PART 3

DESCRIPTIONS OF THE COURSES

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ISS-1102 States, Societies and the Politics of Development

Code	ISS-1102
Weight of the course	3 ECTS
Period	TERM 1
Course Leader	Sylvia Bergh
Lecturer	Sylvia Bergh, Joop de Wit,
Teaching Methods	Participatory Lecture
Modes of Assessment	Written Exam: 100%
Course Administration	TLST

Learning objectives

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

- Recognize the relevance of politics to development and the processes by which political power influences the direction and outcomes of development interventions;
- Define and explain key concepts and theories of the state, state-society interactions, political systems, as well as sovereignty and legitimacy;
- Identify different forms of government (democratic, authoritarian, developmental) as well as compare and contrast the roles of actors in governance and democracy (such as politicians and civil society organizations), and explain their manifestations in practice;
- Distinguish and discuss the leading determinants and characteristics of state formation, social forces and development, including the use and abuse of state power and the (formal and informal) relations between state and non-state actors in development situations.

Course description

Politics structure the possibilities for realizing development, social justice and societal change. This course introduces students to the major manifestations of political power by locating it in the context of state-society relationships. It will enable students to analyse and communicate how development mediates power relations and structures, and how states, societies and institutions at local, national and international levels influence each other. Having completed the course the students will be able to explain the centrality of political power in development interventions, and in responses and counter-responses to these interventions.

The course is located in the field of politics of development and addresses key concepts and theories of power in relation to the actors and institutions of governance and democracy in development. This foundation course in politics furthermore introduces students to specific themes that form the foundations for the study of politics in relation to development and democracy namely:

- Classical theories of the state, state-society interactions and political systems.
- Critical introduction to broad notions of sovereignty and legal, democratic and other (traditional, charismatic) forms of legitimacy.
- Different types of political systems and government regimes, including the role of nationalism, ideology and political stability.
- The relations (both formal and informal) between the government and non-state actors such as unorganised citizens, civil society, social movements and market actors and firms.

Indicative readings

Bebbington, A.J., S. Hickey and D.C. Mitlin (2008) *Can NGOs Make a Difference? The Challenge of Development Alternatives*. London: Zed Books.

Fritz, V. and A.R. Menocal (2007) 'Developmental States in the New Millennium: Concepts and Challenges for a New Aid Agenda', *Development Policy Review* 25(5): 531-552.

Haugaard, M. (ed.) (2002) *Power: A Reader*. Manchester: Manchester University Press.

Heywood, A. (2004) *Political Theory: An Introduction*. (3rd edn) New York, London: Palgrave MacMillan.

Heywood, A. (2007) *Politics*. (3rd edn) New York, London: Palgrave MacMillan.

Leftwich, A. (2007) *States of Development: The Primacy of Politics in Development*. Cambridge: Polity Press.

Robinson, M. and G. White (eds) (1998) *The Democratic Developmental State: Politics and Institutional Design*. New York: Oxford University Press.

ISS-1103 An Overview of Modern Economic Thought

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

Learning objectives

By the end of the course students should possess

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

Course description

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

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

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

Indicative readings

Keen, S. (2001) *Debunking Economics: The Naked Emperor of the Social Sciences*, London: Zed Books and Pluto Press.

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

Maunder, P., D. Myers and N. Wall (2004) *Economics Explained*. 3rd rev. edn, London: HarperCollins.

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

ISS-1104 Politics, Power and Development

Code	ISS-1104
Weight of the Course	3 ECTS
Period	TERM 1
Course Leader	Karim Knio
Lecturers	Karim Knio, Jeff Handmaker, Sarah Hardus
Teaching Methods	Participatory Lecture
Modes of Assessment	Written Exam: 100%
Course Administration	TLST

Learning objectives

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

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

Course description

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

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

Indicative readings

Feng, Y. (2001) 'Politics and Development', *Journal of Democracy* 12(1):170-174.

Haugaard M. (ed.) (2002) *Power: A Reader*, Manchester: Manchester University Press.

Heywood, A. (2009) *Political Theory: An Introduction*, (3rd edn) Basingstoke; New York: Palgrave Macmillan.

Heywood, A. (2007) *Politics*, Basingstoke; New York: Palgrave MacMillan.

Hickey, S. (2008) 'The Return of Politics in Development Studies (I): Capturing the Political?', *Progress in Development Studies* 8(4): 349–58.

Hickey, S. (2009) 'The Return of Politics in Development Studies (II): Getting Lost within the Poverty Agenda?', *Progress in Development Studies* 9(2): 141–52.

Leftwich, A. (2000) States of Development: on the Primacy of Politics in Development. Cambridge: Polity Press.

Leftwich, A. (2005) 'Politics in Command: Development Studies and the Rediscovery of Social Science', *New Political Economy* 10(4): 573-607.

ISS-1106 Introduction to Economics

Code	ISS-1106
Weight of the Course	3 ECTS
Period	TERM 1
Course Leader	Irene van Staveren
Lecturer	Irene van Staveren
Teaching Methods	Participatory Lecture and a Tutorial
Modes of Assessment	Written Exam: 100%
Course Administration	TLST

Learning objectives

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

Course description

This introductory course aims at an audience without training in economics, or those who need to fresh-up or broaden their basic knowledge. It is a blended learning course with various online tools. These include videos with presentations by the lecturer, quiz questions, and a Facebook page with additional learning tools.

The course is an introduction to economics from a pluralist and global perspective, covering both micro economics and macroeconomics. It uses a new textbook, especially written for this course by the course leader/lecturer. The book ECONOMICS AFTER THE CRISIS – An Introduction to Economics from a Pluralist and Global Perspective, was published in 2015 by Routledge.

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

The course is inclusive in terms of gender, nature, and social inequalities. Most importantly, the book takes a global perspective, using many real-world examples from Asia, North and South America, Africa and Europe. The course will be taught through participatory lectures, all by the same course leader/lecturer. The course will provide the opportunity to practice with previous exams and quiz questions and it includes a Q&A tutorial session with the lecturer before the exams. The lecturer will be widely available for questions, outside scheduled classes, during the whole teaching period.

Indicative readings

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

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

ISS-1107 Development Economics

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

Learning objectives

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

Course description

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

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

Indicative readings

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

Bardhan, P.K. and C. Udry (1999) *Development Microeconomics*. Oxford: Oxford University Press.

Basu, K. (1997) *Analytical Development Economics*. Cambridge, MA: MIT Press.

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

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

Prerequisites

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

ISS-1110 Contemporary Social Theory

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

Learning objectives

After completing the course, the participants will:

- have acquired a critical understanding of contemporary social theory and be able to compare it with classical social theory;
- be able to explain the influence of socio-political context in developing various perspectives on conceptualization of social reality;
- have acquired a critical understanding of classical and contemporary conceptualization of power;
- be able to identify the influence of post-colonial and post-development perspectives in advancing social theory;
- have obtained the theoretical tools for understanding the conceptualization of gender by different colonial powers in different historical periods.

Course description

This foundation course is meant to familiarize students with the latest debates in and about social theory. It focuses on some perspectives that have been most influential – and sometimes controversial – in the debate. The course will start by mapping out the history, context and politics of classical perspectives of social theory. It will identify the analytical parameters and key contemporary theories and perspectives in the field. This will be followed by discussion of the Critical Social Theory developed by the Frankfurt School in Germany during the early decades of the twentieth century. We will also discuss a different conceptualization of power developed by one of the key thinkers of the 20th century, Michel Foucault. Cross-cultural differences are noticeable in the way that new perspectives emerge. Therefore, we will examine post-colonial theory and its most influential figure, Edward Said, with his 'Orientalism'. In this context, we will examine the way gender is conceptualized by different colonial powers at different historical periods. We move then to Escobar's application of the knowledge/power nexus in studying the question of Modernity-Coloniality. The final session will be dedicated to a rather optimistic perspective developed by Boaventura de Sousa Santos**,** who proposes the 'ecology of knowledge' as a way to end human misery.

Indicative readings

Abu-Lughod, L. (2013) *Do Muslim Women Need Saving?* Cambridge, Massachusetts: Harvard University Press.
Calhoun, C., C. Rojek, and B.S. Turner (eds) (2005) *The Sage Handbook of Sociology*. London: Sage.
Escobar, A. (2007) 'Worlds and Knowledges Otherwise', *Cultural Studies* 21(2): 179-210.
Foucault, M. (2002) 'Introduction', in M. Foucault, *The Archaeology of Knowledge and the Discourse on Language*, pp. 3-17. New York: Vintage Books.
Sachs, W. (ed.) (1992) *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books.
Said, E. W. (2003) *Orientalism*. London: Penguin.
De Sousa Santos, B. (ed.) (2007) *Another Knowledge Is Possible: Beyond Northern Epistemologies*. London, New York: Verso.
Williams, P. and L. Chrisman (eds) (1993) *Colonial Discourse and Postcolonial Theory: A Reader*. London & New York: Harvester Wheatsheaf.

Key words: social theory, classical social theory, Marxism, Frankfurt School, Orientalism, Gender, Post-colonial theory, Ecology of knowledge.

ISS-1112 Structure and Social Action: Communities, Markets and Polities

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

Learning objectives

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

Course description

This course proposes to connect sociological theory with every day experiences. It aims to improve students' understanding of social reality by using a series of sociological concepts like structure and agency, division of labour, differentiation and cohesion, power, legitimacy, class and gender.

The course is organised in lectures by thematic groups, rather than theoretical paradigms. It reads social processes across the social, economic and political domains, an approach that follows the perspective of the classical sociologists. Max Weber, for example, titled one of his main works "*Economy and Society*" and Emile Durkheim considered the division of labour in production processes as a factor of social integration.

During the course, a number of sociological concepts will be brought to life and used to reflect on issues like why we work extra hours that we are not paid for, what entitles our leaders to command us -and we behave accordingly- or why we engage in efforts to push for social change. The course is suitable for students with no previous knowledge of sociology but with a definite interest in sociological approaches to the economy, political economy and organisations.

Indicative readings

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

ISS-1113 Regression and Data Analysis

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

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 empirical literature in development studies/economics. 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 follow 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 14). During these workshops students will be expected to analyse micro and macro data using the methods discussed in the lectures.

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

Indicative readings

The basic texts for the course are:

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

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

Prerequisites

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

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

Code	ISS-2101
Weight of the Course	8 ECTS
Period	TERM 1
Course Leader	Wendy Harcourt
Lecturers	Murat Arsel, Wendy Harcourt, Roy Huijsmans, Rosalba Icaza, Karin Arts, Peter Knorringa, Julien-François Gerber
Teaching Methods	On-line Modules, Participatory Lectures, Group Work Workshops, Participatory Video
Modes of Assessment	Written Exam: 30%, Group Assignment: 20%, Assignment 50%
Course Administration	TLST

Learning objectives

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

a) Understand development as a contested set of cultural, political, economic and historical processes and relations

b) Appraise how 'the development problem' and its 'solutions' are understood according to different conceptual approaches to development

c) Reflect critically on their own understanding of and encounters with development

d) Work collaboratively within a multidisciplinary and multicultural context to communicate ideas orally and in writing.

e) Engage in a critical dialogue with peers and staff.

Course description

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

Indicative readings

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

Escobar, A. (1995) *Encountering Development: The Making and Unmaking of the Third World.* Princeton: Princeton University Press.

McKinnon, K.(2011) *Development Professionals in Northern Thailand: Hope, Politics and Power*. Singapore: Southeast Asia Association of Australia.

McMichael, P. (2012). *Development and Social Change. A Global Perspective*. Fifth Edition. Thousand Oaks, CA: Sage.

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

Rist, G. (2014) *The History of Development: From Western Origins to Global Faith*. (4th. edn) London: Zed Books.

Sachs, W. (1992) *The Development Dictionary: a Guide to Knowledge as Power. (2nd edn)* London: Zed Books.

de Sousa Santos, B. (2014) *Epistemologies of the South: Justice Against Epistemicide*, Boulder, CO: Paradigm.

Online video

Adichie, C.N. (2009) 'the Danger of a Single Story ' (TEDGlobal) available at: http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

ISS-3105 Research Paper Preparation

Code	ISS-3105
Weight of the Course	4 ECTS
Period	TERM 1 - TERM
Course Leader	Georgina M Gómez
Lecturers	Matthias Rieger, Lee Pegler, Georgina Gómez, Kees Biekart, Avé Baxa-Rodriguez, Lidwien Lamboo, Saskia Scheffer, Murat Arsel, Pater Bardoel
Teaching Methods	Participatory Lectures, Workshops, Computer Exercise
Modes of Assessment	Attendance (100% required) and class assignments: 100%
Course Administration	TLST

Learning objectives

The course is designed to support the preparation and development of good quality Research Papers, and to prepare students on the key components of writing their Research Paper. The course will also familiarize students with concepts and practices of information literacy in order to develop an active information management style.

Course description

The course will take old research paper intermediate outputs as teaching materials.

