

## **PART 3**

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## ISS-1102 States, Societies and the Politics of Development

<b>Code</b>	ISS-1102
<b>Weight of the Course</b>	3 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Joop de Wit
<b>Lecturers</b>	Joop de Wit, Sylvia Bergh, t.b.a.
<b>Teaching Methods</b>	Participatory Lecture
<b>Modes of Assessment</b>	Written Exam: 100%
<b>Contact</b>	TLST

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### **Learning objectives**

At the end of the course, students will know:

- the relevance of politics to development and how political power influences the direction and outcomes of development interventions;
- key concepts and theories of the state, state-society interactions, political systems, as well as sovereignty and legitimacy;
- different forms of government (democratic, authoritarian, developmental) as well as expected roles of actors in governance and democracy such as politicians and civil society organizations and how this works out in practise;
- leading determinants and characteristics of state formation, social forces and development, including the use and abuse of state power and the (formal and informal) relations between state and non-state actors in development situations.

### **Course description**

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

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

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

### **Indicative readings**

- Bebbington, A.J., S. Hickey and D.C. Mitlin (2008) *Can NGOs Make a Difference? The Challenge of Development Alternatives*. London: Zed Books.
- Fritz, V. and A.R. Menocal (2007) 'Developmental States in the New Millennium: Concepts and Challenges for a New Aid Agenda', *Development Policy Review* 25(5): 531-552.
- Haugaard, M. (ed.) (2002) *Power: A Reader*. Manchester: Manchester University Press.
- Heywood, A. (2004) *Political Theory: An Introduction*. (3<sup>rd</sup> edn) New York, London: Palgrave MacMillan.
- Heywood, A. (2007) *Politics*. (3<sup>rd</sup> edn) New York, London: Palgrave MacMillan.
- Leftwich, A. (2007) *States of Development: The Primacy of Politics in Development*. Cambridge: Polity Press.
- Robinson, M. and G. White (eds) (1998) *The Democratic Developmental State: Politics and Institutional Design*. New York: Oxford University Press.

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## ISS-1103 An Overview of Modern Economic Thought

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

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### **Learning objectives**

By the end of the course students should possess

1. A critical, non-technical (i.e., non-mathematical) understanding of contemporary economic thought.
2. An appreciation of fundamental differences between major schools of economic thought in economics, and the significance these differences have for their respective perspectives on policy.
3. A de-mystified view of key economic concepts and a non-jargonised view of crucial issues.

### **Course description**

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

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

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

### **Indicative readings**

- Fulbrook, E. (ed.) (2004) *A Guide to What's Wrong with Economics*. London: Anthem Press.
- Keen, S. (2001) *Debunking Economics: The Naked Emperor of the Social Sciences*, London: Zed Books and Pluto Press.
- Krugman, P. and R. Wells (2013) *Economics*. 3<sup>rd</sup> edn, New York: Worth Publishers.
- Maunder, P. et al. (2004) *Economics Explained*. 3<sup>rd</sup> rev. edn, London: HarperCollins.
- Stanford, J (2008) *Economics for Everyone: A Short Guide to the Economics of Capitalism*. London: Pluto Press.

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## ISS-1104 Politics, Power and Development

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

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### **Learning objectives**

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

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

### **Course description**

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

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

### **Indicative readings**

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

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

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

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

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

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

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

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

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## ISS-1106 Introduction to Economics

<b>Code</b>	ISS-1106
<b>Weight of the Course</b>	3 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Irene van Staveren
<b>Lecturer</b>	Irene van Staveren
<b>Teaching Methods</b>	Participatory Lecture
<b>Modes of Assessment</b>	Assignment: 50%, Written Exam: 50%
<b>Contact</b>	TLST

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### **Learning objectives**

After completing this course, participants should understand and be able to accurately use some key economic concepts and insights that are often used in development studies. They will also have knowledge about main four theoretical approaches in economics, and debates between these. Finally, through a large number of examples from various countries, they will have a broad basic understanding of how economies worldwide operate.

### **Course description**

This introductory course aims at an audience without training in economics, or those who need to fresh-up basic knowledge.

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

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

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

### **Indicative readings**

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

*The ISS library has several copies of the book available. In addition, the library has a wide variety of introductory economic textbooks available as complementary readings.*

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## ISS-1107 Development Economics

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

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### **Learning objectives**

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

### **Course description**

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

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

### **Indicative readings**

Agénor, P.R. and P.J. Montiel (2008) *Development Macroeconomics* (3<sup>rd</sup> edn). Princeton, NJ: Princeton University Press.  
 Bardhan, P.K. and C. Udry (1999) *Development Microeconomics*. Oxford: Oxford University Press.  
 Basu, K. (1997) *Analytical Development Economics*. Cambridge, MA: MIT Press.  
 Ray, D. (1998) *Development Economics*. Princeton, NJ: Princeton University Press.  
 Todaro, M.P. and S.C. Smith (2012) *Economic Development* (11<sup>th</sup> edn). Boston, Mass.: Addison-Wesley.

### **Prerequisites**

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

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## ISS-1110 Contemporary Social Theory

<b>Code</b>	ISS-1110
<b>Weight of the Course</b>	3 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Nahda Shehada
<b>Lecturers</b>	Nahda Shehada, Dubravka Žarkov
<b>Teaching Methods</b>	Participatory Lecture, Tutorials
<b>Modes of Assessment</b>	Take Home Essay: 100%
<b>Contact</b>	TLST

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### **Learning objectives**

By the end of the course, participants will have sufficient understanding of contemporary social theory. They will be introduced to the main theoretical debates in and about social theory and the influence of social/political context in developing various perspectives in conceptualising social reality.

### **Course description**

This foundation course is meant to familiarize students with the latest debates in and about social theory. It focuses on some perspectives that have been most influential – and sometimes controversial – in the debate.

During your stay at ISS, you will be exposed to many different and often conflicting theoretical perspectives. This course attempts to help you situate those perspectives in the wider framework of social theory. The course will start by mapping out the analytical parameters and key contemporary theories and perspectives in the field. The course will then move on to discuss the Critical Social Theory developed by Frankfurt school/Germany during the early decades of the twentieth century. Cross-cultural differences are noticeable in the way in which new perspectives emerge. Thus, we will examine Post-colonial theory and its most influential figure, i.e. Edward Said with his ‘Orientalism’ and the Modernity/Coloniality debate from Latin America. The course will put these thinkers from the Global South in dialogue with prominent thinkers from the critical and deconstruction tradition in Europe. The final session will be dedicated to a rather optimistic view of Santos, who advocates the ‘ecology of knowledge’ as a way in the long road to end human misery.

### **Indicative readings**

- Abu-Lughod, L. (2013) *‘Do Muslim Women Need Saving’* Cambridge, Massachusetts: Harvard University Press.
- Calhoun, Craig, Chris Rojek, and Bryan S. Turner (eds) (2005) *The Sage handbook of sociology*. London: Sage.
- Escobar, A. (2007) ‘Worlds and Knowledges Otherwise’, *Cultural Studies* 21(2): 179-210.
- Foucault, M. (2002) ‘Introduction’ in M. Foucault, *The Archaeology of Knowledge*, pp. 3-22. London: Routledge.
- Sachs, W. (ed.) (1992) *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books.
- Said, E. W. (2003) *Orientalism*. London: Penguin.
- Santos, Boaventura de Sousa (ed.) (2007) *Another Knowledge Is Possible: Beyond Northern Epistemology*. London, New York: Verso.
- Williams, P. and L. Chrisman (eds) (1993) *Colonial Discourse and Postcolonial Theory: A Reader*. London & New York: Harvester Wheatsheaf.

### **Assessment**

At the end of the course, students will submit a Take-Home-Essay consisting of no longer than 2000 words. Students are required to submit their essay after 48 hours from receiving the essay question. The Take-Home-Essay constitutes 100% of the course assessment.

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## ISS-1112 Structure and Social Action: Communities, Markets and Politics

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

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### ***Learning objectives***

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

### ***Course description***

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

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

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

### ***Indicative readings***

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

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

<b>Code</b>	ISS-2101
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Wendy Harcourt
<b>Lecturers</b>	Wendy Harcourt, Roy Huijsmans, Rosalba Icaza, Mindi Schneider, Inge Hutter, Karin Arts, Peter Knorringa, Irene van Staveren
<b>Teaching Methods</b>	On-line Modules, Participatory Lectures, Flipping the Class Room, Workshops
<b>Modes of Assessment</b>	Written Exam: 45%, Group Assignment: 15%, Assignment 1: 20%, Assignment 2: 20%
<b>Contact</b>	TLST

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### ***Learning objectives***

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

- a) Understand development as a contested set of cultural, political, economic and historical processes and relations
- b) Describe and substantiate the effects of the historical incorporation of Asia, Africa, Latin America and the Pacific into economic and cultural processes in the name of 'development'
- c) Describe and substantiate the effects of representing and treating these countries as 'underdeveloped' or 'developing'
- d) Identify the way 'the development problem' and its 'solutions' are conceptualized according to various theoretical frameworks, with examples
- e) Situate their own theoretical framework, realities, biases and opinions and experiences of development in critical approaches that prepare them to address development problems and strategies for change
- f) Imagine and express their ideas about 'alternatives' to the current crises.
- g) Work collaboratively within a multidisciplinary and multicultural context to communicate ideas orally and in writing.
- h) Engage in a critical dialogue with peers and staff

### ***Course description***

The course will be a critical introduction to theories and strategies of international development – looking at development strategies from cultural, historical, and political economic perspectives. It will build on a dialogue from the students' own experiences and knowledges of development with perspectives from the literature in order to understand development processes, and to question and generate development alternatives. Students will explore the historical background of development by situating it within the rise and consolidation of capitalism and modernity and the creation of 'the economy' as a separate domain of thought and action. Emphasis will be on the analyses of development as an aspiration, a discourse of power and set of practices and in engaging students in post-development thinking, including notions and practices of alternative economies, and visions of profound ecological and cultural transitions.

The course will foster an open learning environment where students will be expected to participate actively in the course guided by participatory methodologies, using a 'flip the classroom' approach in order to encourage co-learning, collaborative knowledge generation and a prefigurative approach to the question of 'what is the future of development?' The course will be made up of 4 modules featuring on-line assignments to be done before class, videos, guest lecturers and co-taught participatory seminars and student-led workshops.

**Indicative readings**

- De Sousa Santos, B. (2014) *Epistemologies of the South: Justice against Epistemicide*. Boulder: Paradigm Publishers
- Escobar, A. (1995) *Encountering Development* Princeton: Princeton University Press.
- Esteva, G., S. Borbones, and P. Babcicky. (2013) *The Future of Development. A Radical Manifesto*. Bristol: Policy Press.
- Li, T.M. (2007) *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Durham, NC: Duke University Press.
- McMichael, P. (2012). *Development and Social Change. A Global Perspective*. Fifth Edition. Thousand Oaks, CA: Sage.
- Mosse, D. (2005) *Cultivating Development: An ethnography of aid policy and practice*. London, Ann Arbor, MI: Pluto Press.
- Ziai, A. (ed) (2007) *Exploring Post-Development Theory and practice, problems and perspectives*. London: Routledge

**Indicative films, on-line documentaries and lectures**

- Fox, L. (Director) *The Story of Stuff* (2007) <http://storyofstuff.org/movies/story-of-stuff/> , The story of stuff project, <http://storyofstuff.org/>
- Longfellow, B. (Director) (2007) *Weather Report*, Bull Frog Films. Details at < <http://www.bullfrogfilms.com/print/wrpt.html>>.
- Nash, T. (Director) (1995) *Who's Counting? Marilyn Waring on Sex, Lies and Global Economics*. Montreal, Quebec: Canadian National Film Board.
- Walker, C. (Director) (1996) *Trinkets and Beads*. Icarus Films. Details at <http://icarusfilms.com/cat97/t-z/trinkets.html>

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## ISS-3103 Regression and Data Analysis

<b>Code</b>	ISS-3103
<b>Weight of the Course</b>	4 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Natascha Wagner
<b>Lecturer</b>	Natascha Wagner
<b>Teaching Methods</b>	Lectures, Workshop, Computer Exercises, Tutorials
<b>Modes of Assessment</b>	Assignment (Mid-term Take Home): 40%, Final Take Home Exam: 60%
<b>Contact</b>	TLST

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### **Learning objectives**

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

### **Course description**

This course is the first block of the two-block Research Methodology package on Quantitative Research Methods. The course is self-contained while at the same time it is a prerequisite for those who want to follow 3203. This course along with 3203 is intended for students interested in quantitative development policy analysis. Specifically, this block 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 13). During these workshops students will be expected to analyse macro and micro data from developing countries 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, assumptions of the linear regression model, goodness of fit, interval estimation, prediction and forecasting, data problems, hypothesis tests, binary variables, heteroscedasticity, binary dependent variables, and basic principles of time series analysis.

### **Indicative readings**

*The basic text for the course is:*

Wooldridge, J.M. (2009) *Introductory Econometrics. A Modern Approach*, 4th edn, Australia; Mason, OH: Thompson South-Western.

*You may also want to have a look at the following book that gives a presentation of regression analysis in matrix notation:*

Greene, W. H. (2012) *Econometric Analysis*, (7th edn). Harlow; New York: Pearson Addison Wesley.

*Alternative textbooks that may be consulted:*

Gujarati, Damodar N. (2009) *Basic Econometrics*, 5th Edition, Boston: McGraw Hill.

Kmenta, Jan (1986) *Elements of Econometrics*, 2nd Edition, New York: Macmillan.

Maddala, G.S. (2001) *Introduction to Econometrics*, (3rd edn), Chichester; New York: Wiley.

Mukherjee C., H. White and M. Wuyts (1998) *Econometrics and Data Analysis for Developing Countries*, London; New York: Routledge.

