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>ISS-3306</td>
<td>Participatory Action Research</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>ISS-3307</td>
<td>Collecting and Evaluating Data</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Students can either choose one course of 8 ECs or a combination of two 4 ECs courses. ISS-3203 and ISS-3307 require a strong background in statistics. The ISS-3210 and ISS-3306 courses can accommodate only a limited number of students. If necessary, admission will be based on written motivation statements.

In November 2021 students will be informed on the Research Technique courses; course leaders will explain in short videos the content of each course, and respond to questions, for students to make an informed choice according to their expertise and preferences. Students will be informed about the exact procedure beginning of November.
**Major Courses**

Most of the Majors consist of three courses and a Research Paper. Together, these constitute a coherent whole and an opportunity to study an area in depth. The core course of 8 ECs and the Major specific course ‘Working towards the Research Paper’ (3 ECs) are compulsory and provide the basis to the field of study and includes various activities, such as study trips. The third Major course (8 ECs) takes place in Term 2 or 3 and can be selected from a small set of courses. AFES consists of four compulsory courses.

<table>
<thead>
<tr>
<th>AFES (27 EC)</th>
<th>Agrarian, Food and Environmental Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compulsory:</td>
</tr>
<tr>
<td></td>
<td>ISS-4150 Political Economy of Agriculture and Environment</td>
</tr>
<tr>
<td></td>
<td>ISS-4390 AFES: Working towards the Research Paper and</td>
</tr>
<tr>
<td></td>
<td>ISS-4229 Global Political Ecology</td>
</tr>
<tr>
<td></td>
<td>ISS-4240 Politics of Agrarian Transformation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECD (19 EC)</th>
<th>Economics of Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compulsory:</td>
</tr>
<tr>
<td></td>
<td>ISS-4151 Principles of Economic Development</td>
</tr>
<tr>
<td></td>
<td>ISS-4391 ECD: Working towards the Research Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GDP (19 EC)</th>
<th>Governance and Development Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compulsory:</td>
</tr>
<tr>
<td></td>
<td>ISS-4152 Development Policies and Practice: Interests, Conflicts and Cooperation</td>
</tr>
<tr>
<td></td>
<td>ISS-4392 GDP: Working towards the Research Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SJP (19 EC)</th>
<th>Human Rights, Gender and Conflict Studies: Social Justice Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compulsory:</td>
</tr>
<tr>
<td></td>
<td>ISS-4153 Contemporary Perspectives on Social Justice</td>
</tr>
<tr>
<td></td>
<td>ISS-4393 SJP: Working towards the Research Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPD (19 EC)</th>
<th>Social Policy for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compulsory:</td>
</tr>
<tr>
<td></td>
<td>ISS-4154 Critical Social Policy for Transformative Development</td>
</tr>
<tr>
<td></td>
<td>ISS-4394 SPD: Working towards the Research Paper</td>
</tr>
</tbody>
</table>

|                        | One of the following courses:                                          |
|                        | ISS-4216 Human Rights, Law and Society                                 |
|                        | ISS-4217 Conflict Analysis and Transformation; A Governance Perspective |
|                        | ISS-4226 Feminist Perspectives on Gender and Development               |

|                        | One of the following courses:                                          |
|                        | ISS-4202 Poverty and Inequality: Concepts, Measures and Policies within Contemporary Development Agendas |
|                        | ISS-4311 Children, Youth and Development: Policy and Practice          |
Specializations
The MA in Development Studies offers the opportunity to specialize further in a specific area of interest. If a student chooses to specialize, the specialization will be mentioned on the transcript. A specialization consists of a) a designated set of two courses (16 ECs in total) that fit well together, and b) a Research Paper that addresses an issue, problem or question within the theme of the specialization (as well as the larger theme of the Major). This means that the successful completion of two designated specialization courses alone is not sufficient for a specialization to be mentioned on the transcript. The Research Paper is also part of the specialization. Whether or not the student fulfils the latter criterion will be assessed by the supervisor and examiner of his/her Research Paper. For more details on this procedure, see the Research Paper Handbook. The Major Convenor assesses whether the conditions for a specialization are fulfilled and appoints (on behalf of the Board of Examiners) a supervisory team for the Research Paper (supervisor and examiner) that has expertise on the themes of the Major and the Specialization. In exceptional cases (to be proposed by the Major Convenor involved and decided by the Board of Examiners) two specializations can be mentioned on a student's academic record. The requirements for this are, that for each specialization a set of two different designated courses is successfully completed; and the Research Paper covers the fields of both specializations. This implies that the student needs to do an additional 8 ECs-course on top of the 88 ECs for the ISS MA. A description of all areas of specialization can be found in Part 2 of the Academic Calendar. In order to have a Major and/or Specialization added to their Degree Certificate and Academic Record, students must obtain a pass grade for all components of that Major and/or Specialization. If a student fails one or more components of the Major and/or Specialization, but fulfils all requirements for the MA degree, that student will graduate with an MA Degree in Development Studies, without the additional specification.

Term 2 and Term 3 Courses
In November 2021 ISS provides students with -online- information on courses and specialization courses to make an informed decision about the courses to take in Term 2 and 3. Ultimately on 25 November 2021, students will have to register for the courses they would like to take in Term 2 and 3. Students will receive more information on the procedure in due course.

Optional Courses
The programme entails a total of two Optional Courses each of 8 ECs (for AFES: one Optional Course of 8 ECs). Students can use these Optional Courses to specialize further in a pre-defined direction (specialization) but can also make their own choices in line with their interest and personal background. Optional Courses are offered in Terms 2 and 3. For certain courses limits apply to the maximum number of students. In these cases, preference is given to students who are registered for the Major of which the course is a component. For the other students, ISS will normally work on a first-come-first-served basis. Students can only choose Optional Courses that do not conflict with the scheduling of their Major courses. A course can only be used in one category: a course chosen as part of a Major cannot also count simultaneously as an Optional Course; Research Technique Courses can also be taken as an Optional Course. A number of courses have entry requirements, which are specified in the course descriptions.
Clusters
Due to logistical constraints ISS has clustered the courses in groups in Term 2 and 3. Courses in the same group (A to F) are scheduled in the same timeslot. It will not be possible to follow two courses that are clustered in the same group in a specific term.

**TERM 2**

<table>
<thead>
<tr>
<th>Group A:</th>
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<tbody>
<tr>
<td>ISS-4201</td>
<td>Promotion of Local Developments</td>
</tr>
<tr>
<td>ISS-4218</td>
<td>Children and Youth Studies in Development Context</td>
</tr>
<tr>
<td>ISS-4227</td>
<td>Humanitarian Action, Disasters &amp; Crises: Critical approaches</td>
</tr>
<tr>
<td>ISS-4229</td>
<td>Global Political Ecology</td>
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<thead>
<tr>
<th>Group B:</th>
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<tbody>
<tr>
<td>ISS-4202</td>
<td>Poverty and Inequality: Concepts, Measures and Policies within Contemporary Development Agendas</td>
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<tr>
<td>ISS-4217</td>
<td>Conflict Analysis and Transformation: A Governance Perspective</td>
</tr>
<tr>
<td>ISS-4240</td>
<td>Politics of Agrarian Transformation</td>
</tr>
<tr>
<td>ISS-4241</td>
<td>International Trade and Investment Policies for Sustainable Development</td>
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<tbody>
<tr>
<td>ISS-4209</td>
<td>Policy Analysis and Design</td>
</tr>
<tr>
<td>ISS-4216</td>
<td>Human Rights, Law and Society</td>
</tr>
<tr>
<td>ISS-4231</td>
<td>Growth, Inequality and Poverty</td>
</tr>
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<table>
<thead>
<tr>
<th>Group D:</th>
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</thead>
<tbody>
<tr>
<td>ISS-4212</td>
<td>Contemporary Capitalism and Governance: Neo Liberalism and Beyond</td>
</tr>
<tr>
<td>ISS-4226</td>
<td>Feminist Perspectives on Gender and Development</td>
</tr>
<tr>
<td>ISS-4271</td>
<td>People on the Move: Livelihoods, Human Security and Intersectionality</td>
</tr>
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<table>
<thead>
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<tbody>
<tr>
<td>ISS-3201</td>
<td>Multimethod Social Development Research</td>
</tr>
<tr>
<td>ISS-3207</td>
<td>Qualitative Interviewing</td>
</tr>
<tr>
<td>ISS-3210</td>
<td>Discourse Analysis and Interpretive Research</td>
</tr>
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<tr>
<td>ISS-3203</td>
<td>Topics in Regression Analysis</td>
</tr>
<tr>
<td>ISS-3209</td>
<td>Techniques for Understanding Quantitative Secondary Data</td>
</tr>
<tr>
<td>ISS-3211</td>
<td>Decolonial Research in the Development Context</td>
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</table>
**TERM 3**

**Group A:**
- ISS-4307 Politics of Global Development: Debating Liberal Internationalism
- ISS-4317 Econometric Analysis of Development Policies
- ISS-4338 Gender and Sexuality as ‘Lenses’ to Engage with Development Policy and Practice

**Group B:**
- ISS-4352 Mobilizing Rights and Social Justice
- ISS-4355 Gender at Work in Development
- ISS-4356 Water Disasters, Adaptation and Justice Lab

**Group C:**
- ISS-4313 Violent Conflict, Media and the Politics of Representation
- ISS-4341 Evaluation of Development Policy, Programmes and Projects

**Group D:**
- ISS-4311 Children, Youth and Development: Policy and Practice
- ISS-4339 Development Management and Reforms
- ISS-4348 Human Behavior and Experiments in Development
- ISS-4354 Transitions for Social Justice Lab

**Group E:**
- ISS-3201 Multimethod Social Development Research
- ISS-3305 Techniques for Case-study Research

**Group F:**
- ISS-3303 Ethnographic Research and Reflexivity in Development Contexts
- ISS-3306 Participatory Action Research
- ISS-3307 Collecting and Evaluating Data
**Modes of Assessment**

We use, amongst others, the following modes of assessment in ISS:

- **Assignment**: this is an *individual* assignment that can take the form of e.g., an essay, a policy brief, a paper, a blog contribution, an individual presentation or a computer-based assignment;
- **Attendance**: Some remedial courses are assessed on the basis of attendance;
- **Group assignment**: Group Work or group-based assignments cannot count for more than 15% of the mark, unless the Board of Examiners has decided otherwise;
- **Oral exam**: an oral exam will be recorded, to have verifiable evidence of the results;
- **Participation**: active participation in a course can only be counted if there are clear indications for the assessment of the participation, so only if it is the intention to discriminate between the contributions;
- **Presentation**: Individual presentations
- **Research paper**
- **Take home exam**: in some courses the students receive an assignment in the exam period on which can be worked within a limited amount of time under un-invigilated circumstances;
- **Written exam**: these are scheduled exams where you have to answer questions in writing. Almost always these will be open questions; only in specific circumstances a maximum of 50% of the mark can be derived from multiple choice questions. Written exams are invigilated; the duration is 2 hours.

In the table below the assessment modes per course are summarized:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>EC</th>
<th>Term</th>
<th>Type</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS-1104</td>
<td>Politics, Power and Development</td>
<td>3</td>
<td>1A</td>
<td>Foundation</td>
<td>Written Exam 100%</td>
</tr>
<tr>
<td>ISS-1106</td>
<td>Introduction to Economic Theories (offered as MOOC)</td>
<td>3</td>
<td>1A</td>
<td>Foundation</td>
<td>2 mini essays 50%: 1 invigilated multiple choice exam 50%</td>
</tr>
<tr>
<td>ISS-1107</td>
<td>Development Economics</td>
<td>3</td>
<td>1A</td>
<td>Foundation</td>
<td>Written Exam 100%</td>
</tr>
<tr>
<td>ISS-1110</td>
<td>Contemporary Social Theory</td>
<td>3</td>
<td>1A</td>
<td>Foundation</td>
<td>Invigilated Written Exam 50% Take Home essay 50%</td>
</tr>
<tr>
<td>ISS-1112</td>
<td>Sociology at Work</td>
<td>3</td>
<td>1A</td>
<td>Foundation</td>
<td>Short assignments per module: 50%; invigilated exam: 50%</td>
</tr>
<tr>
<td>ISS-1113</td>
<td>Regression and Data Analysis</td>
<td>3</td>
<td>1A</td>
<td>Foundation</td>
<td>Individual Assignment 50%, Final Invigilated Exam: 50%</td>
</tr>
<tr>
<td>ISS-1114</td>
<td>Politics of Modern Development</td>
<td>3</td>
<td>1A</td>
<td>Foundation</td>
<td>Invigilated exam 80% Individual assignment 20%</td>
</tr>
<tr>
<td>ISS-2101</td>
<td>The Making of Development: Histories, Theories and Practices</td>
<td>8</td>
<td>1</td>
<td>General</td>
<td>Invigilated online quizz 25%; Working group presentation 15%; Final essay 60%</td>
</tr>
<tr>
<td>ISS-2102</td>
<td>The Making of Development</td>
<td>6</td>
<td>1</td>
<td>General</td>
<td>GMD Track Course Invigilated online quizz 25%; Working group presentation 15%; Final essay 60%</td>
</tr>
<tr>
<td>ISS-2202</td>
<td>Contemporary Issues in Development Studies</td>
<td>3</td>
<td>2+3</td>
<td>General</td>
<td>1 written report (40%) and 1 reflective note (60%) assessed on pass/fail basis. Students need to pass both assignments</td>
</tr>
<tr>
<td>ISS-3105</td>
<td>Research Paper Preparation</td>
<td>4</td>
<td>1+2+3</td>
<td>Research paper</td>
<td>Attendance, Class assignments – 100%</td>
</tr>
<tr>
<td>ISS-3201</td>
<td>Multimethod Social Development Research</td>
<td>8</td>
<td>2+3</td>
<td>Research techniques</td>
<td>Assignment 1 (Quantitative) 40%, Assignment 2 (Qualitative) 45%, Group Assignment (Research Exercise) 15</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>EC</td>
<td>Term</td>
<td>Type</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| ISS-3203    | Topics in Regression Analysis                                                 | 4  | 2    | Research techniques         | Assignment – 40%
|             |                                                                              |    |      |                             | Take home exam – 60%                                                     |
| ISS-3207    | Qualitative Interviewing                                                      | 4  | 2    | Research techniques         | Feedback on required readings: 20%, Formative Assignment (ungraded / lecturer’s feedback), Summative Assignment: 60%, Group Assignment: 20% |
| ISS-3209    | Techniques for Understanding Quantitative Secondary Data                      | 4  | 2    | Research techniques         | Individual Assignment – 35%
|             |                                                                              |    |      |                             | Group work – 15%
|             |                                                                              |    |      |                             | Final exam – 50%                                                        |
| ISS-3210    | Discourse Analysis and Interpretive Research                                  | 8  | 2    | Research techniques         | Assignment(s) - 100%                                                     |
| ISS-3211    | Decolonial Research in the Development Context                                | 4  | 2    | Research techniques         | Assignment(s) - 100%                                                     |
| ISS-3303    | Ethnographic Research and Reflexivity in Development Contexts                | 4  | 3    | Research techniques         | Individual Assignment 1 (consisting of two elements with equal weight, together) - 45%
|             |                                                                              |    |      |                             | Individual Assignment 2 - 45%
|             |                                                                              |    |      |                             | Participation grade -10%                                                |
| ISS-3305    | Techniques for Case-study Research                                            | 4  | 3    | Research techniques         | Group reports related to self-study tasks-15%; Paper- 35%; Learning Journal- 50% |
| ISS-3306    | Participatory Action Research                                                 | 4  | 3    | Research techniques         | Reflection: 60%, Group Assignment: 30%, Peer Evaluation 10%              |
| ISS-3307    | Collecting and Evaluating Data                                                | 4  | 3    | Research techniques         | Assignments - 100%                                                      |
| ISS-4150    | Political Economy of Agriculture and Environment                             | 8  | 1    | Core                        | Essay: 45%; Group assignment: 10%; Written exam: 45%                     |
| ISS-4151    | Principles of Economic Development                                           | 8  | 1    | Core                        | Take home Exam (mid-term) 50%; Final Exam 50%                            |
| ISS-4152    | Development Policies and Practice: Interests, Conflicts and Cooperation       | 8  | 1    | Core                        | Written Exam 55%; Assignments 45%                                       |
| ISS-4153    | Contemporary Perspectives on Social Justice                                   | 8  | 1    | Core                        | Written exam 50%; Final Essay 50%                                       |
| ISS-4154    | Critical Social Policy for Transformative Development                         | 8  | 1    | Core                        | Written exam (45%), Individual assignment (55%)                          |
| ISS-4201    | Promotion of Local Developments                                               | 8  | 2    | Major Optional              | Class assignments 85%; Group project 15%                                 |
| ISS-4202    | Poverty and Inequality: Concepts, Measures and Policies within Contemporary Development Agendas | 8  | 2    | Major Optional              | Essay: 70%; Case Study: 25% Seminar Attendance/Participation 5%            |
| ISS-4209    | Policy Analysis and Design                                                    | 8  | 2    | Major Optional              | Assignment 1 Essay: 90%, Presentation: 10%                               |
| ISS-4212    | Contemporary Capitalism and Governance: Neo Liberalism and Beyond             | 8  | 2    | Optional                    | Assignment 1 (essay) - 40%
<p>|             |                                                                              |    |      |                             | Assignment 2 (essay) - 60%                                               |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>EC</th>
<th>Term</th>
<th>Type</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS-4216</td>
<td>Human Rights, Law and Society</td>
<td>8</td>
<td>2</td>
<td>Major Optional</td>
<td>Mid-term Individual Workshop Report (20%); Mid-term Recommended Readings Assignment (5%); End-of-course Individual Essay Presentation (15%); End-of-course Essay (60%)</td>
</tr>
<tr>
<td>ISS-4217</td>
<td>Conflict Analysis and Transformation: A Governance Perspective</td>
<td>8</td>
<td>2</td>
<td>Major Optional</td>
<td>Individual Assignment – 50% Take home exam – 50%</td>
</tr>
<tr>
<td>ISS-4218</td>
<td>Children and Youth Studies in Development Context</td>
<td>8</td>
<td>2</td>
<td>Optional</td>
<td>3 (Short) Assignments (20% each): 60%, Assignment 4 (Critical Literature Review): 40%</td>
</tr>
<tr>
<td>ISS-4226</td>
<td>Feminist Perspectives on Gender and Development</td>
<td>8</td>
<td>2</td>
<td>Major Optional</td>
<td>Mid-term assignment – 50% End-term assignment – 50%</td>
</tr>
<tr>
<td>ISS-4227</td>
<td>Humanitarian Action, Disasters &amp; Crises: Critical approaches</td>
<td>8</td>
<td>2</td>
<td>Optional</td>
<td>Assignments: Long assignment 55%, Short assignment 30% Reflections and participation 15%</td>
</tr>
<tr>
<td>ISS-4229</td>
<td>Global Political Ecology</td>
<td>8</td>
<td>2</td>
<td>Major Optional</td>
<td>Assignment 1 (individual essay) - 35% Assignment 2 (simulation) - 15% Take Home Exam - 50%</td>
</tr>
<tr>
<td>ISS-4231</td>
<td>Growth, Inequality and Poverty</td>
<td>8</td>
<td>2</td>
<td>Major Optional</td>
<td>Assignment – 50% Written exam - 50%</td>
</tr>
<tr>
<td>ISS-4240</td>
<td>Politics of Agrarian Transformation</td>
<td>8</td>
<td>2</td>
<td>Major Optional</td>
<td>Assignment 1 (essay) – 30% Assignment 2 (essay) – 60% Group Assignment – 10%</td>
</tr>
<tr>
<td>ISS-4241</td>
<td>International Trade and Investment Policies for Sustainable Development</td>
<td>8</td>
<td>2</td>
<td>Major Optional</td>
<td>Policy negotiation game - 30%; take home assignment - 50%; critical article reviews and presentation – 20%</td>
</tr>
<tr>
<td>ISS-4270</td>
<td>Migration and Development: Livelihoods, Human Security and Intersectionality</td>
<td>5</td>
<td>2</td>
<td>Migration Track Course</td>
<td>Reflection Paper:15%, Group assignment: 15%, Essay: 70%.</td>
</tr>
<tr>
<td>ISS-4271</td>
<td>People on the Move: Livelihoods, Human Security and Intersectionality</td>
<td>4</td>
<td>2</td>
<td>Optional</td>
<td>Reflection Paper: 20%, Essay: 80%.</td>
</tr>
<tr>
<td>ISS-4307</td>
<td>Politics of Global Development: Debating Liberal Internationalism</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>Assignment - 75% Presentation - 25%</td>
</tr>
<tr>
<td>ISS-4311</td>
<td>Children, Youth and Development: Policy and Practice</td>
<td>8</td>
<td>3</td>
<td>Major Optional</td>
<td>Group assignment - 15% Assignment 1 (Policy Brief) - 35% Assignment 2 (individual essay) - 50%</td>
</tr>
<tr>
<td>ISS-4313</td>
<td>Violent Conflict, Media and the Politics of Representation</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>Individual Assignment 80 % Individual Assignment 20%</td>
</tr>
<tr>
<td>ISS-4317</td>
<td>Econometric Analysis of Development Policies</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>Assignment 1 - 40 % Assignment 2 - 40 % Presentation - 20%</td>
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<tr>
<td>ISS-4338</td>
<td>Gender and Sexuality as ‘Lenses’ to Engage with Development Policy and Practice</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>Assignments - 100%</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>EC</td>
<td>Term</td>
<td>Type</td>
<td>Assessment</td>
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<tr>
<td>ISS-4339</td>
<td>Development Management and Reforms</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>Assignment 1 (Essay) 60%, Assignment 2 (Individual Reaction Papers) 40%</td>
</tr>
<tr>
<td>ISS-4341</td>
<td>Evaluation of Development Policy, Programmes and Projects</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>Essays - 50% Class Assignments -50% (a minimum of 80% attendance is mandatory)</td>
</tr>
<tr>
<td>ISS-4348</td>
<td>Human Behavior and Experiments in Development</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>Individual Assignment 85%, 15% Group Assignment</td>
</tr>
<tr>
<td>ISS-4352</td>
<td>Mobilizing Rights and Social Justice</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>Short Assignment – 30% Essay – 60% Presentation – 10%</td>
</tr>
<tr>
<td>ISS-4354</td>
<td>Transitions for Social Justice Lab</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>Individual short assignment 30% Individual final essay 70%</td>
</tr>
<tr>
<td>ISS-4355</td>
<td>Gender at Work in Development</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>15% group visualization, 25% individual briefing paper, 60% policy brief</td>
</tr>
<tr>
<td>ISS-4356</td>
<td>Water Disasters, Adaptation and Justice Lab</td>
<td>8</td>
<td>3</td>
<td>Optional</td>
<td>Self-evaluated participation and contribution 10%, Mid-term Assignment 25%, Group Assignment 15%, Final Assignment 50%, (divided in two parts, 10% and 40%)</td>
</tr>
<tr>
<td>ISS-4390</td>
<td>AFES: Working towards the Research Paper</td>
<td>3</td>
<td>3+4</td>
<td>Major</td>
<td>Assignment – 100%</td>
</tr>
<tr>
<td>ISS-4391</td>
<td>ECD: Working towards the Research Paper</td>
<td>3</td>
<td>3+4</td>
<td>Major</td>
<td>Assignment – 100%</td>
</tr>
<tr>
<td>ISS-4392</td>
<td>GDP: Working towards the Research Paper</td>
<td>3</td>
<td>3+4</td>
<td>Major</td>
<td>Assignment – 100%</td>
</tr>
<tr>
<td>ISS-4393</td>
<td>SJP: Working towards the Research Paper</td>
<td>3</td>
<td>3+4</td>
<td>Major</td>
<td>Assignment – 100%</td>
</tr>
<tr>
<td>ISS-4394</td>
<td>SPD: Working towards the Research Paper</td>
<td>3</td>
<td>3+4</td>
<td>Major</td>
<td>Assignment – 100%</td>
</tr>
<tr>
<td>ISS-5401</td>
<td>Research Paper</td>
<td>21</td>
<td>4</td>
<td>Major</td>
<td>Research Paper – 100%</td>
</tr>
<tr>
<td>ISS-8401</td>
<td>Internship</td>
<td>4</td>
<td></td>
<td></td>
<td>Assignment – 100%</td>
</tr>
<tr>
<td>ISS-9102</td>
<td>Academic Skills</td>
<td>2</td>
<td>1+2</td>
<td>Remedial</td>
<td>Proper Referencing test 100%/Pass-Fail</td>
</tr>
<tr>
<td>ISS-9103</td>
<td>Quantitative Skills for Development Studies</td>
<td>2</td>
<td>1</td>
<td>Remedial</td>
<td>Written exam (multiple choice) - 100%</td>
</tr>
<tr>
<td>ISS-9104</td>
<td>Academic Writing Skills</td>
<td>5</td>
<td>1+2+3</td>
<td>Remedial</td>
<td>Attendance – 100%</td>
</tr>
<tr>
<td>ISS-9105</td>
<td>Advanced Writing Skills</td>
<td>5</td>
<td>1+2</td>
<td>Remedial</td>
<td>Attendance – 100%</td>
</tr>
<tr>
<td>ISS-9106</td>
<td>Microsoft Excel Applications for Development Studies</td>
<td>1.5</td>
<td>1</td>
<td>Remedial</td>
<td>ECDL test – 100%</td>
</tr>
<tr>
<td>ISS-9120</td>
<td>Mathematics for Economists (ECD)</td>
<td>1.5</td>
<td>1</td>
<td>Remedial</td>
<td>Attendance – 100%</td>
</tr>
<tr>
<td>ISS-9160</td>
<td>Basic Statistics and Probability</td>
<td>1.5</td>
<td>1</td>
<td>Remedial</td>
<td>Attendance – 100%</td>
</tr>
</tbody>
</table>
Exam Schedule
A schedule of the written exams and end-of-term take home exams is presented as Part 5 of this Academic Calendar. Please note that this schedule is subject to changes necessitated by government restrictions related to COVID-19 or other instances of force majeure.

