

**International
Institute of
Social Studies**

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

Master of Arts in Development Studies

Academic Calendar

2024-2025

73rd Academic Year

The Hague
The Netherlands

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**International
Institute of
Social Studies**



International Institute of Social Studies

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

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

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

This Academic Calendar provides an overview of the 2024-25 MA programme in Development Studies at ISS. The Academic Calendar is also available in electronic form on the Virtual Learning Environment (Canvas). On certain issues the electronic version may contain more detailed information than this printed version. Updates of the Academic Calendar will also be announced via Canvas. The timetable is published in MyEur.nl, as are detailed course descriptions of all courses. Access to the latter is restricted: only students who have registered for a course have access to that specific course.

ISS retains the right not to offer courses for which only a small number of students have registered. Should a course be cancelled for that reason, ISS will inform the affected students timely and offer them advice on an alternative choice.

CONTENTS OF THE ACADEMIC CALENDAR 2024-2025

PART 1 GENERAL STRUCTURE OF THE ISS MA PROGRAMME	3
PART 2 DESCRIPTIONS OF THE MAJORS AND SPECIALIZATIONS	21
PART 3 DESCRIPTIONS OF THE COURSES	48
PART 4 MA SCHEDULE	112
PART 5 EXAM SCHEDULE MA PROGRAMME	114

PART 1

GENERAL STRUCTURE OF THE ISS MA PROGRAMME

Contents Part 1

Introduction.....	5
Intended Learning Outcomes.....	5
Majors.....	6
Components.....	6
Planning: When to do what?.....	6
Introductory Programme.....	7
Diagnostic Tests, Remedial Courses and Academic Integrity.....	7
Student Well-Being.....	8
Foundation Courses.....	8
General Courses.....	9
Research Paper Preparation.....	9
Research Techniques Courses.....	9
Major Courses.....	10
Specializations.....	11
Term 2 and Term 3 Courses.....	12
Optional Courses.....	12
Clusters.....	12
Modes of Assessment.....	14
Exam Schedule.....	18
Templates for Essays and Research Papers Submission.....	18
Timetable.....	18
Research Paper.....	18
Evaluations.....	18
Important Dates 2024-2025.....	19
Lecture Times.....	20
Further Questions.....	20

Introduction

The Master of Arts in Development Studies offers solid and balanced academic and professionally relevant training in theory and methods for development studies. It is designed for those wishing to continue their professional careers or to pursue their studies at Doctoral level. In the MA programme students learn about the most recent theories and debates in development studies in general, as well as in their Major. They also learn to apply this knowledge to practical issues of development and social change.

At ISS, MA students in Development Studies are encouraged to develop a critical understanding of the major debates, theories and strategic interventions and of the skills to analyze development related issues and to design and assess interventions aimed at tackling these issues. An essential part of this process is to develop skills in research methodology, which will be applied in a Research Paper prepared as a requirement for the Master's degree. The 15.5 months MA programme comprises coursework (62 EC credits) and the Research Paper (26 EC credits).

Intended Learning Outcomes

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

- | | |
|--|---|
| <i>Knowledge and understanding</i> | <ul style="list-style-type: none"> a. define and describe the field of development studies as an interdisciplinary field of social science research and practice. This includes the historical emergence of the field, principal disciplinary areas, foundational/core theories, (broad) historical and contemporary practices and key discourses and debates; b. identify the role and practice of development theory. This includes processes at an individual, local, state, regional and global level that are informed by research, discourse and policy at the social, political and economic level; c. identify foundational theory, key policy frameworks, specific practices and contemporary discourses in the area of their Major; d. identify relationships between development theory and practice; e. outline various methods of social science research; qualitative, quantitative and mixed methods; |
| <i>Application of knowledge and understanding - analysis</i> | <ul style="list-style-type: none"> f. select and apply a variety of general and Major specific theories to frame a concrete experience in order to increase knowledge and understanding of (social/economic/political) phenomena; g. select and apply general and Major specific analytical tools to analyze, critique, examine, contrast and explore a development practice or social, political and/or economic phenomena; |
| <i>Application of analysis – making judgments</i> | <ul style="list-style-type: none"> h. identify strategic solutions, specific interventions or tailored recommendations to improve or mitigate development practices or social, political and/or economic phenomena based on the application of theory, analytical evaluation and use of relevant resources within development related disciplinary fields; i. identify appropriate research methods for specific queries and/or fields and justify their selection; |
| <i>Communication</i> | <ul style="list-style-type: none"> j. work collaboratively within a multidisciplinary and multicultural context and communicate ideas, recommended solutions or interventions and strategies effectively, whether orally or in writing, to academics, practitioners and stakeholders both individually and within groups; |
| <i>Study Attitudes</i> | <ul style="list-style-type: none"> k. identify their own positionality and the opinions and potential biases it may come with, and reflect on the strengths and limitations of their perspective; l. appreciate the value of varied and opposing perspectives and the importance of context including the advantages and privileges and disadvantages and limitations associated with social, economic and national contexts; and m. continue and steer their further study and learning process in a way that is largely self-directed. |

Majors

The MA programme includes the following Majors.

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

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

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

Components

Every Major of the MA in Development Studies encompasses the following elements¹:

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

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

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

Planning: When to do what?

The entire ISS MA Programme is worth 88 ECs (2,464 hours), consisting of 62 ECs coursework and 26 ECs for the Research Paper. An EC (European Credit) is 28 hours of student work. This includes all activities on-line, in class (lectures, class discussions) or in smaller groups (tutorials, workshops of small groups with staff present, teamwork in small groups without staff), individual preparation (reading assignments, essay writing, preparation for examinations, etc.) and study visits. A course of 8 ECs therefore involves a total workload of 224 hours, and the required minimum of 62 ECs coursework involves a total workload of 1,736 hours. The Research Paper exercise, including the preparatory course for the Research Paper, comprises 26 ECs (or 728 hours). Of course, it is impossible to check exactly the number of hours students spend on course work or on their research Papers but, when designing courses and assessing students' work, ISS takes into account how much work students can be reasonably expected to do within the specified number of hours.

In general, the courses are spread well over the academic year. In individual cases, the selection of courses in Terms 2 and 3 may lead to a somewhat uneven distribution. Generally speaking, however, every student can work out a feasible programme, in consultation with the Major Convenor and/or the student's mentor.

¹ For the GMD track, see the exam programme.

Term 1 A	Term 1 B	Term 2	Term 3	Term 4
2 September 2024 – 8 January 2025		13 January 2025 – 4 April 2025	14 April 2025 – 4 July 2025	7 July 2025 – 18 December 2025
Intro Programme 3 Foundation Courses (9 ECs)				
General Course 'The Making of Development: Histories, Theories and Practices' (8 ECs)				
Diagnostic tests and Remedial Courses (if applicable) (no ECs)				
	Compulsory Major Core Course (8 ECs)			
Research Paper Preparation (ECs counted in Research Paper)				
		Second Compulsory Major Course (8 ECs)		
		Research Techniques Course(s) (8 ECs)		
		General Course 'Climate Change and Development in the Anthropocene' (3 ECs)		
		Two Optional Courses / Specialization Course Work (2 x 8 ECs)		
			Compulsory Major Course (2 ECs): Working towards the RP	

Introductory Programme

The introductory programme at the beginning of Term 1 will be a combination of online, and in-person sessions with the following elements

- introduction to ISS;
- introduction to the Major;
- introduction to the electronic learning environment and other relevant information systems;
- introduction to the Study programme;
- introduction to the international, multi-cultural environment;
- diagnostic tests;
- introduction to The Hague;
- introduction to the Netherlands.

Students will receive a detailed programme upon arrival.

Diagnostic Tests, Remedial Courses and Academic Integrity

Diagnostic Tests

In the first part of Term 1 all students take the English academic writing test; students also will have to take a test in quantitative skills for development studies and the Excel skills test in Term 1.

The diagnostic tests are a service to new students. They are obligatory and are designed to detect individual weaknesses in skills that are an integral part of our academic activities. The results will indicate the necessity or desirability of taking remedial courses. The offer of remedial courses is listed below. The correct referencing tests must be passed by the students by 27 December 2024 at the latest.

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

Remedial Courses

Remedial courses start during the early part of Term 1. Students should seek the advice of the Major Convenor or mentor about whether they need to take one or more of the remedial courses.

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

No specific additional help is offered in the phase of Research Paper writing.

Academic Integrity

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

Student Well-Being

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

Code ²	Course Title	EC	Term
ISS-9102	Academic Skills	[2.0]	1+2
ISS-9103	Quantitative Skills for Development Studies	[2.0]	1
ISS-9106	Microsoft Excel Applications for Development Studies	[1.5]	1
ISS-9107	Intermediate Academic Writing Skills	[2]	1
ISS-9108	Advanced Academic Writing Skills	[1.5]	1
ISS-9109	Collectively Preventing and Addressing Unwanted Behaviour	[1.0]	1+2
ISS-9120	Mathematics for Economists (ECD)	[1.5]	1
ISS-9160	Basic Statistics and Probability	[1.5]	1

If a student has not acquired the required understanding and/or skills by 1 January 2025, ISS reserves the right to expel the student from the programme.

Foundation Courses

As Development Studies is an interdisciplinary field of study, the principle aim of the Foundation Courses is to provide students with sufficient theoretical knowledge and understanding of its main underlying disciplines: economics, sociology and politics. We offer intermediate and advanced courses in all three fields.

The intermediate courses are intended for students with limited knowledge of a discipline. They provide an understanding of some of the main concepts and theories that are important for the development-oriented aspects of that discipline.

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

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

Overview of Foundation Courses in 2024-2025:

Economics		
Intermediate	ISS-1106	Introduction to Economic Theories
Advanced	ISS-1107	Development Economics
Intermediate	ISS-1113	Regression and Data Analysis
Sociology		
Intermediate	ISS-1112	Sociology at Work
Advanced	ISS-1110	Contemporary Social Theory
Political Science		
Intermediate	ISS-1114	Politics of Modern Development – Decolonizing Power
Advanced	ISS-1104	Politics, Power and Development

² PART 3 of this Academic calendar provides a description of each separate course.

General Courses

The General Course, ISS-2101 *The Making of Development: Histories, Theories and Practices*, surveys the broad questions of development which lie at the heart of the MA in Development Studies as taught at ISS. The course provides a critical introduction to theories and strategies of international development, looking at development strategies from cultural, historical, and political economic perspectives. The two modules – ‘where are we?’ and ‘what next?’ – present diverse takes on development taught by teachers representing the different approaches to development studies at ISS. The pedagogical approach includes flipped classrooms, peer-to-peer discussion groups, and interactive lectures to encourage self-reflection and co-learning. The General Course is compulsory for all students, starts in Term 1 and amounts to 8 ECs. In Terms 2 and 3, Course ISS-2204 *Climate Change and Development in the Anthropocene* will continue the debates and discussions of the General Course ISS-2101. This course will enable the students to deepen their understanding of the connections between climate change and development. This course amounts to 3 ECs and is compulsory for all students.

Research Paper Preparation

The Research Paper Preparation (ISS-3105) course is designed to support the preparation and development of a good quality Masters’ thesis (Research Paper, RP). The course enables participants to become familiar with concepts and practices involved in the research process, from design to writing up the final RP. It offers a series of (on-line) plenary lectures, workshops and informative meetings with library staff, running from Term 1 to Term 3, in preparation for writing the Research Paper. IT has become indispensable for creating, accessing and managing information. We offer additional training in IT skills. Assessment is based on required attendance and small class assignments. The course is compulsory for all students. The 5 ECs study load of the course is an integral part of the 26 ECs allocated to the Research Paper (ISS-5401).

Research Techniques Courses

The following Research Techniques Courses are offered:

Code	Course	EC	Term
ISS-3203	Topics in Regression Analysis	4	2
ISS-3211	Decoloniality in the Development Research Context – Decolonizing Knowledge	4	2
ISS-3213	Multi Methods for Social Development Research	4	2
ISS-3214	Understanding and Interpreting Quantitative Data in Social Sciences	4	2
ISS-3303	Ethnographic Research and Reflexivity in Development Contexts	4	3
ISS-3306	Participatory Action Research	4	3
ISS-3308	Qualitative Interviewing	4	3

ISS-3203 requires a strong background in statistics. ISS-3303 and ISS-3306 can accommodate only a limited number of students. Should the number of registrations exceed the limit, admission to ISS-3303 will be determined on a first-come first-serve basis; admission to ISS-3306 will be based on written motivation statements.

In November 2024 students will be informed on the Research Technique courses; course leaders will explain in short videos the content of each course, and respond to questions, for students to make an informed choice according to their expertise and preferences. Students will be informed about the exact procedure beginning of November.

Major Courses

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

<p>AFES (18 EC)</p>	<p>Agrarian, Food and Environmental Studies <u>Compulsory:</u> ISS-4150 Political Economy of Agriculture and Environment ISS-4390 AFES: Working towards the Research Paper <u>and</u> ISS-4240 Agrarian and Food Politics</p>
<p>ECD (18 EC)</p>	<p>Economics of Development <u>Compulsory:</u> ISS-4151 Principles of Economic Development ISS-4391 ECD: Working towards the Research Paper</p> <p><u>One of the following courses:</u> ISS-4231 Growth, Inequality and Poverty ISS-4241 International Trade and Investment Policies for Development</p>
<p>GDP (18 EC)</p>	<p>Governance and Development Policy <u>Compulsory:</u> ISS-4152 Development Policies as Practices: Agency in the Context of Governance ISS-4392 GDP: Working towards the Research Paper</p> <p><u>One of the following courses:</u> ISS-4201 Promotion of Local Developments ISS-4209 Policy Analysis and Design ISS-4227 Humanitarian Action, Disasters & Crises, Critical Approaches</p>
<p>SJP (18 EC)</p>	<p>Human Rights, Gender and Conflict Studies: Social Justice Perspectives <u>Compulsory:</u> ISS-4153 Contemporary Perspectives on Social Justice ISS-4393 SJP: Working towards the Research Paper</p> <p><u>One of the following courses:</u> ISS-4217 Conflict Analysis and Transformation ISS-4226 Feminist Perspectives on Gender and Development ISS-4352 Mobilizing Rights and Social Justice</p>
<p>SPD (18 EC)</p>	<p>Social Policy for Development <u>Compulsory:</u> ISS-4154 Critical Social Policy for Transformative Development ISS-4394 SPD: Working towards the Research Paper</p> <p><u>One of the following courses:</u> ISS-4242 Gender at Work in Development ISS-4311 Children, Youth and Development: Policy and Practice</p>

Specializations

The MA in Development Studies offers the opportunity to specialize further in a specific area of interest. If a student chooses to specialize, the specialization will be mentioned on the Academic Record. A specialization consists of a) a designated set of two or three courses (16 ECs in total) that fit well together, and b) a Research Paper that addresses an issue, problem or question within the theme of the specialization (as well as the larger theme of the Major). This means that the successful completion of two or three designated specialization courses alone is not sufficient for a specialization to be mentioned on the Academic Record. The Research Paper is also part of the specialization. The members of the Supervisory Team will advise the student whether the research topic is set within the realm of the respective Major/ Specialization. For more details on this procedure, see the Research Paper Handbook.

The Major Convenor appoints (on behalf of the Board of Examiners) a Supervisory Team for the Research Paper (supervisor and second examiner) that has expertise on the themes of the Major and the Specialization. The Major Convenor informs the Board of Examiners after the submission of the Research Paper if it fulfils the conditions for the specialization.

In exceptional cases (to be proposed by the Major Convenor involved and decided by the Board of Examiners) two specializations can be mentioned on a student's Academic Record. The requirements for this are, that for each specialization a set of two or three different designated courses is successfully completed; and the Research Paper covers the fields of both specializations. This implies that the student needs to do an additional 8 ECs-course or two additional 4 ECs-courses on top of the 88 ECs for the ISS MA.

A description of all areas of specialization can be found in Part 2 of the Academic Calendar.

In order to have a Major and/or Specialization added to their Degree Certificate and Academic Record, students must obtain a pass grade for all components of that Major and/or Specialization. If a student fails one or more components of the Major and/or Specialization, but fulfils all requirements for the MA degree, that student will graduate with an MA Degree in Development Studies, without the additional specification.

Term 2 and Term 3 Courses

In November 2024 ISS provides students with (online) information on courses and specialization courses to make an informed decision about the courses to take in Term 2 and 3. Ultimately on 28 November 2024, students will have to register for the courses they would like to take in Term 2 and 3. Students will receive more information on the procedure in due course.

Optional Courses

The programme entails a total of two Optional Courses each of 8 ECs. Students can use these Optional Courses to specialize further in a pre-defined direction (specialization) but can also make their own choices in line with their interest and personal background. Optional Courses are offered in Terms 2 and 3. For certain courses limits apply to the *maximum* number of students. In these cases, preference is given to students who are registered for the Major of which the course is a component. For the other students, ISS will normally work on a first-come-first-served basis.

Students can only choose Optional Courses that do not conflict with the scheduling of their Major courses. A course can only be used in one category: a course chosen as part of a Major cannot also count simultaneously as an Optional Course; Research Technique Courses can also be taken as an Optional Course. Some courses have entry requirements, which are specified in the course descriptions.

ISS retains the right not to offer courses for which only a small number of students have registered. Should a course be cancelled for that reason, ISS will inform the affected students timely and offer them advice on an alternative choice.

Clusters

Due to logistical constraints ISS has clustered the courses in groups in Term 2 and 3. **Courses in the same group (A to E) are scheduled in the same timeslot. It will NOT be possible to follow two courses that are clustered in the same group in a specific term.**

TERM 2

Group A:	
ISS-4201	Promotion of Local Developments
ISS-4226	Feminist Perspectives on Gender and Development
ISS-4240	Agrarian and Food Politics
ISS-4271	People on the Move: Global Entanglements, Livelihoods and Intersectionality
Group B:	
ISS-4209	Policy Analysis and Design
ISS-4217	Conflict Analysis and Transformation
ISS-4241	International Trade and Investment Policies for Development
ISS-4243	Degrowth
Group C:	
ISS-4212	Contemporary Capitalism and Governance: Neo Liberalism and Beyond
ISS-4227	Humanitarian Action, Disasters & Crises: Critical Approaches
ISS-4231	Growth, Inequality and Poverty
ISS-4242	Gender at Work in Development
Group D:	
ISS-3211	Decoloniality in the Development Research Context – Decolonizing Knowledge
ISS-3213	Multi Methods for Social Development Research
Group E:	
ISS-3203	Topics in Regression Analysis
ISS-3214	Understanding and Interpreting Quantitative Data in Social Sciences

TERM 3

Group A:	
ISS-4317	Econometric Analysis of Development Policies
ISS-4338	Gender and Sexuality as 'Lenses' to Engage with Development Policy and Practice
ISS-4359	Politics of Global Development: Debating Liberal Internationalism
ISS-4360	Water in Development: Environmental Disasters, Climate Change Adaptation, and Environmental Justice
Group B:	
ISS-4348	Human Behavior and Experiments in Development
ISS-4352	Mobilizing Rights and Social Justice
ISS-4357	Global Political Ecology
Group C:	
ISS-4311	Children, Youth and Development: Policy and Practice
ISS-4313	(Politics of) Media Representations in/of Violent Conflicts
ISS-4341	Evaluation of Development Policy, Programmes and Projects
ISS-4354	Transitions for Social Justice Lab – Decolonial Reconstitutions beyond power, knowledge, gender and capital
Group D:	
ISS-3308	Qualitative Interviewing
Group E:	
ISS-3303	Ethnographic Research and Reflexivity in Development Contexts
ISS-3306	Participatory Action Research