The course begins in Term 1 (September) with a plenary session for all MA students with details on the Research Paper process and on the preparation courses. At later sessions, Research Technique courses will be presented, as students have to choose these by November. In December students will hear a range of Research Paper experiences from students of the outgoing 'old batch'.

As information technology is increasingly being used as a tool to create, access, and manage information, there is a need to also offer training in information technology skills. In September and late December the students will be introduced to the available sources of information and services in the library. Two compulsory workshops in small groups with practical assignments will allow students to develop their information search strategy. Two optional workshops with practical assignments in small groups will allow students to reference correctly and use referencing software.

In Term 2, a series of videos, plenaries and workshops is offered to systematically develop the competences needed for the development of a Research Paper Proposal from which supervisors and second readers can be identified. The course is based on the 'flipped class room' concept, in which students are provided video inputs. Each video will be followed by a small assignment that students will submit and which constitute the assessment of the course. The course will end in May (Term 3) when students submit their Research Paper Designs in the Major and/or Specialization groups.

Assessment

Assessment will be based on the various class assignments.

Indicative reading

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

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

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

Seale, C. (2004) *Social Research Methods: A Reader*. London; New York: Routledge.

Somekh, B. and C. Lewin (eds) (2004) *Research Methods in the Social Sciences*. London: Sage.

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

ISS-3201 Mixed Methods for Social Development Research

Code	ISS-3201
Weight of the Course	8 ECTS
Period	TERM 2 & 3
Course Leader	Kees Biekart and Freek Schiphorst
Lecturers	Peter van Bergeijk, Sarah Hardus, Kees Biekart, Freek Schiphorst, et al.
Teaching Methods	Participatory Lectures, Computer Exercises, Workshops, Study Visits
Modes of Assessment	Assignment 1: 35%, Assignment 2: 35%, Group Assignment: 30%
Course Administration	TLST

Learning objectives

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

Upon completion of the course, students will be able to

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

Course description

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

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

Indicative reading

Bryman, A. (2008) *Social Research Methods* (3rd edn). Oxford: Oxford University Press.

Creswell, J. and V.L. Plano Clark (2011) *Designing and Conducting Mixed Methods Research*. Los Angeles: Sage.

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

Plano Clark, V.L. and N. V. Ivankova (2016) *mixed Methods Research: A Guide to the Field.* Thousand Oaks; London: Sage.

Morgan, D.L. (2014) *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. Thousand Oaks; London: Sage.

O'Leary, Z. (2014) *The Essential Guide to Doing Your Research Project (2nd edition).* London: Sage.

Prerequisites

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

ISS-3203 Topics in Regression Analysis

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

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 simultaneous equation models, instrumental variable estimation, qualitative and limited dependent variable models (probit, logit, tobit, ordered and unordered logit and probit models). The second part of the course concentrates on regression methods and issues that typically arise while using time series data. Course coverage includes detecting and testing for autocorrelation, discussion of stationary and non-stationary time-series, unit roots and cointegration.

Indicative reading

The basic text for the course is

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

Prerequisites

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

ISS-3207 Qualitative Interviewing

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

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

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

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

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

ISS-3209 Techniques for Understanding Quantitative Secondary Data

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

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

Course description
This course is meant for MA participants with a broad interest in policy-oriented research. Although the course aims to be interesting and challenging for participants with serious research ambitions, it is also meant for participants who, in their work with either governmental agencies or non-governmental organizations, will not undertake advanced research projects themselves, but are expected to gather and analyse information, and commission and assess research work undertaken by others.
The course is structured around two blocks. In block one students will be introduced to some basic mathematical techniques to handle numbers. In block two they will be introduced to some basic statistical techniques to help them make sense of quantitative data.

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

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

Indicative reading
Miles, M.B., A.M. Huberman and J. Saldaña (2013) *Qualitative Data Analysis: A Methods Sourcebook. (3rd edn)*. Los Angeles, CA & London: Sage.
Swift, L.and S. Piff (2014) Quantitative Methods for Business, Management and Finance. Basingstoke: Palgrave MacMillan.
Thomas, A. and G. Mohan (eds) (2007) *Research Skills for Policy and Development. How to Find Out Fast*. London: Sage Publications in association with the Open University.
Wuyts, M. (2004) 'Module 2, Unit 1. Looking at Economic Inequality and Relative Poverty', in M. Wuyts, N. Pouw, C. Mukherjee and B. O'Laughlin (eds) *Tanzania Diploma in Poverty Analysis. Study Guide,* pp. 1-12.. Dar es Salaam and The Hague: ESRF/REPOA/ISS.

ISS-3210 Discourse Analysis and Interpretive Research

Code	ISS-3210
Weight of the Course	8 ECTS
Period	TERMS 2 & 3
Course Leader	Des Gasper
Lecturers	Des Gasper, Silke Heumann, tba
Teaching Methods	Lecture, Tutorial, Workshop
Modes of Assessment	Assignment(s): 100%
Course Administration	TLST

Learning objectives

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

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

Course description

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

Indicative reading

Hansen. L. (2006) *Security as Practice: Discourse Analysis and the Bosnian War*. London: Routledge.

Kovecses, Z. (2002) *Metaphor: A Practical Introduction*. Oxford: Oxford University Press.

Phillips, N. and C. Hardy (2002) *Discourse Analysis: Investigating Processes of Social Construction*. Thousand Oaks, CA: Sage.

Wodak, R. and M. Kryzyzanowski (2008) *Qualitative Discourse Analysis in the Social Sciences*. Basingstoke: Palgrave MacMillan.

Wodak, R. and M. Meyer (eds) (2015) *Methods of Critical Discourse Studies* (3rd edn). Los Angeles, CA and London: Sage.

Schwartz-Shea, P.; Yanow, D. (2012) *Interpretive Research Design.* Abingdon: Routledge.

Yanow, D. andP. Schwartz-Shea (2013) *Interpretation and Method – Empirical Research Methods and the Interpretive Turn*. (2nd edn) New York & London: M.E. Sharpe.

The maximum number of participants is 25. Potential students might be required to send a motivation letter to the course leader that explains their interest in the course and their previous training and experience in research methodology. The course is for those who already have an adequate general exposure to research methods. It can also be taken as an Option course.

ISS-3303 Ethnographic Research and Reflexivity in Development Contexts

Code	ISS-3303
Weight of the course	4 ECTS
Period	TERM 3
Course Leader	Roy Huijsmans
Lecturer	Roy Huijsmans and guest lecturers
Teaching Methods	Participatory Lecture, Workshops, Ethnographic Exercise, Film
Modes of Assessment	-Assignments: 100%: Two individual assignments (85%); participation (15%)
Course Administration	TLST

Learning objectives

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

- Conduct participant observation, generate fieldnotes, and think with ethnographic material
- Identify and discuss some key epistemological debates underpinning ethnographic approaches to knowledge generation in the context of development (e.g. ‘situated’ and ‘partial knowledges’, ‘positionality’, ‘spaciality’), both in general and in specific relation to their proposed RP research
- Recognise and assess the strengths and limitations of an ethnographic approach to knowledge production in general and at the level of their individual RP research.
- Reflect critically on their role and position and research ethics in ethnographic knowledge production
- Design an ethnographic study

Course description

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

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.

Leshkowich, A.M. (2014) *Essential Trade: Vietnamese women in a changing marketplace*. Honolulu: University of Hawai'i Press.

Mosse, D. (2005) *Cultivating Development: An Ethnography of Aid Policy and Practice*. London, Ann Arbor, MI: Pluto Press.

ISS-3305 Techniques for Case-study Research

Code	ISS-3305
Weight of the Course	4 ECTS
Period	TERM 3
Course Leader	Sarah Hardus
Lecturer	Sarah Hardus
Teaching Methods	Participatory Lecture, Workshop: Group Work, Presentation
Modes of Assessment	(Writing) Assignment 1: 30%, (Writing) Assignment 2: 40%, Assignment 3 (Learning Journal): 30%
Course Administration	TLST

Learning objectives

Upon completion of the course, students are able to:

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

Course description

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

Throughout the course, we will address methodological issues involved in doing case-study research and discuss concrete case studies drawn from the field of development studies. Students will keep a learning journal in which they describe their learning process, 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.

The course is assessed through the learning journal (30%) and two writing assignments (30% and 40%) in which students are asked to apply the principles of case study research to create and assess case study research designs.

Indicative readings

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. (2007) *Case Study Research: Principles and Practices*. Cambridge: Cambridge University Press.

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

ISS-3306 Participatory Action Research

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

Learning objectives

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

Course description

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

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

Indicative reading

Collie, P., J. Liu, A. Podsiadlowski and S. Kindon (2010) 'You can't clap with one hand: Learnings to promote culturally grounded participatory action research with migrant and former refugee communities'. *International Journal of Intercultural Relations* 34 (2): 141–149

Kindon, S., R. Pain and M. Kesby (eds) (2007) *Participatory Action Research Methods: Connecting People, Participation and Place.* Vol. 22. London and New York: Routledge.

Reason P. and H. Bradbury (eds) (2008) *Handbook of Action Research: Participative Inquiry and Practice* (2nd edn). London: Sage.

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

ISS-3307 Collecting and Evaluating Data

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

Learning objectives

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

Course description

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

Indicative reading

Deaton, A. (1997) *The Analysis of Household Surveys: A Microeconometric Approach to Development Policy*. Washington D.C.: The World Bank

Jerven, M. (2013) ***Poor Numbers:*** *How We Are Misled by African Development Statistics and What to do about It*. Ithaca: Cornell University Press

Kreuter, F. and Valliant, R. (2007) 'A survey on survey statistics: What is done and can be done in Stata', *The Stata Journal*, 7(1): 1 – 21.

Tasciotti, L. and N. Wagner (2017) 'How much should we trust Micro-data? A Comparison of the Socio-demographic Profile of Malawian Households using Census, LSMS and DHS data', *European Journal of Development Research*. pp. 1-25. doi:10.1057/s41287-017-0083-6.

Prerequisites

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

ISS-4150 Political Economy/Ecology of Agriculture and Environment

Code	ISS-4150
Weight of the Course	8 ECTS
Period	TERMS 1
Course Leader	Julien-François Gerber
Lecturers	Murat Arsel, Jun Borras, Julien-François Gerber, Cristobal Kay, Mindi Schneider, Oane Visser and Ben White, plus Alberto Alonso-Fradejas and Tsegaye Moreda
Teaching Methods	Participatory Lecture, Workshop, Study Visits
Modes of Assessment	Assignment: 45%, Written Exam: 45%, Group Assignment: 10%
Course Administration	TLST

Learning objectives

After the course, students will have:

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

Course description

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

Indicative readings

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

Borras Jr., S.M. (ed.) (2010) *Critical Perspectives in Rural Development Studies*. London: Routledge. (Also available as a special issue of *The Journal of Peasant Studies*, January 2009)

Fairbairn, M., J. Fox, S.R. Isakson, M. Levien, N. Peluso, S. Razavi, I. Scoones and K. Sivaramakrishnan (eds) (2014) Global Agrarian Ttransformations, volume 1: New directions in political economy. *Journal of Peasant Studies*, 41(5), special issue.

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

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

Ploeg, J. D. van der (2014) *The Art of Farming: A Chayanovian Manifesto*.Rugy, Warwickshire, UK: Practical Action Publishing.

ISS-4151 Principles of Economic Development

Code	ISS-4151
Weight of the Course	8 ECTS
Period	TERM 1
Course Leader	Natascha Wagner
Lecturers	Mansoob Murshed, Natascha Wagner
Teaching Methods	Participatory Lecture, Workshop
Modes of Assessment	Mid-term Written Exam: 50%, Final Written Exam: 50%
Course Administration	TLST

Learning objectives

On completing the course students should be able to:

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

Course description

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

The first block deals with the economic analysis of households, firms and institutions. The students will be introduced to current debates and research in the microeconomics of development and examine the role of market imperfections, market failure and non-market institutions in shaping decisions. The block is broadly conceived and will draw on material from neoclassical, institutional, and behavioural/experimental economics. Current research in this area blends theoretical models and empirical application and both types of work will be presented. The block will deal with three topics and will begin by applying economic analysis to the behaviour of rural households. Various models of the household will be analysed and household decision-making will be discussed. This will be followed by an analysis of the constraints faced by small and micro firms in developing countries. The final bit of the micro block will study the role of institutions and the state in driving economic development, and in particular will scrutinise corruption as an institutional failure.

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

Indicative readings

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

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

Bardhan, P.K. and C. Udry (1999) *Development Microeconomics*. Oxford: Oxford University Press.

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

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

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

Learning objectives

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

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

Course description

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

Indicative readings

Andrews, M. (2014) *The Limits of Institutional Reform in Development: Changing Rules for Realistic Solutions*. Cambridge: University Press.

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

Hyden, G., Court, J. and Mease, K. (2004) *Making Sense of Governance: Empirical Evidence from 16 Developing Countries*, Boulder: Lynne Rienner

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

Levy, B. (2014), *Working with the Grain: Integrating Governance and Growth in Development Strategies*. Oxford: University Press.