Templates for Essays and Research Papers Submission
Essays and Research papers have to be submitted digitally via the virtual learning environment (VLE / CANVAS) of the course. If the format for the digital file to be submitted is not specified in the course outline, the default format will be a MS word file or an open office word file.

Timetable
The 2021-2022 MA timetable is published digitally (MyEur.nl or www.iss.nl/mytimetable). The Virtual Learning Environments for the courses specify the content of the courses in much more detail. Please check Canvas for updates.
MA students can get a personalized ISS timetable online and on their mobile devices.

Research Paper
The Research Paper (ISS-5401) represents 21 ECs, the general Research Paper Preparation Course (ISS-3105) is 4 ECs.

Evaluations
Student evaluations take place at the end of each Term, and also at the end of the MA programme. These evaluations are essential to secure on-going improvement of quality. They give ISS feedback on how students feel about the effectiveness of particular courses.
Students will receive abridged evaluation reports. The Deputy Rector for Educational Affairs (DREA), and the education policy/learning and innovation quality control officers, and the Teaching and Learning Committee (TLC) will be able to access the full, unabridged evaluation reports for all courses, as a necessary input for quality control and development of the ISS education offerings.

The online evaluations are anonymous!
All students are expected to complete the course evaluations when they receive emails holding the links to the online surveys. These are usually sent during the last week of the Term and closing the evening before the exam period as the questionnaires are set to be pre-exam surveys.

Career Planning Workshop
ISS offers a Career Planning Workshop. The workshop consists of two sessions and focuses on a personal SWOT analysis, CV writing, preparing for interviews and networking & social media. The workshop is held twice in an Academic Year and are scheduled for November 2021 and March 2022 (dates to be confirmed).
### Important Dates 2021-2022

A graphical overview can be found in Part 5 of the Academic Calendar.

<table>
<thead>
<tr>
<th>Term</th>
<th>Activity</th>
<th>Date (on/from)</th>
<th>Date (till)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation Period Online</td>
<td>30 August 2021</td>
<td>8 September 2021</td>
</tr>
<tr>
<td>1</td>
<td>Opening MA Programme 2021-2022</td>
<td>3 September 2021</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Term 1</td>
<td>30 August 2021</td>
<td>9 January 2022</td>
</tr>
<tr>
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<td>22 October 2021</td>
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<td>25 October 2021</td>
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<td>November 2021</td>
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<td>Jos Mooij Annual Teaching Day</td>
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<td>November 2021</td>
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<td>23 March 2022</td>
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<td>3</td>
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<td>4 April 2022</td>
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<td>4 May 2022</td>
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<td>May 2022</td>
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<td>17 May 2022</td>
<td>20 May 2022</td>
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<tr>
<td>Term</td>
<td>Activity</td>
<td>Date (on/from)</td>
<td>(till)</td>
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<td>29 June 2022</td>
<td>1 July 2022</td>
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<td>1 July 2022</td>
<td>17.00 hrs</td>
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<td><strong>TERM 4</strong></td>
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<tr>
<td>4</td>
<td>Research Paper writing</td>
<td>5 July 2022</td>
<td>9 November 2022 (12.00 hrs !!)</td>
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</tr>
<tr>
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<td>Final date registration for re-examinations Term 3</td>
<td>8 August 2022</td>
<td>12.00 hrs</td>
</tr>
<tr>
<td>3</td>
<td>Re-examination period Term 3</td>
<td>18 August 2022</td>
<td>19 August 2022</td>
</tr>
<tr>
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<td>19 August 2022</td>
<td>17.00 hrs</td>
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<td>3</td>
<td>Marks re-exams Term 3 available for students</td>
<td>1 September 2022</td>
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<tr>
<td>4</td>
<td>Research Paper (full draft) Seminars</td>
<td>19 September 2022</td>
<td>30 September 2022</td>
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<td>End of Programme Evaluations</td>
<td>19 September 2022</td>
<td>30 September 2022</td>
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<td>4</td>
<td>Final date for submission of Research Paper</td>
<td>9 November 2022</td>
<td>12.00 hrs!!</td>
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<td>4</td>
<td>Concluding activities and workshops</td>
<td>14 November 2022</td>
<td>16 December 2022</td>
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<td>Marks Research Papers available for students</td>
<td>7 December 2022</td>
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<tr>
<td></td>
<td>CONVOCATION (Degree Ceremony)</td>
<td>16 December 2022</td>
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</tr>
</tbody>
</table>

**HOLIDAYS**

| 1    | Christmas                                         | 25 December 2021     | 26 December 2021 |
| 1    | New Year                                          | 01 January 2022      |              |
| 2    | Good Friday                                       | 15 April 2022        |              |
| 2    | Easter                                            | 17 April 2022        | 18 April 2022  |
| 3    | King’s Day                                        | 27 April 2022        |              |
| 3    | Liberation day                                    | 5 May 2022           |              |
| 3    | Ascension Day                                     | 26 May 2022          |              |
| 3    | Pentecost and Whit Monday                         | 5 June 2022          | 6 June 2022   |

**Lecture Times**

- 09.00-09.45
- 10.00-10.45
- 11.00-11.45
- 12.00-12.45
- Lunch break (12.45-14.00)
- 14.00-14.45
- 15.00-15.45
- 16.00-16.45
- 17.00-17.45

Public Defences, public debates, seminars usually start at 16.00.

**Further Questions**

As far as possible we have published all information on the VLE and on intranet. Should you have further questions, please contact the Teaching and Learning Support Team (TLST) via e-mail address: tlst@iss.nl or in room 2.06.
PART 2

DESCRIPTIONS OF THE MAJORS and

SPECIALIZATIONS
## Contents Part 2

**Agrarian, Food and Environmental Studies (AFES)** ................................................................. 23  
Exam Programme MA in Development Studies 2021-2022; Major Agrarian, Food and Environmental Studies .............................................................................................................. 25  
Exam Programme MA in Development Studies 2021-2022; Major Agrarian, Food and Environmental Studies; Double Degree Programme with Universitas Padjadjaran, Indonesia (UNPAD) ................................................................. 26  
**Economics of Development (ECD)** .............................................................................................. 27  
Exam Programme MA in Development Studies 2021-2022; Major Economics of Development .................................................................................................................................................. 29  
Exam Programme MA in Development Studies 2021-2022; Major Economics of Development; Double Degree Programme with Universitas Indonesia ................................................................................................. 30  
Exam Programme MA in Development Studies 2021-2022; Major Economics of Development; Double Degree Programme with University of Economics, Ho Chi Minh City, Vietnam (UEH) ................................................................................................................................. 31  
Exam Programme MA in Development Studies; Major Economics of Development; Double Degree Programme with FLACSO Ecuador ................................................................................................. 32  
**Governance and Development Policy (GDP)** .............................................................................. 33  
Exam Programme MA in Development Studies 2021-2022; Governance and Development Policy .................................................................................................................................................. 35  
**Human Rights, Gender and Conflict Studies: Social Justice Perspectives (SJP)** ......................... 36  
Exam Programme MA in Development Studies 2021-2022; Major Human Rights, Gender and Conflict Studies: Social Justice Perspectives ........................................................................................................................................ 38  
**Social Policy for Development (SPD)** ............................................................................................. 39  
Exam Programme MA in Development Studies 2021-2022; Major in Social Policy for Development .................................................................................................................................................. 41  
**Governance of Migration and Diversity' (GMD)** ......................................................................... 42  
Exam Programme Specialization track in the MA in Development Studies 2021-2022; Governance of Migration and Diversity ........................................................................................................................................ 44  
**Areas of specialization within the MA in Development Studies 2021-2022** ................................. 45  
Children & Youth Studies (CYS) ........................................................................................................ 45  
Conflict and Peace Studies (CPS) ....................................................................................................... 46  
Econometric Analysis of Development Policies (EADP) .................................................................. 46  
Environment and Sustainable Development (ESD) ..................................................................... 47  
Human Rights (HR) ......................................................................................................................... 47  
International Political Economy and Development (IPED) ........................................................... 48  
Local Development Strategies (LDS) .................................................................................................. 48  
Public Policy and Management (PPM) ............................................................................................ 49  
Women and Gender Studies (WGS) .................................................................................................. 49
Agrarian, Food and Environmental Studies (AFES)
Major in MA in Development Studies 2021-2022

Staff
Julien-François Gerber Convenor
Murat Arsel Staff
Jun Borras Staff
Luisa Cortesi Staff
Wendy Harcourt Staff
Tsegaye Moreda Staff
Oane Visser Staff
Jewellord (Jojo) Nem Singh Staff
Helena Pérez Niño Staff

Learning objectives
After completing the Major, students will have obtained:
• a familiarity with contemporary processes of agrarian and environmental transformations, including theoretical explanations of these processes, and their links to the dynamics and trajectories of development;
• practical skills in doing high-quality research analysis that will prepare them to excel in their professional field;
• the ability to critically analyze strategies, policies and politics of (inter-)governmental agencies, corporations, NGOs and social movements;
• insights into their own realities, potential biases, and experiences of ‘development’, being able to reflect on the strengths and limitations of those perspectives, while situating them in critical approaches for addressing development problems and strategies for change.

Description of the Major
The Major provides students with solid grounding in the study of problems related to rural development and the interrelationship between societies and their environments. The Major offers a political economy perspective rooted in understanding and analyzing rapidly changing rural and rural-urban linkages, global South-North divides (including dynamics around the BRICS - Brazil, Russia, India, China and South Africa - countries), society-gender-ecology relations, and connections between governments, companies, NGOs and local communities.

The focus of the Major is on the social and political processes that underlie ecological and agrarian change, rural-urban poverty, environmental degradation, (inter-)governmental intervention, as well as production and consumption relations. In addition, we critically examine popular initiatives such as food sovereignty, agroecology, community-based conservation and the (trans)national social movements and NGOs that spearhead them. The major offers a balance between theory, policy and practice.

The main themes addressed in the Major include:
• environmental degradation, conservation, extractive industries (mining), and the management and distribution of natural resources;
• use, access, property relations and conflict related to land, water, and other natural resources;
• global food politics and the role of food and agriculture in capitalist development;
• feminist political ecology; gender and the environment
• rural poverty, social exclusion and marginalization;
• global agrarian and environmental politics, including (trans)national agrarian and environmental justice movements as well as food movements
**Major courses**
All AFES students will be required to take the core course ISS-4150 Political Economy of Agriculture and Environment and the ISS-4390 AFES: Working towards the Research Paper course.

AFES students are also required to take the following two Major courses:
ISS-4229 Global Political Ecology
ISS-4240 Politics of Agrarian Transformation

Students who wish to specialize further within the context of the Major may choose the Environment and Sustainable Development (ESD) specialization, but they can also combine their Major training in AFES with other specializations from across the ISS.

Apart from course work, graduation within this Major requires a Research Paper on a topic related to the broad field of Agrarian, Food and Environmental Studies.