Modes of Assessment

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

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

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

Course Code	Course Title	EC	Term	Type	Assessment
ISS-1104	Politics, Power and Development	3	1A	Foundation	Invigilated Exam 100%
ISS-1106	Introduction to Economic Theories	3	1A	Foundation	Invigilated Exam 100%
ISS-1107	Development Economics	3	1A	Foundation	Invigilated Exam 100%
ISS-1110	Contemporary Social Theory	3	1A	Foundation	Invigilated Exam 50%, Essay Assignment 50%
ISS-1112	Sociology at Work	3	1A	Foundation	Invigilated Exam 100%
ISS-1113	Regression and Data Analysis	3	1A	Foundation	Individual Assignment 50%, Invigilated Exam 50%
ISS-1114	Politics of Modern Development – Decolonizing Power	3	1A	Foundation	Invigilated Exam 80%, Individual Assignments 20%
ISS-2101	The Making of Development: Histories, Theories and Practices	8	1	General	Short Essays 30%, Working Group Presentations 20%, Final Essay 50%
ISS-2204	Climate Change and Development in the Anthropocene	3	2+3	General	Short Essay 60%, Group Exercise 40%, assessed on Pass/Fail basis; students must pass both assignments in order to pass the course
ISS-3105	Research Paper Preparation	5	1+2+3	Research paper	Pass/Fail based on a system of points and class assignments: 100%
ISS-3203	Topics in Regression Analysis	4	2	Research techniques	Assignment 40%, Take- Home Exam 60%
ISS-3211	Decoloniality in the Development Research Context – Decolonizing Knowledge	4	2	Research techniques	Short Individual Assignment 30%, Final Individual Assignment 50%, Group Assignment 20%
ISS-3213	Multi Methods for Social Development Research	4	2	Research Techniques	Invigilated Exam (Quantitative) 50%, Take-Home Assignment (Qualitative) 50%
ISS-3214	Understanding and Interpreting Quantitative Data in Social Sciences	4	2	Research techniques	Workshop participation 30%; Mid-Term Essay 30%, Final Assignment 40%
ISS-3303	Ethnographic Research and Reflexivity in Development Contexts	4	3	Research techniques	Individual Assignment 1 (reading ethnography);

Course Code	Course Title	EC	Term	Type	Assessment
					40%), Individual Assignment 2a (descriptive field notes; 20%), Individual Assignment 2b (thinking with field notes; 40%)
ISS-3306	Participatory Action Research	4	3	Research techniques	Reflection 60%, Group Assignment 30%, Presentation 10%
ISS-3308	Qualitative Interviewing	4	2	Research techniques	Research Design Individual Assignment 30%, Group Assignment 20%, Individual Summative Assignment 50%
ISS-4150	Political Economy of Agriculture and Environment	8	1	Major Core	Essay 50%, Invigilated Exam 50%
ISS-4151	Principles of Economic Development	8	1	Major Core	Invigilated Mid-Term Exam (Microeconomics) 50%, Invigilated Final Exam (Macroeconomics) 50%
ISS-4152	Development Policies and Practice: Agency in the Context of Governance	8	1	Major Core	Invigilated Mid-Term Exam 40%, Assignments 60%
ISS-4153	Contemporary Perspectives on Social Justice	8	1	Major Core	Invigilated Mid-Term Open Book Exam 40%, Essay 50%, 2 Short Reading Notes 10% (5% each)
ISS-4154	Critical Social Policy for Transformative Development	8	1	Major Core	Invigilated Mid-Term Exam 45%, Individual Assignment 45%, Presentation 10%
ISS-4201	Promotion of Local Developments	8	2	Major Optional	Class Assignments 85%, Group Project 15%
ISS-4209	Policy Analysis and Design	8	2	Major Optional	Assignment 1 Policy Paper 80%, Assignment 2 Policy Memo 10%, Assignment 3 Policy Presentation 10%
ISS-4212	Contemporary Capitalism and Governance: Neo Liberalism and Beyond	8	2	Optional	Assignment 1 (Essay) 40%, Assignment 2 (Essay) 60%
ISS-4217	Conflict Analysis and Transformation	8	2	Major Optional	Individual Assignment 50%, Take-Home Mid-Term Exam 50%
ISS-4226	Feminist Perspectives on Gender and Development	8	2	Major Optional	Reflection Paper 35%, Group Work 15%, End-Term Assignment 50%
ISS-4227	Humanitarian Action, Disasters & Crises: Critical Approaches	8	2	Optional	Final Exam 50%, Mid-Term Assignment 35% Poster Fair 15%
ISS-4231	Growth, Inequality and Poverty	8	2	Major Optional	Assignment 50%, Invigilated Exam 50%
ISS-4240	Agrarian and Food Politics	8	2	Major Optional	Assignment 1 (Take-Home Essay) 30%, Assignment 2 (Final Essay) 60%, Group Assignment 10%
ISS-4241	International Trade and Investment Policies for Development	8	2	Major Optional	Policy Negotiation Game 30%, Take-Home Assignment 50%, Critical Article Reviews and Presentation 20%
ISS-4242	Gender at Work in Development	8	2	Major Optional	Group Visualization 15%, Individual Briefing /

Course Code	Course Title	EC	Term	Type	Assessment
					Reflection Paper 20%, Policy Brief 65%
ISS-4243	Degrowth	4	2	Optional	Assignment (Final Essay) 100%
ISS-4270	Migration and Development: Global Entanglements, Livelihoods and Intersectionality	5	2	Migration Track (GMD) Course	Reflection Paper 25%, Discussion 5%, Essay 70%
ISS-4271	People on the Move: Global Entanglements, Livelihoods and Intersectionality	8	2	Optional	Reflection Paper 25%, Workshop Report 15%, Essay 60%
ISS-4311	Children, Youth and Development: Policy and Practice	8	3	Major Optional	Individual Assignment 1: 35%, Individual Assignment 2: 50%, Group Assignment: 15%
ISS-4313	(Politics of) Media Representations in/of Violent Conflicts	8	3	Optional	Individual Short Assignment 25%, Individual Long Assignment 60%, Group Presentation 15%
ISS-4317	Econometric Analysis of Development Policies	8	3	Optional	Assignments 60%, Computer Exercises 25%, Presentations 15%
ISS-4338	Gender and Sexuality as 'Lenses' to Engage with Development Policy and Practice	8	3	Optional	Assignments 100%
ISS-4341	Evaluation of Development Policy, Programmes and Projects	8	3	Optional	Short Individual Assignment 35%, Individual Essay 50%, Group Presentation 15% (a minimum of 80% attendance is mandatory)
ISS-4348	Human Behavior and Experiments in Development	8	3	Optional	Individual Assignment 85%, Group Assignment 15%
ISS-4352	Mobilizing Rights and Social Justice	8	3	Optional	Presentation 10%, Reflective Workshop Assignment 30%, Poster 10%, Essay 50%
ISS-4354	Transitions for Social Justice Lab – Decolonial Reconstitutions beyond power, knowledge, gender and capital	8	3	Optional	Individual Short Assignment 30% Individual Final Essay 70%
ISS-4357	Global Political Ecology	8	3	Optional	Take-Home Exam 60%, Preparation and Running of a Class Seminar 40%
ISS-4359	Politics of Global Order: Debating Liberal Internationalism	8	3	Optional	Assignment 75%, Presentation 25%
ISS-4360	Water in Development: Environmental Disasters, Climate Change Adaptation, and Environmental Justice	8	3	Optional	Participation and Contribution 10%, Mid-term Assignment 30%, Group Assignment 15%, Final Assignment 45%,
ISS-4390	AFES: Working towards the Research Paper	2	3+4	Major	Assignment 100% (a minimum of 80% attendance is mandatory)
ISS-4391	ECD: Working towards the Research Paper	2	3+4	Major	Assignment 100%
ISS-4392	GDP: Working towards the Research Paper	2	3+4	Major	Assignment 100% (a minimum of 80% attendance is mandatory)
ISS-4393	SJP: Working towards the Research Paper	2	3+4	Major	Assignment 100% (a minimum of 75%

Course Code	Course Title	EC	Term	Type	Assessment
					attendance is mandatory)
ISS-4394	SPD: Working towards the Research Paper	2	3+4	Major	Assignment 100% (a minimum of 80% attendance is mandatory)
ISS-5401	Research Paper	21	4	Major	Research Paper 100%
ISS-8401	Internship	4			Assignment 100%
ISS-9102	Academic Skills	[2]	1+2	Remedial	Proper Referencing Test 100%; Pass/Fail
ISS-9103	Quantitative Skills for Development Studies	[2]	1	Remedial	Invigilated Exam (Multiple-Choice) 100%
ISS-9106	Microsoft Excel Applications for Development Studies	[1.5]	1	Remedial	Excel diagnostic test 100%
ISS-9107	Intermediate Academic Writing Skills	[2]	1	Remedial	Attendance (minimum attendance 80%), Assignments
ISS-9108	Advanced Academic Writing Skills	[1.5]	1	Remedial	Attendance (minimum attendance 80%), Assignments
ISS-9109	Collectively Preventing and Addressing Unwanted Behaviour	[1]	1+2	Remedial	Participation and Submission of Written Reflections 100%
ISS-9120	Mathematics for Economists (ECD)	[1.5]	1	Remedial	Attendance 100%
ISS-9160	Basic Statistics and Probability	[1.5]	1	Remedial	Attendance 100%

Exam Schedule

A schedule of the written exams and end-of term take home exams is presented as Part 5 of this Academic Calendar. **Please note that** this schedule is subject to changes e.g., necessitated by government restrictions related to instances of force majeure. The changes need the approval of the Board of Examiners.

Templates for Essays and Research Papers Submission

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

Timetable

The 2024-2025 MA timetable is published digitally (MyEur.nl or timetables.eur.nl; please log in with your student ERNA). The Virtual Learning Environments for the courses specify the content of the courses in much more detail. Please check Canvas for updates.

MA students can get a personalized ISS timetable online and on their mobile devices.

Research Paper

The Research Paper (ISS-5401) represents 21 ECs, the general Research Paper Preparation Course (ISS-3105) equals 5 ECs.

Evaluations

Student evaluations take place at the end of each Term, and at the end of the MA programme. These evaluations are essential to secure on-going improvement of quality. They give ISS feedback on how students feel about the relevance, quality and effectiveness of the courses they have participated in.

Students will receive abridged evaluation reports. Course leaders will receive the full, unabridged evaluation reports for their own courses. The Deputy Rector for Educational Affairs (DREA), the education policy/learning and innovation quality control officers, the Teaching and Learning Committee (TLC) and the Major Convenors will be able to access the full, unabridged evaluation reports for all courses, as a necessary input for quality control and development of the ISS education offerings.

The online evaluations are anonymous!

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

Important Dates 2024-2025

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

Term	Activity	Date (on/from)	(till)
1	Orientation Period	2 September 2024	8 September 2024
1	Introduction Board of Examiners	3 September 2024	
1	Final date registration for Foundation Courses	5 September 2024	23.59 hrs (11:59 pm)
1	Opening MA Programme 2024-2025	6 September 2024	
1	TERM 1	2 September 2024	8 January 2025
1	Major Activity	13 September 2024	
1	ISS Dies Natalis	10 October 2024	
1	Examination period Term 1A	28 October 2024	1 November 2024
1	Final date submission of essays Term 1A	1 November 2024	17.00 hrs (5 pm)
1	Major Activity	8 November 2024	
1	Orientation Research Techniques Courses	November 2024	
1	Orientation Term 2 / Term 3 courses	November 2024	
1	Final date registration for: Research Techniques Courses Term 2 and Term 3 Courses	28 November 2024	17.00 hrs (5 pm)
1	Marks for Foundation Courses (Term 1A) available for students	29 November 2024	
1	Final date registration for re-examinations Term 1A	3 December 2024	12:00 hrs (noon)
1	Re-examination period Term 1A	16 December 2024	17 December 2024
1	Final date re-submission of essays Term 1A	17 December 2024	17.00 hrs (5 pm)
	Convocation (Degree Ceremony) MA 2023-2024	20 December 2024	
1	(Study) Recess	23 December 2024	6 January 2025
1	Deadline for finalising correct-referencing test	27 December 2024	
1	Examination period Term 1B	7 January 2025	
1	Final date submission of essays Term 1B	8 January 2025	17.00 hrs (5 pm)
1	Marks re-exam Term 1A available for students	20 January 2025	
2	TERM 2	13 January 2025	4 April 2025
1	Term 1B marks available for students	3 February 2025	
1	Final date registration for re-examinations Term 1B	17 February 2025	
1	Re-examination period Term 1B	4 March 2025	
1	Final date re-submission of essays Term 1B	4 March 2025	17.00 hrs (5 pm)
2	Major Activity travel day	5 March 2025	
2	Major Activity	6 - 7 March 2025	
1	Marks re-exams Term 1B available for students	17 March 2025	
2	Study recess for examinations	20-21 March & 31 March-3 April 2025	
2	Examination period Term 2	24 March 2025	4 April 2025
2	Final date submission of essays Term 2	4 April 2025	17.00 hrs (5 pm)
2 + 3	Study Break	7 April 2025	11 April 2025
3	TERM 3	14 April 2025	4 July 2025
2	Marks Term 2 available for students	2 May 2025	
3	Final date registration for re-examinations Term 2	23 May 2025	12.00 hrs (noon)
3	Research Paper Design Seminars	2 June 2025	6 June 2025
3	Re-examination period Term 2	10 June 2025	13 June 2025
2	Final date re-submission essays Term 2	13 June 2025	17.00 hrs (5 pm)
2	Marks re-exams Term 2 available for students	27 June 2025	
3	Study recess for examinations Term 3	30 June 2025	1 July 2025
3	Examination period Term 3	2 July 2025	4 July 2025

Term	Activity	Date (on/from)	(till)
3	Final date submission of essays Term 3	4 July 2025	17.00 hrs (5 pm)
	TERM 4	7 July 2025	18 December 2025
4	Research Paper writing	7 July 2025	10 November 2025 (12.00 hrs!! / noon!!)
3	Term 3 marks available for students	1 August 2025	
3	Final date registration for re-examinations Term 3	11 August 2025	12.00 hrs (noon)
3	Re-examination period Term 3	21 August 2025	22 August 2025
3	Final date re-submission essays Term 3	22 August 2025	17.00 hrs (5 pm)
3	Marks re-exams Term 3 available for students	5 September 2025	
4	Research Paper (full draft) Seminars	22 September 2025	26 September 2025
4	End of Programme Evaluations	22 September 2025	26 September 2025
4	Final date for submission of Research Paper	10 November 2025	12.00 hrs!! (noon!!)
4	Concluding activities and workshops	17 November 2025	18 December 2025
4	Marks Research Papers available for students	9 December 2025	
	CONVOCATION (Degree Ceremony)	18 December 2025	
	HOLIDAYS		
1	Christmas	25 December 2024	26 December 2024
1	New Year	1 January 2025	
2	Good Friday	18 April 2025	
2	Easter	20 April 2025	21 April 2025
3	King's Day	27 April 2025	
3	Liberation day	5 May 2025	
3	Ascension Day	29 May 2025	
3	Pentecost and Whit Monday	8 June 2025	9 June 2025

Lecture Times

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

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

Further Questions

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

PART 2

DESCRIPTIONS OF THE MAJORS

and

SPECIALIZATIONS

Agrarian, Food and Environmental Studies (AFES)	23
Exam Programme MA in Development Studies 2024-2025; Major AFES	25
Economics of Development (ECD)	26
Exam Programme MA in Development Studies 2024-2025; Major ECD	28
Exam Programme MA in Development Studies 2024-2025; Major ECD; Double Degree Programme with Universitas Indonesia	29
Exam Programme MA in Development Studies 2024-2025; Major ECD; Double Degree Programme with University of Economics, Ho Chi Minh City, Vietnam (UEH)	30
Exam Programme MA in Development Studies 2024-2025; Major ECD; Double Degree Programme with FLACSO Ecuador	31
Governance and Development Policy (GDP)	32
Exam Programme MA in Development Studies 2024-2025; Major GDP	34
Human Rights, Gender and Conflict Studies: Social Justice Perspectives (SJP)	35
Exam Programme MA in Development Studies 2024-2025; Major SJP	37
Social Policy for Development (SPD)	38
Exam Programme MA in Development Studies 2024-2025; Major SPD	40
Governance of Migration and Diversity (GMD)	41
Exam Programme Specialization track in MA in Development Studies 2024-2025; GMD	43
Areas of specialization within the MA in Development Studies 2024-2025	44
Conflict and Peace Studies (CPS)	44
Decoloniality and Degrowth (D&D)	44
Econometric Analysis of Development Policies (EADP)	45
Environment and “Sustainable Development” (ESD)	46
Governance of Local Development and Humanitarian Crises (GoLDH)	46
International Political Economy and Development (IPED)	46
Public Policy and Management (PPM)	47
Women and Gender Studies (WGS)	47

Agrarian, Food and Environmental Studies (AFES)

Major in MA in Development Studies 2024-2025

Staff

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

Learning objectives

After completing the Major, students will have obtained:

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

Description of the Major

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

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

The main themes addressed in the Major include:

- agrarian change and the political economy of rural development;
- environmental degradation, conservation, extractive industries (mining), and the management and distribution of natural resources;
- use, access, property relations and conflict related to land, water, and other natural resources;
- global food politics and the role of food and agriculture in capitalist development;
- feminist political ecology; gender and the environment
- rural poverty, social exclusion and marginalization;
- global agrarian and environmental politics, including (trans)national agrarian and environmental justice movements as well as degrowth and post-growth food movements.

Major courses

All AFES students will be required to take the core course ISS-4150 Political Economy of Agriculture and Environment and the ISS-4390 AFES: Working towards the Research Paper course.

AFES students are also required to take the following Major course:
ISS-4240 Agrarian and Food Politics

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

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

Indicative readings

- Bernstein, H. (2010) *Class Dynamics of Agrarian Change*. Halifax: Fernwood.
- Borras, S. Jr. (ed.) (2009) *Critical Perspectives in Rural Development Studies*. London: Routledge. (Also available as a 2009 special issue of *The Journal of Peasant Studies*.)
- Fairbairn, M., J. Fox, R. Isakson, M. Levien, N. Peluso, S. Razavi, I. Scoones and K. Sivaramakrishnan (eds) (2015) *Global agrarian transformations: New directions in political economy*. London: Routledge. (Also available as a 2014 special issue of *The Journal of Peasant Studies*.)
- Gibson-Graham, J.K. (2006) *A Postcapitalist Politics*. Minneapolis: University of Minnesota Press.
- Haraway, D. (2016) *Staying with the Trouble: Making Kin in the Chthulucene*. Durham: Duke University Press.
- Martinez-Alier, J. (2002) *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation*. Cheltenham: Edward Elgar.
- McMichael, P. (2013) *Food Regimes and Agrarian Questions*. Halifax: Fernwood.
- van der Ploeg, J.D. (2013) *The Art of Farming: A Chayanovian Manifesto*. Halifax: Fernwood.

Exam Programme MA in Development Studies 2024-2025; Major Agrarian, Food and Environmental Studies

Foundation Course on Economics	3 ECs	<u>One of the following courses:</u> ISS-1106 Introduction to Economic Theories ISS-1107 Development Economics ISS-1113 Regression and Data Analysis
Foundation Course on Political Science	3 ECs	<u>One of the following courses:</u> ISS-1104 Politics, Power and Development ISS-1114 Politics of Modern Development - Decolonizing Power
Foundation Course on Sociology	3 ECs	<u>One of the following courses:</u> ISS-1110 Contemporary Social Theory ISS-1112 Sociology at Work
General Courses	8 ECs 3 ECs	ISS-2101 The Making of Development: Histories, Theories and Practices ISS-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4150 Political Economy of Agriculture and Environment ISS-4240 Agrarian and Food Politics ISS-4390 AFES: Working towards the Research Paper
Research Techniques Courses	8 ECs	<u>2 courses, to be chosen from:</u> ISS-3203 Topics in Regression Analysis ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3308 Qualitative Interviewing
Optional Courses	16 ECs	Free choice from the list of optional courses, provided that the course has not yet been selected as the Research Techniques or Major course
Research Paper	5 ECs 21 ECs	ISS-3105 Research Paper Preparation ISS-5401 Research Paper
TOTAL	88 ECs	

Economics of Development (ECD)

Major in MA in Development Studies 2024-2025

Staff

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

Learning Objectives

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

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

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

Description of the Major

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

The Major integrates macroeconomic issues with the underlying microeconomic processes, emphasizing the importance of, on the one hand, the global economic environment and, on the other hand, domestic institutions, regulatory frameworks and socio-economic groups. It pays particular attention to the impact of international and domestic economic policies on growth, poverty and income distribution in developing countries, and seeks to bring out the fundamental linkages between economic growth, human development and natural resource management

The approach to teaching has a strong comparative element in terms of both theoretical perspectives on development problems and policies as well as the experiences of different countries. Global and individual country studies and policy briefs, drawn from an array of research institutions and organisations, are used to help students see how economic analysis can be brought to bear upon key development problems. All students are trained in the use of the latest statistical and other relevant software packages.