Mansuri, G. & V. Rao (2013*) Localizing Development: Does Participation Work?* Washington DC: World Bank.

Ruggie, J.G. (2013) *Just Business: Multinational Corporations and Human Rights*. New York; Norton.

Wit, J. de and E. Berner (2009) 'Progressive Patronage? Municipalities, NGOs, CBOs and the Limits to Slum Dwellers' Empowerment'. *Development and Change*, 40(5), 927–947

ISS-4153 Contemporary Perspectives on Social Justice

Code	ISS-4153
Weight of the Course	8 ECTS
Period	TERM 1
Course Leader	Rachel Kurian
Lecturers	Karin Arts, Jeff Handmaker, Silke Heumann, Helen Hintjens, Rachel Kurian, Nahda Shehada, Dubravka Žarkov
Teaching Methods	Participatory lectures, Workshops, Tutorials
Modes of Assessment	Exam (Mid-term): 50%; Assignment (Essay): 50%)
Course Administration	TLST

Learning objectives

After following the course, students will be able to:

- Distinguish and critically reflect on social justice from different theoretical approaches, focusing on perspectives relating to gender, human rights, and conflict and peace studies;
- Use a Mapping tool to identify actors, institutions, symbols, structures and power relations that define, contest and influence social justice claims and outcomes;
- Select and apply these theoretical and methodological frameworks/ tools to analyse social justice in the context of contemporary development/economic globalisation.

Course description

The production of knowledge on social justice is embedded within specific worldviews, historical contexts and power relations, with often overlapping and contesting claims, both theoretically, and in practice. The first block of the course critically examines key theoretical and strategic paradigms of social justice that are of particular relevance to the fields of gender, peace and conflict and human rights, including those related to recognition and re-distribution, economic and socio-legal perspectives, fairness and Human Development, Multidisciplinary Perspectives within Human Rights, as well as Securitization, geo-politics, peace and conflict. The second block contextualizes social justice within contemporary settings and processes in development/economic globalization. Guided by a Mapping tool to help identify actors, institutions, symbols, structures and power relations that define, contest and influence social justice claims and outcomes, it analyses how social justice is claimed, realised and challenged by relevant actors and institutions in specific situations and regions.

Indicative readings

Bantekas, I. and L.utz, Oette. (eds) (2016, 2nd edn) *International Human Rights Law and Practice*. Cambridge: Cambridge University Press.

Fraser, N. (1996) 'Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation', *The Tanner Lectures On Human Values*, Salt Lake City, UT: Tanner Humanities Center, University of Utah.

Gills, B. (ed.) (2013) *Globalization and the Global Politics of Justice,* London and New York: Routledge.

Gunter, B. G. and R. van der Hoeven (2004) 'The Social Dimension of Globalization: A Review of the Literature', *International Labour Review* 143(1-2): 7-43.

Lutz, H. et al. (eds) (2011) *Framing Intersectionality: Debates on a Multi-Faceted Concept in Gender Studies*. Farnham: Ashgate.

Merry, S. E. (2006) *Human Rights and Gender Violence: Translating International Law into Local Justice*. Chicago: University of Chicago Press.

Mutua, M. (2016) *Human rights standards: hegemony, law, and politics*, Albany, NY: State University of New York Press.

ISS-4154 Critical Social Policy for Transformative Development

Code	ISS-4154
Weight of the Course	8 ECTS
Period	TERM 1b
Course Leader	Roy Huijsmans
Lecturers	Amrita Chhachhi, Wendy Harcourt, Roy Huijsmans, Charmaine Ramos
Teaching Methods	Lectures, Participatory Lectures, Presentations, Workshops, Study visits
Modes of Assessment	Written Exam (Mid-term): 40%, Individual Assignments (End of Term): 40%, Group assignment 20%
Course Administration	TLST

Learning objectives

After the course, students will be able to:

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

Course description

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

The course is divided into two blocks. The first block introduces key perspectives in the field of social policy and foundational concepts, such as needs, well-being, capabilities and citizenship for social policy analysis in relation to development, and is closed with a mid-course exam. Building on block 1, the second block adds a practice dimension focusing particularly on financing social policy and social policy beyond the nation-state. Block 2 concludes with a group assignment which leads on to a final individual assignment.

Indicative readings

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

Huijsmans, R. (ed.) (2016) *Generationing Development: A Relational Approach to Children, Youth and Development*. London, Palgrave Macmillan.

Martínez Franzoni, J. and D. Sánchez-Ancochea (2016) *The Quest for Universal Social Policy in the South: Actors, Ideas, Architectures*. Cambridge: Cambridge University Press.

Mkandawire, T. (2004) 'Social Policy in a Development Context: Introduction', in T. Mkandawire (ed.) *Social Policy in a Development Context.* Basingstoke: Palgrave Macmillan.

Yeates, N. (ed.) (2014) '*Understanding Global Social Policy*. Bristol, Policy Press & University of Bristol.

ISS-4201 Network Governance and Local Responses

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

Learning objectives

The course will enable students to analyse network governance and engage with bottom-up development processes in geographically situated problems. At the end of the course participants will have gained knowledge to

- Identify issues, actors and institutions of network governance from a systemic perspective. The course includes materials to analyse cases of network governance and how these evolve at the local level.
- Identify the opportunities and constraints that decentralisation and globalisation pose on localities and regions; and the ways in which changing regulatory frameworks have affected local governance;
- Assess governance systems that structure socio-economic processes. The course delves into processes of income-generation, resistance and selective integration in the various domains of the substantive economy;
- Evaluate the diversity of opportunities and limitations offered by globalization in terms of alternatives to/of development.

Course description

The course is interdisciplinary and draws on economic, sociological, political and anthropological perspectives. It is designed for students that aim to build their capacities to understand, collect and apply knowledges in the field. This includes a reflection on the strengths and limitations of their perspectives and an attitude for collaborative work.

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

The second block discusses decentralisation processes as a critical regulatory shift that allowed localities and regions to gain autonomy, improve public service delivery, and engage in partnerships with other actors at the local level. The lectures also refer to the limitations of the actors (capacity, resistance and corruption).

The third block examines the substantive economy and the networks that integrate localised socio-economic activities in terms of human interactions and their relation to nature at the local level.

The course ends with the connection localisation-globalisation, and discusses modalities of integrating to and de-linking from the global.

Indicative readings

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

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

Gibson-Graham, J.K. (2008) 'Diverse economies: performative practices for "other worlds"'. *Progress in Human Geography* 32(5): 613-632.

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

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

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

Code	ISS-4202
Weight of the course	8 ECTS
Period	TERM 2
Course Leader	Erhard Berner, Amrita Chhachhi
Lecturer	Erhard Berner, Amrita Chhachhi
Teaching Methods	Participatory Lecture, Workshop, Tutorial
Modes of Assessment	Assignment: 45%, Written Exam: 45%, Group Presentation 10%
Course Administration	TLST

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

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

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

Barrientos, A. and D. Hulme (2008) *Social Protection for the Poor and Poorest.* Basingstoke, UK and New York: Palgrave MacMillan.

Chant, S.H. (2007) *Gender, Generation and Poverty: Exploring the ‘Feminisation of Poverty’ in Africa, Asia and Latin America*. Cheltenham: Edward Elgar Publishing.

Rakodi, C. and T. Lloyd-Jones (eds) (2002) *Urban Livelihoods: A People-Centred Approach to Reducing Poverty*. London; Sterling, VA: Earthscan Publications.

Razavi, S. and S. Hassim (eds) (2006) *Gender and Social Policy in a Global Context: Uncovering the Gendered Structure of ‘the Social’*. Basingstoke: Palgrave MacMillan.

Razavi, S., R. Pearson and C. Danloy (eds) (2004) *Globalization, Export-oriented Employment and Social Policy: Gendered Connections*. New York; London: Palgrave Macmillan.

ISS-4209 Policy Analysis and Design

Code	ISS-4209
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Sunil Tankha
Lecturers	Sunil Tankha
Teaching Methods	Participatory Lecture, Workshop
Modes of Assessment	Assignment 1 (Policy Report): 25%, Assignment 2 (Policy Memo): 10%, (Final) Paper: 40%, Presentation: 15%, Group Assignment: 10% A minimum of 80% attendance is mandatory for receiving a passing grade
Course Administration	TLST

Learning objectives

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

Specific targets:

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

Course description

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

Indicative readings

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

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

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

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

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

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

ISS-4211 Promotion of Local Economic Development

Code	ISS-4211
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Peter Knorringa
Lecturers	Georgina Gómez, Peter Knorringa
Teaching Methods	Participatory Lectures, Study Visits, Workshops and Presentations
Modes of Assessment	Assignment (Essay): 40%, Reflection Paper: 20%,Take Home Assignment: 40%
Course Administration	TLST

Learning objectives

After completing this course students will be able to identify, collect information on, and formulate joint, collective and public action to promote economic development in a particular locality or region. They will also be able to identify appropriate institutional arrangements and strategic plans and negotiate implementation, and in particular to:

1. understand and assess the rationale, goals, instruments and implementation issues of policies aimed at strengthening local economic development;
2. devise differentiated policies for local economic development;
3. evaluate the relative 'fit' between the goals, instruments and implementation tools of policies to strengthen local development; and
4. assess the possibilities of bringing about convergence of interests and actions through processes of negotiation and strategy formulation.

Course description

The course begins with an analysis of the changing characteristics of the business environment with a focus on competitiveness, the emergence of LED as a policy problem and then a conceptualisation of the locality as an integrating framework of multi-actor, multi-sector and multi-level sets of policy actions. This includes a set of case studies. The next set of sessions covers a menu of different policy options. These include: enterprise development through incubators, cluster development; value chain and SME upgrading; locality development, local innovation systems and learning regions and alternative local exchange and trading systems. For some policy options group assignments are developed to deepen the knowledge. Around some themes also study visits are organized for which students have to register at the beginning of the course. The last two sessions centre on strategic thinking and management of multi-stakeholder agreements as central elements, which may determine the success or failure of efforts aimed at the promotion of local economic development (LED). Effective promotion of LED not only requires sound technical justification but also effective strategizing. The module ends with a synthesis workshop.

Indicative readings

Gómez, G.M. and A.H.J. (Bert) Helmsing (2008) 'Selective Spatial Closure and Local Economic Development: What do We Learn from the Argentine Local Currency Systems?' *World Development* 36(11): 2489-2511.

Helmsing, A.H.J. (Bert) (2003) 'Local Economic Development. New Generations of Actors, Policies and Instruments', *Public Administration and Development* 23(1): 67-76.

Knorringa, P. and K. Nadvi (2016) 'Rising Power Clusters and the Challenges of Local and Global Standards', *Journal of Business Ethics*, 133(1): 55-72, DOI: 10.1007/s10551-014-2374-6.

Rowe, J.E. (ed.) (2009) *Theories of Local Economic Development: Linking Theory to Practice*. Farnham: Ashgate.

Schmitz, H. (ed.) (2004) *Local Enterprises in the Global Economy: Issues of Governance and Upgrading* . Cheltenham: Edward Elgar.

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

Code	ISS-4212
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Karim Knio
Lecturers	Thanh Dam Truong, Rosalba Icaza Garza, Karim Knio, Hans Oversloot
Teaching Methods	Participatory Lecture
Modes of Assessment	Assignment 1 (Essay): 50%, Assignment 2 (Essay): 50%
Course Administration	TLST

Learning objectives

After completion of the course, students will have:

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

Course description

This is a course about the rise, nature and evolution of neo liberalism and how it has become, not just as an idea, a preferred policy template or set of interests among many, but the most influential policy agenda for the reshaping of the global order and the way in which political and economic life is organised. This course examines the ideological, economic and political reasons for this ascendancy and the institutional and political forces behind their existence.
The course is divided into three parts. Part I looks into the multiple ways in which the term has been defined ranging from orthodox approaches which deny the existence of neo liberalism, to many heterodox accounts in International Political Economy (IPE) literature which treat it as a hegemonic discourse and practice. It also analyses the policy metamorphosis of neo liberal reforms by tracing the shift from the structural adjustment/Washington Consensus era to the so called Post Washington Consensus era with its emphasis on institutional building, good governance policies and poverty reduction strategies. Part I concludes by asking whether neo liberalism is still alive today or whether it has evolved in its nature towards something new and different. Part II looks into the processes through which neo liberal reform policies have been appropriated and implemented, and the impact of these upon existing governance systems of social and political power. It draws on a variety of case studies including the implementation of neoliberal reforms in Latin America, Africa, South East Asia, China, India, Russia, The European Union and the Middle East. Part III is thematic in its nature and shifts the analysis towards the implication of neo liberal reform policies on the current global financial architecture, gender relations and environmental conservation.

