100 Doctoral Theses at ISS
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I proudly present to you this remarkable overview of 100 ISS theses. One hundred times ISS has awarded the internationally recognized degree of Doctor of Philosophy in Development Studies. A memorable moment since it will also be the last Public Defence under the ISS doctoral rules. All future Public Defences at ISS will be held under the auspices of Erasmus University Rotterdam, as ISS became a University Institute of Erasmus University Rotterdam on 1 July 2009.

The first doctoral candidates registered at ISS in the early 1980s. Since then we have seen an increasing number of doctoral candidates though the years leading up to the memorable occasion of the 100th doctoral student on 22 December 2009. This can be seen as the result of the increasing focus of ISS on high quality and cutting edge research.

This overview gives a wonderful insight into the great cultural diversity of the doctoral students and the variety in research topics. ISS teaching and research achievements could not have been realised without the participation of doctoral students. To quote one of our doctoral students: 'Joining the ISS doctoral programme is not just about getting a degree. It is a soul finding process that combines scientific research with a challenging human experience. ISS is the meeting point of a global community.'

The group of 100 doctoral students is round. The first doctoral student graduated in 1986 and came from India, followed by 98 students from all corners of the world. Now, in 2009, the 100th Doctoral Defence is once again held by a student from India. ISS is proud of this achievement and we hope that many more Doctoral Defences will be held at ISS in the future.

Louk de la Rive Box
Rector ISS
A Bizarre Interlude: Surviving the PhD Project

Keynote address on the occasion of the opening of the 2007 PhD programme,

Institute of Social Studies. 15 January 2008

Ben White

Thank you for giving me this opportunity to offer some reflections on the nature of the PhD project. My talk will be divided into three parts. First, I will argue that the manner in which PhD candidates obtain the doctorate here at ISS, and in the great majority of doctorate programmes around the world, – that is, through the writing of a book (or, a book-like thing), based on an extended period of individual research – is a bizarre legacy of history, completely inappropriate to the modern age. Then, since this form of PhD project is here to stay for the next few years at least, the next part is directed mainly to the new PhD candidates, offering some thoughts about how to survive and enjoy it. Finally, I will end with a brief and rather hazy vision of a different kind of doctorate programme which we might see at ISS some years from now. These are all serious matters, but I have chosen to address them in a relatively light-hearted way, as fits the occasion.

A bizarre interlude: the PhD project in the modern world

The first PhD candidates registered at ISS in 1982. This was actually before the ISS had been accorded the right to award PhD degrees, so we lived dangerously for a

1 Ben White (white@iss.nl) is the outgoing Chair of the ISS PhD Committee.
few years. The recognition problem was solved just in time in 1986, when the then ISS Rector decided boldly to schedule and announce the first public defence (of KP Kannan) as a way of challenging the Minister of Education to make up his mind. Luckily, after seeing a copy of the thesis of KP Kannan, and being informed that it was already accepted for publication by Oxford University Press, the Minister was impressed and gave the ISS the peculiar distinction of being the only non-university Institute that has the right in Dutch Higher Education Law to award its own PhD (Wolfson 2004), a distinction which we should safeguard carefully. We deserve this distinction. When I look at the 79 theses that have emerged from the ISS, and at the research topics chosen by the new candidates, I feel confident that we can compete well with any institute or department, in the Netherlands or internationally, in terms of both the quality and the development relevance of our PhDs.

So, we are one of the relative newcomers in the world of the doctorate; a few years after China which awarded its first doctorate in 1983, but way behind Mexico (1929) and India (1857). The Netherlands itself was somewhat of a latecomer in Europe: the first doctorate in the Netherlands was awarded at Utrecht in 1664, a couple of decades after Finland (1640) but a couple of centuries behind Denmark and Poland, still further behind Germany and the UK (where doctorates have been issued since the 13th century) and of course France which claims to have been awarding doctorates for more than a thousand years.2

Latecomers establishing new doctorate programmes, you might think, have had the opportunity to design their programmes free from the constraints of tradition, and design innovative paths to the doctorate appropriate to the modern age. However, this has rarely if ever been the case. All over the world, while systems of primary, secondary and undergraduate education may differ widely between countries, the form of the PhD project has converged. No matter which way early doctorate programmes started - and many of them, like those in the Netherlands, did not originally include the requirement to write a lengthy dissertation - nowadays the way in which one obtains the title of Doctor (or PhD, or DPhil) in the social sciences or humanities, and the way in which one's qualification for this award is assessed, is basically the same: through the writing of a book (or, a book-like thing), based on an extended period of individual research. Thus for example, in Australia (which began awarding doctorates only in 1948) the system still mainly follows the old British model, and at ISS we follow (with a few minor exceptions) the standard pattern of PhD training and the eccentric mode of examination that has evolved over centuries in Dutch universities.

We are all so used to this form of PhD training that we think of it as natural and appropriate. But it is actually a completely bizarre manner of obtaining, and being judged fit to obtain, the highest academic qualification available.

What does the doctorate – this kind of doctorate - prepare you for? In fact, it doesn’t prepare or train you for any normal kind of advanced academic activity. Originally the PhD was a licence to teach in universities (Noble, 1994) - usually, in its earliest forms, to teach mathematics or theology – but then why is it that most PhD programmes, including ours, do not provide any formal training in university teaching? So it is that, in contrast to primary and secondary school teachers, we university educators are unique in that we have never been taught how to teach, with predictable consequences in some cases. Well at least, you could say, the four-year PhD research project will prepare me for a career as a high-level professional researcher.

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2 Information in this paragraph is from the relevant chapters in Powell & Green eds (2007)
Again, not really – most professional research in universities and research institutes is done in teams and has to be completed in a short time-frame, while you will be trained to operate alone, as a single, independent researcher writing a single-authored book over a number of years. Actually it is formally possible, at ISS and some other universities, for two or more researchers to produce one PhD thesis and for both, or all of them, to obtain the PhD: the current ISS PhD regulations allow for joint research to be the basis for “a joint thesis of two or three PhD candidates”, but so far no one among our ISS PhDs has opted for this interesting road to the doctorate. Maybe, in a cost-conscious world, we should encourage more of this – think of the potential savings in the costs of supervision, examination, formatting and printing and the public defence …

Well, Professor White, you may say, you may think you’re very clever saying all these things but there’s one thing you can’t deny, at least the PhD project will teach me how to write a book. Are you sure about this? Most PhD theses are completely unattractive to publishers in their PhD form, and need thorough rewriting as well as drastic pruning before publishers are even willing to take a look. Basically, it seems, we teach you to write unpublishable books (although it does not have to be like that). Most dissertations take much too long to write, and much too long to read, and this ensures their almost complete neglect in the scientific community (de Swaan 2001) – a point to which I will return later.

