

**International  
Institute of  
Social Studies**

The logo of Erasmus University, featuring the word "Erasmus" in a stylized, cursive script.

**Master of Arts in Development Studies**

**Academic Calendar**

**2023-2024**

**72nd Academic Year**

The Hague  
The Netherlands

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## **International Institute of Social Studies**

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 2023-24 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.

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## **PART 1**

# **GENERAL STRUCTURE OF THE ISS MA PROGRAMME**

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## Introduction

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. 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 also learn to apply this knowledge to practical issues of development and social change.

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 (62 EC credits) and the Research Paper (26 EC credits).

## Intended Learning Outcomes

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

- |  |   |
|--|---|
| <i>Knowledge and understanding</i>                           | <ul style="list-style-type: none"><li>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;</li><li>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;</li><li>c. identify foundational theory, key policy frameworks, specific practices and contemporary discourses in the area of their Major;</li><li>d. identify relationships between development theory and practice;</li><li>e. outline various methods of social science research; qualitative, quantitative and mixed methods;</li></ul> |
| <i>Application of knowledge and understanding - analysis</i> | <ul style="list-style-type: none"><li>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;</li><li>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;</li></ul>   |
| <i>Application of analysis – making judgments</i>            | <ul style="list-style-type: none"><li>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;</li><li>i. identify appropriate research methods for specific queries and/or fields and justify their selection;</li></ul>  |
| <i>Communication</i>   | <ul style="list-style-type: none"><li>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;</li></ul>  |

- 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.

Acronym	Major	Convenor
AFES	Agrarian, Food and Environmental Studies	Helena Perez Nino
ECD	Economics of Development	Zemzem Shigute Shuka
GDP	Governance and Development Policy	Rodrigo Mena Fluhmann
SJP	Human Rights, Gender and Conflict Studies: Social Justice Perspectives	Daphina Misiedjan
SPD	Social Policy for Development	Gerard McCarthy
GMD	Governance of Migration and Diversity (special track**)	Nanneke Winters

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 Specialization 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<sup>1</sup>:

Element	ECs (European Credit)	Cumulative
• Introductory Programme	-	-
• Foundation Courses	3+3+3	9
• General Courses	8 +3	20
• Major Courses	8 + 2 +8	38
• Research Techniques Courses	8	46
• Optional Courses	8+8	62
• Research Paper Preparation	5	67
• Research Paper	21	88

<sup>1</sup> For the GMD track, see the exam programme.

It is possible to expand the MA programme by a maximum of 8 ECs of course work. 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 62 ECs coursework and 26 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 62 ECs coursework involves a total workload of 1,736 hours. The Research Paper exercise, including the preparatory course for the Research Paper, comprises 26 ECs (or 728 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.

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.

Term 1 A	Term 1 B	Term 2	Term 3	Term 4
4 September 2023 - 8 January 2024		10 January 2024 – 5 April 2024	15 April 2024 – 5 July 2024	8 July 2024 – 20 December 2024
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 Compulsory Major Course (8 ECs)		
		Research Techniques Course(s) (8 ECs)		
		General Course 'Climate Change and Development in the Anthropocene' (3 ECs)		
		Two Optional Courses / Specialization Course Work (2 x 8 ECs)		
			Compulsory Major Course (2 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 upon arrival.

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

### *Diagnostic Tests*

In the first part of Term 1 all students take the academic writing test and English Language test; students also will have to take a quantitative skills for development studies test and the Excel skills test 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 29 December 2023 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. Students should seek the advice of the Major Convenor or their assigned mentor about whether they need to follow one or more of the remedial courses.

The remedial courses ISS-9107 Intermediate Academic Writing Skills and ISS-9108 Advanced Academic Writing Skills are only for shortlisted students, based on the academic writing test and English language test. For them the course is obligatory. The courses run in Term 1B. 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.

### *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.

## **Student well-being**

*Course 9109 Collectively preventing and addressing situations of harassment, violence, and discrimination* is part of the ISS' commitment to preventing and addressing any form of discrimination based on race or ethnicity, colour, class, gender, religion or beliefs, age, national origin, disability, sexual orientation, marital or partnership status, pregnancy, citizenship, immigration status (or any other ground identified in the policies or regulations of ISS and Erasmus University Rotterdam). As members of the ISS community, we all share the responsibility for co-creating a culture of respect that contributes to a welcoming, safe, and inclusive environment for all. This course is compulsory for all students, students are expected to attend all sessions of the course.

Code <sup>2</sup>	Course Title	EC	Term
ISS-9102	Academic Skills	[2.0]	1+2
ISS-9103	Quantitative Skills for Development Studies	[2.0]	1
ISS-9106	Microsoft Excel Applications for Development Studies	[1.5]	1
ISS-9107	Intermediate Academic Writing Skills	[2]	1
ISS-9108	Advanced Academic Writing Skills	[1.5]	1
ISS-9109	Collectively preventing and addressing situations of harassment, violence, and discrimination	[1.0]	1+2
ISS-9120	Mathematics for Economists (ECD)	[1.5]	1
ISS-9160	Basic Statistics and Probability	[1.5]	1

If a student has not acquired the required understanding and/or skills by 1 January 2024, 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 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, 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.

### Overview of Foundation Courses in 2023-2024:

<b>Economics</b>		
Intermediate	ISS-1106	Introduction to Economic Theories ( <i>also available as MOOC</i> )
Advanced	ISS-1107	Development Economics
Intermediate	ISS-1113	Regression and Data Analysis
<b>Sociology</b>		
Intermediate	ISS-1112	Sociology at Work
Advanced	ISS-1110	Contemporary Social Theory
<b>Political Science</b>		
Intermediate	ISS-1114	Politics of Modern Development – Decolonizing Power
Advanced	ISS-1104	Politics, Power and Development

<sup>2</sup> PART 3 of this Academic calendar provides a description of each separate course.

## 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 in person and pre-recorded lectures, working groups and Q&A sessions. The course starts in Term 1 and is worth 8 ECs. Course ISS-2204 *Climate Change and Development in the Anthropocene* in Term 2 and 3 will continue the debates and discussions of the General Course ISS-2101. This course will enable the students to deepen their understanding of the connections between climate change and development. This course is worth 3 ECs and compulsory for all students.

## Research Paper Preparation

The Research Paper Preparation (ISS-3105) course is designed to support the preparation and development of a good quality Masters' thesis (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. It offers 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 course is compulsory for all students. The 5 ECs study load of the course is an integral part of the 26 ECs allocated to the Research Paper (ISS-5401).

## Research Techniques Courses

The following Research Techniques Courses are offered

Code	Course	EC	Term
ISS-3203	Topics in Regression Analysis	4	2
ISS-3207	Qualitative Interviewing	4	2
ISS-3211	Decoloniality in the Development Research Context – Decolonizing Knowledge	4	2
ISS-3212	Techniques for Case-study Research	4	2
ISS-3213	Multi Methods for Social Development Research	4	2
ISS-3214	Understanding and Interpreting Quantitative Data in Social Sciences	4	2
ISS-3303	Ethnographic Research and Reflexivity in Development Contexts	4	3
ISS-3306	Participatory Action Research	4	3
ISS-3307	Evaluating Time Series Data	4	3

ISS-3203 and ISS-3307 require a strong background in statistics. The ISS-3306 course can accommodate only a limited number of students. If necessary, admission will be based on written motivation statements

In November 2023 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

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' (2 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 (18 EC)	<p><b>Agrarian, Food and Environmental Studies</b>  <u>Compulsory:</u>  ISS-4150 Political Economy of Agriculture and Environment  ISS-4390 AFES: Working towards the Research Paper  <u>and</u>  ISS-4240 Agrarian and Food Politics</p>
ECD (18 EC)	<p><b>Economics of Development</b>  <u>Compulsory:</u>  ISS-4151 Principles of Economic Development  ISS-4391 ECD: Working towards the Research Paper</p> <p><u>One of the following courses:</u>  ISS-4231 Growth, Inequality and Poverty  ISS-4241 International Trade and Investment Policies for Development</p>
GDP (18 EC)	<p><b>Governance and Development Policy</b>  <u>Compulsory:</u>  ISS-4152 Development Policies and Practice: Interests, Conflicts and Cooperation  ISS-4392 GDP: Working towards the Research Paper</p> <p><u>One of the following courses:</u>  ISS-4201 Promotion of Local Developments  ISS-4209 Policy Analysis and Design</p>
SJP (18 EC)	<p><b>Human Rights, Gender and Conflict Studies: Social Justice Perspectives</b>  <u>Compulsory:</u>  ISS-4153 Contemporary Perspectives on Social Justice  ISS-4393 SJP: Working towards the Research Paper</p> <p><u>One of the following courses:</u>  ISS-4216 Human Rights, Law and Society  ISS-4217 Conflict Analysis and Transformation  ISS-4226 Feminist Perspectives on Gender and Development</p>
SPD (18 EC)	<p><b>Social Policy for Development</b>  <u>Compulsory:</u>  ISS-4154 Critical Social Policy for Transformative Development  ISS-4394 SPD: Working towards the Research Paper</p> <p><u>One of the following courses:</u>  ISS-4202 Poverty and Inequality: Concepts, Measures and Policy Approaches within Development  ISS-4242 Gender at Work in Development  ISS-4311 Children, Youth and Development: Policy and Practice</p>

## 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 Academic Record. A specialization consists of a) a designated set of a number of 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 Academic Record. 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/their 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 2023 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 14 December 2023, 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. 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

<b>Group A:</b>	
ISS-4201	Promotion of Local Developments
ISS-4240	Agrarian and Food Politics
ISS-4271	People on the Move: Global Entanglements, Livelihoods and Intersectionality
<b>Group B:</b>	
ISS-4217	Conflict Analysis and Transformation
ISS-4241	International Trade and Investment Policies for Development
ISS-4242	Gender at Work in Development
<b>Group C:</b>	
ISS-4209	Policy Analysis and Design
ISS-4216	Human Rights, Law and Society
ISS-4231	Growth, Inequality and Poverty
<b>Group D:</b>	
ISS-4202	Poverty and Inequality: Concepts, Measures and Policy Approaches within Development
ISS-4212	Contemporary Capitalism and Governance: Neo Liberalism and Beyond
ISS-4226	Feminist Perspectives on Gender and Development
ISS-4227	Humanitarian Action, Disasters & Crises: Critical approaches
<b>Group E:</b>	
ISS-3207	Qualitative Interviewing
ISS-3211	Decoloniality in the Development Research Context – Decolonizing Knowledge
ISS-3213	Multi Methods for Social Development Research
<b>Group F:</b>	
ISS-3203	Topics in Regression Analysis
ISS-3214	Understanding and Interpreting Quantitative Data in Social Sciences
ISS-3212	Techniques for Case-study Research

### **TERM 3**

<b>Group A:</b>	
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
ISS-4357	Global Political Ecology
<b>Group B:</b>	
ISS-4348	Human Behavior and Experiments in Development
ISS-4352	Mobilizing Rights and Social Justice
ISS-4356	Water Disasters, Adaptation and Justice Lab
ISS-4358	Degrowth
<b>Group C:</b>	
ISS-4311	Children, Youth and Development: Policy and Practice
ISS-4313	(Politics of) Media Representations in/of Violent Conflicts
ISS-4341	Evaluation of Development Policy, Programmes and Projects
ISS-4354	Transitions for Social Justice Lab – Decolonial Reconstitutions beyond power, knowledge, gender and capital
<b>Group D:</b>	
ISS-3307	Evaluating Time Series Data
<b>Group E:</b>	
ISS-3303	Ethnographic Research and Reflexivity in Development Contexts
ISS-3306	Participatory Action Research

## 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 there are clear criteria provided for distinguishing between degrees of active and less active participation;
- *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 depends on the weighting of the written exam.

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

Course Code	Course Title	EC	Term	Type	Assessment
ISS-1104	Politics, Power and Development	3	1A	Foundation	Invigilated Exam 100%
ISS-1106	Introduction to Economic Theories	3	1A	Foundation	Invigilated Exam 100%
ISS-1107	Development Economics	3	1A	Foundation	Invigilated Exam 100%
ISS-1110	Contemporary Social Theory	3	1A	Foundation	Invigilated Exam 50%: Essay Assignment 50%
ISS-1112	Sociology at Work	3	1A	Foundation	Invigilated Exam: 100%
ISS-1113	Regression and Data Analysis	3	1A	Foundation	Individual Assignment:40%, Invigilated Exam: 60%
ISS-1114	Politics of Modern Development – Decolonizing Power	3	1A	Foundation	Invigilated Exam 60% Individual Assignments 20%, Reflections and Comments 20%
ISS-2101	The Making of Development: Histories, Theories and Practices	8	1	General	Short Essays 25%; Working group Presentations 15%; Final Essay 60%
ISS-2204	Climate Change and Development in the Anthropocene	3	2+3	General	1 Individual and 1 Collective Assignment, assessed on pass/fail basis; students must pass both assignments in order to pass the course
ISS-3105	Research Paper Preparation	5	1+2+3	Research paper	Pass/Fail based on a system of points and class assignments: 100%
ISS-3203	Topics in Regression Analysis	4	2	Research techniques	Assignment – 40% Take Home Exam – 60%
ISS-3207	Qualitative Interviewing	4	2	Research techniques	Reflections on required readings: 30%, Group Assignment: 20%, Individual Assignment: 50%

Course Code	Course Title	EC	Term	Type	Assessment
ISS-3211	Decoloniality in the Development Research Context – <i>Decolonizing Knowledge</i>	4	2	Research techniques	Assignment(s) - 100%
ISS-3212	Techniques for Case-study Research	4	2	Research techniques	Group reports related to self-study tasks-15%; Paper- 35%; Learning journal- 50%
ISS-3213	Multi Methods for Social Development Research	4	2	Research Techniques	Invigilated Exam (Quantitative) 50%, Take-home Assignment (Qualitative) 50%
ISS-3214	Understanding and Interpreting Quantitative Data in Social Sciences	4	2	Research techniques	Workshop participation 15%; Mid-term Literature Reflection 35%; Assignment 50%
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-3306	Participatory Action Research	4	3	Research techniques	Reflection: 60%, Group Assignment: 30%, Peer Evaluation 10%
ISS-3307	Evaluating Time Series Data	4	3	Research techniques	Assignments; 80%, Presentation; 20%
ISS-4150	Political Economy of Agriculture and Environment	8	1	Major Core	Essay: 45%; Group Assignment: 10%; Invigilated Exam: 45%.
ISS-4151	Principles of Economic Development	8	1	Major Core	Invigilated Mid Term Exam (Microeconomics) 50%; Invigilated Final Exam (Macroeconomics) 50%
ISS-4152	Development Policies and Practice: Interests, Conflicts and Cooperation	8	1	Major Core	Invigilated Exam 45%; Assignments 55%
ISS-4153	Contemporary Perspectives on Social Justice	8	1	Major Core	Invigilated exam: 40%, Essay: 50%, 2 short Reading Notes: 10% (5% each)
ISS-4154	Critical Social Policy for Transformative Development	8	1	Major Core	Invigilated Exam 45%, Group work 15%, Individual Assignment 40%
ISS-4201	Promotion of Local Developments	8	2	Major Optional	Assignments 75%; Group project 15%; Active Participation 10%
ISS-4202	Poverty and Inequality: Concepts, Measures and Policy Approaches within Development	8	8	Major Optional	Invigilated Exam: 50%; Case Study: 25%; Policy Brief: 25%
ISS-4209	Policy Analysis and Design	8	2	Major Optional	Assignment 1: Memo 15%; Assignment 2: Policy Paper 75%, Presentation 10%
ISS-4212	Contemporary Capitalism and Governance: Neo Liberalism and Beyond	8	2	Optional	Assignment 1 (essay) - 40% Assignment 2 (essay) - 60%

<b>Course Code</b>	<b>Course Title</b>	<b>EC</b>	<b>Term</b>	<b>Type</b>	<b>Assessment</b>
ISS-4216	Human Rights, Law and Society	8	2	Major Optional	Mid-term Group Presentation (15%); End-of-course Individual Essay Presentation (25%); End-of-course Essay (60%)
ISS-4217	Conflict Analysis and Transformation:	8	2	Major Optional	Individual Assignment 50% Take Home Exam (Mid-term) 50%
ISS-4226	Feminist Perspectives on Gender and Development	8	2	Major Optional	35% Reflection paper, 15% Group work, 50% End term assignment
ISS-4227	Humanitarian Action, Disasters & Crises: Critical approaches	8	2	Optional	Final Exam 50%, Mid Term Assignment 35% Poster Fair 15%
ISS-4231	Growth, Inequality and Poverty	8	2	Major Optional	Assignment – 50% Invigilated Exam – 50%
ISS-4240	Agrarian and Food Politics	8	2	Major Optional	Assignment 1 (Take Home Essay): 30%, Assignment 2 (Essay): 60%, Group Assignment: 10%
ISS-4241	International Trade and Investment Policies for Development	8	2	Major Optional	Policy Negotiation Game - 30%; Take Home Assignment - 50%; Critical Article Reviews and Presentation – 20%
ISS-4242	Gender at Work in Development	8	2	Major Optional	15% Group visualization, 25% Individual Briefing / Reflection Paper, 60% Policy Brief
ISS-4270	Migration and Development: Global Entanglements, Livelihoods and Intersectionality	5	2	Migration Track Course	Reflection Paper 25%, Discussion 5%, Essay 70%.
ISS-4271	People on the Move: Global Entanglements, Livelihoods and Intersectionality	8	2	Optional	Reflection Paper: 25%, Groupwork:15%, Essay: 60%.
ISS-4307	Politics of Global Development: Debating Liberal Internationalism	8	3	Optional	Assignment - 75% Presentation - 25%
ISS-4311	Children, Youth and Development: Policy and Practice	8	3	Major Optional	Individual Assignment: 85%, Group Assignment: 15%
ISS-4313	(Politics of) Media Representations in/of Violent Conflicts	8	3	Optional	Individual Assignment 80 %; Individual Assignment 20%
ISS-4317	Econometric Analysis of Development Policies	8	3	Optional	Assignments: 60%, Computer Exercises 25%, Presentations: 15%
ISS-4338	Gender and Sexuality as 'Lenses' to Engage with Development Policy and Practice	8	3	Optional	Assignments - 100%

Course Code	Course Title	EC	Term	Type	Assessment
ISS-4341	Evaluation of Development Policy, Programmes and Projects	8	3	Optional	Short individual assignment :35%, group presentation:15%, individual essay: 50% (a minimum of 80% attendance is mandatory)
ISS-4348	Human Behavior and Experiments in Development	8	3	Optional	Individual Assignment 85%, 15% Group Assignment
ISS-4352	Mobilizing Rights and Social Justice	8	3	Optional	Presentation (15%); Short Assignment (25%); Essay: (60%)
ISS-4354	Transitions for Social Justice Lab – Decolonial Reconstitutions beyond power, knowledge, gender and capital	8	3	Optional	Individual Short Assignment 30% Individual Final Essay 70%
ISS-4356	Water Disasters, Adaptation and Justice Lab	8	3	Optional	Participation and Contribution 10%, Mid-term Assignment 25%, Group Assignment 15%, Final Assignment 50%, (divided in two parts, 10% and 40%)
ISS-4357	Global Political Ecology	8	3	Optional	Take Home Exam (60%) and Preparation and Running of a Class seminar (40%)
ISS-4358	Degrowth	4	3	Optional	Assignment – 100%
ISS-4390	AFES: Working towards the Research Paper	2	3+4	Major	Assignment – 100%
ISS-4391	ECD: Working towards the Research Paper	2	3+4	Major	Assignment – 100%
ISS-4392	GDP: Working towards the Research Paper	2	3+4	Major	Assignment – 100%
ISS-4393	SJP: Working towards the Research Paper	2	3+4	Major	Assignment – 100%
ISS-4394	SPD: Working towards the Research Paper	2	3+4	Major	Assignment – 100%
ISS-5401	Research Paper	21	4	Major	Research Paper – 100%
ISS-8401	Internship	4			Assignment – 100%
ISS-9102	Academic Skills	[2]	1+2	Remedial	Proper Referencing test 100%/Pass-Fail
ISS-9103	Quantitative Skills for Development Studies	[2]	1	Remedial	Written Exam (multiple choice) - 100%
ISS-9106	Microsoft Excel Applications for Development Studies	[1.5]	1	Remedial	ECDL test – 100 %
ISS-9107	Intermediate Academic Writing Skills	[2]	1	Remedial	Attendance 80% and Assignments
ISS-9108	Advanced Academic Writing Skills	[1,5]	1	Remedial	Attendance 80% and Assignments
ISS-9109	Collectively preventing and addressing situations of harassment, violence and discrimination	[1]	1+2	Remedial	Participation and Submission of Written Reflections: 100%
ISS-9120	Mathematics for Economists (ECD)	[1.5]	1	Remedial	Attendance – 100%
ISS-9160	Basic Statistics and Probability	[1.5]	1	Remedial	Attendance – 100%

## **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 e.g., necessitated by government restrictions related to COVID or other instances of force majeure. The changes need the approval of the Board of Examiners.