Indicative readings

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

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

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

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

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

ISS-4216 Human Rights, Law and Society

Code	ISS-4216
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Karin Arts
Lecturers	Karin Arts, Jeff Handmaker, Guest Lecturers
Teaching Methods	Participatory Lecture, Workshop, Study Visit, Tutorials
Modes of Assessment	Assignment 1: (Mid-term Individual Workshop Report): 20%, Assignment 2: (End-of-course Essay): 65%, (End-of-course Individual Essay Topic) Presentation: 15%
Course Administration	TLST

Learning objectives
In this course students will:

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

Course description
Fulfilling human rights and social justice 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 students to understand the role of law in relation to protecting and promoting human rights and to critically evaluate the legal structures that frame human rights and certain 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; the role 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. Examples of more specific subjects covered include the role of Constitutions, gender biases in international law, non-state actors and human rights law, domestic violence, child rights-based approaches to development, legal mobilisation against racial discrimination in the Netherlands, and UN human rights treaty body procedures.

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

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

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

Rajagopal, B. (2003) *International Law from Below: Development, Social Movements and Third World Resistance.* Cambridge, UK: Cambridge University Press.

World Bank Group (2017) *World Development Report 2017: Governance and the Law.* Washington: International Bank for Reconstruction and Development/The World Bank, <http://www.worldbank.org/en/publication/wdr2017>.

ISS-4217 Governance, Conflict Analysis and Conflict Management

Code	ISS-4217
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Shyamika Jayasundara-Smits
Lecturers	Shyamika Jayasundara-Smits, Dubravka Žarkov, Mansoob Murshed, Jan Pronk and Guest Lecturers
Teaching Methods	Participatory Lectures, Film Session, Study Visit, Tutorials, Workshops
Modes of Assessment	Individual Assignment (50%) Written Exam (50%)
Course Administration	TLST

Learning objectives

After completing the course student will be able to:

- Understand and analyse multiple causes and consequences of conflict
- Apply social science theoretical and conceptual frameworks to explain different approaches to conflict management and assess them
- Engage with the current debates in conflict studies
- Assess conflict case studies and the quality and capacity of local, national, regional and international governance arrangements in managing conflicts
- Acquire analytical skills in conflict analysis and management

Course description

Is violent conflict the 'new normal'? How do we make sense of them? Why understanding and analysing violent conflicts are important, what do they mean for conflict management and (human) Development? These are the initial questions that this course will begin with. Thus, in an interactive, stimulating and reflective way, first, this course will introduce you to the field of conflict and the 'state of the art' in conflict studies. Second, it will explore different definitions, labelling, theories, frameworks, methodologies and the strengths and weaknesses of them in understanding, analysing and managing conflicts. This course articulates conflict as a universal and a context-specific phenomenon. As a universal phenomenon, conflict is seen as an ever-present almost at every level of human interaction, with varying degrees of manifestations and consequences on individuals, groups, states and inter-state entities and relations. Conflict is specific, because, its root causes are results of "social" relations within and among individuals, societies and states. Anchoring in the overarching framework of Governance, this course seeks to link various actors, institutions and contexts that can cause, sustain, and manage or transform conflicts.

Indicative Readings

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

Demmers, J. (2017) *Theories of Violent Conflict: An Introduction* (2nd edn). New York: Routledge.

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

Jeong, H. (2010) *Conflict Management and Resolution: An Introduction*. New York: Routledge

Ramsbotham, O., H. Miall and T. Woodhouse (2011) (3rd edn). *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*. Cambridge: Polity Press

Richmond, O.P. (2011) *A Post-Liberal Peace* (Routledge Studies in Peace and Conflict Resolution). Routledge: New York.

ISS-4218 Children and Youth Studies in Development Context

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

Learning objectives

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

Course description

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

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

Indicative readings

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

ISS-4226 Feminist Perspectives on Gender and Development

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

Learning objectives
Participants will:

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

Course description
This module provides participants with skills of analytical thinking on the politics of production of knowledge as social and institutional practice, and on its transformative potentials in both feminist and development studies. We look at different subjects and objects of feminist / development knowledge in the context of North/South relations of domination and marginalization and explore their theoretical and political consequences. We analyse how globalization processes and local dynamics impact upon contemporary feminist theorizing of the gendered and racialized world, paying attention to the significance of particular forms of analyses and strategic interventions.
Central to the course is the institutional analysis of the family, the state and the market(s). Here we pay special attention to the intersections of these three institutions and their gendered practices of ruling. We look at the ways globalization has transformed them, as well as the ways they are theorized. Substantial attention is given to the exploration of the power/knowledge nexus embedded in strategies for change and social transformation. In this regard, we focus on concepts of agency and empowerment, examine specific social relations of power and contexts of organizing and mobilizing around gender issues, and analyse possibilities for and effects of individual and group interventions in institutional practices, social structures and the micro-politics of everyday life.

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

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

Code	ISS-4227
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Helen Hintjens
Lecturers	Helen Hintjens, Dubravka Žarkov
Teaching Methods	Participatory lectures
Modes of Assessment	Assignment 1 (long essay): 60%, Assignment 2 (short essay): 40%
Course Administration	TLST

Learning Outcomes

Participants will have been able to:

- Appreciate the wide range of critical perspectives, from different disciplines and intellectual traditions, around questions of security and how it links with development
- Become more aware of the historical dimensions of security, humanitarianism and the links between security and development
- Gain insight into (de)securitization theory
- Gain experience in applying such theories to specific situations, in a critical manner.
- Interact and learn experientially through an on-line environment related to the course.

Course Description

The course explores critical security theories, in the light of approaches to Conflict, Peace and Humanitarian action. These problems are understood from different angles from within the security-development debates. Feminist and other critical International Relations approaches are reviewed through the lens of securitization theory. Contemporary security-related debates are placed in their broader developmental context to make sense of some of the complex connections between development and violence, security and peace-building. We start from a broad historical and comparative perspective, and the course contributions ensure strong inter-disciplinary and critical perspectives from economics, land politics, identity-based and gendered perspectives, and links between security, humanitarianism and disasters. In a post-Cold War and post-9/11 world, debates around the security-development nexus are reviewed. Humanitarianism is placed in the context of this nexus. Transitional justice as a dominant liberal paradigm is reviewed as are conflict transformation and psycho-social approaches to trauma and recovery. Through a range of examples, from Colombia and Sri Lanka to the African Great Lakes region, we present you with contrasting perspectives on peace and security, humanitarianism and violent conflict, both in theory and in practice. The examples throughout the course help link theories and specific practices.

Indicative readings

Demmers, J. (2012) Theories of Violent Conflict: An Introduction. London: Routledge.

Duffield, M.R. and V.M. Hewitt (2013) 'Introduction', in Duffield, M.R. and V.M. Hewitt (Eds), Empire, Development and Colonialism: The Past in the Present, pp. 1-15, Woodbridge: James Currey.

Hettne, B. (2010) 'Development and Security: Origins and Future', Security Dialogue, Vol. 41(1):31–52.

Hintjens, H. and D. Žarkov (eds) (2015) Conflict, Peace, Security and Development: Theories and Methodologies, Abingdon, UK: Routledge.

Jacoby, T. (2008) Understanding Conflict and Violence: Theoretical and Interdisciplinary Approaches, London: Routledge.

Luckham, R. (2009) 'Introduction: Transforming Security and Development in an Unequal World', IDS Bulletin 40 (2): 1-10.

O'Gorman, E. (2011) Conflict and Development: Development Matters, London: Zed Books.

ISS-4229 Global Political Ecology

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

Learning objectives

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

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

Course description

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

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

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

Indicative readings

Baviskar, A. (2004) In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. Delhi: Oxford University Press.

Bebbington, A. and J. Bury (2013) *Subterranean Struggles: New Dynamics of Mining, Oil, and Gas in Latin America* (Vol. 8). Austin, TX: University of Texas Press.

Bonneuil, C., and J. Fressoz (2016) *The shock of the Anthropocene: The earth, history and us*. London: Verso Books.

Peet, R., P. Robbins and M. Watts (eds) (2011) *Global Political Ecology*. London: Routledge.

Perreault, T., G. Bridge and J. McCarthy (eds) (2015) *The Routledge Handbook of Political Ecology*. London: Routledge.

ISS-4231 Growth, Inequality and Poverty

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

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

ISS-4233 Global Economy

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

Learning objectives

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

Course description

The lectures are divided into five parts. Part 1 provides students with the necessary conceptual and theoretical basis for understanding different perspectives on the functioning of the global economy and the process of economic globalization. Attention is paid to the current financial and economic turmoil affecting the advanced countries. Parts 2, 3, 4 and 5 then build on these foundations. Part 2 considers development processes in non-OECD countries, and the role of Aid in these processes. Part 3 introduces students to the various structures governing the global trading system, including a number of multilateral and regional trade agreements. There is a particular focus on agreements governing trade in agriculture and manufactured products, services, and intellectual property rights, as well as proposed extensions of these agreements and new ones in respect of investment and government procurement. Part 4 looks in depth at international trade, investment and trade policy. Particular attention is paid to national trade strategies. Finally, part 5 considers the ongoing processes of international financial reform and macroeconomic policy coordination against a backdrop of the recent global financial crisis.

Indicative readings

Bergeijk, P.A.G. van (2010) *On the Brink of Deglobalization: An Alternative Perspective on the Causes of the World Trade Collapse*, Aldershot, UK: Edward Elgar.

Jomo, K.S. and B. Fine (eds) (2006) *The New Development Economics: After the Washington Consensus.* London and New York: Zed Books.

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

Reinert, E.S., J. Ghosh and R. Kattel (eds) (2016) *Handbook of Alternative Theories of Economic Development*, Cheltenham, UK and Northampton, US: Edward Elgar.

Schinasi G.J. and E.M. Truman (2010) 'Reform of the Global Financial Architecture'. Petersen Institute of International Economics, Working paper 10/14 http://www.iie.com/publications/wp/wp10-14.pdf).

United Nations Economic Commission for Africa (UNECA) (2013) *Making the Most of Africa's Commodities: industrializing for Growth, Jobs and Economic Transformation*, Addis Ababa: U.N. Economic Commission for Africa, <http://www.uneca.org/sites/default/files/publications/unera_report_eng_final_web.pdf>.

ISS-4237 Global Food Politics

Code	ISS-4237
Weight of the Course	8 ECTS
Period	TERM 3
Course Leaders	Mindi Schneider
Lecturers	Mindi Schneider
Teaching Methods	Participatory Lecture, Tutorials, Workshops
Modes of Assessment	Assignment (Essay): 40%, Group Assignment: 10%, Take Home Exam: 50%
Course Administration	TLST

Learning objectives

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

Course description

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

Indicative readings

Barndt, D. (2007) *Tangled Routes: Women, Work, and Globalization on the Tomato Trail.* New York, NY: Rowman & Littlefield Publishers.

Clapp, J.A. and D.A. Fuchs (eds) (2009) *Corporate Power in Global Agrifood Governance*. Cambridge, MA: MIT Press.

Friedmann, H. (1992) 'Distance and Durability: Shaky Foundations of the World Food Economy', *Third World Quarterly* 13(2): 371-383.

Gonzales de Molina, M. (2013) 'Agroecology and Politics: How to Get Sustainability? About the Necessity for a Political Agroecology', *Agroecology and Sustainable Food Systems* 37(1): 45-59.

Lang, T. and M. Heasman (2016) *Food Wars: The Global Battle for Mouths, Minds and Markets, (2nd edn).* London: Routledge.

McMichael, P. (2000) 'The Power of Food', *Agriculture and Human Values* 17(1): 21-33.

Weis, T. (2013) *The Ecological Hoofprint: The Global Burden of Industrial Livestock*. London: Zed Books.

ISS-4238 People on the Move: Migration, Globalisation and Livelihood

Code	ISS-4238
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Mahmood Messkoub
Lecturers	Des Gasper, Helen Hintjens, Mahmood Messkoub, Karin Astrid Siegmann
Teaching Methods	Interactive Lectures, Workshops and Seminars
Modes of Assessment	Individual Assessed Course-works (85%), Assessed Group work/Presentation (15%)
Course Administration	TLST

Learning objectives
This is a course on the political economy of migration and mobility in the world. It is offered as an **option** in Term 2 and does not have any pre-requisite, except knowledge of development issues that have been covered in the core/general courses in term I. It provides participants with knowledge of the causes and consequences of national/internal and international migratory movements in the world.