Well, you may say, that may all be true but at least the doctorate will enable me to get a high-level academic job. Here again there is a catch. Certainly, you do need a PhD to apply for mid-range or senior positions in universities, research or policy centres or in other corners of today’s knowledge economy; but precisely because a PhD is a condition for applying for such jobs, all the other candidates you compete with will also have a PhD, so the one thing that selection committees don’t look at is your PhD; among the pile of (often some hundreds of) applications they will look for and short-list the candidates who have done other interesting things besides the PhD, and throw out the rest. This means, paradoxically, that in order to get the kinds of jobs for which a PhD is required, you will have to invest considerable time in the coming years in activities which are not formally part of the programme, which may delay your completion, but which will thicken up your CV: publishing research articles, gaining teaching experience, organising conferences or workshops, and so on.

For universities looking for new academic staff, the ideal candidate is someone who has already shown the capacity to be a good teacher (both the actual teaching, and designing courses), who is capable not only of doing independent research but also of getting it published in peer-reviewed international journals, and of working in teams. Probably – and this is increasingly important in almost all the world’s universities and research centres as core subsidies decline and the universities have to earn more of their own funds - they would also give preference to those candidates who have shown some capacity to attract external funding.

This would suggest that a modern doctorate training programme would abandon the single focus on the thesis, and instead would involve acquiring and demonstrating a package of competences, so that the requirements for the PhD might involve presentation not of a thesis but of a portfolio, including (for example): independent or team research leading to acceptance of at least two articles in international journals, a successful proposal for externally funded research, teaching experience with positive assessment, the design of a new, cutting-edge MA level course, – in short, a sort of academic pentathlon rather than the

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3 ISS, Rules & Regulations for the PhD Programme (November 2005), Article 17 (d) iv.
single-focus, monomanic PhD marathon on which you are now embarking.

Having said that by way of introduction, the thesis-based PhD marathon is here to stay, so you really have no choice but to enter the spirit of this bizarre interlude in your professional careers, try to enjoy it and certainly, make sure that you survive it. The next part of my talk therefore, is about surviving the PhD project.

Surviving the PhD Project

One of the pitfalls of being a PhD candidate is that those who do have PhDs love to tell you stories about their own PhD trajectories and assume that you will find this interesting. I’m going to do some of that too but will try to keep it to a minimum.

When I began in my own PhD project almost 40 years ago, doing a social-science, fieldwork-based PhD was both more difficult, and in other ways more easy, than it is now. On the positive side, new technologies have made things immeasurably easier for you. When I studied time-allocation and household budgets in rural Java over a 12-month period in 1972-73, I managed to record (in pencil) some 17,000 person-days of time-allocation data. These were all coded and analysed by hand and pencil, I did not even have a hand calculator (I brought a thing called a slide-rule with me).

The thesis was also written in pencil in the first draft (something I would still recommend), then typed on an IBM Selectric (‘golfball’) typewriter with no memory. This meant that the typing was a serious business; every minor typing error took a minute or so to correct as you waited for the Tipp-Ex to dry, and simple changes or additions which can now be made with a few simple strokes of keyboard and mouse, such as adding or shifting a paragraph or footnote meant retyping everything that came afterwards; adding a missing item in the bibliography could also mean retyping the whole thing. Nowadays, you have access to literally thousands of journals from anywhere where internet is available, and access to your supervisor when in the field by e-mail or Skype (in my fieldwork it took 5 weeks from sending an airmail letter to New York to receiving the reply, even if he replied immediately).

In other ways however, the challenge to today’s PhD candidates is much heavier. In the early 1970s in most areas of PhD research it was not difficult to have read almost everything written on the subject and on the research country or region, to arrive at and stay in the front of the field, and to find something new (a knowledge gap) to write about. Nowadays there has been such an explosion of the academic profession and of professional academic research, and academic journals to absorb their research output (and such increased pressure to publish, with performance being judged more on criteria of quantity rather than content), it’s a full-time job just to stay in touch with one’s own specialised field, and often quite difficult to find something new to say.

How to survive in such a world? I would first like to underline that, looked at from the perspective of people like myself or any practicing academic, you are extremely lucky. You enter a period of about four years in which you have only one main task, the writing of a book, on a topic of your own choice. This will never happen to you again, and it will never happen to me, or other professional academics, not even for a single year (not to speak of four years) especially in a country like The Netherlands which has not really heard of the sabbatical year. On the face of it this book project can scarcely be seen as hard work; even if you write up to the maximum length now permitted, 100,000 words – which I do not advise - and give yourself one whole
dates are appointed as Research Assistant to a Professor and basically are assigned a part of the Professor’s research programme to work on (Kehm, 2007: 56). In some European and also some Dutch universities, a single Professor can have a dominant, even an all-powerful role in determining admissions, (dis)continuation, etc. A single supervisor can be quite risky, as shown by Diana Bental’s (1992) analysis of the infamous (British) Professor Hacker’s techniques for “thesis prevention” (that is, preventing the students from researching and writing up a thesis, or at the least ensuring that they spend a very long time in doing so). Professor Hacker’s battery of techniques include (among many others):

- Try to be away when the student arrives.
- Arrive late for all appointments with the student, and cancel meetings frequently
- Encourage interruptions during supervision meetings
- Discourage students from following their initial interests. Suggest subject-areas that they know nothing about - this could set them on the wrong track for years…
- Do not prepare for any supervision. However, you will find that you are expected to talk during supervisions, and your students will expect you to respond to their ideas. As far as possible therefore, conduct the supervision of several students simultaneously; the students can talk to each other, thus decreasing your need to contribute… Productivity is decreased even further when this is done as a lunch-time exercise
- Do not write comments on anything that the student has written, and allow several months to

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elapse before reading (or claiming to have read) anything the student writes.

• And finally, of course, if the student manages in spite of all these preventive techniques to produce publishable work, add your name to it as senior author, since you have naturally been the inspiration for everything the student writes.