**Indicative readings**
Exam Programme MA in Development Studies 2021-2022; Major Agrarian, Food and Environmental Studies

<table>
<thead>
<tr>
<th>Foundation Course on Economics</th>
<th>3 ECs</th>
<th>One of the following courses: ISS-1106 Introduction to Economic Theories (offered as MOOC) ISS-1107 Development Economics ISS-1113 Regression and Data Analysis</th>
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<tr>
<td>Foundation Course on Political Science</td>
<td>3 ECs</td>
<td>One of the following courses: ISS-1114 Politics of Modern Development ISS-1104 Politics, Power and Development</td>
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<tr>
<td>Foundation Course on Sociology</td>
<td>3 ECs</td>
<td>One of the following courses: ISS-1110 Contemporary Social Theory ISS-1112 Sociology at Work</td>
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<tr>
<td>General Courses</td>
<td>8 ECs</td>
<td>ISS-2101 The Making of Development: Histories, Theories and Practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 ECs</td>
</tr>
<tr>
<td>Research Techniques Courses</td>
<td>8 ECs</td>
<td>ISS-3201 Multimethod Social Development Research or ISS-3210 Discourse Analysis: Principles and Methods or 2 courses, to be chosen from: ISS-3203 Topics in Regression Analysis ISS-3207 Qualitative Interviewing ISS-3209 Techniques for Understanding Quantitative Secondary Data ISS-3211 Decolonial Research in the Development Context ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3305 Techniques for Case-study Research ISS-3306 Participatory Action Research ISS-3307 Collecting and Evaluating Data</td>
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<tr>
<td>Optional Courses</td>
<td>8 ECs</td>
<td>Free choice from the list of optional courses, provided that the course has not yet been selected as the Research Techniques or Major course</td>
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<tr>
<td>TOTAL</td>
<td>88 ECs</td>
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# MA in Development Studies, Academic Calendar 2021-2022; Major Agrarian, Food and Environmental Studies; Double Degree Programme with Universitas Padjadjaran, Indonesia (UNPAD)

<table>
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<tr>
<th>Course Category</th>
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<td>8 ECs</td>
<td>ISS-2101 The Making of Development: Histories, Theories and Practices</td>
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<tr>
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<td>3 ECs</td>
<td>ISS-2202 Contemporary Issues in Development Studies</td>
</tr>
<tr>
<td>Major Courses</td>
<td>27 ECs</td>
<td>ISS-4150 Political Economy of Agriculture and Environment</td>
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<td></td>
<td></td>
<td>ISS-4229 Global Political Ecology</td>
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<tr>
<td></td>
<td></td>
<td>ISS-4240 Politics of Agrarian Transformation</td>
</tr>
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<td></td>
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<td>ISS-4390 AFES: Working towards the Research Paper</td>
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<tr>
<td>Research Paper</td>
<td>4 ECs</td>
<td>ISS-3105 Research Paper Preparation</td>
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<td>21 ECs</td>
<td>ISS-5401 Research Paper</td>
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<tr>
<td>Remedial Course</td>
<td>[5 ECs]</td>
<td>ISS-9105 Advanced Writing Skills</td>
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<td>Research Techniques</td>
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<tr>
<td>Courses</td>
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<td>ISS-3203 Topics in Regression Analysis</td>
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<td>ISS-3207 Qualitative Interviewing</td>
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<td>ISS-3209 Techniques for Understanding Quantitative Secondary Data</td>
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<td>ISS-3303 Ethnographic Research and Reflexivity in Development Contexts</td>
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<td>ISS-3305 Techniques for Case-study Research</td>
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<td>ISS-3306 Participatory Action Research</td>
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<td>ISS-3307 Collecting and Evaluating Data</td>
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<td>TOTAL</td>
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<td>Waived on the basis of the Double Degree programme UNPAD</td>
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<td>Foundation courses: 9 ECs</td>
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<td>Research Techniques Course: 4 ECs</td>
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<td></td>
<td></td>
<td>Optional Course: 8 ECs</td>
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<td>TOTAL</td>
<td>88 ECs</td>
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Economics of Development (ECD)
Major in MA in Development Studies 2021-2022

Staff
Matthias Rieger Convention
Elissaios Papyrakis Staff
Natascha Wagner Staff
Arjun Bedi Staff
Peter van Bergeijk Staff
Mansoob Murshed Staff
Lorenzo Pellegrini Staff
Robert Sparrow Staff
Binyam Afewerk Demena Staff
Zemzem Shigute Staff
John Cruzatti Staff

Learning Objectives
The major in the Economics of Development (ECD) is concerned with the economic analysis of policies leading to equitable and sustainable development. It provides training in advanced economic theory and quantitative methods, imparting a critical understanding of contemporary development theory, policy and institutions. It is designed to train young professionals wishing to pursue a career in government administration, the private sector, international or national official or non-governmental organizations, or the academic world. Upon completion of the ECD major, students will:

- be thoroughly familiar with contemporary debates in global economy, development economics, and economic development policies;
- have the ability to apply relevant areas of economic theory to illuminate such debates;
- possess an in-depth knowledge of alternative schools of economic thought and be aware of the importance of institutional factors, endowments, income distribution and socio-political forces in economic analysis;
- be able to make sense of economic data and use them for hypothesis testing;
- have a hands-on experience in the use of contemporary quantitative and qualitative analytical techniques, and
- have insights in their bias and opinion and will be able to reflect on the strengths and limitations of their perspectives.

Students will be enabled to actively participate in and contribute to decision-making about policies designed to promote balanced sustainable and equitable development. In the process of writing their research papers, students will demonstrate substantive specialized knowledge of particular problem areas, typically as they relate to the student’s own country, but also as they relate to the global economic environment.

Description of the Major
The Economics of Development (ECD) Major provides students with the theoretical knowledge, policy awareness, and analytical techniques to tackle many of the key issues facing their countries in respect of economic development and economic policy analysis.

The Major integrates macroeconomic issues with the underlying microeconomic processes, emphasizing the importance of, on the one hand, the global economic environment and, on the other hand, domestic institutions, regulatory frameworks and socio-economic groups. It pays particular attention to the impact of international and domestic economic policies on growth, poverty and income distribution in developing countries, and seeks to bring out the fundamental linkages between economic growth, human development and natural resource management.
The approach to teaching has a strong comparative element in terms of both theoretical perspectives on development problems and policies as well as the experiences of different countries. Global and individual country studies and policy briefs, drawn from an array of research institutions and organisations, are used to help students see how economic analysis can be brought to bear upon key development problems. All students are trained in the use of the latest statistical and other relevant software packages.

**Major courses**

The core course of the Major ISS-4151 Principles of Economic Development and ISS-4391 ECD: Working towards the Research Paper are compulsory.

ECD students are then required to take another Major course, to be chosen from the following two courses:
- ISS-4231 Growth, Inequality and Poverty
- ISS-4241 International Trade and Investment Policies for Sustainable Development

For students wanting to concentrate on the Major, we recommend the following Term 3 courses:

A number of non-credit voluntary remedial courses are available at the beginning of Term 1 including those in basic maths, statistics and economics.

Students who wish to specialize further within the context of the Major may choose to follow the specialization Econometric Analysis of Development Policies (EADP), but they can also combine their Major training in ECD with other specializations from across the ISS.

Apart from course work, graduation within this Major requires a Research Paper on a topic related to the broad field of Economics of Development.

The Major is also on offer as a Double Degree programme with the University of Indonesia and the University of Economics, Ho Chi Minh City, Vietnam and FLACSO, the Latin American Faculty of Social Sciences, Ecuador. Students in these programmes take their first MA year in Economics in Indonesia, Vietnam or Ecuador. This justifies a waiver of certain foundation courses, research techniques courses and the optional course. The programme for Double Degree students has accordingly been shortened to 63 ECs, to be completed in one year.

**Indicative readings**


## Exam Programme MA in Development Studies 2021-2022; Major Economics of Development

<table>
<thead>
<tr>
<th>Course Type</th>
<th>ECs</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Foundation Course on Economics</td>
<td>3 ECs</td>
<td>One of the following courses:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-1106 Introduction to Economic Theories (offered as MOOC)</td>
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<tr>
<td></td>
<td></td>
<td>ISS-1107 Development Economics</td>
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<tr>
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<td></td>
<td>ISS-1113 Regression and Data Analysis</td>
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<td>(students are strongly encouraged to follow the Remedial ISS-9160 Basic Statistics and Probability in preparation of this course)</td>
</tr>
<tr>
<td>Foundation Course on Political Science</td>
<td>3 ECs</td>
<td>One of the following courses:</td>
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<td></td>
<td>ISS-1114 Politics of Modern Development</td>
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<tr>
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<td>ISS-1112 Sociology at Work</td>
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<td>General Courses</td>
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<td>ISS-2202 Contemporary Issues in Development Studies</td>
</tr>
<tr>
<td>Major Courses</td>
<td>19 ECs</td>
<td>ISS-4151 Principles of Economic Development</td>
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<td></td>
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<td></td>
<td>ISS-4241 International Trade and Investment Policies for Sustainable Development</td>
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<td>8 ECs</td>
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## Exam Programme MA in Development Studies 2021-2022; Major Economics of Development; Double Degree Programme with Universitas Indonesia

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<td>Major Courses</td>
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Exam Programme MA in Development Studies 2021-2022; Major Economics of Development; Double Degree Programme with University of Economics, Ho Chi Minh City, Vietnam (UEH)

The Major is also on offer as a Double Degree programme with the University of Economics Ho Chi Minh City. Students in this programme take their first MA year in Economics in Vietnam. This justifies a waiver of the foundation courses, the general course (part 1) and research techniques courses (25 ECs). The programme for Double Degree students at ISS is 63 ECs, to be completed in 12 months.

<table>
<thead>
<tr>
<th>Major Courses</th>
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<td></td>
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<td>ISS-4317 Econometric Analysis of Development Policies</td>
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<th>Optional Courses</th>
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<td>21 ECs</td>
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<td>Foundation courses: 9 ECs</td>
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<tr>
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<td></td>
<td>Research Techniques Courses: 8 ECs</td>
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</table>

<table>
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<tr>
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<th>88 ECs</th>
</tr>
</thead>
</table>

¹ For this Double Degree Programme the ECD core course is replaced by one of the Major courses.
² The Supervisor will be an ISS staff member and the 2nd Examiner a staff member from UEH.
Exam Programme MA in Development Studies; Major Economics of Development; Double Degree Programme with FLACSO Ecuador.

The Major is also on offer as a Double Degree programme with FLACSO, the Latin American Faculty of Social Sciences, Ecuador. Students in this programme take their first MA year in Economics in Ecuador. This justifies a waiver of the foundation courses, the general course (part 1) and research techniques courses (25 ECs). The programme for Double Degree students at ISS is 63 ECs, to be completed in 12 months.

<table>
<thead>
<tr>
<th>Major Courses</th>
<th>27 ECs</th>
<th>ISS-4391 ECD: Working towards the Research Paper</th>
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<td>Optional Courses</td>
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<td>21 ECs</td>
<td>ISS-5401 – Research Paper</td>
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<td>Research paper with supervisory inputs from the ISS and FLACSO²</td>
</tr>
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<td>TOTAL</td>
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Waived on the basis of the Double Degree programme FLACSO/ISS

| 25 ECs | General Course, part 1: 8 ECs |
|        | Foundation courses: 9 ECs |
|        | Research Techniques Courses: 8 ECs |
| TOTAL  | 88 ECs |

¹ For this Double Degree Programme the ECD core course is replaced by one of the Major courses.
² The Supervisor will be an ISS staff member and the 2nd Examiner a staff member from FLACSO
Governance and Development Policy (GDP)
Major in MA in Development Studies 2021-2022

Staff
Farhad Mukhtarov  Convenor
Georgina Gomez  Staff
Erhard Berner  Staff
Peter Knorringa  Staff
Sunil Tankha  Staff
Sylvia Bergh  Staff

Learning objectives
Upon completion of the Major in Governance and Development Policy students will have obtained:

• knowledge of the variety of governance arrangements and processes in relation to social and economic development, including the main scales of interaction in the public arena (the local, regional, national and international) and the main actors (from public sector, private sector and civil society), with attention to how governance processes are structured, influenced and implemented;
• insight on development interventions such as poverty alleviation strategies and public service delivery.
• skills to apply this knowledge to a range of academically and policy relevant problems, in order to contribute to finding socially desirable solutions;
• the ability to formulate judgements on governance problems, reflecting an understanding of the political, social and ethical issues involved and awareness of power asymmetries between and within communities, the private sector and the state aimed at advancing various conceptions of social and economic development;
• the ability to relate to specialist and general audiences in order to effectively contribute to discussions on governance issues at national and international levels;
• the analytical and research skills to perform independent research on public matters, using an interdisciplinary approach;
• the ability to reflect on one’s opinions and biases.

Description of the Major
The Major in Governance and Development Policy provides students with grounding in the study of governance at local, national and international levels. The Major is built on the understanding that governance issues are complex in nature, where the Government engages a range of actors from the public, private and civil-society domains to find acceptable solutions for problems in society. The Major uses a political-economic perspective on governance issues, where relations of power and influence and interest-based confrontations are inherent features of governance arrangements. It addresses the nature and importance of policy from the stages agenda setting to evaluation and sees policies as responses to particular problems and opportunities in a given context of social forces, ideologies and interests and not necessarily as technical-rational solutions. State-private sector-community relations and partnerships are addressed from the perspective of social and economic development.

The Major is interdisciplinary and draws on insights derived from policy studies, political science, management, sociology, human geography and economics. Concrete governance dimensions are explored such as capacity, leadership, inequalities, participation, employment, income generation, corruption, representation and accountability.
**Major courses**

The core course of the Major ISS-4152: Development Policies and Practice: Interests, Conflicts and Cooperation and ISS-4392 GDP: Working towards the Research Paper are compulsory.

GDP students are then required to take another Major course, to be chosen from the following two courses:

ISS-4201 Promotion of Local Developments
ISS-4209 Policy Analysis and Design

Students who wish to specialize further within the context of the Major may choose to follow one of two specializations: Local Development Strategies (LDS) or Public Policy and Management (PPM), but they can also combine their Major training in GDP with other specializations from across the ISS.

Apart from course work, graduation within this Major requires a Research Paper on a topic related to the broad field of Governance, Policy and Political Economy.

**Indicative readings**


### Exam Programme MA in Development Studies 2021-2022; Governance and Development Policy

| Foundation Course on Economics | 3 ECs | One of the following courses: ISS-1106 Introduction to Economic Theories (offered as MOOC) ISS-1107 Development Economics ISS-1113 Regression and Data Analysis |
| Foundation Course on Political Science | 3 ECs | One of the following courses: ISS-1114 Politics of Modern Development ISS-1104 Politics, Power and Development |
| Foundation Course on Sociology | 3 ECs | One of the following courses: ISS-1110 Contemporary Social Theory ISS-1112 Sociology at Work |
| General Courses | 8 ECs | ISS-2101 The Making of Development: Histories, Theories and Practices |
| | | 3 ECs ISS-2202 Contemporary Issues in Development Studies |
| Major Courses | 19 ECs | ISS-4152 Development Policies and Practice: Interests, Conflicts and Cooperation ISS-4392 GDP: Working towards the Research Paper |
| | | One of the following 2 courses: ISS-4201 Promotion of Local Developments ISS-4209 Policy Analysis and Design |
| Research Techniques Courses | 8 ECs | ISS-3201 Multimethod Social Development Research or ISS-3210 Discourse Analysis: Principles and Methods or 2 courses, to be chosen from: ISS-3203 Topics in Regression Analysis ISS-3207 Qualitative Interviewing ISS-3209 Techniques for Understanding Quantitative Secondary Data ISS-3211 Decolonial Research in the Development Context ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3305 Techniques for Case-study Research ISS-3306 Participatory Action Research ISS-3307 Collecting and Evaluating Data |
| Optional Courses | 16 ECs | Free choice from the list of optional courses, provided that the course has not yet been selected as the Research Techniques or Major course |
| TOTAL | 88 ECs | |

TOTAL 88 ECs
Human Rights, Gender and Conflict Studies: Social Justice Perspectives (SJP)
Major in MA in Development Studies 2021-2022

Staff
Sreerekha Mullassery Sathiamma  Convenor)
Karin Arts    Staff
Kees Biekart    Staff
Jeff Handmaker    Staff
Silke Heumann    Staff
Helen Hintjens    Staff
Thea Hilhorst    Staff
Rosalba Icaza    Staff
Shyamika Jayasundara-Smits    Staff
Daphina Misiedjan  Staff
Nahda Shehada  Staff

Learning objectives
With the SJP Major, students acquire:

- Knowledge of major theoretical perspectives, methodological approaches and key debates about social justice, human rights, gender and conflict and their relevance for development thinking and practice;
- Skills to generate new and apply acquired knowledge in critiquing, examining, contrasting and exploring:
  - Causes and dynamics of contemporary geo-political, economic and symbolic struggles around identities and resources, by various institutional and civic actors, from global to local levels;
  - diverse practices of and delivery mechanisms for just development, human rights, gender equality and peace;
- Capacities to identify and create strategic methodological approaches to (academic, policy and fact-finding) research in their field;
- Capacities to identify and design strategic approaches to, and specific policy and practical interventions into defense of human rights, gender equality, transformation of conflict and support of peace, in pursuance of justice and right to development;
- Insights into how their own and other actors’ social, economic, symbolic and political location influences their approaches to social justice in development.

Description of the Major
Advancing social justice in development can prove as a challenging process, especially when power relations shift dramatically across regions and societies. Still, in any given context, there are also multiple efforts to challenge social injustices. This Major revolves around tensions between social justice aspirations and the often harsh realities of injustice. It reflects critically on contending approaches to gender, human rights, conflict, peace and security, and to social movements.

SJP enables critical engagement with questions such as: How can global promises of greater equality, human rights protection, human security, sexual and reproductive rights, and safety and dignity for all, be realized in situations where governments and other powerful actors are contributing to injustice? How should we analyze and address interconnections between the global and the local? What forms of knowledge and action contribute to just and peaceful social transformation? By linking policy frameworks with structured forms of social exclusion and with the reality of people’s agency, the aim of the Major is to support a complex and multi-perspectival approaches to social justice. By integrating reflections on the public and the private, individual agency and structural analysis, theory and practice, SJP participants will have critical tools that make it possible to question simplistic approaches to social justice.

Many social justice approaches focus either on economic inequalities or on conflicting (ethnic, religious, gender, sexual) identities. Within SJP, the focus is in analyzing how those relate to each other; how gender, class, race and other social inequalities, exclusions and asymmetries relate to
economic and political inequalities, and access to resources and justice; how are identities and social 
relations of power socially constructed, and how they can be challenged and changed. The Major 
supports analytical skills to generate deeper understandings of how theory and practice connect, how 
human rights and gendered analysis reinforce one another, and how conflict and peace studies inform 
approaches to justice, security and development. Participants of the Major will be able to identify and 
apply diverse theoretical approaches to, and select strategic solutions for structural, institutional and 
everyday social justice problems; and to work in multidisciplinary and multicultural contexts.

Major courses
Students of the SJP Major are required to take the SJP core course in Term 1:
ISS-4153 Contemporary Perspectives on Social Justice 
and in Term 3 and 4 
ISS-4393 SJP: Working towards the Research Paper

In Term 2 students of the SJP Major are required to take one of the following three courses:
ISS-4216 Human Rights, Law and Society OR
ISS-4217 Conflict Analysis and Transformation; A Governance Perspective OR
ISS-4226 Feminist Perspectives on Gender and Development

(It is also possible to take more than one of these courses, i.e. as an option)

The SJP Major offers three specializations: (i) Women and Gender Studies; (ii) Conflict and Peace 
Studies, and (iii) Human Rights. SJP students can also combine the Major training with other 
specializations from across the ISS, or can choose not to specialize.

Apart from course work, graduation within SJP Major requires a Research Paper (dissertation) of 
17500 words on a topic within the broad field of Social Justice, and related to specialization (if 
specialization was chosen).

Indicative readings
Cambridge University Press
Cambridge University Press.
Methodologies, Abingdon, Oxon: Routledge.
Merry, S. E. (2006) Human rights and gender violence: translating international law into local justice, 
Chicago: University of Chicago Press
Siddiqi, Ayesha (2019) "Disasters in conflict areas: finding the politics", Disasters, 42(S2): pp. S161-
S172.
# Exam Programme MA in Development Studies 2021-2022; Major Human Rights, Gender and Conflict Studies: Social Justice Perspectives

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<td>ISS-1107 Development Economics</td>
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<td></td>
<td>Two courses, to be chosen from:</td>
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<td>ISS-3105 Research Paper Preparation</td>
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Social Policy for Development (SPD)
Major in MA in Development Studies 2021-2022

Staff
Kristen Cheney  Convenor
Erhard Berner  Staff
Andrew Fischer  Staff
Roy Huijsmans  Staff
Auma Okwany  Staff
Lee Pegler  Staff
Karin Astrid Siegmann  Staff
Irene van Staveren  Staff

Learning objectives
After completing the Major, students are able to:

- assess the impact of social policy interventions on sustained and equitable development, social inclusion, livelihoods and decent work, gender equality, population dynamics, generational relations, and citizenship;
- analyse policy debates in the field of social policy from distinct theoretical perspectives and informed by key concepts including social reproduction, power, and agency;
- appraise the roles and responsibilities of state, non-state, international and other actors in social provisioning;
- investigate specific social policy related problems within their broader historical, socio-cultural, economic and political context;
- participate with confidence in debates on key issues in the field of social policy and development.
- conduct independent research using an intersectional and interdisciplinary approach on academic and policy-oriented problems related to issues in social policy;
- reflect critically on their own experiences and perceptions with regard to social provisioning and its role in development.