### 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 2023-2024 MA timetable is published digitally (MyEur.nl or [www.iss.nl/mytimetable](http://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 5 ECs.

## **Evaluations**

Student evaluations take place at the end of each Term, and 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 closed the evening before the exam period as the questionnaires are set to be pre-exam surveys.

## Important Dates 2023-2024

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

Term	Activity	Date (on/from)	(till)
1	Orientation Period	4 September 2023	10 September 2023
	Introduction Board of Examiners	September 2023	
1	Final date registration for Foundation Courses	7 September 2023	
1	Opening MA Programme 2023-2024	8 September 2023	
<b>1</b>	<b>TERM 1</b>	<b>4 September 2023</b>	<b>8 January 2024</b>
	Major Activity	15 September 2023	
	ISS Dies Natalis	12 October 2023	
1	Examination period Term 1A	30 October 2023	3 November 2023
1	Final date submission of essays Term 1A	3 November 2023	17.00 hrs
	Major Activity	10 November 2023	
	Orientation Research Techniques Courses	November 2023	
	Orientation T2/T3 courses	November 2023	
1	Marks for Foundation Courses (Term 1A) available for students	1 December 2023	
1	Final date registration for re-examinations Term 1A	5 December 2023	12.00 hrs
1	Final date registration for: Research Techniques Courses Term 2 and Term 3 Courses	14 December 2023	
	Convocation (Degree Ceremony) MA 2022-2023	20 December 2023	
1	Re-examination period Term 1A	21 December 2023	22 December 2023
1	Final date re-submission of essays Term 1A	22 December 2023	17.00 hrs
1	(Study) Recess	25 December 2023	5 January 2024
1	Deadline for finalising correct-referencing test	29 December 2023	
1	Examination period Term 1B	8 January 2024	
1	Final date submission of essays Term 1B	8 January 2024	17.00 hrs
1	Marks re-exam Term 1A available for students	22 January 2024	
<b>2</b>	<b>TERM 2</b>	<b>10 January 2024</b>	<b>5 April 2024</b>
1	Term 1B marks available for students	5 February 2024	
1	Final date registration for re-examinations Term 1B	23 February 2024	
1	Re-examination period Term 1B	4 March 2024	
1	Final date re-submission of essays Term 1B	4 March 2024	17.00 hrs
2	Major Activity	7 - 8 March 2024	
1	Marks re-exams Term 1B available for students	18 March 2024	
2	Study recess for examinations	21 March & 2-4 April 2024	
2	Examination period Term 2	22 March 2024	5 April 2024
2	Final date submission of essays Term 2	5 April 2024	17.00 hrs
2 + 3	Study Break	8 April 2024	12 April 2024
<b>3</b>	<b>TERM 3</b>	<b>15 April 2024</b>	<b>5 July 2024</b>
2	Marks Term 2 available for students	29 April 2024	
3	Research Paper Design Seminars	27 May 2024	31 May 2024

Term	Activity	Date (on/from)	(till)
3	Final date registration for re-examinations Term 2	4 June 24	12.00 hrs
3	Re-examination period Term 2	11 June 2024	14 June 2024
2	Final date re-submission essays Term 2	14 June 2024	17.00 hrs
2	Marks re-exams Term 2 available for students	28 June 2024	
3	Study recess for examinations Term 3	1 July 2024	2 July 2024
3	Examination period Term 3	3 July 2024	5 July 2024
3	Final date submission of essays Term 3	5 July 2024	17.00 hrs
	<b>TERM 4</b>	<b>8 July 2024</b>	<b>20 December 2024</b>
4	Research Paper writing	8 July 2024	13 November 2024 (12.00 hrs !!)
3	Term 3 marks available for students	2 August 2024	
3	Final date registration for re-examinations Term 3	12 August 2024	12.00 hrs
3	Re-examination period Term 3	22 August 2024	23 August 2024
3	Final date re-submission essays Term 3	23 August 2024	17.00 hrs
3	Marks re-exams Term 3 available for students	6 September 2024	
4	Research Paper (full draft) Seminars	23 September 2024	28 September 2024
4	End of Programme Evaluations	23 September 2024	28 September 2024
4	Final date for submission of Research Paper	13 November 2024	12.00 hrs!!
4	Concluding activities and workshops	18 November 2024	20 December 2024
4	Marks Research Papers available for students	11 December 2024	
	CONVOCATION (Degree Ceremony)	20 December 2024	
	<b>HOLIDAYS</b>		
1	Christmas	25 December 2023	26 December 2023
1	New Year	01 January 2024	
2	Good Friday	29 March 2024	
2	Easter	31 March 2023	1 April 2024
3	King's Day	27 April 2024	
3	Liberation day	5 May 2024	
3	Ascension Day	9 May 2024	
3	Pentecost and Whit Monday	19 May 2024	20 May 2024

### Lecture Times

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

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](mailto:tlst@iss.nl) or in room 2.06.



**PART 2**

**DESCRIPTIONS OF THE MAJORS**

**and**

**SPECIALIZATIONS**

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# Agrarian, Food and Environmental Studies (AFES)

Major in MA in Development Studies 2023-2024

## Staff

Helena Pérez Niño	Convenor
Tsegaye Moreda	Deputy-convenor
Murat Arsel	Staff
Jun Borrás	Staff
Luisa Cortesi	Staff
Julien-François Gerber	Staff
Wendy Harcourt	Staff
Oane Visser	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:

- agrarian change and the political economy of rural development;
- 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 degrowth and post-growth 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 Major course:  
ISS-4240 Agrarian and Food Politics

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**

Bernstein, H. (2010) *Class Dynamics of Agrarian Change*. Halifax: Fernwood.

Borras, S. Jr. (ed.) (2009) *Critical Perspectives in Rural Development Studies*. London: Routledge. (Also available as a 2009 special issue of *The Journal of Peasant Studies*.)

Fairbairn, M., J. Fox, R. Isakson, M. Levien, N. Peluso, S. Razavi, I. Scoones and K. Sivaramakrishnan (eds) (2015) *Global agrarian transformations: New directions in political economy*. London: Routledge. (Also available as a 2014 special issue of *The Journal of Peasant Studies*.)

Gibson-Graham, J.K. (2006) *A Postcapitalist Politics*. Minneapolis: University of Minnesota Press.

Haraway, D. (2016) *Staying with the Trouble: Making Kin in the Chthulucene*. Durham: Duke University Press.

Martinez-Alier, J. (2002) *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation*. Cheltenham: Edward Elgar.

McMichael, P. (2013) *Food Regimes and Agrarian Questions*. Halifax: Fernwood.

van der Ploeg, J.D. (2013) *The Art of Farming: A Chayanovian Manifesto*. Halifax: Fernwood.

**Exam Programme MA in Development Studies 2023-2024; Major Agrarian, Food and Environmental Studies**

Foundation Course on Economics	3 ECs	<u>One of the following courses:</u> 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	<u>One of the following courses:</u> ISS-1114 Politics of Modern Development - Decolonizing Power ISS-1104 Politics, Power and Development
Foundation Course on Sociology	3 ECs	<u>One of the following courses:</u> ISS-1110 Contemporary Social Theory ISS-1112 Sociology at Work
General Courses	8 ECs  3 ECs	ISS-2101 The Making of Development: Histories, Theories and Practices  ISS-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4150 Political Economy of Agriculture and Environment ISS-4240 Agrarian and Food Politics  ISS-4390 AFES: Working towards the Research Paper
Research Techniques Courses	8 ECs	<u>2 courses, to be chosen from:</u> ISS-3203 Topics in Regression Analysis ISS-3207 Qualitative Interviewing ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3212 Techniques for Case-study Research ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3307 Evaluating Time Series
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
Research Paper	5 ECs 21 ECs	ISS-3105 Research Paper Preparation ISS-5401 Research paper
<b>TOTAL</b>	<b>88 ECs</b>	

# Economics of Development (ECD)

Major in MA in Development Studies 2023-2024

## Staff

Zemzem Shigute Shuka	Convenor
Matthias Rieger	Deputy Convenor
Arjun Bedi	Staff
Peter van Bergeijk	Staff
John Cruzatti	Staff
Binyam Afewerk Demena	Staff
Mansoob Murshed	Staff
Elissaios Papyrakis	Staff
Lorenzo Pellegrini	Staff
Robert Sparrow	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 Development

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

ISS-4317 Econometric Analysis of Development Policies and ISS-4348 Human Behavior and Experiments in Development.

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**

Agenor, P. and P.J. Montiel (2008) *Development Macroeconomics*. (3rd edn) Princeton, NJ: Princeton University Press.

Collier, P. and J.W. Gunning (eds) (2008) *Globalization and Poverty*. 3 Vols., Cheltenham: Edward Elgar.

Cypher, J.M. and J.L. Dietz (2009) *The Process of Economic Development*. London: Routledge.

Ocampo, J.A., C. Rada and L. Taylor (2009) *Growth and Policy in Developing Countries: A Structuralist Approach*. New York: Columbia University Press.

Rodrik, D. (2007) *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton, NJ: Princeton University Press.

**Exam Programme MA in Development Studies 2023-2024; Major Economics of Development**

Foundation Course on Economics	3 ECs	<u>One of the following courses:</u> ISS-1106 Introduction to Economic Theories (offered as MOOC) ISS-1107 Development Economics ISS-1113 Regression and Data Analysis (students are strongly encouraged to follow the Remedial ISS-9160 Basic Statistics and Probability in preparation of this course)
Foundation Course on Political Science	3 ECs	<u>One of the following courses:</u> ISS-1114 Politics of Modern Development - Decolonizing Power ISS-1104 Politics, Power and Development
Foundation Course on Sociology	3 ECs	<u>One of the following courses:</u> 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-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4151 Principles of Economic Development ISS-4391 ECD: Working towards the Research Paper  <u>One of the 2 following courses:</u> ISS-4231 Growth, Inequality and Poverty ISS-4241 International Trade and Investment Policies for Development
Research Techniques Courses	8 ECs	<u>2 courses, to be chosen from:</u> ISS-3203 Topics in Regression Analysis ISS-3207 Qualitative Interviewing ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3212 Techniques for Case-study Research ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3307 Evaluating Time Series
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
Research Paper	5 ECs 21 ECs	ISS-3105 Research Paper Preparation ISS-5401 Research paper
<b>TOTAL</b>	<b>88 ECs</b>	

**Exam Programme MA in Development Studies 2023-2024; Major Economics of Development; Double Degree Programme with Universitas Indonesia**

General Courses	8 ECs	ISS-2101 - The Making of Development: Histories, Theories and Practices
	3 ECs	ISS-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4151 Principles of Economic Development ISS-4391 ECD: Working towards the Research Paper  <u>One of the 2 following courses:</u> ISS-4231 Growth, Inequality and Poverty ISS-4241 International Trade and Investment Policies for Development
Optional Courses	8 ECs	Free choice from the list of optional courses, provided that the course has not yet been designed as the Research Techniques or Major course
Research Paper	5 ECs 21 ECs	ISS-3105 - Research Paper Preparation ISS-5401 Research paper
<b>TOTAL</b>	<b>63 ECs</b>	
<b>Waived on the basis of the Double Degree programme UI</b>	<b>25 ECs</b>	Foundation courses: 9 ECs Research Techniques Courses: 8 ECs Optional Course: 8 ECs
<b>TOTAL</b>	<b>88 ECs</b>	

**Exam Programme MA in Development Studies 2023-2024; 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.

Major Courses	26 ECs	ISS-4391 ECD: Working towards the Research Paper  Students need to take three of the following courses <sup>3</sup> : ISS-4231 Growth, Inequality and Poverty ISS-4241 International Trade and Investment Policies for Development ISS-4317 Econometric Analysis of Development Policies ISS-4348 Human Behavior and Experiments in Development
General Course	3 ECs	ISS-2204 Climate Change and Development in the Anthropocene
Optional Courses	8 ECs	One course needs to be outside the Major.
Research Paper (1)	5 ECs 21 ECs	ISS-3105 - Research Paper Preparation ISS-5401 – Research Paper Research paper with supervisory inputs from the ISS and UEH <sup>4</sup>
<b>TOTAL</b>	<b>63 ECs</b>	
<b>Waived on the basis of the Double Degree programme UEH/ISS</b>	<b>25 ECs</b>	General Course, part 1: 8 ECs Foundation courses: 9 ECs Research Techniques Courses: 8 ECs
<b>TOTAL</b>	<b>88 ECs</b>	

<sup>3</sup> For this Double Degree Programme the ECD core course is replaced by one of the Major courses.

<sup>4</sup> The Supervisor will be an ISS staff member and the 2nd Examiner a staff member from UEH.

**Exam Programme MA in Development Studies 2023-2024; 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.

Major Courses	26 ECs	ISS-4391 ECD: Working towards the Research Paper  Students need to take three of the following courses <sup>1</sup> : ISS-4231 Growth, Inequality and Poverty ISS-4241 International Trade and Investment Policies for Development ISS-4317 Econometric Analysis of Development Policies ISS-4348 Human Behavior and Experiments in Development
General Course	3 ECs	ISS-2204 Climate Change and Development in the Anthropocene
Optional Courses	8 ECs	One course needs to be outside the Major.
Research Paper (1)	5 ECs 21 ECs	ISS-3105 - Research Paper Preparation ISS-5401 – Research Paper Research paper with supervisory inputs from the ISS and FLACSO <sup>2</sup>
<b>TOTAL</b>	<b>63 ECs</b>	
<b>Waived on the basis of the Double Degree programme FLACSO/ISS</b>	<b>25 ECs</b>	General Course, part 1: 8 ECs Foundation courses: 9 ECs Research Techniques Courses: 8 ECs
<b>TOTAL</b>	<b>88 ECs</b>	

<sup>1</sup> For this Double Degree Programme the ECD core course is replaced by one of the Major courses.

<sup>2</sup> 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 2023-2024

## Staff

Rodrigo Mena	Convenor
Sylvia Bergh	Staff
Georgina Gomez	Staff
Thea Hilhorst	Staff
Peter Knorringa	Staff
Farhad Mukhtarov	Staff
Sunil Tankha	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 the 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 to societal problems. 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 perspective to policy 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, humanitarian studies, 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**

- Held, D. and A.G. MacGrew (eds) (2002) *Governing Globalization: Power, Authority and Global Governance*. Cambridge: Polity Press.
- Huque, A.S. and H.M. Zafarullah (eds) (2006) *Handbook of International Development Governance*. New York, NJ: Taylor & Francis.
- Hyden, G., J. Court and K. Mease (2004) *Making Sense of Governance: Empirical Evidence from Sixteen Developing Countries*. Boulder, CO: Lynne Rienner.
- Kiely, R. (2007) *The New Political Economy of Development: Globalization, Imperialism, Hegemony*. Basingstoke: Palgrave Macmillan.
- Levi-Faur, D. (ed.) (2012) *The Oxford Handbook of Governance*. Oxford: Oxford University Press.
- Moran, M., M. Rein and R.E. Goodin (eds) (2006) *The Oxford Handbook of Public Policy*. Oxford: Oxford University Press.
- Mosse D. (2004) Is Good Policy Un-implementable? Reflections on the Ethnography of Aid Policy and Practice. *Development and Change*, Vol.35 (4): 639–671.
- Staniland, M. (1985) *What is Political Economy? A Study of Social Theory and Underdevelopment*. New Haven, CT: Yale University Press.

**Exam Programme MA in Development Studies 2023-2024; Major Governance and Development Policy**

Foundation Course on Economics	3 ECs	<u>One of the following courses:</u> 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	<u>One of the following courses:</u> ISS-1114 Politics of Modern Development - Decolonizing Power ISS-1104 Politics, Power and Development
Foundation Course on Sociology	3 ECs	<u>One of the following courses:</u> 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-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4152 Development Policies and Practice: Interests, Conflicts and Cooperation ISS-4392 GDP: Working towards the Research Paper
		<u>One of the following 2 courses:</u> ISS-4201 Promotion of Local Developments ISS-4209 Policy Analysis and Design
Research Techniques Courses	8 ECs	<u>2 courses, to be chosen from:</u> ISS-3203 Topics in Regression Analysis ISS-3207 Qualitative Interviewing ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3212 Techniques for Case-study Research ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3307 Evaluating Time Series
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
Research Paper	5 ECs 21 ECs	ISS-3105 Research Paper Preparation ISS-5401 Research paper
<b>TOTAL</b>	<b>88 ECs</b>	

# Human Rights, Gender and Conflict Studies: Social Justice Perspectives (SJP)

Major in MA in Development Studies 2023-2024

## Staff

Daphina Misiedjan	Convenor
Karin Arts	Staff
Kees Biekart	Staff
Jeff Handmaker	Staff
Silke Heumann	Staff
Rosalba Icaza	Staff
Shyamika Jayasundara-Smiths	Staff
Sreerekha Mullassery Sathiamma	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 approach 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 **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 on a topic within the broad field of Social Justice.

### **Indicative readings**

- Ahmed, Sarah (2016) "Interview with Judith Butler", *Sexualities*, 19(4): 482-492. Bantekas, I. and L. Oette (2016) *International Human Rights Law and Practice*. Cambridge: Cambridge University Press
- Biekart, K. and A.F. Fowler (2010) *Debate: Transforming Activisms 2010+. Exploring Ways and Waves, Development and Change*, 44(3): 527-546.
- Handmaker, J. and Arts, K. (2019) *Mobilising International Law for 'Global Justice'* Cambridge: Cambridge University Press.
- Hintjens, H.M. and D. Zarkov (eds) (2015) *Conflict, Peace, Security and Development: Theories and Methodologies*, Abingdon, Oxon: Routledge.
- Mahmood Mamdani (2015) "Settler colonialism: then and now", *Critical Enquiry*, 41(3): 596-614.
- Merry, S. E. (2006) *Human rights and gender violence: translating international law into local justice*, Chicago: University of Chicago Press
- Mutua, M. W. (2016) *Human Rights Standards: Hegemony, Law, and Politics*, Buffalo: SUNY Press.
- Siddiqi, Ayesha (2019) "Disasters in conflict areas: finding the politics", *Disasters*, 42(S2): pp. S161-S172.
- Smith, J., R. Icaza, J. Juris et al. (2014) *Global Democracy and the World Social Forum (2nd Edition)*, Boulder, CO: Paradigm Publishers.
- Spade, Dean (2015) *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Duke University Press.

**Exam Programme MA in Development Studies 2023-2024; Major Human Rights, Gender and Conflict Studies: Social Justice Perspectives**

Foundation Course on Economics	3 ECs	<u>One of the following courses:</u> 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	<u>One of the following courses:</u> ISS-1114 Politics of Modern Development - Decolonizing Power ISS-1104 Politics, Power and Development
Foundation Course on Sociology	3 ECs	<u>One of the following courses:</u> 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-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4153 Contemporary Perspectives on Social Justice ISS-4393 SJP: Working towards the Research Paper  <u>One of the 3 following courses:</u> ISS-4216 Human Rights, Law and Society ISS-4217 Conflict Analysis and Transformation ISS-4226 Feminist Perspectives on Gender and Development
Research Techniques Courses	8 ECs	<u>2 courses, to be chosen from:</u> ISS-3203 Topics in Regression Analysis ISS-3207 Qualitative Interviewing ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3212 Techniques for Case-study Research ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3307 Evaluating Time Series
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
Research Paper	5 ECs 21 ECs	ISS-3105 Research Paper Preparation ISS-5401 Research Paper
<b>TOTAL</b>	<b>88 ECs</b>	

# Social Policy for Development (SPD)

Major in MA in Development Studies 2023-2024

## Staff

Gerard McCarthy	Convenor
Arul Chib	Staff
Andrew Fischer	Staff
Roy Huijsmans	Staff
Lee Pegler	Staff
Karin Astrid Siegman	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 issues in the field of social policy and development.
- conduct independent research 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 three courses in either Term 2 or Term 3:  
Term 2: ISS-4202 Poverty and Inequality: Concepts, Measures and Policy Approaches within Development.