### **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.

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## ISS-3105 Research Paper Preparation

<b>Code</b>	ISS-3105
<b>Weight of the Course</b>	4 ECTS, counted in the 27 EC of the Research Paper (ISS-5401)
<b>Period</b>	TERM 1 - TERM 3
<b>Course Leader</b>	Kees Biekart
<b>Lecturers</b>	Major RP Convenors (names tbc), Kees Biekart, Avé Baxa-Rodriguez, Lidwien Lamboo, Saskia Scheffer, John Steenwinkel.
<b>Teaching Methods</b>	Participatory Lecture, Workshop, Computer Exercise
<b>Modes of Assessment</b>	Attendance: 100%, Approved RP Design
<b>Contact</b>	TLST

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### ***Learning objectives***

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

### ***Course description***

The course begins in Term 1 (September 2015) with a plenary session for all MA students with details on the Research Paper process. At later sessions, Research Technique courses will be presented, as students have to choose these by November. In December students will hear a range of Research Paper experiences from students of the outgoing 'old batch'. As information technology is increasingly being used as a tool to create, access, and manage information, there is a need to also offer training in information technology skills. In a number of subsequent small group workshops between September and late November, practical assignments will allow students to develop their practical skills in identifying information needs, searching effectively, evaluating information found, and referencing the consulted literature correctly in scholarly writings (e.g. assignments, essays, Research Paper).

In Term 2, a series of ten workshops is offered to systematically develop the competences needed for the development of a Research Paper Proposal (from which supervisors and second readers can be identified), followed by the elaboration of the (more detailed) Research Paper Design. The workshops are organized per Major, covering key issues that can arise in conducting research leading to a good quality Research Paper Design. The workshops are based on the 'flipped class room' concept, in which students are provided video input and specific assignments prior to the workshops.

The workshops will address the following questions:

- What is a Research Paper and how does it connect to your other learning at ISS?
- How to move from a 'topic' to a manageable researchable question?
- How to do a literature search and what can we learn from texts produced by previous researchers?
- What is good referencing and selecting academic quotes?
- What is a theoretical framework, and why do you need theory?
- How to combine theory and data in a concrete research design?
- What principles can guide selecting cases to be investigated and assessing the accuracy and representativeness of data?
- How to format and index my Research Paper?
- What are ethical procedures and risk assessments?
- What can be expected from a Supervisor?
- How to apply 'triangulation' and/or 'mixed methods'?

The course will end in late May (Term 3) with individual students presenting their Research Paper Designs in the smaller Major and/or Specialization groups during the so-called 'Research Paper Design seminars', in which their Supervisor, Second Reader and fellow students actively provide feedback. These seminars are only meant to improve the design and will be organized in sufficient time to allow revision before formal submission for assessment.

Participation in the plenaries and workshops is compulsory for all MA students.

### **Assessment**

The revised Research Paper Design will be assessed on a pass/resubmission basis.

### **Indicative reading**

- Booth, W.C, G.G. Colomb and J.M. Williams (2008) *The Craft of Research*. Chicago; London: University of Chicago Press (or earlier editions).
- Laws, S., C. Harper and R. Marcus (2003) *Research for Development: A Practical Guide*. London: Sage in co-operation with Save the Children.
- O'Leary, Z. (2014) *The Essential Guide to Doing your Research Project*. London: Sage (2<sup>nd</sup> edition).
- Seale, C. (2004) *Social Research Methods: A Reader*. London; New York: Routledge.
- Somekh, B. and C. Lewin (eds) (2004) *Research Methods in the Social Sciences*. London: Sage.
- White, P. (2009) *Developing Research Questions: a guide for social scientists*, Basingstoke and New York: Palgrave-Macmillan.

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## ISS-3201 Mixed Methods for Social Development Research

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

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### Learning objectives

- *Overall objective:* 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 a researcher, client, or study evaluator.

Upon completion of the course, students will be able to

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

### Course description

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

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

### Indicative reading

- Bryman, A. (2008) *Social Research Methods* (3<sup>rd</sup> edn). Oxford: Oxford University Press.
- Creswell, J. and V.L. Plano Clark (2011) *Designing and Conducting Mixed Methods Research*. Los Angeles: Sage.
- Laws, S., C. Harper and R. Marcus (2003) *Research for Development: A Practical Guide*. London: Sage in co-operation with Save the Children.
- Morgan, D.L. (2014) *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. Thousand Oaks; London: Sage.
- Nagy Hesse-Biber, S. (2010) *Mixed Methods Research: Merging Theory With Practice*. New York, NY [etc.]: The Guilford Press.
- O’Leary, Z. (2014) *The Essential Guide to Doing Your Research Project* (2<sup>nd</sup> edition). London: Sage.

### Prerequisites

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

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## ISS-3203 Topics in Regression Analysis

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

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### **Learning objectives**

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

### **Course description**

This course is the second block of the two-block Research Methodology package on Quantitative Research Methods. It builds on the material covered in 3103 and is intended for students interested in quantitative development policy analysis. The first part of the course discusses methods that are typically used to analyze survey (micro) data. Topics covered in this part of the course include estimation and inference using simultaneous equation models, instrumental variable estimation, qualitative and limited dependent variable models (probit, logit, tobit, ordered and unordered logit and probit models). The second part of the course concentrates on regression methods and issues that typically arise while using time series data. Course coverage includes detecting and testing for autocorrelation, discussion of stationary and non-stationary time-series, unit roots and cointegration.

### **Indicative reading**

The basic text for the course is

Wooldridge, J.M. (2013) *Introductory Econometrics: A Modern Approach* (5<sup>th</sup>edn). Mason OH: Thomson South-Western, CENGAGE Learning

### **Prerequisites**

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

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## ISS-3207 Qualitative Interviewing

<b>Code</b>	ISS-3207
<b>Weight of the Course</b>	4 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Karin Astrid Siegmann
<b>Lecturer</b>	Karin Astrid Siegmann
<b>Teaching Methods</b>	Participatory Lecture, Workshop, Computer Exercises
<b>Modes of Assessment</b>	Assignment: 85%, Group Assignment: 15%
<b>Contact</b>	TLST

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### **Learning objectives**

Different types of interviews are an important component of qualitative research. Also, many research papers within the ISS are to some extent based on data generated through interviews. At the end of this course, participants

- will be able to reflect on the interview process in a theoretically and ethically informed manner;
- will have enhanced their skills to generate data from people through different interview techniques;
- will be able to reflect on the pros and cons of different interview techniques, and their appropriateness under different circumstances;
- will have developed some skills to report as well as to
- analyze interview data with computer support; and
- will be aware of different methodologies informing the analysis of interview data.

### **Course description**

This course is meant for MA participants who are interested in acquiring skills in doing qualitative research, for use either as part of their MA thesis or afterwards. The course explores some theoretical dimensions of the interview process, and will discuss issues of validity and rigour in qualitative research. A large part of the course deals with practical training in doing particular kinds of interviews and reporting these. The course also includes sessions on different methodologies and methods for analysing interview data, including the use of software developed for this purpose.

### **Indicative reading**

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

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## ISS-3209 Techniques for Understanding Quantitative Secondary Data

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

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### **Learning objectives**

The broad objectives of the course are to:

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

### **Course description**

This course is meant for MA participants with a broad interest in policy-oriented research. Although the course aims to be interesting and challenging for participants with serious research ambitions, it is also meant for participants who, in their work with either governmental agencies or non-governmental organizations, will not undertake elaborate research projects themselves, but are expected to be able to gather and analyse information, and commission and assess research work undertaken by others.

The course is structured around two blocks. In block one students will be introduced to some basic mathematical techniques to handle number. In block two they will be introduced to some basic statistical techniques to help them make sense of quantitative data.

In block one students become familiar with the simple manipulation of relatively few numbers (taken from macro aggregates, social indicators, summary results from statistical analysis) to arrive at an analytically insightful sketch of a socioeconomic situation or problem. They should be familiar with simple techniques to handle numbers from three different perspectives: (1) to deal with order of magnitude (absolute or relative), (2) to deal with structure and composition, and (3) to deal with change. In the process, they will become familiar with handling scientific notation; dealing with ratios, proportions and rates; making simple guesstimates using the geometric mean of two numbers; using tables to denote structure and visual displays to look at change in time; calculating growth rates of variables, their products and their sums using social indicators; and handling average and marginal coefficients as well as elasticities to depict the impact of one variable on another over time.

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

### **Indicative reading**

Miles, M.B., A.M. Huberman and J. Saldaña (2013) *Qualitative Data Analysis: A Methods Sourcebook*. (3<sup>rd</sup> edn). LA, London: Sage.

Swift, L. and S. Piff (2014) *Quantitative Methods for Business, Management and Finance*. Basingstoke: Palgrave MacMillan.

Thomas, A. and G. Mohan (eds) (2007) *Research Skills for Policy and Development. How to Find Out Fast*. London: Sage Publications in association with the Open University.

Wuyts, Marc et al. (2004) *Exploring Data on Inequality and Poverty*. Tanzania Diploma in Poverty Analysis. Dar es Salaam and The Hague: ESRF/REPOA/ISS.

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## ISS-3210 Discourse Analysis and Interpretive Research

<b>Code</b>	ISS-3210
<b>Weight</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Des Gasper
<b>Lecturers</b>	Des Gasper, Silke Heumann, t.b.a.
<b>Teaching Methods</b>	Participatory Lecture, Tutorial, Workshop
<b>Exam</b>	Assignment 1 (Essay): 25%, Assignment 2 (Essay): 50%, Group Assignment: 15%, Participation: 10%
<b>Contact</b>	TLST

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### **Learning objectives**

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

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

### **Course description**

There are many ways of studying how language is used in social and political life, each with their own focus and methods. The course highlights this variety of types of approach, and explores some that are accessible and relevant for all social science students and can be used as methods of exploratory investigation, including of: the choices of vocabulary and labels, illustrations, author posture, category systems and 'cast of characters', key concepts, metaphors, argument structures and assumptions, 'frames' and inclusions/exclusions, and 'story lines'/narratives. It looks at how different versions of these methods, as reflected in various types of discourse analysis, may match different theories about language, society and language-society relations but also can fit different situations. The course considers how methods can be combined within a research project (including for example a Masters Research Paper or PhD project), and with other social research methods.

### **Indicative reading**

- Hansen, L. (2006) *Security as Practice: Discourse Analysis and the Bosnian War*. London: Routledge.
- Kovecses, Z. (2002) *Metaphor: A Practical Introduction*. Oxford: Oxford University Press.
- Phillips, N.; and C. Hardy (2002) *Discourse Analysis: Investigating Processes of Social Construction*. Thousand Oaks, CA: Sage.
- Wodak, R.; and M. Kryzsanowski, (2008) *Qualitative Discourse Analysis in the Social Sciences*. Basingstoke: Palgrave.
- Wodak, R. and M. Meyer (eds) (2009) *Methods of Critical Discourse Analysis*. London: Sage.
- Schwartz-Shea, P. and D Yanow (2012) *Interpretive Research Design*. Abingdon: Routledge.
- Yanow, D. and P. Schwartz-Shea (2013) *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. (2nd. edn.) New York; London: Armonk; M.E. Sharpe.

The maximum number of participants is 25. Potential students might therefore be asked to write a motivation letter regarding their interest in the course and their previous training &/experience. The course is for those who already have an adequate general exposure to research methods. It can also be taken as the Option course.

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

<b>Code</b>	ISS-3303
<b>Weight of the Course</b>	4 ECTS
<b>Period</b>	TERM 3
<b>Course Leader</b>	Roy Huijsmans
<b>Lecturers</b>	Roy Huijsmans and guest lecturers
<b>Teaching Methods</b>	Participatory Lecture, Workshops, Field Exercise, Film
<b>Modes of Assessment</b>	Assignment 1 (Reflexive notes on ethnographic research exercise): 45%, Assignment 2 (Individual essay on ethnography in anticipated RP project): 45%, Participation: 10%
<b>Contact</b>	TLST

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### **Learning objectives**

The objectives of the course are three-fold. First, course participants will explore, discuss and come to understand some key epistemological debates underpinning ethnographic approaches to knowledge generation in relation to development, such as those pertaining to 'situated knowledges', 'positionality of the researcher', and debates on 'place' and 'connections'. Second, course participants will get acquainted with conducting ethnographic research (through a field exercise), and reflect on various dimensions of such practices, including participant observation, ethnographic approaches to qualitative methods, and the writing and interpretation of field notes. Third, course participants will develop an argued position on the (im)possibilities and particularities of ethnography in their own Research Paper plans, including its role, its feasibility, the researcher's (that is yours!) positionality, research ethics, and the methodological shape it may take.

### **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. For this purpose the course is divided into two blocks. The first block 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. In this block, course participants will evaluate the use of ethnography in past ISS research papers, carry out their own ethnographic research exercise and reflect on this, and think through a range of practical, methodological and ethical issues pertaining to employing an ethnographic orientation in their anticipated RP projects.

### **Indicative readings**

- Burawoy, M. *et al* (2000). *Global Ethnography: Forces, connections, and imaginations in a postmodern world*. Berkeley, CA: University of California Press.
- Hammersley, M. and P. Atkinson (2007). *Ethnography: Principles in practice (third edition)*. London, New York: Routledge.
- High, H. (2014). *Fields of Desire: Poverty and policy in Laos*. Singapore, NUS Press.
- Mosse, D. (2005). *Cultivating Development: An Ethnography of Aid Policy and Practice*. London, Ann Arbor, MI: Pluto Press.

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## ISS-3305 Techniques for Case-study Research

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

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### **Learning objectives**

Upon completion of the course, students have:

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

### **Course description**

This course is designed to assist students who aim to do case studies with making choices in setting up their own research project. For this reason, the theoretical part of the course, which revolves around a set of methodological principles involved in doing case-based research, is placed in function of the application of a set of more hands-on tools and instruments.

The course is built on the awareness that there is no one single case-study method, but that case studies contain a variety of research techniques. The course places emphasis on the principles of case-study selection and the variety of case-study designs. As such, the course stresses the need for a firm grounding of case studies in social-science theory, since case studies are potentially strong tools for arriving at descriptive conclusions on causal effects.