Professor Hacker is – to avoid any possible misunderstanding - a mythical figure. The disturbing thing however, is that while some of what Bental wrote is exaggerated for effect, “it is all based on students’ real experiences and some of it is no more than a literal description of what has happened to them” (Bental 1992: 60). At ISS there are no Professor Hackers lurking in the corridors, but even if there were, you would not be at the mercy of a single supervisor. Luckily we are beyond this in ISS. All candidates have a supervisory team of at least two persons, your first supervisor does not even have to be a Professor and the key decisions (on admission, on continuation at the Thesis Seminar) are made not by the first supervisor, but by an independent committee. In other words a system of checks and balances against any Hacker-like tendencies is in place.

Also, in the Netherlands, compared to many other countries, you stand a relatively good chance of completing your PhD project successfully. The rate of failure or non-completion is “only” around 30 percent. Not quite as good as Denmark or Poland (where it is around 20 percent) but better than Canada or the USA where it is around 40 percent, and much better than India where almost 80 percent of enrolled PhD candidates never obtain their PhDs. How to ensure that you are one of the 70 percent, not one of the 30 percent?

Actually there are a lot of books that can help you, and some of them are listed at the end of the written version of this speech. One of the most useful is Philips and Pugh’s How to Get a PhD, now in its 4th edition and reprinted more than 20 times. The two most recommended and most photocopied chapters, which for some years were required reading for all new PhD candidates are “How to manage your supervisor” and also, interestingly, the chapter called “How not to get a PhD”. It is on this chapter that my next few points are loosely based. They are, in my view, important to bear in mind as part of your strategy to be part of the 70 percent.

One of the ways not to get a PhD is to want to have a PhD, but without wanting to get a PhD. This distinction needs some explaining. The idea of having a PhD is attractive to many people, but PhDs are awarded for a particular type and level of research activity (Phillips & Pugh 2005: 34), and if you don’t positively want to carry out this work, if you don’t look forward to the whole process of an extended research project, if you and your supervisors don’t manage to involve you in a sort of love affair with what you’re doing (Delamont et al, 1997: 2) and the kinds of motivation, single-mindedness and determination that often goes with love affairs, then you are more likely to be one of the 30 percent.

Another common way not to get a PhD (one that I almost followed myself) is by overestimating what is required of you, having some idea that this thesis has to be the pinnacle of your academic career or life’s work. Good supervisors will try to release you from any such ideas. Sigmund Freud’s earliest scientific publication was nothing to do with psychoanalysis or the interpretation of dreams, it was a report on his unsuccessful attempts in the laboratory to find out where the testicles of eels were located. Albert Einstein and Karl Marx both had PhDs, but Einstein’s PhD research
was not about relativity (it was a contribution to the Brownian theory of motion) nor was Marx’s about capital (it was about two little-known Greek philosophers). (Phillips & Pugh 2005: 36); Understanding that your best work will come after the PhD is, paradoxically, a way to make your PhD better than it would be if you were to think that it has to be the best thing you will ever do (which is, simply, a recipe for paralysis).

Less common, but not unknown here at ISS – is to underestimate what is required of you. One manifestation of this is not understanding the need to have a thesis. What does this mean? Here we do not mean the research report that you write and which we now call the dissertation or thesis, but we go back to the original meaning of the word “thesis”: the argument that you wish to make, the “position” (this is the original meaning of the Greek word thesis) that you wish to maintain.

All Dutch universities did (and some still do) require that your dissertation be accompanied by a list of stellingen (theses or propositions) and these were indeed what used to be publicly defended in order to obtain the doctorate, with the “dissertation” – originally some further notes to give background and support to the theses – gradually growing in importance until it has become now the thing on which you are examined. However, your PhD must still have a ‘thesis’ in that original sense; it must argue a position, it must push along an argument with the support of new data or new ways of viewing current data (Phillips & Pugh 2005: 42). In pruning out your material to make a short, readable, coherent dissertation, the main criterion must be its relevance to the thrust and force of this argument. This is all rather difficult to plan in advance, since often it is only during the field research phase or even in the months immediately after, that your core ‘thesis’ actually crystallises. (One way to ensure that it happens, of course, is to pose a number of ‘hypotheses’ as part of your research design, although this must not be allowed to close the door to unexpected outcomes).

Supervisors can help you to avoid these and other problems, but they do not always do so. Another way of not getting a PhD is not to have a supervisor who not only knows, but also ensures that you know, what a PhD requires. In Kenneth Noble’s landmark cross-country study of doctorate programmes, one of the most common reasons for failure identified by a panel of international faculty was that “supervisors and students fail to achieve sensible and manageable projects which can be completed” (Green & Powell 2005: 152, my italics). The role of supervisors in this process is not always clearly defined. Supervising doctoral students is actually one of the most satisfying things that anyone working in higher education can do; but it is sobering to realise that in the business of PhD supervision, all of us are amateurs who have never been trained in how to supervise (Delamont et al. 1997: 1-2). The only exception that I know of is Australia, where universities are now required to report on the number of supervisors who have undertaken formal training, and to set targets for the rest (Evans 2007: 115-17). Actually, PhD supervision is a unique role in the higher education system, which changes as the PhD project progresses:

“the supervisor starts out leading the student in a direction (and here the supervisor needs both experience and expertise to ensure that the trajectory is reasonable in research terms and in relation to the criteria for the award) but it is the student who then needs to demonstrate to the supervisor something that the supervisor did not know at the start of the project. The leader becomes the led: the pupil becomes the master. This seems to be the major challenge for supervisors [my impression...
Most of the time, how could they decline to pass a rare example of a publishable one? (so long as it fulfills the other criteria of originality, coherence and so on).

Secondly, you should start as soon as possible to identify the journals which you will target for the first publications to emerge from your research. New PhD candidates at the Amsterdam School for Social Research, in the very first progress report written within a few months after registration, and long before they begin field research, are required to answer the question: “When and in which journals will you publish your work in progress during the PhD trajectory? What is your supervisors’ advice in this respect?” and I wonder why we don’t (yet) do the same at ISS. The PhD Committee did make a cautious step in this direction when it included in the protocol for the Final Seminar the “strong recommendation” that the paper presented at the seminar should be written in the form of a journal article. Looking back, I wonder why we were so cautious and did not make it a requirement, both to write in journal article form and to have submitted at least one article to an international journal as a requirement for proceeding to the public defence of the thesis.

New routes to the doctorate?