ISS-4242 Gender at Work in Development (this course also contributes to the Specialisation 'Women and Gender Studies')

Term 3: ISS-4311 Children, Youth and Development: Policy and Practice

Students combine the core Major training in social policy with their choice of course(s) from across the ISS course offering. This way, students can either deepen their knowledge on policy related studies or complement their Major training with topical courses or specialisations offered by other majors.

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**

Ansell, N. (2018) *Children, Youth and Development* (second edition). London, New York: Routledge.

Bangura, Y., et al. (2010) *Combating Poverty and Inequality: Structural Change, Social Policy and Politics*. Geneva: United Nations Research Institute on Social Development (UNRISD).

Fischer, A.M. (2018) *Poverty as Ideology: Rescuing Social Justice from Global Development Agendas*. London: Zed Books. Open access at <http://bora.uib.no/handle/1956/20614>

Gough, I., G. Wood and A. Barrientos (2004) *Insecurity and Welfare Regimes in Asia, Africa and Latin America: Social Policy in Development Contexts*. Cambridge: Cambridge University Press.

Mkandawire, P.T. (2004) *Social Policy in a Development Context*. Basingstoke: Palgrave/MacMillan.

**Exam Programme MA in Development Studies 2023-2024; Major Social Policy for Development**

Foundation Course on Economics	3 ECs	<u>One of the following courses:</u> 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	<u>One of the following courses:</u> ISS-1114 Politics of Modern Development - Decolonizing Power ISS-1104 Politics, Power and Development
Foundation Course on Sociology	3 ECs	<u>One of the following courses:</u> ISS-1110 Contemporary Social Theory ISS-1112 Sociology at Work
General Courses	8 ECs  3 ECs	ISS-2101 The Making of Development: Histories, Theories and Practices  ISS-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4154 Critical Social Policy for Transformative Development ISS-4394 SPD: Working towards the Research Paper <u>One of the following courses:</u>  ISS-4202 Poverty and Inequality: Concepts, Measures and Policy Approaches within Development ISS-4242 Gender at Work in Development ISS-4311 Children, Youth and Development: Policy and Practice
Research Techniques Courses	8 ECs	<u>2 courses, to be chosen from:</u> ISS-3203 Topics in Regression Analysis ISS-3207 Qualitative Interviewing ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3212 Techniques for Case-study Research ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3307 Evaluating Time Series
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
Research Paper	5 ECs 21 ECs	ISS-3105 Research Paper Preparation ISS-5401 Research paper
<b>TOTAL</b>	<b>88 ECs</b>	

## **Governance of Migration and Diversity (GMD)**

Specialization track in the MA in Development Studies 2023-2024

### **Staff**

Nanneke Winters	Convenor
Zeynep Kaşlı	Staff
Arul Chib	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 specialization, 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. ISS students who enrol in the programme participate in the joint part of the programme (25 ECs) providing students with solid multidisciplinary knowledge of the field of migration and diversity. The joint part of the programme consists of five courses on Migration & Diversity that are offered by the respective departments, based in their own disciplinary specialization (Politics, History, Sociology, Development studies, and Urban design). ISS students take the course on Development and can choose three of the other courses (Politics, History, Sociology 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**

- Amelina, A. and H. Lutz (2018) *Gender and Migration Transnational and Intersectional Prospects*.
- Bastia, T. and R. Skeldon (2019) (eds) *Routledge Handbook of Migration and Development*. London: Routledge.
- Brettell, C.B. & Hollifield, J.F. (eds) (2015) *Migration Theory: Talking across Disciplines*. New York: Routledge.
- Castles, S., de Haas, H., Miller, M. J. (2014) *The Age of Migration* (5th ed). London: Palgrave Macmillan. For the 6th edition and related exercises see <http://www.age-of-migration.com>
- Grabska, K and C. Clark-Kazak (Eds.), *Documenting Displacement: Questioning Methodological Boundaries in Forced Migration Research*. McGill-Queen's Refugee and Forced Migration Studies Series; Vol. 7. McGill-Queen's University Press.
- Geddes, A. and P. Scholten (2016) *The politics of Migration and Immigration in Europe*. London: Sage.
- Glick Schiller, N and N. B. Salazar (2013) *Regimes of Mobility Across the Globe*, *Journal of Ethnic and Migration Studies*, 39:2, 183-200, DOI: 10.1080/1369183X.2013.723253.
- Kothari, U. (2006) "An agenda for thinking about "race" in development", *Progress in Development Studies* 6 (1): 9-23.
- Raghuram, P. (2009) 'Which Migration, what Development? Unsettling the Edifice of Migration and Development', *Population, Space and Place*, 15(2): 103-117.
- Taha, N., Astrid Siegmann, K. and M. Messkoub (2015) 'How Portable is Social Security for Migrant Workers? A Review of the Literature', *International Social Security Review* 68(1): 95-118.
- Triandafyllidou, A. (eds) (2016) *Handbook of Immigration and Refugee Studies*. London: Routledge.
- Truong, Thanh-Dam, Des Gasper, Jeff Handmaker, Sylvia Bergh (eds) (2014) *Migration, Gender and Social Justice: Perspectives on Human Security*. Heidelberg: Springer.
- Zoomers, A., Leung M., Otsuki, K. and G van Westen (eds) (2021) *Handbook of Translocal Development and Global Mobilities*, pp. 13-26. UK: Edward Elgar Publishing.

**Exam Programme Specialization track in the MA in Development Studies  
2023-2024; Governance of Migration and Diversity**

General Courses	8 EC 3 EC	ISS-210 The Making of Development ISS-2204 Climate Change and Development in the Anthropocene
<i>LDE Migration Courses, delivered by EUR, University Leiden, TU Delft and ISS</i>	25 EC	<p>COMPULSORY COURSES</p> <ul style="list-style-type: none"> <li>• Governance of Migration and Diversity (5 EC) (Core Course, in ISS term 1). <i>Delivered by Erasmus University, Rotterdam</i></li> <li>• ISS-4270 Migration and Development (5 EC) (in ISS term 2). <i>Delivered by ISS, The Hague</i></li> </ul> <p>OPTIONAL COURSES (3 out of 4)</p> <ul style="list-style-type: none"> <li>• History of Migration and Diversity (5 EC) (in ISS term 1) <i>Delivered by Leiden University, Leiden</i></li> <li>• Sociology of Migration and Diversity (5 EC) (in ISS term 1a). <i>Delivered by Erasmus University, Rotterdam</i></li> <li>• Politics of Migration and Diversity (5 EC) (in ISS term 1b) <i>Delivered by Erasmus University, Rotterdam</i></li> <li>• Social Inequality in the City, Diversity and Design (5 EC) (in ISS term 2 -3). <i>Delivered by TU Delft, Delft</i></li> </ul>
Research Techniques Courses	8 EC	<p><u>2 courses, to be chosen from:</u></p> <p>ISS-3203 Topics in Regression Analysis ISS-3207 Qualitative Interviewing ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3212 Techniques for Case-study Research ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3307 Evaluating Time Series</p>
Optional Courses	16 EC	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	5 EC 21 EC 2 EC	ISS-3105 Research Paper Preparation ISS-5401 Research Paper ISS-4394 SPD: Working Towards the Research Paper
<b>TOTAL</b>	<b>88 EC</b>	

GMD students are encouraged to register for one of the Foundation Courses in Term 1A. This course will then be added to their curriculum and will show up on their transcript.

## Areas of specialization within the MA in Development Studies 23-24

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.

### Conflict and Peace Studies (CPS)

Teaching staff: Shyamika Jayasundara-Smits, Thea Hilhorst e.a.

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

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

## **Decoloniality and Degrowth (D&D)**

Teaching staff: Julien-François Gerber, Wendy Harcourt, Rosalba Icaza, Zeynep Kaşlı, Daphina Misiedjan, and Guest Lecturers

This specialization provides students a learning space to engage with the emergent conversations about and between decoloniality and degrowth as critical alternatives to development. In taking this specialization, students will engage in dynamic debates on alternatives to development proposed by both decoloniality and degrowth while learning to conduct research that prefigures the alternative futures beyond coloniality and growth. Students will explore the convergences and creative tensions that decoloniality and degrowth bring to research and practice in the development context, with special attention to debates emerging from/in the Global South and marginalized, racialized, and indigenous communities in the Global North. After completion, students will be able to reinterpret and reassess present knowledge generation practices in relation to global modern structures of power that continue to be colonial and the violent effects of growth-centered thinking in development as a field of studies and in its pedagogical and institutional practices.

### **Courses:**

ISS-3211 Decoloniality in the Development Research Context

ISS-4358 Degrowth

and either one of the following courses:

ISS-4216 Human Rights, Law and Society

ISS-4271 People on the Move: Global Entanglements, Livelihoods, and Intersectionality)

ISS-4354 Transitions to Social Justice LABISS-4357 Global Political Ecology

## **Econometric Analysis of Development Policies (EADP)**

Teaching staff: Robert Sparrow, Elissaios Papyrakis, Binyam Afewerk Demena e.a.

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-seeking.

### **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 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” (ESD)**

Teaching Staff: Tsegaye Moreda, Wendy Harcourt, e.a.

The ESD 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 ESD 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 ESD 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. ESD 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 Agrarian and Food Politics

ISS-4357 Global Political Ecology

## **Human Rights (HR)**

Teaching staff: Daphina Misiedjan, Jeff Handmaker e.a.

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, Karim Knio, e.a.

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, Thea Hillhorst, Andrew Fischer, Marijn Faling, Matthias Rieger e.a.

Actors live and interact with each other daily in spaces where they coordinate the use of resources, share commons and frame strategies to advance standards of living. Government authorities usually have a core role in this governance, yet multiple actors co-shape the coordination and co-determine its outcome. Disasters, humanitarian crisis, the Covid19 pandemic and other wicked problems draw local actors to work with or against each other. They form networks and navigate in practice the policies that they receive from authorities as well as the traditions that bind them.

The Local Development Strategies Specialization explores governance responses by bringing everyday real-life practices, politics, interests and capacities to the table. It adopts an intermediate or meso level 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.

LDS offers multiple learning pathways in its combinations with other courses. It can be oriented towards resilience and the governance of humanitarian action, ex-post evaluation of interventions, or further exploration on human interaction.

### **Courses**

ISS-4201 Promotion of Local Developments

And one of the following:

ISS-4202-Poverty and Inequality: Concepts, Measures and Policy Approaches within Development

ISS-4227 Humanitarian Action, Disasters & Crises: Critical approaches

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, Marijn Faling e.a.

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**

ISS-4209 Policy Analysis and Design

ISS 4341 Evaluation of Development Policy, Programs and Projects

## **Women and Gender Studies (WGS)**

Teaching staff: Silke Heumann, Karin Astrid Siegmann, Sreerekha Mullassery Sathiamma e.a.

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-4242 Gender at Work in Development

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

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## ISS-1104 Politics, Power and Development

<b>Code</b>	ISS-1104
<b>Weight of the Course</b>	3 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Karim Knio
<b>Lecturer</b>	Karim Knio
<b>Teaching Methods</b>	Participatory Lectures and Tutorials
<b>Modes of Assessment</b>	Invigilated Exam: 100%

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### ***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 realising 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.

The course falls within the field of politics of development (or how politics and development influence each other) and addresses key concepts and actors as well as the primacy of political power in development. 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 globalisation on the state,
- legitimacy and sovereignty
- the embeddedness of the economic within the political and social.

### ***Indicative readings***

Levi, M. (2006) 'Why We Need a New Theory of Government', *Perspectives on Politics*, 4(1), pp.5-19.

Jessop, B. (2007) *State Power: A Strategic-Relational Approach*, Cambridge: Polity, pp.21-53 ('The Development of the Strategic Relational Approach').

Block, F (2001) 'Introduction,' in K. Polanyi *The Great Transformation: The Political and Economic Origins of our Time*, Boston: Beacon Press, pp xviii-xxxviii.

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## ISS-1106 Introduction to Economic Theories

<b>Code</b>	ISS-1106
<b>Weight of the Course</b>	3 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Irene van Staveren
<b>Lecturer</b>	Irene van Staveren
<b>Teaching Methods</b>	Lectures and Tutorial
<b>Modes of Assessment</b>	Invigilated Exam: 100%

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### ***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 taught in class but also available as a mooc (massive open online course) through the platform Coursera: <https://www.coursera.org/learn/intro-economic-theories> Students may want to watch the videos of the mooc as a review method for the course.

The course aims at an audience without training in economics, or those who need to fresh-up or broaden their basic knowledge. It provides 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 and labour markets. The second part of the course introduces topics at the macro level with the macroeconomic flow, money and inflation, economic growth, and international trade. Every topic covers two to four theoretical perspectives: social economics (which connects to sociology), institutional economics (which connects to political science and anthropology), Post Keynesian economics, and neoclassical economics (mainstream economics).

The course is inclusive in terms of gender, nature, geographical origin, and social inequalities and power. The course uses many real-world examples from Asia, North and South America, Africa and Europe. The tutorial session will provide the opportunity to ask questions.

### ***Indicative reading***

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

The book is available from a variety of (online) bookstores as hardback, paperback and e-book, also second-hand. The ISS library has a number of copies of the book available. In addition, the library has a wide variety of introductory economic textbooks available as complementary readings. The mooc has exactly the same contents as the book and can be accessed for free:

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

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## ISS-1107 Development Economics

<b>Code</b>	ISS-1107
<b>Weight of the Course</b>	3 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Lorenzo Pellegrini
<b>Lecturer</b>	Lorenzo Pellegrini
<b>Teaching Methods</b>	Participatory Lecture
<b>Modes of Assessment</b>	Invigilated Exam: 100%

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### ***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***

Ray, D. (1998) *Development Economics*. Princeton, NJ: Princeton University Press.

Todaro, M.P. and S.C. Smith (2012) *Economic Development* (11<sup>th</sup> edn). Boston, Mass.: Addison-Wesley.

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## ISS-1110 Contemporary Social Theory

<b>Code</b>	ISS-1110
<b>Weight of the Course</b>	3 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Murat Arsel.
<b>Lecturers</b>	Murat Arsel, Zoe Brent
<b>Teaching Methods</b>	Participatory Lecture, Tutorial,
<b>Modes of Assessment</b>	Essay Assignment 50%: Invigilated Exam 50%

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### ***Learning objectives***

After completion of the course, participants will:

- Acquire grasp of contemporary debates in social theory as they pertain to critical development studies
- Be able to critically appraise the relevance of key concepts in social theory and have the capability to reformulate them in light of contemporary developments
- Reflect on the role of knowledge production and distribution in the development of social theory
- .

### ***Course description***

Although the course does provide a brief overview of the foundations of classical social theory as well as the contributions of the Frankfurt School, the overall focus is on exploring cutting edge perspectives emerging from attempts to transcend classical as well as critical theories in light of contemporary debates and events (e.g. decolonization movement, climate crisis, etc.) As such, the course treats modernity and capitalism as an intertwined complex of social, political, cultural and economic dynamics. The first session is therefore dedicated for the explication of this perspective, asking both what capitalist modernity means (and where its temporal and spatial boundaries can be located) and what its main points of infraction or slippages are. To critically interrogate the spatial and temporal specificity of capitalist modernity, the second session engages with theories of (non-)linear transition. The subsequent sessions are dedicated to four spheres that capitalist modernity actively but ultimately unsuccessfully attempts to exclude by focusing on the contributions of one key social theorist: the need economy (Kalyan Sanyal), gender (Nancy Fraser), race (Gargi Bhattacharyya) and nature (Ulrich Beck). In the final session the limits of these critiques are explored by way of engaging with contemporary debates on the politics of knowledge production and distribution.

### ***Indicative readings***

Beck, U. (1992) Risk Society: Towards a New Modernity. London: Sage

Bhambra, G. K., & Holmwood, J. (2021). Colonialism and modern social theory. London: John Wiley & Sons.

Bhattacharyya, G. (2018). Rethinking racial capitalism: Questions of reproduction and survival. London: Rowman & Littlefield.

Bhattacharya, T. (2017). Mapping social reproduction theory: Remapping Class, Recentring Oppression. London: Pluto Press.

Sanyal, K. (2014). Rethinking capitalist development: Primitive accumulation, governmentality and post-colonial capitalism. New Delhi, Routledge.

Wallerstein, I. M. (2001). Unthinking social science: The limits of nineteenth-century paradigms. Temple University Press.

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## ISS-1112 Sociology at Work

<b>Code</b>	ISS-1112
<b>Weight of the Course</b>	3 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Georgina Gómez and Salomey Gyamfi Afrifa
<b>Lecturer</b>	Georgina Gómez and Salomey Gyamfi Afrifa
<b>Teaching Methods</b>	Course based on videos, readings and class discussions
<b>Modes of Assessment</b>	Invigilated exam 100%

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### ***Learning objectives***

Students will develop their sociological imagination. They will go beyond common sense in doing social analysis and will be able to apply sociological concepts as a toolkit to 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 may do they seem legitimate?
- Why do women and men get different jobs; what is “Gender Analysis”?
- What is ethnicity? Does race 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***

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

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## ISS-1113 Regression and Data Analysis

<b>Code</b>	ISS-1113
<b>Weight of the Course</b>	3 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Zemzem Shigute
<b>Lecturer</b>	Zemzem Shigute, and staff
<b>Teaching Methods</b>	Lectures, Workshop, Computer Exercises, Tutorials
<b>Modes of Assessment</b>	Individual Assignment:40%, Final Exam: 60%

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### ***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 15/16/17). During these workshops students will be expected to analyse micro and macro data using the methods discussed in the lectures.

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

### ***Indicative readings***

*The basic texts for the course are:*

Gujarati, D.N. and D.C. Porter (2009) *Basic Econometrics* (5<sup>th</sup> edn). Boston: McGraw Hill.

Wooldridge, J.M. (2016) *Introductory Econometrics: A Modern Approach* (6<sup>th</sup> edn). Mason, OH: Thomson South-Western, Cengage Learning

### ***Prerequisites***

*The course requires prior BA level knowledge of statistics. Although the course does not dwell much on mathematical derivations and proofs, students are expected to be familiar with basic algebra and calculus.*

*The institute offers a remedial course on basic statistics and probability which students may wish to follow.*

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## ISS-1114 Politics of Modern Development – Decolonizing Power

<b>Code</b>	ISS-1114
<b>Weight of the course</b>	3 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Shuaib Lwasa
<b>Lecturer</b>	Shuaib Lwasa
<b>Teaching Methods</b>	Plenary Lecture, Workshops
<b>Modes of Assessment</b>	Invigilated Exam 60%, Individual Assignments 20%, Reflections and Comments 20%

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### ***Learning objectives***

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

- Define, explain key concepts and analytical perspectives of modern politics, its anti, post and decolonial alternatives
- Understand and communicate political theory in its moral and intellectual context
- Explain the role of race, gender, class in the politics of modern development
- Relate specific concepts to development challenges and problems in specific 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, geopolitics 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. The course explores the Geopolitics and development with emerging alignment or non-alignment with west or east.