Throughout the course, we will address methodological issues involved in doing case-study research and discuss concrete case studies drawn from the field of development studies. Students will keep a learning journal in which they describe their learning process, assess the relevance of the case study methodology for their own research interests, and explore different options of using case studies in their research projects.

The course is assessed through the learning journal (30%) and two writing assignments (70%) in which students are asked to apply the principles of case study research to case studies that they have selected themselves.

### **Indicative readings**

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

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

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

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

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## ISS-3306 Participatory Action Research

<b>Code</b>	ISS-3306
<b>Weight of the Course</b>	4 ECTS
<b>Period</b>	TERM 3
<b>Course Leader</b>	Kees Biekart
<b>Lecturers</b>	Kees Biekart, Rosalba Icaza
<b>Teaching Methods</b>	Participatory Lecture, Workshop
<b>Modes of Assessment</b>	Assignment: 60%, Group Assignment: 30%, Presentation: 10%
<b>Contact</b>	TLST

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### **Learning objectives**

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

### **Course description**

The first part of 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 second part of the course focuses at Participatory Action Research techniques and is very much 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.

Three themes are central in the course: (1) power and knowledge, and the role of activists and academics in generating knowledge; (2) participation action research techniques, and how to practice and manage the various participatory data collection tools; (3) participation and empowerment, and how to make sure that research is not a disempowering enterprise, and to avoid that participatory approaches are abused by external actors.

### **Indicative reading**

Hickey, S. and G. Mohan (2005) 'Relocating participation within a radical politics of development', *Development and Change* 36(2): 237-262.

Kindon, S., R. Pain and M. Kesby (eds) (2007) *Participatory Action Research Methods*. London and New York: Routledge.

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

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

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## **ISS-4140 Political Economy/Ecology of Agriculture and Environment**

<b>Code</b>	ISS-4140
<b>Weight of the Course</b>	12 ECTS
<b>Period</b>	TERM 1
<b>Course Leaders</b>	Jun Borrás and Murat Arsel
<b>Lecturers</b>	Murat Arsel, Jun Borrás, Wendy Harcourt, Cristobal Kay, Mindi Schneider, and Ben White
<b>Teaching Methods</b>	Participatory Lecture, Workshop, Study Visits
<b>Modes of Assessment</b>	Assignment: 45%, Written Exam: 45%, Group Assignment: 10%
<b>Contact</b>	TLST

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### **Learning objectives**

After the course, students will have:

- Developed a grasp of major theoretical and methodological traditions in AFES, seen in overlapping/synergistic or conflicting/competing manner
- Developed a critical perspective on the political and economic structures that shape local, national and international agrarian and environmental questions.
- Improved their skills to engage in critical discussion on contentious issues agrarian and environmental studies
- Enhanced their ability to communicate their ideas on this specific thematic area of Development Studies to specialist and wider attentive audiences.

### **Course description**

This course introduces students to the inter-linked theoretical and methodological foundations of critical agrarian studies and critical environmental studies. Participants will become familiar with the necessary theoretical and analytical tools required to develop a critical understanding of contemporary process of agrarian and environmental change, including environmental degradation, rural resource access and use, and the key socio-political and economic processes facing the rural world. Key themes and theories in Agrarian, Food and Environmental Studies will be introduced and examined. This course does not take the rural world in isolation, but rather in an interlinked manner: rural-urban and agricultural-industry linkages get considerable attention. Appropriate comparisons will be made between developing and developed countries. The analytical starting point to tackle the various issues is a 'critical political-economy' framework, meaning that the emphasis will be on the political-economic power dynamics that frame and cut across agrarian and environmental issues.

### **Indicative readings**

- Bernstein, H. and P. Woodhouse (guest eds) (2010) 'Special Issue: Productive Forces in Capitalist Agriculture: Political Economy and Political Ecology', *Journal of Agrarian Change*, 10(3): 299-453.
- Bernstein, H. (2010) *Class Dynamics of Agrarian Change*. Halifax; Fernwood VA: Kumarian Press.
- Borrás, S. Jr. (ed.) (2009) 'Special issue: Critical Perspectives in Rural Development Studies', *Journal of Peasant Studies* 36(1).
- Fairhead, J., M. Leach and I. Scoones (guest eds) (2012) 'Special issue: Green Grabbing: a New Appropriation of Nature?', *Journal of Peasant Studies* 39(2): 237-617.
- Guha, R. and J. Martinez-Alier (1998) *Varieties of environmentalism. Essays North and South*. Delhi: Oxford University Press.
- Heynen, N., J. McCarthy, S. Prudham and P. Robbins (eds) (2007) *Neoliberal Environments: False Promises and Unnatural Consequences*. London; New York: Routledge.
- Peet, R., P. Robbins, and M. Watts (eds) (2011) *Global Political Ecology*. London, New York: Routledge.

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## ISS-4141 Foundations of Economic Development

<b>Code</b>	ISS-4141
<b>Weight of the Course</b>	12 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Natascha Wagner
<b>Lecturers</b>	Mansoor Murshed, Natascha Wagner
<b>Teaching Methods</b>	Participatory Lecture, Workshop
<b>Modes of Assessment</b>	Assignment: 50%, Written Exam: 50%
<b>Contact</b>	TLST

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### **Learning objectives**

On completing the course students should be able to:

- Understand the conduct of macro and microeconomic policy in developing countries.
- Relate economic theory to empirical applications and tests
- Critically assess and discuss micro and macroeconomic theories of development, and communicate this assessment effectively.

### **Course description**

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

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

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

### **Indicative readings**

Agénor, P.-R and P.J. Montiel (2011) *Development Macroeconomics* (3<sup>rd</sup> edn). Princeton, NJ: Princeton University Press.

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

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

North, D.C. (1990) *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press, pp. 3-26 (Chapters 1-3).

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## ISS-4142 Development Policies and Practice: Interests, Conflicts and Cooperation

<b>Code</b>	ISS-4142
<b>Weight of the Course</b>	12 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Erhard Berner
<b>Lecturers</b>	Erhard Berner, Peter Knorringa, Joop de Wit, Sunil Tankha
<b>Teaching Methods</b>	Part. Lecture, Simulation, Case study, Workshop, Tutorial
<b>Modes of Assessment</b>	Written Exam: 50%, Assignment: 50%
<b>Contact</b>	TLST

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### **Learning objectives**

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

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

### **Course description**

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

### **Indicative readings**

- Andrews, M. (2014) *The Limits of Institutional Reform in Development: Changing Rules for Realistic Solutions*. Cambridge: University Press.
- Hyden, G., Court, J. and Mease, K. (2004) *Making Sense of Governance: Empirical Evidence from 16 Developing Countries*, Boulder, CO: Lynne Rienner
- Hyden, G. & J. Samuel (eds.) (2011) *Making the State Responsive: Experience with Democratic Governance Assessments*. New York: UNDP. <http://www.undp.org>
- Knorringa, P. and A.H.J. Helmsing (2008) 'Beyond an Enemy Perception: Unpacking and Engaging the Private Sector'. *Development and Change*, 39(6), 1053-1062.
- Levy, B. (2014), *Working with the Grain: Integrating Governance and Growth in Development Strategies*. Oxford: University Press. <http://www.oxfordscholarship.com/>
- Mansuri, G. & V. Rao (2013) *Localizing Development: Does Participation Work?* Washington DC: World Bank. <https://openknowledge.worldbank.org/>
- Ruggie, J.G. (2013) *Just Business: Multinational corporations and human rights*. (Norton Global Ethics Series). New York; Norton.
- Wit, J. de and E. Berner (2009) 'Progressive Patronage? Municipalities, NGOs, CBOs and the Limits to Slum Dwellers' Empowerment'. *Development and Change*, 40(5), 927-947. <<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-7660.2009.01589.x/epdf>>.

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## ISS-4143 Contemporary Perspectives on Social Justice

<b>Code</b>	ISS-4143
<b>Weight of the Course</b>	12 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Silke Heumann
<b>Lecturers</b>	Karin Arts, Kees Biekart, Amrita Chhachhi, Jeff Handmaker, Silke Heumann, Helen Hintjens, Rosalba Icaza Garza, Rachel Kurian, Nahda Shehada, Dubravka Žarkov
<b>Teaching Methods</b>	Participatory Lectures, Workshops, Group Presentations, Study Visit
<b>Modes of Assessment</b>	Take Home Exam (Mid-term): 45%, Assignment (Essay): 40%, Group Assignment: 15%
<b>Contact</b>	TLST

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### **Learning objectives**

After following the course, students have gained a critical understanding of:

- the relationship between production of knowledge and the social, political and historical dynamics within which this production takes place;
- key theoretical perspectives on social justice in general, and specifically from the perspectives of gender, human rights and violent conflict;

Students will also acquire a specific analytical tool (mapping tool) and the skills how to use it, by which they will be able to:

- analyse contemporary economic, political, social and symbolic struggles around issues of social justice in general, and those related to gender, human rights, violent conflict and social movements in particular;
- distinguish, compare and assess theoretical and strategic possibilities of different social justice policies, frameworks, actions and movements in the context of globalization.

### **Course description**

The starting assumption of this course is that meanings of justice are neither self-evident, nor fixed. Rather, they are embedded in specific worldviews, and thus remain a contested terrain both theoretically, and in practice. The first block of the course is, therefore, dedicated to the understanding of production of knowledge in general, and about social justice in particular. This first block takes students through some of the key theoretical and strategic paradigms within which social justice has been debated and defined – from classical to (neo-) liberal and critical constructivist – linking perspectives on social justice with perspectives on power, agency and social change. This block also introduces gender, violent conflict, human rights and social movements as particular fields of study for which issues of social justice are central. The second block situates social justice struggles within contemporary global society, exploring contemporary processes of globalization as the setting within which relations of power operate, social inequalities, exploitation and marginalization take place, and struggles for economic, political and symbolic justice are organized. Links are made with the gendered dynamics of inequality, exploitation and violence. Central to this block are geo-political contestations and contemporary wars, the processes of globalization and evolution of human rights ideas and normative frameworks, and the role of social movements in defense of social justice.

### **Indicative readings**

- Fraser, N. (1996) 'Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation', *The Tanner Lectures On Human Values*, Salt Lake City, UT: Tanner Humanities Center, University of Utah.
- Gunter, B.G. and R. van der Hoeven (2004) 'The Social Dimension of Globalization: A Review of the Literature', *International Labour Review* 143(1-2): 7-43.
- Lutz, H., M.T. Herrera Vivar and L. Supik (eds) (2011) *Framing Intersectionality: Debates on a Multi-Faceted Concept in Gender Studies*. Farnham: Ashgate.
- Merry, S.E. (2006) *Human rights and gender violence: translating international law into local justice*. Chicago: University of Chicago.
- Patomäki, H. (2008) 'Global Justice: A democratic perspective', in B.K. Gills (ed.), *Globalization and the Global Politics of Justice*, pp.10-21. Oxon, UK and New York: Routledge.
- Sassen, S (2003) 'Globalization or Denationalization?', *Review of International Political Economy*, 10(1), 1-22.

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## ISS-4144 Critical Social Policy for Transformative Development

<b>Code</b>	ISS-4144
<b>Weight of the Course</b>	12 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Roy Huijsmans
<b>Lecturers</b>	Amrita Chhachhi, Roy Huijsmans and other SPD faculty
<b>Teaching Methods</b>	Lectures, Participatory Lectures, Presentations, Workshops, Study visits
<b>Modes of Assessment</b>	Written Exam (Mid-term): 45%, Assignment (End of Term): 55%
<b>Contact</b>	TLST

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### **Learning objectives**

After the course, students will have developed:

- A grasp of major theoretical and methodological traditions and approaches in the field of social policy as applied to questions of development, particularly from critical political economy and post-structural perspectives.
- An understanding of interdisciplinary conceptual frameworks of social policy centred on the challenges of social reproduction and social provisioning through an intersectional lens addressing issues of social security, education, health and work in the context of contemporary globalisation.
- A critical understanding of the role of social policy in relation to poverty, inequality and the structuring of citizenship, including its gendered and generational dimensions.
- An understanding of the role of and relation between various actors and forces in social development such as the state, the market, households, as well as Inter- and Non-Governmental Organisations
- An ability to communicate their ideas to specialist and wider audiences and to participate with confidence in debates, research and analysis in the field of social policy and development.

### **Course description**

Social policy is concerned with the principle institutional processes by which rights and entitlements are defined and/or practiced in a society, particularly through critical institutions such as education, health and social security systems. The core course of the Social Policy for Development Major provides a foundation for examining these processes within development as rooted in the problems of social reproduction and social provisioning through an intersectional lens. Particular attention is given to the gender, demographic, generational, ethnic/race and class-differentiated nature of these problems; to poverty, inequality, and work and employment; and to issues of distributive justice, the structuring of citizenship and power.

The course is divided into two blocks. The first examines the contributions by key thinkers in the field of social policy and foundational concepts such as needs, well-being, capabilities and citizenship for social policy analysis in relation to development. The second block places the study of social policy for development within a broader context of contemporary globalization which can serve to either reproduce and entrench inequalities, or else transform them towards greater inclusion. The course concludes with student presentations of a social policy systems mapping exercise conducted throughout the term.

### **Indicative readings**

- Bangura, Y. (2010) *Combating Poverty and Inequality: Structural Change, Social Policy and Politics*. Geneva: United Nations Research Institute on Social Development (UNRISD).
- Dean, H. (2012) *Social Policy* (2<sup>nd</sup> edition). Cambridge: Polity Press.
- Katz, C. (2004) *Growing Up Global: Economic restructuring and children's everyday lives*. Minneapolis: University of Minnesota Press.
- Mkandawire, T. (2004) 'Social Policy in a Development Context', in Thandika Mkandawire (ed.) *Social Policy in a Development Context*. Basingstoke: Palgrave/Macmillan.
- Webster, E., R. Lambert and A. Bezuidenhout (2008) *Grounding Globalization: Labour in the Age of Insecurity*. Malden, MA, Oxford: Blackwell Publishing.