Major courses

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

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

ISS-4231 Growth, Inequality and Poverty

ISS-4241 International Trade and Investment Policies for Development

For students wanting to concentrate on the Major, we recommend the following Term 3 courses: ISS-4317 Econometric Analysis of Development Policies and ISS-4348 Human Behavior and Experiments in Development.

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

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

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

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

Indicative readings

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

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

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

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

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

Exam Programme MA in Development Studies 2024-2025; Major Economics of Development

Foundation Course on Economics	3 ECs	<u>One of the following courses:</u> ISS-1106 Introduction to Economic Theories ISS-1107 Development Economics ISS-1113 Regression and Data Analysis (students are strongly encouraged to follow the Remedial ISS-9160 Basic Statistics and Probability in preparation of this course)
Foundation Course on Political Science	3 ECs	<u>One of the following courses:</u> ISS-1104 Politics, Power and Development ISS-1114 Politics of Modern Development - Decolonizing Power
Foundation Course on Sociology	3 ECs	<u>One of the following courses:</u> ISS-1110 Contemporary Social Theory ISS-1112 Sociology at Work
General Courses	8 ECs 3 ECs	ISS-2101 The Making of Development: Histories, Theories and Practices ISS-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4151 Principles of Economic Development ISS-4391 ECD: Working towards the Research Paper <u>One of the 2 following courses:</u> ISS-4231 Growth, Inequality and Poverty ISS-4241 International Trade and Investment Policies for Development
Research Techniques Courses	8 ECs	<u>2 courses, to be chosen from:</u> ISS-3203 Topics in Regression Analysis ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3308 Qualitative Interviewing
Optional Courses	16 ECs	Free choice from the list of optional courses, provided that the course has not yet been selected as the Research Techniques or Major course
Research Paper	5 ECs 21 ECs	ISS-3105 Research Paper Preparation ISS-5401 Research Paper
TOTAL	88 ECs	

Exam Programme MA in Development Studies 2024-2025; Major Economics of Development; Double Degree Programme with Universitas Indonesia

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

Exam Programme MA in Development Studies 2024-2025; Major Economics of Development; Double Degree Programme with University of Economics, Ho Chi Minh City, Vietnam (UEH)

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

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

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

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

Exam Programme MA in Development Studies 2024-2025; Major Economics of Development; Double Degree Programme with FLACSO Ecuador

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

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

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

² The Supervisor will be an ISS staff member and the 2nd Examiner a staff member from FLACSO

Governance and Development Policy (GDP)

Major in MA in Development Studies 2024-2025

Staff

Rodrigo Mena	Convenor
Marijn Faling	Co-Convenor
Sylvia Bergh	Staff
Georgina Gomez	Staff
Thea Hilhorst	Staff
Peter Knorringa	Staff
Farhad Mukhtarov	Staff
Sunil Tankha	Staff

Learning objectives

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

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

Description of the Major

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

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

Major courses

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

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

ISS-4201 Promotion of Local Developments

ISS-4209 Policy Analysis and Design

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

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

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

Indicative readings

Held, D. and A.G. MacGrew (eds) (2002) *Governing Globalization: Power, Authority and Global Governance*. Cambridge: Polity Press.

Huque, A.S. and H.M. Zafarullah (eds) (2006) *Handbook of International Development Governance*. New York, NJ: Taylor & Francis.

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

Kiely, R. (2007) *The New Political Economy of Development: Globalization, Imperialism, Hegemony*. Basingstoke: Palgrave Macmillan.

Levi-Faur, D. (ed.) (2012) *The Oxford Handbook of Governance*. Oxford: Oxford University Press.

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

Mosse D. (2004) Is Good Policy Un-implementable? Reflections on the Ethnography of Aid Policy and Practice. *Development and Change*, Vol.35 (4): 639–671.

Staniland, M. (1985) *What is Political Economy? A Study of Social Theory and Underdevelopment*. New Haven, CT: Yale University Press.

Exam Programme MA in Development Studies 2024-2025; Governance and Development Policy

Foundation Course on Economics	3 ECs	<u>One of the following courses:</u> ISS-1106 Introduction to Economic Theories ISS-1107 Development Economics ISS-1113 Regression and Data Analysis
Foundation Course on Political Science	3 ECs	<u>One of the following courses:</u> ISS-1104 Politics, Power and Development ISS-1114 Politics of Modern Development - Decolonizing Power
Foundation Course on Sociology	3 ECs	<u>One of the following courses:</u> ISS-1110 Contemporary Social Theory ISS-1112 Sociology at Work
General Courses	8 ECs	ISS-2101 The Making of Development: Histories, Theories and Practices
	3 ECs	ISS-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4152 Development Policies and Practice: Interests, Conflicts and Cooperation ISS-4392 GDP: Working towards the Research Paper <u>One of the following 3 courses:</u> ISS-4201 Promotion of Local Developments ISS-4209 Policy Analysis and Design ISS-4227 Humanitarian Action, Disasters & Crises: Critical Approaches
Research Techniques Courses	8 ECs	<u>2 courses, to be chosen from:</u> ISS-3203 Topics in Regression Analysis ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3308 Qualitative Interviewing
Optional Courses	16 ECs	Free choice from the list of optional courses, provided that the course has not yet been selected as the Research Techniques or Major course
Research Paper	5 ECs 21 ECs	ISS-3105 Research Paper Preparation ISS-5401 Research Paper
TOTAL	88 ECs	

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

Major in MA in Development Studies 2024-2025

Staff

Silke Heumann	Convenor
Karin Arts	Staff
Kees Biekart	Staff
Jeff Handmaker	Staff
Rosalba Icaza	Staff
Shyamika Jayasundara-Smits	Staff
Daphina Misiedjan	Staff
Sreerexha Mullassery Sathiamma	Staff
Bilge Sahin	Staff

Learning objectives

With the SJP Major, students acquire:

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

Insights into how their own and other actors' social, economic, symbolic and political location influences their approaches to social justice in development.

Description of the Major

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

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

Many social justice approaches focus either on economic inequalities or on conflicting (ethnic, religious, gender, sexual) identities. Within SJP, the focus is in analyzing how those relate to each other; how gender, class, race and other social inequalities, exclusions and asymmetries relate to

economic and political inequalities, and access to resources and justice; how are identities and social relations of power socially constructed, and how they can be challenged and changed. The Major supports analytical skills to generate deeper understandings of how theory and practice connect, how human rights and gendered analysis reinforce one another, and how conflict and peace studies inform approaches to justice, security, and development. Participants of the Major will be able to identify and apply diverse theoretical approaches to, and select strategic solutions for structural, institutional, and everyday social justice problems; and to work in multidisciplinary and multicultural contexts.

Major courses

Students of the SJP Major are required to take the SJP core course in Term 1:

ISS-4153 Contemporary Perspectives on Social Justice

and in Term 3 and 4

ISS-4393 SJP: Working towards the Research Paper

Additionally, students of the SJP Major are required to take one of the following three courses:

ISS-4217 Conflict Analysis and Transformation **OR**

ISS-4226 Feminist Perspectives on Gender and Development **OR**

ISS-4352 Mobilizing Rights and Social Justice

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

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

Apart from course work, graduation within this Major requires a Research Paper on a topic within the broad field of Social Justice.

Indicative readings

Ahmed, Sarah (2016) "Interview with Judith Butler", *Sexualities*, 19(4): 482-492. Bantekas, I. and L. Oette (2016) *International Human Rights Law and Practice*. Cambridge: Cambridge University Press.

Biekart, K. and A.F. Fowler (2010) Debate: Transforming Activisms 2010+. *Exploring Ways and Waves, Development and Change*, 44(3): 527-546.

Handmaker, J. and Arts, K. (2019) *Mobilising International Law for 'Global Justice'* Cambridge: Cambridge University Press.

Hintjens, H.M. and D. Zarkov (eds) (2015) *Conflict, Peace, Security and Development: Theories and Methodologies*, Abingdon, Oxon: Routledge.

Mahmood Mamdani (2015) "Settler colonialism: then and now", *Critical Enquiry*, 41(3): 596-614.

Merry, S. E. (2006) *Human rights and gender violence: translating international law into local justice*, Chicago: University of Chicago Press

Mutua, M. W. (2016) *Human Rights Standards: Hegemony, Law, and Politics*, Buffalo: SUNY Press.

Siddiqi, Ayesha (2019) "Disasters in conflict areas: finding the politics", *Disasters*, 42(S2): pp. S161-S172.

Smith, J., R. Icaza, J. Juris et al. (2014) *Global Democracy and the World Social Forum* (2nd Edition), Boulder, CO: Paradigm Publishers.

Spade, Dean (2015) *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Duke University Press.

Exam Programme MA in Development Studies 2024-2025; Major Human Rights, Gender and Conflict Studies: Social Justice Perspectives

Foundation Course on Economics	3 ECs	<u>One of the following courses:</u> ISS-1106 Introduction to Economic Theories ISS-1107 Development Economics ISS-1113 Regression and Data Analysis
Foundation Course on Political Science	3 ECs	<u>One of the following courses:</u> ISS-1104 Politics, Power and Development ISS-1114 Politics of Modern Development - Decolonizing Power
Foundation Course on Sociology	3 ECs	<u>One of the following courses:</u> ISS-1110 Contemporary Social Theory ISS-1112 Sociology at Work
General Courses	8 ECs 3 ECs	ISS-2101 The Making of Development: Histories, Theories and Practices ISS-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4153 Contemporary Perspectives on Social Justice ISS-4393 SJP: Working towards the Research Paper <u>One of the 3 following courses:</u> ISS-4217 Conflict Analysis and Transformation ISS-4226 Feminist Perspectives on Gender and Development ISS-4352 Mobilizing Rights and Social Justice
Research Techniques Courses	8 ECs	<u>2 courses, to be chosen from:</u> ISS-3203 Topics in Regression Analysis ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3308 Qualitative Interviewing
Optional Courses	16 ECs	Free choice from the list of optional courses, provided that the course has not yet been selected as the Research Techniques or Major course
Research Paper	5 ECs 21 ECs	ISS-3105 Research Paper Preparation ISS-5401 Research Paper
TOTAL	88 ECs	

Social Policy for Development (SPD)

Major in MA in Development Studies 2024-2025

Staff

Gerard McCarthy	Convenor
Arul Chib	Staff
Andrew Fischer	Staff
Roy Huijsmans	Staff
Karin Astrid Siegman	Staff
Irene van Staveren	Staff

Learning objectives

After completing the Major, students are able to:

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

Description of the Major

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

Major courses

The core course of the Major is required and runs in Term 1B: ISS-4154 Critical Social Policy for Transformative Development. ISS-4394 SPD: Working towards the Research Paper is compulsory and runs in Term 3 and 4.

SPD students are further required to take one of the following two courses in either Term 2 or Term 3:
Term 2: ISS-4242 Gender at Work in Development (this course also contributes to the Specialisation 'Women and Gender Studies')

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

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

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

Indicative readings

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

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

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

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

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

Exam Programme MA in Development Studies 2024-2025; Major Social Policy for Development

Foundation Course on Economics	3 ECs	<u>One of the following courses:</u> ISS-1106 Introduction to Economic Theories ISS-1107 Development Economics ISS-1113 Regression and Data Analysis
Foundation Course on Political Science	3 ECs	<u>One of the following courses:</u> ISS-1104 Politics, Power and Development ISS-1114 Politics of Modern Development - Decolonizing Power
Foundation Course on Sociology	3 ECs	<u>One of the following courses:</u> ISS-1110 Contemporary Social Theory ISS-1112 Sociology at Work
General Courses	8 ECs 3 ECs	ISS-2101 The Making of Development: Histories, Theories and Practices ISS-2204 Climate Change and Development in the Anthropocene
Major Courses	18 ECs	ISS-4154 Critical Social Policy for Transformative Development ISS-4394 SPD: Working towards the Research Paper <u>One of the following courses:</u> ISS-4242 Gender at Work in Development ISS-4311 Children, Youth and Development: Policy and Practice
Research Techniques Courses	8 ECs	<u>2 courses, to be chosen from:</u> ISS-3203 Topics in Regression Analysis ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3308 Qualitative Interviewing
Optional Courses	16 ECs	Free choice from the list of optional courses, provided that the course has not yet been selected as the Research Techniques or Major course
Research Paper	5 ECs 21 ECs	ISS-3105 Research Paper Preparation ISS-5401 Research Paper
TOTAL	88 ECs	

Governance of Migration and Diversity (GMD)

Specialization track in MA in Development Studies 2024-2025

Staff

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

An LDE master track

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

Learning objectives

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

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

Structure of the Master: Joint Programme and Specialized Tracks

The programme consists of a general part of the curriculum to be followed jointly by students from all four Master programmes, and a specific track for every Master programme. ISS students who enrol in the programme participate in the joint part of the programme (25 ECs) providing students with solid multidisciplinary knowledge of the field of migration and diversity. The joint part of the programme consists of five courses on Migration & Diversity that are offered by the respective departments, based in their own disciplinary specialization (Politics, History, Sociology, Law, Development studies, and Urban design). ISS students take the course on Development and can choose three of the other courses (Politics, History, Sociology, Legal Perspectives, and Urban Design).

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

The second part of the programme is specific to each master. Students participate in already existing courses (compulsory and elective courses) and thesis trajectories for their Master programme. The methodological training will be provided on a disciplinary basis.

Indicative readings

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

**Exam Programme Specialization track in MA in Development Studies
2024-2025; Governance of Migration and Diversity**

General Courses	8 EC 3 EC	ISS-2101 The Making of Development ISS-2204 Climate Change and Development in the Anthropocene
<i>LDE Migration</i> Courses, delivered by EUR, University Leiden, TU Delft, Leiden Law School and ISS	25 EC	<p>COMPULSORY COURSES</p> <ul style="list-style-type: none"> Governance of Migration and Diversity (5 EC) (Core Course, in ISS term 1). <i>Delivered by Erasmus University, Rotterdam</i> ISS-4270 Migration and Development (5 EC) (in ISS term 2). <i>Delivered by ISS, The Hague</i> <p>OPTIONAL COURSES (3 out of 5)</p> <ul style="list-style-type: none"> History of Migration and Diversity (5 EC) (in ISS term 1) <i>Delivered by Leiden University, Leiden</i> Sociology of Migration and Diversity (5 EC) (in ISS term 1a). <i>Delivered by Erasmus University, Rotterdam</i> Politics of Migration and Diversity (5 EC) (in ISS term 1b) <i>Delivered by Erasmus University, Rotterdam</i> Legal perspectives on migration and diversity (5 EC) (in ISS term 1b). <i>Delivered by Leiden Law School</i> Social Inequality in the City, Diversity and Design (5 EC) (in ISS term 2 -3). <i>Delivered by TU Delft, Delft</i>
Research Techniques Courses	8 EC	<p><u>2 courses, to be chosen from:</u></p> <p>ISS-3203 Topics in Regression Analysis ISS-3211 Decoloniality in the Development Research Context – Decolonizing Knowledge ISS-3213 Multi Methods for Social Development Research ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences ISS-3303 Ethnographic Research and Reflexivity in Development Contexts ISS-3306 Participatory Action Research ISS-3308 Qualitative Interviewing</p>
Optional Courses	16 EC	Free choice from the list of optional courses and/or research technique courses, provided that the course has not yet been selected as the Research Techniques or Migration course
Research Paper	5 EC 21 EC 2 EC	ISS-3105 Research Paper Preparation ISS-5401 Research Paper ISS-4394 SPD: Working Towards the Research Paper
TOTAL	88 EC	

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

Areas of specialization within the MA in Development Studies 2024-2025

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

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

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

Conflict and Peace Studies (CPS)

Teaching staff: Shyamika Jayasundara-Smiths, Bilge Sahin, Thea Hilhorst e.a.

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

Courses

ISS-4217 Conflict Analysis and Transformation

And one or both of the following courses

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

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

Decoloniality and Degrowth (D&D)

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

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

continue to be colonial and the violent effects of growth-centered thinking in development as a field of studies and in its pedagogical and institutional practices.

Courses

ISS-3211 Decoloniality in the Development Research Context and

ISS-4243 Degrowth and

ISS-4354 Transitions to Social Justice Lab – Decolonial Reconstitutions Beyond Power, Knowledge, Gender and Capital

Econometric Analysis of Development Policies (EADP)

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

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

Courses

ISS-4317 Econometric Analysis of Development Policies

and

ISS-4231 Growth, Inequality and Poverty or

ISS-4241 International Trade and Investment Policies for Development

Pre-requisites

Prior courses in intermediate microeconomic and macroeconomic theory and regression analysis (courses at the level of ISS-1113 and ISS-3203) are prerequisites for this specialization).

Environment and “Sustainable Development” (ESD)

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

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

Courses

ISS-4240 Agrarian and Food Politics and
ISS-4357 Global Political Ecology

Governance of Local Development and Humanitarian Crises (GoLDH)

Teaching staff: Georgina M. Gómez, Thea Hillhorst, Rodrigo Mena, Marijn Faling, Peter Knorringa

Whether in times of crisis or during more stable moments, policies and governmental decisions end up being implemented and reinterpreted at the local level and in people's everyday actions. Actors live and interact with each other daily in spaces where they coordinate the use of resources, share commons, and frame strategies to advance standards of living or to support each other.

The specialisation combines an interest in local development with a special focus on humanitarian crises emanating from disaster, conflict, fragility or refugee situations. Government authorities usually have a core role in the governance of humanitarian crises, yet multiple actors co-shape the coordination and co-determine its outcome. Local actors work with or against each other, forming networks and navigating in practice the policies they receive from authorities as well as the traditions that bind them.

The Governance of Local Development and Humanitarian Crises (GoLDH) explores governance responses by bringing everyday real-life practices, politics, interests, and capacities to the table. It adopts an intermediate or meso-level approach, and it combines practical project experience with state-of-the-art theoretical debates. It offers essential insights for those working locally in the public sector, in community development, humanitarian relief, NGOs, academic institutions, private enterprises, or hybrid organizations such as social enterprises.

GoLDH offers multiple learning pathways. It can be oriented towards resilience and the governance of humanitarian action, ex-post evaluation of interventions, or further exploration of human interaction.

Courses

Two of the following:

ISS-4201 Promotion of Local Developments

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

ISS 4341 Evaluation of Development Policy, Programmes and Projects

International Political Economy and Development (IPED)

Teaching staff: Wil Hout, Karim Knio, e.a.

This specialization provides students with a better understanding of the international dimensions of development issues. The specialization draws on the burgeoning academic field of international political economy, which is concerned with the various ways in which national political and economic processes interrelate with international (that is, global, transnational and multilateral) relations.

The IPED specialization is concerned with the way in which important features of the contemporary! international order impact on the development prospects of people living in developing countries and countries in transition.

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

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

Courses

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

ISS-4359 Politics of Global Order: Debating Liberal Internationalism

Public Policy and Management (PPM)

Teaching staff: Sunil Tankha, Marijn Faling, Farhad Mukhtarov, Sylvia Bergh

The specialization in Public Policy and Management focuses on policy processes in developing and transitional countries. PPM prepares students to contribute effectively to policy analysis, and to the preparation, implementation and evaluation of policies and programmes. This specialization offers a solid understanding of the concepts, theories, techniques and tools of the entire policy process and it imparts competencies, attitudes and skills in applying these in a variety of policy contexts. It equips students with knowledge and skills to critically understand, analyze, and engage in management of development initiatives – policies, programmes, and projects. Investigating the nature and practices of various public sector institutions and non-governmental organizations as well as public sector reform, the PPM specialization provides an understanding of organizational structures, dynamics of policy implementation in multi-stakeholder policy arenas and public processes, and skills and tools for more effective management and action.