Bearing both these goals in mind and some of the other points raised earlier, I will conclude with a brief and rather hazy vision of the ISS doctorate in the year (let us say) 2020. I do this out of a feeling that in all my years as member and later chair of the PhD committee (beginning about 20 years ago, and continuing with various interruptions until a few months ago), we have been busily tinkering with the margins of the PhD programme – minding the store, as so often happens with academic management committees – all of which is useful and necessary, but at the cost of re-thinking fundamentals.
What, actually, is the purpose of the doctorate? This fundamental question is rarely raised or made explicit, in discussions and comparisons at national or international level or within individual universities and research schools, and the ISS is no exception. Without a clear understanding of purpose, of course, it’s difficult if not impossible to develop a rational argument about the pro’s and con’s of different approaches, delivery mechanisms and forms of assessment (Powells & Green eds 2007: 232). The doctorate has clearly two main purposes: one is the training function, the investment in human capital. The second – less often given prominence in discussions about reforms in PhD programmes – is the scientific one, the role of doctoral research in the development of knowledge. This means of course that doctoral research must not only be well done, but must also be well disseminated. And it is the combination of both of these which should provide the license to practice as an academic.

So please join me in imagining that we are attending the opening of the ISS’ new PhD programme in the year 2020. It is a specially festive occasion, many former Rectors and Professors are seated in the front row in their wheel chairs, and the occasion is graced by the presence of King Willem-Alexander and his Queen Maxima, who together cut the ribbon to inaugurate the new home of the ISS’ greatly expanded PhD programme, which now occupies the whole of the building adjacent to ISS which was formerly occupied by the NUFFIC. This building also houses the offices of the new Research School in International Social Studies, in which ISS takes the leading role. Our PhD programme has recently been voted the best PhD programme in this field in Europe and received a number of awards for innovation. Among its innovative elements I can mention only a few.

- The ISS was the first to open up, seriously, the notion of what the product or products of doctoral study might be and to base itself on the principle that form should follow substance, rather than dictating it. The doctorate still involves the development and defence of an intellectual argument (a thesis) that pushes the boundaries of knowledge – this should always remain the essence of the doctorate - but there are now several alternative ways in this may be done and the conventional thesis has almost died out as an option.

- Theses are not admitted to public defence unless the candidate’s research has already resulted in at least one publication (or paper accepted for publication) in an international journal.

- The so-called “PhD by published work” is in fact now considered more powerful evidence than a thesis to demonstrate that the criteria for the award have been met. The most common path to the doctorate now is one in which three or more candidates undertake research in close collaboration, each publishing articles from their own research but also publishing together and synthesising the results in a single, multi-authored thesis.

- For those intending to pursue university careers involving both teaching and research, the “PhD by portfolio” path is increasingly popular (with both candidates and their prospective employers), with some but not all of the required research publications being replaced by presentation of innovative course outlines or other academic productions.

- All ISS academic staff have received formal training in PhD supervision, and within a year or two of joining the ISS most are already appointed as supervisor with first responsibility for one or more PhD candidates. Spreading the supervision load in this way has also made it possible to absorb the increasing numbers of PhD candidates.
• After much debate the Institute has come to its senses and abolished the anomalous category of "PhD with Distinction". The ISS PhD is an award of excellence, and there cannot be gradations of excellence; the doctorate is a distinction, and to award a Doctorate "with Distinction" implies the equally implausible notion of a Doctorate "without distinction" – a second-rate order of excellence.

• The ISS Research School’s seminars, run by the 3rd and 4th -year PhD candidates, are widely attended and have become the Netherlands’ foremost forum for discussion and debate on cutting edge issues in development and social change

• Finally, as befits an institution that was not established in the middle ages, and symbolising our liberation from the millstone of tradition and the new route to the doctorate, academic togas are no longer worn at ISS PhD defences.

In conclusion: all PhD programmes have to tread a careful path between over-structuring on the one hand and laissez-faire on the other (Sonnefeld 2002). At ISS with the introduction of the M.A. specialisation in Development Research and the new package of coursework that comes with it, we are moving in the direction of more structuring, at least of the first steps towards the PhD. I hope that we will continue to aim for the right balance, encouraging the greatest possible intellectual independence and creativity, within a structure of clear operating agreements between candidates, supervisors and the various bodies that support the academic work of the ISS. I wish the new Research Degrees Committee much success in supporting the PhD programme and to the new PhD candidates, I wish you success and much joy in your work.

References

Bental, Diana (1992) 'Thesis prevention: how to delay higher degree completion', AISB Quarterly 80 (Summer).


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**List of Doctoral Theses**

1. **Kappadath P. Kannan**  
   India  
   Rural Proletarian Struggles: Mobilisation and Organization of Rural Workers in Kerala, India  
   completion: 10/09/1986  
   supervisors: Professor A. Saith  
   Professor J.C. Breman

2. **Jose A. Pereirinha**  
   Portugal  
   Inequalities, Household Income Distribution and Development in Portugal  
   completion: 07/10/1988  
   supervisors: Professor R. Teekens  
   Professor P. Silva

3. **Marito Garcia**  
   Philippines  
   Resource Allocation and Household Welfare: A Study of the Impact of Personal Sources of Income on Food Consumption, Nutrition and Health in the Philippines  
   completion: 23/03/1990  
   supervisors: Professor B.N.F. White  
   Professor R. Teekens

4. **Bill Paton**  
   Canada  
   Labor Export Policy in the Development of Southern Africa  
   completion: 15/09/1990  
   supervisors: Professor K. Post  
   Professor G. Lycklama à Nijeholt

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K.P. Kannan
5. **Anjan Kumar Datta**  
Bangladesh  
Control, Conflict and Alliance. An Analysis of Land and Labour Relations in Two Bangladesh Villages  
completion: 18/10/1991  
supervisors: Professor B.N.F. White  
Professor H.P.A. van Roosmalen

6. **Luis Carlos Jemio**  
Bolivia  
completion: 02/04/1993  
supervisors: Professor E.V.K. FitzGerald  
Dr K. Jansen

7. **Virginia O. del Rosario**  
Philippines  
Lifting the Smoke Screen: Dynamics of Mail-Order Bride Migration from the Philippines  
completion: 07/03/1994  
supervisors: Professor G. Lycklama à Nijeholt  
Dr R.I. Pittin  
Dr T. Truong