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## ISS-4201 Creating Space for the Local

<b>Code</b>	ISS-4201
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Georgina Gomez
<b>Lecturers</b>	Georgina Gomez, Erhard Berner, tba
<b>Teaching Methods</b>	Simulation Game, Lectures, Discussion Workshops
<b>Modes of Assessment</b>	Assignment (Essay): 45%, Group Assignment (Presentation): 15%, Written Exam: 40%
<b>Contact</b>	TLST

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### **Learning objectives**

The course will enable students to better understand globalisation and its effects on localised socio-economic systems through processes of competitiveness, marginalisation, resistance and selective integration. At the end of the course participants will be able to

- Distinguish aspects and actors of globalization and localisation (decentralisation, international trade, inequality, global production networks, competitiveness, international organisations and local pressure groups);
- Analyze the general possibilities and limitations that globalization offers for the diversity and institutionalisation of local practices, income generation and livelihoods; and
- Engage in critical discussion on contentious issues around glocalisation and selective inclusion

### **Course description**

The much discussed processes of globalisation permeate every aspect of socio-economic life and wash away the uniqueness of local economies, cultures, and institutions. Decentralisation processes have facilitated diversity, to various degrees, and some regions have been able to gain autonomy and improve local living standards. In contrast, globalisation pervades all aspects of localities and blurs differences. Some regions are at the cutting edge and others are excluded from the process, while the majority struggles to find its space. The course introduces the varied impacts of globalization on development and discusses the scope for agency and resistance at the local level of localities. It focuses on the connections between the macro level of globalization, the meso level of institutions and localities, and the micro aspects of agents and their organisations. It explores the processes by which local actors, communities and institutions are integrated into the “global”, and the possibilities and limits for protecting local practices. The course is interdisciplinary and draws on economic, sociological, political and anthropological perspectives.

### **Indicative readings**

- Leimgruber, W. (2004) *Between global and local: Marginality and marginal regions in the context of globalization and deregulation*. Aldershot: Ashgate.
- Perkins, H. C., & Thorns, D. C. (2012). *Place, identity and everyday life in a globalizing world* (pp. 90-110). Basingstoke: Palgrave Macmillan.
- Pietrobelli, C. and Á. Sverrison (eds., 2004) *Linking local and global economies: The ties that bind*. London: Routledge.
- Rogerson, C.M. and J.M. Rogerson (2010) ‘Local economic development in Africa: global context and research directions’, *Development Southern Africa* 27(4): 465-480. <<http://www.tandfonline.com/doi/pdf/10.1080/0376835X.2010.508577>>.
- Swyngedouw, E (2004) ‘Globalisation or ‘Glocalisation’? Networks, territories and rescaling’, *Cambridge review of international affairs*, 17 (1): 25-48. <<http://www.tandfonline.com/doi/pdf/10.1080/0955757042000203632>>

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

<b>Code</b>	ISS-4202
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Erhard Berner, Amrita Chhachhi
<b>Lecturers</b>	Erhard Berner, Amrita Chhachhi
<b>Teaching Methods</b>	Participatory Lecture, Workshop, Tutorial
<b>Modes of Assessment</b>	Assignment: 45%, Written Exam: 45%, Group Assignment (Presentation): 10%
<b>Contact</b>	TLST

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### **Learning objectives**

Students will be able to:

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

### **Course description**

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

### **Indicative readings**

- Bangura, Y. (2010) *Combating Poverty and Inequality: Structural Change, Social Policy and Politics*. Geneva: United Nations Research Institute on Social Development (UNRISD).
- Barrientos, A. and D. Hulme (2008) *Social Protection for the Poor and Poorest*. Basingstoke and New York: Palgrave MacMillan.
- Chant, S.H. (2007) *Gender, Generation and Poverty: Exploring the 'Feminisation of Poverty' in Africa, Asia and Latin America*. Cheltenham: Edward Elgar Publishing.
- Rakodi, C. and T. Lloyd-Jones (eds) (2002) *Urban Livelihoods: A People-centred Approach to Reducing Poverty*. London; Sterling, VA: Earthscan Publications.
- Razavi, S and S. Hassim (eds) (2006) *Gender and Social Policy in a Global Context: Uncovering the Gendered Structure of 'the Social'*. Basingstoke: Palgrave MacMillan.
- Razavi, S., R. Pearson and C. Danloy (eds) (2004) *Globalization, Export Oriented Employment and Social Policy: Gendered Connections*. New York, London: Palgrave Macmillan.

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## ISS-4209 Policy Analysis and Design

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

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### **Learning objectives**

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

Specific targets:

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

### **Course description**

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

### **Indicative readings**

- Eugene Bardach (2009). *A practical guide for policy analysis: the eightfold path to more effective problem solving*. Chatham House Publishers, Seven Bridges Press. Dunn, W. (2012) *Public Policy Analysis* (5th edn). Boston, MA: Pearson.
- Fischer, F., G. Miller and M.S. Sidney (eds) (2007) *Handbook of Public Policy Analysis: Theory, Politics and Methods*. Boca Raton, FL: Taylor & Francis.
- Gasper, D.R. (2004) *The Ethics of Development: From Economism to Human Development*. Edinburgh: Edinburgh University Press.
- Moran, M., M. Rein and R.E. Goodin (eds) (2006) *The Oxford Handbook of Public Policy*. Oxford: Oxford University Press.
- Tankha, S. (2009) 'Lost in Translation: Interpreting the Failure of Electric Power Privatization in Brazil', *Journal of Latin American Studies*, 41(1): 59-90.

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## ISS-4211 Promotion of Local Economic Development

<b>Code</b>	ISS-4211
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Peter Knorrninga
<b>Lecturers</b>	Georgina Gomez, Bert Helmsing, Peter Knorrninga
<b>Teaching Methods</b>	Lectures, Study Visits, Thematic Workshops
<b>Modes of Assessment</b>	Assignment (Essay): 40%, (Reflection) Paper: 20%, Written Exam: 40%
<b>Contact</b>	TLST

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### **Learning objectives**

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

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

### **Course description**

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

### **Indicative readings**

- Gomez, G.M. and A.H.J. (Bert) Helmsing (2008) 'Selective spatial closure and local economic development: what do we learn from the Argentine local currency systems?' *World Development* 36(11): 2489-2511.
- Helmsing, A.H.J.(Bert) (2003) 'Local economic development. New generations of actors, policies and instruments', *Public Administration and Development* 23(1): 67-76.
- Rogerson, C.M. and J.M. Rogerson (2010) 'Local economic development in Africa: global context and research directions', *Development Southern Africa* 27(4): 465-480.
- Rowe, J.E. (ed.) (2009) *Theories of local economic development. Linking Theory to Practice*. Farnham: Ashgate.
- Schmitz, H. (ed.) (2004) *Local Enterprises in the global economy*. Cheltenham: Edward Elgar.

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

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

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### **Learning objectives**

After completion of the course, students will have:

- enhanced their knowledge of market led restructuring reform policies in contemporary capitalist economies.
- 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. (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. (2008) *Neo-Liberal Ideology: History, Concepts and Policies*. Edinburgh: Edinburgh University Press.

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## ISS-4216 Human Rights, Law and Society

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

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### **Learning objectives**

In this course students will:

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

### **Course description**

Fulfilling human rights and social justice requires much more than an adequate legal framework alone. Nevertheless, law can be an important facilitator of, but also a hindrance to, the realization of human rights. Aimed at a mixed audience of students with and without a legal background, this course provides a basis for students to understand the role of law in the protection and promotion of human rights and to critically evaluate the legal structures that frame human rights and certain possibilities for civic action. Various theoretical underpinnings (such as the universality and/or relativity of human rights; linkages between development and human rights; sources of law; law and society; biases and gaps in law and legal systems; the relationship between international and national law; the role of both governmental and civil society actors) will be discussed. Different examples of international and national human rights law-making and monitoring efforts, and of legal frameworks for human rights-based approaches to development, will be studied. Examples of more specific subjects covered include litigating economic and social rights in South Africa, the gendered nature of law and legal enforcement, domestic violence, non-state actors and human rights law, and the meaning and implications of child rights-based approaches to development.

### **Indicative readings**

- Bantekas, I. and L. Oette (2013), *International Human Rights Law and Practice*. Cambridge: Cambridge University Press.
- Rajagopal, B. (2003) *International Law from Below: Development, Social Movements and Third World Resistance*. Cambridge: Cambridge University Press.
- Steiner H., P. Alston and R. Goodman (2008) *International Human Rights in Context: Law, Politics, Morals* (3<sup>rd</sup> edn). Oxford: Oxford University Press.
- Halliday, S. and P. Schmidt (2009) *Conducting Law and Society Research: Reflections on Methods and Practices*. Cambridge: Cambridge University Press.
- Goodale, M. and S.E. Merry (eds) (2007) *The Practice of Human Rights: Tracking Law Between the Global and the Local*. Cambridge: Cambridge University Press.

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## ISS-4217 Governance, Conflict Analysis and Conflict Management

<b>Code</b>	ISS-4217
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Mohamed Salih
<b>Lecturers</b>	Mohamed Salih, Helen Hintjens, Mansoob Murshed
<b>Teaching Methods</b>	Lectures, Participatory Lectures, Theme Lectures, Study visit, Tutorials, Workshop
<b>Modes of Assessment</b>	Assignment: 50%, Written Exam: 50%
<b>Contact</b>	TLST

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### **Learning objectives**

Having completed the course, the students will be able to:

1. Identify and analyze the multiple causes and consequences of conflict;
2. Comprehend the current debate on governance role and capacity to manage conflicts;
3. Understand the use of social science theoretical and conceptual frameworks to explain the role of governance in conflict management, state collapse and humanitarian intervention;
4. Analyze, contextualize and assess conflict case studies and assess the quality and capacity of local, national and multi-lateral governance institutions to manage conflicts;
5. Acquire analytical skills in conflict analysis and management.

### **Course description**

The course on Governance, Conflict Analysis and Management articulates conflict as a universal and context-specific phenomenon. As a universal phenomenon, conflict is ever-present almost at every level of human interaction, with varying degrees of consequences on individuals, groups, states and inter-state entities and relations. The course seeks to link various factors and actors that can cause, sustain, transform or contribute to managing conflicts.

The course enables the students to articulate, identify, analyse and discuss the characteristics of “good governance” principles and practice. Methodologically, the course is concerned with the capacity of governance institutions to perform their role in securing duties and rights, developing capabilities and managing conflicts.

The course focuses particularly on violent conflicts because of their most visible consequences on almost every aspect of human existence. As a tool for conflict management, governance too is embedded in peoples’ histories, past and present experiences, religious and ethnic relations as well as political culture and material conditions. Therefore the two components of the course i.e. governance and conflict management cannot be treated in isolation from each.

### **Indicative readings**

- Goldin, I. (2013) *Divided Nations: Why Global Governance is Failing, and What We Can Do About It?* Oxford: Oxford University Press.
- Kümmel, G. and J. Soeters (eds) (2012) *New Wars, New Militaries, New Soldiers: Conflicts, the Armed Forces and the Soldierly Subject. Vol. 19* Contributions to Conflict Management, Peace Economics and Development. *Bingley, West Yorkshire, UK*: Emerald Group Publishing Limited. <http://www.emeraldinsight.com/doi/book/10.1108/S1572-8323%282012%2919>
- Richmond, O. (2011) *A Post-Liberal Peace* (Routledge Studies in Peace and Conflict Resolution). Routledge: New York
- Cochrane, F., R. Duffy and J. Selby (2003) *Global Governance, Conflict and Resistance*. New York: Palgrave/Macmillan.
- Zartman, W. (1997) *Governance as Conflict Management: Politics and Violence in West Africa*. Washington DC: Brookings Institution Press.

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## ISS-4218 Children and Youth Studies in Development Context

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

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### **Learning objectives**

Course participants will gain a familiarity with the works of both ‘classic’ and ‘critical’ thinkers in Children & Youth Studies whose ideas have shaped social constructions, policies and institutions relating to childhood and youth. Students will strengthen their ability to understand, explain and engage with theories and debates about childhood and youth in the social sciences, development economics and international law, and to link these perspectives to concrete situations, problems, and policies. Students will also become familiar with child- and youth-centered methodologies and theoretical approaches.

### **Course description**

The late twentieth century witnessed a dramatic shift in conceptions and practices of child rights and youth participation. Since then, development studies have had to more critically engage with intergenerational and age-based complexities of policy implementation. This course asks how childhood and youth are significant for policies that value social justice, equity and inclusion by taking young people not just as objects and targets of development but as active participants. Drawing on interdisciplinary perspectives from such areas as anthropology, demography, development economics, geography, and international law, students will explore and problematize how changing conceptualizations of young people’s roles in social policy manifest in the various development discourses, from protection to rights-based approaches.

Specific concepts to be considered include citizenship, globalization, vulnerability and agency in relation to such areas as children’s rights, education, work, media and communication technologies, sexuality, and social movements. We will also discuss approaches – innovative methodologies and ethical considerations – for conducting research with young people.