Courses

ISS-4209 Policy Analysis and Design and
ISS 4341 Evaluation of Development Policy, Programmes and Projects

Women and Gender Studies (WGS)

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

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

Courses:

ISS-4226 Feminist Perspectives on Gender and Development
and one of the following courses:
ISS-4242 Gender at Work in Development
ISS-4338 Gender and Sexuality as 'Lenses' to Engage with Development Policy and Practice

PART 3

DESCRIPTIONS OF THE COURSES

Table of Contents

ISS-1104	Politics, Power and Development	50
ISS-1106	Introduction to Economic Theories	51
ISS-1107	Development Economics	52
ISS-1110	Contemporary Social Theory	53
ISS-1112	Sociology at Work	54
ISS-1113	Regression and Data Analysis	55
ISS-1114	Politics of Modern Development – Decolonizing Power	56
ISS-2101	The Making of Development: Histories, Theories and Practices	57
ISS-2204	Climate Change and Development in the Anthropocene	58
ISS-3105	Research Paper Preparation	59
ISS-3203	Topics in Regression Analysis	60
ISS-3211	Decoloniality in the Development Research Context – Decolonizing Knowledge	61
ISS-3213	Multi Methods for Social Development Research	62
ISS-3214	Understanding and Interpreting Quantitative Data in Social Science	63
ISS-3303	Ethnographic Research and Reflexivity in Development Contexts	64
ISS-3306	Participatory Action Research	65
ISS-3308	Qualitative Interviewing	66
ISS-4150	Political Economy of Agriculture and Environment	67
ISS-4151	Principles of Economic Development	68
ISS-4152	Development Policies as Practices: Agency in the Context of Governance	69
ISS-4153	Contemporary Perspectives on Social Justice	70
ISS-4154	Critical Social Policy for Transformative Development	71
ISS-4201	Promotion of Local Developments	72
ISS-4209	Policy Analysis and Design	73
ISS-4212	Contemporary Capitalism and Governance: Neo Liberalism and Beyond	74
ISS-4217	Conflict Analysis and Transformation	75
ISS-4226	Feminist Perspectives on Gender and Development	76
ISS-4227	Humanitarian Action, Disasters & Crises: Critical Approaches	77
ISS-4231	Growth, Inequality and Poverty	78
ISS-4240	Agrarian and Food Politics	79
ISS-4241	International Trade and Investment Policies for Development	80
ISS-4242	Gender at Work in Development	81
ISS-4243	Degrowth	82
ISS-4270	Migration and Development: Global Entanglements, Livelihoods and Intersectionality	83
ISS-4271	People on the Move: Global Entanglements, Livelihoods and Intersectionality	84
ISS-4311	Children, Youth and Development: Policy and Practice	85
ISS-4313	(Politics of) Media Representations in/of Violent Conflicts	86
ISS-4317	Econometric Analysis of Development Policies	87
ISS-4338	Gender and Sexuality as 'Lenses' to Engage with Development Policy and Practice	88
ISS-4341	Evaluation of Development Policy, Programmes and Projects	89
ISS-4348	Human Behavior and Experiments in Development	90
ISS-4352	Mobilizing Rights and Social Justice	91
ISS-4354	Transitions for Social Justice Lab	92
ISS-4357	Global Political Ecology	93
ISS-4359	Politics of Global Order: Debating Liberal Internationalism	94
ISS-4360	Water in Development	95
ISS-4390	AFES: Working Towards the Research Paper	96
ISS-4391	ECD: Working Towards the Research Paper	97
ISS-4392	GDP: Working Towards the Research Paper	98
ISS-4393	SJP: Working Towards the Research Paper	99
ISS-4394	SPD: Working Towards the Research Paper	100
ISS-5401	Research Paper	101
ISS-8401	Internship	103
ISS-9102	Academic Skills	104
ISS-9103	Quantitative Skills for Development Studies	105
ISS-9106	Microsoft Excel Applications for Development Studies	106
ISS-9107	Intermediate Academic Writing Skills	107
ISS-9108	Advanced Academic Writing Skills	108
ISS-9109	Collectively Preventing and Addressing Unwanted Behaviour	109
ISS-9120	Mathematics for Economists (ECD)	110
ISS-9160	Basic Statistics and Probability	111

ISS-1104 Politics, Power and Development

Code	ISS-1104
Weight of the Course	3 EC
Period	TERM 1
Course Leader	Karim Knio
Lecturers	Karim Knio
Teaching Methods	Participatory lectures and tutorials
Modes of Assessment	End-of-term invigilated exam (100%)

Learning objectives

At the end of the course, students will:

- Identify and interpret why politics matters for development and how political power influences the direction and outcomes of development interventions.
- Recognize and relate the centrality of notions of the state to think about politics in and of development.
- Analyse the way in which state, society and markets interact
- Question to what extent global trends impact on the state and politics.

Course description

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

The course falls within the field of politics of development (or how politics and development influence each other) and addresses key concepts and actors as well as the primacy of political power in development. Starting from classical and more recent understandings of the state, and notions of embeddedness of politics, the economy and society, the course focuses on the omnipresence of political processes in development. Topics that are discussed are:

- the relationship between state power and the hegemony of ideas,
- the impact of globalisation on the state,
- legitimacy and sovereignty
- the embeddedness of the economic within the political and social.

Indicative readings

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

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

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

ISS-1106 Introduction to Economic Theories

Code	ISS-1106
Weight of the Course	3 EC
Period	TERM 1
Course Leader	Irene van Staveren
Lecturers	Irene van Staveren
Teaching Methods	Lectures and tutorial
Modes of Assessment	End-of-term invigilated exam (100%)

Learning objectives

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

Course description

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

The course aims at an audience without training in economics, or those who need to fresh-up or broaden their basic knowledge. It provides an introduction to economics from a pluralist and global perspective, covering both microeconomics and macroeconomics. It starts with an introduction to economics as a science, followed by consumption and production, the household, firms, the role of the state and labour markets. The second part of the course introduces topics at the macro level with the macroeconomic flow, money and inflation, economic growth, and international trade. Every topic covers two to four theoretical perspectives: social economics (which connects to sociology), institutional economics (which connects to political science and anthropology), Post Keynesian economics, and neoclassical economics (mainstream economics).

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

Indicative reading

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

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

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

ISS-1107 Development Economics

Code	ISS-1107
Weight of the Course	3 EC
Period	TERM 1
Course Leader	Lorenzo Pellegrini
Lecturer	Lorenzo Pellegrini
Teaching Methods	Participatory lecture
Modes of Assessment	End-of-term invigilated exam (100%)

Learning objectives

After completion of the course, students should:

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

Course description

This course introduces development economics to master-level students in development studies. This eight-lecture course will deal with five topics and will start with a broad discussion of the nature and drivers of economic development (Lectures 1 and 2). Lectures 3 and 4 will present the main elements of classic and heterodox theories of economic development. Lectures 5 and 6 will introduce students to the most prominent contemporary models of development and underdevelopment, in particular, endogenous growth theories, debates about the 'big push' and the nature and causes of low-level equilibrium (poverty) traps.

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

Prerequisites

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

Assessment

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

Indicative readings

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

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

ISS-1110 Contemporary Social Theory

Code	ISS-1110
Weight of the Course	3 EC
Period	TERM 1
Course Leader	Murat Arsel
Lecturers	Murat Arsel and Zoe Brent
Teaching Methods	Participatory lecture, tutorial
Modes of Assessment	Essay assignment (50%), invigilated exam (50%)

Learning objectives

After completion of the course, participants will:

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

Course description

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

Indicative readings

- Beck, U. (1992) *Risk Society: Towards a New Modernity*. London: Sage
- Bhambra, G. K., & Holmwood, J. (2021). *Colonialism and modern social theory*. London: John Wiley & Sons.
- Bhattacharyya, G. (2018). *Rethinking racial capitalism: Questions of reproduction and survival*. London: Rowman & Littlefield.
- Bhattacharya, T. (2017). *Mapping social reproduction theory: Remapping Class, Recentring Oppression*. London: Pluto Press.
- Sanyal, K. (2014). *Rethinking capitalist development: Primitive accumulation, governmentality and post-colonial capitalism*. New Delhi, Routledge.
- Wallerstein, I. M. (2001). *Unthinking social science: The limits of nineteenth-century paradigms*. Temple University Press.

ISS-1112 Sociology at Work

Code	ISS-1112
Weight of the Course	3 EC
Period	TERM 1
Course Leader	Georgina M. Gómez and Salomey Gyamfi-Afrifa
Lecturers	Georgina M. Gómez and Salomey Gyamfi-Afrifa
Teaching Methods	Course based on videos, readings and class discussions
Modes of Assessment	End-of-term invigilated exam (100%)

Learning objectives

Students will develop their sociological imagination. They will go beyond common sense in doing social analysis and will be able to apply sociological concepts as a toolkit to analyse their everyday life as socially situated.

Course description

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

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

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

The course is suitable for students with no previous knowledge of sociology but with a definite interest in sociological approaches to the economy, political economy and organisations. Each topic is tackled at an initial basic level and taken to an advanced level.

Indicative readings

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

ISS-1113 Regression and Data Analysis

Code	ISS-1113
Weight of the Course	3 EC
Period	TERM 1
Course Leader	Zemzem Shigute Shuka
Lecturer	Zemzem Shigute Shuka and staff
Teaching Methods	Lectures, workshop, computer exercises, tutorials
Modes of Assessment	Individual assignment (50%), end-of-term invigilated exam (50%)

Learning objectives

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

Course description

The course is intended for students interested in quantitative development policy analysis. The course is self-contained while at the same time a prerequisite for those who want to take ISS-3203. Specifically, the course introduces students to the basic principles of classical regression analysis and discusses modern techniques of data analysis both as supplements to standard regression analysis and as stand-alone diagnostic tools. Hands on computer workshops are designed to familiarize students with the statistical package STATA (version 15/16/17). During these workshops students will be expected to analyse micro and macro data using the methods discussed in the lectures.

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

Indicative readings

The basic texts for the course are:

Gujarati, D.N. and D.C. Porter (2009) *Basic Econometrics* (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 remedial course on basic statistics and probability which students may wish to follow.

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

Code	ISS-1114
Weight of the course	3 EC
Period	TERM 1
Course Leader	Shuaib Lwasa
Lecturer	Shuaib Lwasa
Teaching Methods	Plenary lecture, workshops
Modes of Assessment	End-of-term invigilated exam (80%), individual assignments (20%)

Learning objectives

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

- Define, explain key concepts and analytical perspectives of politics, its anti, post and decolonial alternatives
- Understand and communicate political theory in its moral and intellectual context
- Explain the role of politics, power, democracy, state and nation in modern development
- Relate specific concepts to development challenges and problems in specific contexts

Course description

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

The course adopts a global perspective on contemporary political philosophy. This means that ideas and questions of European and American political thought are placed *in a dialogue with* authors and thinkers positioned in an epistemic or cognitive ‘South’ to stimulate a decolonial/ decolonising epistemology in the classroom. The course explores the Geopolitics and development with emerging alignment or non-alignment with West or East.

Indicative readings

- Sultana, F. The unbearable heaviness of climate coloniality. *Polit. Geogr.* 102638 (2022). doi:10.1016/j.polgeo.2022.102638
- Mouffe, Chantal (2005) *On the Political*. London: Routledge.
- Ndlovu-Gatsheni, Sabelo (2018) *Epistemic Freedom in Africa. Deprovincialization and Decolonization*. London: Routledge.
- Daniel Hammett & David Marshall (2017): *Building peaceful citizens? Nation building in divided societies*, *Space and Polity*, DOI: 10.1080/13562576.2017.1330383
- Olle Torquist, 1998, *Politics and Development: a critical introduction*, SAGE. Chapters 5&8
- Mendoza Breny (2006) *The Undemocratic Foundations of Democracy: An Enunciation from Postoccidental Latin America*, *Signs*, Vol. 31, No. 4 (Summer 2006), pp. 932- 939. <https://www-journals-uchicago-edu.eur.idm.oclc.org/doi/pdfplus/10.1086/500607>
- Chakrabarty, Dipesh (2000). *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton, NJ: Princeton University Press.

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

Code	ISS-2101
Weight of the Course	8 EC
Period	TERM 1
Course Leader	Julien-François Gerber
Lecturers	Saturnino 'Jun' Borrás, Julien-François Gerber, Georgina M. Gómez, Wendy Harcourt, Roy Huijsmans, Rosalba Icaza, Shyamika Jayasundara-Smiths, Karim Knio, Zemez Shigute Shuka, Irene van Staveren, Nanneke Winters
Teaching Methods	Interactive lectures, peer-to-peer working groups
Modes of Assessment	Short essay (30%), working group presentation (20%), final essay (50%)

Learning objectives

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

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

Course description

The course is an introduction to selected issues in critical development studies. It invites students to explore the making, unmaking and remaking of development from ecological, socio-cultural, and political-economic perspectives. Emphasis is on the critical analyses of development as a historical process, an aspiration, a discourse of power, and a set of practices. The course aims to build a dialogue between the students' own experiences of development and the different approaches of the course's lectures and literature. The two modules – 'where are we?' and 'what next?' – present diverse takes on development taught by a selected number of ISS teachers representing different orientations. The pedagogical approach includes peer-to-peer discussion groups and interactive lectures in order to encourage self-reflection and co-learning.

Indicative literature

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

ISS-2204 Climate Change and Development in the Anthropocene

Code	ISS-2204
Weight of the Course	3 EC
Period	TERM 2 and 3
Course Leader	Murat Arsel
Lecturers	Murat Arsel, Jeff Handmaker, Daphina Misiedjan, Lorenzo Pellegrini
Teaching Methods	Lectures, documentary film, workshops and discussion sessions
Modes of Assessment	Short essay (60%), group exercise (40%). Assessed on pass/fail basis; students must pass both assignments in order to pass the course

Learning objectives

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

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

Course description

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

Indicative Readings

- Estes, N. (2019). *Our history is the future: Standing Rock versus the Dakota Access Pipeline, and the long tradition of indigenous resistance*. Verso Books.
- Dalby, S. (2016). Framing the Anthropocene: The good, the bad and the ugly. *The Anthropocene Review*, 3(1), 33-51.
- Ghosh, A. (2018). *The great derangement: Climate change and the unthinkable*. Penguin UK.
- Malm, A. (2021). *How to blow up a pipeline*. Verso Books.
- Mitchell, T. (2009). Carbon democracy. *Economy and society*, 38(3), 399-432.
- Pye, S., Bradley, S., Hughes, N., Price, J., Welsby, D., & Ekins, P. (2020). An equitable redistribution of unburnable carbon. *Nature communications*, 11(1), 1-9.

ISS-3105 Research Paper Preparation

Code	ISS-3105
Weight of the Course	5 EC
Period	TERM 1 – TERM 3
Course Leader	Georgina M. Gómez and Nanneke Winters
Lecturers	Bernarda Coello, Georgina M. Gómez, Frea Haandrikman, Zeynep Kaşlı, Nanneke Winters
Teaching Methods	Participatory lectures, workshops, computer exercises, audio-visual material and online tutorials
Modes of Assessment	Pass/Fail based on a system of points and class assignments (100%)

Learning objectives

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

Course description

The course is the basis of the common ISS Research Paper process preparation, which branches out per Major as Working towards the RP.

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

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

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

Assessment

Assessment is based on a Pass or Fail, adding the necessary credits to the RP grade. Students complete several small assignments to obtain a minimum number of points.

Indicative reading

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

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

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

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

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

ISS-3203 Topics in Regression Analysis

Code	ISS-3203
Weight of the Course	4 EC
Period	TERM 2
Course Leader	Arjun S. Bedi
Lecturer	Arjun S. Bedi and Zemzem Shigute Shuka
Teaching Methods	Participatory lecture, computer exercise, tutorial
Modes of Assessment	Assignment (40%), take-home exam (60%)

Learning objectives

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

Course description

This course will build on the material covered in the Term 1 course on regression and data analysis and is intended for students interested in quantitative development policy analysis. The first part of the course discusses methods that are typically used to analyze survey (micro) data. Topics covered in this part of the course include estimation and inference using qualitative and limited dependent variable models (probit, logit, tobit, ordered and unordered logit and probit models), the use and application of instrumental variables and simultaneous equation models. The second part of the course concentrates on regression methods and issues that typically arise while using panel data. Course coverage will include fixed and random-effects models as well as the application of panel data methods to data structures that may not involve time.

Indicative reading

The basic text for the course is

Wooldridge, J.M. (2019) *Introductory Econometrics: A Modern Approach* (7thedn). Mason OH: Thomson South-Western, Cengage Learning

Prerequisites

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

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

Code	ISS-3211
Weight of the Course	4 EC
Period	TERM 2
Course Leaders	Rosalba Icaza
Lecturer	Rosalba Icaza and guest lecturers
Teaching Methods	Video lecture, workshops
Modes of Assessment	Short individual assignment (30%), final individual assignment (50%), group assignment (20%)

Learning Objectives

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

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

Course description

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

The course is planned as 4 EC credits organized through 7 thematic modules delivered through pre-recorded video lectures/dialogues, and workshops. Module I exposes participants to the geo-political, ontological, and epistemological groundings of decoloniality. In the modules II-VII, participants will learn from the intricacies of designing and implementing research projects that undertake the task of centering an epistemic or cognitive South in processes of knowledge generation. The sessions will encourage critical reflexivity on the methodological choices, including the deployment of research methods and tools. This year, the course will focus on the following themes: decolonial investigations, First Nations/Indigenous methodologies and Holding Space, Liminagraphy, Anti-colonial archival research, Senti pensar, World Traveling and Knowing with Others.

Indicative readings

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

ISS-3213 Multi Methods for Social Development Research

Code	ISS-3213
Weight of the Course	4 EC
Period	TERM 2
Course Leaders	Sunil Tankha
Lecturer	Sunil Tankha and Irene van Staveren
Teaching Methods	Lectures, student breakout groups, problem-based learning
Modes of Assessment	Invigilated exam (quantitative; 50%), take-home assignment (qualitative; 50%)

Learning Objectives

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

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

- Distinguish different ways of asking and addressing complex research questions through multiple quantitative and qualitative, theoretical, and interdisciplinary approaches and practices;
- Critically assess the appropriateness of methodological choices in social research;
- Design their own research by formulating an appropriate approach and mixing multiple methods;
- Develop and apply some quantitative and qualitative instruments for data collection;
- Choose appropriate data analysis techniques in qualitative and quantitative research

Course description

This course introduces students to basic qualitative and quantitative research methodologies for designing and conducting development-oriented research. It covers research problem formulation, collection of information and data, and presentation and interpretation of both qualitative and numerical data. Students are introduced to a variety of qualitative and quantitative data collection techniques, with an emphasis on mixing of qualitative and quantitative methods and its impact on the analysis of data. Ethical considerations will also be examined. The course is problem-oriented in that students are guided and asked from the very beginning to develop their own solutions to challenges involved in doing research. After its completion, students will be prepared to work on their research paper and to conduct a research project based on secondary and/or primary data.

Entry requirements

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

Indicative readings

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

ISS-3214 Understanding and Interpreting Quantitative Data in Social Sciences

Code	ISS-3214
Weight of the Course	4 EC
Period	TERM 2
Course Leader	Gerard McCarthy and Rodrigo Mena
Lecturers	Gerard McCarthy, Rodrigo Mena, Zemzem Shigute Shuka
Teaching Methods	Lectures, workshops, tutorials
Modes of Assessment	Workshop participation (30%), mid-term essay (30%), final assignment (40%)

Learning objectives

The broad objectives of the course are to improve skills:

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

Course Description

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

Every session will involve discussion about and working with some kind of data set – whether it be census/demographic data, political opinion/sentiment surveys and economic growth data. The emphasis is learning about where data comes from, the patterns and things you can learn from it (and the limits of this knowledge) from hands-on experience with data.

The course is structured around two blocks, both oriented to developing practical skills in critical quantitative reasoning and data analysis by discussing and working with datasets and case studies. In block one, we focus on approaches to data analysis and how these reflect different philosophies towards understanding social phenomena. We then examine research design and data collection, focusing on frameworks to understand the strengths and biases of different kinds of data – including the politics of categorisation and simplification. We then examine different kinds of data and variables, including opinion surveys vs socio-economic data and the uses and abuses of these datasets. Block one concludes by examining big data datasets and introduces some techniques for using them in social inquiry. Block two deepens the practical exercises in block one with workshops in using data for descriptive purposes and identifying and interpreting patterns. In the subsequent weeks, we explore risk and probability in quantitative reasoning, as we establish relationships between variables, examine changes in variables over time, and visualize patterns in the data. Along the course and both blocks, we examine the politics, ethics, and utility of quantitative data in social science and development.