Description of the Major
The Social Policy for Development Major at ISS focuses on the sometimes contradictory role of social policies in either reproducing or transforming power relations, forms of discrimination and inequalities. This includes a critical engagement with the normative dimension of social policy and analysis of the scope and limitations of social policy as a force for progressive transformation and for sustainable, equitable, gender-aware, generational sensitive and socially-just development within a context of contemporary globalisation and profound population transformations such as migration and urbanisation. The Major also privileges a focus on processes and dynamics leading to as well as addressing poverty, inequality, exclusion, marginalisation and discrimination. It applies an intersectional approach to understanding social problems, highlighting the dynamic interplay between, amongst other things, gender/ethnicity/caste/age. The Major draws on a strong critical political economy tradition of development studies at the ISS and on post-structuralist thought. It combines the study of long-term structural and macro dimensions with attention to the local, the specific and the everyday, and with a focus on social reproduction as a pivotal concept.
**Major courses**
The core course of the Major is required and runs in term 1b: ISS-4154 Critical Social Policy for Transformative Development. ISS-4394 SPD: Working towards the Research Paper is compulsory and runs in Term 3 and 4.

SPD students are further required to take one of the following two courses in either Term 2 or Term 3:
- Term 2: ISS-4202 Poverty and Inequality: Concepts, Measures and Policies within Contemporary Development Agendas
- Term 3: ISS-4311 Children, Youth and Development: Policy and Practice

For students wanting to concentrate on the Major, we recommend the following optional courses:
- Term 2: ISS-4218 Children and Youth Studies in Development Context
- Term 3: ISS-4355 Gender at Work in Development

A specialization pathway is offered within the Major: Children and Youth Studies. Students can also combine the core Major training in social policy with other specializations from across the ISS or compose a study programme that does not include a specialization.

Apart from course work, graduation within this Major requires a Research Paper on a topic related to the broad field of Social Policy for Development.

**Indicative readings**
Exam Programme MA in Development Studies 2021-2022; Major Social Policy for Development

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Course on Economics</td>
<td>3 ECs</td>
<td>One of the following courses:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-1106 Introduction to Economic Theories (offered as MOOC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-1107 Development Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-1113 Regression and Data Analysis</td>
</tr>
<tr>
<td>Foundation Course on Political Science</td>
<td>3 ECs</td>
<td>One of the following courses:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-1114 Politics of Modern Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-1104 Politics, Power and Development</td>
</tr>
<tr>
<td>Foundation Course on Sociology</td>
<td>3 ECs</td>
<td>One of the following courses:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-1110 Contemporary Social Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-1112 Sociology at Work</td>
</tr>
<tr>
<td>General Courses</td>
<td>8 ECs</td>
<td>ISS-2101 The Making of Development: Histories, Theories and Practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-2202 Contemporary Issues in Development Studies</td>
</tr>
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<td>Major Courses</td>
<td>19 ECs</td>
<td>ISS-4154 Critical Social Policy for Transformative Development</td>
</tr>
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<td></td>
<td></td>
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</tr>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>ISS-4202 Poverty and Inequality: Concepts, Measures and Policies within Contemporary Development Agendas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-4311 Children, Youth and Development: Policy and Practice</td>
</tr>
<tr>
<td>Research Techniques Courses</td>
<td>8 ECs</td>
<td>ISS-3201 Multimethod Social Development Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-3210 Discourse Analysis: Principles and Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 courses, to be chosen from:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-3203 Topics in Regression Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-3207 Qualitative Interviewing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-3209 Techniques for Understanding Quantitative Secondary Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-3211 Decolonial Research in the Development Context</td>
</tr>
<tr>
<td></td>
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<td>ISS-3303 Ethnographic Research and Reflexivity in Development Contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-3305 Techniques for Case-study Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-3306 Participatory Action Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISS-3307 Collecting and Evaluating Data</td>
</tr>
<tr>
<td>Optional Courses</td>
<td>16 ECs</td>
<td>Free choice from the list of optional courses, provided that the course has not yet been selected as the Research Techniques or Major course</td>
</tr>
<tr>
<td>Research Paper</td>
<td>4 ECs</td>
<td>ISS-3105 Research Paper Preparation</td>
</tr>
<tr>
<td></td>
<td>21 ECs</td>
<td>ISS-5401 Research paper</td>
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<tr>
<td>TOTAL</td>
<td>88 ECs</td>
<td></td>
</tr>
</tbody>
</table>
Governance of Migration and Diversity’ (GMD)
Specialisation track in the MA in Development Studies 2021-2022

Staff
Zeynep Kaşlı Convenor
Nanneke Winters Staff
Jeff Handmaker Staff
Karin Astrid Siegmann Staff

An LDE master track
The master programme ‘Governance of Migration and Diversity’ (GMD) is a cooperation between three universities: Leiden University, Delft University of Technology and Erasmus University Rotterdam. Courses will be provided by five relevant departments within these universities. At Leiden University this is the department of History, at Delft University of Technology this is the faculty of Architecture and the Built Environment. Finally, at Erasmus University Rotterdam these are the departments of Sociology and Public Administration as well as the International Institute of Social Studies (ISS).

Learning objectives
After the completion of this specialisation, students will be able to identify and analyse social issues related to migration and diversity. Furthermore, students can provide advice on these problems. During this master programme students will:

• Develop a multi-disciplinary perspective on migration and diversity, including politics, history, sociology, public administration, international development and urban geography.
• Acquire a methodological understanding of how to study migration and diversity.
• Gain knowledge on the governance implications of migration and diversity, at the local (urban), regional, national as well as the European and international level.
• Obtain professional skills for designing migration and diversity policies and strategies for stakeholders.

Structure of the Master: Joint Programme and Specialized Tracks
The programme consists of a general part of the curriculum to be followed jointly by students from all four Master programmes, and a specific track for every Master programme. All students who enrol in the programme participate in the joint part of the programme (30 ECs) providing students with solid multidisciplinary knowledge of the field of migration and diversity. The joint part of the programme consists of five courses that are offered by the respective departments, based in their own disciplinary specialization (politics, history, sociology, development studies and urban design).

These different perspectives are brought together in the joint course ‘Governance of Migration and Diversity’. This core course will be oriented at professional skills in designing governance strategies around concrete cases and will be given by all five departments together. While students are enrolled at one of the three universities and have access to the facilities there, classes will be given at all three universities to encourage exchanges between the universities.

The second part of the programme is specific to each master. Students participate in already existing courses (compulsory and elective courses) and thesis trajectories for their Master programme. The methodological training will be provided on a disciplinary basis.
Indicative readings
For the 6th edition and related exercises see http://www.age-of-migration.com
# Exam Programme Specialization track in the MA in Development Studies 2021-2022; Governance of Migration and Diversity

| General Courses | 6 ECs | ISS-2102 The Making of Development  
3 ECs | ISS-2202 Contemporary Issues in Development Studies |
|-----------------|-------|---------------------------------|
| **LDE Migration Courses, delivered by EUR, University Leiden, TU Delft and ISS** | 30 ECs | • Governance of Migration and Diversity (5 EC) (Core Course, in ISS term 1a).  
Delivered by Erasmus University, Rotterdam  
• History of Migration and Diversity (5 EC) (in ISS term 1a)  
Delivered by Leiden University, Leiden  
• Politics of Migration and Diversity (5 EC) (in ISS term 1b)  
Delivered by Erasmus University, Rotterdam  
• Sociology of Migration and Diversity (5 EC) (in ISS term 1b).  
Delivered by Erasmus University, Rotterdam  
• Social Inequality in the City, Diversity and Design (5 EC) (in ISS term 2).  
Delivered by TU Delft, Delft  
• ISS-4270 Migration and Development (5 EC) (in ISS term 2).  
Delivered by ISS, The Hague |

| Research Techniques Courses | 8 ECs | ISS-3201 Multimethod Social Development Research  
or  
ISS-3210 Discourse Analysis: Principles and Methods  
or  
2 courses, to be chosen from:  
ISS-3203 Topics in Regression Analysis  
ISS-3207 Qualitative Interviewing  
ISS-3209 Techniques for Understanding Quantitative Secondary Data  
ISS-3211 Decolonial Research in the Development Context  
ISS-3303 Ethnographic Research and Reflexivity in Development Contexts  
ISS-3305 Techniques for Case-study Research  
ISS-3306 Participatory Action Research  
ISS-3307 Collecting and Evaluating Data |

| Optional Courses | 16 ECs | Free choice from the list of optional courses and/or research technique courses, provided that the course has not yet been selected as the Research Techniques or Migration course |

| Research Paper | 4 ECs | 21 ECs | ISS-3105 Research Paper Preparation  
ISS-5401 Research Paper |

| **TOTAL** | 88 ECs |
Areas of specialization within the MA in Development Studies 2021-2022

The MA in Development Studies offers the opportunity to specialize further in a specific area of interest. If you choose to specialize, the specialization will be mentioned on the transcript.

A specialization consists of a) a designated set of two courses (16 ECs together) that fit well together, and b) an RP that addresses an issue, problem or question within the theme of the specialization (as well as the larger theme of the Major). This means that the successful completion of two designated specialization courses alone is not sufficient for a specialization to be mentioned on the transcript. The Research Paper is also part of the specialization.

Note that the Academic Calendar lists many Term 2 and Term 3 courses. Depending on the number of students who indicate their preference, some of the courses may not go ahead. The rule that ISS will apply is that there should be a minimum of 10 registered students (not including students who just attend a course) per course. Shortly after the deadline for registration for the Term 2 and 3 courses, the Deputy Rector for Educational Affairs will decide which courses, if any, will be cancelled. As a result of this decision, some specializations may also not be on offer.

Children & Youth Studies (CYS)
Teaching staff: Karin Arts, Kristen Cheney, Roy Huijsmans, Auma Okwany.

CYS provides students with a critical understanding of how children and youth are situated in local and global development processes by approaching age and generation as integral social variables that intersect with others such as gender, class, and ethnicity. Students analyse how young people influence development and social change processes as well as how development shapes various dimensions of young people’s lives. They do this by deconstructing the framing of young people in development discourses and interventions, including human capital, rights-based, actor-oriented and victimhood perspectives. They strengthen their critical awareness of the global, comparative history of childhood and youth, and of the vastly different socio-economic, cultural and political environments under which children and youth grow up.

The specialization explores issues of poverty, equity, rights and social development of young people from an interdisciplinary perspective, paying particular attention to the roles of peer groups, households, schools, social media, the state, and development organizations in young people’s lives. It also draws on a range of analytical perspectives including agency, generations, intra-household relations, rights-based perspectives, life course, intersectionality, socialization, governmentality, social protection, social reproduction, and sub-cultures. Finally, students will learn how to implement child/youth-centered research methodologies.

Courses
ISS-4218 Children and Youth Studies in Development Context
and
ISS-4311 Children Youth and Development: Policy and Practice
Conflict and Peace Studies (CPS)
Teaching staff: Shyamika Jayasundara-Smits, Helen Hintjens, Mansoob Murshed, Thea Hilhorst and guest lecturers

This specialization is for anyone interested in the fields of conflict and peace studies and those who are working in development, including humanitarian sector in situations of on-going conflict and post-conflict contexts. Conflicts and conflict affected areas are at the centre of development concerns, with many SGD-related problems from education to employment to climate change adaptation and sustainable resource use – concentrated in these areas. Students of this specialisation will critically examine how development agendas have evolved after the Cold War, as well as the ways in which roots and dynamics of conflicts and different approaches to peace-building are understood and represented even when violence continues after war ends. Students will learn to apply a rich mixture of concepts and theoretical approaches drawn from Conflict, Peace, Critical Security, Disaster and Humanitarian Studies to a diverse array of case studies from different regions of the world and to systematically incorporate gender, class, identity and resources into the analysis of development interventions. The specialization invites students to critically examine the strengths and weaknesses of the dominant development frameworks in addressing different levels and types of conflicts and envision sustainable conflict governance and peacebuilding strategies, globally and for their communities.

Courses
ISS-4217 Conflict Analysis and Transformation: A Governance Perspective
And one or both of the following courses
ISS-4227 Humanitarian Action, Disasters & Crises: Critical approaches
ISS-4313 Violent Conflict, Media and the Politics of Representation

Econometric Analysis of Development Policies (EADP)
Teaching staff: Arjun Bedi, Mansoob Murshed, Elissaios Papyrakis, Binyiam Afewerk Demena

The Econometric Analysis of Development Policies specialization will provide students with an appreciation of the role of incentives and institutions in driving sustainable economic growth, reducing inequality and poverty, and enhancing human development. They will learn to conceive, organize, conduct and present empirical research related to the preceding using modern econometric techniques. The specialization will deal with the econometrics of time series, panel data and methods of impact evaluation. Empirical applications will be drawn from a variety of areas including the effect of trade, remittances, aid and foreign investment on growth, and evaluations of policies in the area of education and labour markets, health and nutrition, prevention of corruption and rent-seekimg.

Courses
ISS-4317 Econometric Analysis of Development Policies (mandatory)
AND
ISS-4231 Growth, Inequality and Poverty
OR
ISS-4241 International Trade and Investment Policies for Sustainable Development

Pre-requisites
Prior courses in intermediate microeconomic and macroeconomic theory and regression analysis (courses at the level of ISS-1113 and ISS-3203) are prerequisites for this specialization).
Environment and “Sustainable Development” (EDS)
Teaching Staff: Murat Arsel, Jun Borras, Luisa Cortesi, Julien-François Gerber, Wendy Harcourt, Tsegaye Moreda, Oane Visser

The EDS Specialization prepares students to respond to the challenges posed by global environmental issues. While the need to transition to sustainability is widely accepted, the concept of “sustainable development” and its newest variants (e.g. ‘green economy’) remain vague, failing to provide a clear roadmap to a greener future. The Specialization is based on the recognition that all environmental issues arise from a combination of natural as well as economic, political and cultural processes; it is informed by the awareness that the challenge of sustainability cannot be addressed without understanding the interaction between local dynamics and global structures. Based in the traditions of political economy and political ecology, the EDS Specialization fundamentally focuses on analytical tools for understanding the impact of capitalist development on the environment and sustainability. We explore complex and interrelated issues such land grabbing, climate change, dispossession, ecological distribution conflicts, gender and food systems, seen from broad perspectives that link rural and urban women and men and their environments, and span South-North divides to include emerging international actors such as the BRICS. The EDS Specialization is also centered on emerging popular and systemic alternatives such as food sovereignty, degrowth, agroecology and the (trans)national agrarian and environmental justice movements that spearhead these. EDS targets professionals, students and activists who have worked on or are interested in these issues. They can be recent graduates, or come from international development agencies, national governments, donor organizations, NGOs, social movements, trade unions, and from wider constituencies such as journalists, community-based workers, and agrarian and food movement activists.

Courses
ISS-4240 Politics of Agrarian Transformation
ISS-4229 Global Political Ecology

Human Rights (HR)
Teaching staff: Karin Arts, Jeff Handmaker, Daphina Misiedjan and others, including external guest lecturers

How do human rights relate to development, and what (kind of) contestations might arise in this realm? How are human rights (such as social and economic rights and children’s rights) realized in different contexts? The HR specialization helps to explore this kind of questions. The specialization regards multidisciplinary analysis as a prerequisite for formulating multi-layered strategies to bringing about human rights protection. Nevertheless, a special emphasis is placed on interrogating the role of law, legal institutions and processes, in relation to government and corporate accountability and to civic action. Drawing on critical approaches in sociolegal studies, international law and other relevant fields, the HR specialization welcomes those coming from a non-legal background who want to learn how legal and other articulations of rights can be framed and mobilised to support social justice claims. Likewise, those with a legal background will benefit from a historicized, multidisciplinary, and critical understanding of how law and legal institutions function in different social, cultural and political settings. Together, the HR specialization courses explore the origins, content and role of law in addressing human rights claims, and how framing, claiming and other mobilization strategies – that groups, individuals and states use – have the potential to advance human rights and social justice. Examples of environmental, gender justice and self-determination struggles, ending impunity for international crimes and minority rights will be explored in a range of settings, from South Africa to the Middle-East, Suriname, the US and EU

Courses
ISS-4216 Human Rights, Law and Society
ISS-4352 Mobilizing Rights and Social Justice
International Political Economy and Development (IPED)
Teaching staff: Wil Hout, Rosalba Icaza, Karim Knio,

This specialization provides students with a better understanding of the international dimensions of development issues. The specialization draws on the burgeoning academic field of international political economy, which is concerned with the various ways in which national political and economic processes interrelate with international (that is, global, transnational and multilateral) relations. The IPED specialization is concerned with the way in which important features of the contemporary international order impact on the development prospects of people living in developing countries and countries in transition.

IPED students learn to understand how dominant agendas shape the structures within which national governments, private companies and civil society pursue their interests. More specifically, the specialization focuses on the pervasive influence that neo-liberalism has had on the nature of global capitalism over the course of the past three decades, and on the agenda of global development that has been furthered by various supporters of liberal internationalism.

IPED students are educated to make a critical assessment of the claims of the contemporary proponents of the dominant political-economic agendas.

Courses
ISS-4212 Contemporary Capitalism and Governance: Neo-Liberalism and Beyond
ISS-4307 Politics of Global Development: Debating Liberal Internationalism

Local Development Strategies (LDS)
Teaching staff: Georgina M. Gómez, Peter Knorringa, Erhard Berner

Actors live and interact with each other daily in spaces where they compete for resources, share commons and frame strategies to advance standards of living. Natural disasters, humanitarian crisis, the Covid19 pandemic and other wicked problems draw local actors to work with one another or against each another, navigating in practice the policies that they receive from the various authorities. The Local Development Strategies Specialisation explores pathways in which actors design governance responses, by bringing their interests and capacities to the table. The specialization prepares participants to understand local governance processes and equips them to support the finding of local solutions for global problems. It adopts an intermediate or meso level of intervention with an international comparative approach, and it combines practical project experience with state of the art theoretical debates. It offers essential insights for those working locally in the public sector, in community development, NGOs, academic institutions, private enterprises or hybrid organisations such as social enterprises.

Courses
ISS-4201 Promotion of Local Developments

And one of the following:

ISS-4202 Poverty and Inequality: Concepts, Measures and Policies within Contemporary Development Agendas
ISS 4341 Evaluation of Development Policy, Programs and Projects
ISS-4348 Human Behavior and Experiments in Development
Public Policy and Management (PPM)
Teaching staff: Sunil Tankha, Farhad Mukhtarov

The specialization in Public Policy and Management prepares students to contribute effectively to policy analysis, preparation, implementation and evaluation processes especially in developing and transitional countries. It aims to make students more thoughtful, effective and equitable players in complex policy processes of formulation, analysis, implementation and evaluation. In the preparation and decision making as regards choices for public action, this specialization offers a solid understanding of the concepts, theory, techniques/tools of the entire policy process. It imparts competencies, attitudes and skills in applying these and to contribute as a policy actor against a critical awareness of the value-aspects and value-choices in policy making. The specialization investigates the nature and practices of public sector institutions and organizations as well as public sector reform, both in terms of organisational reform such as New Public Management, but also of the determinants of outcomes in the delivery of public services. It also provides an understanding of organizational structures, dynamics of policy implementation in multi-stakeholder policy arenas and public processes, and skills and tools for more effective action.

Courses (any 2 of the 3)
ISS-4209 Policy Analysis and Design
ISS-4339 Development Management and Reforms
ISS 4341 Evaluation of Development Policy, Programs and Projects

Women and Gender Studies (WGS)
Teaching staff: Silke Heumann, Karin Astrid Siegmann, Sreerekha Mullassery Sathiamma, Nahda Shehada.