### **Indicative readings**

- Ansell, N. (2015) *Children, Youth and Development, 2<sup>nd</sup> edition*. London: Routledge.
- Bourdillon, M., D. Levison, W. Myers and B. White (2010) *Rights and Wrongs of Children’s Work*. New Brunswick, NJ: Rutgers University Press.
- Cheney, K. E. (2007) *Pillars of the Nation: Child Citizens and Ugandan National Development*. Chicago: University of Chicago Press.
- Cole, J. and D. Durham (2008) *Figuring the Future: Globalization and Temporalities of Children and Youth*. Santa Fe, NM: School for Advanced Research Press.
- Comaroff, J. and J. Comaroff (2005) ‘Reflections on Youth: From the Past to the Postcolony in Africa’, in A. Honwana and F. De Boeck (eds) *Makers & Breakers: Children and Youth in Postcolonial Africa*, pp. 19-30. Trenton, NJ: Africa World Press.
- Groundwater-Smith S, Dockett S and Bottrell D. (2014) *Participatory Research with Children and Young People*, Los Angeles, CA; London: Sage.
- Herrera, L. (ed) (2014) *Wired Citizenship: Youth Learning and Activism in the Middle East*. New York: Routledge.
- United Nations (1991) *Convention on the Rights of the Child*. New York: United Nations.
- Woodman D. and J. Wyn (2015) *Youth and Generation: Rethinking change and inequality in the lives of young people*, Los Angeles, CA; London: Sage.

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## ISS-4223 Development Research: Comparative Epistemologies and Methodologies

<b>Code</b>	ISS-4223
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Karin Astrid Siegmann
<b>Lecturers</b>	Silke Heumann, Rosalba Icaza, Karim Knio, Karin Astrid Siegmann, Irene van Staveren
<b>Teaching Methods</b>	Participatory Lecture, Workshop
<b>Modes of Assessment</b>	Written Exam (Mid-term): 40%, Assignment (Summative Essay): 60%
<b>Contact</b>	TLST

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### **Learning objectives**

The course is offered to ISS' MA and PhD students. It seeks to enhance their understanding of how development research may contribute to knowledge in order to achieve more publishable theses. More specifically, the course aims at enabling participants to:

- Identify key differences and similarities in selected epistemological stances that are influential in development studies
- Comprehend the interplay between the epistemological stance and the methodological approach in the research process, and to
- Relate their acquired skills to their own research.

### **Course description**

This course aims to provide an overview of major schools of thought regarding what constitutes valid knowledge generation about change in contemporary societies, particularly in Africa, Asia and Latin America. It aims at enhancing students' abilities to understand the bases of their own claims to add to knowledge and the strengths and limitations of such claims made by others. This is specifically important in development research, which is considered one of the most challenging fields of research.

In the field of Development Studies, conventional disciplinary boundaries are often crossed. Concerns with environmental, medical or engineering aspects of change are frequently combined with socio-political/political economy aspects. This crossing of boundaries is a double-edged sword. On the one hand, it enriches the analysis and understanding of processes of development and change. At the same time, it limits academic publishing opportunities as particular epistemological positions are commonly privileged within specific disciplines. The need for epistemological clarity is therefore greater if arguments are to convince publishers and wider audiences.

The course takes a broad view of epistemology and methodology and covers both principles of rigorous theorisation and observation. Our main foci will be on comparison of epistemological stances and their implications for research methodology in Development Studies' research, with particular emphasis on problems of linking conceptualisation to data. Participation in this course is recommended for students wishing to enroll in a fast-track (3 year) PhD programme at the ISS. MA participants will therefore find themselves working alongside ISS doctoral students.

### **Indicative reading**

Sumner, A. and M. Tribe (2008) 'Chapter 3: What can we 'Know" in Development Studies?' in: *International Development Studies: Theories and Methods in Research and Practice*, pp. 53-80. Los Angeles, CA, London: Sage.

Sumner, A. and M. Tribe (2008) 'Chapter 5: What is 'Rigour' in Development Studies?' in: *International Development Studies: Theories and Methods in Research and Practice*, pp.99-128. Los Angeles, CA, London: Sage.

### **Prerequisites**

An interest in pursuing academic research beyond Masters' level.

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## ISS-4226 Feminist Theories and Strategies for Development: Global and Local Perspectives

<b>Code</b>	ISS-4226
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Nahda Shehada
<b>Lecturers</b>	Amrita Chhachhi, Silke Heumann, Rachel Kurian, Nahda Shehada, Dubravka Žarkov
<b>Teaching Methods</b>	Participatory Lectures, Tutorials, Workshops
<b>Modes of Assessment</b>	Assignment: 100%
<b>Contact</b>	TLST

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### **Learning objectives**

In this course, students will:

- learn to recognize and apply feminist analysis of the state, the market and the family, taking into account the intersections of gender with other social relations of power;
- gain basic knowledge of feminist conceptualization of economic exclusion, sexuality and culture, and their institutional and structural inter-relatedness;
- gain critical understanding of the relationship between conceptualizing and strategizing, and institutional practice and social change.

### **Course description**

This course focuses on feminist theorization of gendered institutions with specific attention to the multiple forms of collective and individual actions and interventions in the fields of economic exclusion, sexuality and culture, from an intersectional perspective.

The first block explores the knowledge embedded in institutions and institutional practices, focusing on the family, the state and market(s). It pays special attention to the inter-linkages between these three institutions and their gendered practices of ruling. We explore the ways in which local and global processes have affected these three institutions, and we interrogate economic exclusions, heteronormative relationships and cultural identities that are constitutive of these institutional practices. The second block theorizes the collective and individual actions and strategies for change and social transformation. Focusing on concepts of subjectivity, agency and power, we look at social spaces for transformative actions and social relations through which the actions are shaped, and institutions changed. The emphasis is on the relations of power in the fields of economic exclusion, sexuality and culture, both as separate social domains and as mutually constitutive fields. The third block explores the possibilities for and effects of individual and group interventions in institutional practices, social structures and the micro-politics of everyday life.

### **Indicative readings**

- Buikema, R., Griffin, G., and N. Lykke (eds.) (2012) *Theories and Methodologies in Postgraduate Feminist Research: Researching Differently* (Vol. 5 Advances in Feminist Studies and Intersectionality Series). London: Routledge.
- Harding, S. (2005) '17. Rethinking Standpoint Epistemology: What is "Strong Objectivity"?' in Cudd, A.E and R.O. Anderson (eds.) *Feminist Theory. A Philosophical Anthology*, Blackwell Publishing, pp. 218-236.
- Klenk, R.M. (2004) "'Who is the Developed Woman?": Woman as a Category of Development Discourse, Kumaon, India' in *Development and Change* 35(1): 57-78.
- Mahmood, S. (2005) 'The Politics of Piety: the Islamic Revival and the Feminist Subject'. Princeton: Princeton University Press.
- O'Brien, M. and S. Penna (2008), Social Exclusion in Europe; some conceptual issues, *International Journal of Social Welfare* No. 17: 84-92.
- Rajan, R.S. (2003) Introduction: 'Women, Citizenship, Law and the State in India' in *The Scandal of the State: Women, Law, Citizenship in Postcolonial India*. pp.1-40. Durham: Duke University Press.
- Stromquist, N. P. (d.) (2014) *Women in the Third World: An encyclopedia of contemporary Issues*. New York: Garland Publishing.

**Key words:** Gendered institutions, state, family, sexuality, women's and feminist movement, empowerment, agency, and social exclusion.

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## ISS-4227 Securitisation of Development: Violence, Humanitarianism and Peace

<b>Code</b>	ISS-4227
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Helen Hintjens
<b>Lecturers</b>	Jun Borrás, Helen Hintjens, Shyamika Jayasundara, Mansoob Murshed, Dubravka Žarkov
<b>Teaching Methods</b>	Participatory Lectures, Workshop, Film, Guest Speakers and Visit
<b>Modes of Assessment</b>	Assignment 1 (Essay): 30%, Assignment 2 (Essay): 70%
<b>Contact</b>	TLST

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### **Learning objectives**

- To enable students to explore theorizing and strategizing about security and ‘securitisation’ in relation to the growing importance of the ‘security-development nexus’, or re-engagement between development and security priorities.
- To enable students to critically reflect on how security, violence, humanitarianism, and moves out of warfare and violent conflict into reconstruction and reconciliation can be theorised and understood from a range of disciplinary perspective, including biopolitics, conflict studies, feminist and ‘critical studies’ approaches
- To consider human security and other priorities in post-conflict settings in relation to humanitarian action, transitional justice, and reconstruction processes.
- To enable students to learn from focus on specific issues in specific settings, through case studies in relation to ‘human security’, humanitarianism, peace-making, memory and reconciliation.
- To introduce students to principles and practices of psycho-social and other alternative approaches to conflict transformation and peace-building.

### **Course description**

The last few decades have witnessed growing theoretical, policy and practical concern with how to restore security and end violent conflicts. New and sometimes violent forms of ‘humanitarian’ intervention have accompanied a marked ‘securitisation’ of development agendas since the end of the Cold War. This course reflects on new forms of interaction between the fields of security, conflict, development and peace; what can be called the ‘security-development nexus’, for short. The focus is on how security priorities come to over-ride other considerations more classically associated with ‘development’. By considering a range of examples from different regions and domains, of both securitization and desecuritisation, the course enables more in-depth understanding of recent debates that bring conflict, peace and development together in the ‘human security’ framework. In the context of a war on terror, what are the challenges facing those in the humanitarian sector, those designing transitional justice and those who wish to work with memories in their peace-building efforts? Is desecuritisation possible as well as securitisation? What ways are there of understanding the social, economic and political concerns of actors involved in violent conflicts and how their interests form the basis for mapping potential areas of intervention whilst respecting the principles of ‘Do no Harm’? Our field visit to a local NGO or the ICC will help discuss transitional justice frameworks for action and research. Whilst ‘liberal peace’ and post-liberal peace frameworks are overarching, they are dealt with in more detail in 4217, a sister course to this one. Placing the securitizing of development in its wider policy context is the core aim of this course.

### **Indicative readings**

- Barnett, M. N. (2011) *Empire of Humanity: A History of Humanitarianism*. Ithaca, NY and London: Cornell University Press.
- Duffield, M. (2007) *Development, Security and Unending War. Governing the World of Peoples*, Cambridge: Polity.
- Jacoby, Tim (2008) *Understanding Conflict and Violence: Theoretical and interdisciplinary approaches*. Oxford and New York: Routledge.
- Žarkov, D. (ed.) (2008) *Gender, Violent Conflict and Development*. New Delhi: Zubaan (Imprint of Kali for Women).

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## ISS-4228 Population, People and Resources: Generations and Regeneration

<b>Code</b>	ISS-4228
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Mahmood Messkoub
<b>Lecturers</b>	Loes Keyzers, Mahmood Messkoub, Auma Okwany, Karin Astrid Siegmann
<b>Teaching Methods</b>	Participatory Lectures, Workshops: Work-group Discussions and Presentations, Debates and Case-studies
<b>Modes of Assessment</b>	Group Assignment (Presentation): 15%, Assignment 1 (Essay): 30%, Assignment 2 (Essay): 30%, Assignment 3 (Policy Brief): 25%
<b>Contact</b>	TLST

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### **Learning objectives**

This course will provide participants with theoretical and conceptual frameworks for the understanding of the inter-relationship between generations and social development, through the study of changes in demographics (fertility, mortality, age structure and migration) of a country, social relationships among generations and their implications for development policy design and implementation.

### **Course description**

The course centres on the inter-relationship between population and generation, reproduction of labour and social regeneration and reproduction and the role of development in this inter-relationship. The social reproduction here is more about renewal and change than maintaining the existing social, cultural and economic structures which could not only limit economic development but also constrain capabilities, freedom and human development.

It is a truism that development is about how to change 'people' lives, and hopefully improve them. This truism ends as soon as one asks who the 'people' are (who should be the object of development) and what the policies should be. This is fundamentally about the design and implementation of development policies that should be aimed at people who are differentiated on the basis of demographic, gender, race, class and other social and economic categories. The course is designed around three blocks, which reflect our approach to the inter-relationship among population, generation, social policy and regeneration/reproduction. In block one participants will be introduced to the basic concepts of population studies. Block two focuses on population as a resource, its work and employment implication as well as its relationship with other resources such as land and the environment. In block three we explore some of the education and health policies that are essential to regeneration/reproduction of individual and societies. Different models of social provisioning (private and state/public, residual and universal) will also be discussed and their implications for equality of access and outcome analysed.

### **Indicative readings**

- Cole, J. and D. Durham (2007) 'Introduction: Age, Regeneration, and the Intimate Politics of Globalization' in: Cole, J. and D. Durham (eds) *Generations and Globalization: Youth, Age, and Family in the New World Economy*, pp. 1-28. Bloomington, IN: Indiana University Press.
- Gould, W.T.S. (2015) *Population and Development*. London: Routledge. (Second Edition)
- Kaboub, F. (2007) 'Employment Guarantee Programs: A Survey of Theories and Policy Experiences', Economics Working Paper Archive, No. 498. Annandale-on-Hudson, NY: Levi Economics Institute. <[http://www.levyinstitute.org/pubs/wp\\_498.pdf#page=1&zoom=auto,-13,792](http://www.levyinstitute.org/pubs/wp_498.pdf#page=1&zoom=auto,-13,792)>.
- Livi-Bacci, M. (2001) *A Concise History of World Population (3<sup>rd</sup> edn)*. Oxford: Blackwell.
- Mkandawire, T. (ed.) (2004) *Social Policy in a Development Context*. Basingstoke; Geneva: Palgrave Macmillan; UNRISD.

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## ISS-4229 Global Environmental Politics

<b>Code</b>	ISS-4229
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Murat Arsel
<b>Lecturers</b>	Murat Arsel, Wendy Harcourt, Mindi Schneider
<b>Teaching Methods</b>	Participatory Lecture, Simulation,
<b>Modes of Assessment</b>	Assignment 1 (Individual Essay): 35%, Assignment 2 (Simulation): 15%, Written Exam: 50%,
<b>Contact</b>	TLST

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### **Learning objectives**

This course provides a comprehensive overview of global environmental changes and their political economic implications. After completing it, students will be able to:

- Critically interrogate the creation of and solutions to global environmental problems such as climate change
- Understand the ways in which global environmental problems are fundamentally grounded in social, economic and political relations;
- Evaluate the changing relationships between the modern nation-state system, global capitalism and the environment;
- Analyse key policy documents produced by organizations such as UNEP and WTO on global environmental politics, assessing their validity and usefulness for policy making;
- Develop in-depth understanding of various environmental problems relating to mining, oil extraction and industrial development and their place in global environmental politics

### **Course description**

Why is so little being done to address global environmental problems such as climate change, deforestation, and biodiversity loss? How should developing countries contribute to their resolution? What can individuals and alternative social forces do to tackle global environmental problems? This course provides answers to these and other similar questions at the heart of global environmental politics.