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

Indicative readings

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

ISS-3303 Ethnographic Research and Reflexivity in Development Contexts

Code	ISS-3303
Weight of the course	4 EC
Period	TERM 3
Course Leader	Roy Huijsmans and Bilge Sahin
Lecturer	Roy Huijsmans, Bilge Sahin, guest lecturers
Teaching Methods	Participatory lecture, workshops, ethnographic exercise
Modes of Assessment	Individual assignment 1 ('reading ethnography'; 40%), individual assignment 2a ('descriptive field notes'; 20%), individual assignment 2b ('thinking with field notes'; 40%)

Learning objectives

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

- Conduct participant observation, generate fieldnotes, and think with ethnographic material
- Recognise and reflect on key aspects of ethnography in relation to the literature and students' own research plans
- Develop an active, reflective and ethical attitude to knowledge and learning

Course description

The course is designed for those considering using an ethnographic research orientation (in whatever form) in their research paper and/or future career. The course is divided into two blocks. The first block (session 1-3) focuses on the literature and deals with a range of historical, epistemological and theoretical issues underpinning ethnography in the context of development research. In the second block the focus shifts to practice. We start with evaluating the use, strength and limitations of ethnography in past ISS research papers. Next, we focus on conducting ethnography with a specific focus on doing 'participant observation', generating and writing fieldnotes and thinking with this material. In the second block of the course, students will conduct a series of ethnographic exercises and report and reflect on this.

Indicative readings

Allerton, C., Ed. (2016) *Children: Ethnographic encounters*. London, New York: Bloomsbury Academic.

Burawoy, M., J.A. Blum, S. George, Z. Gille, T. Gowan, L. Haney, M. Klawiter, S.H. Lopez, S. Riain and M. Thayer (2000) *Global Ethnography: Forces, connections, and imaginations in a postmodern world*. Berkeley, Los Angeles, London: University of California Press.

Hammersley, M. and P. Atkinson (2007). *Ethnography: Principles in practice (third edition)*. London, New York: Routledge.

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

The journal *Ethnography*: <https://journals.sagepub.com/home/eth> and the Journal of Contemporary Ethnography: <https://journals.sagepub.com/home/jce>

Note: The course has a cap of 25 ISS MA students. Should more than 25 students register, admission will be determined on a first-come first-serve basis.

ISS-3306 Participatory Action Research

Code	ISS-3306
Weight of the Course	4 EC
Period	TERM 3
Course Leader	Kees Biekart
Lecturers	Kees Biekart and guests
Teaching Methods	Participatory lecture, workshop, group project, self-reflection skills, discussion group, presentation
Modes of Assessment	Reflection (60%), group assignment (30%), presentation (10%)

Learning objectives

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

Course description

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

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

Indicative reading

- Kindon, S., R. Pain and M. Kesby (eds) (2007) *Participatory Action Research Methods: Connecting People, Participation and Place*. Vol. 22. London and New York: Routledge.
- De Oliviera, B. (2023) Participatory Action Research as a research approach: Advantages, limitations and criticisms. *Qualitative Research Journal* 21(3): 287-297.
- Schubotz, D. (2020) *Participatory Research: Why and how to involve people in research*. London: Sage.

Note: The maximum number of participants is 25. Should more than 25 students register, preference will be given to students who send convincing written motivation statements.

ISS-3308 Qualitative Interviewing

Code	ISS-3306
Weight of the Course	4 EC
Period	TERM 3
Course Leader	Arul Chib
Lecturers	Arul Chib
Teaching Methods	Participatory lecture, workshop, experimental learning
Modes of Assessment	Research design individual assignment (30%), group assignment (20%), individual summative assignment (50%)

Learning objectives

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

- Understand the qualitative interviewing process, including key ethical procedures,
- Develop a research design for qualitative interviews from a theoretically informed perspective, and
- Conduct and analyse interviews and communicate their results.

Course description

Interviews comprise a major genre of qualitative approaches, marrying analytical inquiry with systematic methods to generate deep insights. Increasingly, research papers within the ISS are to some extent based on data generated through qualitative interviews. This course is meant for MA participants who are interested in acquiring and improving their skills in conducting qualitative research. The course explores ethical, conceptual, and analytical dimensions of the process of qualitative interviewing. The course imparts practical training in conducting different kinds of qualitative interviews, analysing, and interpreting the data, and reporting the results. Participants will develop necessary and pragmatic skills to design, implement, analyse, and document, interview-based research to be conducted in person and online.

Indicative reading

Flick, U. (2009) *An Introduction to Qualitative Research*, Los Angeles: Sage Publications Ltd.
King, N., C. Horrocks and J. Brooks (2019) *Interviews in Qualitative Research*. London: Sage Publications Ltd.
Kvale, S. and S. Brinkmann (2009) *InterViews. Learning the Craft of Qualitative Research Interviewing*. Los Angeles etc.: Sage.

ISS-4150 Political Economy of Agriculture and Environment

Code	ISS-4150
Weight of the Course	8 EC
Period	TERM 1
Course Leaders	Helena Pérez Niño
Lecturers	Murat Arsel, Jun Borrás, Luisa Cortesi, Julien-François Gerber, Wendy Harcourt, Tsegaye Moreda, Helena Pérez Niño, Oane Visser, Ben White
Teaching Methods	Participatory lectures, guest lectures, group project, workshop
Modes of Assessment	Essay (50%), invigilated exam (50%)

Learning objectives

After the course, students will be able to:

- Engage critically with the major theoretical and methodological traditions in Agrarian, Food and Environmental studies; understanding overlaps and synergies as well as conflicts and debates in the literature;
- Analyse the political, economic and ecological structures that shape local, national and international agrarian, food and environmental questions;
- Apply relevant conceptual frameworks to the study of contemporary development problems surrounding agriculture, food systems and the environment and consider their interactions.

Course description

This course provides students with a comprehensive introduction to key debates and problems in the critical scholarship on Agriculture, Food systems and Environmental Conflicts. Lectures, workshops and seminar discussions introduce students to the core theoretical and methodological foundations of critical agrarian studies and political ecology. The analytical starting point is a political economy framework, which means that the emphasis will be on the political and economic power dynamics that frame and cut across agrarian and environmental issues. Participants will thereby acquire the necessary analytical tools required to develop a critical understanding of contemporary processes of agrarian and environmental change. The topics covered include the classical debates on the expansion of capitalism in the countryside; the peasantry and agrarian class analysis; land and labour relations in agricultural production; social reproduction; feminist political ecology; transnational agrarian movements; food sovereignty and food regimes; financialization in agriculture; the mechanisms of environmental degradation and environmental justice movements. The course does not take agrarian and environmental relations in isolation, but rather seeks to examine them in their intersections with dynamics of production and social reproduction, as well as in a global context.

Indicative readings

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

ISS-4151 Principles of Economic Development

Code	ISS-4151
Weight of the Course	8 EC
Period	TERM 1
Course Leader	John Cruzatti Constatine
Lecturers	John Cruzatti Constantine and Mansoob Murshed
Teaching Methods	Lecture, tutorials, pre-recorded sessions
Modes of Assessment	Invigilated mid-term exam (Microeconomics; 50%), invigilated final exam (Macroeconomics; 50%)

Learning objectives

On completing the course students should be able to:

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

Course description

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

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

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

Indicative readings

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

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

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

ISS-4152 Development Policies as Practices: Agency in the Context of Governance

Code	ISS-4152
Weight of the Course	8 EC
Period	TERM 1
Course Leader	Farhad Mukhtarov
Lecturers	Farhad Mukhtarov, Marijn Faling, Peter Knorringa, Rodrigo Mena
Teaching Methods	Participatory lectures, case studies, interview assignment, peer-review workshops
Modes of Assessment	Invigilated mid-term exam (40%), assignments (60%)

Learning objectives

This course prepares students to engage in the contemporary debates on development policy and practice. After completing the course students will be able to analyse interests, behaviour and relationships of different actors in policy with a specific focus on policy-making at the national level (both policy design and implementation). In particular, they will be able to:

- Explain various modes of interaction among the state, private sector and civil society actors in the Global South;
- Develop a critical voice in discussing development issues and draw on such concepts as “collaborative governance”, “new public management”, “collective action”, and “policy work”, “policy practices”, and “everyday politics and governance”;
- Demonstrate appreciation for the cultural, historical and institutional diversity of governance structures;
- Recognise importance of agency in policy-making, how policy entrepreneurs take advantage of situations and their networks to achieve their goals;
- Develop appreciation of and understanding for practices of development policy-making, that is of what development work actually entails in practice;
- Apply theories and frameworks of policy processes to explore a given problem, especially with regard to implementation and policy as practice.

Course description

This course introduces the students to the multi-actor and multi-level processes that underpin development policy and governance. It examines the diversity of actors and mechanisms of governance at the multiple levels with the emphasis on the national level. The key red thread running through the course is the concept of “policy practices” – a normative and analytical lens that looks at the policy processes and governance through an agency perspective of individual policy makers.

The course first explores the concept of governance, then moves on to key debates in development economics and public administration. It then pays detailed attention to administrative and political processes of governance. Special attention is paid to who policy-makers “are” and the work that policy makers “do”.

Freeman et al. (2011, 127) ask “What is policy? What do policy makers do when they go to work? What kinds of activity does policy making entail? How is what policy makers do represented in the accounts that researchers and practitioners themselves respectively give of it?”. These questions provide a useful lens to examine broader issues in public policy and governance of development. Finally, the course provides an overview of frameworks and approaches that may help students to assess governance arrangements in their own context.

Indicative readings

- Acemoglu, D. and Robinson, J. (2012). The Making of Prosperity and Poverty (Chapter 3). In *Why Nations Fail: Why nations fail: the origins of power, prosperity, and poverty*, pp. 70-96.
- Colebatch, Hal K. "What work makes policy?." *Policy sciences* 39, no. 4 (2006): 309-321.
- Forester, J. (2012). Learning to improve practice: Lessons from practice stories and practitioners' own discourse analyses (or why only the loons show up). *Planning Theory & Practice*, 13(1), 11-26.
- Freeman, R. (2019). Meeting, talk and text: Policy and politics in practice. *Policy and Politics*, 47(2), 371-388. <https://doi.org/10.1332/030557319X15526370368821>
- Freeman, R., Griggs, S., & Boaz, A. (2011). The practice of policy making. *Evidence & Policy*, 7(2), 127.
- Hyden, G. & J. Samuel (eds., 2011) *Making the State Responsive: Experience with Democratic Governance Assessments*. New York: UNDP

ISS-4153 Contemporary Perspectives on Social Justice

Code	ISS-4153
Weight of the Course	8 EC
Period	TERM 1
Course Leader	Kees Biekart
Lecturers	Kees Biekart, Jeff Handmaker, Silke Heumann, Rosalba Icaza, Shyamika Jayasundara-Smiths, Sreerekha Mullassery Sathiamma, Bilge Sahin
Teaching Methods	Participatory lectures, debates, group work
Modes of Assessment	Invigilated mid-term open-book exam (40%), essay (50%), 2 short reading notes (10%; 5% each)

Learning objectives

- The aims of this course are to introduce social justice concepts and practices, across diverse fields: gender, human rights, conflict and peace, and social justice movements. With an eye to current crises, environmental and the COVID-19 crisis will be included. All this is set within the wider context of economic globalisation and de-globalisation. The course aims to provide participants with:
- Familiarity with key introductory and more advanced readings in core areas of social justice in relation to development and inequalities from a multi-disciplinary set of lenses;
- Foundational knowledge to specialise in gender, human rights or conflict and peace, if they so wish, during their ISS degree;
- Enhanced skills in contextualising meanings and practices of social justice interventions and movements, as both contested and socially constructed;
- Skills in creatively reflecting on and mapping power relations, identifying shifting, diverging and overlapping worldviews and interests, through participation in presentations and in-class exercises.
- Application and critical analysis of contending and complementary analytical frameworks from feminist, economic, human rights, conflict and peace-related perspectives to selected examples

Course description

Social justice involves both conceptual debate about ideals, and on-going sets of contested and complementary practices. At all levels, social justice action requires appreciation of the multi-dimensional transformations of the (de)globalising economy and intersectional modes of analysis and practice at institutional and inter-personal levels. In this course, social justice is related to debates around gender, conflict and peace and human rights. Students are encouraged to reflect on changing social structures, attitudes and behaviours, and some lessons and insights for social justice actors and efforts. Through class participation, students are able to analyse their own existing or emerging interests and experiences in social justice arenas.

Indicative readings

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

ISS-4154 Critical Social Policy for Transformative Development

Code	ISS-4154
Weight of the Course	8 EC
Period	TERM 1
Course Leader	Andrew Fischer
Lecturers	Arul Chib, Andrew Fischer, Roy Huijsmans, Gerard McCarthy, Karin Astrid Siegmann
Teaching Methods	Participatory lectures, group discussions with peers, individual mentoring by lecturers, student-led presentations, field visit
Modes of Assessment	Invigilated written mid-term exam (45%), individual assignment (45%), presentation (10%)

Learning objectives

After the course, students will be able to:

- Explain and apply key concepts and approaches to social policy in contexts of development
- Analyse how social policy systems work, their effects on social relations, and what this means for different social groups
- Map out the different components and aspects of one social policy system and convey this orally to an audience

Course description

Social policy generally refers to the range of publicly or collectively provided, funded and/or regulated services and interventions in a society, such as schooling, health care and social protection, with the aim to affect various social outcomes such as learning or health, or access to adequate and secure livelihoods and income. It is also generally considered to include several other areas such as housing policy, family planning, child protection or labour market regulation (Fischer 2018: 227).

The core course of the Social Policy for Development Major provides a foundation for examining how these aspects of social provisioning are rooted in processes of social reproduction and are shaped by broader processes of development, with outcomes that can be both progressive, bringing about greater inclusion and equality, or else regressive, reproducing, and entrenching inequalities.

The course is divided into two blocks. The first block grounds the idea of social policy historically while also placing it in the broader context of contemporary globalization. It also introduces key perspectives in the field of social policy and foundational concepts for social policy analysis in relation to development, such as poverty, inequality, exclusion/inclusion, needs, well-being, capabilities, citizenship, demography, and governmentality, and is closed with a mid-course exam. Building on this, the second block adds an applied dimension by focusing on building analytical skills to understand social provisioning systems, including quantitative approaches. This leads into the final individual assignment, which will be based on mapping out the social provisioning system of an aspect of either education, health, or social protection in a chosen country.

Indicative readings

- Fischer, A.M. (2018). *Poverty as Ideology: Rescuing Social Justice from Global Development Agendas*. London: Zed Books. Fully open access at <http://bora.uib.no/handle/1956/20614>
- Martínez Franzoni, J. and D. Sánchez-Ancochea (2016). *The Quest for Universal Social Policy in the South: Actors, Ideas, Architectures*. Cambridge: Cambridge University Press.
- Midgley, J., R. Surender and L. Alfors (2019). *Handbook of Social Policy and Development*. Cheltenham: Edward Elgar.
- Mkandawire, T. (ed.) (2004). *Social Policy in a Development Context*. Basingstoke: Palgrave Macmillan.

To get an idea of the field of social policy, browse through these journals and read some of the articles that interest you (in addition to the journals in the field of development studies, which also often have social policy content): *Journal of Social Policy*; *Critical Social Policy*; *Global Social Policy*; *Social Policy and Society*; *Social Policy and Administration*; *International Social Security Review*; *Population and Development Review*

ISS-4201 Promotion of Local Developments

Code	ISS-4201
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Georgina M. Gómez
Lecturers	Georgina M. Gómez, Peter Knorringa, Salomey Gyamfi-Afrifa, guest lecturers
Teaching Methods	Participatory lectures, study visits, meeting practitioners, workshops, presentations
Modes of Assessment	Class assignments (85%), group project (15%)

Learning objectives

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

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

- Identify key actors, map their networks and trace sources of agency to critically analyse how they interact with regulatory frameworks, institutions, policies and strategies.
- Apply systems thinking and everyday lives perspectives to understand local and regional problems.
- Find possible paths of action to promote local development, including government and non-government strategies
- Collect information on the history, interests, motivations, and capacities of key actors to promote the socioeconomic development of localities and regions.

Course description

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

Indicative readings

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

Delgado, L. E., & Marín, V. H. (Eds.). (2019). *Social-ecological systems of Latin America: complexities and challenges*. Springer International Publishing.

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

Pike, A., Rodríguez-Pose, A., & Tomaney, J. (2016). *Handbook of local and regional development*. Routledge.

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

Yeung, H. W. C. (2015). Regional development in the global economy: A dynamic perspective of strategic coupling in global production networks. *Regional Science Policy & Practice*, 7(1), 1-23.

ISS-4209 Policy Analysis and Design

Code	ISS-4209
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Sunil Tankha
Lecturers	Sunil Tankha
Teaching Methods	Participatory lecture
Modes of Assessment	Assignment 1 policy paper (80%), Assignment 2 policy memo (10%), Assignment 3 policy presentation (10%)

Learning objectives

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

Specific targets:

- To be able to critically assess the use of a set of important methods and approaches, including stakeholder analysis, argumentation analysis, logical framework analysis, economic cost-benefit analysis, other cost-utility techniques and multi-criteria analysis, rights-based approaches; and methods to promote critical and creative thinking.
- To be able to explain the processes by which public policies are debated and adopted.

Course description

This is a course about how to design policies to address social problems. Policy making is a social (multi-actor) process involving a battle of ideas and struggles over resources, with competitive and collaborative interactions among various groups who have diverse beliefs, interests and information.

This course is geared towards students who want to become part of the policy process, primarily as analysts and secondarily as policy advocates, policy entrepreneurs and policy makers. It consists of two parts: (a) Analysis for Policy Design in which the course addresses techniques and tools to analyse social problems to guide policy design and to structure policy choice, and (b) Analysis of Policy Processes in which the course introduces techniques and tools to understand, in a politically aware way, how policies are actually designed and selected through processes of multi-stakeholder mobilization and contestation.

Indicative readings

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

Sabatier, P. (1991). Toward Better Theories of the Policy Process. *PS: Political Science and Politics*, 24(2), 147-156.

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

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

Code	ISS-4212
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Karim Knio
Lecturers	Murat Arsel, Karim Knio, Juan David Parra, and guest lecturers
Teaching Methods	Participatory lecture
Modes of Assessment	Assignment 1 essay (40%), Assignment 2 essay (60%)

Learning objectives

After completion of the course, students will have:

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

Course description

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

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

Indicative readings

- Brenner, N., J. Peck and N. Theodore (2010) 'Variegated Neoliberalization: Geographies, Modalities, Pathways', *Global Networks* 10(2): 182-222.
- Harvey, D.W. (2005) *A Brief History of Neo Liberalism*. Oxford: Oxford University Press.
- Robison, R. (ed.) (2006) *The Neo-Liberal Revolution*. Basingstoke: Palgrave Macmillan.
- Saad-Filho, A. and D. Johnston (eds) (2005) *NeoLiberalism: A Critical Reader*. London: Pluto Press.
- Turner, R.S. (2008) *Neo-Liberal Ideology: History, Concepts and Policies*. Edinburgh: Edinburgh University Press.

ISS-4217 Conflict Analysis and Transformation

Code	ISS-4217
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Shyamika Jayasundara-Smiths
Lecturers	Mansoob Murshed, Bilge Sahin, guest lecturers
Teaching Methods	Participatory lectures, documentary films, group work, flip classroom exercises, workshops
Modes of Assessment	Individual assignment (50%), take-home mid-term exam (50%)

Learning objectives

After completing the course student will be able to:

- Understand multiple causes, dynamics, consequences, actors and relationships in violent conflict formation.
- Apply a range of theoretical, conceptual and applied-practical frameworks from the specialised fields of conflict and peace studies to the study of violence and violent conflicts.
- Engage with current scholarly and policy debates relevant to post-war transition and peacebuilding.
- Assess and develop skills to increase quality and capacity of local, national, regional and global governance arrangements in transforming violent conflicts.
- Develop specialised soft skills to work in conflict environments.

Course description

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

Indicative Readings

- Wallensteen, Peter (2023) *Understanding Conflict Resolution* (6th Edition), UK; Sage.
- Hintjens, H.M. & Zarkov, D. (2015). *Conflict, Peace, Security and Development: Theories and Methodologies*. London and New York: Routledge.
- Tilly, Charles, *War Making and State Making as Organized Crime*, in *Bringing the State Back In* (eds.) (1985) Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, Cambridge: Cambridge University Press.
- Paffenholz, Thania (2021) *Perpetual Peacebuilding: A New Paradigm to Move Beyond the Linearity of Liberal Peacebuilding*, *Journal of Intervention and Statebuilding*, 15:3, 367-385.
- Fisher, Simon, Vesna Matovic, Bridget Ann Walker and Dylan Mathews. (2020) *Working with Conflict 2: Skills and Strategies for Action*, Bloomsbury Publishing.