The specialization in Women and Gender Studies provides advanced, interdisciplinary studies that address the interface between the material and the discursive dimensions of gendered inequalities and transformative politics. The specialization provides the foundation for analytical and critical thinking on the relationship between the production of knowledge in social sciences and development studies and gendered social relations of power. It provides critical perspectives on the concepts of gender (femininities and masculinities) and development, focusing primarily on processes of production of feminist knowledge, different feminist knowledge frameworks and their epistemological, ontological and methodological implications for feminist thinking, research and intervention in development. It pays particular attention to the intersections of gender with other social relations, and to the embeddedness of gender in institutions and their social formation and transformation. It offers a comprehensive understanding of ways in which hierarchies of gender influence people’s work, its material and symbolic rewards and conditions. It also reviews development policies, debates and approaches to reproductive health, sexuality, rights and empowerment. A key focus of the specialization is the relationship between knowledge and power, highlighting analytical insights into the shaping of gender politics in the policy fields and in the strategies of resistance and social transformation.

Courses:
ISS-4226 Feminist Perspectives on Gender and Development

and either one of the following courses:

ISS-4338 Gender and Sexuality as ‘Lenses’ to Engage with Development Policy and Practice
ISS-4355 Gender at Work in Development
PART 3

DESCRIPTIONS OF THE COURSES
# Table of Contents

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS-1104</td>
<td>Politics, Power and Development</td>
<td>52</td>
</tr>
<tr>
<td>ISS-1106</td>
<td>Introduction to Economic Theories</td>
<td>53</td>
</tr>
<tr>
<td>ISS-1107</td>
<td>Development Economics</td>
<td>54</td>
</tr>
<tr>
<td>ISS-1110</td>
<td>Contemporary Social Theory</td>
<td>55</td>
</tr>
<tr>
<td>ISS-1112</td>
<td>Sociology at Work</td>
<td>56</td>
</tr>
<tr>
<td>ISS-1113</td>
<td>Regression and Data Analysis</td>
<td>57</td>
</tr>
<tr>
<td>ISS-1114</td>
<td>Politics of Modern Development</td>
<td>58</td>
</tr>
<tr>
<td>ISS-2101</td>
<td>The Making of Development: Histories, Theories and Practices</td>
<td>59</td>
</tr>
<tr>
<td>ISS-2102</td>
<td>The Making of Development</td>
<td>60</td>
</tr>
<tr>
<td>ISS-2202</td>
<td>Contemporary Issues in Development Studies</td>
<td>61</td>
</tr>
<tr>
<td>ISS-3105</td>
<td>Research Paper Preparation</td>
<td>62</td>
</tr>
<tr>
<td>ISS-3201</td>
<td>Multimethod Social Development Research</td>
<td>63</td>
</tr>
<tr>
<td>ISS-3203</td>
<td>Topics in Regression Analysis</td>
<td>64</td>
</tr>
<tr>
<td>ISS-3207</td>
<td>Qualitative Interviewing</td>
<td>65</td>
</tr>
<tr>
<td>ISS-3209</td>
<td>Techniques for Understanding Quantitative Secondary Data</td>
<td>66</td>
</tr>
<tr>
<td>ISS-3210</td>
<td>Discourse Analysis and Interpretive Research</td>
<td>67</td>
</tr>
<tr>
<td>ISS-3211</td>
<td>Decolonial Research in the Development Context</td>
<td>68</td>
</tr>
<tr>
<td>ISS-3303</td>
<td>Ethnographic Research and Reflexivity in Development Context</td>
<td>69</td>
</tr>
<tr>
<td>ISS-3305</td>
<td>Techniques for Case-study Research</td>
<td>70</td>
</tr>
<tr>
<td>ISS-3306</td>
<td>Participatory Action Research</td>
<td>71</td>
</tr>
<tr>
<td>ISS-3307</td>
<td>Collecting and Evaluating Data</td>
<td>72</td>
</tr>
<tr>
<td>ISS-4150</td>
<td>Political Economy of Agriculture and Environment</td>
<td>73</td>
</tr>
<tr>
<td>ISS-4151</td>
<td>Principles of Economic Development</td>
<td>74</td>
</tr>
<tr>
<td>ISS-4152</td>
<td>Development Policies and Practice: Interests, Conflicts and Cooperation</td>
<td>75</td>
</tr>
<tr>
<td>ISS-4153</td>
<td>Contemporary Perspectives on Social Justice</td>
<td>76</td>
</tr>
<tr>
<td>ISS-4154</td>
<td>Critical Social Policy for Transformative Development</td>
<td>77</td>
</tr>
<tr>
<td>ISS-4201</td>
<td>Promotion of Local Developments</td>
<td>78</td>
</tr>
<tr>
<td>ISS-4202</td>
<td>Poverty and Inequality: Concepts, Measures and Policies within Contemporary Devt Agendas</td>
<td>79</td>
</tr>
<tr>
<td>ISS-4209</td>
<td>Policy Analysis and Design</td>
<td>80</td>
</tr>
<tr>
<td>ISS-4212</td>
<td>Contemporary Capitalism and Governance: Neo Liberalism and Beyond</td>
<td>81</td>
</tr>
<tr>
<td>ISS-4216</td>
<td>Human Rights, Law and Society</td>
<td>82</td>
</tr>
<tr>
<td>ISS-4217</td>
<td>Conflict Analysis and Transformation: A Governance Perspective</td>
<td>83</td>
</tr>
<tr>
<td>ISS-4218</td>
<td>Children and Youth Studies in Development Context</td>
<td>84</td>
</tr>
<tr>
<td>ISS-4226</td>
<td>Feminist Perspectives on Gender and Development</td>
<td>85</td>
</tr>
<tr>
<td>ISS-4227</td>
<td>Humanitarian Action &amp; Disasters: Critical approaches</td>
<td>86</td>
</tr>
<tr>
<td>ISS-4229</td>
<td>Global Political Ecology</td>
<td>87</td>
</tr>
<tr>
<td>ISS-4231</td>
<td>Growth, Inequality and Poverty</td>
<td>88</td>
</tr>
<tr>
<td>ISS-4240</td>
<td>Politics of Agrarian Transformation</td>
<td>89</td>
</tr>
<tr>
<td>ISS-4241</td>
<td>International Trade and Investment Policies for Sustainable Development</td>
<td>90</td>
</tr>
<tr>
<td>ISS-4270</td>
<td>Migration and Development: Livelihoods, Human Security and Intersectionality</td>
<td>91</td>
</tr>
<tr>
<td>ISS-4271</td>
<td>People on the Move: Livelihoods, Human Security and Intersectionality</td>
<td>92</td>
</tr>
<tr>
<td>ISS-4307</td>
<td>Politics of Global Development: Debating Liberal Internationalism</td>
<td>93</td>
</tr>
<tr>
<td>ISS-4311</td>
<td>Children, Youth and Development: Policy and Practice</td>
<td>94</td>
</tr>
<tr>
<td>ISS-4313</td>
<td>Violent Conflict, Media and the Politics of Representation</td>
<td>95</td>
</tr>
<tr>
<td>ISS-4317</td>
<td>Econometric Analysis of Development Policies</td>
<td>96</td>
</tr>
<tr>
<td>ISS-4338</td>
<td>Gender and Sexuality as 'Lenses' to Engage with Development Policy and Practice</td>
<td>97</td>
</tr>
<tr>
<td>ISS-4339</td>
<td>Development Management and Reforms</td>
<td>98</td>
</tr>
<tr>
<td>ISS-4341</td>
<td>Evaluation of Development Policy, Programmes and Projects</td>
<td>99</td>
</tr>
<tr>
<td>ISS-4348</td>
<td>Human Behavior and Experiments in Development</td>
<td>100</td>
</tr>
<tr>
<td>ISS-4352</td>
<td>Mobilizing Rights and Social Justice</td>
<td>101</td>
</tr>
<tr>
<td>ISS-4354</td>
<td>Transitions for Social Justice Lab</td>
<td>102</td>
</tr>
<tr>
<td>ISS-4355</td>
<td>Gender at Work in Development</td>
<td>103</td>
</tr>
<tr>
<td>ISS-4356</td>
<td>Water Disasters, Adaptation and Justice Lab</td>
<td>104</td>
</tr>
<tr>
<td>ISS-4390</td>
<td>AFES: Working Towards the Research Paper</td>
<td>105</td>
</tr>
<tr>
<td>ISS-4391</td>
<td>ECD: Working Towards the Research Paper</td>
<td>106</td>
</tr>
<tr>
<td>ISS-4392</td>
<td>GDP: Working Towards the Research Paper</td>
<td>107</td>
</tr>
<tr>
<td>ISS-4393</td>
<td>SJP: Working Towards the Research Paper</td>
<td>108</td>
</tr>
<tr>
<td>ISS-4394</td>
<td>SPD: Working Towards the Research Paper</td>
<td>109</td>
</tr>
<tr>
<td>ISS-5401</td>
<td>Research Papers</td>
<td>110</td>
</tr>
<tr>
<td>ISS-8401</td>
<td>Internship</td>
<td>111</td>
</tr>
<tr>
<td>ISS-9102</td>
<td>Academic Skills</td>
<td>112</td>
</tr>
<tr>
<td>ISS-9103</td>
<td>Quantitative Skills for Development Studies</td>
<td>113</td>
</tr>
<tr>
<td>ISS-9104</td>
<td>Academic Writing Skills</td>
<td>114</td>
</tr>
<tr>
<td>ISS-9105</td>
<td>Advanced Writing Skills</td>
<td>115</td>
</tr>
<tr>
<td>ISS-9106</td>
<td>Microsoft Excel Applications for Development Studies</td>
<td>116</td>
</tr>
<tr>
<td>ISS-9120</td>
<td>Mathematics for Economists (ECD)</td>
<td>117</td>
</tr>
<tr>
<td>ISS-9160</td>
<td>Basic Statistics and Probability</td>
<td>118</td>
</tr>
</tbody>
</table>
ISS-1104  Politics, Power and Development

Code          ISS-1104
Weight of the Course  3 EC
Period        TERM 1
Course Leader  Karim Knio
Lecturers     Karim Knio and Wil Hout
Teaching Methods (Recorded) Participatory Lectures
Modes of Assessment  Written Exam 100%

Learning objectives
At the end of the course, students will:
• Identify and interpret why politics matters for development and how political power influences the direction and outcomes of development interventions.
• Recognize and relate the centrality of notions of the state to think about politics in and of development.
• Analyse the way in which state, society and markets interact
• Question to what extent global trends impact 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
ISS-1106 Introduction to Economic Theories

<table>
<thead>
<tr>
<th>Code</th>
<th>ISS-1106</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>3 EC</td>
</tr>
<tr>
<td>Period</td>
<td>TERM 1</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Irene van Staveren</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Irene van Staveren</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Internet Course and Tutorials in Class</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>2 mini essays (50%) and 1 invigilated multiple choice exam (50%)</td>
</tr>
</tbody>
</table>

**Learning objectives**

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

**Course description**

This introductory course is offered as a mooc (massive open online course) through the platform Coursera: https://www.coursera.org/learn/intro-economic-theories

The ISS course will be a separate group in the general mooc, in which students can enroll only after course registration, with their ISS student email address. 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 audio visual tools. These include videos with lectures by the lecturer, video tutorials, video discussions between the lecturer and teaching assistant, online presentations by a guest professor for background and context, and quiz questions.

The course is an introduction to economics from a pluralist and global perspective, covering both microeconomics and macroeconomics. It starts with an introduction to economics as a science, followed by consumption and production, the household, firms, the role of the state, financial markets and labour markets. The second part of the course introduces topics at the macro level with 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, geographical origin, and social inequalities. Most importantly, the book uses many real-world examples from Asia, North and South America, Africa and Europe. The two tutorial sessions will provide the opportunity to ask questions.

**Indicative reading**

All course materials are online videos, the book is not required but may be helpful as a reference.


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 EC
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, students should:
• Have knowledge about the most important mainstream and heterodox economic approaches to analyse the economic transformation of those countries known as the ‘developing world’.
• Be able to identify the main hypotheses and processes explaining economic growth and development and how they relate to policy making.
• Learn to identify market failures and to determine whether appropriate policies grounded in an understanding of these conditions can address such failures.
• Critically assess the limitations and strengths of the theories presented and to understand the key points of discussion between alternative theories.

Course description
This course introduces development economics to master-level students in development studies. This eight lecture course will deal with five topics and will start with a broad discussion of the nature and drivers of economic development – Lectures 1-2. Lectures 3 and 4 will present the main elements of classic and heterodox theories of economic development. Lectures 5 and 6 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 6, each of the remaining sessions will deal with a particular development constraint. Session 7 will deal with the complex relationship between environment and development. Session 8 will discuss the problem of institutional quality (and corruption in particular) 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.

Prerequisites
The course is explicitly designed for students in development studies, thus it is less technical than a master-level course just for economists. Nevertheless, basic knowledge in Economics and Mathematics is useful to follow this course.

Assessment
Assessment will consist of a ‘take home’ exam. Students who are enrolled in the Mundus MAPP programme will also write a policy paper (50%, 3000 words length) which deals with a topic covered in the course; for the rest of the students the assessment will be based solely on the exam.

Indicative readings
ISS-1110 Contemporary Social Theory

Code: ISS-1110
Weight of the Course: 3 EC
Period: TERM 1
Course Leader: Christina Sathyamala.
Lecturers: Christina Sathyamala
Teaching Methods: Participatory Lectures, Tutorials, Theoretical Debates
Modes of Assessment: Invigilated Written Exam 50%: Take Home Essay 50%

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

Key words: social theory, classical social theory, Marxism, Frankfurt school, Orientalism, Gender, postcolonial theory, ecology of knowledge
ISS-1112  Sociology at Work

Code  ISS-1112
Weight of the Course  3 EC
Period  TERM 1
Course Leader  Georgina Gómez
Lecturers  Georgina Gómez, guest lecturers
Teaching Methods  Internet Course based on audio-visuals, readings, self-reflection assignments, Classroom tutorials
Modes of Assessment  Short assignments per module 50%; invigilated exam 50%

Learning objectives
Students will develop their sociological imagination. At the end of the course participants will go beyond common sense in doing social analysis and will be able to apply sociological concepts as a toolkit. They will analyse their everyday life as socially situated.

Course description
This is an applied sociology course that covers a series of sociological concepts like structure and agency, division of labour, differentiation and cohesion, power, legitimacy, class and gender. These sociological concepts will be brought to life and used to reflect on questions like:

- What entitles our leaders to command us and why do we comply?
- What are the foundations of inequality, and why can it seem legitimate?
- Why do women and men get different jobs; what is “Gender Analysis”? 
- What is ethnicity? Does race really matter?
- How do we engage in efforts to push for social change?

The course is organised in modules 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. Each topic is tackled at an initial basic level and taken to an advanced level.

Indicative readings
ISS-1113 Regression and Data Analysis

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<thead>
<tr>
<th>Code</th>
<th>ISS-1113</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>3 EC</td>
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<tr>
<td>Period</td>
<td>TERM 1</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Zemzem Shigute</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Zemzem Shigute, and staff</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Lectures, Workshop, Computer Exercises, Tutorials</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Individual Assignment:50%, Final Invigilated Exam: 50%</td>
</tr>
</tbody>
</table>

**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 15/16). 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:

**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  Plenary Lecture, Workshops  
Modes of Assessment  Invigilated assignment 80%, Individual Assignments 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
- Formulate questions that relate specific concepts to developmental challenges and problems in concrete contexts

Course description
This intermediate foundation course introduces key concepts and analytical perspectives in modern politics and its anti, post and decolonial alternatives. The course gives special attention to 5 notions: Politics, Power, Democracy, Nation and the State in modern development. Throughout the course examples will be used to illustrate and clarify these 5 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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>ISS-2101</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>8 EC</td>
</tr>
<tr>
<td>Period</td>
<td>TERM 1</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Wendy Harcourt</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Murat Arsel, Julien-F Gerber, Wendy Harcourt, Roy Huijsmans, Rosalba Icaza, Natascha Wagner</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>On-line themed lectures, Interactive lectures, Peer-to-peer Working groups</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Invigilated online quizz 25%; Working group presentation 15%; Final essay 60%</td>
</tr>
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</table>

**Learning objectives**

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

a) Appraise how cultural, political, economic and historical processes shape understandings of development

b) Reflect critically on their own understanding of development processes

c) Engage in critical dialogues on diverse development narratives with peers and staff

**Course description**

The course is an introduction to the different narratives of international development processes. It invites students to explore the making, unmaking and remaking of development from cultural, social and political economic perspectives. Emphasis is on the critical analyses of development as a historical process, an aspiration, a discourse of power and a set of practices. The course aims to build a dialogue between the students’ own experiences and knowledges of development with the different approaches of the course lectures and literature. The three modules – economic narratives, people and places and alternatives to development – present diverse narratives of development taught by teachers representing the different approaches to development studies at ISS. The course will feature on-line and in person components fostering an open learning environment. The pedagogical methods include flip the classroom, peer-to-peer discussion groups, and interactive lectures led by students in order to encourage self-reflection and co-learning

**Indicative on-line readings and talks**

Adichie C. N. “The Danger of the Single Story”
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en


https://www.aibr.org/antropologia/netesp/numeros/1101/110102e.pdf


The Gapminder. https://www.gapminder.org/
ISS-2102 The Making of Development

Code
ISS-2101
Weight of the Course
6 EC
Period
TERM 1
Course Leader
Wendy Harcourt
Lecturers
Murat Arsel, Julien-F Gerber, Wendy Harcourt, Huijsmans, Rosalba Icaza, Natascha Wagner
Teaching Methods
On-line themed lectures, Interactive Lectures, Peer-to-peer Working groups
Modes of Assessment
Invigilated online quizz 25%; working group presentation 15%; Final essay 60%

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

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

a) Appraise how cultural, political, economic and historical processes shape understandings of development

b) Reflect critically on their own understanding of development processes

c) Engage in critical dialogues on diverse development narratives with peers and staff

Course description
The course is an introduction to the different narratives of international development processes. It invites students to explore the making, unmaking and remaking of development from cultural, social and political economic perspectives. Emphasis is on the critical analyses of development as a historical process, an aspiration, a discourse of power and a set of practices. The course aims to build a dialogue between the students’ own experiences and knowledges of development with the different approaches of the course lectures and literature. The three modules – economic narratives, people and places and alternatives to development – present diverse narratives of development taught by seven teachers representing all the majors of ISS. The on-line course fosters an open learning environment using an engaged methodology with peer-to-peer discussion groups, themed and interactive lectures and on-going feedback to the students in order to encourage self-reflection and co-learning.

Indicative on-line readings and talks
Adichie C. N. “The Danger of the Single Story”
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
https://www.aiwr.org/antropologia/netesp/numeros/1101/110102e.pdf
The Gapminder: https://www.gapminder.org/
ISS-2202 Contemporary Issues in Development Studies

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<tr>
<th>Code</th>
<th>ISS-2202</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>3 EC</td>
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<tr>
<td>Period</td>
<td>TERM 2 and 3</td>
</tr>
<tr>
<td>Course Leader</td>
<td>T.B.A.</td>
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<tr>
<td>Lecturers</td>
<td>Various speakers at selected academic events</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Seminars, workshops, PhD defences, and/or conference sessions</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>1 written report (40%) and 1 reflective note (60%) assessed on pass/fail basis. Students need to pass both assignments</td>
</tr>
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</table>

**Learning objectives**

During the course the students will deepen their critical engagement with development studies by:

a) Making an informed selection of four ISS academic events exploring topical issues relevant to ‘development’ which will allow them individually to contrast or expand on the material studied earlier in the General Course 2101 (Making of Development) and/or in their Majors

b) Reflecting (further) on the scope of the field of development studies, and on how (different strands in) development studies explain and respond to various relevant contestations in today’s world

c) Practicing their reporting and reflective writing skills

d) Communicating their ideas about development studies in writing

**Course description**

This course offers students the opportunity to expand and/or deepen their knowledge of contemporary global, regional, national or local development issues. For this purpose, students will be requested to select, attend, and where possible actively participate in four academic events in Terms 2 and 3. Students should choose a diverse set of events that are likely to expose them to different strands in development studies. Selection criteria will be specified in the course outline.