8. **Patricia Mohammed**  
Trinidad  
A Social History of Post-Migrant Indians in Trinidad from 1917 to 1949: A Gender Perspective  
completion: 29/07/1994  
supervisors: Professor G. Lycklama à Nijeholt  
Dr R.I. Pittin

9. **Yahaya Hashim**  
Nigeria  
The State and Trade Unions in Africa: A Study in Macro-Corporatism  
completion: 29/07/1994  
supervisors: Professor J.W.J. Harrod  
Dr P.B. Mihyo

10. **Gebru Mersha**  
Ethiopia  
State Farms in State-Centred Accumulation Strategies in Socialist Africa. The Rationale and a Critique  
completion: 20/01/1995  
supervisors: Professor A. Saith  
Professor K. Post

11. **Laurine Platzky**  
South Africa  
The Developmen Impact of South Africa’s Industrial Location Policies: An Unforeseen Legacy  
completion: 30/05/1995  
supervisors: Professor J.G.M. Hilhorst  
Professor A.H.J. Helmsing

12. **Judith-Ann Walker**  
Trinidad and Tobago  
Development Administration in Jamaica and Trinidad & Tobago (1960-90)  
completion: 30/06/1995  
supervisors: Professor J.W. Björkman  
Dr V.V. Moharir

13. **Fernando Tenjo Galarza**  
Colombia  
completion: 08/12/1995  
supervisors: Professor E.V.K. FitzGerald  
Dr K. Jansen
14. Joan M. Rawlins  
Jamaica  
Women from Midlife: Coping in Jamaica: A Study of Power in the Lives of Women Aged 50-74 in  
Jamaica  
completion: 23/02/1996  
supervisors: Professor G. Lycklama à Nijeholt  
Dr R.I. Pittin  
Dr I. Smith  

15. Purnendu S. Kavoori  
India  
Pastoralism in Expansion: The Transhuming Sheep Herders of Western Rajasthan  
completion: 11/10/1996  
supervisors: Professor M.R. Doornbos  
Professor T. Dietz, University of Amsterdam  

16. K.L. Chandratilleke  
Sri Lanka  
Managerial Value Orientations and Labour Management Relations: A Study of Export Manufacturing Firms in Sri Lanka  
completion: 09/06/1997  
supervisors: Professor J.W.J. Harrod  
Professor P. Kloos, Free University of Amsterdam  

17. Laixiang Sun  
China  
completion: 21/11/1997  
supervisors: Professor A. Saith  
Professor M. Wuyts  
Dr K. Jansen  

18. Magdalena Barros Nock  
Mexico  
Small Farmers in the Global Economy. The Case of the Fruit and Vegetable Business in Mexico  
completion: 06/01/1998  
supervisors: Dr F.C.M. Wils  
Professor N. Long, Wageningen Agricultural University  

19. Alemayehu Geda  
Ethiopia  
Finance and Trade in Africa: Modelling Macroeconomic Response in a World Economy Context  
completion: 26/03/1998  
supervisors: Professor E.V.K. FitzGerald, University of Oxford  
Professor R.P. Vos  

20. Ashesh Ambasta  
India  
Capitalist Restructuring and Formation of Adivasi Proletarians: Agrarian Transition in Thane District (Western India) c. 1817-1990  
completion: 30/09/1998  
supervisors: Professor M.R. Doornbos  
Professor J.C. Breman  

21. Roodal Moonilal  
Trinidad and Tobago  
Changing Labour Relations and the Future of Trade Unions: A Case-Study of Trinidad and Tobago  
completion: 25/11/1998 (with distinction)  
supervisors: Professor H. Thomas  
Dr E. Ramaswamy  
Professor D. Kruijt, University of Utrecht
22. Zhang Weiguo  
China  
Economic Reforms and Fertility Behaviour: A Study of a Northern Chinese Village  
supervisors: Professor M. Wuyts  
Professor F.J. Willikens, University of Groningen

23. Bernadette P. Resurrección  
Philippines  
Transforming Nature, Redefining Selves. Gender and Ethnic Relations, Resource Use, and Environmental Change in the Philippine Uplands  
completion: 23/02/1999  
supervisors: Professor B.N.F. White  
Dr C. Halsema

24. Philomen Harrison  
Trinidad and Tobago  
completion: 04/06/1999  
supervisors: Professor M. Wuyts  
Professor E.V.K. FitzGerald  
Dr H. White

25. Gabriel H.R. Rugalema  
Tanzania  
Adult Mortality as Entitlement Failure: AIDS and the Crisis of Rural Livelihoods in a Tanzanian Village  
completion: 20/09/1999  
supervisors: Professor M. Wuyts  
Professor P. Richards

26. Caro Méndez Nelson  
Guatemala  
Survival Strategies on a Coastal Frontier. Agrarian Expansion, Resource Scarcity and Social Change in Livingston, Guatemala  
completion: 23/11/1999  
supervisors: Professor B.N.F. White  
Dr E.B. Ross

27. Edsel E. Sajor  
Philippines  
Upland Livelihood Transformations. State and Market Processes and Social Autonomy in the Northern Philippines  
completion: 24/11/1999  
supervisors: Professor B.N.F. White  
Professor M.R. Doornbos

28. Mona Mehta  
India  
Suppressed Subjects? Gender Dynamics in the Context of Agrarian Change and Seasonal Labour Migration in Dahanu Taluka, Maharashtra  
completion: 02/12/1999  
supervisors: Professor J.C. Breman  
Professor B.N.F. White  
Dr R. Kurian

29. Xiaoke Zhang  
China  
completion: 01/01/2000  
supervisors: Professor J.W.J. Harrod  
Professor S. Sideri
30. **Takawira Mumvuma**  
Zimbabwe  
Institutions, Contracting Behaviour and Small Firm Dynamics in Zimbabwe: A Microeconomic Perspective  
completion: 19/01/2001  
supervisors: Professor H. Thomas  
Professor A.H.J. Helmsing

31. **Alejandro Izurieta C.**  
Ecuador  
completion: 30/06/2000  
supervisors: Professor E.V.K. FitzGerald  
Professor R.P. Vos  
Dr G.W. Irvin

32. **Abebe Haile Gabriel**  
Ethiopia  
Development Strategies and The Ethiopean Peasantry: Supply Response and Rural Differentiation  
completion: 14/09/2000  
supervisors: Professor A. Saith  
Professor M. Wuyts