### ***Indicative readings***

- Alexander, Jackie M. (2005): *Pedagogies of Crossing. Meditations on Feminism, Sexual Politics, Memory and the Sacred*. Durham/London: Duke University Press.
- Brown, Wendy (2002) *Undoing the Demos: Neoliberalism's Stealth Revolution*. Princeton: Princeton University Press.
- Mouffe, Chantal (2005) *On the Political*. London: Routledge.
- Shilliam, Robbie (2021) *Decolonizing Politics. An Introduction*. Cambridge: Polity.
- Ndlovu-Gatsheni, Sabelo (2018) *Epistemic Freedom in Africa. Deprovincialization and Decolonization*. London: Routledge.
- Olle Torquist, 1998, *Politics and Development: a critical introduction*, SAGE. Chapters 5&8
- Sultana, F. (2022). The unbearable heaviness of climate coloniality. *Political Geography*, 99, 102638. <https://doi.org/10.1016/j.polgeo.2022.102638>

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

<b>Code</b>	ISS-2101
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Julien Francois Gerber
<b>Lecturers</b>	Saturnino 'Jun' Borrás, Julien-François Gerber, Georgina Gómez, Wendy Harcourt, Roy Huijsmans, Rosalba Icaza, Shyamika Jayasundara-Smiths, Karim Knio, Daphina Misiedjan, Matthias Rieger, Irene van Staveren, Nanneke Winters
<b>Teaching Methods</b>	On-line themed lectures, Interactive lectures, Peer-to-peer Working groups
<b>Modes of Assessment</b>	Short essays (25%), working group presentations (15%), final essays (60%)

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### ***Learning objectives***

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

- appraise how cultural, political, economic and historical processes shape understandings of development
- reflect critically on their own understanding of development processes
- engage in critical dialogues on diverse development narratives with peers and staff

### ***Course description***

The course is an introduction to selected issues and different narratives of global development processes. It invites students to explore the making, unmaking and remaking of development from ecological, socio-cultural, 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 two modules – 'where are we?' and 'what next?' – present diverse takes on development taught by teachers representing the different approaches to development studies at ISS. The pedagogical approach includes flipped classrooms, peer-to-peer discussion groups, and interactive lectures in order to encourage self-reflection and co-learning.

### ***Indicative literature***

- de la Cadena, M., Blaser, M. (Eds) (2018) *A World of Many Worlds*. Durham: Duke University Press.
- Kothari, A., Escobar, A., Salleh, A., Demaria, F., Acosta, A. (Eds) (2019) *Pluriverse: A Post-Development Dictionary*. New Delhi: Tulika Books.
- Patel, R., Moore, J.W. (2017) *A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet*. Oakland: University of California Press.
- Veltmeyer, H., Bowles, P. (Eds) (2022) *The Essential Guide to Critical Development Studies*. 2nd Edition. New York: Routledge.

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## **ISS-2204 Climate Change and Development in the Anthropocene**

<b>Code</b>	ISS-2204
<b>Weight of the Course</b>	3 EC
<b>Period</b>	TERM 2 and 3
<b>Course Leader</b>	Murat Arsel
<b>Lecturers</b>	Murat Arsel, Jeff Handmaker, Daphina Misiedjan, Lorenzo Pellegrini.
<b>Teaching Methods</b>	Lectures, documentary film, workshops and discussion sessions
<b>Modes of Assessment</b>	1 Individual and 1 Collective Assignment, assessed on pass/fail basis; students must pass both assignments in order to pass the course

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### ***Learning objectives***

This course will enable the students to deepen their understanding of the connections between climate change and development by being able to:

- a) Appraise the historical origins and contemporary manifestations of human induced global climate change and its relationship with socio-economic development.
- b) Reflect critically on the inequalities created and reproduced by climate change across space and time.
- c) Engage in productive deliberation on mainstream and alternative approaches to tackling climate change.

### ***Course description***

Climate change is arguably the single most important challenge facing humanity. As such it is transforming the ways in which we experience, understand, and study development. In advancing students' knowledge of the genesis and impact of and potential solutions to climate change, the course will pay particular attention to a series of interlocking debates, including those concerning extractivism and inequality, sustainability and democracy, and resistance and radical change. These tensions will be explored at various spatial and political scales, from local to global and individual to transnational. Although a historically grounded understanding is key to grasping the challenge of climate change to development, the course will also be forward looking by highlighting concrete attempts at articulating and implementing meaningful solutions by focusing on intergovernmental negotiations, movements such as Extinction Rebellion and policy initiatives like the Lofoten Declaration.

### ***Indicative Readings***

Estes, N. (2019). *Our history is the future: Standing Rock versus the Dakota Access Pipeline, and the long tradition of indigenous resistance*. Verso Books.

Dalby, S. (2016). Framing the Anthropocene: The good, the bad and the ugly. *The Anthropocene Review*, 3(1), 33-51.

Ghosh, A. (2018). *The great derangement: Climate change and the unthinkable*. Penguin UK.

Malm, A. (2021). *How to blow up a pipeline*. Verso Books.

Mitchell, T. (2009). Carbon democracy. *Economy and society*, 38(3), 399-432.

Pye, S., Bradley, S., Hughes, N., Price, J., Welsby, D., & Ekins, P. (2020). An equitable redistribution of unburnable carbon. *Nature communications*, 11(1), 1-9

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## ISS-3105 Research Paper Preparation

<b>Code</b>	ISS-3105
<b>Weight of the Course</b>	5 EC
<b>Period</b>	TERM 1 – TERM 3
<b>Course Leader</b>	Georgina M Gómez and Nanneke Winters
<b>Lecturers</b>	Peter Bardoel, Bernarda Coello, Georgina M Gómez, Frea Haandrikman, Zeynep Kasli, Nanneke Winters
<b>Teaching Methods</b>	Participatory Lectures, Workshops, Computer Exercises, audio-visual material and online tutorials
<b>Modes of Assessment</b>	Pass/Fail based on a system of points and class assignments: 100%

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### **Learning objectives**

This is a compulsory course for all MA students. The course is designed to support the preparation and development of a good quality Masters' thesis (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 common ISS Research Paper process preparation, which branches out per Major as Working towards the RP.

In term 1b it includes content on the basic principles of research, such as epistemology and ontology and the research process. It also offers an overview of quantitative, qualitative, and mixed research techniques. It will present selected ISS Research Papers as learning material and a range of videos on the nuts and bolts of doing research at postgraduate level. The course also offers training in specific research and IT skills, which have become indispensable for creating, accessing and managing information. Students are introduced to information literacy issues, including the search, management and use of referencing software.

In Term 2, participatory lectures in plenary sessions and workshops will support the development of competencies needed for designing and writing a RP Proposal.

The classroom part of the course ends when supervisors and second readers are allocated.

### **Assessment**

Assessment is based on a Pass or Fail principle and it will be informed in October. Students complete several small assignments to obtain a minimum number of points

### **Indicative reading**

Booth, W.C, G.G. Colomb and J.M. Williams (2008) *The Craft of Research*. Chicago; London: University of Chicago Press (or earlier editions).

Glasius, Marlies, Meta de Lange et al (2018) *Research, Ethics and Risk in the Authoritarian Field*, Open Access Book <https://link.springer.com/book/10.1007%2F978-3-319-68966-1>

Laws, S., C. Harper and R. Marcus (2003) *Research for Development: A Practical Guide*. London: Sage in co-operation with Save the Children.

O'Leary, Z. (2014) *The Essential Guide to Doing your Research Project*. London: Sage (2<sup>nd</sup> edition).

White, P. (2009) *Developing Research Questions: a guide for social scientists*, Basingstoke and New York: Palgrave-Macmillan.

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## ISS-3203 Topics in Regression Analysis

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

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### ***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 panel data. Course coverage will include fixed and random-effects models as well as the application of panel data methods to data structures that may not involve time.

### ***Indicative reading***

The basic text for the course is

Wooldridge, J.M. (2019) *Introductory Econometrics: A Modern Approach* (7<sup>th</sup>edn).  
Mason OH: Thomson South-Western, Cengage Learning

### ***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.

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## ISS-3207 Qualitative Interviewing

<b>Code</b>	ISS-3207
<b>Weight of the Course</b>	4 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Arul Chib
<b>Lecturer</b>	Arul Chib
<b>Teaching Methods</b>	Participatory Lecture, Workshop, Experimental learning
<b>Modes of Assessment</b>	Reflections on required readings: 30%, Group Assignment: 20%, Individual Assignment: 50%

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### ***Learning objectives***

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

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

### ***Course description***

Interviews comprise a major genre of qualitative approaches, marrying analytical inquiry with systematic methods to generate deep insights. Increasingly, 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. The course explores ethical and other theoretical dimensions of the process of qualitative interviewing. The course deals with practical training in conducting different kinds of qualitative interviews, analysing and interpreting the data, and reporting the results. Participants will develop necessary and pragmatic skills to design, implement, document, and analyse interview-based research to be conducted in person and online.

### ***Indicative readings***

Flick, U. (2009) *An Introduction to Qualitative Research*, Los Angeles: Sage Publications Ltd.

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

Kvale, S. and S. Brinkmann (2009) *Interviews. Learning the Craft of Qualitative Research Interviewing*. Los Angeles etc.: Sage.

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## ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge

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

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### **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 project in the development research 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 7 thematic modules delivered through pre-recorded video lectures/dialogues, and workshops. Module I exposes participants to the geo-political, ontological, and epistemological groundings of decoloniality. In the modules II-VII, 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 research methods and tools. This year, the course will focus on the following themes: decolonial investigations, First Nations/Indigenous methodologies and Holding Space, Liminagraphy, Anti-colonial archival research, Senti pensar, World Traveling and Knowing with Others.

### **Indicative readings**

- Chilisa, Bagele (2012) *Indigenous Research Methodologies*. Thousand Oaks: Sage.
- Mignolo, Walter (2021) *The politics of decolonial investigations*. Duke University Press.
- Rhee, Jeong-eun (2020) *Decolonial Feminist Research: Haunting, Rememory and Mothers*, London: Routledge
- Shawn, Wilson (2008) *Research is Ceremony. Indigenous Research Methods*. Winnipeg, Manitoba, Canada: Fernwood Publishing.
- Smith, L.T. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books: London. Especially chapter 2 and 10.

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## ISS-3212 Techniques for Case-study Research

<b>Code</b>	ISS-3212
<b>Weight of the Course</b>	4 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Jojo Nem Singh
<b>Lecturer</b>	Jojo Nem Singh.
<b>Teaching Methods</b>	Participatory Lecture, Work groups, Self study
<b>Modes of Assessment</b>	Group reports related to self-study tasks 15%; Paper 35%; Learning Journal 50%

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### **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-science 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**

Beach, D. and Brun Pedersen, R. (2019) *Causal Case Study Methods: Foundations and Guidelines for Comparing, Matching and Tracing*, Ann Arbor: University of Michigan Press, pp. 14-61, 227-268, 302-336 (Chapters 2, 7, 9).

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

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

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

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

Panke, D. (2018) *Research Design and Method Selection: Making Good Choices in the Social Sciences*. London: Sage Publications

Yin, R.K. (2018) *Case study research: Design and methods* [6<sup>th</sup> ed.]. Thousand Oaks, CA: Sage Books.

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## ISS-3213 Multi Methods for Social Development Research

<b>Code</b>	ISS-3213
<b>Weight of the Course</b>	4 EC
<b>Period</b>	TERM 2
<b>Course Leaders</b>	Sunil Tankha
<b>Lecturer</b>	Sunil Tankha, Irene van Staveren
<b>Teaching Methods</b>	Lectures, Student Breakout Groups, Problem-based Learning
<b>Modes of Assessment</b>	Invigilated Exam (Quantitative) 50%, Take-home assignment (Qualitative) 50%

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### **Learning Objectives**

The overall objective of the course is for students to acquire key skills and knowledge for conducting and using development-oriented social science research, both for MA work at the ISS and for professional work later, as an investigator, or client, or study evaluator.

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

- Distinguish different ways of asking and addressing complex research questions through 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 introduces students to basic qualitative and quantitative research methodologies for designing and conducting development-oriented research. It covers research problem formulation, collection of information and data, and presentation and interpretation of both qualitative and numerical data. 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 also be examined. 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.

### **Entry requirements**

All students must have an ECDL score for Excel of at least 70%. Students without any background in statistics may want to take the remedial class in quantitative skills (9103) but this is not a necessary requirement.

### **Indicative readings**

- O'Leary, Zina (2017) *The Essential Guide to Doing Your Research Project*. 3rd Edition. London: Sage.
- Bryman, A. (2016) *Social Research Methods*. (5th Edition) Oxford: Oxford University Press.
- Hennink, Monique; Inge Hutter and Ajay Bailey (2011) *Qualitative Research Methods*. London: Sage.
- Laws, S., C. Harper and R. Marcus (2003) *Research for Development: A Practical Guide*. London: Sage in co-operation with Save the Children. Available as e- book at EUR library.
- Morgan, D.L. (2014) *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. Thousand Oaks; London: Sage. Available as e-book at EUR library.
- Plano Clark, V.L. and N. V. Ivankova (2016) *Mixed Methods Research: A Guide to the Field*. Thousand Oaks; London: Sage. Available as e-book at EUR library

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## ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences

<b>Code</b>	ISS-3214
<b>Weight of the Course</b>	4 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Gerard McCarthy and Rodrigo Mena
<b>Lecturers</b>	Gerard McCarthy, Rodrigo Mena, Zemzem Shigute Shuka
<b>Teaching Methods</b>	Lectures, Workshops, Tutorials
<b>Modes of Assessment</b>	Workshop Participation 15%; Mid-term Literature Reflection 35%; Assignment 50%

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### **Learning objectives**

The broad objectives of the course are to improve skills:

- in working with numbers and build confidence to work with data;
- to download and use data from international and national sources
- to use quantitative data for research and policy analysis;
- to organise, present, analyse and interpret quantitative data;
- to engage with debates about the politics and ethics of different kinds of quantitative data;
- to construct valid evidence-based arguments and assess the validity of arguments made by others;

### **Course Description**

This course is designed for MA students who have a broad interest in utilizing databases or conducting basic quantitative analysis. Instead of focusing on statistical models and econometrics, we focus on the critical assessment of obtaining, assessing, interpreting, and analyzing quantitative primary and secondary data. Our target students are those who feel that, in their research and work with either governmental agencies or non-governmental organizations now and in the future, they may need to be able to gather and analyse quantitative information as well as commission and assess quantitative claims and research work presented by others.

Every session will involve discussion about and working with some kind of data set – whether it be census/demographic data, political opinion/sentiment surveys and economic growth data. The emphasis is learning about where data comes from, the patterns and things you can learn from it (and the limits of this knowledge) from hands-on experience with data. The course is structured around two blocks, both oriented to developing practical skills in critical quantitative reasoning and data analysis by discussing and working with datasets and case studies. In block one, we focus on approaches to data analysis and how these reflect different philosophies towards understanding social phenomena. We then examine research design and data collection, focusing on frameworks to understand the strengths and biases of different kinds of data – including the politics of categorisation and simplification. We then examine different kinds of data and variables, including opinion surveys vs socio-economic data and the uses and abuses of these datasets. Block one concludes by examining big data datasets and introduces some techniques for using them in social inquiry. Block two deepens the practical exercises in block one with workshops in using data for descriptive purposes and identifying and interpreting patterns. In the subsequent weeks, we explore risk and probability in quantitative reasoning, as we establish relationships between variables, examine changes in variables over time, and visualize patterns in the data. Along the course and both blocks, we examine the politics, ethics, and utility of quantitative data in social science and development.

A prerequisite to the course is some basic knowledge of simple spreadsheet packages like Excel and a willingness to engage with quantitative data with a critical and curious mind.

### **Indicative readings**

- Bryman, Alan (2004) *Social Research Methods*. Oxford University Press. 2<sup>nd</sup> edition. Chapters 4 and 11.
- Miles, M. B., and A. M. Huberman (1994). *Qualitative Data Analysis: A Source Book of New Methods*. London: Sage Publications.
- Thomas, A. and G. Mohan (eds.) 2007. *Research Skills for Development. How to Find Out Fast*. London: Sage Publications in association with the Open University.
- Scott, J. C. (1999). *Seeing Like A State: How Certain Schemes to Improve The Human Condition Have Failed*. Connecticut; Yale University Press.
- Swift, L and Piff, S. (2014) *Quantitative Methods for Business, Management and Finance*. Fourth edition

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

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

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### **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 and reflect on this.

### **Indicative readings**

Allerton, C., Ed. (2016) *Children: Ethnographic encounters*. London, New York: Bloomsbury Academic.  
Burawoy, M., J.A. Blum, S. George, Z. Gille, T. Gowan, L. Haney, M. Klawiter, S.H. Lopez, S. Riain and M. Thayer (2000) *Global Ethnography: Forces, connections, and imaginations in a postmodern world*. Berkeley, Los Angeles, London: University of California Press.  
Hammersley, M. and P. Atkinson (2007). *Ethnography: Principles in practice (third edition)*. London, New York: Routledge.  
Mosse, D. (2005) *Cultivating Development: An Ethnography of Aid Policy and Practice*. London, Ann Arbor, MI: Pluto Press.  
The journal *Ethnography*: <https://journals.sagepub.com/home/eth> and the Journal of Contemporary Ethnography: <https://journals.sagepub.com/home/jce>

**Note: The course has a cap of 25 ISS MA students. Should more than 25 students register, selection criteria may be applied.**

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## ISS-3306 Participatory Action Research

<b>Code</b>	ISS-3306
<b>Weight of the Course</b>	4 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Kees Biekart
<b>Lecturers</b>	Kees Biekart, Guests
<b>Teaching Methods</b>	Participatory Lecture, Workshop, Group Project, Self-reflection Skills, Discussion Group, Presentation
<b>Modes of Assessment</b>	Reflection: 60%, Group Assignment: 30%, Peer Evaluation 10%

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### ***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***

- Kindon, S., R. Pain and M. Kesby (eds) (2007) *Participatory Action Research Methods: Connecting People, Participation and Place*. Vol. 22. London and New York: Routledge.
- Reason P. and H. Bradbury (eds) (2008) *Handbook of Action Research: Participative Inquiry and Practice* (2<sup>nd</sup> edn). London: Sage.
- Schubotz, D. (2020) *Participatory Research: Why and how to involve people in research*. London: Sage.

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

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## ISS-3307 Evaluating Time Series Data

<b>Code</b>	ISS-3307
<b>Weight of the Course</b>	4 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Elissaios Papyrakis
<b>Lecturers</b>	Elissaios Papyrakis
<b>Teaching Methods</b>	Lecture, Discussion group, Presentation, Computer Exercise
<b>Modes of Assessment</b>	Assignments 80%, Presentation 20%

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### ***Learning objectives***

Students will familiarise themselves with time series econometric techniques and understand their applications within different contexts and with the use of several socio-economic data. Through their assignments they will develop the ability to conduct empirical research using (modern) 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 based on time series data.

### ***Course description***

The course builds on the econometrics lectures in 3203 and goes on to cover 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

### ***Prerequisites***

Prior courses in regression analysis are prerequisites for this course.

### ***Indicative readings***

Enders, W. (2010) Applied Econometric Time Series (3rd edn). Hoboken, NJ: Wiley.

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## ISS-4150 Political Economy of Agriculture and Environment

<b>Code</b>	ISS-4150
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 1
<b>Course Leaders</b>	Helena Pérez Niño
<b>Lecturers</b>	Murat Arsel, Jun Borrás, Julien-François Gerber, Wendy Harcourt, Tsegaye Moreda, Helena Pérez Niño, Oane Visser, Ben White
<b>Teaching Methods</b>	Participatory Lecture, Guest lectures, Group project, Workshop
<b>Modes of Assessment</b>	Essay 45%: Group assignment: 10%: Invigil. exam 45%

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### **Learning objectives**

- After the course, students will be able to:
- Engage critically with the major theoretical and methodological traditions in Agrarian, Food and Environmental studies; understanding overlaps/synergies as well as conflicts/debates in the literature;
- Analyse the political and economic structures that shape local, national and international agrarian, food and environmental questions;
- Recognize how contemporary agrarian, food and environmental issues arise from a combination of economic, political, cultural and ecological processes;
- Apply relevant conceptual frameworks to the study of contemporary “hot issues” surrounding agriculture, food systems and the environment and consider their interactions.