A list of eligible academic events will be published in Canvas and students will be required to register for the events of their choice. These include seminars in the ISS Development Research Series (DRS), the Research in Progress Series (RIPS), major- and research group-organized seminars, public defences of ISS PhD researchers, and other selected academic workshops, and conferences at (or organized by) ISS. Attendance will be monitored.

The course will be assessed by two brief written assignments. The first one (weighting 40%) is a short report presenting: the titles and dates of the four events attended and the most important issues discussed. The second one (weighting 60%) is a brief reflective note explaining: the reasons for selecting these events, in light of the selection criteria, and the student’s reflections on the different takes on, and aspects of, development studies that were put forward during the events (60%).

**Indicative Readings**

Preparatory papers issued for the events involved, combined with self-directed internet searches and/or self-selected academic resources.
ISS-3105  Research Paper Preparation

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<th>Code</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>4 EC</td>
</tr>
<tr>
<td>Period</td>
<td>TERM 1 – TERM 3</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Georgina M Gómez</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Helen Hintjens, Lidwien Lamboo, Freia Handrickmann, Peter Bardoel and research assistants</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lectures, Workshops, Computer Exercises, audio-visual material and online tutorials</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Required attendance based on a system of points and class assignments: 100%</td>
</tr>
</tbody>
</table>

**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 is the basis of the ISS research paper process preparation until it branches out per Major. It mobilises old research papers as examples and a range of videos on the nuts and bolts of doing research at postgraduate level. It includes texts on academic research and writing, and relates to the RP experiences of ISS Alumni.

We offer additional training in specific research and IT skills, which has become indispensable for creating, accessing and managing information. Students are introduced to information literacy sessions, including the search, management and use of referencing software in the ISS/EUR library. The sessions include practical assignments to reference correctly and enable students to use referencing software. Particular attention is paid to referencing correctly to avoid plagiarism and other unacceptable behaviour.

In Term 2, participatory lectures in plenary sessions and workshops support the development of competencies needed for designing and writing an RP Proposal. Supervisors and second readers are allocated in March. Until the date of submission of the RP, students keep receiving supporting material timed to match their needs at every stage.

**Assessment**
Assessment is based on required attendance and small class assignments.

**Indicative reading**
ISS-3201  Multimethod Social Development Research

Code  ISS-3201
Weight of the Course  8 EC
Period  TERM 2 & 3
Course Leader  Zeynep Kaşlı & Nanneke Winters
Lecturers  Zeynep Kaşlı & Nanneke Winters, Irene van Staveren, TBA
Teaching Methods  Participatory Lectures, Computer Exercises, Workshops, Study Visits
Modes of Assessment  Assignment 1 (Quantitative) 40%, Assignment 2 (Qualitative) 45%, Group Assignment (Research Exercise) 15%

Learning objectives
Upon completion of the course, students will be able to
- Distinguish different ways of asking and addressing complex research questions from multiple quantitative and qualitative, theoretical, and interdisciplinary approaches and practices
- Critically assess the appropriateness of methodological choices in social research
- Design their own research by formulating an appropriate approach and mixing multiple methods
- Develop and apply some quantitative and qualitative instruments for data collection
- Choose appropriate data analysis techniques in qualitative and quantitative research.

Course description
This course seeks to provide knowledge and skills relevant for conducting development-oriented multimethod and mixed methods social science research. It covers the whole research process, from problem formulation, via collection of information and data, to interpretation (both qualitative and numerical). The course also addresses fundamental social science attitudes, reasoning and approaches that govern certain methodologies. Highlighting and comparing different research methods, the course focuses on the variety of contexts, interests and ways in which research is and can be implemented.
Throughout the course, students are introduced to a variety of qualitative and quantitative data collection techniques, with an emphasis on mixing of qualitative and quantitative methods and its impact on the analysis of data. Ethical considerations will be examined at each step of the research process. The course is problem-oriented in that students are guided and asked from the very beginning to develop their own solutions to challenges involved in doing research. After its completion, students will be prepared to work on their research paper and to conduct a research project based on secondary and/or primary data.

Indicative reading

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

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<tr>
<th>Code</th>
<th>ISS-3203</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>4 EC</td>
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<tr>
<td>Period</td>
<td>TERM 2</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Arjun Bedi</td>
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<tr>
<td>Lecturer</td>
<td>Arjun Bedi</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lecture, Computer Exercise, Tutorial</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Assignment: 40%, Take Home Exam: 60%</td>
</tr>
</tbody>
</table>

**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 instrumental variables and simultaneous equation models. 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


**Prerequisites**

Prior courses in statistics, knowledge of the classical normal multiple regression model and the effects of relaxing the assumptions of the classical normal regression model are prerequisites for this course.
ISS-3207 Qualitative Interviewing

Code        ISS-3207  
Weight of the Course  4 EC  
Period       TERM 2  
Course Leader  Karin Astrid Siegmann  
Lecturer     Karin Astrid Siegmann  
Teaching Methods  Participatory Lecture, Workshop, Computer Exercises  
Modes of Assessment  Feedback on required readings: 20%, Formative Assignment (ungraded / lecturer’s feedback), Summative Assignment: 60%, Group Assignment: 20%  

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

- Conduct and reflect on the pros and cons of different forms of qualitative interviews from a theoretically informed perspective,
- Explain the qualitative interviewing process, including the listing of key ethical procedures in and epistemological perspectives on qualitative interviewing, and
- Analyse and communicate their results.

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 and improving their skills in doing qualitative research, for use either as part of their MA thesis or afterwards. The course explores ethical, epistemological and other theoretical dimensions of the process of qualitative interviewing. A large part of the course deals with practical training in doing different kinds of qualitative interviews, analysing and reporting these. Participants will develop the necessary skills to design, implement, document and analyse interview-based research to be conducted in person and online. The course also includes sessions on the use of atlas.ti, a software developed for qualitative data analysis.

Indicative readings
ISS-3209  Techniques for Understanding Quantitative Secondary Data

Code                     ISS-3209
Weight of the Course    4 EC
Period                   TERM 2
Course Leader            Zemzem Shigute
Lecturers                Zemzem Shigute and staff
Teaching Methods         Participatory Lecture, Tutorial, Computer Exercises
Modes of Assessment      Individual Assignment: 35%, Group work: 15%, Final 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
ISS-3210 Discourse Analysis and Interpretive Research

Code: ISS-3210  
Weight of the Course: 8 EC  
Period: TERM 2  
Course Leaders: Silke Heumann and Farhad Mukhtarov  
Lecturer: Des Gasper, Silke Heumann, 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. At the end of the course the students will be able:

- to demonstrate understanding of 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 apply discourse analysis techniques 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. 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 such as interviews, observations and focus groups. Students are introduced to these themes through both a group assignment and individual work. The maximum number of participants is 25. The course can also be taken as an Option course.

Indicative reading
ISS-3211  Decolonial Research in the Development Context

Code
ISS-3211
Weight of the Course
4 EC
Period
TERM 2
Course Leaders
Rosalba Icaza
Lecturer
Rosalba Icaza and guest lecturers
Teaching Methods
Video Lecture, Workshops virtual and presential
Modes of Assessment
Assignment(s) 100%

Learning Objectives
At the end of the course the students will be able:

- Articulate their positionality in relation to their role as a researcher and the ethical researcher relationship with communities, people, and/or organizations in situated development contexts.
- Demonstrate how their research can contribute to decolonizing the disciplines worked with and undoing colonial legacies
- Incorporate a variety of decolonial methods and tools in a research design

Course description
This course is designed for those interested in applying a decolonial orientation to a research project in the development context. It introduces participants to the relationship between research practice, social justice, and decolonization. Targeted at participants who will be initiating their own research projects, the course helps to develop skills and approaches to better equip them in addressing positionality, ethical consideration, methodological, epistemological, and analytical framework choices. The intent of the course is to prepare participants to carry out context-specific, interdisciplinary research that is rigorous and structured. Participants will also develop an aptitude for identifying possibilities for researchers to be accountable to the communities they work with.

The course is planned as 4 EC credits organized through 5 thematic modules delivered through 5 online pre-recorded video lectures/dialogues, plus 5 workshops. The first module exposes participants to the geo-political, ontological and epistemological groundings of decoloniality. In the modules II-IV, participants will learn from the intricacies of designing and implementing research projects that undertake the task of centering an epistemic or cognitive South in processes of knowledge generation. The sessions will encourage critical reflexivity on the methodological choices, including the deployment of particular research methods and tools. This year, the course will focus on the following themes: decolonial investigations (II), First Nations methodologies and holding space (III), liminagraphy (IV), and anti-colonial archival research (V).

Indicative readings
### ISS-3303 Ethnographic Research and Reflexivity in Development Contexts

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>Weight of the course</td>
<td>4 EC</td>
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<tr>
<td>Period</td>
<td>TERM 3</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Roy Huijsmans</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Roy Huijsmans and guest lecturers</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory lecture, workshops, ethnographic exercise, roundtable discussion</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Individual assignments: individual assignment 1 (45%), individual assignment 2 (consisting of two elements with equal weight, together: 45%); participation grade (10%)</td>
</tr>
</tbody>
</table>

### 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 reflect on key aspects of ethnography in relation to the literature and students' own research plans
- Develop an active, reflective and ethical attitude to knowledge and learning

### 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) focuses on the literature and 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. In the second block of the course students will conduct a series of ethnographic exercises and report on this in field notes.

### Indicative readings


The journal *Ethnography*: https://journals.sagepub.com/home/eth
ISS-3305  Techniques for Case-study Research

<table>
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<tr>
<th>Code</th>
<th>ISS-3305</th>
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<tr>
<td>Weight of the Course</td>
<td>4 EC</td>
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<tr>
<td>Period</td>
<td>TERM 3</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Jojo Nem Singh</td>
</tr>
<tr>
<td>Lecturer</td>
<td>T.B.C.</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lecture, Work groups, Self study</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Group reports related to self-study tasks 15%; Paper 35%; Learning Journal 50%</td>
</tr>
</tbody>
</table>

**Learning objectives**

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

- obtained knowledge on the main reasons for doing case-study research;
- increased their ability to select the proper cases for their research project;
- enhanced their ability to apply relevant techniques within a case-study research design.

**Course description**

This course is designed to assist students who aim to do case studies 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 research designs. As such, the course stresses the need for a firm grounding of case studies in social-scientific theory, since case studies are potentially strong tools for arriving at 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**


ISS-3306  Participatory Action Research

**Code**  ISS-3306  
**Weight of the Course**  4 EC  
**Period**  TERM 3  
**Course Leader**  Kees Biekart  
**Lecturers**  Kees Biekart, Guests  
**Teaching Methods**  Participatory Lecture, Workshop, Group Project, Self-reflection Skills, Discussion Group, Presentation  
**Modes of Assessment**  Reflection: 60%, Group Assignment: 30%, Peer Evaluation 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, participatory mapping, storytelling, drawing, photo voice, participatory video, and role play. The course will further 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**


*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

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<th>Code</th>
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<tr>
<td>Weight of the Course</td>
<td>4 EC</td>
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<tr>
<td>Period</td>
<td>TERM 3</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Natascha Wagner</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Natascha Wagner, Peter van Bergeijk</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lecture, Tutorial</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Assignments: 100%</td>
</tr>
</tbody>
</table>

**Learning objectives**
The course objectives are: (a) to introduce students to different 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.

**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. The course also discusses measurement error and the quality of (secondary) macro data. For example, the context of measuring GDP and FDI are presented and how different sources of information and different editions of the same data, even from the same data source, may lead to underappreciated problems.

**Indicative reading**

**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 but not strictly necessary.
ISS-4150 Political Economy of Agriculture and Environment

Learning objectives
After the course, students will be able to:

• explain the major theoretical and methodological traditions in AFES, seen in overlapping/synergetic or conflicting/competing manner;
• analyse the political and economic structures that shape local, national and international agrarian, food and environmental questions;
• recognize that all agrarian, food and environmental issues arise from a combination of economic, political, cultural and ecological processes;
• apply relevant conceptual frameworks to contemporary “hot issues” surrounding agriculture, the environment and their interactions.

Course description
The course provides students with an overview of the key themes and theories of the AFES major. It introduces students to the theoretical and methodological foundations of critical agrarian studies and political ecology. The analytical starting point is a political economy framework, which means that the emphasis will be on the politico-economic power dynamics that frame and cut across agrarian and environmental issues. Participants will thereby acquire the necessary analytical tools required to develop a critical understanding of contemporary processes of agrarian and environmental change. The topics covered include the classical debates on the peasantry, rural class analysis, food sovereignty, food regimes, the mechanisms of environmental degradation, environmental justice movements, feminist political ecology, and so on. The course does not take the rural world in isolation, but rather seeks to examine rural-urban and agricultural-industry linkages. Appropriate comparisons will be made between the “global North” and the “global South”.

Indicative readings
ISS-4151 Principles of Economic Development

Code
ISS-4151
Weight of the Course
8 EC
Period
TERM 1
Course Leader
Natascha Wagner
Lecturers
Mansoob Murshed, Natascha Wagner
Teaching Methods
Lecture, Tutorials
Modes of Assessment
Take Home Exam (mid-term) 50%: Final Exam 50%

Learning objectives
On completing the course students should be able to:
- Explain and illustrate 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. The block will draw on neoclassical economics, institutional economics, and behavioural/experimental economics. Current research in this area blends theoretical models and empirical applications. Accordingly, the course will introduce both types of work. The block will deal with three major 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. Finally, 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 resources (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. Students 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
ISS-4152  Development Policies and Practice: Interests, Conflicts and Cooperation

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<tr>
<td>Weight of the Course</td>
<td>8 EC</td>
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<tr>
<td>Period</td>
<td>TERM 1</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Farhad Mukhtarov</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Erhard Berner, Roy Huijsmans, Peter Knorringa, Farhad Mukhtarov</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lectures, Simulation Exercises, Case Studies, Presentations, Debate</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Written Exam 55 %, Assignments 45%</td>
</tr>
</tbody>
</table>

**Learning objectives**

This course prepares students to engage in the contemporary debates on development policy. After completing the course students will be able to analyse interests, behaviour and relationships of different actors in local, national and international governance. In particular, they will be able to:

1. Explain various modes of interaction among the state, private sector and civil society actors in the Global South;
2. Develop a critical voice in discussing development issues and draw on such concepts as “collaborative governance”, “institutional reform”, “new public management”, “developmental state” and “collective action”;
3. Demonstrate appreciation for the cultural, historical and institutional diversity of governance structures;
4. Recognise interdependencies between various sectors of a society/economy, such as natural resource economics, democracy, human rights and sustainability.
5. Apply theories and frameworks of policy processes to explore a given problem, especially with regard to design, implementation and evaluation of policies.

**Course description**

This course introduces the students to the multi-actor and multi-level processes that underpin development policy and governance. It examines the diversity of actors and mechanisms of governance at the multiple levels with the emphasis on the national level. The key red thread running through the course is “collaborative governance” – a normative and analytical framework that covers interactions of multiple actors in managing public life in a given jurisdiction.

The course first explores the concept of governance, then moves on to key debates in development economics and public administration. It then pays detailed attention to the administrative and political processes of governance and the role of judiciary. Similarly, the course examines the role of the private sector and civil society actors in development. Finally, the course provides an overview of frameworks and approaches that may help students to assess governance arrangements in their own context.

**Indicative readings**


ISS-4153  Contemporary Perspectives on Social Justice

Code: ISS-4153  
Weight of the Course: 8 EC  
Period: TERM 1  
Course Leader: Helen Hintjens  
Lecturers: Kees Biekart, Jeff Handmaker, Silke Heumann, Thea Hilhorst, Helen Hintjens, Shyamika Jayasundara-Smits, Srerrekha Mullassery Sathiamma  

Teaching Methods: On-line lecture videos, Debates, Presentations  
Modes of Assessment: Open-book exam (invigilated) 50%; Critical, reflective essay: 50%; Pre-requisite: reading workshop presentations

Learning Objectives:
The aims of this course are to introduce social justice concepts and practices, across diverse fields: gender, human rights, conflict and peace, and social justice movements. With an eye to current crises, environmental and the COVID-19 crisis will be included. All this is set within the wider context of economic globalisation and de-globalisation. The course aims to provide participants with:

- Familiarity with key introductory and more advanced readings in core areas of social justice in relation to development and inequalities from a multi-disciplinary set of lenses;
- Foundational knowledge to specialise in gender, human rights or conflict and peace, if they so wish, during their ISS degree;
- Enhanced skills in contextualising meanings and practices of social justice interventions and movements, as both contested and socially constructed;
- Skills in creatively reflecting on and mapping power relations, identifying shifting, diverging and overlapping worldview and interests, through participation in presentations and in-class exercises.
- Application and critical analysis of contending and complementary analytical frameworks from feminist, economic, human rights, conflict and peace-related perspectives to selected examples
- Creativity in imagining how more socially just outcomes can be co-created in development processes in the context of climate change.

Course Description:
Social justice involves both conceptual debate about ideals, and on-going sets of contested and complementary practices. At all levels, social justice action requires appreciation of the multi-dimensional transformations of the (de)globalising economy and intersectional modes of analysis and practice at institutional and inter-personal levels. In this course, social justice is related to debates around gender, conflict and peace and human rights. Students are encouraged to reflect on changing social structures, attitudes and behaviours, and some lessons and insights for social justice actors and efforts. Through the presentation and class participation, students are able to analyse their own existing or emerging interests and experiences in social justice arenas. Course work is geared towards sense-making and relating debates around concepts and theories to real world examples, a process to which you will each contribute. The meanings of social justice both diverge and overlap – there is no black and white but a lot of grey. Your own contributions will also help us to combine academic with experiential learning and knowledge.

Introductory Readings
Caduff, Carlo (2020) What Went Wrong: Corona and the World after the Full Stop, Medical Anthropology Quarterly.
### ISS-4154  Critical Social Policy for Transformative Development

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<tr>
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<tr>
<td>Weight of the Course</td>
<td>8 EC</td>
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<tr>
<td>Period</td>
<td>TERM 1</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Roy Huijsmans</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Roy Huijsmans, Farhad Mukhtarov, Charmaine Ramos Srerekkha Mullassery Sathiamma</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Online lectures, online group discussions with peers, discussion with staff</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Invigilated written exam 45%: individual assignment 55%</td>
</tr>
</tbody>
</table>

**Learning objectives**

After the course, students will be able to:

- Explain and apply key concepts and approaches to social policy in contexts of development
- Analyse how social policy systems work, its effect on social relations and what this means for different social groups

**Course description**

Social policy is concerned with the processes through 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. 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 is structured around lectures which introduce key perspectives in the field of social policy and foundational concepts for social policy analysis in relation to development. In the second block students work on 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**

Please browse through these journals and read some of the articles:

- **Critical Social Policy**: https://journals.sagepub.com/home/csp
- **Global Social Policy**: https://journals.sagepub.com/home/gsp
### ISS-4201  Promotion of Local Developments

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>8 EC</td>
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<tr>
<td>Period</td>
<td>TERM 2</td>
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<tr>
<td>Course Leader</td>
<td>Georgina M. Gómez</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Georgina M. Gómez, Peter Knorringa, guest lecturers</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lectures, Excursions, Study visits, workshops and presentations</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Class assignments 85%; group project 15%</td>
</tr>
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</table>

**Learning objectives**

The course will enable students to analyse and intervene the governance of local socio-economic systems.