The course is constructed around the tension between the sovereignty of nation-states and the need to achieve global socioeconomic justice. It critically evaluates the role played by a number of key actors in global environmental governance such as UNEP, WTO, IPCC, civil society organizations and corporations and takes an in-depth look at various contemporary issues, such as mining, geo-engineering, biotechnology and renewable energy. Throughout these discussions, particular attention is paid to the ways in which the legitimacy, accountability and capability of states shape and are shaped by global environmental processes and outcomes. The course critically interrogates the suggestion that global environmental governance is increasingly taking the shape of 'environmental colonialism'. In so doing, it theorizes the potential pathways to identifying and (re)conceptualizing alternative solutions to global environmental problems.

### **Indicative readings**

- Beck, Ulrich (1995) *Ecological Politics in an Age of Risk*. Cambridge, MA: Polity
- Clapp, J and P. Dauvergne (2005) *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge, MA: MIT Press.
- Jasanoff, S. and M.L. Martello (eds) (2004) *Earthly Politics: Local and Global in Environmental Governance*. Cambridge, MA: MIT Press.
- Lipschutz, R.D. (2004) *Global Environmental Politics: Power, Perspectives, and Practice*. Washington, DC: CQ Press
- Ramachandra G. and J. Martinez-Alier (1998) *Varieties of Environmentalism: Essays North and South*. London: Earthscan.

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## ISS-4231 Growth, Inequality and Poverty

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

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### **Learning objectives**

Students will have a clear understanding of 1) the long-term patterns of growth; 2) new theories regarding the determinants of growth, international trade and trade policy; 3) the link between economic growth and poverty, as well as the interaction between growth and inequality; 4) the importance of growing inter-national inequality; 5) the long-term causes of growth which include the links between economic growth, natural resource endowments, culture, geography, conflict and institutions, as well as how these linkages are influenced by economic policies; 6) put their own country experience with economic reform policies in a comparative perspective; and, 7) understand empirical analysis to assess the impact of institutions and other economic reform policies on long-term economic growth and poverty reduction.

### **Course description**

This course will address matters related to long-term economic growth, as well as related issues in inequality (the distribution of income and wealth) and poverty that ultimately contribute to sustainable development. One of the major problems associated with development are the low-incomes of today's developing countries. For most poor countries growth constitutes the principal avenue via which poverty can be reduced, as growth provides greater opportunities and enlarges the economic pie. Another, related, issue concerns distributive justice, both at the national level and between nation states. Excessive inequality can undermine societal cohesion and human security. Today's rich countries are affluent because they historically grew faster than the poor nations of the world. The study of the causes of rapid growth is, therefore, important. Is growth driven merely by physical capital accumulation through savings? Or are ideas and human capital accumulation equally important? Does greater income or wealth inequality hinder or foster growth? Is the lack of rapid growth a consequence of the failure of policies being coordinated between different branches of the economy? Ultimately, are there 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. (2002). '2 The Solow Model' in: *Introduction to economic growth*, pp. 20-45. New York, NY: Norton.
- Ray, D. (1998) '4: The New Growth Theories' in: *Development Economics*, pp. 99-123. Princeton, NJ: University Press.
- Romer, D. (2012). *Advanced Macroeconomics*. 4<sup>th</sup> edition. New York, NY: McGraw-Hill.
- Van den Berg, H. (2012). *Economic Growth and Development*. Singapore: World Scientific.
- Weil, D.N. (2012). *Economic Growth*. 3d. edition. London: Prentice Hall.

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## ISS-4233 Global Economy

<b>Code</b>	ISS-4233
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Howard Nicholas
<b>Lecturers</b>	Howard Nicholas, Peter van Bergeijk
<b>Teaching Methods</b>	Participatory Lecture, Workshop
<b>Modes of Assessment</b>	Assignment 1: 40%, Assignment 2: 45%, Group Assignment: 15%
<b>Contact</b>	TLST

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### **Learning objectives**

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

### **Course description**

The lectures are divided into four parts. Part 1 provides students with the necessary conceptual and theoretical basis for understanding different perspectives on the functioning of the global economy and the process of economic globalization. Attention is paid to the current financial and economic turmoil affecting the advanced countries. Parts 2, 3 and 4 then builds on these foundations. Part 2 considers development processes in non-OECD countries, and the role of Aid in these processes. Part 3 introduces students to the various structures governing the global trading system, including various multilateral and regional trade agreements. There is a particular focus on agreements governing trade in agriculture and manufactured products, services, and intellectual property rights, as well as proposed extensions of these agreements and new ones in respect of investment and government procurement. Part 4 looks in depth at the international financial system and the role played by the IMF in this system. The important issues considered include the nature and role of world money, the management of currency values and capital flows, and adjustments to global imbalances. Discussion of these issues will be against the backdrop of the recent and ongoing turmoil in global financial markets.

### **Indicative readings**

- Harvey, D.W. (2005) *The New Imperialism*. Oxford: Oxford University Press.
- International Monetary Fund (IMF) (2014) *World Economic Outlook: Update. Is the tide rising?* Washington, DC: IMF, <http://www.imf.org/external/pubs/ft/weo/2014/update/01/pdf/0114.pdf> .
- Jomo, K.S. and B. Fine (eds) (2006) *The New Development Economics: After the Washington Consensus*. London and New York: Zed Books.
- Rodrik, D. (2007) *One Economics Many Recipes: Globalization, Institutions and Economic Growth*. Princeton: Princeton University Press.
- United Nations Economic Commission for Africa (2013) *Making the Most of Africa's Commodities: industrializing for Growth, Jobs and Economic Transformation*, Addis Ababa: U.N. Economic Commission for Africa, <[http://www.uneca.org/sites/default/files/publications/unera\\_report\\_eng\\_final\\_web.pdf](http://www.uneca.org/sites/default/files/publications/unera_report_eng_final_web.pdf)> .

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## ISS-4237 Political Economy of the Global Food System

<b>Code</b>	ISS-4237
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 3
<b>Course Leaders</b>	Mindi Schneider & Harriet Friedmann
<b>Lecturers</b>	Mindi Schneider, Harriet Friedmann
<b>Teaching Methods</b>	Participatory Lecture, Tutorials, Workshops, Presentation
<b>Modes of Assessment</b>	Group Assignment: 10%, Assignment 1: 30%, Assignment 2 (Essay/research): 60%
<b>Contact</b>	TLST

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### **Learning objectives**

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

### **Course description**

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

### **Indicative readings**

- Barndt, D. (2007) 'Across Space and through Time: Tomatl Meets the Corporate Tomato' in: *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*. (2nd revised and upd. edn) pp. 8-62. New York, NY: Rowman & Littlefield Publishers.
- Clapp, J.A. & D.A. Fuchs (eds) (2009) *Corporate Power in Global Agrifood Governance*. Cambridge, MA: MIT Press.
- Friedmann, H. (1992). 'Distance and Durability: Shaky Foundations of the World Food Economy'. *Third World Quarterly* 13(2): 371-383. <<http://www.jstor.org/stable/pdf/3992782.pdf?acceptTC=true>>.
- Guzmán, E.S. & G. Woodgate (2013) 'Agroecology: Foundations in Agrarian Social Thought and Sociological Theory'. *Agroecology and Sustainable Food Systems*, 37(1): 32-44. <<http://www.tandfonline.com/doi/pdf/10.1080/10440046.2012.695763>>.
- Lang, T. and M. Heasman (2004) 'The food wars thesis' in: Lang, T. and M. Heasman, *Food Wars: The Global Battle for Mouths, Minds and Markets*, pp. 11-46. London: Earthscan.
- McMichael, P. (2000). 'The Power of Food'. *Agriculture and Human Values*, 17(1): 21-33. <[http://download-v2.springer.com/static/pdf/603/art%253A10.1023%252FA%253A1007684827140.pdf?token2=exp=1432630714~acl=%2Fstatic%2Fpdf%2F603%2Fart%25253A10.1023%25252FA%25253A1007684827140.pdf\\*~hm](http://download-v2.springer.com/static/pdf/603/art%253A10.1023%252FA%253A1007684827140.pdf?token2=exp=1432630714~acl=%2Fstatic%2Fpdf%2F603%2Fart%25253A10.1023%25252FA%25253A1007684827140.pdf*~hm)>.

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## ISS-4303 Realizing Rights and Social Justice

<b>Code</b>	ISS-4303
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 3
<b>Course Leader</b>	Helen Hintjens
<b>Lecturers</b>	Jeff Handmaker, Wendy Harcourt, Helen Hintjens, Rachel Kurian
<b>Teaching Methods</b>	Participatory Lectures, Workshops, On-line Role Play
<b>Modes of Assessment</b>	Assignment 1 (Short): 25%, Assignment 2 (Long): 50%, (Simulation) Participation: 25%
<b>Contact</b>	TLST

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### **Learning objectives**

By the end of the course, students should better be able to:

- 1) understand how the framing, claiming and realizing of rights involves values, institutions, legal processes and other socio-political transformations over time;
- 2) consider how local to global advocacy can make it possible to challenge entrenched social exclusion and human insecurity and injustices
- 3) consider the importance of strategic international alliances, participation, creativity and co-learning for the advancement of both human rights and social and gender justice;
- 4) have insight into the complexities of rights and justice advocacy at global, regional, state/national and local-levels;
- 5) take part in an in-depth simulated exercise so that the complexity of rights-defending and promoting and justice-related interventions is appreciated experientially as well as identify core conceptual and practical issues and kinds of information that can help ensure that states and other key actors respect the 'right to rights' of socially excluded people.

### **Course description**

This course starts by outlining 'rights-based approaches' to development, focusing on mobilization for human rights to enable communities that face social exclusion and human insecurity to improve their situations. Whether under 'transitional justice' or just 'normal' development, strategies and processes of framing, claiming and realizing human rights are understood as involving various actors – especially states but also civil society, private companies and other social actors. We integrate a socio-legal approach to economic and social rights, civil and political rights, with examples of social justice and rights campaigns organised 'from below' among socially excluded groups, as well as with support from legal and non-legal advocacy. We consider how human rights and social justice advocacy links local and national reforms with transnational connections and legal instruments. Finally, transitional justice and post-conflict human rights are placed in their wider context, through an extended simulation involving a post-conflict, post-genocide situation, the case of Rwanda. This role-play enhances students' experiential learning regarding how complex are the negotiation and information skills required for successful rights-claiming strategies and advocacy. The course provides room for critical reflections, learning of attitudinal skills needed in realizing more socially just outcomes, and even in what can seem unpromising circumstances, offers hope for positive social change.

### **Indicative readings**

- Bob, C. (2007) "Dalit Rights Are Human Rights": Caste Discrimination, International Activism and the Construction of a New Human Rights Issue', *Human Rights Quarterly* 29(1):167-193. <[https://muse.jhu.edu/journals/human\\_rights\\_quarterly/v029/29.1bob.pdf](https://muse.jhu.edu/journals/human_rights_quarterly/v029/29.1bob.pdf) >.
- Hickey, S. and D. Mitlin (eds) (2009) *Rights Based Approaches to Development: Exploring the Potential and Pitfalls*. Sterling, VA: Kumarian.
- Klugman, B. (2011) 'Effective social justice advocacy: a theory-of-change framework for assessing progress', *Reproductive Health Matters* 19(38): 146–162. <<http://www.jstor.org/stable/pdf/41409188.pdf>>.

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## ISS-4307 Global Governance and Development: Debating Liberal Internationalism

<b>Code</b>	ISS-4307
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 3
<b>Course Leader</b>	Sarah Hardus
<b>Lecturers</b>	Sarah Hardus, Karim Knio, Jeff Handmaker
<b>Teaching Methods</b>	Participatory Lecture, Presentation
<b>Modes of Assessment</b>	Assignment: 85%, Presentation: 15%
<b>Contact</b>	TLST

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### **Learning objectives**

After completion of the course, students will have:

- enhanced their knowledge of contemporary global governance, in particular of the institutions and ideas shaping global public policy;
- acquired an understanding of the various interpretations that are relevant to explaining global governance and global public policy;
- strengthened their ability to analyse critically the claims made by scholars and other observers of global governance and global public policy;
- developed a nuanced understanding of the extent to which liberal ideas, norms and values continue to shape global institutions;
- developed a critical understanding of the different ways in which emerging powers influence the role and agenda of global governance institutions;
- developed their skills of presenting the results of their own research to an audience and assessing the research findings of others.

### **Course description**

This course, which is focused on the global political-economic context of the development process, aims to contribute to a better understanding of the various manifestations of global governance in today's world, as well as the arguments for global – that is, not territorially confined – public policy making. Regimes of global governance have an important impact on policy formulation in countries of the global South, and an understanding of these regimes is required in order to assess the constraints and opportunities that governments, the private sector and civil society are facing in achieving their objectives.

The course is divided into three parts. The first part lays the groundwork for a critical discussion of liberal internationalism, global governance and its various manifestations. Moreover, it assesses the extent to which the current global order is being challenged by the increasing role of so-called 'emerging powers'. Second, we move onto the institutional paraphernalia of global governance itself, zooming in on the United Nations (UN); the World Trade Organisation (WTO), including global trade politics more broadly; the Group of 8 (G8) and the Group of 20 (G20); and the OECD Development Assistance Committee (DAC) and other institutions driving international development cooperation. We assess the (lack of) changes within these institutions and the implications for the broader edifice of the liberal world order. The third part of the course builds on the previous two parts and discusses liberal internationalism in relation to neoliberalism and the international legal domain. Moreover, it explores the future of global governance theorizing.