Course description
This course locates the dynamics of migration in a historical perspective paying particular attention to its geo-political and economic contexts taking note of the evolving complexity and multi-causal nature of migration. The course deals with the causes of migration (for example the demand for labour, and differences in income and employment opportunities between two regions); and its consequences (e.g. 'brain/skill drain', remittance of money by migrant, gender balance at origin and destination); as well as the cultural and political dimensions of migration such as the debate on the control of migration and integration of migrants.
Modern migratory movement can best be understood in the context of a globalized market economy that directs and regulates the flows of goods, money and labour. As far as migration is concerned the impact of globalization goes far beyond the international movement of labour. In fact much of the world's migration takes place within countries or within the same continent or region. Yet these internal movements have always been subject to national and international economic and political forces, as the current migratory movement in China testifies. The course pays particular attention to the formation of diverse migratory regimes within and across countries and regions.
Globalization has accelerated the pace of liberalization, deregulation and flexiblisation of labour markets. Whilst native workers in the more developed countries abandon the low paid jobs, the demand for various types of low paid unskilled workers has been on the rise. A demand which has been increasingly filled by migrant workers from developing countries, employed under precarious conditions.
The course is also concerned with the cultural and political aspects of migration. Labour, unlike other goods and commodities, is embodied in human beings with all its physical, gendered and cultural characteristics that are shaped by environment and history. This gives labour migration its distinct political and cultural dimensions. The course will also deal with some of these aspects of migration by addressing the current debate in receiving countries in Europe and USA with regard to the integration of migrants.
Besides labour migration, there are other migratory flows such as family re-union, migration for education and most important of all forced migration from regions and countries in situations of conflict or war. We consider how forced migration is 'managed' and how it is being redefined, legally and politically, and in relation to international agreements and treaties such as 1951 Geneva Refugee Convention. We also ask questions on how internally displaced persons affected by migration and refugee regimes and regulations, and how state and non-state actors in various parts of the globe seek to manage and control 'forced migration' in relation to restrictions on migration.

Indicative reading
Castles, S., H. de Haas, M.J. Miller (2014) *The Age of Migration (5th edn)*. London: Palgrave Macmillan. [Website resources: **http://www.age-of-migration.com/**].
Cohen, R. (2006) *Migration and its Enemies: Global Capital, Migrant Labour and the Nation-state.* Aldershot: Ashgate.
International Labour Organisation (ILO) (2015) ILO Global Estimates on Migrant Workers. Results and Methodology - Special Focus on Migrant Domestic Workers. pp. 1-34. Geneva: ILO
Manning, P. (2013) *Migration in World History* (Second Edition). London: Routledge.
Truong, T.-D. and D. Gasper (eds) (2013) *Transnational Migration and Human Security: The Migration-Development-Security Nexus.* Heidelberg: Springer.
UN (2016) *International Migration Report 2015 Highlights.* Department of Economic and Social Affairs. ST/ESA/SER.A/375.
UNDP (2009) *Human Development Report 2009 – Overcoming barriers: Human mobility and development.* Oxford: OUP. <http://hdr.undp.org/sites/default/files/reports/269/hdr_2009_en_complete.pdf>.

ISS-4239 Population, Generations and Social Policies

Code	ISS-4239
Weight of the Course	8 ECTS
Period	TERM 2
Course Leader	Mahmood Messkoub
Lecturers	Auma Okwany, Mahmood Messkoub
Teaching Methods	Participatory Lectures, Workshops: Work-group Discussions and Presentations, Debates and Case-studies
Modes of Assessment	Assignments (Essay and Policy Brief) (85%), Group-work/Presentation (15%)
Course Administration	TLST

Learning objectives

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

Course description

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

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

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

Indicative readings

Biehl, J.G. and A. Petryna (eds) (2013) *When People come First: Critical Studies in Global Health*. Princeton, NJ: Princeton University Press.
Cammet, M.C. and L.M. MacLean (eds) (2014) *The Politics of Non-state Social Welfare*. Ithaca, NY: Cornell University
Cole, J. and D. Durham (2007) ‘Introduction: Age, Regeneration, and the Intimate Politics of Globalization’ in: Cole, J. and D. Durham (eds) *Generations and Globalization: Youth, Age, and Family in the New World Economy,* pp. 1-28. Bloomington, IN: Indiana University Press.
Gould, W.T.S. (2015) *Population and Development.* (2Seco^nd Eedition) London: Routledge.
Hopkins, L. and A. Sriprakash, A. (eds)., (2015) *The ‘Poor Child’: The Cultural Politics of Education, Development and Childhood*. London: Routledge.
ILO (2016) *World Employment and Social Outlook: Trends 2016*. Geneva: ILO.
Mkandawire, P.T. (ed.) (2004) *Social Policy in a Development Context*. Basingstoke, UK; Geneva: Palgrave Macmillan; UNRISD.

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

Code	ISS-4270
Weight of the Course	5 ECTS
Period	TERM 2
Course Leader	Mahmoud Messkoub
Lecturers	Des Gasper, Helen Hintjens, Mahmood Messkoub, Karin Astrid Siegmann
Teaching Methods	Interactive lectures, group presentations, guest speaker session/visit.
Modes of Assessment	Individual Assignment(s): 85%; Group Assignment (Presentation): 15%
Course Administration	TLST

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

Learning objectives

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

Content

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

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

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

Indicative readings

Adelman, H. (1988) 'Refugee or Asylum: a Philosophical Perspective', *Journal of Refugee Studies* 1(1): 7-19.

Castles, S., de Haas, H., Miller, M. J. (2014) *The Age of Migration* (5th edn). London: Palgrave Macmillan.

Choudry, A. and B. Hlatshwayo (eds) (2016) *Just Work? Migrant Workers' Struggle Today*. London: Pluto Press.

Edwards, A. and C. Ferstman (eds) (2010) *Human Security and Non-Citizens: Law, Policy and International Affairs.* Cambridge: Cambridge University Press.

Taha, N., K.A. Siegmann and M. Messkoub (2015) 'How Portable is Social Security for Migrant Workers? A Review of the Literature', *International Social Security Review* 68(1): 95-118.

Truong, Thanh-Dam, Des Gasper, Jeff Handmaker, Sylvia Bergh (eds) (2014) *Migration, Gender and Social Justice: Perspectives on Human Security.* Heidelberg: Springer.

United Nations (2016) *International Migration Report 2015 Highlights.* Department of Economic and Social Affairs. ST/ESA/SER.A/375. New York: United Nations. (Free download at: http://www.un.org/)

ISS-4303 Mobilizing Rights and Social Justice

Code	ISS-4303
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Jeff Handmaker
Lecturers	Jeff Handmaker, Wendy Harcourt, Helen Hintjens, Rachel Kurian
Teaching Methods	Participatory Lectures and Workshops
Modes of Assessment	Reflective Workshop Assignment: 40% and Essay: 60%
Course Administration	TLST

Learning objectives

By the end of the course, students should better be able to understand how the mobilizing of rights as part of social justice claims involves values, institutions, legal processes and other socio-political transformations over time. Students will analyse the potential of legal mobilization to challenge entrenched social exclusion, human insecurity and injustices and the importance of strategic international alliances, participation, creativity and co-learning for the advancement of both human rights and social and gender justice. Finally, students will have insight into the complexities of rights and justice advocacy at global, regional, state/national and local-levels.

Course description

This course starts by outlining 'rights-based approaches' to development, focusing on different forms of mobilization for human rights, to enable communities that face social exclusion and human insecurity to improve their situations. Whether under 'transitional justice' or just 'normal' development, strategies and processes of mobilizing human rights, including how they are framed and claimed, are understood as involving various actors – especially states but also civil society, private companies and other social actors. We integrate a socio-legal approach to economic and social rights, civil and political rights, with examples of social justice and rights campaigns organised 'from below' among socially excluded groups, as well as with support from legal and non-legal advocacy. We consider how human rights and social justice advocacy links local and national reforms with transnational connections and legal instruments. The course provides room for critical reflections, learning of attitudinal skills needed in realizing more socially just outcomes, and even in what can seem unpromising circumstances, offers hope for positive social change.

Indicative readings

Ballard R, A. Habib, I. Valodia and E. Zuern (2005) 'Globalization, marginalization and contemporary social movements in South Africa', *African Affairs* 104(417): 615–634.

Bob, C. (2007) '"Dalit Rights Are Human Rights": Caste Discrimination, International Activism and the Construction of a New Human Rights Issue', *Human Rights Quarterly* 29(1):167-193. Available at: https://muse.jhu.edu/journals/human_rights_quarterly/v029/29.1bob.pdf.

Hickey, S. and D. Mitlin (eds) (2009) *Rights Based Approaches to Development: Exploring the Potential and Pitfalls*. Sterling, VA: Kumarian.

Jacquot, S. and T. Vitale (2014) 'Law as weapon of the weak? A comparative analysis of legal mobilization by Roma and women's groups at the European level' *Journal of European Public Policy* 21(4): 587-604.

Klugman, B. (2011) 'Effective social justice advocacy: a theory-of-change framework for assessing progress', *Reproductive Health Matters* 19(38): 146–162. Available at: http://www.jstor.org/stable/pdf/41409188.pdf.

Mutua, Makau (2017) *Human Rights Standards: Hegemony, Law, and Politics*. Albany, NY: SUNY Press.

ISS-4307 Politics of Global Development: Debating Liberal Internationalism

Code	ISS-4307
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Sarah Hardus
Lecturers	Sarah Hardus, Karim Knio, Jeff Handmaker
Teaching Methods	Participatory Lecture, Presentation
Modes of Assessment	Paper design: 20%; final paper: 80%
Course Administration	TLST

Learning objectives

After completion of the course, students will have:

- enhanced their knowledge of liberal internationalism, in particular its evolution and relevance for global development;
- acquired an understanding of the various interpretations that are relevant to explaining the rise and dominance of liberal internationalism as a theory of global politics;
- strengthened their ability to analyse critically the claims made by scholars and other observers of liberal internationalism and its future in the post-Cold War era;
- developed a nuanced understanding of the extent to which liberal ideas, norms and values continue to shape global institutions;
- developed a critical understanding of the different ways in which emerging powers influence liberal world order;
- developed their skills of presenting the results of their own research to an audience and assessing 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. The liberal world order has, since the very beginning, been consistently – and, quite often, convincingly – assailed by critics from across the ideological spectrum. This phenomenon has become even clearer since the global financial crisis of 2008-onwards and the rise of so-called ‘emerging powers’ on the global stage. Yet, on the other hand, the broad edifice of liberal internationalism appears to be enduring. While challenges are intensifying, it is striking that there has been no fundamental intellectual or political challenge that strikes at the very heart of this order.

This course discusses the origins of the liberal order, its evolution after World War II and core elements of contemporary liberal internationalism. It looks at the emergence of international legal norms and international institutions that reflect key assumptions of liberal internationalism. We will highlight 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. The course also draws linkages between liberal internationalism and processes of neo liberalism.

Indicative readings

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

Ikenberry, G.J. (2009) ‘Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order’, *Perspectives on Politics* 7(1):71-87.

Narlikar, A. (2013) ‘Negotiating the rise of new powers’, *International Affairs* 89(3):561-576.

Slaughter, A.M. (1995) ‘International Law in a World of Liberal States’, *European Journal of International Law* 6(3):503-538.

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

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

Learning objectives

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

Course description

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

Indicative readings

Esser, F., Baader, M.S., Betz, T. and Hungerland, B., (2016) Reconceptualising Agency and Childhood: New Perspectives in Childhood Studies. Routledge.

Cole, J. and D.L. Durham (2008) *Figuring the Future: Globalization and Temporalities of Children and Youth*. Santa Fe, NM: School for Advanced Research Press.

Farrell, A., Kagan, S.L. and Tisdall, E.K.M. eds., (2015). The SAGE Handbook of Early Childhood Research. SAGE.

Hopkins, L. and Sriprakash, A. eds., (2015) The ‘Poor Child’: The Cultural Politics of Education, Development and Childhood. Routledge.

Montgomery, H.K. and M. Kellet (2009) *Children and Young People’s Worlds: Developing Frameworks for Integrated Practice*. Bristol: Polity Press.

Okwany A., E. Ngutuku and A. Muhangi (2011) *The Role of Local Knowledge and Culture in Child Care in Africa: A Sociological Study of Several Ethnic Groups in Kenya and Uganda*. New York: Edwin Mellen Press.

Thukral, E.G. (ed.) (2011) *Every Right for Every Child: Governance and Accountability*. New Delhi: Routledge.

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

Code	ISS-4313
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Dubravka Žarkov
Lecturers	Dubravka Žarkov, Helen Hintjens, et al.
Teaching Methods	Lectures, Workshops, Computer Exercises, Presentations
Modes of Assessment	Individual Assignment: 85%; Group Assignment: 15%
Course Administration	TLST

Learning objectives
After completing the course student will be able to:
- identify and understand diverse theoretical and methodological perspectives on relationships between mediated violence and war on the one hand, and social, political and economic violence on the other hand;
- engage in public debates and contribute to policy formulations and strategic interventions regarding media and conflict;
- use specific analytical tools for examining existing and producing their own visual and textual material;
- work in multidisciplinary and multicultural context with understanding how individual, group and institutional locations affect theoretical and political perspectives of media producers and consumers.

Course description
The last two decades have witnessed growing theoretical, professional and public concern with the involvement of traditional and social media in violence and conflicts. From war in Bosnia to genocide in Rwanda, from ‘war on terror’ to ‘Arab Spring’, from Al Qaida to ISIS, from hacking to tweating, the broadcasting, print and social media have become major players in influencing public opinions about politics, conflicts, and their protagonists.
We examine representational strategies and dynamics that link social and traditional media with diverse political actions, actors and discourses and perceive media as implicated in production of knowledge about contemporary wars.
The course relies on critical scholarship from cultural and media studies, feminist, black, post-colonial and conflict studies. Throughout the course we use a range of media material (press, cinema, TV, social media, online sources…..), look at various national and international media, and analyse how they represent past and present conflicts and violence from across the globe. The course requires hands-on, in-class and home-based activities.