33. **Yusuke Kubo**  
Japan  
Between Livelihood Security and Capital Accumulation. Economic Diversification in an Upland Philippine Village  
completion: 01/12/2000  
supervisors: Professor A. Saith  
Professor B.N.F. White

34. **Ranjit Dwivedi**  
India  
Resource Conflict and Collective Action. The Sardar Sarovar (Narmada) Project in India  
completion: 29/01/2001 (with distinction)  
supervisors: Professor M.R. Doornbos  
Professor A. Saith

35. **Claudia Sanchez Bajo**  
Argentina  
The Political Economy of Regionalism. Business Actors in Mercosur in the Petrochemical and Steel Sectors  
completion: 26/03/2001  
supervisors: Professor J.W.J. Harrod  
Dr G.W. Irvin

36. **Terefe Degefa**  
Ethiopia  
Death of the Mother Tree. Land Tenure and Environmental Degradation in the Oromian Highlands, Ethiopia, 1900-1997.  
completion: 25/04/2001  
supervisors: Professor M.R. Doornbos  
Professor M.A.R.M. Salih

37. **Maha M. Abdelrahman**  
Egypt  
State Civil Society Relations: The Politics of Egyptian NGOs  
completion: 05/07/2001  
supervisors: Professor J.W.J. Harrod  
Dr R.C. Bush, University of Leeds
38. Ayalew Gebre Cheru  
Ethiopia  
Pastoralism under Pressure: Land Alienation and Pastoral Transformations Among the Karrayu of Eastern Ethiopia, 1941 to the present  
completion: 26/11/2001  
supervisors: Professor M.R. Doornbos  
Professor M.A.R.M. Salih

39. Asiimwe B. Godfrey  
Uganda  
completion: 08/07/2002  
supervisors: Professor M.R. Doornbos  
Dr B. O’Laughlin

40. Merera Gudina  
Ethiopia  
Ethiopia: Competing Ethnic Nationalisms and the Quest for Democracy, 1960-2000  
completion: 17/07/2002  
supervisors: Professor M.R. Doornbos  
Professor M.A.R.M. Salih

41. Getnet Alemu Zewdu  
Ethiopia  
Aid-driven Import Substitution and the Agriculture-Industry Nexus. Conceptualising the Aid-Growth Relationship in Ethiopia.  
completion: 30/09/2002  
supervisors: Professor M. Wuuys  
Professor B.N.F. White

42. Imani M. Tafari-Ama  
Jamaica  
Blood, Bullets and Bodies: Sexual Politics Below the Poverty Line: The Political Economy of Violence, Power, Gender and Embodiment in Jamaica’s Inner-City  
completion: 01/11/2002  
supervisors: Professor G. Lycklama à Nijeholt  
Dr S. Wieringa  
Professor K. Post

43. Claudius Preville  
St Lucia  
Trade Liberalization under Imperfect Competition. An Analysis of the European Union’s Market for Banana Imports  
completion: 27/01/2003  
supervisors: Professor J.B. Opschoor  
Dr G.W. Irvin  
Professor M.P. van Dijk, Erasmus University Rotterdam

44. N.C. Narayanan  
India  
Against the Grain. The political ecology of land use in a Kerala region, India  
completion: 24/02/2003  
supervisors: Professor J.B. Opschoor  
Professor A. Saith  
Dr D.R. Gasper

45. Sarah Gammage  
Great Britain  
The Financial Cost of Being Green: Macroeconomic Policy, Investment and Environmental Degradation in El Salvador  
completion: 27/02/2003  
supervisors: Professor J.B. Opschoor  
Professor R.P. Vos  
Dr G.W. Irvin
46. Mathew Kurian  
India  
From Project to Process. Participatory Watershed Management in the Himalayan Foothills  
completion: 04/03/2003  
supervisors: Professor A. Saith  
Professor A.J. Dietz, University of Amsterdam

47. Omu Kakujaha-Matundu  
Namibia  
Common Pool Resource Management. The Case of Eastern Communal Rangelands in Semi-Arid Namibia  
completion: 24/03/2003  
supervisors: Professor J.B. Opschoor  
Dr A.J.M. van de Laar

48. Richmond Tiemoko  
Ivory Coast  
Coffee, Children and Family Relations: Understanding Reproductive Change in the Western Côte d’ivoire  
completion: 04/11/2003  
supervisors: Professor B.N.F. White  
Dr M.B. O’Laughlin

49. Nicholas Awortwi  
Ghana  
Getting the Fundamentals Wrong. Governance of Multiple Modalities of Basic Services Delivery in Three Ghanaian Cities  
completion: 10/02/2004 (with distinction)  
supervisors: Professor A.H.J. Helmsing  
Dr E. Berner

50. Gudavarthy Vijay  
India  
The New Pattern of Industrial Relations in India: Restructuring and Social Insecurity: A Case-Study of Kothur, a New Township in Andra Pradesh  
completion: 08/04/2004  
supervisors: Professor J.C. Breman  
Professor H. Thomas

51. Nguyen Manh Cuong  
Vietnam  
Does Ownership Matter to Enterprise Performance? A Comparative Study of Private and State Enterprises in Vietnam’s Textile-Garment Industry  
Completion: 24.05.04  
Supervisors: Professor H. Thomas  
Dr K. Jansen

52. Le Thi Van Hue  
Vietnam  
Coastal Resource Use and Management in a Village of Northern Vietnam  
completion: 05.07.04  
Supervisors: Professor White  
Dr N.N. Luu  
Dr J.G.G.M. Kleinen, University of Amsterdam

53. Saturnino M Borras Jr  
Philippines  
Rethinking Redistributive Land Reform. Struggles for Land and Power in the Philippines  
Completion: 27.09.04  
Supervisors: Professor B.N.F. White  
Dr C. Kay
54. Grace Fisy Ketzy  
Cameroon  
Have Men become Women? Gender and agrarian Change in Santa, North West Cameroon  
Completion: 17.09.04  
Supervisors: Professor Dr B.N.F. White  
Ir. W. Meynen  
Professor P. Geschiere, University of Amsterdam

55. Sunbo Odebode  
Nigeria  
Husbands are Crowns. Livelihood Pathways of Low-Income Yoruba Women in Ibadan, Nigeria  
Completion: 11.10.04  
Supervisors: Professor A.H.J. Helmsing  
Dr I van Staveren