ISS-4226 Feminist Perspectives on Gender and Development

Code	ISS-4226
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Sreerexha Mullassery Sathiamma
Lecturers	Sreerexha Mullassery Sathiamma, Silke Heumann
Teaching Methods	Participatory lectures, workshops
Modes of Assessment	Reflection paper (35%), group work (15%), end-term assignment (50%)

Learning objectives

This course aims to equip its participants to:

- Interpret key debates in feminist knowledge(s), building upon four major theoretical perspectives, and methodological approaches.
- Apply multiple perspectives in feminist knowledge(s) in specific contexts with critical engagement.
- Examine the gendered processes and feminist approaches to the state, the family, and the labour market.
- Evaluate strategic and structural feminist approaches in the sphere of gender and development.

Course description

Feminist perspectives and analytical thinking on the politics of the production of knowledge(s) can provide powerful, reflective, and transformative possibilities in gender and development studies. This course introduces debates in feminist knowledge production in development, centering on a global south perspective while bringing in relevant comparisons from all parts of the world. We will explore critical debates in feminist epistemologies and methodologies, assisting in deepening and strengthening feminist knowledges rooted in a multidimensional path. This is achieved by historicizing and politicizing the introduction and evolution of gender and development discourse from a feminist perspective, reflecting upon its relations of domination and marginalization, and further exploring the theoretical and political consequences of dominant modes of development thought and practice. We further analyse how a globalized neoliberal economy and its political processes including the dynamics within the local have an impact on contemporary feminist theorizing in a gendered, classist, racialized, casteized world. The course will examine the core debates in gender and development (GAD), sexualities, masculinities, and the new developments in AI and robotization of care work. An important step in the course towards learning feminist approaches is an in-depth critical analysis of institutions of the family, the state, and the labour market, with specific references to the crossroads and convergences of these institutions and their gendered practices, looking at how globalization and neoliberalism have transformed them. The course will further assist the students in recognizing, distinguishing, and critically analyzing gender-based movements and organizing and its challenges in contemporary times from issues like NGOisation.

Indicative readings

- Ipadeola, A. P. (2023). *Feminist African philosophy: women and the politics of difference* (Ser. Routledge studies in African philosophy). Routledge.
- Buikema, Rosemarie, Gabriele Griffin, and Nina Lykke. (2011). *Theories and Methodologies in Postgraduate Feminist Research: Researching Differently*. New York: Routledge.
- Kriemild Saunders (ed) (2004) *Feminist Post-Development Thought*, Zed Books, London.
- Narayan, Uma, and Sandra Harding. (ed) (2000). *Decentering the Center : Philosophy for a Multicultural, Postcolonial, and Feminist World*. Bloomington, Indiana University Press.
- Visvanathan, Nalini, Lynn Duggan, Nancy Wieggersma, and Laurie Nisonoff, eds. (2011). *The Women, Gender and Development Reader*, Halifax: Fernwood Publishing.

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

Code	ISS-4227
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Thea Hilhorst
Lecturers	Thea Hilhorst, Rodrigo Mena, Kaira Zoe Cañete, Sonja Fransen
Teaching Methods	Participatory lectures
Modes of Assessment	Final exam (50%), mid-term assignment (35%), poster fair (15%)

Learning objectives

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

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

Course description

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

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

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

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

Indicative readings

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

ISS-4231 Growth, Inequality and Poverty

Code	ISS-4231
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Elissaios Papyrakis
Lecturers	Elissaios Papyrakis, Mansoob Murshed
Teaching Methods	Participatory lecture, workshop
Modes of Assessment	Assignment (50%), invigilated end-of-term exam (50%)

Learning objectives

Students will have a clear understanding of

- the long-term patterns of growth;
- new theories regarding the determinants of growth, international trade and trade policy;
- the link between economic growth and poverty, as well as the interaction between growth and inequality;
- the importance of growing inter-national inequality;
- 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;
- put their own country experience with economic reform policies in a comparative perspective; and,
- understand empirical analysis to assess the impact of institutions and other economic reform policies on long-term economic growth and poverty reduction.

Course description

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

Indicative readings

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

ISS-4240 Agrarian and Food Politics

Code	ISS-4240
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Tsegaye Moreda
Lecturer	Jun Borrás, Julien-François Gerber, Tsegaye Moreda, Helena Pérez Niño, Oane Visser
Teaching Methods	Participatory lecture, seminars, tutorial
Modes of Assessment	Assignment 1 take-home essay (30%), Assignment 2 essay (60%), group assignment (10%)

Learning objectives

The course is designed for AFES participants and students in other Majors whose interests relate to development and social change in and relation to the rural world and rural-urban interactions. The course aims to strengthen your capacity for critical analysis of the role and dynamics of agriculture and food in the global political economy, including the rise of industrial agriculture, corporate control, inequitable agricultural trade rules, financialization of food and farming, climate change, and other contemporary agro-food related issues and debates. You will become familiar with key competing theoretical tools relevant to understanding the *politics* of agrarian transformations and global food politics, with an emphasis on the role of the state and non-state actors: NGOs, agrifood firms and (trans)national rural social movements, and their alternatives, e.g. 'food sovereignty'. On completion of the course, you will have gained confidence in the critical analysis of the *politics* of agrarian transformations and broad issues of food security and food systems seen from the inter-connected local, national and international levels, including the identification and use of appropriate conceptual frames for your own research.

Course description

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

Indicative readings

- Bernstein, H. (2010) *Class Dynamics of Agrarian Change*. Sterling, VA: Kumarian Press.
- Borrás Jr., S.M., M. Edelman and C. Kay (eds) (2008) *Transnational Agrarian Movements Confronting Globalization*. Chichester: Wiley-Blackwell.
- Borrás Jr, S.M., Scoones, I., Bavisar, A., Edelman, M., Peluso, N. L., & Wolford, W. (2022). 'Climate change and agrarian struggles'. *Journal of Peasant Studies*, 49(1), 1-28.
- Clapp, J. (2020) *Food*. 3rd ed. Cambridge: Polity.
- Fox, J.A. (1993) *The Politics of Food in Mexico: State Power and Social Mobilization*. Ithaca, NY: Cornell University Press.
- Holt Giménez, E. and A. Shattuck (2011) 'Food Crises, Food Regimes and Food Movements: Rumbblings of Reform Or Tides of Transformation?', *Journal of Peasant Studies* 38(1): 109-144.
- Patel, R. (ed.) (2009) *Grassroots Voices: Food Sovereignty*. Vol. 36 Special Issue. Abingdon: Taylor & Francis. (Note: Focus on Patel's introductory essay)
- Razavi, S. (2009). 'Engendering the political economy of agrarian change'. *Journal of Peasant Studies*, 36(1), 197-226.
- Scott, J.C. (1976) *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven, NJ: Yale University Press.

ISS-4241 International Trade and Investment Policies for Development

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

Learning objectives

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

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

Course description

The 2030 Agenda for Sustainable Development recognizes international trade as an engine for inclusive economic growth and poverty reduction, and as an important means to achieve the Sustainable Development Goals (SDGs). This course is aimed at giving students a thorough understanding of the key theoretical foundations and policy debates in international trade and investment for development. The focus will be on research-led policy-relevant approaches that enable students to better understand national, bilateral, and multilateral cooperation as well as policies for sustainable development. In a hands-on setting during workshops, you will learn to apply basic tools and concepts and become familiar with some applied econometric techniques. The course also offers voluntary or remedial workshops to get more detailed knowledge on these analytical methods. The policy negotiation game offers a simulation of an official international meeting. Your group will prepare a policy document based on the most recent publications by IMF, G20, OECD, UNCTAD, WTO and negotiation in a setting that represents a meeting at one of these organizations. You will fully experience and experiment with evaluations of trade and investment policies, including the topics covered by guest lecturers on the impact of free trade agreements, subsidies, sanctions, foreign investment, institutional qualities, the COVID-19 pandemics, and geopolitical developments.

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

Prerequisites

The course requires basic knowledge of Microsoft Excel. Knowledge of the statistical software STATA as a tool for handling data as well as carrying out empirical analysis is a plus.

Indicative videos and readings

Gravity model in international trade: <https://www.youtube.com/watch?v=Jf0hWQlxbtw>

Deglobalization 2.0: https://www.youtube.com/watch?v=19S3i9M_iWg

Policy negotiation game: <https://www.youtube.com/watch?v=oO93LBns7os>

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

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

ISS-4242 Gender at Work in Development

Code	ISS-4242
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Karin Astrid Siegmann
Lecturers	Sreerexha Mullassery Sathiamma, Karin Astrid Siegmann
Teaching Methods	Participatory (guest) lectures, participant-led workshops (including group visualizations), film discussion, field visit, debates, online commentaries and feedback, tutorial sessions
Modes of Assessment	Group visualization (15%), individual briefing / reflection paper (20%), policy brief (65%)

Learning objectives

This course will equip participants

- To identify the role of gender in contemporary debates about the world of work in intersection in with other social hierarchies, and
- To prepare gender-sensitive interventions in contexts of work and employment.

Course description

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

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

The course centers around the challenges that workers of different genders experience at work. We will learn from the creative interventions that workers themselves have developed for greater gender and wider social justice. These solutions simultaneously counter gendered material structures and discourses and use such structures and discourses as a resource.

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

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

Indicative readings

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

International Labour Organization (ILO) (2019) *A Quantum Leap for Gender Equality : For a Better Future of Work for all*. Geneva: ILO.

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

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

Explore issues of the following online journals:

Gender and Society: <https://journals.sagepub.com/home/gas>

Gender, Work and Occupation: <https://onlinelibrary.wiley.com/journal/14680432>

Feminist Economics: <https://www.tandfonline.com/toc/rfec20/current>

ISS-4243 Degrowth

Code	ISS-4243
Weight of the Course	4 EC
Period	TERM 2
Course Leader	Julien-François Gerber
Lecturer	Julien-François Gerber, Wendy Harcourt, Agustina Solera, Daphina Misiedjan
Teaching Methods	Interactive lectures, workshops, field visits
Modes of Assessment	Final essay (100%)

Learning objectives

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

- situate degrowth as a field of scientific research, practices, and activism,
- grasp the key tenets of degrowth scholarship and their repercussions,
- engage with emergent conversations between degrowth, feminisms, and decolonial positions to generate their own take on degrowth based on the principle of difference.

Course description

The course aims at introducing degrowth, an emerging field of research, practices, and activism. Simply put, degrowth is about reorganizing societies around human needs, and about doing so sustainably and justly. But as we will problematize, to take this goal seriously has radical implications. It requires reassessing what needs to be produced vs. shrunk, how, by whom, for whom. Degrowth can thus be defined, more precisely, as a democratically planned reduction of excess resource use in rich regions to bring the economy back into balance with the Earth in a just way.

The course is designed for students interested in sustainability and development alternatives. It introduces them to some of the key findings of degrowth research and to their implications for critical development studies. The course invites participants to engage with ideas, practices, and approaches that will help them in their own research and actions related to post-growth transformations towards environmental, social, and economic justice.

The first module presents key issues of degrowth scholarship and activism. It introduces students to the historical and epistemological groundings of degrowth. It outlines the ecological-economic, psycho-cultural, and politico-institutional foundations of degrowth. The second module delves deeper into selected debates in degrowth studies. We will explore the links between degrowth, feminisms, and decoloniality. In this module, we will also have two field visits in The Hague, engaging with the economic history and economic sociology of growthism.

Indicative readings

- Barca, Stefania et al. (2023) 'Caring communities for radical change: What can feminist political ecology bring to degrowth?' In: Wendy Harcourt et al. (Eds), *Contours of Feminist Political Ecology*, pp. 177-206. London: Palgrave Macmillan.
- Chertkovskaya, Ekaterina et al. (Eds) (2018) *Towards a Political Economy of Degrowth*. London: Rowman and Littlefield.
- Escobar, Arturo (2015) 'Degrowth, post-development, and transitions: A preliminary conversation'. *Sustainability Science*, 10: 451-462.
- Georgescu-Roegen, Nicholas (1971) *The Entropy Law and the Economic Process*. Cambridge, MA: Harvard University Press.
- Schmelzer, Matthias, Andrea Vetter & Aaron Vansintjan (2022) *The Future Is Degrowth: A Guide to a World Beyond Capitalism*. London: Verso.

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

Code	ISS-4270
Weight of the Course	5 EC
Period	TERM 2
Course Leader	Zeynep Kaşlı
Lecturers	Zeynep Kaşlı, Nanneke Winters, Arul Chib
Teaching Methods	Participatory lectures, guest speakers, workshops, presentations.
Modes of Assessment	Reflection paper (25%), discussion (5%), essay (70%)

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

Learning objectives

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

- Explain how both the triggers and implications of migration relate to different aspects of (under)development based on examples from across the world
- Demonstrate the key features of the dominant conceptualisations, and their limitations
- Relate migration processes, systems, and life experiences, in relation to global economic systems, mobility regimes, and different strategies for coping and livelihood
- Analyse holistically the livelihood situations of migrants and their families, their well-being and ill-being, using a human security framework
- Assess debates about migration and forced migration or displacement, and common depictions of migrant agency from an intersectional perspective
- Formulate a concise and effective analysis of related policies and issues and communicate it clearly

Course description

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

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

Development is a contested notion, with understandings ranging from macroeconomic growth to capability enhancement to the perception of development as a tool to reproduce social hierarchies. The course engages with these diverse and often contradictory perspectives when exploring the migration-development nexus yet uses the notion of development as human security and capabilities. This vantage point helps to overcome the misleading binary of involuntary refugees versus voluntary labour migrants, as well as of migrants versus non-migrants, by understanding migration as a continuum of processes shaped both by structural forces and people's agency to escape insecurities and look for more secure livelihoods and ways to fulfil their aspirations.

The course therefore takes a mobility-centered, rather than state-centred, approach to the role of migration in development, and explores the intersection of gender, race, ethnicity, class - among others - as social constructs that shape the experiences of migration and development, and more specifically, migrants' and non-migrants' ability and capability to, individually and collectively, challenge and change the structures in which (im)mobilities are embedded.

Indicative readings

- Bastia, T. and R. Skeldon (2019) (eds) Routledge Handbook of Migration and Development. London: Routledge.
- Grabska K. and C. R. Clark-Kazak (2022) (eds) Documenting Displacement: Questioning Methodological Boundaries in Forced Migration Research. Montreal; Kingston; London Chicago: McGill-Queen's University Press,
- Kothari, U. and E. Klein (2023) Advanced Introduction to Critical Global Development. UK: Edward Elgar Publishing.
- Truong, T., Gasper, D., Handmaker, J. and S. Bergh (eds) (2014) Migration, Gender and Social Justice: Perspectives on Human Security. Heidelberg: Springer.
- Zoomers, A., Leung M., Otsuki, K. and G van Westen (eds) (2021) Handbook of Translocal Development and Global Mobilities. UK: Edward Elgar Publishing.

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

Code	ISS-4271
Weight of the Course	8 EC
Period	TERM 2
Course Leader	Zeynep Kaşlı
Lecturers	Zeynep Kaşlı, Nanneke Winters, Arul Chib
Teaching Methods	Participatory lectures, guest speakers, workshops, presentations
Modes of Assessment	Reflection paper (25%), workshop report (15%), essay (60%)

Learning objectives

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

- Explain how both the triggers and implications of migration relate to different aspects of (under)development based on examples from across the world
- Demonstrate the key features of the dominant conceptualisations, and their limitations
- Relate migration processes, systems, and life experiences, in relation to global economic systems, mobility regimes, and different strategies for coping and livelihood
- Analyse holistically the livelihood situations of migrants and their families, their well-being and ill-being, using a human security framework
- Assess debates about migration and forced migration or displacement, and common depictions of migrant agency from an intersectional perspective
- Formulate a concise and effective analysis of related policies and issues and communicate it clearly

Course description

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

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

Development is a contested notion, with understandings ranging from macroeconomic growth to capability enhancement to the perception of development as a tool to reproduce social hierarchies. The course engages with these diverse and often contradictory perspectives when exploring the migration-development nexus yet uses the notion of development as human security and capabilities. This vantage point helps to overcome the misleading binary of involuntary refugees versus voluntary labour migrants, as well as of migrants versus non-migrants, by understanding migration as a continuum of processes shaped both by structural forces and people's agency to escape insecurities and look for more secure livelihoods and ways to fulfil their aspirations.

The course therefore takes a mobility-centered, rather than state-centred, approach to the role of migration in development, and explores the intersection of gender, race, ethnicity, class - among others – as social constructs that shape the experiences of migration and development, and more specifically, migrants' and non-migrants' ability and capability to, individually and collectively, challenge and change the structures in which (im)mobilities are embedded.

Indicative readings

- Bastia, T. and R. Skeldon (2019) (eds) *Routledge Handbook of Migration and Development*. London: Routledge.
- Grabska K. and C. R. Clark-Kazak (2022) (eds) *Documenting Displacement: Questioning Methodological Boundaries in Forced Migration Research*. Montreal; Kingston; London Chicago: McGill-Queen's University Press,
- Kothari, U. and E. Klein (2023) *Advanced Introduction to Critical Global Development*. UK: Edward Elgar Publishing.
- Truong, T., Gasper, D., Handmaker, J. and S. Bergh (eds) (2014) *Migration, Gender and Social Justice: Perspectives on Human Security*. Heidelberg: Springer.
- Zoomers, A., Leung M., Otsuki, K. and G van Westen (eds) (2021) *Handbook of Translocal Development and Global Mobilities*. UK: Edward Elgar Publishing.

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

Code	ISS-4311
Weight of the Course	8 EC
Period	TERM 3
Course Leader	Roy Huijsmans
Lecturers	Karin Arts, Gerard McCarthy, Roy Huijsmans
Teaching Methods	Participatory lecture, workshops, study visit
Modes of Assessment	Individual assignment 1 (35%), individual assignment 2 (50%), group assignment (15%)

Learning objectives

By the end of the course, participants

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

Course description

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

Indicative readings

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

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

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

Code	ISS-4313
Weight of the Course	8 EC
Period	TERM 3
Course Leader	Bilge Sahin
Lecturers	Bilge Sahin, Shyamika Jayasundara-Smiths, guest speakers
Teaching Methods	Participatory lectures, group discussions, workshops, presentations, home-based group/individual work
Modes of Assessment	Group presentation (15%), individual short assignment (25%), individual long assignment (60%)

Learning objectives

- Describe diverse theoretical perspectives on the interaction between depictions of violence in media and their impact on the perpetuation and/or contestation of political, economic, social, and gendered violence;
- Evaluate how various identities, institutions, and global political dynamics affect the political perspectives of media producers and consumers;
- Apply analytical tools for examining visual and textual media material;
- Understand the use of various aesthetic forms to contest mainstream narratives and mediated political representations of violent conflict;
- Develop policy formulations and strategic interventions regarding media and conflict.

Course description

Over the past decades, we have observed a rising concern, both theoretically and professionally, as well as among the public, with the role of media (both traditional and social) in armed conflicts. The media, encompassing broadcasting, print, and social platforms, have evolved into significant influencers shaping public perceptions of politics and conflicts. From the genocides in Bosnia and Rwanda to Palestine, from the 'war on terror' to the 'Arab Spring,' and from Al Qaeda to ISIS, alongside the advent of hacking and tweeting, media have become pivotal in moulding public opinion. In this course, we examine the representational strategies and dynamics that intertwine traditional and social media with various political actions, actors, and discourses. We approach media through its integral role in the production of knowledge about contemporary armed conflicts, post-conflict development, militarism, violence, as well as peace processes, and social justice efforts. This course draws upon critical scholarship from cultural and media studies, as well as from feminist, post-colonial, and conflict studies. We also explore various aesthetic modes such as art, music, photography, and dance to examine political representations crafted in resistance against dominant narratives in pursuit of peace and social justice.

Indicative readings

- Bleiker, R. (2018). *Visual global politics*, Routledge.
- Chouliaraki, L. & Al-Ghazzi, O. (2022). Beyond verification: flesh witnessing and the significance of embodiment in conflict news. *Journalism*, 23(3), 649-667.
- Mitchell, J., Vincett, G., Hawksley, T. & Culbertson, H. (2020). *Peacebuilding and the Arts. Rethinking Peace and Conflict Studies*. Palgrave Macmillan.
- Möller, F. (2019). *Peace Photography*. Palgrave Macmillan.
- Sontag, S. (2003). *Regarding the pain of others*. Farrar, Straus and Giroux.
- Tulloch, J. & Warwick Blood, R. (2012). *Icons of War and Terror: Media images in an age of International Risk*, Routledge.