Indicative readings
Baker, B.(2015) *Contemporary Masculinities in Fiction, Film and Television*, New York, London: Bloomsbury
Grimes, R.I , U. Husken, U. Simon and E. Venbrux (eds) (2011) *Ritual, Media and Conflict*, Oxford, New York: Oxford University Press
Hall, S. (ed) (1997) *Representation: Cultural Representations and Signifying Practices.* London: Sage.
Rao, A., M. Bollig., and M. Böck (eds) (2007) *The practice of war: Production, reproduction and communication of armed violence.* New York, NY: Berghahn Books.
Said, E. (2004) ‘Orientalism Once More’, *Development and Change* 35(5): 869-879.
Žarkov, D. (2007) *The Body of War. Media, Ethnicity and Gender in Break-up of Yugoslavia*. Durham, London: Duke University Press.

ISS-4317 Econometric Analysis of Development Policies

Code	ISS-4317
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Arjun Bedi
Lecturers	Arjun Bedi, Matthias Rieger, Elissaios Papyrakis
Teaching Methods	Lectures, Computer Exercises
Modes of Assessment	(Homework) Assignment 1 - 40 %, (Homework) Assignment 2 - 40 %, Presentation: 20%
Course Administration	TLST

Learning objectives

By the end of the course students will be equipped with the necessary methodological skills required to understand published empirical papers in development studies/economics. Through their assignments they will have developed the ability to conduct empirical research using modern econometric techniques, including randomized control trials and behavioral experiments. The course will also provide practical advice on how to design and run behavioural experiments. Overall, at the end of the course students should have developed the skills needed to conceive, organize, conduct and present empirical research.

Course description

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

While enhancing their ability to apply appropriate methods and techniques is certainly part of the course, primacy is given to the development problem that is to be analysed and the choice of problem will dictate the econometric technique or the approach to be studied/used. The course is structured in terms of a problem-solving approach and each year it is tailored to the revealed needs of the students.

The course is divided into three sections. The first part of the course will deal with the concepts and methods of impact evaluation in the social sciences. This part of the course begins with a review of the evaluation problem and then discusses various non-experimental (regression discontinuity design, difference-in-differences, propensity score matching) and experimental (randomized control trials) methods that may be used to evaluate the outcomes of various interventions.

The second part of the course will deal with the use and application of behavioural experiments. The aim is to use such approaches to understand how people and groups behave. Such methods are now being applied across many disciplines ranging from psychology, anthropology, sociology, political science and economics. This part of the course will provide an overview of standard experiments (e.g. trust, public good, risk, discount games) and how they have been applied in areas such as microfinance, community-driven development, and conflict.

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

Indicative readings

Cardenas, J. C., and J. Carpenter (2008) ‘Behavioural Development Economics: Lessons from Field Labs in the Developing World’, *Journal of Development Studies* 44(3): 311-338.

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

Fearon, J. D., M. Humphreys, and J. M. Weinstein (2009) ’Can Development Aid Contribute to Social Cohesion after Civil War? Evidence from a Field Experiment in Post-Conflict Liberia’, *American Economic Review* 99(2): 287–291.

Gilligan, M. J., B. J. Pasquale, and C. Sami (2014) ’Civil War and Social Capital: Behavioral-Game Evidence from Nepal’, *American Journal of Political Science* 58(3): 604–619.

Hsiao, C. (2003) *Analysis of Panel Data* (2nd edn). Cambridge: Cambridge University Press.

Ravallion, M. (2008) ‘Evaluating Anti-Poverty Programs’, in T. Paul Schultz and John Strauss (eds) *Handbook of Development Economics* (vol. 4), pp. 3787-3846. Amsterdam, NH: Elsevier.

Rieger, M. and R. Mata (2015) ‘On the generality of age differences in social and non-social decision making’, *Journals of Gerontology Series B: Psychological Science* 70(2): 200-12.

Wooldridge, J.M. (2016) *Introductory Econometrics: A Modern Approach* (6th edn). Mason, OH: South-Western., CENGAGE Learning.

ISS-4334 Politics and the Economics of Natural Resource Management

Code	ISS-4334
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Lorenzo Pellegrini
Lecturers	Lorenzo Pellegrini
Teaching Methods	Participatory Lecture, Presentation
Modes of Assessment	Assignment (Essay): 40%, Group Assignment: 10%, Written Exam: 50%
Course Administration	TLST

Learning objectives

In this course, students will develop a critical appreciation of how economics, politics, power, and perceptions shape the resource management solutions we propose and advocate, and how contextual factors affect the functioning of policy instruments and management structures. After finishing the course, students will be able to identify key challenges and concerns in applying different management approaches and their associated policy instruments in different contexts.

Course description

The course is organized in four blocks.

- The first block provides an introduction to concepts central to the course and to resource management more generally.
- The second block focuses on natural resource systems, including protected areas, their sensitivity and relation to human activity, the conflicts that arise from patterns of human-environment interaction and the effect of resource management patterns on rural livelihoods.
- The third block moves on to the policy and institutional environment in which natural resources are managed. Three broad categories of policy instruments are considered – “command and control” measures or direct regulation, economic instruments, and community management approaches.
- The fourth block discusses some specific resources to highlight the issues discussed in the previous blocks, but from a resource perspective. This is important as different resources require different policy and management frameworks.

Indicative readings

Adams, W.M. and J. Hutton (2007) ‘People, Parks and Poverty: Political Ecology and Biodiversity Conservation’, *Conservation and Society* 5(2): 147-183. <http://www.conservationandsociety.org/temp/ConservatSoc52147-2214285_060902.pdf>.

Brockington, D., D. Duffy and J. Igoe (2008) *Nature Unbound. Conservation, Capitalism and the Future of Protected Areas.* London: Earthscan.

Dryzek, J.S. (2005) *Politics of the Earth: Environmental Discourses*. Oxford: Oxford University Press.

Ostrom, E. (1990) *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: Cambridge University Press.

ISS-4335 Politics of Agrarian Transformation

Code	ISS-4335
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Jun Borras
Lecturer	Jun Borras
Teaching Methods	Participatory Lecture, Tutorials
Modes of Assessment	Assignment 1 (Take Home Essay): 30%, Assignment 2 (Essay): 60%, Group Assignment: 10%
Course Administration	TLST

Learning objectives

The course is designed both for AFES MA participants and for others whose research interests focus on the politics of rural and rural-related development. The course aims to strengthen your capacity for critical analysis of the dynamics of social and political change in rural societies. You will become familiar with key competing theoretical tools relevant in understanding the *politics* of agrarian transformations, with an emphasis on the role of the state and of non-state actors: NGOs and (trans)national rural social movements, and their alternatives, e.g. ‘food sovereignty’. On completion of the course you will have gained confidence in the critical analysis of the *politics* of agrarian transformations seen from the 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 (social economic differentiation and geographical mobility). While the central state remains a key actor in development processes, its role has been transformed during the past decades. Moreover rural politics have been different during the past two decades or so than the previous ones in so many ways, including: absence of rural-based revolutionary movements and the rise of contemporary (trans)national agrarian movements. These processes affirm old and generate new agrarian questions, and require old and new critical analytical approaches to understand them. But the terms, conditions, mechanisms, character, pace, direction and orientation of agrarian change do not exist in a vacuum: these are politically contested by key actors within and between state and society aimed at controlling and influencing the processes of change. Hence to a large extent these change processes are political and are embedded within pre-existing distribution of political power and power relations.

Indicative readings

Bernstein, H. (2010) *Class Dynamics of Agrarian Change.* Sterling, VA: Kumarian Press.

Borras Jr., S.M., M. Edelman and C. Kay (eds) (2008) *Transnational Agrarian Movements Confronting Globalization.* Chichester: Wiley-Blackwell.

Fox, J.A. (1993) *The Politics of Food in Mexico: State Power and Social Mobilization.* Ithaca, NY: Cornell University Press.

Holt Giménez, E. and A. Shattuck (2011) 'Food Crises, Food Regimes and Food Movements: Rumblings of Reform Or Tides of Transformation?'*, Journal of Peasant Studies* 38(1): 109-144. http://www.tandfonline.com/doi/pdf/10.1080/03066150.2010.538578 >.

Patel, R. (ed.) (2009) *Grassroots Voices: Food Sovereignty.* Vol. 36 Special Issue. Abingdon: Taylor & Francis. (*Note: Focus on Patel’s introductory essay*)

Scott, J.C. (1976) *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia.* New Haven, NJ: Yale University Press.

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

Code	ISS-4338
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Silke Heumann
Lecturers	Wendy Harcourt, Silke Heumann, Karin Astrid Siegmann, Dubravka Žarkov
Teaching Methods	Participatory lectures, workshops, films, discussions, presentations
Modes of Assessment	Assignments: 100%
Course Administration	TLST

Learning objectives

After finalizing the course, students will be able to:

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

Course description

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

Indicative readings

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

Cornwall, A., J. Edström and A. Greig (eds) (2011) M*en and Development: Politicising Masculinities*, London & New York: Zed Books.

Fausto-Sterling, A. (2000) *Sexing the Body: Gender Politics and the Construction of Sexuality.* New York, NY: Basic Books.

Harcourt, W. (2009) *Body Politics in Development: Critical Debates in Gender and Development*. London & New York: Zed Books.

Padilla, M.B., J.S. Hirsch, M. Munoz-Laboy, R. Sember and R.G. Parker (eds) (2007) *Love and Globalization: Transformations of Intimacy in the Contemporary World,* Nashville, TN: Vanderbilt University Press.

Parker, R.G. and P. Aggleton (eds) (2007) *Culture, Society and Sexuality: A Reader.* London & Philadelphia: Routledge.

Tamale, S.R. (ed.) (2011) *African Sexualities: A Reader*. Oxford: Pambazuka Press.

ISS-4339 Development Management and Reforms

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

Learning objectives

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

Course description

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

Indicative readings

Cameron, E. and M. Green (2004) *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change.* London: Kogan Page.

Evans, P. (1995). *Embedded Autonomy: States and Industrial Transformation*. Princeton, NJ: Princeton University Press.

Grindle, M.S. (1997) 'Divergent Cultures? When Public Organizations Perform Well in Developing Countries', *World Development* 25(4): 481-495. <http://dx.doi.org/10.1016/S0305-750X(96) 00123-4 >.

Parker, D. and C. Kirkpatrick (2005) 'Privatisation in Developing Countries: A Review of the Evidence and the Policy Lessons', *Journal of Development Studies* 41(4): 513-541. <http://www.tandfonline.com/doi/abs/10.1080/00220380500092499 >.

Tankha, S., A.B. Misal and B.W. Fuller (2010) 'Getting Reforms Done in Inhospitable Institutional Environments: Untying a Gordian Knot in India's Power Sector', *Energy Policy* 38(11): 7121-7129. <http://www.sciencedirect.com/science/article/pii/S0301421510005604>.

Tendler, J. and S. Freedheim (1994) 'Trust in a Rent-seeking World: Health and Government Transformed in Northeast Brazil', *World Development* 22(12): 1771-91. <http://www.sciencedirect.com/science/article/pii/0305750X94901732>.

ISS-4341 Evaluation of Development Policy, Programmes and Projects

Code	ISS-4341
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Sylvia Bergh
Lecturers	Sylvia Bergh, Arjun Bedi, guest lecturers
Teaching Methods	Participatory Lecture, Workshop, Study Visits
Modes of Assessment	Assignment: 60%, Group Assignt: 15%, Participation: 25% A minimum of 80% attendance is mandatory to receive a passing grade
Course Administration	TLST

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 has become large. Governments, parliaments, corporations and citizens all want to know whether programs are effective, for whom and in terms of which objectives, as well as the reasons that explain success or failure. In international cooperation, the demand has been particularly intense: donors want to know the results of their funds, and tax payers ask if the money is well used. Evaluation studies can throw a light on these questions. The main idea running through the course is that evaluation is not a technical process that can be applied in a standard way, but that its value and usefulness are strongly related to political choices and circumstances. The course will focus on evaluation as a practice leading to action, but grounded in reflection on ideas behind the practice and on theories supporting the choice of methodology in evaluation. The course will a.o.discuss issues around value theory, the political dimensions of evaluation, and introduce various qualitative and quantitative evaluation approaches. The course will develop practical skills, mainly through the assignment consisting of writing the Terms of Reference for an evaluation based on documents relating to a real case. The course also includes several guest lectures and study visits to a Dutch NGO, the Court of Audit, and/or the Inspection and Evaluation Unit of the Netherlands Ministry of Foreign Affairs.

Indicative readings

Bamberger, M., J. Rugh and L. Mabry (2012) *RealWorld Evaluation, Working under Budget, Time, Data and Political Constraints*, 2 edition, Thousand Oaks, CA: Sage.