56. Daniel Chavez  
Uruguay  
Polis & Demos. The Left in Municipal Governance in Montevideo and Porto Alegre  
Completion: 09.12.04  
Supervisors: Professor Dr A.H.J Helmsing  
Professor M.R. Doornbos

57. Marco V Sanchez Cantillo  
Costa Rica  
Rising Inequality and Falling Poverty in Costa Rica’s Agriculture during Trade Reform  
Completion: 10.01.05 (with distinction)  
Supervisors: Professor R.Vos  
Professor G. Pyatt  
Dr S. Storm, Erasmus University Rotterdam

58. Panduleni S Hailonga  
Namibia  
Adolescent Sexuality and Reproductive Behaviour. A Socio Historical Analysis in Namibia  
Completion: 03.06.05  
Supervisors: Professor B.N.F. White  
Dr S. Wieringa

59. Karen Gabriel  
India  
Completion: 13.07.05  
Supervisors: Dr S. Wieringa  
Emeritus Professor G. Lycklama à Nijholt

60. Nahda Shehada  
Palestine  
Justice without Drama. Enacting Family Law in Gaza City Shari’a Court  
Completion: 15.08.05  
Supervisors: Professor B. de Gaay Fortman  
Professor A. Moors, University of Amsterdam

61. Anne Mumbi Karanja  
Kenya  
Solid Waste Management in Nairobi. Actors, Institutional Arrangements and Contributions to Sustainable Development  
Completion: 26.09.05  
Supervisors: Professor A.H.J. Helmsing  
Professor I. Baud, University of Amsterdam
62. Chia Thye Poh  
Singapore  
Transplanted or Endogenized? FDI and Industrial Upgrading in Developing Countries  
Case Study of Indonesia  
Completion: 10.04.06  
Supervisors: Professor M Salih  
Dr W Hout  
Dr P Knorringa

63. Shyami Fernando Puvimanasinghe  
Sri Lanka  
Foreign Investment, Human Rights and the Environment. A Perspective from South Asia on the Role of Public International Law for Development  
Completion: 09.05.06  
Supervisors: Professor N. Schrijver, Leiden University  
Dr K Arts

64. Sharada Srinivasan  
India  
Development, discrimination and survival. Daughter Elimination in Tamil Nadu, India  
Completion: 22.05.06  
Supervisors: Professor B.N.F. White  
Professor B Agarwal, Institute of Economic Growth, New Delhi, India

65. Nguyen Van Phuc  
Vietnam  
Entrepreneurship, Investment and Economic Growth. The Essential Role of the Entrepreneurial Environment  
Completion: 26.10.06  
Supervisors: Emeritus Professor G. Pyatt  
Dr K. Jansen

66. Le Thai Thuong Quan  
Vietnam  
Completion: 26.10.06  
Supervisors: Professor E.V.K. FitzGerald, Queen Elizabeth House, University of Oxford, UK  
Dr K. Jansen

67. Mahmoud El Zain  
Sudan  
Environmental Scarcity, Hydropolitics and the Nile  
Completion: 19 Feb 2007  
Supervisors: Emeritus Professor M. Doornbos  
Professor M. Salih

68. Nguyen Do An Tuan  
Vietnam  
Agricultural Surplus and Industrialization in Vietnam since the Country's Reunification  
Completion: 20 Feb 2007  
Supervisors: Professor M. Wuyts  
Professor A. Saith

69. Admasu Shiferaw  
Ethiopia  
Industrial Competitiveness and Firm Dynamics in Sub-Saharan Africa  
Completion: 5 March 2007  
Supervisors: Professor R. Vos  
Dr P. Knorringa
70. **Fenta Mandefro Abate**  
Ethiopia  
Beyond the Public Realm. Local Governance  
Network and Service Development in the Amhara and Tigray regions, Ethiopia  
Completion: 18 April 2007  
Supervisors:  
Professor A.H.J. Helmsing  
Professor M.P. van Dijk

71. **Nisrine El Ghaziri**  
Lebanon  
Administrative Reform in Post-War Lebanon: donor prescriptions and local realities  
Completion: 11 June 2007  
Supervisors:  
Professor J.Bjorkman

72. **Albert Musisi**  
Uganda  
Underinvestment in Public Infrastructure Capital and Private Sector Output and Productivity in Uganda. Implications for Economic Growth  
Completion: 29 June 2007  
Supervisors:  
Professor R. Vos  
Dr P. de Valk  
Professor E.V.K. Fitzgerald, Queen Elizabeth House, University of Oxford, UK

73. **Yu Kojima**  
Japan  
Women in the Trafficking-Migration Continuum; From the Perspective of Human Rights and Social Justice  
Completion: 3 July 2007  
Supervisors:  
Emeritus Professor B. de Gaay Fortman  
Dr T. Truong

74. **Shi Xiaoping**  
China  
Away from the Farm? The Impact of Off-Farm Employment on Farm Production, Factor Market Development and Sustainable Land Use in Jiangxi Province, P.R. China  
Completion: 11 July 2007  
Supervisors:  
Professor J.B. Opschoor  
Dr M. Spoor  
Professor A. van Kuyvenhoven, Wageningen University and Research Centre  
Dr N. Heerink, Wageningen University and Research Centre

75. **Kwabena Biritwum Nyarko**  
Ghana  
Drinking Water Sector in Ghana. Drivers for Performance  
Completion: 26 July 2007  
Supervisors:  
Professor A.H.J. Helmsing  
Professor M.P. van Dijk (in cooperation with NESCO-IHE, Delft)

76. **Veronica Bayangos**  
Philippines  
Inflation Targeting and Exchange Rate Uncertainty  
Completion: 16 Nov 2007  
Supervisors:  
Professor R. Vos  
Dr K. Jansen
77. Veronica Gottret  
   Bolivia  
   Rural Innovation and Smallholders’ Livelihoods;  
   Modes of Intervention in Hillside Communities of  
   Latin America  
   Completion:  27 Nov 2007  
   Supervisors:  Professor A. Saith  
               Professor C. Kay  
               Dr K. Jansen, Wageningen  
               University and Research Centre

78. Paulos Chanie  
   Ethiopia  
   What One Hand Giveth, The Other Hand Taketh  
   Away. Ethiopia’s post-1991 decentralisation  
   reform under neo-patrimonialism  
   Completion:  18 Dec 2007  
   Supervisors:  Professor A.H.J. Helmsing  
               Professor J. Bjorkman