ISS-4317 Econometric Analysis of Development Policies

Code	ISS-4317
Weight of the Course	8 EC
Period	TERM 3
Course Leader	Robert Sparrow
Lecturers	Arjun Bedi, Robert Sparrow
Teaching Methods	Lectures, presentations, discussion groups, computer exercises
Modes of Assessment	Assignments (60%), computer exercises (25%), presentations (15%)

Learning objectives

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

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

Course description

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

Prerequisites

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

Indicative readings

Cunningham, S. (2021) *Causal Inference: The Mixtape*. Yale University Press.

Gertler, P., S. Martinez, P. Premand, L.B. Rawlings and C.M.J. Vermeersch (2016) *Impact Evaluation in Practice*. Inter-American Development Bank and World Bank.

Khandker S.R., G.B. Koolwal and H.A. Samad (2010) *Handbook on Impact Evaluation: Quantitative Methods and Practices*. World Bank.

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

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

Learning objectives

After finalizing the course, students will be able to:

- Identify relevant theories and conceptual tools to examine how social constructions of gender, sexuality and the body, are implicated in the (re)production of social relations of power and inequality and therefore a crucial concern for development and social justice.
- Critically reflect on binary notions that underlie dominant discourses and debates around gender and sexuality, such as male/female, heterosexual/homosexual, secular/ religious, 'west/ non west; 'modern' / 'backward'; rights/culture; agency and victimization.
- Incorporate the relevant theories and critical reflections around gender, sexuality and intersectionality, in the analysis of a particular social phenomenon and/or development or policy intervention.

Course description

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

Indicative readings

- Abu-Lughod, L. (2013) *Do Muslim Women Need Saving?* Cambridge, Massachusetts & London: Harvard University Press.
- Cornwall, A. F.G. Kariotis and N. Lindisfarne (eds) (2017) *Masculinities under Neoliberalism*. London: Zed Books.
- Gago, Verónica (2020) *Feminist International: How to change everything*. London; New York: Verso
- Fausto-Sterling, A. (2000) *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books.
- Heumann, S. and C. Antillón (eds) (2024) *Gender, Sexuality and Social Justice: Unpacking Dominant Development and Policy Discourses*, London: Routledge.
- Mason, C.L. (ed.) (2018) *Routledge Handbook of Queer Development Studies*. London; New York: Routledge.
- Parker, R. and P. Aggleton (eds) (2007) *Culture, Society and Sexuality: A Reader*. London; Philadelphia: Routledge.
- Ross, L., L. Roberts, E. Derkas, W. Peoples & P. Bridgewater Toure (eds) (2017) *Radical Reproductive Justice: Foundations, Theory, Practice, Critique*. New York: Feminist Press.
- Tamale, S.R. (ed.) (2011) *African Sexualities: A Reader*. Cape Town, Dakar, Nairobi, Oxford: Pambazuka Press.
- Spade, Dean (2015) *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Durham; London: Duke University Press.
- Vidal-Ortiz, S.; B.A. Robinson, C. Khan (2018) *Race and Sexuality*, Cambridge: Polity Press

ISS-4341 Evaluation of Development Policy, Programmes and Projects

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

Learning objectives

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

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

Course description

The demand for evaluation in international development cooperation has become large. Donors and taxpayers want to know whether programs are successful, for whom and in terms of which objectives, as well as the reasons that explain success or failure. Evaluation studies can throw light on these questions. The course addresses evaluation not as a technical process that can be applied in a standard way. Instead it explores how the value and usefulness of evaluation is strongly related to positions, political choices, and circumstances. The course will focus on evaluation as a practice leading to action, but grounded in reflection on the use of evaluations, theories of social change, debates on values, and the choice of methods in evaluation. The course will introduce issues around value theory, the political dimensions of evaluation, and introduce various qualitative and quantitative evaluation approaches. In the course we will furthermore explore how developments in the social, technical, and political environment influence the demands placed on and practices of evaluation. The course will develop practical skills, including but not limited to practice-oriented assignments focusing on logframes, results chains, the use of indicators, and the individual essay assignment consisting of writing the Terms of Reference for an evaluation based on documents relating to a real case. In-class exercises and group work will enable students to participate actively in class. The course includes several guest lectures by and study visits to various evaluation experts and NGOs.

Indicative readings

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

ISS-4348 Human Behavior and Experiments in Development

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

Learning objectives

- Understand the behavioral foundations of human decision-making
- Differentiate types of experiments in the lab and field
- Critically assess the advantages, limits and drawbacks of behavioral interventions
- 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 economic and social policies, we ultimately need to understand how people and groups under constraints behave. Behavioural insights and experiments are now applied across many disciplines ranging from psychology, anthropology, sociology, political science as well as economics. Behavioral anomalies and biases are the starting point for understanding human behaviour more broadly (e.g. endowment effects, loss aversion, and anchoring) and have changed the way policy-makers design interventions. Yet while behavioral interventions have become popular, they often fail to deliver on their promises in a sustained fashion.

With that in mind, the course centers around four main questions: *What are the behavioral foundations of human decision making and economic development? How can policy-makers bring about positive and sustained behavioral change? How can we measure behavior using experiments? How does one design and run lab and field experiments, as well as behavioural interventions in practice?* The course comes in three parts: the first part reviews the behavioral foundations of human decision making. 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

Kremer, M., Rao, G., Schilbach, F. (2019) Behavioral Development Economics, in Bernheim B.D., DellaVigna S., Laibson D. (eds.), Handbook of Behavioral Economics - Foundations and Applications, 2, 346-393.

Lades, L., and Delaney, L. (2022). Nudge FORGOOD. Behavioural Public Policy, 6(1), 75-94.

ISS-4352 Mobilizing Rights and Social Justice

Code	ISS-4352
Weight of the Course	8 EC
Period	TERM 3
Course Leader	Jeff Handmaker
Lecturers	Jeff Handmaker and guest lecturers
Teaching Methods	Interactive lectures, workshops, presentations
Modes of Assessment	Presentation (10%), reflective workshop assignment (30%), poster (10%), essay (50%)

Learning objectives

What is the potential for mobilising rights to lead to social justice? How can we distinguish this from other (oppressive) uses of law? How do law-users and legal professionals regard law as a social phenomenon? How can a critical analysis of legal mobilization lead to more strategic interventions? By the end of the course, students will understand how the enforcement and mobilizing of rights obligations as part of social justice claims involves values, institutions, legal processes and other socio-political transformations over time. Students will evaluate the potential of legal and other forms of rights-based mobilization to challenge social exclusion, international crimes and other violations and injustices. Through interactive learning, we will emphasise the importance of strategic alliances, participation and networks for the advancement of human rights and social justice. Students will also gain insight into the complexities of rights and justice advocacy at global, regional, state/national and local-levels and be introduced to advocacy skills and an analytical framework for researching legal mobilization.

Course description

Human rights don't realise themselves. Something needs to happen, and therein lies a major dilemma. States are both envisaged as the primary protectors at human rights, while simultaneously being the most significant violators. In part A of this course, we alternate between interactive lectures and participatory workshops, exploring interactions between law and other social phenomena, as well as the possibilities for collective action. We introduce socio-legal concepts of legal consciousness and legal culture to explain the gap between legal rules and "law in action". We then develop three main analytical lenses to explain the potential and challenges of law-based advocacy, or *legal mobilization*. The first lens draws on Rights-Based Approaches. The second lens draws on social movement theory (from legal/political opportunity structures to cause lawyering). The third lens presents a multi-faceted, analytical approach to strategic, law-based claims. Through these lenses, we analyse a range of tactics emanating from rights-based, social justice praxis (from locally-grounded initiatives to transnational movements). We also explore debates in critical constitutionalism and Third World Approaches to International Law (TWAIL). In part B of the course, case studies allow us to deepen our understanding of how legal mobilization as a practice seeks to influence law-making, how law can constrain collective action and how existing laws and institutions can be leveraged to realize socially transformative change, even in what appear to be unpromising circumstances. We explore concrete examples from around the world. We study how economic and social rights, and civil and political rights can be mobilised *from below*. The course encourages critical reflections, also in relation to one's researcher-positionality. Assignments, including experiential learning, comprise an application of how legal mobilization can be understood as a practice, concept, analytical approach.

Indicative readings

- Chua Lynette, Massoud, Mark (eds) (2024). *Out of Place: Fieldwork and Positionality in Law and Society*. Cambridge University Press. <https://doi.org/10.1017/9781009338219>
- Handmaker, Jeff and Arts, Karin (2019) *Mobilising International Law for 'Global Justice'*, Cambridge University Press.
- Mutua, Makau W. (2016) *Human Rights Standards: Hegemony, Law, and Politics*. SUNY Press.
- Vanhala, Lisa (2014) *Making Rights a Reality? Disability Rights Activists and Legal Mobilization*. Cambridge University Press.

ISS-4354 Transitions for Social Justice Lab – Decolonial Reconstitutions Beyond Power, Knowledge, Gender and Capital

Code	ISS-4354
Weight of the Course	8 EC
Period	TERM 3
Course Leader	Rosalba Icaza
Lecturers	Wendy Harcourt, Zeynep Kaşlı, Daphina Misiedjan, Agustina Solera, Umbreen Salim, Nanneke Winters, guest lecturers
Teaching Methods	Participatory lectures, workshops, guest lectures, study visits
Modes of Assessment	Individual short assignment (30%), individual final essay (70%)

Learning objectives

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

- critically analyze and compare socio-political-economic-ecological transitioning strategies for social justice and explain their manifestations in practice;
- co-design the different aspects of a research-based output (e.g. blog entry, policy report, research statement; etc.);
- present and discuss conclusions and the knowledge and arguments behind them.

Course description

In a context of rising fundamentalisms, geopolitics, racism, sexism, homophobia, different exclusions and marginalizations, this course provides an opportunity for critical engagement with and enquiry on contemporary socio-political-economic-ecological transitioning strategies for social justice deployed recently or sustained over the years by social movements, non-profit and non-governmental organizations, trade unions, transnational networks, and communities in resistance across the world. Transitions points at the socio-historical and eco-historical conditions in which we are living echoing important debates in decolonial, postcolonial, black feminist, Chicana feminist literature for the overcoming of dominant epistemologies (Icaza and Vazquez 2018). Instead of trying to understand these conditions separately, students will be encouraged to approach them as interconnected via themes such as: Learning, Refusing, Sensing, Opening, Traveling and Hosting, Healing, Caring, Eating and Nurturing, Doing Justice. The aim is to cultivate a return to action in language and to encourage students' critical reflexivity around enfolded-embodied-placed-temporally-based everyday actions instead of detachment via abstraction. To that effect, the course's core guiding question asks if and in which forms specific transitioning strategies contribute to the possibility of an ethical life in a world that is deeply divided between those who consume and those who are consumed, including the life of others and the life of Earth?

Indicative readings

Escobar, Arturo (2018) *Design for the Pluriverse*. Duke University Press.

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

Lugones, Maria (2003): *Pilgrimages/Peregrinajes. Theorizing Coalitions Against Multiple Oppressions*. Lanham, MD: Rowman and Littlefield.

Motten, Fred and Stefano Harney (2013) *the Undercommons. Fugitive Planning and Black Study*, Minor Composition.

ISS-4357 Global Political Ecology

Code	ISS-4329
Weight of the Course	8 EC
Period	TERM 3
Course Leader	Wendy Harcourt
Lecturers	Wendy Harcourt, Julien-François Gerber, guest lecturers
Teaching Methods	Interactive seminars, flip the classroom, creative workshops
Modes of Assessment	End-of-term take-home exam (60%), preparation and running of a class seminar (40%)

Learning objectives

After completing the course students will have:

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

Course description

How do we live on this damaged planet? What are the environmental limits to growth? Can capitalism ever be sustainable? Whose voice counts in determining what is sustainable? Whose voices are erased? How can we disrupt the dominant in ecological thinking? Are governance processes working? What kind of transformation are we seeking? Do rivers and mountains have agency in these conversations and policies? What is shaping relations among people, places, racialized capitalism, Earthothers and extractivist development policies? As these questions indicate, the course is organized around several different approaches to global political ecology ranging from environmental justice, feminist political ecology, degrowth, multispecies justice and spiritual ecologies. We will explore how academic and environmental movements shape different global political ecology discourses and how marginalized communities resist and articulate alternatives. We will venture into pluriversal ways of seeing nature and our relations and responsibilities to the more-than-human. The course pedagogy will be based on bell hooks' 'teaching to transgress' envisaging the classroom as a unique space to explore pluriversal approaches to global political ecology inside and outside academe in seminars that open up questions of how we take responsibility and relate to the planet, humanity and the more-than-human in our responses to the cultural, economic and environmental crises shaping our lifeworld(s). We will pay attention to how our lives are entwined with others in histories of colonialism, the power relations of capital and flows of commodities, learning from otherwise cosmologies that underwrite the discourses of global political ecology.

Indicative readings

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

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

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

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

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

ISS-4359 Politics of Global Order: Debating Liberal Internationalism

Code	ISS-4359
Weight of the Course	8 EC
Period	TERM 3
Course Leader	Wil Hout
Lecturers	Wil Hout and Karim Kniou
Teaching Methods	Participatory lecture, presentation
Modes of Assessment	Assignment (75%), presentation (25%)

Learning objectives

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

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

Course description

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

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

Indicative readings

- Acharya, A. (2018) *The End of American World Order*, Cambridge: Polity Press.
- Dunne, T., Flockhart, T. and Koivisto, M. (eds) (2013) *Liberal World Orders*. Oxford: Oxford University Press.
- Jahn, B. (2013) *Liberal Internationalism: Theory, History, Practice*. Basingstoke: Palgrave Macmillan.
- Ikenberry, G.J. (2020) *A World Safe for Democracy: Liberal Internationalism and the Crises of Global Order*. New Haven: Yale University Press.
- Lake, D.A., Martin, L.L. and Risse, T. (eds) (2021) 'Challenges to the Liberal International Order: *International Organization at 75*', *International Organization* 75(2): 225-664 (special issue).
- Mearsheimer, J.J. (2018) *The Great Delusion: Liberal Dreams and International Realities*, New Haven: Yale University Press.

ISS-4360 Water in Development: Environmental Disasters, Climate Change Adaptation, and Environmental Justice

Code	ISS-4360
Weight of the Course	8 EC
Period	TERM 3
Course Leader	Luisa Cortesi
Lecturers	Luisa Cortesi and guest lecturers
Teaching Methods	Interactive lectures, seminar discussions, case studies, group research projects
Modes of Assessment	Participation and contribution (10%), mid-term assignment (30%), group assignment (15%), final assignment (45%)

Learning objectives

At the end of the course, students will:

- Be able to critically think and academically discuss development projects related to environmental disasters, climate change adaptation and resilience, environmental justice in particular, but not only, from the perspective of water.
- Apply interdisciplinary lenses to understand the course's topics but also reflect on the importance, value, and difficulties of interdisciplinarity in development practice related to environmental programs.
- Manage and implement a small research project responsibly and effectively, individually and as a team.

Course description

This course is meant to familiarize students with environmental disasters, adaptation and justice, and their related development practice, through water issues.

In times of climate change, water is an increasingly crucial component of development programs and projects, in terms of disaster preparedness, resilience, and adaptation. In addition, the ever-augmenting magnitude and impact of disasters makes a difference on the conceptualization and execution of projects related to water access, sanitation, technologies of water management, and environmental knowledge. This is particularly challenging because water-related development projects need to address both environmental and socio-economic concerns, and this interdisciplinarity is a rare competence among development practitioners.

This course proposes an interdisciplinary analysis of environmental projects in relation to water and water disasters, also considering the possible consequences of water disasters on everyday development. We use water disasters as a window to investigate concepts such as environmental knowledge, adaptation, vulnerability, resilience, water quality, scarcity, water access, water value, and environmental justice, which are increasingly crucial concepts in formulating and evaluating development practices.

The course is centered on active learning. Developed as interactive lectures, the course presents small portions of content and immediately operationalizes it. Activities include hands-on exercises, project-based groupwork, roleplays, peer-to-peer instructions, and anonymized reflections. These active lectures are further alternated with case study-focused sessions and interactions with development practitioners that magnify the learning by applying it to real situations with the support of external experts and of the peer group.

Indicative readings

- Haalboom, B. & D. Natcher 2012 The power and peril of "vulnerability": Approaching community labels with caution in climate change research, *Arctic*, 65:319–327
- Mathur A. & da Cunha D. 2014 Design in the terrain of water Philadelphia, Pennsylvania: Applied Research & Design Publishing
- Morales, M.C. 2016 My pipes say I am powerful: belonging and class as constructed through our sewers. *Wiley Interdisciplinary Reviews: Water* 3: 63-73
- Sovacool, B.K. 2018 Bamboo beating bandits: Conflict, inequality, and vulnerability in the political ecology of climate change adaptation in Bangladesh. *World Development*, 102, 183-194.
- Thornton T.F. & Manasfi N. 2010 Adaptation - genuine and spurious: Demystifying adaptation processes in relation to climate change. *Environment and Society: Advances in Research* 1(1): 132-155
- Cortesi, L. 2022 Dug-well revival: an ethnographic project for drinking water in North Bihar, India in Redding & Cheney (eds.) Profiles in Anthropological Praxis: An International Casebook, Oxford, New York: Berghahn Books
- Eguavoen, Irit. 2008 The political ecology of household water in Northern Ghana. Berlin: Lit Verlag.

ISS-4390 AFES: Working towards the Research Paper

Code	ISS-4390
Weight of the Course	2 EC
Period	TERM 3 and 4
Course Leader	Luisa Cortesi
Lecturers	Luisa Cortesi and Oane Visser
Teaching Methods	Lectures, workshops, tutorials, assignments
Modes of Assessment	Assignment (100%) Pass/fail; minimum of 80% attendance is mandatory to receive a passing grade

Learning objectives

This course's objective is to help the student produce their Research Paper (RP), serving as a capstone to the suite of RP-related coursework. With the course on Academic Skills (ISS-9102) being the foundation, the Research Preparation Course (3105) assisting the student in initial stages of research design, and the various courses on Research Methods providing the necessary technical training, this course aims to bring these elements together from the perspective of the AFES major.

Course description

The course offers a safe space for students to find assistance and encouragement, leveraging students' questions and self-perceived challenges in order to help them solve practical obstacles and feel more equipped to address complex tasks towards the completion of the program.

Additionally, this course provides technical assistance in fulfilling the structural requirements of the research paper from the perspective of the major. In so doing, it accompanies the students across the milestones of the Research Paper preparation process.

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.

Readings will be added on Canvas based on the class's needs.

ISS-4391 ECD: Working towards the Research Paper

Code	ISS-4391
Weight of the Course	2 EC
Period	TERM 3 and 4
Course Leader	John Cruzatti Constantine
Lecturers	John Cruzatti Constantine and guest lecturers
Teaching Methods	Lectures, workshops, tutorials, assignments
Modes of Assessment	Assignment (100%) Pass/fail

Learning objectives

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

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

Course description

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

ISS-4392 GDP: Working towards the Research Paper

Code	ISS-4392
Weight of the Course	2 EC
Period	TERM 3 and 4
Course Leader	Marijn Faling
Lecturers	Marijn Faling
Teaching Methods	Participatory lecture, tutorials, group work, workshop
Modes of Assessment	Assignment (100%) Pass/fail; a minimum of 80% attendance is mandatory to receive a passing grade

Learning objectives

The objective of this interactive course is to assist the student in the later stages of producing a good quality Research Paper. Students will work in small groups, assisted by the course leader, to discuss questions and challenges, and support each other in addressing these by sharing insights and success stories. In this way, the students will get the final assistance and encouragement to complete a good Research Paper, without infringing on the roles of the supervisor and second examiner, who will remain the main points of contact for the student with regard to writing their Research Paper.

Course description

This series of workshops assists the student in the final stages of producing the Research Paper (RP), serving as a capstone to the suite of RP-related coursework. The course on Academic Skills (ISS-9102) has laid the foundation, the Research Preparation Course (3105) has assisted the student in initial stages of research design, and the various courses on Research Methods have given the necessary technical training.