### **Course description**

This course provides students with a comprehensive introduction to key debates and problems in the critical scholarship on Agriculture, Food systems and Environmental Conflicts. Lectures, workshops and seminar discussions introduce students to the core 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 political and 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 expansion of capitalism in the countryside; the peasantry and agrarian class analysis; land and labour relations in agricultural production; social reproduction; feminist political ecology; transnational agrarian movements; food sovereignty and food regimes; financialization in agriculture; the mechanisms of environmental degradation and environmental justice movements. The course does not take agrarian and environmental relations in isolation, but rather seeks to examine them in their intersections with dynamics of production, reproduction and being, as well as in a global context.

### **Indicative readings**

- Akram-Lodhi, A. H., Dietz, K., Engels, B., & McKay, B. M. (Eds.). (2021). *Handbook of Critical Agrarian Studies*. Edward Elgar Publishing.
- Bhattacharya, T. (ed.) (2017). *Social reproduction theory: Remapping class, recentring oppression*. Pluto Press.
- Bernstein, H. (2010) *Class Dynamics of Agrarian Change*. Halifax: Fernwood.
- Borrás, S. Jr. (ed.) (2009) *Critical Perspectives in Rural Development Studies*. London: Routledge. (Also available as a 2009 special issue of *The Journal of Peasant Studies*.)
- Fairbairn, M., J. Fox, R. Isakson, M. Levien, N. Peluso, S. Razavi, I. Scoones and K. Sivaramakrishnan (eds) (2015) *Global agrarian transformations: New directions in political economy*. London: Routledge. (Also available as a 2014 special issue of *The Journal of Peasant Studies*.)
- Gibson-Graham, J.K. (2006) *A Postcapitalist Politics*. Minneapolis: University of Minnesota Press.
- McMichael, P. (2013) *Food Regimes and Agrarian Questions*. Halifax: Fernwood.
- Perreault, T. A., Bridge, G., & McCarthy, J. P. (Eds.). (2015). *The Routledge handbook of political ecology* (p. 646). London: Routledge.

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## ISS-4151 Principles of Economic Development

<b>Code</b>	ISS-4151
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	John Cruzatti C.
<b>Lecturers</b>	John Cruzatti C., Mansoob Murshed and guest lecturers
<b>Teaching Methods</b>	Lecture, Tutorials, Pre-recorded sessions
<b>Modes of Assessment</b>	Invigilated Mid-term Exam (Microeconomics) 50%: Invigilated Final Exam (Macroeconomics) 50%,

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### **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 research on development and communicate this assessment effectively.

### **Course description**

This course aims to give students a thorough knowledge of the key theoretical and empirical debates in development macro- and micro-economics.

The first block deals with the economic assessment of local units of analysis (e.g., subnational spaces, households, individuals, firms, institutions). The students will be introduced to current debates and research in the applied microeconomics of development. Current research in this area blends the assessment of identification models and their empirical results. Accordingly, the course will go over this type of work. The block will deal with four major topics and will go through them by applying economic analysis to understand impacts on subnational spaces. Among others, the impact of government interventions will be explored, followed by an analysis of the constraints households, individuals and firms face in developing countries. Next, an analysis of the role of natural and historical shocks on development will be visited. Finally, the block will review the role of institutions, and in particular, will scrutinize the role of corruption.

Based upon the foundations of the macroeconomics taught at the introductory level, the second block on development macroeconomics will attempt to address some theoretical policy issues for macroeconomics in developing countries. The focus will primarily be on the open economy macroeconomic paradigm. Issues addressed will include fiscal and monetary policies, budget deficits and inflation, the competitive consequences of natural resource booms via the exchange rate (Dutch Disease), exchange rate overshooting and the credibility of currency pegs and fixed exchange rate regimes. Finally, the block will introduce participants to the phenomenon of global economic and financial imbalances, as well as the part played by inequality. Participants will have 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 in an increasingly competitive globalized world economy. They will also learn to work and understand formal paradigms of macroeconomic policy. Furthermore, participants will have a good understanding of the processes underlying some contemporary phenomenon such as the macroeconomics of global financial imbalances and the role of rising inequality

### **Indicative readings**

Banerjee, A., E. Duflo, R. Glennerster and C. Kinnan (2015) 'The Miracle of Microfinance? Evidence from a Randomized Evaluation', *American Economic Journal of Applied Economics* 7(1): 22-53.

Agénor, P.-R and P.J. Montiel (2008) *Development Macroeconomics* (3<sup>rd</sup> edn). Princeton, NJ: Princeton University Press.

Murshed, S.M. (1997) *Macroeconomics for Open Economies*, London: Dryden Press

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

<b>Code</b>	ISS-4152
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Farhad Mukhtarov
<b>Lecturers</b>	Marijn Faling, Peter Knorringa, Rodrigo Mena, Farhad Mukhtarov
<b>Teaching Methods</b>	Participatory Lectures, Simulation Exercise, Case Studies, Presentations
<b>Modes of Assessment</b>	Invigilated Exam 45 %, Assignments 55%

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### ***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”, “collective action”, and “everyday politics and governance”
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. The course also examines cases of governance ‘beyond the state’, particularly in fragile and conflict-affected states. Finally, the course provides an overview of frameworks and approaches that may help students to assess governance arrangements in their own context.

### ***Indicative readings***

Acemoglu, D. and Robinson, J. (2012). The Making of Prosperity and Poverty (Chapter 3). In *Why Nations Fail* Why nations fail: the origins of power, prosperity, and poverty, pp. 70-96.

Hyden, G. & J. Samuel (eds., 2011) *Making the State Responsive: Experience with Democratic Governance Assessments*. New York: UNDP

Knorringa, P. and A.H.J. Helmsing (2008) ‘Beyond an Enemy Perception: Unpacking and Engaging the Private Sector’. *Development and Change*, 39(6), 1053-1062.

Mansuri, G. & V. Rao (2013) *Localizing Development: Does Participation Work?* Washington DC: World Bank. Maybe we need to add something on governance ‘beyond the state’ and in fragile and conflict-affected states

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## ISS-4153 Contemporary Perspectives on Social Justice

<b>Code</b>	ISS-4153
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Kees Biekart
<b>Lecturers</b>	Kees Biekart, Jeff Handmaker, Silke Heumann, Thea Hilhorst, Shyamika Jayasundara-Smiths, Sreerekha Mullassery Sathiamma, Daphina Misiedjan
<b>Teaching Methods</b>	Participatory lectures, Debates, Group work
<b>Modes of Assessment</b>	Invigilated exam: 40%, Essay: 50%, 2 short Reading Notes: 10% (5% each)

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### 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 worldviews 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

### 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 class participation, students are able to analyse their own existing or emerging interests and experiences in social justice arenas.

### Introductory Readings

- Baxi, Upendra (2016) "[Toward a Climate Change Justice Theory?](#)" *Journal of Human Rights and the Environment* 7(1): 7–31.
- Caduff, Carlo (2020) [What Went Wrong: Corona and the World after the Full Stop](#), *Medical Anthropology Quarterly*.
- Demmers, Jolle (2016) "[Violence and Structures](#)" chapter 3 in *Theories of Violent Conflict*, Routledge – 28 pp.
- Engle Merry, Sally, Merry Peggy Levitt, Mihaela Rerban Rosen and Diana H. Yoon (2010) "Law From Below: [Women's Human Rights and Social Movements in New York City](#)" *Law & Society Review*, 44(1): 01-128.
- Heilinger, Jan-Christoph (2020) [Introduction: The challenge](#), Global injustice and the individual agent, in his book *Cosmopolitan Responsibility, Global Injustice, Relational Equality, and Individual Agency*: 1-17.
- Johnson, Pauline (2018) [Feminism as Critique in a Neoliberal Age](#): Debating Nancy Fraser, *Critical Horizons*, 19(1): 1-17
- Kabeer, Naila (2015) "[Gender, poverty, and inequality](#): a brief history of feminist contributions in the field of international development", *Gender & Development* 23(2): 189-205.
- Mamdani, Mahmood (2015) "[Settler Colonialism then and now](#)", *Critical Enquiry* 41: 596-614.

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## ISS-4154 Critical Social Policy for Transformative Development

<b>Code</b>	ISS-4154
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Karin Astrid Siegmann
<b>Lecturers</b>	Arul Chib, Roy Huijsmans, Gerard McCarthy, Karin Astrid Siegmann
<b>Teaching Methods</b>	Participatory lectures, group discussions with peers, individual mentoring by lecturers, student-led presentations, field visit
<b>Modes of Assessment</b>	Invigilated written exam 45%, group work 15%, individual assignment 40%

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### ***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 collective interventions to influence the access to and the incidence of adequate and secure livelihoods (Mkandawire 2004: 1). Institutions that are central to social provisioning, such as education, health and social protection systems are central to such processes. 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 four cycles. The first cycle introduces and historicises the field of social policy. In cycle 2, we engage with ways in which “seeing like a State” (Scott 1999) foregrounds certain populations as subjects of social policy based on, e.g., their gender, generation, and employment status despite claims to inclusiveness. Considering transfers of policy between state and non-state actors, digital governance of the welfare state and how neoliberalism, in particular, has been characterised by the production of self-governing subjectivities of meritorious recipients of welfare, the third cycle widens the scope of governance beyond state-centric forms of social policy. In the fourth cycle, participants work on the final individual assignment, which will be based on mapping out the social provisioning system in either education, health, employment, or social protection in a chosen country. Throughout, groups of students apply the foundational concepts introduced during the first two cycles to the development of one specific social policy example from policy advocacy to its implementation and effects.

### ***Indicative readings***

Ferguson, J. (2015) *Give a Man a Fish: Reflections on the New Politics of Distribution*. Durham and London: Duke University Press.

Midgley, J., R. Surender and L. Alferts (2019) *Handbook of Social Policy and Development*. Cheltenham: Edward Elgar.

Mkandawire, T. (ed.) (2004) *Social Policy in a Development Context*. London: Palgrave Macmillan.

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## ISS-4201 Promotion of Local Developments

<b>Code</b>	ISS-4201
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Georgina M. Gómez
<b>Lecturers</b>	Georgina M. Gómez, Sunil Tankha, guest lecturers
<b>Teaching Methods</b>	Participatory Lectures, Study visits, meeting practitioners, workshops, presentations
<b>Modes of Assessment</b>	Assignments 75%; Group Project 15%; Active Participation 10%

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### **Learning objectives**

The course will enable students to analyse and organise various interventions in local socio-economic systems, with or without government participation. It includes a short review of theoretical tools (4 sessions) and then moves to community development, private sector development, entrepreneurship development, livelihoods diversification, and municipal capacity development. The sessions of the course are organised by problem.

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

- Identify key actors, their networks and sources of agency to critically analyse how they interact with regulatory frameworks, institutions, policies and strategies.
- Applying systems thinking and everyday lives perspectives to read local and regional conditions and aspirations.
- Collect information on the history, interests, motivations, and capacities of key actors to promote the socioeconomic development of localities and regions.
- Devise differentiated policies to promote local development, including government and non-government strategies

### **Course description**

The course sets the level of intervention at the local space and focuses on building practical skills for community and locality development. It combines economic, sociological, anthropological and political perspectives. It is designed for students that aim to strengthen their capacities to understand, collect and apply grounded knowledge in the field. It includes a reflection on the strengths and limitations of local systems as alternatives of and alternatives to the grand notion of Development. Teaching methods include study visits, guest lectures with practitioners and group work to find a practical solution to a local problem.

### **Indicative readings**

- Ansell, C.K. (2011) *Pragmatist democracy: Evolutionary learning as public philosophy*. Oxford: Oxford University Press.
- Berdegúe, J. A., Escobal, J., & Bebbington, A. (2015). Explaining spatial diversity in Latin American rural development: Structures, institutions, and coalitions. *World Development*, 73, 129-137.
- Delgado, L. E., & Marín, V. H. (Eds.). (2019). *Social-ecological systems of Latin America: complexities and challenges*. Springer International Publishing.
- Dicken, P. (2003) *Global shift: Reshaping the Global Economic map in the 21st century*. London: Sage.
- Pike, A., Rodríguez-Pose, A., & Tomaney, J. (2016). *Handbook of local and regional development*. Routledge.
- Ostrom, E. (2005) *Understanding institutional diversity*. Princeton: Princeton University Press.
- Yeung, H. W. C. (2015). Regional development in the global economy: A dynamic perspective of strategic coupling in global production networks. *Regional Science Policy & Practice*, 7(1), 1-23. B

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## ISS-4202 Poverty and Inequality: Concepts, Measures and Policy Approaches within Development

<b>Code</b>	ISS-4202
<b>Weight of the course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leaders</b>	Andrew Fischer & Gerard McCarthy
<b>Lecturers</b>	Andrew Fischer, Gerard McCarthy, Shuaib Lwasa, Helena Perez Niño, & Sreerekha Sathiamma Mullassery
<b>Teaching Methods</b>	Lectures, Seminars, Presentations, Workshops
<b>Modes of Assessment</b>	Invigilated Exam: 50%; Case Study: 25%; Policy Brief: 25%

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### **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 the roles of production, distribution and redistribution within development.
- Assess underlying debates such as targeting versus universalism, growth versus redistribution, or poverty versus inequality and apply these to specific development challenges and case-studies.

### **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. 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, along with their underlying epistemological, theoretical, and methodological assumptions and perspectives. None of these can be considered objective but reflect social constructions of the 'poor' and patterns of social, economic, and political 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 politics and power relations, by social and economic stratification, by structural change, and by institutional factors such as taxation, state-capacity and collective action. 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, formality vs informality, class versus race/ethno-communal identity versus gender, etc.

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

### **Indicative Readings**

Fischer, A. (2018) *Poverty as Ideology: Rescuing Social Justice from Global Development Agendas*.

London: Zed Books. Open Access: <https://bora.uib.no/handle/1956/20614>

Mkandawire, T. (2005), 'Targeting and Universalism in Poverty Reduction,' United Nations Research Institute for Social Development, *Social Policy and Development Programme Paper No. 23*, December 2005.

Murray Li, T. (2007). *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Durham, NC: Duke University Press.

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## ISS-4209 Policy Analysis and Design

<b>Code</b>	ISS-4209
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Sunil Tankha
<b>Lecturers</b>	Sunil Tankha
<b>Teaching Methods</b>	Participatory Lecture, Workshop
<b>Modes of Assessment</b>	Assignment 1: Memo 15%, Assignment 2: Policy Paper 75%, Presentation 10%

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### **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 processes by which public policies are debated and adopted.

### **Course description**

This is a course about preparing, designing and selecting public policy (public strategies, programmes and projects) and about how policies are prepared, designed and selected by political processes. 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.

#### **Indicative readings**

- Bardach, E.S. (2009). [\*A Practical Guide For Policy Analysis: The Eightfold Path to More Effective Problem Solving\*](#). Washington DC: CQ Press.
- Sabatier, P. 1991. Toward Better Theories of the Policy Process. *PS: Political Science and Politics*. 124,
- Tankha, S. (2009) '[Lost in Translation: Interpreting the Failure of Electric Power Privatization in Brazil](#)', *Journal of Latin American Studies*, 41(1): 59-90.

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

<b>Code</b>	ISS-4212
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Karim Knio
<b>Lecturers</b>	Murat Arsel, Karim Knio, Zuzana Novakova, Juan David Parra, Aleksandra Piletic
<b>Teaching Methods</b>	Participatory Lecture
<b>Modes of Assessment</b>	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.

### **Course description**

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

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

### **Indicative readings**

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

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

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

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

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

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## ISS-4216 Human Rights, Law and Society

<b>Code</b>	ISS-4216
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Daphina Misiedjan
<b>Lecturers</b>	Jeff Handmaker, Daphina Misiedjan Guest Lecturers
<b>Teaching Methods</b>	Participatory Lecture, Workshop, Guest Lecture, Study Visit, Tutorial, Presentation
<b>Modes of Assessment</b>	Mid-term Group Presentation (15%); End-of-course Individual Essay Presentation (25%); End-of-course Essay (60%)

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### **Learning objectives**

In this course students will:

- critically reflect on the role law plays in both facilitating and obstructing the realization of human rights for marginalized communities;
- consider dynamics between human right and development discourses;
- 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 and their historical context;
- 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, environmental justice, non-state actors, development, legal mobilization against racial discrimination in the Netherlands, and UN human rights treaty body procedures.

### **Indicative readings**

Bantekas, I. and L. Oette (2<sup>nd</sup> ed. 2016), *International Human Rights Law and Practice*. (2<sup>nd</sup> edn). Cambridge, UK: Cambridge University Press.

Bhandar B. 'Property, Law, and Race: Modes of Abstraction' (2014) 4 UC Irvine Law Review 203

Goodale, M. and S.E. Merry (eds) (2007) *The Practice of Human Rights: Tracking Law Between the Global and the Local*. Cambridge, UK: Cambridge University Press.

Halliday, S. and P. Schmidt (2009) *Conducting Law and Society Research: Reflections on Methods and Practices*. Cambridge, UK: Cambridge University Press.

Handmaker J. and K. Arts (eds) (2018) *Mobilising International Law for 'Global Justice'*. Cambridge, UK: Cambridge University Press.

Mihr, A. and M. Gibney (2014) *The SAGE Handbook of Human Rights*. London: Sage

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## ISS-4217 Conflict Analysis and Transformation

<b>Code</b>	ISS-4217
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Shyamika Jayasundara-Smits
<b>Lecturers</b>	Mansoob Murshed, Guest Lecturers
<b>Teaching Methods</b>	Participatory Lectures, Film Session, Study Visit, Workshops
<b>Modes of Assessment</b>	Individual Assignment: 50%, Take-home Exam (Mid Term) 50%

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### ***Learning objectives***

After completing the course student will be able to:

- Understand multiple causes, dynamics, consequences, actors and relationships in violent conflict formation.
- Apply a range of theoretical and conceptual frameworks from the specialised fields of conflict and peace studies to the study of violence and 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***

This course draws on the specialised multidisciplinary fields of critical conflict and peace studies, different schools of thoughts, diverse theoretical and methodological approaches within these two fields to answer the following questions; Why do people and large groups resort to violence and violent conflicts? What do they hope to achieve and at what cost (economically and socially)? Why understanding and transforming violent conflicts are important in pursuing socio-political-economic development, planetary wellbeing, human security and social justice. In this course, we articulate conflict as a universal and a context-specific phenomenon, hence 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 (especially violence) in their specific histories, places, worldviews and power relations between and among large groups, societies and states. The latter part of the course will be focusing on assessing the strengths and weaknesses of the current conflict and peace governance arrangements (from global, national and community) in transforming violent conflicts and sustainable peacebuilding.

### ***Indicative Readings***

- Oliver Ramsbotham, Tom Woodhouse, Hugh Miall .(2016) (4th Edition). Contemporary Conflict Resolution, Cambridge: Polity Press.
- Demmers, Jolle. (2019). Theories of Violent Conflict: An Introduction (Second Edition). New York: Routledge.
- Hintjens, H.M. & Zarkov, D. (2015). Conflict, Peace, Security and Development: Theories and Methodologies. London and New York: Routledge.
- Tilly, Charles, War Making and State Making as Organized Crime, in Bringing the State Back In (eds.)(1985)Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, Cambridge: Cambridge University Press.
- Paffenholz, Thania (2021) Perpetual Peacebuilding: A New Paradigm to Move Beyond the Linearity of Liberal Peacebuilding, Journal of Intervention and Statebuilding, 15:3, 367-385.

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## ISS-4226 Feminist Perspectives on Gender and Development

<b>Code</b>	ISS-4226
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Sreerekha Mullassery Sathiamma
<b>Lecturers</b>	Silke Heumann, Wendy Harcourt
<b>Teaching Methods</b>	Participatory Lectures, Guest Lectures, Workshops.
<b>Modes of Assessment</b>	Reflection Paper: 35%, Group Work: 15%, End term assignment: 50%

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### **Learning objectives**

This course aims to equip its participants to:

- Interpret and critically analyse key debates in feminist knowledge(s), major feminist theoretical perspectives, and methodological approaches.
- Learn feminist approaches to institutions including the state, the family, and the labour market through the political economy of globalization and neoliberalism and construct innovative and strategic approaches in the sphere of gender and development.