### **Indicative readings**

- Beausang, F. (2012) *Globalization and the BRICs: Why the BRICs will not rule the world for long*. London: Palgrave Macmillan.  
<<http://www.palgraveconnect.com/pc/doi/finder/download/10.1057/9781137271600>>.
- Dunne, T., T. Flockhart and M. Koivisto (eds) (2013) *Liberal World Orders*. (Proceedings of the British Academy). Oxford: Oxford University Press.
- Ikenberry, G.J. (2009) 'Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order', *Perspectives on Politics* 7(1): 71-87. <http://dx.doi.org/10.1017/S1537592709090112>
- Slaughter, A.M. (1995) 'International Law in a World of Liberal States' *European Journal of International Law* 6(3): 503-538. <<http://ejil.oxfordjournals.org/content/6/3/503.full.pdf+html>>.

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

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

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### **Learning objectives**

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

### **Course description**

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

### **Indicative readings**

- Cole, J. and D.L. Durham (2008) *Figuring the Future: Globalization and Temporalities of Children and Youth*. Santa Fe, NM: School for Advanced Research Press.
- Montgomery, H.K. and M. Kellet (2009) *Children and Young People's Worlds: Developing Frameworks for Integrated Practice*. Bristol: Polity Press.
- Okwany A., E. Ngutuku and A. Muhangi (2011) *The Role of Local Knowledge and Culture in Child Care in Africa: A Sociological Study of Several Ethnic Groups in Kenya and Uganda*. New York: Edwin Mellen Press.
- Oudenhoven, N. van, and R. Wazir (2006) *Newly Emerging Needs of Children and Youth: An Exploration*. Antwerp: Garant.
- Rebello Britto, R., P. Engle, and C. Harkness (2013) *Handbook of Early Childhood Development Research and its Impact on Global Policy*. Oxford: Oxford University Press.
- Thukral, E.G. (ed.) (2011) *Every Right for Every Child: Governance and Accountability*. New Delhi: Routledge.
- Twum-Danso Imoh, A. and R.K. Ame (2012) (eds) *Childhoods at the Intersection of the Local and Global*. Basingstoke, UK: Palgrave MacMillan.

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## ISS-4312 International Financial Reform

<b>Code</b>	ISS-4312
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 3
<b>Course Leader</b>	Peter van Bergeijk
<b>Lecturers</b>	Peter van Bergeijk, Rolph van der Hoeven, Matthias Rieger
<b>Teaching Methods</b>	(Participatory) Lecture, Workshop. Simulation, Study visit
<b>Modes of Assessment</b>	Assignment (Individual Essay) 70%, Group Assignment (Simulation): 15%, Presentation 15%
<b>Contact</b>	TLST

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### **Learning objectives**

The course will provide students with both theoretical skills and practical experience in the use of tools for empirical policy analysis as a basis for policy advice and policy preparation.

The objective is to increase the understanding of the role of (inter)national finance in development (that is: the various types of capital, the markets and institutions that intermediate these flows and the global financial environment that influences economic conditions in developing countries).

The Module assesses a) how the various flows of finance affect the different types of developing countries and b) the policy options at the national and global levels. At the end of the Module, students will have a clear knowledge of:

1. The workings of the global finance and its impact on developing countries: different views and alternative approaches;
2. The workings of national and international financial markets, (both micro finance and macro finance)
3. The causes of financial crises according to different theoretical points of view and the current phase of the crisis
4. The options to manage global finance through co-ordinated international macroeconomic policies and existing and new institutional and regulatory frameworks.

### **Course description**

Domestic financial markets and institutions have an important role in mobilising resources and allocating funds to producers. Foreign capital can add to the resources available for investment. Financial globalization has progressed significantly and would seem to increase the access for developing countries to development finance.

Many developing countries have liberalized the domestic financial markets and quite often also removed restrictions on international capital movements. Global financial markets have expanded enormously but are also increasingly volatile and unstable. Many other, poorer, developing countries have become more marginalized, dependent on aid and debt relief.

While finance can contribute to investment and growth, it can also be a source of instability and crisis as many countries have experienced. There is thus a need for a careful financial policy, but the financial markets of developing countries are small relative to the vast flows on the international markets and this limits the ability of national governments to ensure stability; international action is required and that is why international financial reform is the subject of this course.

### **Video**

Bergeijk, P.A.G. (2014) 'Teaching at ISS - The Policy Negotiation Game'. ISSMedia (YouTube) <<http://youtu.be/oO93LBns7os>>.

### **Indicative readings**

Bergeijk, P.A.G. van, R.E. van der Hoeven and A. de Haan (2011) *The Financial Crisis and Developing Countries: A Global Multidisciplinary Perspective*. Cheltenham: Edward Elgar.

Kose, M.A., E.S. Prasad, K. Rogoff and S.J. Wei (2009) 'Financial Globalization and Economic Policies'. Global Economy and Development Working Paper 34. Washington, DC: Brookings Institution

Ocampo, J.A. and J.E. Stiglitz (eds) (2008) *Capital Market Liberalization and Development*. Oxford University Press.

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

<b>Code</b>	ISS-4313
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 3
<b>Course Leader</b>	Dubravka Žarkov
<b>Lecturers</b>	Dubravka Žarkov, Helen Hintjens, et al.
<b>Teaching Methods</b>	Participatory Lectures, Workshops, Computer Exercises, Presentations
<b>Modes of Assessment</b>	Assignment (Individual Essay): 85%, Group Assignment: 15%
<b>Contact</b>	TLST

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### **Learning objectives**

This course aims to:

- equip students with a deeper understanding of relationships between mediated and symbolic violence and war, on the one hand, and social, political and economic violence, on the other hand;
- enable students to critically interrogate the media-constructed production of knowledge about war, violence and peace from diverse theoretical perspectives;
- equip students with basic skills in using specific tools for analysing gendered, racialized, sexualized and ethnicized representations in visual and textual media material.

### **Course description**

The last two decades have witnessed growing theoretical, professional and public concern with the involvement of media in violent conflicts. From war in Bosnia to genocide in Rwanda, from international interventions in Kosovo to Libya, from 'war on terror' to 'Arab Spring', the broadcasting, print and social media have become major players in influencing public opinion about violent conflicts and their protagonists. Media reports of war rapes in Bosnia and sexual torture in Abu Ghraib have been noted as crucial for legal prosecution of the perpetrators. Media images have been used by politicians, militaries, humanitarian and development workers and human rights activists to demand and justify various forms of intervention, or to explain non-intervention.

We examine the dynamics that link textual and visual media representations with diverse public actions and actors, and military, political, humanitarian and development discourses and practices. We perceive media as part of the process of production of knowledge about contemporary world and the wars and violence within it, relying on critical scholarship from cultural and media studies, feminist, black, post-colonial and conflict studies. Throughout the course we use a range of diverse media material (press, cinema, TV, web-based sources), look at various national and international media, and analyse how they represent past and present conflicts and violence from across the globe. The course is based on hands-on, in-class and home-based exercises.

### **Indicative readings**

- Rao, A., M. Bollig, and M. Böck (eds) (2007) *The practice of war: Production, reproduction and communication of armed violence*. New York, NY: Berghahn Books.
- Hall, S. (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*. London: Sage.
- Said, Edward (2004) 'Orientalism Once More', *Development and Change* 35(5): 869-879. <<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-7660.2004.00383.x/epdf> >.
- Sullivan, S. and J. Anderson (2006) *Reporting Justice: A handbook on Covering War Crimes Courts*. The Hague: Institute of War and Peace Reporting (IWPR). <[http://www.iccnw.org/documents/reporting\\_justice\\_en.pdf](http://www.iccnw.org/documents/reporting_justice_en.pdf) >.
- Žarkov, D. (2007) *The Body of War. Media, Ethnicity and Gender in break-up of Yugoslavia*. Durham and London: Duke University Press.

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## ISS-4317 Econometric Analysis of Development Policies

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

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### **Learning objectives**

By the end of the course students will be equipped with the necessary methodological skills required to understand published empirical papers in development studies/economics. Through their assignments they will have developed the ability to conduct empirical research using modern econometric techniques. Overall, at the end of the course students should have developed the skills needed to conceive, organize, conduct and present empirical research.

### **Course description**

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

While enhancing their ability to apply appropriate methods and techniques is certainly part of the course, primacy is given to the development problem that is to be analysed and the choice of problem will dictate the econometric technique to be studied/used. The course is structured in terms of a problem-solving approach and is tailored to the revealed needs of the students. The course has been designed keeping in mind the research topics that you have decided to tackle.

The course is divided into three sections. The first part of the course deals with the various econometric issues that arise in the analysis of panel data. The course will deal with static and dynamic linear panel data methods. The second part of the course deals with the concepts and methods of impact evaluation in the social sciences. A brief look at the research topics that you have selected supports the idea that many of the issues that you want to analyze may be framed in terms of an impact evaluation. Accordingly, this part of the course begins with a review of the evaluation problem and discusses methods that may be used to evaluate the outcomes of various interventions. The final part of the course builds upon the time-series lectures in 3203 and covers a number of time series techniques that are frequently applied to the dynamic modelling of relationships between macroeconomic variables as well as the short- and long-run behaviour of individual macro-variables.

### **Indicative readings**

- Enders, W. (2010) *Applied Econometric Time Series* (3<sup>rd</sup> edn). Hoboken, NJ: Wiley.
- Hsiao, C. (2003) *Analysis of Panel Data* (2<sup>nd</sup> edn). Cambridge: Cambridge University Press.
- Ravallion, M. (2008) 'Evaluating Anti-Poverty Programs', in T. Paul Schultz and John Strauss (eds) *Handbook of Development Economics* (vol. 4), pp. 3787-3846. Amsterdam, NH: Elsevier.
- Wooldridge, J.M. (2013) *Introductory Econometrics: A Modern Approach* (5<sup>th</sup> edn). Mason, OH: South-Western., CENGAGE Learning.

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## ISS-4334 Politics and the Economics of Natural Resource Management

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

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### **Learning objectives**

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

### **Course description**

The course is organized in four blocks.

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

### **Indicative readings**

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

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

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

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

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## ISS-4335 Politics of Agrarian Transformation

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

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### **Learning objectives**

The course is designed both for AFES MA participants and for others whose research interests focus on the politics of rural and rural-related development. The course aims to strengthen your capacity for critical analysis of the dynamics of social and political change in rural societies. You will become familiar with key competing theoretical tools relevant in understanding the *politics* of agrarian transformations, with an emphasis on the role of the state and of non-state actors: NGOs and (trans)national rural social movements, and their alternatives, e.g. 'food sovereignty'. On completion of the course you will have gained confidence in the critical analysis of the *politics* of agrarian transformations seen from the inter-connected local, national and international levels, including the identification and use of appropriate conceptual frames for your own research.

### **Course description**

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

### **Indicative readings**

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

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

<b>Code</b>	ISS-4338
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 3
<b>Course Leader</b>	Silke Heumann
<b>Lecturers</b>	Wendy Harcourt, Silke Heumann, Karin Astrid Siegmann, Dubravka Žarkov
<b>Teaching Methods</b>	Participatory lectures, workshops, films, discussions, presentations
<b>Modes of Assessment</b>	Group Assignment: 10%, (Group) Presentation: 10%, (Final) Paper: 80%
<b>Contact</b>	TLST

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### **Learning objectives**

Throughout the course, students will:

- Acquire the conceptual tools to examine how the social construction of gender, sexuality and the body is related to the (re)production of social relations of power and inequality and therefore a crucial concern of development and social justice.
- Learn how to understand and address gender and sexual diversity and inequality in different socio-cultural and political contexts, *beyond* binary constructions of male/female, heterosexual/homosexual, secular/religious, 'west/ non west; 'modern' / 'backward'; rights/culture; agency and victimization
- Acquire the practical tools to integrate gender, sexuality and intersectionality from a social justice perspective, into their work as researchers, activists, policy makers and practitioners, in governments, civil society organizations, social movements or universities.

### **Course description**

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

### **Indicative readings**

- Cornwall, A., J. Edström and A. Greig (eds) (2011) *Men and Development: Politicising Masculinities*, London & New York: Zed Books.
- Corrêa, S., R. Petchesky and R. Parker (2010) *Sexuality, Health and Human Rights*. London & New York: Routledge.
- Fausto-Sterling, A. (2000) *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books.
- Harcourt, W. (2010) *Body Politics in Development: Critical debates in Gender and Development*. London; New York: Zed Books.
- Padilla, M., J.S. Hirsch, M. Munoz-Laboy, R. Sember and R.G. Parker (eds) (2007) *Love and Globalization: Transformations of Intimacy in the Contemporary World*, Nashville, TN: Vanderbilt University Press.
- Parker, R. and P. Aggleton (eds) (2007) *Culture, Society and Sexuality: A Reader*. London; Philadelphia: Routledge.
- Tamale, S.R. (ed.) (2011) *African Sexualities: A Reader*. Cape Town, Dakar, Nairobi, Oxford: Pambazuka Press.