Bamberger, M. and H. White (2007) ‘Using strong evaluation designs in developing countries: Experiences and challenges’, *Journal of MultiDisciplinary Evaluation* 4(8): 58-73.

Chelimsky, E. and W.R. Shadish (eds) (1997) *Evaluation for the 21st Century: A Handbook*. Thousand Oaks, CA: Sage.

Morra Imas, L.G. and R.C. Rist (2009) *The Road to Results: Designing and Conducting Effective Development Evaluations*. Washington, DC: World Bank. <https://openknowledge.worldbank.org/ handle/10986/2699>

Patton, M. Q. (1997) ‘4. Intended Uses of findings’ in *Utilization-focused evaluation, the New century text,* 3rd edition, pp. 63-75. Los Angeles, CA: Sage. .

Patton, M. Q. (2011) 'Developmental evaluation: applying complexity concepts to enhance innovation and use'. New York: Guilford.

Pawson, R. (2003) ‘Nothing as practical as a good theory’, *Evaluation* 9(4): 471-490. <http://evi.sagepub.com/content/9/4/471.full.pdf+html> .

Riddell, R.C. (2007) ‘Chapter 16: NGOs in development and the impact of discrete NGO development interventions’ in: *Does Foreign Aid Really Work?* pp. 259-286. New York: Oxford University Press.

ISS-4348 Human Behavior and Experiments in Development

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

Learning objectives

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

Course description

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

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

Indicative readings

Ashraf, N., D. Karlan, and W. Yin. (2006) 'Tying Odysseus to the Mast: Evidence from a Commitment Savings Product in the Philippines', *Quarterly Journal of Economics,* 121(2): 635–672.

Cardenas, J.C. and J. Carpenter (2008) 'Behavioural Development Economics: Lessons from Field Labs in the Developing World', *Journal of Development Studies*, 44(3): 337-364.

Duflo, E., M. Kremer and J. Robinson (2011) 'Nudging Farmers to Use Fertilizer: Theory and Experimental Evidence from Kenya', *American Economic Review*, 101(6): 2350-2390.

Henrich, J., R. Boyd, S. Bowles, C. Camerer, E. Fehr, H. Gintis et al. (2005) '"Economic man" in cross-cultural perspective: Behavioral Experiments in 15 Small-scale Societies, *Behavioral and Brain Sciences*, 28(06): 795-815.

Kahneman, D. (2012) *Thinking, Fast and Slow*. London: Penguin Books.

Smith, V.L. (1994) 'Economics in the Laboratory', *The Journal of Economic Perspectives*, 8(1): 113-131.

Thaler, R.H. and Sunstein, C.R. (2009) *Nudge: Improving Decisions about Health, Wealth and Happiness (revised and expanded edn).* New York, NY: Penguin Books.

World Bank Group (2015) 'World Development Report 2015: Mind, Society, and Behavior.' Washington, DC: World Bank. Available at: http://www.worldbank.org/en/publication/wdr2015

ISS-4349 Social Movements and Civic Innovation

Code	ISS-4349
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Kees Biekart
Lecturers	Kees Biekart, Wendy Harcourt, Peter Knorringa Silke Heumann, Rosalba Icaza, Georgina Gómez, Karin Astrid Siegmann
Teaching Methods	Participatory Lecture, Workshop, Study visit
Modes of Assessment	Assignment (Essay): 75%, (Individual) Presentation: 15%, Participation: 10%
Course Administration	TLST

Learning objectives

At the end of the course, participants will be able to articulate the changing role of social movements in the framework of new approaches to social transformation, such as 'civic innovation'. In particular the students will be able to:

- Identify the various conceptual approaches to civic innovation, and how these are used in different contexts and by various stakeholders;
- Understand the critical approaches to social movement theories, as well as approaches to civic action, civic-driven change and civic innovation;
- Assess strategies of civic actors dealing with processes of power and social change in multiple societal sectors (civil society as well as in markets and governments).

Course description

Civic innovation is central to one of the key research programmes at the ISS. The course focuses on the role of social movements and civic actors in processes of social transformation. The course starts with a set of five sessions providing an overview of theories and concepts to understand the characteristics of social movements, civic innovation, civic-driven change, civic innovation in market settings, frugal innovation, social movements and the link with intersectionality, etc. The second part of the course examines the dynamics of civic innovation in practice by examining case studies in relation to civil society as well as to markets and alternative economies, social entrepreneurship, fair trade movements, and feminist movements. We will discuss these specific cases in a number of workshops, but also by making several visits to activist groups in The Hague and Amsterdam. The purpose is to discuss key ideas and concepts of civic innovation as well as examples on how civic innovation offers an inspiring new lens to analyse social change as well as civic energy from the perspective of politics, markets, and sexuality. Students taking this course often are actively engaged themselves in processes of social change and civic action, even though this is not a condition to participate in the course.

Indicative readings

Biekart, K., W. Harcourt and P. Knorringa (eds) (2016) *Exploring Civic Innovation for Social and Economic Transformation*. London: Routledge.

Faria, C. and S. Mollett (2016) 'Critical Feminist Reflexivity and the Politics of Whiteness in the "Field"', *Gender, Place and Culture* 23(1): 79–93.

Knorringa, P. (2014) 'Private Governance and Social Legitimacy in Production', in A. Payne and N. Phillips (eds) *Handbook of the International Political Economy of Governance*, pp. 361-378. Cheltenham, UK: Edward Elgar.

ISS-4350 From Working Poverty to Decent Work: Policy and Collective Action

Code	ISS-4350
Weight of the Course	8 ECTS
Period	TERM 3
Course Leader	Karin Astrid Siegmann
Lecturers	Roy Huijsmans, Lee Pegler, Freek Schiphorst, Karin Astrid Siegmann
Teaching Methods	Participatory Lectures, Group Work, Guest Lectures, Workshops
Modes of Assessment	Policy Brief 60%, Assignment (Individual Briefing Paper): 25%, Group Work: 15%
Course Administration	TLST

Learning objectives

After completion of the course, participants will be enabled to:

- distinguish causes of working poverty and precarious work for specific groups of workers
- critically evaluate to role of common employment policies for decent work, as well as
- identify building blocks for effective public intervention, and
- analyse precarious workers' resources and opportunities for collective action.

Course description

For a large share of the world's poor – approximately 800 million people in 2016 (ILO 2017), their work and employment does not lift them out of poverty. In this course, we address the question, which role policy and collective action play in addressing such working poverty and how they contribute towards decent work.

We take a critical look at existing employment policies. They often assume stable standard employment relationships with clear contractual relations between employee and employer. In fact, these boundaries are increasingly blurred and 'informal is normal' for most workers world-wide.

In different blocks of the course, we focus on precarious workers whose conditions and aspirations are not represented well in national employment policies: women workers, young people and workers removed from the sight of national policy-making through complex global value chains. The course aims to make a productive intervention: Which policies do contribute towards decent work for them? How do workers themselves organise and lobby for improvement in their working conditions?

Indicative readings

Bourdillon, M., D. Levison, W. Myers, and B. White (2010) The Rights and Wrongs of Children's Work. New Brunswick, New Jersey, London: Rutgers University Press.

Kabeer, N. (2010) Gender and Social Protection Strategies in the Informal Economy. New Delhi: Routledge.

McCann, D., S. Lee, P. Belser, C. Fenwick, J. Howe and M. Luebker (eds) (2014) Creative Labour Regulation Indeterminacy and Protection in an Uncertain World. Geneva: ILO.

Scherrer, C. (2017) Enforcement Instruments for Social Human Rights along Supply Chains. Mering: Verlag Dr. Rainer Hampp.

Webster, E., A.O. Britwum, S. Bhowmik (eds) (2017) Crossing the Divide: Precarious Work and the Future of Labour. Scottsville: UKZN Press.

ISS-4390 AFES: Working towards the Research Paper

Code	ISS-4390
Weight of the Course	4 ECTS
Period	TERM 3 and 4
Course Leader	Oane Visser
Lecturers	Oane Visser
Teaching Methods	Meetings, assignments
Modes of Assessment	Assignment: 100% A minimum of 80% attendance is mandatory to receive a passing grade
Course Administration	TLST

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

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

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

ISS-4391 ECD: Working towards the Research Paper

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

Learning objectives

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

Course description

The course consists of three parts. Part one is the Research Paper Design Seminar in which the student present his/her design and receives comments from peer-discussants and the supervisory team (supervisor and 2nd reader). The second part is the Research Paper Draft Seminar in which the student presents his/her working draft of the Research Paper and receives again comments from peer discussants and the supervisory team. Details of both these seminars can be found in the RP Handbook. The third part of the course is a Major based activity to assist the student after the collection of (field)data with the final stages of analysis and presentation. The ECD Major part will focus on the sound reporting and interpretation of quantitative data. Students will also need to reflect on the limitations of and assumptions underlying their proposed empirical methods. There will also be ECD specific writing support.

Indicative reading

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

ISS-4392 GDP: Working towards the Research Paper

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

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, without infringing on the roles of the supervisor and second examiner, who will remain the main points of contact for the student with regard to writing their Research Paper.

Course description

The course consists of three parts. Part one is the Research Paper Design (RPD) Seminar in which the student presents his/her design and receives comments from peer-discussants and the supervisory team (supervisor and 2nd reader). This is scheduled for the week of 21 May 2018. During the period April-May leading up to the seminars, this course will provide support in the form of workshops and consultation hours to help GDP students develop and present their RPDs, including tips on developing good research questions and making appropriate methodological choices. This part of the course counts for 1 ECT. The second part is the Research Paper Draft Seminar in which the student presents his/her working draft of the Research Paper and receives again comments from peer discussants and the supervisory team. This is scheduled for the period 24 September – 5 October 2018 and also counts for 1 ECT. Further details on both these seminars can be found in the RP Handbook. The third and main part of the course is a Major based activity to assist the student after the collection of (field)data with the final stages of analysis and presentation. This counts for 2 ECTs (i.e. 2 times 28 hours, 56 hours workload in total) and will be held in September-October 2018.

The third part of the course will consist of a mix of participatory lectures, tutorials and workshops focusing on data analysis techniques and advice on how to write up the findings based on fieldwork or desk-based research. In other words, this part of the course will support the student in preparing his full draft for presentation at the seminar. We will review the typical structure of a Research Paper, and devote a session on writing the required section on ‘Relevance for development studies’. We will also recap some contents given in earlier sessions as part of other courses, such as how to construct a theoretical and conceptual framework, how to develop this into an analytical framework, and how to apply this to the findings to develop the argument and draw conclusions. In addition, the course leader will offer contact hours for individual consultations. Here, comments received at the draft seminar can be discussed and strategies developed for addressing them. In addition - if desired, and in consultation with the supervisor- the course leader will advise students on reformulating their initial research questions into others that will enable the student to submit a coherent final research paper.

Indicative reading

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

ISS-4393 SJP: Working towards the Research Paper

Code	ISS-4393
Weight of the Course	4 ECTS
Period	TERM 3 and 4
Course Leader	Dubravka Žarkov
Lecturers	Dubravka Žarkov
Teaching Methods	Meetings, Seminars
Modes of Assessment	Assignment: 100% A minimum of 80% attendance is mandatory to receive a passing grade
Course Administration	TLST

Learning objectives

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

Course description

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

Indicative reading

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

ISS-4394 SPD: Working towards the Research Paper

Code	ISS-4394
Weight of the Course	4 ECTS
Period	TERM 3 and 4
Course Leader	Lee Pegler
Lecturers	Lee Pegler
Teaching Methods	Meetings, Seminars
Modes of Assessment	Assignment: 100% A minimum of 80% attendance is mandatory to receive a passing grade
Course Administration	TLST

Learning objectives

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

Course description

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

Indicative reading

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

ISS-5401 Research Paper

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

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

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

Course description
To complete the requirements of the MA Programme, students write a Research Paper (RP). The RP must focus on issues related to the Major for which the student is registered. If the student wishes to specialize in a certain area, the Supervisor and the second reader should confirm that the RP addresses an issue, problem or question within the theme of the specialization. The Research Paper carries a weight of 27 ECTS. The final result of the MA Exam will be based for 60% on the average grade for course work and for 40% on the Research Paper grade.

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

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

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

Methods to support
The Supervisor assists the student through all stages of the development of the research. Preparatory meetings are scheduled, as well as Research Paper Seminars. Supervisors are

required to advise and comment on the Research Paper Design, the implementation and the writing of the Research Paper. The Second Reader, who has no supervisory role or duties, is required to comment on the Research Paper Design and on the first draft, and to act as a second examiner. The comments on design and first draft are channelled through or given in the presence of the Supervisor. The student and the Supervisor schedule meetings to which both should adhere.

The Supervisor advises specifically on:

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

A template for the lay-out of the Research Paper is available in a digital format.