### **Course description**

Feminist perspectives and analytical thinking on the politics of production of knowledge(s) can provide powerful, reflective, and transformative possibilities in gender and development studies. This course introduces debates in feminist knowledge production in development, centering on a global south perspective while bringing in relevant comparisons from all parts of the world. This is achieved by historicising and politicizing the introduction and evolution of gender and development discourse from a feminist perspective, reflecting upon the relations of domination and marginalization, and further exploring the theoretical and political consequences of dominant modes of development thought and practice. We analyse how processes of globalization along with dynamics within the local have an impact on contemporary feminist theorizing in a gendered, classist, racialized, casteized world.

Central to the course is an in-depth critical analysis into institutions of the family, the state, and the market, with specific references to the crossroads and convergences of these institutions and their gendered practices, looking at the ways in which globalization transformed them. We will further explore debates in understanding masculinities and queering of development towards deepening and strengthening feminist approaches and feminist locations rooted in a multidimensional path. The course will also help to recognise, distinguish and critically analyse women's movements and feminist movements and their challenges in contemporary times from issues like NGOisation. The course is structured around 4 cycles. Cycle 1 focusing on feminist epistemologies and methodologies; cycle 2 on gendering development; cycle 3 on gendering institutions and cycle 4 on feminist organising, resistance and change.

### **Indicative readings**

- Brooks, A., & Hesse-Biber, S. N. (2007). An invitation to feminist research. *Feminist research practice: A primer*, 1-24.
- Harding, S. (2005) 'Rethinking Standpoint Epistemology: What is "Strong Objectivity"?' in Cudd, A.E & Anderson, R.O. (eds.) *Feminist Theory. A Philosophical Anthology*, Blackwell Publishing, 218-236.
- Connell, R.W. (2005). The social organization of masculinities. In: *Masculinities* (2nd ed.). Berkeley: University of California Press, pp. 67-86.
- Nicholson, Linda. (1997) 'The Myth of the Traditional Family' in Nelson, Hilde Lindemann (ed) *Feminism and Families*. New York: Routledge. 27-42.
- Saskia Sassen, (2004) 'Counter Geographies of Globalization: Feminisation of Survival', in Kriemild Saunders (ed) *Feminist Post-Development Thought*, Zed Books, New Delhi: 2004, 89-104.
- Chouinard, Vera, (2004), Making Feminist Sense of the State and Citizenship, in Staeheli, L.A et al, (eds) *Mapping Women, Making Politics. Feminist perspectives on Political Geography*, Routledge, 227-243.
- Scheepers, Ella, and Ishtar Lakhani. 2020. "Caution! Feminists at Work: Building Organisations from the Inside Out." *Gender and Development* 28 (1): 117–33.

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## ISS-4227 Humanitarian Action, Disasters & Crises: Critical approaches

<b>Code</b>	ISS-4227
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Thea Hilhorst
<b>Lecturers</b>	Thea Hilhorst, Rodrigo Mena, Kaira Zoe Cañete
<b>Teaching Methods</b>	Participatory lectures
<b>Modes of Assessment</b>	Final Exam 50%; Mid Term Assignment 35%; Poster Fair 15%

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### **Learning objectives**

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

- Understand critically humanitarian action, its history, response mechanisms, and standards
- Compare current changes, challenges and agendas driving humanitarian action
- Analyse theories and evidence around themes of security, insecurity, (de)securitisation, humanitarianism, and disasters response and risk reduction.
- Examine the ethics of humanitarian and disaster interventions in insecure settings.
- Appraise voices and initiatives of communities to co-shape humanitarianism, seek accountability and advocate for change.

### **Course Description**

Humanitarian action unfolds in areas affected by violent conflict, disasters, refugee situations, or political crises. As it seeks to save lives and provide services, it gets inevitably intertwined with local realities, their political economy, as well as geo-politics and international agendas. The course is meant to develop a critical view of humanitarianism and to enhance the understanding of students with a track record or ambition of working in the sector.

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 the 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 , Colombia, Afghanistan, Yemen, the Democratic Republic of Congo, and Bangladesh, 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?

### **Indicative readings**

- Davey, E., Borton, J., & Foley, M. (2013). *A history of the humanitarian system Western origins and foundations* (HPG Working Paper). Overseas Development Institute Humanitarian Policy Group. <https://odi.org/en/publications/a-history-of-the-humanitarian-system-western-origins-and-foundations/>
- Dijkzeul, D., & Sandvik, K. B. (2019). A world in turmoil: Governing risk, establishing order in humanitarian crises. *Disasters*, 43(S2), S85–S108 <https://doi.org/10.1111/disa.12330>
- Hilhorst, D. (2018). Classical humanitarianism and resilience humanitarianism: Making sense of two brands of humanitarian action. *Journal of International Humanitarian Action*, 3(1), 15. [doi.org/10.1186/s41018-018-0043-6](https://doi.org/10.1186/s41018-018-0043-6)
- Hilhorst, D., & Jansen, B. J. (2010). Humanitarian Space as Arena: A Perspective on the Everyday Politics of Aid. *Development and Change*, 41(6), 1117–1139. <https://doi.org/10.1111/j.1467-7660.2010.01673.x>
- Hilhorst, D., Melis, S., Mena, R., & van Voorst, R. (2021). Accountability in Humanitarian Action. *Refugee Survey Quarterly*. <https://doi.org/10.1093/rsq/hdab015>

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## ISS-4231 Growth, Inequality and Poverty

<b>Code</b>	ISS-4231
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Elissaios Papyrakis
<b>Lecturers</b>	Elissaios Papyrakis, Mansoob Murshed
<b>Teaching Methods</b>	Participatory Lecture, Workshop
<b>Modes of Assessment</b>	Assignment: 50%, Invigilated Exam: 50%

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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**

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

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## ISS-4240 Agrarian and Food Politics

<b>Code</b>	ISS-4240
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Tsegaye Moreda
<b>Lecturer</b>	Jun Borrás, Julien-Francois Gerber, Tsegaye Moreda, Helena Pérez Niño, Oane Visser, Yunan Xu
<b>Teaching Methods</b>	Participatory Lecture, Seminars, Tutorials
<b>Modes of Assessment</b>	Assignment 1 (Take Home Essay): 30%, Assignment 2 (Essay): 60%, Group Assignment: 10%

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### **Learning objectives**

The course is designed for AFES participants and students in other Majors whose interests relate to development and social change in and relation to the rural world and rural-urban interactions. The course aims to strengthen your capacity for critical analysis of the role and dynamics of agriculture and food in the global political economy, including the rise of industrial agriculture, corporate control, inequitable agricultural trade rules, financialization of food and farming, climate change, and other contemporary agro-food related issues and debates. You will become familiar with key competing theoretical tools relevant to understanding the *politics* of agrarian transformations and global food politics, with an emphasis on the role of the state and non-state actors: NGOs, agrifood firms 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 and broad issues of food security and food systems seen from the inter-connected 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 (socio-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 and food politics 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 and food system transformations 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 processes of change are political and are embedded within pre-existing distribution of political power and power relations.

### **Indicative readings**

- Bernstein, H. (2010) *Class Dynamics of Agrarian Change*. Sterling, VA: Kumarian Press.
- Borrás Jr., S.M., M. Edelman and C. Kay (eds) (2008) *Transnational Agrarian Movements Confronting Globalization*. Chichester: Wiley-Blackwell.
- Clapp, J. (2020) *Food*. 3rd ed. Cambridge: Polity.
- Fox, J.A. (1993) *The Politics of Food in Mexico: State Power and Social Mobilization*. Ithaca, NY: Cornell University Press.
- Holt Giménez, E. and A. Shattuck (2011) 'Food Crises, Food Regimes and Food Movements: Rumbblings of Reform Or Tides of Transformation?', *Journal of Peasant Studies* 38(1): 109-144. <https://www.tandfonline.com/doi/pdf/10.1080/03066150.2010.538578>
- >
- Patel, R. (ed.) (2009) *Grassroots Voices: Food Sovereignty*. Vol. 36 Special Issue. Abingdon: Taylor & Francis. (Note: Focus on Patel's introductory essay)
- Razavi, S. (2009). 'Engendering the political economy of agrarian change'. *Journal of Peasant Studies*, 36(1), 197-226
- Scott, J.C. (1976) *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven, NJ: Yale University Press.

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## ISS-4241 International Trade and Investment Policies for Development

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

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### ***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 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 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 and concepts and become familiar with some applied econometric techniques. The course also offers voluntary or remedial workshops to get more detailed knowledge on these analytical methods. The policy negotiation game offers a simulation of an official international meeting. Your group will prepare a policy document based on the most recent publications by IMF, G20, OECD, UNCTAD, WTO and negotiation in a setting that represents a meeting at one of these organizations. 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, and geopolitical developments.

Upon completion, you will have a good understanding of international trade and investment theories and recent developments in the world economy and their consequence on issues related to developing countries and emerging markets. You will be able to analyse the determinants of trade and investment, to measure the impact of trade and investment and to provide evidence-based policy advice that fits development strategies ***Pre-requisites:***

The course requires basic knowledge of Microsoft Excel through the test provided by European Computer Driving License or ISS-9206. 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](https://www.youtube.com/watch?v=19S3i9M_iWg)
- Policy negotiation game: <https://www.youtube.com/watch?v=oO93LBns7os>

Demena, B.A., and P.A.G. van Bergeijk (Eds.) (2022). International Trade and Investment in East Africa: Prospects, Challenges, and Pathways to Sustainability. Frontiers in African Business Research series, Singapore: Springer Nature.

Yakop, Mina, and Peter AG van Bergeijk. "Economic diplomacy, trade and developing countries." Cambridge Journal of Regions, Economy and Society 4.2 (2011): 253-267.

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## ISS-4242 Gender at Work in Development

<b>Code</b>	ISS-4242
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Karin Astrid Siegmann
<b>Lecturers</b>	Sreerekha Mullassery Sathiamma, Karin Astrid Siegmann
<b>Teaching Methods</b>	participatory (guest) lectures, participant-led workshops (including group visualizations), film discussion, field visit, debates, online commentaries and feedback, tutorial sessions
<b>Modes of Assessment</b>	15% group visualization, 25% individual briefing / reflection paper, 60% policy brief

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### Learning objectives

This course will equip participants

- To identify the role of gender in contemporary debates about the world of work in intersection in 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 feminine-masculine 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.

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 visualisations 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 is one of the three courses that SPD participants are required to take in either term 2 or term 3 to fulfil the requirements of the major. Besides, it contributes to the ISS specialization in Women and Gender Studies (WGS).

### Indicative readings

Cabezas, A.L. (2019) 'Latin American and Caribbean Sex Workers: Gains and Challenges in the Movement', *Anti-Trafficking Review* (12): 37-56.

Elson, D. (1999) 'Labor Markets as Gendered Institutions: Equality, Efficiency and Empowerment Issues', *World Development* 27(3): 611-627.

Fraser, N. (2007) 'Feminist Politics in the Age of Recognition: A Two-Dimensional Approach to Gender Justice', *Studies in Social Justice* 1(1): pp 23-35.

International Labour Organization (ILO) (2018) *World Employment and Social Outlook: Trends for Women 2018*. Geneva: ILO.

Kalemba, J. (2020) "Being Called Sisters": Masculinities and Black Male Nurses in South Africa', *Gender, Work & Organization* 27(4): 647-663.

Siegmann, K.A. and S. Sathi (2022) 'Unfreedoms in South India's Tea Value Chain: Reproduction and Resistance', *Globalizations* 19(6): 971-988

Explore issues of the following online journals: Gender and Society: <https://journals.sagepub.com/home/gas>; Gender, Work and Occupation: <https://onlinelibrary.wiley.com/journal/14680432>; Feminist Economics: <https://www.tandfonline.com/toc/rfec20/current>;

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## ISS-4270 Migration and Development: Global Entanglements, Livelihoods and Intersectionality

<b>Code</b>	ISS-4270
<b>Weight of the Course</b>	5 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Zeynep Kaşlı
<b>Lecturers</b>	Zeynep Kaşlı, Nanneke Winters, Arul Chib.
<b>Teaching Methods</b>	Participatory lectures, guest speakers, workshops, presentations.
<b>Modes of Assessment</b>	Reflection Paper: 25%; Discussion 5%, Essay: 70%.

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*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
- Relate 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 related policies and issues and communicate it clearly

### **Course description**

How free are people's mobilities in the face of globalisation and expanding governance of migration and diversity? Who is mobile and at what costs? When does migration become a privilege, a livelihood strategy, or a misfortune? Does more development lead to less migration which is still the predominant view in policy circles, or is there more to this story? Development of what, where and for whom?

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, 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. A migrant-centered, rather than state-centred approach, to the role of migration in development 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**

- Kothari, U. (2006) "An agenda for thinking about "race" in development", *Progress in Development Studies* 6 (1): 9-23.
- Raghuram, P. (2009) 'Which Migration, what Development? Unsettling the Edifice of Migration and Development', *Population, Space and Place*, 15(2): 103-117.
- Truong, T., Gasper, D., Handmaker, J. and S. Bergh (eds) (2014) *Migration, Gender and Social Justice: Perspectives on Human Security*. Heidelberg: Springer.
- Zoomers, A., Leung M., Otsuki., K. and G van Westen (eds) (2021) *Handbook of Translocal Development and Global Mobilities*, pp.

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## ISS-4271 People on the move: Global Entanglements, Livelihoods and Intersectionality

<b>Code</b>	ISS-4271
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 2
<b>Course Leader</b>	Zeynep Kaşlı
<b>Lecturers</b>	Zeynep Kaşlı, Nanneke Winters, Arul Chib.
<b>Teaching Methods</b>	Participatory lectures, guest speakers, workshops, presentations.
<b>Modes of Assessment</b>	Reflection Paper: 25%; Groupwork: 15%; Essay:60%

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### **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
- Relate 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 related policies and issues and communicate it clearly

### **Course description**

How free are people's mobilities in the face of globalisation and expanding governance of migration and diversity? Who is mobile and at what costs? When does migration become a privilege, a livelihood strategy, or a misfortune? Does more development lead to less migration which is still the predominant view in policy circles, or is there more to this story? Development of what, where and for whom?

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, 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. A migrant-centered, rather than state-centred approach, to the role of migration in development 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**

- Bastia, T. and R. Skeldon (2019) (eds) Routledge Handbook of Migration and Development. London: Routledge.
- Kothari, U. (2006) "An agenda for thinking about "race" in development", *Progress in Development Studies* 6 (1): 9-23.
- Raghuram, P. (2009) 'Which Migration, what Development? Unsettling the Edifice of Migration and Development', *Population, Space and Place*, 15(2): 103-117.
- Truong, T., Gasper, D., Handmaker, J. and S. Bergh (eds) (2014) *Migration, Gender and Social Justice: Perspectives on Human Security*. Heidelberg: Springer.

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

<b>Code</b>	ISS-4307
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Wil Hout
<b>Lecturers</b>	Wil Hout, Karim Kniou
<b>Teaching Methods</b>	Participatory Lecture, Presentation
<b>Modes of Assessment</b>	Assignment: 75%; Presentation: 25%

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### **Learning objectives**

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

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

### **Course description**

This course aims to contribute to a better understanding of liberal internationalism and its impact on processes of global development. Since its origin at the end of the Second World War, the liberal world order has been attacked by critics from across the ideological spectrum. The criticism of the principles of the liberal world order has intensified since the onset of the global financial crisis in 2008 and received new dimensions with the rise of so-called 'emerging powers' in international politics. Since early 2022, the war in Ukraine has laid bare new fault lines in the international order. While cracks are visible in the edifice of liberal internationalism, intellectual or political alternatives to its ordering principles have not (yet) managed to obtain equal status.

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

### **Indicative readings**

Acharya, A. (2018) *The End of American World Order*, Cambridge: Polity Press.

Dunne, T., Flockhart, T. and Koivisto, M. (eds) (2013) *Liberal World Orders*. Oxford: Oxford University Press.

Jahn, B. (2013) *Liberal Internationalism: Theory, History, Practice*. Basingstoke: Palgrave Macmillan.

Ikenberry, G.J. (2020) *A World Safe for Democracy: Liberal Internationalism and the Crises of Global Order*. New Haven: Yale University Press.

Lake, D.A., Martin, L.L. and Risse, T. (eds) (2021) 'Challenges to the Liberal International Order: *International Organization* at 75', *International Organization* 75(2): 225-664 (special issue).

Mearsheimer, J.J. (2018) *The Great Delusion: Liberal Dreams and International Realities*, New Haven: Yale University Press.

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

<b>Code</b>	ISS-4311
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Roy Huijsmans
<b>Lecturers</b>	Karin Arts, Gerard McCarthy, Roy Huijsmans
<b>Teaching Methods</b>	Participatory Lecture, Workshops, Study Visit
<b>Modes of Assessment</b>	Individual Assignment: 85%, Group Assignment: 15%

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### ***Learning objectives***

By the end of the course, participants

- can apply concepts and theories from the social studies of childhood and youth to discuss development interventions targeting young people
- can appraise academic research on/with children and youth and translate this to policy audiences in specific contexts
- can identify different epistemologies underpinning policy and practice concerning children and youth

### ***Course description***

Children and youth are key target populations for development practice. This can take the form of mass interventions (such as schooling or public health interventions) or programmes targeting specific sub-sets of children and youth such as child workers or young mothers. In this course, we unravel the social logics underpinning these interventions and discuss the social and material effects of the specific ways in which children and youth are governed in the name of development. We do so based on the social studies of childhood and youth, which key premises and diverse approaches are introduced in the first block of the course (including agency, children's rights, generational relations). In the second block of the course, we put these insights to work in relation to several domains affecting children and young people's lives (such as climate change, labour markets, schooling) and/or co-produced by them (such as popular culture and digital realities). A key thread running through the course, is *the recognition* of children and youth as situated social actors who co-construct development realities and aspirations and *the critique* that young people's lived experiences and voices too often do not inform the interventions that seek to improve their lives.

### ***Indicative readings***

- Ansell, N. (2017). *Children, Youth and Development* (Second Edition ed.). London, New York: Routledge.
- Dattatreyan, E. G. (2020). *The Globally Familiar: Digital hip hop, masculinity, and urban space in Delhi*. Durham, London: Duke University Press.
- Huijsmans, R. (Ed.) (2016). *Generationing Development: A relational approach to children, youth and development*. London: Palgrave Macmillan.
- Rogoff, B. (2003). *The Cultural Nature of Human Development*. Oxford, New York: Oxford University Press.

Students may want to browse through the following journals: *Childhood*; *Children's Geographies*; *International Journal of Children's Rights*; *Journal of Youth Studies*

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## ISS-4313 (Politics of) Media Representations in/of Violent Conflicts

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

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### ***Learning objectives***

- 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 produced on violent conflicts
- Understand the underlying media representational strategies in producing knowledge and politics of knowledge production on specific cases of wars and conflicts
- Contribute to policy formulations and strategic interventions regarding media and conflict.

### ***Course description***

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

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

### ***Indicative readings***

Bleiker, Roland.(2018). Visual global politics, Abingdon, Oxon, New York: Routledge.

Sontag, S. (2003). Regarding the pain of others. New York: Farrar, Straus and Giroux.

Chouliaraki, Lilie and Al-Ghazzi, Omar (2022) Beyond verification: flesh witnessing and the significance of embodiment in conflict news. Journalism, 23 (3). 649 - 667.

Tulloch, John and R.Warwick Blood. (2012). Icons of War and Terror: Media images in an age of International Risk, Abingdon, Oxon, New York: Routledge.

Möller, Frank. (2019). Peace Photography. Palgrave Macmillan.

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## ISS-4317 Econometric Analysis of Development Policies

<b>Code</b>	ISS-4317
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Robert Sparrow
<b>Lecturers</b>	Arjun Bedi, Matthias Rieger, Robert Sparrow
<b>Teaching Methods</b>	Lectures, Presentations, Discussion groups, Computer exercises
<b>Modes of Assessment</b>	Assignments: 60%, Computer exercises 25%, Presentations: 15%

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### ***Learning objectives***

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

1. Compare and explain quantitative impact evaluation methods;
2. Critically assess published empirical papers on impact evaluation in development studies/economics;
3. Design impact assessments using a variety of impact evaluation methods;
4. Apply impact evaluation methods using STATA;
5. Present and debate impact assessments.