The course aims at developing the following skills:

- Engage with bottom-up everyday life to identify actors, networks and institutions, and collect information on their characteristics (interests, organisation, motivations and positionalities);
- Formulate joint public actions to promote the socioeconomic development of localities or regions, with a special emphasis on the improvement of marginalised groups;
- Critically analyse the alignment of goals, instruments and implementation of policies and strategies in relation to the context and in a localised everyday life approach;
- Devise differentiated strategies and policies to promote local development.

**Course description**

The course focuses on the 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 local systems as alternatives of and alternatives to the grand notion of development.

The course begins by building the analytical toolkit, including the concepts of systems thinking, institutions, organisations, and networks. The second block examines the socio-economic relations between humans, nature, and space on an everyday life basis, including the formation and interaction with clusters, value chains, entrepreneurship, incubators, local innovation systems, resistance and alternative economies.

The course includes field visits and guest lectures with practitioners. It ends with an assignment to frame a financially and environmentally sustainable solution at the local level.

**Indicative readings**

ISS-4202  Poverty and Inequality: Concepts, Measures and Policies within Contemporary Development Agendas

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<th>Code</th>
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<td>Weight of the course</td>
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<tr>
<td>Period</td>
<td>TERM 2</td>
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<tr>
<td>Course Leader</td>
<td>Andrew Fischer</td>
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<tr>
<td>Lecturer</td>
<td>Andrew Fischer and guest lecturers</td>
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<tr>
<td>Teaching Methods</td>
<td>Lectures, Seminars, Presentations, Workshops, Tutorials</td>
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<tr>
<td>Modes of Assessment</td>
<td>Essay: 70%; Case Study: 25%; seminar attendance/participation 5%</td>
</tr>
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</table>

**Learning objectives**

Students will be able to:

- Differentiate, compare and contrast various concepts and measures of poverty and inequality, including their underlying biases and policy applications.
- Analyse how various contemporary poverty and/or inequality reduction agendas and policies relate to broader understandings about social relations and development.
- Assess underlying debates such as targeting versus universalism, growth versus redistribution, or poverty versus inequality.

**Course description**

This course examines the concepts, measures and policy interventions aimed at poverty and/or inequality reduction in lower- and middle-income countries. It starts with a survey of debates about the relationship between poverty and economic and human dimensions of development, the latter focusing on demography. Various approaches used to conceptualize and measure poverty and inequality will then be examined, such as money-metric, multidimensional, participatory, social exclusion and gender-based approaches, and how these depend on a variety of epistemological, theoretical and methodological assumptions and perspectives, none of which can be considered objective but reflect social constructions of the ‘poor’ and patterns of social and economic incorporation and organisation.

In the latter part of the course, the complex interactions between growth, inequality and poverty reduction are examined, with an appreciation for how these are mediated by social and economic stratification, structural change (economic as well as social/demographic), productivity, distribution and redistribution, as well as policy and institutional factors. Development strategies and policy interventions associated with social protection and inclusive growth/development will be analysed, as well as underlying debates regarding poverty versus inequality, targeting versus universalism, growth versus redistribution, class versus race, etc.

The course is strongly interdisciplinary in nature, dealing with both quantitative and qualitative data, and economic as well as anthropological and sociological perspectives.

**Indicative Readings**


**ISS-4209 Policy Analysis and Design**

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<td>Weight of the Course</td>
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<td>Period</td>
<td>TERM 2</td>
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<tr>
<td>Course Leader</td>
<td>Sunil Tankha</td>
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<tr>
<td>Lecturers</td>
<td>Sunil Tankha</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lecture, Workshop</td>
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<tr>
<td>Modes of Assessment</td>
<td>Assignment 1 Essay: 90%, Presentation: 10%</td>
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</table>

**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 be able to 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 be able to explain 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**
### ISSN-4212 Contemporary Capitalism and Governance: Neo Liberalism and Beyond

**Code**
ISS-4212

**Weight of the Course**
8 EC

**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%

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**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.

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**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.

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**Indicative readings**


ISS-4216  Human Rights, Law and Society

Code  ISS-4216  
Weight of the Course  8 EC  
Period  TERM 2  
Course Leader  Daphina Misiedjan  
Lecturers  Jeff Handmaker, Daphina Misiedjan 
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 (5 %); End-of-course Individual Essay Presentation (15%); End-of-course Essay (60%)

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 and influence 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, rights-based approaches to development, legal mobilization against racial discrimination in the Netherlands, human rights approaches to environmental protection and UN human rights treaty body procedures.

Indicative readings
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: Mansoob Murshed, Guest Lecturers
Teaching Methods: Participatory Lectures, Film Session, Study Visit, Workshops
Modes of Assessment: Individual Assignment (50%) Take-home Exam (50%)

Learning objectives
After completing the course student will be able to:

• Understand multiple causes, dynamics, consequences, actors and relationships in violent conflicts.
• Apply a range of social science theoretical and conceptual frameworks to the study of violent conflicts.
• Engage with current scholarly and policy debates relevant to post-war transition and peacebuilding.
• Assess the quality and capacity of local, national, regional and global governance arrangements in transforming violent conflicts.

Course description
Is (violent) conflict the ‘new normal’? How do we make sense of them? Why/should we bother understanding violent conflict- especially in the context of ‘Development’? This course articulates conflict as a universal and a context-specific phenomenon. As a universal phenomenon, we examine conflict as an ever-present part of every human interaction, with varying degrees of consequences on individuals, communities, specific identity groups and states-society relations. As a specific phenomenon, we situate conflicts and their dynamics in their specific histories, places, worldviews and power relations between and among individuals, societies and states. In a critical and deeply reflective way, this course will introduce you to the multidisciplinary field of conflict studies, different schools of thought, diverse theoretical and methodological approaches applied to the study of violent conflicts and various cases of historical and contemporary conflicts. Taking an applied and critical approach, in the second part of the course we will assess the strengths and weaknesses of the current conflict governance arrangements (from global to local) in transforming violent conflicts and building sustainable peace.

Indicative Readings
• 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 EC

**Period**  
TERM 2

**Course Leader**  
Kristen Cheney

**Lecturers**  
Karin Arts, Kristen Cheney

**Teaching Methods**  
Blended Learning, Participatory Lecture and Discussions, Workshops

**Modes of Assessment**  
3 (Short) Assignments (20% each): 60%, Assignment 4 (Critical Literature Review): 40%

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**Learning objectives**
Course participants will be able to apply concepts within the burgeoning interdisciplinary field of Children & Youth Studies (CYS) to broader issues in international development and social policy. Assignments encourage students to link CYS perspectives to concrete development situations, problems, and policies. Students will also learn to use child- and youth-centered methodologies and theoretical approaches to international development studies.

**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, ICT, and sexuality. We will also discuss innovative methodologies and ethical considerations for conducting research with young people.

**Indicative readings**
ISS-4226  Feminist Perspectives on Gender and Development

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<th>Code</th>
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<tr>
<td>Weight of the Course</td>
<td>8 EC</td>
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<tr>
<td>Period</td>
<td>TERM 2</td>
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<tr>
<td>Course Leader</td>
<td>Srerekha Mullassery Sathiamma</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Silke Heumann, Nahda Shehada</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lectures, Tutorials, Workshops.</td>
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<tr>
<td>Modes of Assessment</td>
<td>Mid-term Assignment: 50%, End-term Assignment: 50%</td>
</tr>
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</table>

**Learning objectives**
Participants will:

- Acquire knowledge 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 interrelatedness.
- 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 of domination and marginalization 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, paying attention to the significance of particular forms of analyses and strategic interventions.

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 ways globalization has transformed them, as well as the ways they are theorized. Substantial attention is given to the exploration of the power/knowledge nexus embedded in strategies for change and social transformation. In this regard, 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**
**ISS-4227 Humanitarian Action, Disasters & Crises: Critical approaches**

**Code**  
ISS-4227

**Weight of the Course**  
8 EC

**Period**  
TERM 2

**Course Leader**  
Thea Hilhorst

**Lecturers**  
Thea Hilhorst, Rodrigo Mena, Mansoob Murshed

**Teaching Methods**  
Participatory lectures

**Modes of Assessment**  
Assignments: Long assignment: 55%, Short assignment: 30%, Reflections and participation 15%

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**Learning objectives**

- Enable students to understand critically humanitarian action, its history, response mechanisms, and standards
- To explore current changes, challenges and agendas driving humanitarian action
- To analyse theories and evidence around themes of security, insecurity, (de)securitisation, humanitarianism and disasters.
- To grapple with the ethics of humanitarian and disaster interventions in insecure settings.
- To understand and advance voices and initiatives of communities to co-shape humanitarianism, seek accountability and advocate for change.

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**Course Description**

Humanitarian action unfolds in areas affected by violent conflict, disasters, or crises. As it seeks to save lives and provide services, it is inevitably intertwined with local realities, their political economy, as well as geopolitics and international agendas.

To understand the working and effects of humanitarian action, the course will explore the history of the humanitarian system and its driving principles, frameworks, and institutional embeddings. The politics of humanitarian action will be explored with the notions of securitization and instrumentalization, and discussed thematically, including the relations with affected communities, the shift to resilience thinking, the drive to localize humanitarian action, the nexus with development, security and peacebuilding, and call to decolonize the system. The course also explores multiple cross-cutting crises challenging the way services are delivered, such as the co-occurrence of disasters, climate change, and conflict, as well as the intersection between crisis and precariousness. Displacement and migration are some of the consequences of intersecting crises and the framing of these issues and the proposed solutions are increasingly politicized.

To understand the roles of different actors at various levels, the concept of ‘arena’ is useful to show whether, and to what extent, local actors, states and international organisations use their room for manoeuvre to arrive at socially just humanitarian and development outcomes. Case studies may include examples from Sri Lanka, Rwanda, Colombia, and the Democratic Republic of Congo, among others.

The course will seek to find answers to the questions of what can humanitarian actors do about defining the scope of ‘disasters’ and crises that require intervention? Can development and humanitarian workers shift agendas? How can the voices of affected populations be better represented in this?

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**Indicative readings**


ISS-4229  Global Political Ecology

Code: ISS-4229  
Weight of the Course: 8 EC  
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
ISS-4231  Growth, Inequality and Poverty

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<td>Weight of the Course</td>
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<td>Period</td>
<td>TERM 2</td>
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<tr>
<td>Course Leader</td>
<td>Elissaios Papyrakis</td>
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<tr>
<td>Lecturers</td>
<td>Elissaios Papyrakis, Mansoob Murshed</td>
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<tr>
<td>Teaching Methods</td>
<td>Participatory Lecture, Workshop</td>
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<tr>
<td>Modes of Assessment</td>
<td>Assignment: 50%, Written Exam: 50%</td>
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**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 are 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**
ISS-4240  Politics of Agrarian Transformation

Code   ISS-4240
Weight of the Course   8 EC
Period   TERM 2
Course Leader   Tsegaye Moreda
Lecturer   Jun Borras, Julien-Francois Gerber, Wendy Harcourt
            Tsegaye Moreda, Oane Visser
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
ISS-4241  International Trade and Investment Policies for Sustainable Development

Code                ISS-4241  
Weight of the Course 8 EC  
Period               TERM 2  
Course Leader        Binyam Afewerk Demena  
Lecturers            Binyam Afewerk Demena, Peter van Bergeijk & guest lecturers  
Teaching Methods     (Recorded) lectures, participatory sessions, study visit, tutorials, workshops, simulation game, peer review, and Canvas online learning platform (environment)  
Modes of Assessment  Policy negotiation game (30%), take home assignment (50%), critical article reviews and presentation (20%)  

Learning objectives  
At the end of the course, you will be able to:  
• Critically evaluate applied international trade and investment theories and stylized facts in the context of sustainable development and communicate this assessment effectively.  
• Understand the most influential theoretical and applied tools of international trade and investment for developing countries and emerging economies.  
• Apply basic and advanced analytical and empirical tools of trade and investment to inform national and international development policy analysis.  
• Extend theories and empirics to address new and emerging topics beyond the settings already covered in the course reflecting its interdisciplinary nature.  

Course description  
The 2030 Agenda for Sustainable Development recognizes international trade as an engine for inclusive economic growth and poverty reduction, and as an important means to achieve the Sustainable Development Goals (SDGs). This course is aimed at giving students a thorough understanding of the key theoretical foundations and policy debates in international trade and investment for sustainable development. The focus will be on research-led policy-relevant approaches that enable students to better understand national, bilateral, and multilateral cooperation as well as policies for sustainable development. In a hands-on setting during workshops, you will learn to apply basic tools (e.g., Revealed Comparative Advantage, Grubel Lloyd, Value Added versus Gross Trade) and advanced techniques (micro-data panel analysis of export premium, partial equilibrium with structural Gravity). The policy negotiation game offers a simulation of an official international meeting. You will fully experience and experiment with evaluations of trade and investment policies, including the topics covered by guest lecturers on the impact of free trade agreements, subsidies, sanctions, foreign investment, institutional qualities, the COVID-19 pandemics. The course includes study visit to the Ministry of Foreign Affairs or CPB - Netherlands Bureau for Economic Policy Analysis. Upon completion, you will have a good understanding of international trade and investment theories and up-to-date knowledge about topical developments in the world economy and their consequences on issues related to developing countries and SDGs. You will be able to analyse the determinants and impact of trade and investment, evaluate the impact of trade and investment on (sustainable) development, and to provide evidence-based policy advice that fits in development strategies.  

Pre-requisites:  
The course requires basic knowledge of Microsoft Excel through the test provided by European Computer Driving License (ECDL) or ISS-9206 (Microsoft Excel Applications for Development Studies). Knowledge of the statistical software STATA as a tool for handling data as well as carrying out empirical analysis is a plus.  

Indicative videos and readings  
• Gravity model in international trade: https://www.youtube.com/watch?v=Jf0hWQlxbtw  
• Deglobalization 2.0: https://www.youtube.com/watch?v=19S3i9M_iWg  
• Policy negotiation game: https://www.youtube.com/watch?v=oO93LBns7os  

Demena, B.A., 2017. Essays on Intra-Industry Spillovers from FDI in Developing Countries: A firm-level analysis with a focus on Sub-Saharan Africa. PhD. Dissertation, Erasmus University, ISS, The Hague, The Netherlands  
ISS-4270  Migration and Development: Livelihoods, Human Security and Intersectionality

Code: ISS-4270

Weight of the Course: 5 EC

Period: TERM 2

Course Leader: TBC

Lecturers: Zeynep Kaşlı, Nanneke Winters, TBC.

Teaching Methods: Participatory lectures, guest speakers, workshops, presentations.

Modes of Assessment: Reflection Paper: 15%; Group assignment: 15%; Essay: 70%.

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

Learning objectives
At the end of the course, the students will be able to
- Explain how both the triggers and implications of migration relate to different aspects of (under)development based on examples from across the world
- Demonstrate the key features of the dominant conceptualisations, and their limitations
- Examine migration processes, systems and life experiences, in relation to global economic systems, mobility regimes, and different strategies for coping and livelihood
- Analyse holistically the livelihood situations of migrants and their families, their well-being and ill-being, using a human security framework
- Assess debates about migration and forced migration or displacement, and common depictions of migrant agency from an intersectional perspective
- Formulate a concise and effective analysis of a related case, both individually and in groups.

Course description
This course engages with different facets of the migration-development nexus. Seeking to move towards a global approach to the interlinked processes of migration and development (Truong et al. 2014: 4), it gives a prominent role to perspectives from the global South. It notes multiple triggers for migration (including conflict, environmental change and different forms of inequalities); and some of its implications (e.g. remittances and transnational ties, changes in gender and generational relations, cultural and political impacts) at the individual, household, community, regional and global level.

Development is a contested notion, with understandings ranging from macroeconomic growth to capability enhancement to the perception of development as a tool to reproduce social hierarchies. The course engages with these diverse and often contradictory perspectives when exploring the migration-development nexus, yet, uses the notion of development as human security and capabilities, and human rights as normative points of reference. This vantage point helps to overcome the misleading binary of involuntary refugees versus voluntary labour migrants, as well as of migrants versus non-migrants, by understanding migration as a continuum of processes shaped both by structural forces and people's agency to escape insecurities and look for more secure livelihoods and ways to fulfil their aspirations. The emphasis on human security and rights also motivates a migrant- rather than state-centred approach to the role of migration in development. This is expressed in the engagement with how migrants’ and non-migrants’ intersecting identities of gender, race, class - among others - shape experiences of migration and development as well as a focus on their ability and capability to individually and collectively challenge and change the structures in which (im)mobilities are embedded.

Indicative readings
ISS-4271  People on the move: Livelihoods, Human Security and Intersectionality

**Code**  ISS-4271  
**Weight of the Course**  4 EC  
**Period**  TERM 2  
**Course Leader**  TBA  
**Lecturers**  Zeynep Kaşlı, Nanneke Winters, TBA.  
**Teaching Methods**  Participatory lectures, guest speakers, workshops, presentations.  
**Modes of Assessment**  Reflection Paper: 20%, Essay: 80%.

### Learning objectives
At the end of the course, the students will be able to
- Explain how both the triggers and implications of migration relate to different aspects of (under)development based on examples from across the world
- Demonstrate the key features of the dominant migration-development conceptualisations, and their limitations
- Examine migration processes and experiences, in relation to global economic systems, mobility regimes, and different strategies for coping and livelihood
- Analyse holistically the livelihood situations of migrants and their families, their well-being and ill-being, using a human security framework
- Assess debates about migration and forced migration or displacement, and common depictions of migrant agency from an intersectional perspective
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### Course description
This course engages with different facets of the migration-development nexus. Seeking to move towards a global approach to the interlinked processes of migration and development (Truong et al. 2014: 4), it gives a prominent role to perspectives from the global South. It notes multiple triggers for migration (including conflict, environmental change and different forms of inequalities); and some of its implications (e.g. remittances and transnational ties, changes in gender and generational relations, cultural and political impacts) at the individual, household, community, regional and global level.

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### Indicative readings
ISS-4307  Politics of Global Development: Debating Liberal Internationalism

**Code**  ISS-4307  
**Weight of the Course**  8 EC  
**Period**  TERM 3  
**Course Leader**  Wil Hout  
**Lecturers**  Wil Hout, Karim Kniou  
**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;
- evaluate critically the claims made by scholars and other observers of liberal internationalism and its crisis;
- 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. The edifice of liberal internationalism appears to have endured, although accounts of the ‘crisis’ of liberal international order abound. 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 focus on the crisis of liberal internationalism and on attempts made to manage this crisis. 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’ at the global stage. We will also make linkages between liberal internationalism and processes of neo-liberalism.

### Indicative readings
ISS-4311  Children, Youth and Development: Policy and Practice

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

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

Code  ISS-4313
Weight of the Course  8 EC
Period  TERM 3
Course Leader  Shyamika Jayasundara-Smits
Lecturers  Guest speakers
Teaching Methods  Lectures, Workshops, Home-based activities
Modes of Assessment  Individual Assignment: 80%; Individual Assignment 20%

Learning objectives
- After completing the course student will be able to:
- Understand various theoretical and methodological perspectives on the relationships between the acts of violence/war and representations of violence and war in media;
- Apply visual and textual analytical tools for examining diverse range of media materials and to produce one’s own visual and textual media material;
- Contribute to policy formulations and strategic interventions regarding media and conflict.

Course description
Today, there is growing theoretical, professional and public concerns on the role 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 actors in influencing public opinions about politics, conflicts, and their protagonists. In this course, we examine numerous representational strategies and dynamics that link social and traditional media with diverse political actions, actors and discourses to understand how media is implicated in the production of knowledge about contemporary wars and violent conflicts. The course is grounded in the critical scholarship, drawing from cultural studies, black and feminist scholarship, post-colonial and critical conflict and peace studies. Throughout the course we use a range of media materials from press, cinema, TV, social media, online sources from local, community, national and international media, to analyse how they represent past and present conflicts and violence.