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

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

Indicative reading

- Bryman A. (2012) *Social Science Research*. Oxford: Oxford University Press.
Knopf, J. (2006). Doing a literature review. *PS: Political Science and Politics*, 39(1), 127-132.
Schwartz-Shea, P., & Yanow, D. (2013). *Interpretive research design: Concepts and processes*. London: Routledge.

ISS-4393 SJP: Working towards the Research Paper

Code	ISS-4393
Weight of the Course	2 EC
Period	TERM 3 and 4
Course Leader	Kees Biekart
Lecturers	Kees Biekart and SJP teaching team
Teaching Methods	Meetings, seminars
Modes of Assessment	Assignment (100%) Pass/fail; a minimum of 75% attendance is mandatory to receive a passing grade

Learning objectives

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

Course description

The course consists of five sessions in order to support the preparation of the Research Paper Design Seminar, the preparation of the field work, to support the fieldwork analysis and to prepare for the Research Paper Draft Seminar. In this final seminar the student presents his/her working draft of the Research Paper and receives again comments from peer discussants and the supervisory team. Details of these seminars can be found in the RP Handbook. Special attention in this course is given to positionality and research ethics.

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	2 EC
Period	TERMS 3 and 4
Course Leader	Gerard McCarthy
Lecturers	Gerard McCarthy, Karin Astrid Siegmann and other SPD faculty, guests
Teaching Methods	Participatory lecture, workshops
Modes of Assessment	Assignment (100%) Pass/fail; a minimum of 80% attendance is mandatory to receive a passing grade

Learning objectives

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

Course description

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

Indicative reading

ISS Research Paper Handbook.

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

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

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

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

ISS-5401 Research Paper

Code	ISS-5401
Modes of Assessment	21 EC
Period	TERM 4
Course Leader	Georgina M. Gómez
Teaching Methods	Consultations with Supervisor, a Second Examiner and fellow students
Modes of Assessment	Research Paper (100%)

Learning objectives

Students will develop a Research Paper (RP) as the final requirement to complete the MA Programme. This course represents the individual part of the Research Paper process with the support of a supervisory team.

The RP must focus on issues related to the Major for which the student is registered. If the student wishes to specialize in a certain area, the supervisor and the second reader should confirm that the RP addresses an issue, problem, or question within the theme of the specialization.

Course description

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

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

The Supervisor supports the student through all stages of the development of the research. Supervisors advise and comment on the Research Paper Design and the various drafts that follow up to the completion of the Research Paper. The Supervisor advises on:

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

Assessment

- The final version of the Research Paper must be submitted electronically.
- The Research paper will only be marked if the final average mark for all course work is at least 60.
- The Research Paper must remain within the minimum of 15000 words and a maximum of 17500 words, including footnotes and endnotes but excluding 1) references and bibliography, 2) annexes which reproduce essential documents, such as a questionnaire, a document which has been analysed in depth, a key document in another language, 3) preface, acknowledgements and table of contents.

- The criteria for marking and grading of the Research Papers are written down in the Regulations on Teaching and Assessment for the MA.
- It must be noted that, due to the time needed for marking and grading the Research Papers, only students submitting their Research Papers on time can guarantee to graduate on the official graduation ceremony in December.
- There is an appeal procedure described in the Regulations on Teaching and Assessment.

ISS-8401 Internship

Code	ISS-8401
Weight of the Course	4 EC
Contact Person	Phoebe Mui
Teaching Methods	Internship
Modes of Assessment	Internship report (100%)

Learning objectives

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

Course description

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

The exact task description will depend on the request from the host organization. Work that could typically be done by an intern is a baseline survey, an inventory and first analysis of data, a comparative analysis of findings of different evaluations, a literature study for policy preparation, a preparatory study for lobby and advocacy, or the substantive organization of a conference.

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

Assessment

The student must write and submit a report of around 2,000 words on the internship experience. The host organization too will report back in writing, to the ISS supervisor and/or course leader. The internship is assessed on a pass/fail basis.

ISS-9102 Academic Skills

Code	ISS-9102
Weight of the Course	2 EC
Period	TERM 1 – TERM 2
Course Leader	Peter Bardoel
Lecturer	Peter Bardoel
Teaching Methods	Theme lecture, participatory lecture
Modes of Assessment	Proper referencing test 100% / Pass-Fail

Learning objectives

At the end of the course, students will:

- 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;
- work on a wide range of academic skills; skills that build competence and confidence, while working efficiently towards meeting their learning goals. Students put skills to the test whilst using content material from the parallel course *2101-The Making of Development*;
- put into practice the guidelines of successful essay writing, while correctly citing and paraphrasing;
- be able to argue, take a stance, build argumentation into their writing, linking to 2101 subject materials, e.g. weaving viewpoints from academic sources into one's own argument;
- try to manage themselves based on insights from 'self-determination theory' (aka self-efficacy, self-regulation);
- [in term 2] work on preparing research for the RP. RP issues will be discussed, like designing studies, collecting good data, describing the data with numbers and graphs, designing (and simplifying) visuals to display data, analysing data.

Course description

Academic Skills (AS) is a remedial course with only two obligatory sessions for all students in which attendance matters, the needs assessment (session 1) and one on academic integrity (check timetable, usually session 3). 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 material. In term 2, the parallel course is *3105-Writing your Research Paper*.

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

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

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

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

Assessment: Proper-referencing quiz

Course ISS-9102 is remedial and open to all MA students at ISS where every student has to pass the *Proper-referencing* quiz in September or December. The quiz is offered on a pass/fail basis and can be taken repeatedly. Should a student not have passed by 27th December 2024, s/he has an interview with the Convenor of the Major.

Indicative reading

Belcher, W. (2019) *Writing your research article in 12 weeks. A guide academic publishing success*. Chicago: UCP
 Northedge, A. (2012) *The Good Study Guide*. Milton Keynes: Open University Press.
 Swales, J.M. and C.B. Feak (2012) *Academic Writing for Graduate Students*. Ann Arbor: University of Michigan.
 Williams, J. and G. Colomb (2007) *The Craft of Argument*. London: Pearson Longman

ISS-9103 Quantitative Skills for Development Studies

Code	ISS-9103
Weight of the Course	2 EC
Period	TERM 1
Course Leader	Binyam Afewerk Demena
Lecturer	Binyam Afewerk Demena
Teaching Methods	Participatory lecture, computer exercises
Modes of Assessment	Written exam (multiple-choice exam; 100%)

Learning objectives

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

Course description

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

Assessments

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

Indicative readings

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

ISS-9106 Microsoft Excel Applications for Development Studies

Code	ISS-9106
Weight of the Course	1.5 EC
Period	TERM 1
Course Leader	Zemzem Shigute Shuka
Coordinator	Ibeth López
Teaching Methods	Participatory lecture, computer exercise
Modes of Assessment	Excel diagnostic test (students need to obtain a score of 70% or over)

Learning objectives

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

Course description

To assess their Microsoft Excel skills, students are required to do a quick spreadsheets diagnostic test in the computer laboratory of ISS. Topics covered are cells, managing worksheets, formulas, functions, formatting charts and prepare outputs. Students can prepare themselves for the test following the online courses in the “indicative readings” section.

For students who attain a pass (score of 70% or over) in the first attempt, the initial test is also the final test, indicating the required skills level. Those who do not succeed will necessarily register for this course to redo the skills test. Admission to some courses (e.g., ISS-3213, ISS-4241, etc.) is dependent on a pass in the Excel diagnostic test. Ultimately, a pass is required to qualify for some courses.

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

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

Indicative readings

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

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

ISS-9107 Intermediate Academic Writing Skills

Code	ISS-9107
Weight of the course	2 EC
Period	TERM 1
Course Leader	Tamara Cottam Winters
Lecturer	EUR Language Centre staff
Teaching Methods	Plenary sessions
Assessment	Attendance (minimum 80% attendance), assignments

Learning objectives

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

Course description

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

Attendance

80% attendance is obligatory.

Literature

A reader containing all course material will be provided.

We will also be working from:

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

ISS-9108 Advanced Academic Writing Skills

Code	ISS-9108
Weight of the course	1.5 EC
Period	TERM 1
Course Leader	Tamara Cottam Winters
Lecturer	EUR Language Centre staff
Teaching Methods	Plenary sessions
Assessment	Attendance (minimum 80% attendance), assignments

Learning objectives

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

Course description

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

Attendance

80% attendance is obligatory.

Literature

A reader containing all course material will be provided.

We will also be working from:

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

ISS-9109 Collectively preventing and addressing unwanted behaviour

Code	ISS-9109
Weight of the course	1 EC
Period	Orientation week, TERM 1 – 2
Course Leader	Lucie Dinkla
Lecturer	Lucie Dinkla and guest lecturers
Teaching Methods	Interactive workshops
Assessment	Participation and submission of written reflections (100%)

Learning objectives

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

Course description

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

The course consists of the following three compulsory workshops during Orientation week:

- **Cross-cultural Awareness, Sensitivity and Communication:** A dialogue on racism, (implicit) bias, identity, communication, stereotypes, privilege, culture, and avoiding single stories. *(subject to change)*
- **Consent:** This workshop aims to explore the topic of consent and boundaries through a series of practical exercises.
- **Brave Spaces:** This workshop will guide and facilitate incoming students in the process of co-creating inclusive and safer spaces and establish ethical frameworks for the ways in which they interact with each other during their stay at ISS.

In addition, in co-creation with staff and students, two further mandatory workshops will be organized in Term 1 and 2.

Depending on student needs, options include Bystander Intervention, Allyship, Deconstructing masculinity, LGBTQ+ awareness, etc. Additional workshops will be offered on a voluntary basis.

This course is mandatory for all MA students at ISS.

Indicative readings

- Ahmed, Sara (2021) *Complaint!* Durham and London: Duke University Press
- Arteaga, Jorge & Emily May (2022) *I've Got Your Back: The Indispensable Guide to Stopping Harassment When You See It*. New York: Abrams Books.
- Incite! Women of Color against Violence (eds) 2016 *Color of Violence: The INCITE! Anthology*. Durham and London, Duke University Press.
- Kim, M. E. (2011) Moving Beyond Critique: Creative Interventions and Reconstructions of Community Accountability. *Social Justice*, 37(4 (122)), 14–35.
- Mack, Ashley Noel & Tiara R. Na'puti (2019) "Our Bodies Are Not Terra Nullius": Building a Decolonial Feminist Resistance to Gendered Violence, *Women's Studies in Communication*, 42:3, 347-370, DOI: 10.1080/07491409.2019.1637803
- Wekker, Gloria (2016) *White Innocence: Paradoxes of Colonialism and Race*. Durham and London: Duke University Press
- Further resources available on Canvas.

ISS-9120 Mathematics for Economists (ECD)

Code	ISS-9120
Weight of the Course	1.5 EC
Period	TERM 1
Course Leader	John Cruzatti Constantine
Lecturer	John Cruzatti Constantine
Teaching Methods	Pre-recorded sessions, and possibility of a live session
Modes of Assessment	Attendance (100%)

Learning objectives

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

Course description

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

Indicative readings

R.L. Thomas (1989), *Using Mathematics in Economics*, London: Longman.
Pindyck and Rubinfeld (1995), *Microeconomics*, New York: MacMillan.

ISS-9160 Basic Statistics and Probability

Code	ISS-9160
Weight of the Course	1.5 EC
Period	TERM 1
Course Leader	Zemzem Shigute Shuka
Lecturer	Zemzem Shigute Shuka and staff
Teaching Method	Lecture, computer workshops, tutorials
Modes of Assessment	Attendance (100%)

Learning objectives

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

Course description

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

Indicative readings

The basic texts for the course are:

Gujarati, D.N. and D.C. Porter (2009) *Basic Econometrics*. (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

PART 4

MA Schedule

MA Schedule 2024-2025

Term 1	Term 1A	2024										Term 1B										2025	
Weeknr		36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2			
Date (Mo)		02-Sep	09-Sep	16-Sep	23-Sep	30-Sep	07-Oct	14-Oct	21-Oct	28-Oct	04-Nov	11-Nov	18-Nov	25-Nov	02-Dec	09-Dec	16-Dec	23-Dec	30-Dec	06-Jan			
Monday										EXAMS ECON							RE-EXAM T1A						
Tuesday															FDR-RE-T1A		RE-EXAM T1A FDS 17.00			Exams T1B			
Wednesday										EXAMS PS	JMTD							Christmas		FDS T1B			
Thursday							DIES ISS 3-6								FDR T2/3			Christmas					
Friday		Opening MA24-25								EXAMS SOC/ T1A/FDS				MAS T1A			CONV 23-24	Deadl CT					
Saturday																							
Sunday																							

Term 2		3	4	5	6	7	8	9	10	11	12	13	14
Date (Mo)		13-Jan	20-Jan	27-Jan	03-Feb	10-Feb	17-Feb	24-Feb	03-Mar	10-Mar	17-Mar	24-Mar	31-Mar
Monday	Term 2	MAS RE T1A			MAS T1B		FDR-RE T1B				MAS RE T1B	EXAMS T2	
Tuesday								RE T1B FDS 17.00				EXAMS T2	
Wednesday								Travel day				EXAMS T2	
Thursday												EXAMS T2	
Friday												EXAMS T2	FDS 17.00
Saturday													
Sunday													

Term 3		15	16	17	18	19	20	21	22	23	24	25	26	27
Date (Mo)		07-Apr	14-Apr	21-Apr	28-Apr	05-May	12-May	19-May	26-May	02-Jun	09-Jun	16-Jun	23-Jun	30-Jun
Monday	Term 3		Easter		Liberation Day				RP Design Seminars	Whit Monday				
Tuesday										RE-EXAM T2				
Wednesday										RE-EXAM T2				EXAMS T3
Thursday								Ascension day		RE-EXAM T2				EXAMS T3
Friday		Good Friday		MAS T2			FDR-RE T2			RE T2 FDS 17.00		MAS RE T2		FDS 17.00
Saturday			Kings Day											
Sunday		Easter							Whit Sunday					

Term 4		28	29	30	31	32	33	34	35	36	37	38
Date (Mo)		07-Jul	14-Jul	21-Jul	28-Jul	04-Aug	11-Aug	18-Aug	25-Aug	01-Sep	08-Sep	15-Sep
Monday							FDR-RE T3					
Tuesday												
Wednesday												
Thursday												
Friday					MAS T3			RE-EXAM T3				
Saturday								RE T3 FDS 17.00		MAS RE T3		
Sunday												

Term 4 (continued)		39	40	41	42	43	44	45	46	47	48	49	50	51
Date (Mo)		22-Sep	29-Sep	06-Oct	13-Oct	20-Oct	27-Oct	03-Nov	10-Nov	17-Nov	24-Nov	01-Dec	08-Dec	15-Dec
Monday									FDS-RP 12.00					
Tuesday	Draft RP seminars												MAS-RP	
Wednesday														
Thursday														CONV 24-25
Friday														
Saturday														
Sunday														

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

- BoE Intro Introduction Board of Examiners
- Conv CONVOCATION (Degree ceremony)
- Deadl CT Deadline for finalising Correct Referencing Test
- EXAM Examinations
- FDR Final Date of Registration
- FDS Final Date of Submission
- MAS Marks Available for Students
- RE-EXAM Re-examinations
- RP Research paper
- RPD Research Paper Design
- T Term

*DD programmes may have their own specific arrangements

PART 5

EXAM SCHEDULE MA PROGRAMME

Exam Schedule MA programme

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

TERM 1A

	TIME/HRS	COURSE	VENUE
T.B.C.	T.B.C.	ISS-9103 Quantitative Skills for Development Studies (<i>quantitative skills test</i>)	T.B.C
Monday 28 October 2024	10:00 – 12:00	ISS-1106 Introduction to Economic Theories	T.B.C
Monday 28 October 2024	10:00 – 12:00	ISS-1113 Regression and Data Analysis	T.B.C
Monday 28 October 2024	10:00 – 12:00	ISS-1107 Development Economics	T.B.C
Wednesday 30 October 2024	10:00 – 11:30	ISS-1114 Politics of Modern Development – Decolonizing Power	T.B.C.
Wednesday 30 October 2024	10:00 – 12:00	ISS-1104 Politics, Power and Development	T.B.C
Friday 1 November 2024	10:00 – 11:00	ISS-1110 Contemporary Social Theory	T.B.C
Friday 1 November 2024	10:00 – 12:00	ISS-1112 Sociology at Work	T.B.C

RE-SIT TERM 1A

	TIME/HRS	COURSE	VENUE
Monday 16 or Tuesday 17 December 2024	10:00 – 12:00	ISS-1106 Introduction to Economic Theories	T.B.C
Monday 16 or Tuesday 17 December 2024	10:00 – 12:00	ISS-1113 Regression and Data Analysis	T.B.C
Monday 16 or Tuesday 17 December 2024	10:00 – 12:00	ISS-1107 Development Economics	T.B.C
Monday 16 or Tuesday 17 December 2024	10:00 – 11:30	ISS-1114 Politics of Modern Development – Decolonizing Power	T.B.C
Monday 16 or Tuesday 17 December 2024	10:00 – 12:00	ISS-1104 Politics, Power and Development	T.B.C
Monday 16 or Tuesday 17 December 2024	10:00 – 11:00	ISS-1110 Contemporary Social Theory	T.B.C
Monday 16 or Tuesday 17 December 2024	10:00 – 12:00	ISS-1112 Sociology at Work	T.B.C

TERM 1B

	TIME/HRS	COURSE	VENUE
Mid-Term		ISS-4151 Principles of Economic Development (<i>microeconomics</i>)	T.B.C.
Mid-Term		ISS-4152 Development Policies as Practices: Agency in the Context of Governance	T.B.C.
Mid-Term		ISS-4153 Contemporary Perspectives on Social Justice	T.B.C.
Mid-Term		ISS-4154 Critical Social Policy for Transformative Development	T.B.C.
Friday 6 December 2024	11:00 – 13:00	ISS-4150 Political Economy of Agriculture and Environment	T.B.C.
Tuesday 7 January 2025	10:00 – 12:30	ISS-4151 Principles of Economic Development (<i>macroeconomics</i>)	T.B.C.

RE-SIT TERM 1B

	TIME/HRS	COURSE	VENUE
Mid-Term		ISS-4151 Principles of Economic Development (<i>microeconomics</i>)	T.B.C.
Mid-Term	10:00 – 12:30	ISS-4152 Development Policies as Practices: Agency in the Context of Governance	T.B.C.
Mid-Term		ISS-4153 Contemporary Perspectives on Social Justice	T.B.C.
Mid-Term		ISS-4154 Critical Social Policy for Transformative Development	T.B.C.
Tuesday 4 March 2025	10:00 – 12:30	ISS-4150 Political Economy of Agriculture and Environment	T.B.C.
Tuesday 4 March 2025	10:00 – 12:30	ISS-4151 Principles of Economic Development (<i>macroeconomics</i>)	T.B.C.

TERM 2

	TIME/HRS	COURSE	VENUE
Mid-Term		ISS-4217 Conflict Analysis and Transformation (<i>take-home exam</i>)	
Monday 24 March 2025	10:00 – 12:30	ISS-4231 Growth, Inequality and Poverty	T.B.C.
Tuesday 25 March 2025	10:00 – 12:30	ISS-4227 Humanitarian Action, Disasters & Crises: Critical Approaches	T.B.C.
Wednesday 26 March 2025	10:00 – 11:00	ISS-3213 Multi Methods for Social Development	T.B.C.
Thursday 27 March 2025	10:00 – 17:00	ISS-3203 Topics in Regression Analysis (<i>take-home exam</i>)	

RE-SIT TERM 2

	TIME/HRS	COURSE	VENUE
Mid-Term		ISS-4217 Conflict Analysis and Transformation (<i>take-home exam</i>)	
Tuesday-Thursday 10-12 June 2025	10:00 – 12:30	ISS-4231 Growth, Inequality and Poverty	
	10:00 – 12:30	ISS-4227 Humanitarian Action, Disasters & Crises: Critical Approaches	
	10:00 – 11:00	ISS-3213 Multi Methods for Social Development	
	10:00 – 17:00	ISS-3203 Topics in Regression Analysis (<i>take-home exam</i>)	

TERM 3

	TIME/HRS	COURSE	VENUE
Wednesday 2 July 2025	09:00 – 17:00	ISS-4357 Global Political Ecology (<i>take-home exam</i>)	

RE-SIT TERM 3

	TIME/HRS	COURSE	VENUE
Thursday 21 August 2025	09:00 – 17:00	ISS-4357 Global Political Ecology (<i>take-home exam</i>)	