### ***Course description***

This course deals with evaluating the impact of policies and that aim to stimulate development and improve welfare outcomes. We will focus on the causal effects of such interventions, and the empirical challenges and strategies for measuring those effects. The course starts with an introduction to concepts and methods of impact evaluation in the social sciences, addressing the evaluation problem, causal inference, and counterfactual analysis. The course then discusses various experimental (randomized controlled trials) and non-experimental (matching, difference-in-differences, instrumental variables, regression discontinuity design, synthetic control) methods that may be used to evaluate the outcomes of various interventions. In addition to methods, the course will also address other issues that arise while implementing impact evaluations, such as the use of power calculations

### ***Prerequisites***

The course builds on the material covered in ISS-3203, especially limited dependent variable models, instrumental variables, and panel data models.

### ***Indicative readings***

Cunningham, S. (2021) *Causal Inference: The Mixtape*. Yale University Press.  
Gertler, P., S. Martinez, P. Premand, L.B. Rawlings and C.M.J. Vermeersch (2016) *Impact Evaluation in Practice*. Inter-American Development Bank and World Bank.  
Khandker S.R., G.B. Koolwal and H.A. Samad (2010) *Handbook on Impact Evaluation: Quantitative Methods and Practices*. World Bank.

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

<b>Code</b>	ISS-4338
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Silke Heumann
<b>Lecturers</b>	Silke Heumann, Arul Chib, Wendy Harcourt, Brenda Rodríguez, Karin Astrid Siegman
<b>Teaching Methods</b>	Interactive lectures (including guest lectures), discussions and debates, group presentations, audiovisual resources
<b>Modes of Assessment</b>	Assignments: 100%

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### **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 transgendered 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, such as masculinities; sexual rights and trans\*rights; racialized sexualities; reproductive justice; sex work; queer ecology; sexual and gender-based violence, and gender, sexuality and technology, which are relevant to the realm of development and social policy.

#### **Indicative readings**

- Abu-Lughod, L. (2013) *Do Muslim Women Need Saving?* Cambridge, Massachusetts & London: Harvard University Press.
- Cornwall, A. F.G. Karioris and N. Lindisfarne (eds) (2017) *Masculinities under Neoliberalism*. London: Zed Books. Gago, Verónica (2020) *Feminist International: How to change everything*. London; New York: Verso
- Fausto-Sterling, A. (2000) *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books.
- Heumann, S. and C. Antillón (eds) (2023) *Gender, Sexuality and Social Justice: Unpacking Dominant Development and Policy Discourses*, London: Routledge.
- Mason, C.L. (ed.) (2018) *Routledge Handbook of Queer Development Studies*. London; New York: Routledge.
- Parker, R. and P. Aggleton (eds) (2007) *Culture, Society and Sexuality: A Reader*. London; Philadelphia: Routledge.
- Ross, L., L. Roberts, E. Derkas, W. Peoples & P. Bridgewater Toure (eds) (2017) *Radical Reproductive Justice: Foundations, Theory, Practice, Critique*. New York: Feminist Press.
- Tamale, S.R. (ed.) (2011) *African Sexualities: A Reader*. Cape Town, Dakar, Nairobi, Oxford: Pambazuka Press.

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

<b>Code</b>	ISS-4341
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Marijn Faling
<b>Lecturers</b>	Marijn Faling guest lecturers
<b>Teaching Methods</b>	Participatory lecture, in-class exercises, study visits
<b>Modes of Assessment</b>	Short individual assignment :35%, group presentation:15%, individual essay: 50% A minimum of 80% attendance is mandatory to receive a passing grade

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### 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 taxpayers want to know whether programs are successful, 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 course addresses evaluation not as a technical process that can be applied in a standard way. Instead, it explores how the value and usefulness of evaluation is strongly related to positions, 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 introduce issues around value theory, the political dimensions of evaluation, and introduce various qualitative and quantitative evaluation approaches. In the course we will furthermore explore how developments in the social, technical, and political environment influence the demands placed on and practices of evaluation. The course will develop practical skills, including but not limited to practice-oriented assignments focusing on logframes, results chains, the use of indicators, and the individual essay assignment consisting of writing the Terms of Reference for an evaluation based on documents relating to a real case. In-class exercises and group work will enable students to participate actively in class. The course includes several guest lectures by and study visits to various evaluation experts and NGOs.

### Indicative readings

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

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## ISS-4348 Human Behavior and Experiments in Development

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

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### **Learning objectives**

1. Understand the behavioral foundations of human decision-making and development
2. Differentiate types of experiments in the lab and field
3. Critically assess the advantages, limits and drawbacks of behavioral interventions
4. Acquire first practical skills and knowledge on how to design behavioral interventions and experiments

### **Course description**

If we want to study development and design better development policies, we ultimately need to understand how people and groups in developing countries behave. Behavioural insights and experiments are now applied across many disciplines ranging from psychology, anthropology, sociology, political science as well as economics. Behavioral anomalies and biases 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. Yet while behavioral interventions have become popular, they often fail to deliver on their promises in a sustained fashion.

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

### **Indicative readings**

- Ashraf, N., Karlan D. and Yin, W. (2006) Tying Odysseus to the mast: Evidence from a commitment savings product in the Philippines, *Quarterly Journal of Economics*, 121(2), 635–672.
- Dupas, P. (2011) Health Behavior in Developing Countries, *Annual Review of Economics*, 3, 425-449.
- Kremer, M., Rao, G., Schilbach, F. (2019) Behavioral Development Economics, in Bernheim B.D., DellaVigna S., Laibson D. (eds.), *Handbook of Behavioral Economics - Foundations and Applications*, 2, 346-393.
- Lades, L., and Delaney, L. (2022). Nudge FORGOOD. *Behavioural Public Policy*, 6(1), 75-94.

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## ISS-4352 Mobilizing Rights and Social Justice

<b>Code</b>	ISS-4352
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Jeff Handmaker
<b>Lecturers</b>	Jeff Handmaker and Guest Lecturers
<b>Teaching Methods</b>	Interactive Lectures, Workshops, Presentations
<b>Modes of Assessment</b>	Presentation (15%); short assignment (25%); essay: (60%)

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### **Learning objectives**

What is the potential for mobilising rights to lead to social justice? How can we distinguish this from other (oppressive) uses of law? How can a critical analysis of legal mobilization lead to more strategic interventions? 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, international crimes and other violations 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 don't 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 direct actions or through their indirect support of other violators (such as corporations), including the use of lawfare. In part A of this course, we alternate between interactive lectures and participatory workshops, exploring interactions between law and collective action, and develop two main analytical lenses to explain the potential and challenges of law-based advocacy, or *legal mobilization*. The first lens draws on social movement theory (from legal/political opportunity structures to cause lawyering). The second lens presents a strategic approach to law-based claims. Both draw on rights-based approaches to understanding social justice advocacy (from locally-grounded initiatives to transnational movements). In part B of the course, case studies allow us to analyse 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. We explore concrete examples from around the world. We study 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 encourages critical reflections and in what can seem unpromising circumstances, some prospective for social transformation. Assignments (the first two of which are linked) comprise an application of how legal mobilization can be understood as a practice, concept, analytical approach.

### **Indicative readings**

- Handmaker, Jeff and Arts, Karin (2019) *Mobilising International Law for 'Global Justice'* Cambridge: Cambridge University Press.
- Mutua, Makau W. (2016) *Human Rights Standards: Hegemony, Law, and Politics*. Buffalo: SUNY Press.
- Nyamu-Musembi, Celestine & Andrew Cornwall (2004) 'Putting the 'Rights-Based Approach' to Development into Perspective' 25(8) *Third World Quarterly*, 1415-1437.
- Vanhala, Lisa (2014) *Making Rights a Reality? Disability Rights Activists and Legal Mobilization*, Cambridge: Cambridge University Press.

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## **ISS-4354 Transitions for Social Justice Lab – Decolonial Reconstitutions beyond power, knowledge, gender and capital**

<b>Code</b>	ISS-4354
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Rosalba Icaza
<b>Lecturers</b>	Wendy Harcourt, Zeynep Kasli, Daphina Misiedjan, Agustina Solera, Umbreen Salim, Nanneke Winters and Guest Lecturers
<b>Teaching Methods</b>	Participatory Lectures, Workshops, Guest Lectures, and Study Visits
<b>Modes of Assessment</b>	Individual short assignment 30%, Individual final essay 70%

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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, geopolitics, 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, Refusing, Sensing, Opening, Traveling and Hosting, Healing, Caring, Eating and Nurturing, Doing Justice. The aim is to cultivate a return to action in language and to encourage students' critical reflexivity around enfolded-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***

- Escobar, Arturo (2018) *Design for the Pluriverse*. Duke University Press.
- Gibson-Graham, K.K. (2006) *Post-Capitalist Politics*. Minnesota: University of Minnesota.
- Lugones, Maria (2003): *Pilgrimages/Peregrinajes. Theorizing Coalitions Against Multiple Oppressions*. Lanham, MD: Rowman and Littlefield.
- Motten, Fred and Stefano Harney (2013) *the Undercommons. Fugitive Planning and Black Study*, Minor Composition.

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## ISS-4356 Water Disasters, Adaptation and Justice Lab

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

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### **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**

- Sultana, F. 2018 Water Justice: Why it Matters and How to Achieve it. *Water International* 43:4, 483-493
- Haalboom, B. & D. Natcher 2012 The power and peril of “vulnerability”: Approaching community labels with caution in climate change research, *Arctic*, 65:319–327.
- Mathur A. & da Cunha D. 2014 Design in the terrain of water Philadelphia, Pennsylvania: Applied Research & Design Publishing
- 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
- Thornton T.F. & Manasfi N. 2010 Adaptation - genuine and spurious: demystifying adaptation processes in relation to climate change, *Environment and Society: Advances in Research* 1(1): 132-155
- Tsing, A. Bubandt, N., Gan E., Swanson, H.A. 2017 Arts of Living on a Damaged Planet.

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## ISS-4357 Global Political Ecology

<b>Code</b>	ISS-4357
<b>Weight of the Course</b>	8 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Wendy Harcourt
<b>Lecturers</b>	Wendy Harcourt, Julien-Francois Gerber, Daniela Pessoa de Goes Calmon, Agustina Solera and guest lecturers TBC
<b>Teaching Methods</b>	Interactive Seminars, Flip the classroom, Creative exercises
<b>Modes of Assessment</b>	Take Home Exam (60%) and Preparation and Running of a class seminar (40%)

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### **Learning objectives**

After completing the course students will have:

- participated in a community of learning
- contributed to a collective understanding of global political ecology
- analysed the pluriversal and relational approaches to political ecology through the lens of power relations formed by historical cultural and political economic structures

### **Course description**

What are the environmental limits to growth? Can capitalism ever be sustainable? Whose voice counts in determining what is sustainable? Whose voices are erased? Do we need slow reform via governance processes or radical transformation via peoples' resistance? What is shaping relations among people, places, racialized capitalism, nature and global development? The course is organized around a reading of critical political ecology from several different approaches ranging from degrowth, feminist political ecology to indigenous black ecology. We will critically assess environment and development policies, explore how gender, race and class inform state and global negotiations around environment and development, the role of global environmental movements in shaping different global political ecology discourses and how marginalized communities resist and articulate alternatives. The course pedagogy will be based on bell hooks' 'teaching to transgress' envisaging the classroom as a unique space to explore the interlinkages of ecological, social, symbolic and cultural wealth as well as affective social relations. We will pay attention to how our lives are entwined with others in histories of colonialism, the flows of capital and commodities and the modern telecommunications which produce the stories that underwrite the discourses of global political ecology.

### **Indicative readings**

Escobar, A. (2020) *Pluriversal*, Duke University Press.

Harcourt, W. et al (2023) *Contours of Feminist Political Ecology*, Palgrave-Macmillan.

Kothari, A. et. al (2019) *Pluriverse: A Post-Development Dictionary* Tulika Books.

Puig de La Bellacasa, M. (2017) *Matters of Care: Speculative Ethics in More than Human Worlds*, University of Minnesota Press.

Tsing, A.L. et. al (2017) (eds) *The Art of Living on a Damaged Planet*, University of Minnesota Press.

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## ISS-4358 Degrowth

<b>Code</b>	ISS-4358
<b>Weight of the Course</b>	4 EC
<b>Period</b>	TERM 3
<b>Course Leader</b>	Julien-Francois Gerber
<b>Lecturers</b>	Julien-Francois Gerber, Wendy Harcourt, Augustina Solera, Daphina Misiedjan and guest lecturers.
<b>Teaching Methods</b>	Interactive lectures, seminars, workshops
<b>Modes of Assessment</b>	Assignment(s) (100%)

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### **Learning objectives**

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

- situate degrowth as a field of scientific research and activism;
- grasp the key tenets of degrowth scholarship and their repercussions;
- problematize the growth imperative of capitalism and its implications;
- understand how socio-historical processes shape ideals of 'progress', 'normalcy', the 'good economy', and with what consequences;
- envision viable alternatives and how to get there;
- engage with emergent conversations between degrowth, decoloniality, post-development and feminisms.

### **Course description**

This course introduces students to degrowth as an emerging field of research, practices, and activism. Simply put, degrowth is about democratically organising around human needs, and about doing so sustainably and justly. But as the course will problematize, to take these goals seriously has radical implications. Contemporary capitalist societies are indeed known for being profoundly unsustainable, inequitable, and globally unable to meet human needs.

The course is designed for students interested in sustainability and development alternatives. It introduces them to the key findings of degrowth research and to their implications for critical development studies. The course invites participants to engage with ideas, practices, and approaches that will help them in their own research and actions related to post-growth transformations towards environmental, social, and economic justice. Module I introduces students to the historical and epistemological groundings of degrowth. It outlines the ecological-economic, psychological, and political-institutional foundations of degrowth scholarship and activism. Module II delves into the links between degrowth, decoloniality, post-development and feminisms. While coming from different intellectual traditions and operating through different epistemic and political practices, degrowth, decoloniality, post-development, and feminisms combine radical questioning of economic expansionism with visions of alternative worlds that prioritise ecological integrity and social justice. This 4EC credits course consists of 10 sessions with a large portion of interactive lectures and workshops. The course aims to create a community of learning following critical development studies and feminist pedagogies.

### **Indicative readings**

Barca, Stefania et al. (2023) 'Caring communities for radical change: What can feminist political ecology bring to degrowth?' In: Wendy Harcourt, Ana Agostino, Rebecca Elmhirst, Marlene Gómez & Panagiota Kotsila (eds.), *Contours of Feminist Political Ecology: Gender, Development and Social Change*. London: Palgrave Macmillan.

Chertkovskaya, Ekaterina et al. (eds.) (2018) *Towards a Political Economy of Degrowth*. London: Rowman and Littlefield.

Escobar, Arturo (2015) 'Degrowth, post-development, and transitions: A preliminary conversation'. *Sustainability Science*, 10: 451-462.

Georgescu-Roegen, Nicholas (1971) *The Entropy Law and the Economic Process*. Cambridge, MA: Harvard University Press.

Kothari, Ashish et al. (eds.) (2019) *Pluriverse: A Post-Development Dictionary*. Delhi: Authors Up Front.

Schmelzer, Matthias, Andrea Vetter & Aaron Vansintjan (2022) *The Future Is Degrowth: A Guide to a World Beyond Capitalism*. London: Verso.

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## ISS-4390 AFES: Working towards the Research Paper

<b>Code</b>	ISS-4390
<b>Weight of the Course</b>	2 EC
<b>Period</b>	TERM 3 and 4
<b>Course Leader</b>	Luisa Cortesi
<b>Lecturers</b>	Luisa Cortesi, Oane Visser
<b>Teaching Methods</b>	Lectures, workshops, tutorials, assignments
<b>Modes of Assessment</b>	Assignment: 100% Pass/fail; 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 (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 2<sup>nd</sup> reader). The second part of the course is a Major-based activity in spring to assist the student with preparing for the RP Design and the collection of (field)data (in spring) and the analysis of data and preparation for the research Paper draft seminar. The third part is the Research Paper Draft Seminar in the fall, when the student presents his/her working draft of the Research Paper and receives again comments from peer discussants and the supervisory team. Details of both of these seminars can be found in the RP Handbook.

### ***Indicative reading***

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

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

<b>Code</b>	ISS-4391
<b>Weight of the Course</b>	2 EC
<b>Period</b>	TERM 3 and 4
<b>Course Leader</b>	Dr. John Cruzatti C.
<b>Lecturers</b>	Dr. John Cruzatti C., and guest-lecturers
<b>Teaching Methods</b>	Lectures, workshops, tutorials, assignments
<b>Modes of Assessment</b>	Assignment: 100% Pass/fail

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### ***Learning objectives***

This course is light and is meant to support you on your road to the RP. You can expect the following from 4391-ECD:

1. First (brief) feedback on your RP proposals.
2. Assign you and hand you over to supervisors based on your submitted RP proposals.
3. Give you tips for your design presentation and writing for economists.
4. Provide guidance on literature reviews in ECD.
5. Give STATA help.

### ***Course description***

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, supporting the student 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.

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

<b>Code</b>	ISS-4392
<b>Weight of the Course</b>	2 EC
<b>Period</b>	TERM 3 and 4
<b>Course Leader</b>	Marijn Faling
<b>Lecturers</b>	Marijn Faling
<b>Teaching Methods</b>	Participatory Lecture, Tutorials, Group Work, Workshop
<b>Modes of Assessment</b>	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 interactive course is to assist the student in the later stages of producing a good quality Research Paper. Students will work in small groups, assisted by the course leader, to discuss questions and challenges, and support each other in addressing these by sharing insights and success stories. 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***

This series of workshops assists the student in the final stages of producing the 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.

'*Working towards the research paper*' aims to bring these elements together, provide a summary of the main take-aways, and provide practical guidance in linking these lessons to your own RP. The workshops are scheduled in such a way that the different themes in the workshops are tailored to the stages of the RP-process. In this way, we aim to provide students with the final assistance and encouragement to complete the Research Paper. 4392 aims to create a safe space for students to share questions related to the RP-process and discuss RP-related challenges.

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

### ***Indicative reading***

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

Knopf, J. (2006). Doing a literature review. *PS: Political Science and Politics*, 39(1), 127-132.

Schwartz-Shea, P., & Yanow, D. (2013). *Interpretive research design: Concepts and processes*. London: Routledge.

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

<b>Code</b>	ISS-4393
<b>Weight of the Course</b>	2 EC
<b>Period</b>	TERM 3 and 4
<b>Course Leader</b>	Kees Biekart
<b>Lecturers</b>	Kees Biekart, Sreerekha Mullassery Sathiamma
<b>Teaching Methods</b>	Meetings, Seminars
<b>Modes of Assessment</b>	Assignment: 100% Pass/fail; a minimum of 75% 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 Courser (3105) has assisted the student in the initial stages. The various courses on Research Methods have given the necessary technical training, This course aims to bring together all these elements, plus the (field)data collected to answer the research question in a comprehensible manner. In this way the student will get the final assistance and encouragement to complete a good Research Paper.

### ***Course description***

The course consists of four sessions in order to support the preparation of the Research Paper Design Seminar, the preparation of the field work, to support the fieldwork analysis and to prepare for 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 these seminars can be found in the RP Handbook.

### ***Indicative reading***

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

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## ISS-4394 SPD: Working towards the Research Paper

<b>Code</b>	ISS-4394
<b>Weight of the Course</b>	2 EC
<b>Period</b>	TERMS 3 and 4
<b>Course Leader</b>	Gerard McCarthy
<b>Lecturers</b>	Gerard McCarthy, Karin Astrid Siegmann and other SPD faculty, guests
<b>Teaching Methods</b>	Participatory Lecture, Workshops
<b>Modes of Assessment</b>	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 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 2<sup>nd</sup> 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 generation, data analysis, and written presentation of the Research Paper.

### ***Indicative reading***

ISS Research Paper Handbook 2020-21

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

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

Kapiszewski, D., MacLean, L., Read, B. (2015). *Field Research in Political Science: Practices and Principles*. Cambridge; Cambridge University Press.

Ryan, G.W. and H.R. Bernard (2003) 'Techniques to Identify Themes', *Field Methods* 15(1): 85-109.