Indicative readings
in Violence Reporting, IDS Working paper 492, Brighton: Institute of Development
**ISS-4317 Econometric Analysis of Development Policies**

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<tr>
<th>Code</th>
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<td>Weight of the Course</td>
<td>8 EC</td>
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<tr>
<td>Period</td>
<td>TERM 3</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Robert Sparrow, Elissaios Papyrakis</td>
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<tr>
<td>Lecturers</td>
<td>Robert Sparrow, Elissaios Papyrakis</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Lectures, Discussion groups, Presentations, Computer exercises</td>
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<tr>
<td>Modes of Assessment</td>
<td>Assignment 1: 40%, Assignment 2: 40%, Presentation: 20%</td>
</tr>
</tbody>
</table>

**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**


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

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>8 EC</td>
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<tr>
<td>Period</td>
<td>TERM 3</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Silke Heumann</td>
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<tr>
<td>Lecturers</td>
<td>Silke Heumann, Brenda Rodríguez, Karin Astrid Siegmann,</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Interactive lectures (including guest lectures), discussions and debates, group presentations, audiovisual resources</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Assignments: 100%</td>
</tr>
</tbody>
</table>

**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.
- 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.
- Incorporate the relevant theories and critical reflections around gender, sexuality and intersectionality, in the analysis of a particular social phenomenon and/or development or policy intervention.

**Course description**

Gender and sexuality are often not taken seriously in studying and addressing social problems or dealt with in ways that deepen the very inequalities we want to tackle. This is the gap that this course attempts to fill. In the course students will learn to position gender and sexuality as structuring elements of power relations in society and therefore a crucial concern of social justice and development. They will become aware of their own assumptions and learn how to look critically at the presuppositions around gender and sexuality underlying development and policy interventions, from an intersectional perspective. This involves deconstructing our naturalized and binary understandings regarding sex difference, gender and sexuality, to explore diverse constructions of femininities and masculinities, including transgendersed and non-binary bodies and identities. It also involves a critical examination of other problematic dichotomies that often characterize understandings of gender and sexuality, such as ‘culture vs rights’; ‘progressive vs backward’, ‘secular vs religious’, ‘agency vs victimization’, and learn to go beyond these ways of addressing gender and sexual diversity. We will cover contemporary key issues in development and politics, such as masculinities; sexual rights and transgender rights; racialized sexualities; reproductive justice; sex work; and sexual and gender-based violence.

**Indicative readings**

### ISS-4339  Development Management and Reforms

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<tr>
<td>Weight of the Course</td>
<td>8 EC</td>
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<tr>
<td>Period</td>
<td>TERM 3</td>
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<tr>
<td>Course Leader</td>
<td>Sunil Tankha</td>
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<tr>
<td>Lecturers</td>
<td>Sunil Tankha</td>
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<tr>
<td>Teaching Methods</td>
<td>Participatory Lecture, Workshop</td>
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<tr>
<td>Modes of Assessment</td>
<td>Assignment 1(Essay) 60%, Assignment 2 (Individual Reaction Papers) 40%</td>
</tr>
</tbody>
</table>

#### 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.
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
ISS-4341 Evaluation of Development Policy, Programmes and Projects

Code: ISS-4341  
Weight of the Course: 8 EC  
Period: TERM 3  
Course Leader: T.B.A.  
Lecturers: T.B.A., 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 also 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 some Dutch NGO’s.

Indicative readings  
ISS-4348   Human Behavior and Experiments in Development

Code                  ISS-4348                  
Weight of the Course  8 EC                      
Period                TERM 3                     
Course Leader         Matthias Rieger             
Lecturer              Matthias Rieger             
Teaching Methods      Lectures, case studies, in-class experiments 
Modes of Assessment   Individual Assignment 85%, 15% Group Assignment 

Learning objectives
1. Understand the behavioral foundations of human decision-making and development
2. Differentiate types of experiments in the lab and field
3. 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. 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
ISS-4352  Mobilizing Rights and Social Justice

Code                                      ISS-4352
Weight of the Course                      8 EC
Period                                     TERM 3
Course Leader                              Jeff Handmaker
Lecturers                                  Jeff Handmaker, Daphina Misiedjan and Guest Lecturers
Teaching Methods                           Lectures (partly pre-recorded), Workshops, Presentations
Modes of Assessment                        Presentation (10%); short assignment (30%); essay: (60%)

Learning objectives
By the end of the course, students will 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 most significant violators, whether through their direct actions or through their indirect support of other violators (such as corporations), including their use of lawfare. In part A of this course, we alternate between pre-recorded and interactive lectures and 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 both 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, additional case studies are presented on how legal mobilization as a practice tries to influence law-making 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
ISS-4354 Transitions for Social Justice Lab

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<td>Weight of the Course</td>
<td>8 EC</td>
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<tr>
<td>Period</td>
<td>TERM 3</td>
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<tr>
<td>Course Leader</td>
<td>Rosalba Icaza</td>
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<tr>
<td>Lecturers</td>
<td>Kees Biekart, Wendy Harcourt, Zemzem Shigute and Guest Lecturers</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lectures, Workshops, Study Visits</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Individual short assignment 30%</td>
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<td>Individual final essay 70%</td>
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**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;
- co-design the different aspects of a research-based output (e.g. blog entry, policy report, research statement; 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, non-profit 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 echoing important debates in decolonial, postcolonial, black feminist, Chicana feminist literature for the overcoming of dominant epistemologies (Icaza and Vazquez 2018). Instead of trying to understand these conditions separately, students will be encouraged to approach them as interconnected via themes such as: **Learning, Studying, Traveling, Hosting Eating, Nurturing, Healing, Caring, Refusing and Sensing.** The aim is to cultivate a return to action in language and to encourage students’ critical reflexivity around enfleshed-embodied-placed-temporally-based everyday 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**

ISS-4355  Gender at Work in Development

Code  ISS-4355
Weight of the Course  8 EC
Period  TERM 3
Course Leader  Karin Astrid Siegmann and Sreerekha Mullassery Sathiamma
Lecturers  Sreerekha Mullassery Sathiamma, Karin Astrid Siegmann
Teaching Methods  participatory lectures, participant-led workshops, field visits, film discussions
Modes of Assessment  15% group visualization, 25% individual briefing paper, 60% policy brief

Learning objectives
This course will equip participants
- To identify the role of gender in contemporary debates about the world of work in intersection with other social hierarchies, and
- To prepare gender-sensitive interventions in contexts of work and employment

Course description
This course seeks to enable participants to interrogate and intervene in the ways in which hierarchies of gender influence people's work, its material and symbolic rewards and conditions. 'Gender' is understood here as the culturally diverse and historically changing meanings given to perceived differences of sex, plural meanings that go beyond the femininemasculine binary.

The course highlights the gendered distinction between productive and reproductive work, with feminised reproductive work being characteristic of many cultures (re)shaped by local patriarchies. This distinction is crucial for social policies that are directly and indirectly related to work and employment, aggravating inequalities if such policies are formulated in a gender-blind manner. We will discuss examples of how these gendered divisions of work are intertwined with other social hierarchies, starting from class, but also including race, caste and generation, among others. Many of these discussions will be informed by feminist political economy perspectives.

The course centers around the challenges that workers of different genders experience at work. We will learn from the creative interventions that workers themselves have developed for greater gender and wider social justice. These solutions simultaneously counter gendered material structures and discourses and use such structures and discourses as a resource. This involves course participants' (online) collaboration with worker organizations and applied learning from the experience of the global South.

Five thematic cycles structure the course. Cycle 1 on “Understanding gender@work” introduces key course concepts such as diverse - including feminist - perspectives on what constitutes work and the gendered distinction between productive and reproductive work. Cycle 2 offers examples of how plural gender identities intersect with the world of work in specific geographical, social and historical contexts. Cycle 3 on “En-gendering workers’ collective agency” opens with group presentations on and discussions of workers' struggles for rights and recognition. Through student-led debates, Cycle 4 then brings out the potential and pitfalls of different employment policies for gender justice. The development of the summative course assignment – a policy brief – is at the centre of the concluding Cycle 5.

The course contributes to the ISS specialization in Women and Gender Studies (WGS) and is embedded in the SJP and SPD majors.

Indicative readings

Explore issues of the following online journals:
Gender, Work and Occupation: https://onlinelibrary.wiley.com/journal/14680432
Gender and Development: https://www.tandfonline.com/toc/cgde20/current
Gender, Technology and Development: https://journals.sagepub.com/home/gtd
Feminist Economics: https://www.tandfonline.com/toc/rfec20/current
ISS-4356  Water Disasters, Adaptation and Justice Lab

Code          ISS-4356
Weight of the Course  8 EC
Period         TERM 3
Course Leader   Luisa Cortesi
Lecturers      Luisa Cortesi and guest lecturers
Teaching Methods Interactive Lectures, Seminar Discussions, Case Studies, Group Research Projects
Modes of Assessment Self-evaluated participation and contribution 10%, Mid-term Assignment 25%, Group Assignment 15%, Final Assignment 50%, (divided in two parts, 10% and 40%)

Learning objectives
At the end of the course, students will:
- Be able to academically discuss water disasters and connected concepts such as environmental knowledge, adaptation, social justice, and environmental racism.
- Apply interdisciplinary lenses to interpret environmental disasters, but also reflect on the importance, value, and difficulties of interdisciplinarity in environmental and water studies in particular.
- Apply the learned content to a specific case study, which also includes managing and implementing a small research project responsibly and effectively, individually and as a team.

Course description
This course is meant to familiarize students with debates about adaptation and environmental justice as they relate to water disasters.
Water disasters are increasing in magnitude and, most importantly, impact. Their consequences are not only a function of the amount of water — excessive or excessively limited — or even of a problematic quality that renders it unsuitable for its intended use. Instead, they affect people in ways that can be associated to socio-cultural and economic axes of differentiation. Part of this happens because social identities influence how people know their environment and adapt to its changing conditions.
This course proposes an interdisciplinary analysis of water disasters, and uses them as a window to investigate concepts of disaster management such as environmental knowledge, adaptation, vulnerability, resilience, and environmental justice.
The course is centered on active learning. Developed as interactive lectures, the course presents small portions of content and immediately operationalizes it. Activities include hands-on exercises, project-based groupwork, roleplays, peer-to-peer instructions, and anonymized reflections. These active lectures are further alternated with case study-focused sessions that magnify the learning by applying it to real situations with the support of the peer group.

Indicative readings
- Morales, M.C. 2016 My pipes say I am powerful: belonging and class as constructed through our sewers. Wiley Interdisciplinary Reviews: Water 3: 63-73
- Sovacool, B.K. 2018 Bamboo beating bandits: Conflict, inequality, and vulnerability in the political ecology of climate change adaptation in Bangladesh. World Development, 102, 183-194
- Tsing, A. Bubandt, N., Gan E., Swanson, H.A. 2017 Arts of Living on a Damaged Planet.
## ISS-4390  AFES: Working towards the Research Paper

<table>
<thead>
<tr>
<th>Code</th>
<th>ISS-4390</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight of the Course</td>
<td>3 EC</td>
</tr>
<tr>
<td>Period</td>
<td>TERM 3 and 4</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Oane Visser</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Oane Visser</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Lectures, workshops, tutorials, assignments</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Assignment: 100% Pass/fail; minimum of 80% attendance is mandatory to receive a passing grade</td>
</tr>
</tbody>
</table>

### 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

### ISS-4391  ECD: Working towards the Research Paper

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<thead>
<tr>
<th>Code</th>
<th>ISS-4391</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>3 EC</td>
</tr>
<tr>
<td>Period</td>
<td>TERM 3 and 4</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Matthias Rieger</td>
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<tr>
<td>Lecturers</td>
<td>Matthias Rieger</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Meetings, Seminars</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Assignment: 100% Pass/fail; a minimum of 80% attendance is mandatory to receive a passing grade</td>
</tr>
</tbody>
</table>

**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**
# ISS-4392 GDP: Working towards the Research Paper

<table>
<thead>
<tr>
<th>Code</th>
<th>ISS-4392</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>3 EC</td>
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<tr>
<td>Period</td>
<td>TERM 3 and 4</td>
</tr>
<tr>
<td>Course Leader</td>
<td>T.B.C.</td>
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<tr>
<td>Lecturers</td>
<td>T.B.C.</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lecture, Tutorials, Group Work, Workshop</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Assignment: 100%</td>
</tr>
<tr>
<td></td>
<td>Pass/fail; a minimum of 80% attendance is mandatory to receive a passing grade</td>
</tr>
</tbody>
</table>

## 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 students 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 course consists of three parts, each carrying a weight of 1 EC.

**Session 1 (mid-April)** – How to prepare a literature review; assignment – submit a short (3-pages) literature review on Canvas.

**Session 2 (early May)** – How to prepare for the research design seminar; assignment – the PowerPoint presentation for the seminar;

**Sessions 3 and 4** – “preparation for fieldwork” and “back from the field” will be covered in two individual consultations with your supervisor based on (a) reading(s) selected by them.

The last session 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

**ISS-4393  SJP: Working towards the Research Paper**

**Code**  
ISS-4393

**Weight of the Course**  
3 EC

**Period**  
TERM 3 and 4

**Course Leader**  
Thea Hilhorst

**Lecturers**  
Thea Hilhorst, Helen Hintjens and Rosalba Icaza

**Teaching Methods**  
Meetings, Seminars

**Modes of Assessment**  
Assignment: 100%  
Pass/fail; a minimum of 80% attendance is mandatory to receive a passing grade

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**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 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.

**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**


ISS-4394  SPD: Working towards the Research Paper

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<tbody>
<tr>
<td>Weight of the Course</td>
<td>3 EC</td>
</tr>
<tr>
<td>Period</td>
<td>TERMS 3 and 4</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Kristen Cheney</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Kristen Cheney and other SPD faculty, guests</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lecture, Workshops</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Assignment: 100%</td>
</tr>
<tr>
<td></td>
<td>Pass/fail; a minimum of 80% attendance is mandatory to receive a passing grade</td>
</tr>
</tbody>
</table>

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 2020-21
ISS-5401  Research Paper

Code                          ISS-5401
Modes of Assessment           21 EC
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
Students will develop a Research Paper (RP) as the final requirement to complete the MA Programme. This course represents the individual part of the Research Paper process with the support of a supervisory team.

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.

Course description
Preparatory work for the RP is organized in courses ISS-3105 (Research Paper Preparation) and ISS 439x (depending on the Major). A Research Paper Handbook will be handed out with the rules and guidelines that regulate the RP. With the Research Paper 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.

The Supervisor supports the student through all stages of the development of the research. Supervisors advise and comment on the Research Paper Design and the various drafts that follow up to the completion of the Research Paper. The Supervisor advises 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.
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 EC
Contact Person  Bianca Jadoenath
Teaching Methods  Internship
Modes of Assessment  Assignment: 100%

Internships 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 must be signed by the student, the host 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 ISS Masters programme in an assignment for a host organization
- Obtain insights in the mission and policy of the host organization and in its ways of working and networks.
- Learn to report concisely on the assigned task.

**Course description**
The internship focuses on hands-on work in an organization in order to obtain work experience, to acquire new networking contacts, and to apply theory to practice. The internship organization will have to be identified by the student. The internship is to be carried on a part-time basis (e.g. 1 or 2 days a week). Please note that the ISS course timetables cannot be adjusted in order to facilitate an internship. An internship is no valid reason for missing classes.

The exact task description will depend on the request from the host 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, a preparatory study for lobby and advocacy, or the substantive organization of a conference.

Supervision will be provided by ISS staff and is equally expected from the side of the internship organization.

**Assessment**
The student must write and submit a report of around 2,000 words on the internship experience. The host organization too 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 EC

**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, include argumentation in their writing, linking their own work 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,


**Course description**

Academic Skills closely cooperates with the parallel course 2101-The Making of Development (MoD). Skills make sense once they are embedded into content courses. Hence, skills are illustrated and practised with material from the parallel course 2101-MoD: 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, on Canvas.

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-MoD. It is taught with a variety in methods of delivery and students participate actively.

**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 2021, or who have violated the principles and practices of academic integrity.

**Indicative reading**

This course uses A) texts from the parallel course ISS-2101, and B) capita selecta from key works like:


ISS-9103  Quantitative Skills for Development Studies

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>2 EC</td>
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<tr>
<td>Period</td>
<td>TERM 1</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Binyam Afewerk Demena</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Binyam Afewerk Demena</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lecture, Computer Exercises</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>Written Exam (Multiple Choice Exam): 100%</td>
</tr>
</tbody>
</table>

**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 entry 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**
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%

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**Learning objectives**

The course aims to strengthen academic writing skills and to apply them in writing assignments and the research paper. It focuses on the students to become competent and confident academic writers so they can recognize and demonstrate academic writing principles.

**Course description**

Keeping in view the language challenges that international students face, the Academic Writing course takes a holistic approach to meet the needs of a diverse group of students.

The course teaches and guides students through the academic writing conventions: appropriate use of paraphrasing and summarizing to avoid pitfalls of plagiarism; rules of referencing; structure, coherence, cohesion, argumentation; grammar constructions in context to show how grammar creates meaning.

**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 Term 3.

**Attendance**

80% attendance is obligatory.

**Indicative Reading**


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 course is designed to reinforce writing practice by focusing further in language acquisition through using grammar in context, improving sentence structure and syntax. This includes learning different sentence techniques to improve style of writing.

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
ISS-9106 Microsoft Excel Applications for Development Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>ISS-9106</th>
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<tbody>
<tr>
<td>Weight of the Course</td>
<td>1.5 EC</td>
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<tr>
<td>Period</td>
<td>TERM 1</td>
</tr>
<tr>
<td>Course Leader</td>
<td>Binyam Afewerk Demena</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Binyam Afewerk Demena</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lecture, Computer Exercise</td>
</tr>
<tr>
<td>Modes of Assessment</td>
<td>ECDL Test; students need to obtain a score of 75% or over</td>
</tr>
</tbody>
</table>

**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. This test is provided by European Computer Driving License (ECDL). 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 - such as, ISS-4233, other majors – such as, ISS-3201) is dependent on a pass in the ECDL Excel test. Ultimately, a pass is required to qualify for some 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**

### ISS-9120  Mathematics for Economists (ECD)

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<thead>
<tr>
<th>Code</th>
<th>ISS-9120</th>
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**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-9160  Basic Statistics and Probability

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**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 course 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:

PART 4

MA Schedule
**MA Schedule 2021-2022**

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### Notes

- **Classes**
- **Examinations**
- **Re-examinations**
- **Research Paper seminars**
- **Opening and CONVOCATION (Degree ceremony)**
- **Weekends/Days off**
- **Major Activity/ Study visit**
- **Study Leave**
- **Easter**
- **Whit Monday**
- **Week Recess**
- **Board of Examiners**
- **Introduction Board of Examiners**
- **CONVOCATION (Degree ceremony)**
- **Deadline for finalising Correct Referencing Test**
- **Final Date of Registration**
- **Final Date of Submission**
- **JMTD**
- **Jos Mooij Teaching Day**
- **Marks Available for Students**
- **PICT Class Pictures**
- **Research Paper Design**
- **First draft Research Paper**
- **Term**

*DD programmes may have their own specific arrangements*
PART 5

EXAM SCHEDULE MA PROGRAMME
Exam Schedule MA programme

The table below contains the data of the **end-of-term** invigilated written or **take home exams**. The dates for the mid-term invigilated written exams will be published in the extended course outlines. This schedule is subject to changes necessitated by government restrictions related to COVID-19 or other instances of force majeure.

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