79. Nguyen Huu Dung  
   Vietnam  
   Economic and Environmental Consequences of  
   Agrochemical Use for Intensive Rice Cultivation  
   in the Mekong Delta, Vietnam  
   Completion:  19 Dec 2007  
   Supervisors:  Professor J.B. Opschoor  
               Dr M. Spoor  
               Professor H. van Keulen,  
               Wageningen University and  
               Research Centre

80. Akinyinka Akinyoade  
   Nigeria  
   Dynamics of Reproductive Behaviour in Rural  
   Coastal Communities of Southern Ghana  
   Completion:  20 Dec 2007  
   Supervisors:  Professor C. Sylvester  
               Dr E. Ross

81. Tran Thi Thu Trang  
   Vietnam  
   From Collectivisation to Globalisation. Social  
   Differentiation and Transformation in a Rural  
   Community of Vietnam  
   Completion:  21 Dec 2007  
   Supervisors:  Professor B.N.F. White

82. Malika Basu  
   India  
   The Microcredit Business and Women’s  
   Empowerment in India. Myths and Realities  
   Completion:  29 February 2008  
   Supervisors:  Professor A. Saith  
               Dr T. Truong

83. Georgina M Gomez  
   Argentina  
   Making Markets. The institutional rise and  
   decline of the Argentine Red de Trueque  
   Completion:  2 April 2008 (with distinction)  
   Supervisors:  Professor A.H.J. Helmsing  
               Dr I van Staveren  
               Dr E. Berner

84. Juan Ponce Jarrin  
   Ecuador  
   Education Policy and Performance. Evaluating  
   the impact of targeted education programs in  
   Ecuador  
   Completion:  30 May 2008  
   Supervisors:  Professor R. Vos  
               Professor A Bedi

85. Bimala Rai Paudyal  
   Nepal  
   Agrarian Structures and Distributive Outcomes. A  
   Study of Community Forestry in Nepal  
   Completion:  25 September 2008  
   Supervisors:  Professor B.N.F. White  
               Dr D. Dunham
86. Dawood Mamoon  
Pakistan  
Trade, Poverty, Inequality and Security  
Completion: 3 December 2008  
Supervisors: Dr S.M. Murshed

87. Daniel Oshi  
Nigeria  
Rural women and the financing of health care in Nigeria  
Completion: 12 Mar 2009  
Supervisors: Professor B. White  
Dr J.K. van Donge

88. Mallika Pinnawala  
Sri Lanka  
Gender Transformation and Female Migration. Sri Lankan domestic workers negotiate transnational household relations  
Completion: 13 Mar 2009  
Supervisors: Professor A. Saith  
Dr A. Chhachhi  
Dr T. Truong

89. Lu Caizhen  
China  
Who is poor in China? Comparison of Alternative Approaches to Poverty Assessment in Rural Yunnan.  
Completion: 08 May 2009 (with distinction)  
Supervisors: Professor A. Saith  
Dr M. Buchy

90. Rose Namara  
Uganda  
NGOs, Poverty Reduction and Social Exclusion in Uganda  
Completion: 19 Jun 2009  
Supervisors: Professor M. Salih,  
Dr K. Biekart

91. Degefe Duressa Obo  
Ethiopia  
Microfinance in Ethiopia: Elixer or Poison?  
Completion: 23 Jul 2009  
Supervisors: Professor M.P. van Dijk  
Dr H. Moll, Wageningen University and Research Centre

92. Victor Selorme Gedzi  
Ghana  
Principles and Practices of Dispute Resolution in Ghana - Ewe and Akan Procedures on Female’s Inheritance and Property Rights  
Completion: 19 Oct 2009  
Supervisors: Professor G. ter Haar  
Professor B. Oomen, Utrecht University  
Professor K. Quashigha, University of Ghana

93. Leandro Serino  
Argentina  
Productive Diversification in Natural Resource-Abundant Countries - Limitations, Policies and the Experience of Argentina in the 2000s  
Completion: 02 Nov 2009  
Supervisors: Professor M. Murshed  
Professor R. Vos

94. Pascale Hatcher  
Canada  
Completion: 06 Nov 2009  
Supervisors: Professor R. Robison  
Dr K. Biekart
95. **Tausi Kida**  
   Tanzania  
   The Systemic Interaction of Health Care Market and Urban Poverty in Tanzania  
   Completion: 10 Nov 2009  
   Supervisors: Professor M. Wuyts  
                Professor M. Mackintosh, The Open University, UK

96. **Filmon Hadaro Hando**  
   Ethiopia  
   Vulnerable Widows and Drought Relief in Ethiopia: Gidicho Community, Southwest Ethiopia  
   Completion: 17 Nov 2009  
   Supervisors: Professor M. Salih  
                Dr T. Truong

97. **John Agbonifo**  
   Nigeria  
   DEVELOPMENT AS CONFLICT: Ogoni Movement, the State and Oil Resources in the Niger Delta, Nigeria  
   Completion: 03.12.09  
   Supervisors: Professor M.A.R.M. Salih  
                Dr K. Biekart

98. **Jerome Rudolf Awortwe-Abban**  
   Ghana  
   GHANAIAN GRADUATES IN ENTERPRISE  
   Completion: 09.12.09  
   Supervisors: Professor A.H.J. Helmsing  
                Professor M.P. van Dijk

99. **Manohara Khadka**  
   Nepal  
   WHY DOES EXCLUSION CONTINUE? Aid, Knowledge and Power in Nepal’s Community Forestry Policy Process  
   Completion: 14.12.09  
   Supervisors: Professor B.N.F. White  
                Dr K. Komives  
                Dr M. Buchy, Langport, United Kingdom

100. **Sailaja Nandigama**  
    India  
    Transformations in the Making: Actor-networks, Elite-control and Gender Dynamics in Community Forest Management Intervention in Adavipalli, Andhra Pradesh, India.  
    Completion: 22.12.09  
    Supervisors: Professor M.A.R.M. Salih  
                Dr M. Buchy, Langport, United Kingdom
Institute of Social Studies
P.O. Box 29776
2502 LT The Hague

Location:
Kortenaerkade 12
2518 AX The Hague
The Netherlands

Telephone: +31 70 4260 419
Fax: +31 4260 759
E-Mail: info@iss.nl
ISS Homepage: www.iss.nl