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## ISS-5401 Research Paper

<b>Code</b>	ISS-5401
<b>Modes of Assessment</b>	21 EC
<b>Period</b>	TERM 4
<b>Course Leader</b>	Georgina Gómez
<b>Teaching Methods</b>	Consultations with Supervisor, a Second Examiner and Fellow Students
<b>Modes of Assessment</b>	Research Paper: 100%

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### ***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;
- become aware of the ethical aspects of research;
- 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 ethical considerations to respect:
- 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 minimum of 15.000 words and a maximum of 17,500 words, including footnotes and endnotes but 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.

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## ISS-8401 Internship

<b>Code</b>	ISS-8401
<b>Weight of the Course</b>	4 EC
<b>Contact Person</b>	T.B.C.
<b>Teaching Methods</b>	Internship
<b>Modes of Assessment</b>	Assignment: 100%

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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.

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## ISS-9102 Academic Skills

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

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### **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. be able to argue, take a stance, build argumentation into their writing, linking to 2101 subject materials, e.g. weaving viewpoints from academic sources into one's own argument;
5. try to manage themselves based on insights from 'self-determination theory' (aka self-efficacy, self-regulation),
6. [in term 2] work on preparing research for the RP. RP issues will be discussed, like designing studies, collecting good data, describing the data with numbers and graphs, designing (and simplifying) visuals to display data, analysing data.

### **Course description**

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

Students attend Academic Skills sessions in groups of their major. Thus, groups are not too large, which enables more interactive work, and may feel safer than large groups. Classes are organised as workshops so as to apply newly-gained insights to a concrete task. Classes combine teacher-fronted delivery with active student participation.

Course ISS-9102 has one required assessment (summative) and a range of formative assessments with in-class tasks. Small, weekly writing assignments are part and parcel of the course.

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

From session 3 onwards, the course provides a range of academic skills at the hand of readings from the parallel course, 2101-The Making of Development. It embeds academic skills within texts from Development Studies.

### **Assessment: Proper-referencing Quiz**

Course ISS-9102 is open to all MA students at ISS because every student has to pass the *Proper-referencing* quiz in December. The quiz 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 interview with the Convenor of the Major.

### **Indicative reading**

This course uses texts from the parallel course ISS-2101, and capita selecta from key works. In addition, Belcher, W. (2019) *Writing your research article in 12 weeks. A guide academic publishing success*. Chicago: UCP  
Northedge, A. (2012) *The Good Study Guide*. Milton Keynes: Open University Press.  
Swales, J.M. and C.B. Feak (2012) *Academic Writing for Graduate Students*. Ann Arbor: University of Michigan.  
Williams, J. and G. Colomb (2007) *The Craft of Argument*. London: Pearson Longman

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## ISS-9103 Quantitative Skills for Development Studies

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

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### ***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***

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

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## ISS-9106 Microsoft Excel Applications for Development Studies

<b>Code</b>	ISS-9106
<b>Weight of the Course</b>	1.5 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	T.B.C.
<b>Lecturers</b>	T.B.C.
<b>Teaching Methods</b>	Participatory Lecture, Computer Exercise
<b>Modes of Assessment</b>	ECDL Test; students need to obtain a score of 60% or over

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### ***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 60% 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-4241, 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***

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

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

Microsoft Excel (2016) Tutorial, GCF LearnFree.org. <<https://www.gcflearnfree.org/excel2016/>>

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## ISS-9107 Intermediate Academic Writing Skills

<b>Code</b>	ISS-9107
<b>Weight of the course</b>	2 EC
<b>Period</b>	TERM 1B
<b>Course Leader</b>	Tamara Cottam Winters
<b>Lecturer</b>	T.B.C.
<b>Teaching Methods</b>	Plenary sessions
<b>Assessment</b>	Attendance 80% and assignments

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### ***Learning objectives***

The focus of this course is to review all elements of grammar as well as the foundations of academic writing. This will help to strengthen your academic writing skills so that you can apply them to all writing tasks, from essays to a final research paper. By the end of the course, you will have gained a better understanding of structure and the foundations of good academic writing.

### ***Course description***

The course will consist of seven weekly sessions of two hours each. In addition to the class sessions, you will be expected to complete weekly homework tasks that will require three to five hours of self-study and writing time. During the course you will complete three long writing assignments, and three shorter tasks, as well as grammar exercises and academic reading tasks.

### ***Attendance***

80% attendance is obligatory.

### ***Literature***

A reader containing all course material will be provided.

We will also be working from Swales. J.M. and C.B. Feak – 3<sup>rd</sup> Edition ( 2012) *Academic Writing for Graduate Students :Essential Tasks and Skills*. Ann Arbor,MI: The University of Michigan Press.

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## ISS-9108 Advanced Academic Writing Skills

<b>Code</b>	ISS-9108
<b>Weight of the course</b>	1,5 EC
<b>Period</b>	TERM 1B
<b>Course Leader</b>	Tamara Cottam Winters
<b>Lecturer</b>	T.B.C.
<b>Teaching Methods</b>	Plenary sessions
<b>Assessment</b>	Attendance 80% and assignments

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### ***Learning objectives***

The objective of this course is to improve and refine your academic writing skills so that you feel confident in your abilities to write a thesis or research paper. The material will cover all important elements of good academic writing and will guide you through each section of a paper (introduction, methodology, results, discussion, etc.) and what you will need to do to produce a good text, as well as how to bring all elements together coherently.

### ***Course description***

The course will consist of seven weekly sessions of two hours each. In addition to the class sessions, you will be expected to complete weekly homework tasks that will require two to four hours of writing and reading time. During the course you will complete three long writing assignments and complete a number of academic reading tasks.

### ***Attendance***

80% attendance is obligatory.

### ***Literature***

A reader containing all course material will be provided.

We will also be working from Swales. J.M. and C.B. Feak – 3<sup>rd</sup> Edition (2012) *Academic Writing for Graduate Students :Essential Tasks and Skills*. Ann Arbor,MI: The University of Michigan Press.

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## ISS-9109 Collectively preventing and addressing situations of harassment, violence and discrimination

<b>Code</b>	ISS-9109
<b>Weight of the course</b>	1 EC
<b>Period</b>	Orientation week, TERM 1
<b>Course Leader</b>	Martin Blok and Lucie Dinkla
<b>Lecturer</b>	Martin Blok, Guest Lecturers
<b>Teaching Methods</b>	Interactive Workshops and Dialogue Sessions
<b>Assessment</b>	Participation and submission of written reflections: 100%

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### **Learning objectives**

The objective of this series of workshops is to provide students with resources and strategies to identify, prevent and address situations of harassment, violence, and discrimination at campus and in everyday life, from an intersectional transformative justice perspective. This involves sensitizing students around the power dynamics along the lines of gender, sexuality, race, class, and other social hierarchies that are at the root of interpersonal and structural violence and put some groups of people at greater risk.

### **Course description**

This course is part of the ISS' commitment to preventing and addressing any form of discrimination based on race or ethnicity, colour, class, gender, religion or beliefs, age, national origin, disability, sexual orientation, marital or partnership status, pregnancy, citizenship, immigration status (or any other ground identified in the policies or regulations of ISS and EUR). As members of the ISS community, we all share the responsibility for co-creating a culture of respect that contributes to a welcoming, safe, and inclusive environment for all. The workshops are structured in the following way:

#### **The course consists of the following three compulsory workshops**

- **Cross-cultural Awareness, Sensitivity and Communication:** A dialogue on racism, (implicit) bias, identity, communication, stereotypes, privilege, culture, and avoiding single stories.

- **Consent:** This workshop aims to explore the topic of consent and boundaries through a series of practical exercises.

- **Safe(r) and Inclusive Spaces:** This workshop will guide and facilitate incoming students in the process of co-creating inclusive and safe spaces and establish ethical frameworks for the ways in which they interact with each other during their stay at ISS.

In addition, in co-creation with staff and students, the following optional workshops may be organised

- **Bystander Intervention:** This workshop will provide resources to collectively challenge harmful behaviour that is often normalized, such as microaggressions, bullying and harassment (sexual or - otherwise). ; - **Allyship:** This workshop will equip participants with tools to be an active ally to historically marginalized groups. ; -- **Restorative Justice:** This session will offer an introduction to restorative justice as an approach that seeks to address situations of violence and discrimination through social transformation. We will also reflect on how to incorporate such an approach when dealing with

discrimination, harassment and violence in institutions of higher education. ; - **Dialogue Session:** In this session we want to take stock of the situations that students are facing in relation to discrimination, harassment and violence, in connection to the knowledge acquired in this course. ; - **Community Action**

**Session:** Based on the previous session, in this session we want to work on community-based actions, protocols and frameworks that will help us make ISS a safe(r) space

### **Indicative Readings:**

Ahmed, Sara (2021) *Complaint!* Durham and London: Duke University Press

Arteaga, Jorge & Emily May (2022) *I've Got Your Back: The Indispensable Guide to Stopping Harassment When You See It*. New York: Abrams Books.

Incite! Women of Color against Violence (eds) 2016 *Color of Violence: The INCITE! Anthology*. Durham and London, Duke University Press.

Kim, M. E. (2011) Moving Beyond Critique: Creative Interventions and Reconstructions of Community Accountability. *Social Justice*, 37(4 (122)), 14–35. Mack, Ashley Noel & Tiara R. Na'puti (2019) "Our Bodies Are Not Terra Nullius": Building a Decolonial Feminist Resistance to Gendered Violence, *Women's Studies in Communication*, 42:3, 347-370, DOI: 10.1080/07491409.2019.1637803

Wekker, Gloria (2016) *White Innocence: Paradoxes of Colonialism and Race*. Durham and London: Duke University Press

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## ISS-9120 Mathematics for Economists (ECD)

<b>Code</b>	ISS-9120
<b>Weight of the Course</b>	1.5 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	John Cruzatti C.
<b>Lecturer</b>	John Cruzatti C.
<b>Teaching Methods</b>	Pre-recorded sessions, and possibility of a live session
<b>Modes of Assessment</b>	Attendance: 100%

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### ***Learning objectives***

The course refreshes concepts on 4 main topics: 1. System of equations, 2. Differentiation, 3. Optimization, and 4. Matrices.

### ***Course description***

This is a Math remedial course. The course reviews elements of mathematical foundations for subsequent courses related to economics. The topics cover: functional forms, structural and reduced form equations, system of equations, differentiation, unconstrained and constrained optimization, and related. Examples will focus on profit maximization and cost minimization of firms, utility maximization of consumers and solving equilibrium models.

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## ISS-9160 Basic Statistics and Probability

<b>Code</b>	ISS-9160
<b>Weight of the Course</b>	1.5 EC
<b>Period</b>	TERM 1
<b>Course Leader</b>	Zemzem Shigute
<b>Lecturer</b>	Zemzem Shigute and staff
<b>Teaching Method</b>	Lecture, computer workshops, tutorials
<b>Modes of Assessment</b>	Attendance: 100%

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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:*

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

## **PART 4**

### **MA Schedule**

MA Schedule 2023-2024\*

Term 1	Term 1A	2023										Term 1B	2024										Term 1 and 2
Weeknr		36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2			
Date (Mo)		4-sep	11-sep	18-sep	25-sep	2-okt	9-okt	16-okt	23-okt	30-okt	6-nov	13-nov	20-nov	27-nov	4-dec	11-dec	18-dec	25-dec	1-jan	8-jan			
Monday									EXAMS ECON									Christmas		FDS T1B			
Tuesday														FDR-RE-T1A				Christmas					
Wednesday									EXAMS P3								CONV 22-23			Term 2			
Thursday	FDR Found					DIES ISS 3-6									FDR T2/3		RE-EXAM T1A						
Friday	Opening MA22-23								EXAMS SOC/ T1A/FDS				MAS T1A				RE-EXAM T1A	Deadl CT					
Saturday																							
Sunday																							

Term 2	Weeknr	3	4	5	6	7	8	9	10	11	12	13	14
Date (Mo)		15-jan	22-jan	29-jan	5-feb	12-feb	19-feb	26-feb	4-mrt	11-mrt	18-mrt	25-mrt	1-apr
Monday		MAS RE T1A		MAS T1B				RE T1B FDS 17.00		MAS RE T1B	EXAMS T2	Easter	
Tuesday											EXAMS T2		
Wednesday											EXAMS T2		
Thursday											EXAMS T2		
Friday						FDR-RE T1B				EXAMS T2	Good Friday	FDS 17.00	
Saturday													
Sunday											Easter		

Term 3	Weeknr	15	16	17	18	19	20	21	22	23	24	25	26	27
Date (Mo)		8-apr	15-apr	22-apr	29-apr	6-mei	13-mei	20-mei	27-mei	3-jun	10-jun	17-jun	24-jun	1-jul
Monday				MAS T2			Whit Monday	RP						
Tuesday								Design	FDR-RE T2	RE-EXAM T2				EXAMS T3
Wednesday								Seminars		RE-EXAM T2				EXAMS T3
Thursday					Ascension day					RE-EXAM T2				EXAMS T3
Friday										RE T2 FDS 17.00		MAS RE T2	FDS 17.00	
Saturday			kings Day											
Sunday				Liberation Day		Whit Sunday								

Term 4	Weeknr	28	29	30	31	32	33	34	35	36	37	38
Date (Mo)		8-jul	15-jul	22-jul	29-jul	5-aug	12-aug	19-aug	26-aug	2-sep	9-sep	16-sep
Monday								FDR-RE T3				
Tuesday												
Wednesday												
Thursday							RE-EXAM					
Friday				MAS T3			RE T3 FDS 17.00		MAS RE T3			
Saturday												
Sunday												

Term 4 (continued)	Weeknr	39	40	41	42	43	44	45	46	47	48	49	50	51
Date (Mo)		23-sep	30-sep	7-okt	14-okt	21-okt	28-okt	4-nov	11-nov	18-nov	25-nov	2-dec	9-dec	16-dec
Monday														
Tuesday	Draft RP													
Wednesday	seminars							FDS-RP 12.00				MAS-RP		
Thursday														
Friday													CONV 23-24	
Saturday														
Sunday														

	Introductory Period + Start Skills Programme
	Classes
	Classes and Re-examinations
	Examinations
	Re-examinations
	Research paper seminars
	Research paper writing
	Opening and CONVOCATION (Degree ceremony)
	Weekend/Days off
	Major Activity/ Study visit
	Study Recess

BoE Intro	Introduction Board of Examiners
Conv	CONVOCATION (Degree ceremony)
Deadl CT	Deadline for finalising Correct Referencing Test
EXAM	Examinations
FDR	Final Date of Registration
FDS	Final Date of Submission
MAS	Marks Available for Students
RE-EXAM	Re-examinations
RP	Research paper
RPD	Research Paper Design
T	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 a public health emergency or other instances of force majeure*

### TERM 1A

	TIME/HRS	COURSE	VENUE
Monday 30 October 2023	10:00 – 12:00	ISS-1106 Introduction to Economic Theories	T.B.C
Monday 30 October 2023	10:00 – 11:15	ISS-1113 Regression and Data Analysis	T.B.C
Monday 30 October 2023	10:00 – 12:00	ISS-1107 Development Economics	T.B.C
Wednesday 1 November 2023	10:00 – 11:15	ISS-1114 Politics of Modern Development – Decolonizing Power	T.B.C.
Wednesday 1 November 2023	10:00 – 12:00	ISS-1104 Politics, Power and Development	T.B.C
Friday 3 November 2023	10:00 – 11:00	ISS-1110 Contemporary Social Theory	T.B.C
Friday 3 November 2023	10:00 – 12:00	ISS-1112 Sociology at Work	T.B.C

### RE-SIT TERM 1A

	TIME/HRS	COURSE	VENUE
Thursday 21 or Friday 22 December 2023	10:00 – 12:00	ISS-1106 Introduction to Economic Theories	T.B.C
Thursday 21 or Friday 22 December 2023	10:00 – 11:15	ISS-1113 Regression and Data Analysis	T.B.C
Thursday 21 or Friday 22 December 2023	10:00 – 12:00	ISS-1107 Development Economics	T.B.C
Thursday 21 or Friday 22 December 2023	10:00 – 11:15	ISS-1114 Politics of Modern Development – Decolonizing Power	T.B.C
Thursday 21 or Friday 22 December 2023	10:00 – 12:00	ISS-1104 Politics, Power and Development	T.B.C
Thursday 21 or Friday 22 December 2023	10:00 – 11:00	ISS-1110 Contemporary Social Theory	T.B.C
Thursday 21 or Friday 22 December 2023	10:00 – 12:00	ISS-1112 Sociology at Work	T.B.C

## TERM 1B

	TIME/HRS	COURSE	VENUE
Mid-Term		ISS-4151: (Micro-economics) Principles of Economic Development	T.B.C.
Mid-Term		ISS- 4154 Critical Social Policy for Transformative Development	T.B.C.
Monday 8 January 2024	10:00 – 12:30	ISS-4150 Political Economy of Agriculture and Environment	T.B.C.
Monday 8 January 2024	10:00 – 12:30	ISS-4151 (Final Macro-economics) Principles of Economic Development	T.B.C.
Monday 8 January 2024	10:00 – 12:30	ISS-4152 Development Policies and Practice: Interests, Conflicts and Cooperation	T.B.C.
Monday 8 January 2024	10:00 – 12:30	ISS-4153 Contemporary Perspectives on Social Justice	T.B.C.

## RE-SIT TERM 1B

	TIME/HRS	COURSE	VENUE
Mid-Term		ISS-4151: (Micro-economics) Principles of Economic Development	T.B.C.
Mid-Term		ISS- 4154 Critical Social Policy for Transformative Development	T.B.C.
Monday 4 March 2023	10:00 – 12:30	ISS-4150 Political Economy of Agriculture and Environment	T.B.C.
Monday 4 March 2024	10:00 – 12:30	ISS-4151 (Final Macro-economics ) Principles of Economic Development	T.B.C.
Monday 4 March 2024	10:00 – 12:30	ISS-4152 Development Policies and Practice: Interests, Conflicts and Cooperation	T.B.C.
Monday 4 March 2024	10:00 – 12:30	ISS-4153 Contemporary Perspectives on Social Justice	T.B.C.

## TERM 2

	TIME/HRS	COURSE	VENUE
Mid-Term		ISS-4217 Conflict Analysis and Transformation	T.B.C.
Monday 25 March 2024	10:00 – 12:30	ISS-4231 Invigilated Exam Growth, Inequality and Poverty	T.B.C.
Tuesday 26 March 2024	10:00 – 12:30	ISS-4202 Invigilated Exam Poverty and Inequality	T.B.C.
Tuesday 26 March 2024	10:00 – 12:30	ISS-4227 Final Exam (T.B.C) Humanitarian Action, Disasters & Crises: Critical Approaches	T.B.C.
Wednesday 27 March 2024	10:00 – 11:30	ISS-3213 Invigilated Exam (Quantitative) Multi Methods for Social Development	T.B.C.
Thursday 28 March 2024	10:00-17:00	ISS-3203 <b>Take Home Exam</b> Topics in Regression Analysis	
Thursday 28 March 2024	10:00-11:30	ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences (Assignment T.B.C.)	T.B.C.

## RE-SIT TERM 2

	TIME/HRS	COURSE	VENUE
11-14 June 2024	10:00-12:30	ISS-4231 Invigilated Exam Growth, Inequality and Poverty	
	10:00-12:30	ISS-4202 Invigilated Exam Poverty and Inequality	
	10:00-11:30	ISS-3213 Invigilated Exam (Quantitative) Multi Methods for Social Development	
	<b>10:00-17:00</b>	ISS-3203 <b>Take Home Exam</b> Topics in Regression Analysis	
	10:00-11:30	ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences (Assignment T.B.C.)	
	10:00-12:30	ISS-4227 Final Exam (T.B.C) Humanitarian Action, Disasters & Crises: Critical Approaches	

## TERM 3

	TIME/HRS	COURSE	VENUE
Wednesday 3 July 2024	09:00-17:00	ISS-4357 Take Home Exam Global Political Ecology	

## RE-SIT TERM 3

	TIME/HRS	COURSE	VENUE
22-23 August 2024	09:00-17:00	ISS-4357 Take Home Exam Global Political Ecology	