Assessment

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

ISS-8401 Internship

Code	ISS-8401
Weight of the Course	4 ECTS
Contact Person	Wieke Blaauw
Teaching Methods	Internship
Modes of Assessment	Assignment: 100%
Course Administration	TLST

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

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

Learning objectives

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

Course description

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

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

Assessment

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

ISS-9102 Academic Skills

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

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. Students put skills to the test whilst using subject material from the parallel course *2101-The Making of Development*;
3. acquire key aspects of successful essay writing, while correctly citing and paraphrasing, and build argumentation into their writing, linking to 2101 subject materials, notably weaving viewpoints from academic sources into one's own argument;
4. 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. The *9102-Academic Skills* sessions are organised as 'theme lectures' addressing a specific theme, which is aligned with the subject matter of the general course *2101*. These theme lectures are a combination of teacher-fronted delivery and active student participation.
Course ISS-9102 has two tracks. You choose yourself which track to follow, but here is some guidance.
The Short Track has two sessions only: a 'needs assessment' (first session) and a session on Academic Integrity: correct referencing and information on the proper-referencing test.
If students want to stop after session 2, then they must have passed the proper-referencing test on the third Friday of the 9102-lecture.
The Long Track runs throughout term 1 and term 2. It starts with the same two sessions as the Short Track does. From session 3 onwards it provides a range of academic skills at the hand of readings from the parallel course, *2101-The Making of Development.* It embeds academic skills within texts from Development Studies. It is taught with a variety in methods of delivery and features active student participation.

Assessment: *Proper-referencing Test*
Course ISS-9102 is open to all MA students at ISS because every student has to pass the *Proper-referencing test* between 1 – 31 December 2017. The test is offered on a pass/fail basis and can be taken repeatedly. Should a student not have passed by 31st December, s/he has an (exit) interview with the Convenor of his/her Major.
ISS reserves the right to expel students from the MA Programme who have consistently failed this test before 31 December 2017, or who have violated the principles and practices of academic integrity.

Indicative reading
This course uses texts from the parallel course ISS-2101.

Cottrell S. (2013) *The Study Skills Handbook.* Basingstoke, Palgrave.
Crème, P. and M. Lea (2008) *Writing at University: A Guide for Students*. Maidenhead: Open University Press.
Northedge, A. (2012) *The Good Study Guide*. Milton Keynes: Open University Press.
Swales, J.M. and C.B. Feak (2012) *Academic Writing for Graduate Students*. Ann Arbor: University of Michigan.
Williams, J. and G. Colomb (2007) *The Craft of Argument*. London: Pearson Longman.

ISS-9103 Remedial Quantitative Skills for Development Studies

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

Learning objectives
At the end of the remedial you will be able to avoid common basic mistakes and to critically read and constructively produce tables and graphs. You will understand index numbers, (weighted) averages, mean, median and mode, growth rates, percentages, frequency distributions and logarithms and exponentials. Lectures have been taped in order to facilitate e-learning.

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, reliability of statistics) and examples drawn from Egypt, India, Italy, Kenya, Surinam, Vietnam, United States you will actually learn to see how numbers are used and abused. The course will provide you with tools that protect students against numerical manipulation. It will also provide you with the tools to make good use of numbers. Finally, you will discover that numbers are fun.

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

Indicative readings
Huff, D. (1954) *How to lie with statistics*? New York: Norton. (ISS Library 4243, 4243b)
Rosling, H. (2008) *No more boring data*. TED Talks. Online Video available at: <https://www.youtube.com/watch?v=VWQnQRsxGn0>.
Rumsey, D.J. (2011) *Statistics for Dummies*. (2nd edn) Hoboken, NJ: Wiley.

ISS-9104 Academic Writing Skills

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

Learning objectives

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

Academic Writing Skills (9104) is a tailor-made course that will enable students to acquire a better understanding of the functions of language. This enables them to express themselves coherently in writing for academic purposes. They will be able to formulate their ideas and apply them according to a specific purpose in order to produce a well-structured piece of written work.

Course description

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

Students learn about academic writing conventions; appropriate use of paraphrasing and summarizing to avoid pitfalls of plagiarism, and they are guided towards rules of referencing (ISS-Harvard style). They also learn about different aspects of writing including grammatical constructions and appropriate style for academic writing.

Who can join?

ISS conducts a Diagnostic Test which identifies students who require further support to improve their writing skills. If shortlisted, it is obligatory to attend the course.

Moreover, it can be a revision course for students who would like to refresh certain aspects of writing for academic purposes. They can join the course after discussing it with the course leader and provided there is space in class.

Indicative reading

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

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

Foley, M. and D. Hall (2008) *Longman Advanced Learners' Grammar: A Self-Study Reference & Practice Book with Answers*. Harlow: Longman.

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

Hewings, M. (2013) *Advanced Grammar in Use: A Self-Study Reference and Practice Book*. (New Edition) Cambridge: Cambridge University Press.

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

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

Murphy, R. (2012) *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English*. Cambridge: Cambridge University Press.

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

ISS-9105 Advanced Writing Skills

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

Learning objectives

The tailor-made course facilitates writing practice by focusing further in language acquisition through using grammar in context, improving on syntax, sentence structures and techniques. Students will become more aware of the difference in grammatical constructions in their L1(mother tongue) and English. Practice exercises will familiarize them to apply the right language functions to convey their ideas better.

Course description

The course is designed to meet the language requirement of Indonesian students, particularly those students who are part of the Double Degree program. In addition, students who learnt English as a foreign language may need to revisit grammatical units writing in English for academic purposes. They are encouraged to join after consulting the course leader.

This course is only held in Term1 and attendance is obligatory. Students who may need further guidance will continue to work in small groups in Term 2.

Indicative readings

Bailey, S. (2011) *Academic Writing: A Handbook for International Students.* London: Routledge

Foley, M. and D. Hall (2012) My Grammar Lab (Elementary) Harlow: Pearson Longman

Foley, M. and D. Hall (2012) My Grammar Lab (Intermediate) Harlow: Pearson Longman.

Hewings, M. (2013) *Advanced Grammar in Use: A Self-Study Reference and Practice Book*. (New Edition) Cambridge: Cambridge University Press.

McCarthy, M. and F. O'Dell (2011) *English Vocabulary in Use. Upper –Intermediate and Advanced.* Cambridge: Cambridge University Press

Murphy, R. (2012) *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English*. Cambridge: Cambridge University Press.

ISS-9106 Information Technology Skills

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

Learning objectives

EUR offers an information and IT "rich" learning environment. Students are expected to make use of presentation software, write essays electronically, use spreadsheets, make use of the Electronic Learning Platform, consult apps for information, timetable and grades; they need to communicate effectively by email and social media. A student is expected to be familiar with safety measures and apply them. As our learning and research environment changes constantly and makes us more dependent, competency in IT skills is essential. The objective of the course is to ensure that students have sufficient IT-skills to learn unhindered, to write their research paper and to make effective use of the available electronic learning environment.

Course description

To assess their IT skills, students are required to do a diagnostic test at the start of the year. This test is provided by ECDL, the European Computer Driving License and results in a score and offers details on missed questions. Topics covered are: Security, Ms Word, Ms Excel, Ms PowerPoint, MS Outlook & Internet Explorer.

For students who attain a pass (score of 75% or over) in the first attempt, the initial test is also the final test. For those who do not succeed, the test results provide incorrect answered questions. Instruction material is available in the library to improve on missed topics. Links to online learning materials are available in Canvas. After studying the remedial material, the student may re-do the ECDL diagnostic test later in term 1. Ultimately by November 10th 2017, a pass is required to qualify for Term 2.

In October/November a number of Excel workshops will be organized to help with basic problems. Admittance to some courses (economics and mixed research techniques) is dependent on a pass in the ECDL Excel test. Ultimately by November 10th 2017, a pass is required for those students who want to participate these Term 2 courses.

Indicative readings

CIA (2010) *ECDL 5.0: European Computer Driving Licence: module 3: Word processing using Word 2010.* Sunderland: CiA Training.

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

CIA (2010) *ECDL 5.0: European Computer Driving Licence: module 6: Presentation using PowerPoint 2010*. Sunderland: CiA Training.

CIA (2009) *ECDL 5.0: European Computer Driving Licence: module 7a: Web browsing using Internet Explorer 8.0*. Sunderland: CiA Training.

CIA (2010) *ECDL 5.0: European computer driving licence: module 7b: communication using Outlook 2010*. Sunderland: CiA Training.

ISS-9120 Mathematics for Economists (ECD)

Code	ISS-9120
Weight of the Course	1.5 ECTS
Period	TERM 1
Course Leader	Sofia Trommlerova
Lecturer	Sofia Trommlerova
Teaching Methods	Lecture
Modes of Assessment	Attendance: 100%
Course Administration	TLST

Learning objectives
The aim of the course is to try to refresh the participants' knowledge of a number of important mathematical concepts and applications frequently used in economics.

Course description
The course reviews elements of algebraic manipulation to provide the mathematical foundation for subsequent courses, in particular the courses on microeconomics and macroeconomics. The topics covered are: functional forms; structural and reduced form equations; solution of a system of equations; techniques of differentiation; unconstrained and constrained optimization. Applications to both micro and macro issues are discussed. Examples will focus on profit maximization and cost minimization of firms, utility maximization of consumers and solving a model of supply and demand by substitution.

ISS-9130 Intermediate Microeconomics for Development Economics

Code	ISS-9130
Weight of the Course	1.5 ECTS
Period	TERM 1
Course Leader	Matthias Rieger
Lecturers	Matthias Rieger
Teaching Methods	Participatory Lecture, Class Room Experiments, Exercises
Modes of Assessment	Attendance: 100%
Course Administration	TLST

Learning objectives

You will learn the basic micro economic concepts and tools at the intermediate level that are required in development studies.
The aim of the course is to refresh student's knowledge in the area of micro-economics at the intermediate level. The focus is on theory and its application to real world problems. The first aim is to ensure that students have the required microeconomics background for subsequent courses, in particular for 'Development Economics' (ISS-1107) and 'Foundations of Economic Development' (ISS-4141). The second aim is to provide a link to competition policy issues that are becoming increasingly relevant for developing countries and developing countries.

Course description

This course provides a review of selected micro-economic topics at the intermediate level. All theoretical concepts are illustrated using case studies and class room experiments. Lecture 1 General introduction and consumer theory (rationality, constraint, (marginal) utility, maximixation, preferences, Giffen good, (non)convexity, derivation of demand), marginal rate of substitution. Gossen's Law', consumer demand (linear and non linear demand), Lagrange multiplier). Case study: Giffen good. Class room experiment: aggregate demand and consumer surplus. Lecture 2 Elasticity, Slutski's identity and topics in demand estimation (income and substitution effect, normal, luxury and inferior goods, substitutes and complements, simultaneity, functional form).Case study rural electrification.
Lecture 3 Technological Constraints: The Firm (production function, isoquants, variable, fixed, marginal and average costs, profit maximization, isoprofit functions, derivation of the supply curve). Case study: international price discrimination (pharmaceuticals)
Lecture 4 Market Equilibrium and Market Failures (classification of markets, equilibrium, excess demand/supply, rationing, short side rule, cycles, cobb web diagram, derivation of supply function from cost functions, market failures, monopoly versus free competition, Harberger triangle welfare analysis) Case study: residual demand (OPEC).

Indicative readings

Varian, H.R. (2003) *Intermediate Microeconomics: A Modern Approach*. New York, NY: Norton.

Case studies

Bergeijk, P.A.G. van (1989) 'The Viability of Commodity Cartels: The Case of Oil', *Journal of Economic Education* 20(4): 364-371.

Marrewijk, C. van and P.A.G. van Bergeijk (1990) 'Giffen Goods and the Subsistence Level', *History of Political Economy* 22(1): 145-148.

Schut, F.T and P.A.G. van Bergeijk (1986) 'International Price Discrimination: The Pharmaceutical Industry', *World Development* 14(9): 1141-1150. <http://repub.eur.nl/pub/21536>.

World Bank (2008) *The Welfare Impact of Rural Electrification: A Reassessment of the Costs and Benefits. An IEP Impact Evaluation*. World Bank Independent Evaluation Group (IEG). Washington, DC: World Bank. <https://ieg.worldbankgroup.org/Data/reports/ rural_elec_full_eval.pdf >.

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

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

Learning objectives

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

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

Course description

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

<u>Plant Accounting and Business Cycle Fluctuations.</u>

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

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

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

<u>Solow growth model</u>

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

Indicative readings

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

Weblog : Bergeijk, P.A.G. van (2015) 'Earth Economics'. <http://earth-economics.blogspot.nl>.

Bergeijk, P.A.G. van (2013) 'Earth Economics: an Introduction to Demand Management '[YouTube video] <http://www.youtube.com/watch?v=NUsiUhIhl_0>.

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

ISS-9160 Basic Statistics and Probability

Code	ISS-9160
Weight of the Course	1.5 ECTS
Period	TERM 1
Course Leader	Arjun Bedi
Lecturer	Arjun Bedi, Natascha Wagner
Teaching Method	Lecture
Modes of Assessment	Attendance: 100%
Course Administration	TLST

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

Indicative readings
The basic texts for the course are:

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