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## ISS-4339 Public Sector Organizations, Management and Reforms

<b>Code</b>	ISS-4339
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 3
<b>Course Leader</b>	Sunil Tankha
<b>Lecturers</b>	Sunil Tankha, Joop de Wit
<b>Teaching Methods</b>	Participatory Lecture, Workshop
<b>Modes of Assessment</b>	Assignment 1 (Essay): 60%, Assignment 2 (Individual Reaction Papers): 25%, Group Assignment: 15%
	A minimum of 80% attendance is mandatory to receive a passing grade
<b>Contact</b>	TLST

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### **Learning objectives**

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

### **Course description**

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

### **Indicative readings**

- Cameron, E. and M. Green (2004) *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change*. London: Kogan Page.
- Grindle, M. (1997) 'Divergent Cultures? When Public Organizations Perform Well in Developing Countries', *World Development* 25(4): 481-495. <[http://ac.els-cdn.com/S0305750X96001234/1-s2.0-S0305750X96001234-main.pdf?\\_tid=4d24dcc2-0468-11e5-9769-00000aacb35f&acdnat=1432728352\\_fdbfff8e9dee52410897ef51eaf5626d](http://ac.els-cdn.com/S0305750X96001234/1-s2.0-S0305750X96001234-main.pdf?_tid=4d24dcc2-0468-11e5-9769-00000aacb35f&acdnat=1432728352_fdbfff8e9dee52410897ef51eaf5626d)>.
- Hill, M.J. (ed.) (1997) *The Policy Process. A Reader*. London: Pearson Prentice Hall.
- Parker, D. and C. Kirkpatrick (2005) 'Privatisation in Developing Countries: A Review of the Evidence and the Policy Lessons', *Journal of Development Studies* 41(4): 513-541. <<http://www.tandfonline.com/doi/abs/10.1080/00220380500092499>>.
- Tankha, S., A.B. Misal and B.W. Fuller (2010) 'Getting Reforms Done in Inhospitable Institutional Environments: Untying a Gordian Knot in India's Power Sector', *Energy Policy* 38(11): 7121-7129. <<http://www.sciencedirect.com/science/article/pii/S0301421510005604>>.
- Tendler, J. and S. Freedheim (1994) 'Trust in a Rent-seeking World: Health and Government Transformed in Northeast Brazil', *World Development* 22(12): 1771-91. <<http://www.sciencedirect.com/science/article/pii/S0305750X94901732>>.

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

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

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### Learning objectives

At the end of the course students will have:

- a good understanding of the significance of evaluation for policy, programme and project analysis in governments and non-governmental organizations.
- acquired skills for the application of this knowledge and insight, including an ability to design and manage evaluations of social development policy and programs.

### Course description

The demand for evaluation has become large. Governments, parliaments, corporations and citizens all want to know whether programs are effective, for whom and in terms of which objectives, as well as the reasons that explain success or failure. In international cooperation, the demand has been particularly intense: funders want to know the results of the funds donated or lent, and tax payers ask if the money is well used. Evaluation studies can throw a light on these questions. The main idea running through the course is that evaluation is not a technical process that can be applied in a standard way, but that its value and usefulness are strongly related to political choices and circumstances. The course will focus on evaluation as a practice leading to action, but grounded in reflection on ideas behind the practice and on theories supporting the choice of methodology in evaluation. The course will touch upon philosophy of science and value theory, the political dimensions of evaluation, and results-based management.

The course will develop practical skills, mainly through the assignment consisting of writing the Terms of Reference for an evaluation based on project documents relating to a real case. The course also includes study visits to a Dutch NGO, the Court of Audit, and/or the Inspection and Evaluation Unit of the Netherlands Ministry of Foreign Affairs.

### Indicative readings

- Bamberger, M., J. Rugh and L. Mabry (2012) *RealWorld Evaluation, Working under Budget, Time, Data and Political Constraints*, 2 edition, Thousand Oaks, CA: Sage.
- Bamberger, M. and H. White (2007) 'Using strong evaluation designs in developing countries: Experiences and challenges', *Journal of MultiDisciplinary Evaluation* 4(8): 58-73.
- Chelimsky, E. and W.R. Shadish (eds) (1997) *Evaluation for the 21st Century: A Handbook*. Thousand Oaks, CA: Sage.
- Gertler, P.J., S. Martinez, L.B. Rawlings and C.M. Vermeersch (2010) *Impact Evaluation in Practice*. Washington, DC: World Bank. <<http://elibrary.worldbank.org/doi/pdf/10.1596/978-0-8213-8541-8>>.
- Patton, M. Q. (1997) '4. Intended Uses of findings' in *Utilization-focused evaluation, the New century text*, 3<sup>rd</sup> edition, pp. 63-75. Los Angeles, CA: Sage. .
- Patton, M. Q. (2002) 'A Vision of Evaluation that Strengthens Democracy', in: *Evaluation*, 8(1): 125-139. <<http://evi.sagepub.com/content/8/1/125>>.
- Patton, M. Q. (2011) 'Developmental evaluation: applying complexity concepts to enhance innovation and use'. New York: Guilford.
- Pawson, R. (2003) 'Nothing as practical as a good theory', *Evaluation* 9(4): 471-490. <<http://evi.sagepub.com/content/9/4/471.full.pdf+html>> .
- Riddell, R.C. (2007) 'Chapter 16: NGOs in development and the impact of discrete NGO development interventions' in: *Does Foreign Aid Really Work?* New York: Oxford University Press.
- Rubin, F. (1995) *A Basic Guide to Evaluation for Development Workers*. Oxford: Oxfam.

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## ISS-4344 Working Out of Poverty

<b>Code</b>	ISS-4344
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 3
<b>Course Leader</b>	Karin Astrid Siegmann
<b>Lecturers</b>	Lee Pegler, Freek Schiphorst, Karin Astrid Siegmann
<b>Teaching Methods</b>	Participatory Lecture (incl. Roundtable Discussion), Workshop
<b>Modes of Assessment</b>	Assignment 1 (Policy Brief Based on Group Assignment; or Annotated Bibliography): 35%, Assignment 2 (Essay): 45%, Group Assignment: 20%
<b>Contact</b>	TLST

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### **Learning objectives**

After completion of the course, participants will:

- have acquired a critical understanding of scholarly and policy debates on poverty, precarious work and inclusive growth, especially the relation between them;
- be able to articulate the role of local social institutions and global economic changes for precarious work;
- be able to characterize the (often ambiguous) role of the state in the poverty-work nexus;
- be able to identify and appraise the responses of various actors to the increasing prevalence of precarious work (such as policy makers and civil society as well as precarious workers themselves).

### **Course description**

This course is open to participants from all majors, and contributes towards the Poverty Studies (POV) specialization.

The lack of sufficient and productive employment is a major cause of poverty. At the same time, poverty often forces women and men to take up precarious types of work and employment. Globally, one in four workers lives in extreme poverty or cannot address his or her basic needs on a regular basis. The course addresses poverty and work, especially the nexus between them in the form of precariousness and policies aimed at promoting (inclusive) economic growth. It seeks to familiarise participants with the contemporary varieties and conditions of precarious work, as well as with the economic, social and political factors that have contributed to its emergence and reproduction. The course highlights the role of geographic dispersion of production of goods and services in global production networks (GPNs) as a crucial determinant of precarious work. These global processes take place alongside and interact with the reproduction of precariousness through workers' social categorization on the basis of, e.g., their gender, ethnicity, migratory status. The State has an ambiguous role to play in these dynamics. While state-led marketisation has contributed to the rise of precariousness, the state also intervenes to support and protect precarious workers. Besides such policy responses, precarious workers' collective efforts to 'work themselves out of poverty' will be analysed. The course strongly relies on participatory forms of learning, for instance, through group work, role play and interactions with practitioners during a field visit as well as panel discussions.

### **Indicative reading**

- Anner, M. (2010) 'Impact of International Outsourcing on Unionization and Wages: Evidence from the Apparel Export Sector in Central America', *Industrial & Labor Relations Review* 64(2): 305-322. <<http://www.jstor.org/stable/pdf/41149494.pdf>>.
- Arnold, D. and J.R. Bongiovi (2013) 'Precarious, Informalizing, and Flexible Work Transforming Concepts and Understandings', *American Behavioral Scientist* 57(3): 289-308. <<http://abs.sagepub.com/content/57/3/289.full.pdf+html>>
- Grimshaw, D. (2011) *What Do We Know about Low-wage Work and Low-wage Workers? Analysing the Definitions, Patterns, Causes and Consequences in International Perspective*. Geneva: ILO. <[http://www.ilo.org/wcmsp5/groups/public/---ed\\_protect/---protrav/---travail/documents/publication/wcms\\_157253.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/publication/wcms_157253.pdf)>
- Phillips, N. (2011) 'Informality, Global Production Networks and the Dynamics of 'adverse Incorporation'', *Global Networks* 11(3): 380-397. <<http://onlinelibrary.wiley.com/doi/10.1111/j.1471-0374.2011.00331.x/epdf>>

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## ISS-4346 People on the Move: Migration, Globalisation and Livelihood

<b>Code</b>	ISS-4346
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 3
<b>Course Leader</b>	Mahmood Messkoub
<b>Lecturers</b>	Des Gasper, Helen Hintjens, Mahmood Messkoub, Karin Astrid Siegmann
<b>Teaching Methods</b>	Interactive lectures, workshops and seminars
<b>Modes of Assessment</b>	Assignment: 85%, Group Assignment (Presentation): 15%
<b>Contact</b>	TLST

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### **Learning objectives**

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

### **Course description**

This course locates the dynamics of migration in a historical perspective paying particular attention to its geo-political and economic contexts taking note of the evolving complexity and multi-causal nature of migration. The course deals with the causes of migration (for example the demand for labour, and differences in income and employment opportunities between two regions); and its consequences (e.g. 'brain/skill drain', remittance of money by migrant, gender balance at origin and destination); as well as the cultural and political dimensions of migration such as the debate on the control of migration and integration of migrants.

Modern migratory movement can best be understood in the context of a globalized market economy that directs and regulates the flows of goods, money and labour. As far as migration is concerned the impact of globalization goes far beyond the international movement of labour. In fact much of the world migration takes place within countries or within the same continent or region. Yet these internal movements have always been subject to national and international economic and political forces, as the current migratory movement in China testifies. The course pays particular attention to the formation of diverse migratory regimes within and across countries and regions.

Globalization has accelerated the pace of liberalization, deregulation and flexibilisation of labour markets. Whilst native workers in the more developed countries abandon the low paid jobs, the demand for different types of low paid unskilled workers has been on the rise. A demand which has been increasingly filled by migrant workers from developing countries, employed under precarious conditions. The course is also concerned with the cultural and political aspects of migration. Labour, unlike other goods and commodities, is embodied in human beings with all its physical, gendered and cultural characteristics that are shaped by history. This gives labour migration its distinct political and cultural dimensions. The course will also deal with some of these aspects of migration by addressing the current debate in receiving countries in Europe and USA with regard to the integration of migrants.

Besides labour migration, there are other migratory flows such as family re-union, migration for education and most important of all forced migration from regions and countries in situations of conflict or war. We consider how forced migration is 'managed' and how it is being redefined, legally and politically, and in relation to international agreements and treaties such as 1951 Geneva Refugee Convention. We also ask questions on how internally displaced persons affected by migration and refugee regimes and regulations, and how state and non-state actors in various parts of the globe seek to manage and control 'forced migration' in relation to restrictions on migration.

### **Indicative reading**

Cohen, R. (2006) *Migration and its Enemies: Global Capital, Migrant Labour and the Nation-state*. Aldershot: Ashgate.

Manning, P. (2013) *Migration in World History* (Second Edition). London: Routledge.

Harris, N. (1996) *The New Untouchables: Immigration and the New World Worker*. Harmondsworth: Penguin.

Truong, T.-D. and D. Gasper (eds) (2013) *Transnational Migration and Human Security: The Migration-Development-Security Nexus*. Heidelberg: Springer.

UNDP (2009) *Human Development Report 2009 – Overcoming barriers: Human mobility and development*. Oxford: OUP.

<[http://hdr.undp.org/sites/default/files/reports/269/hdr\\_2009\\_en\\_complete.pdf](http://hdr.undp.org/sites/default/files/reports/269/hdr_2009_en_complete.pdf)>.

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## ISS-4348 Human Behavior and Experiments in Development

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

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### **Learning objectives**

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

### **Course description**

If we want to study development, we ultimately need to understand how people and groups in developing countries **behave**. To this end, behavioral experiments and games are now applied across many disciplines ranging from psychology, anthropology, sociology, political science as well as economics. Such experiments are particularly powerful for sensitive research topics. For example, experiments can be used to reveal the behavioral implications of civil war, social discrimination or corruption. Experiments are also useful to study and test behavioral anomalies in the spirit of Nobel Prize winner and psychologist Daniel Kahneman (e.g. endowment effects, loss aversion, and anchoring).

Overall, the course centers around three main questions: *What are the behavioral foundations of development? How can we measure behavior using experiments? How does one design and run lab and field experiments in practice?* The course comes in three parts: the first part reviews the behavioral foundations of humans and development. The second part surveys and reviews standard lab (e.g. trust, public good, risk, discount games) and field games. The third, more practical part of the course, focuses on how to tailor and implement experimental protocols in the field.

### **Indicative readings**

- Balafoutas, L., A. Beck, R. Kerschbamer and M. Sutter (2013) 'What drives taxi drivers? A field experiment on fraud in a market for credence goods' *Review of Economic Studies*, 80(3): 876-891.  
<<http://restud.oxfordjournals.org/content/80/3/876.full.pdf+html>>.
- Cardenas, J. C. and J. Carpenter (2008) 'Behavioural Development Economics: Lessons from Field Labs in the Developing World' *Journal of Development Studies*, 44(3): 337-364.  
<<http://www.tandfonline.com/doi/pdf/10.1080/00220380701848327>>.
- Henrich, J., R. Boyd, S. Bowles, C. Camerer, E. Fehr and H. Gintis (2004) *Foundations of Human Sociality: Economic Experiments and Ethnographic Evidence from Fifteen Small-Scale Societies*. Oxford: Oxford University Press.  
<<http://www.oxfordscholarship.com/view/10.1093/0199262055.001.0001/acprof-9780199262052>>.
- Kahneman, D. (2011) *Thinking, Fast and Slow (Farrar, Strauss and Giroux)*. London: Penguin.

### **Prerequisites**

This course is open to all majors. The course requires no prior background and is non-technical.

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## ISS-4349 Social Movements and Civic Innovation

<b>Code</b>	ISS-4349
<b>Weight of the Course</b>	8 ECTS
<b>Period</b>	TERM 2
<b>Course Leader</b>	Kees Biekart
<b>Lecturers</b>	Kees Biekart, Silke Heumann, Helen Hintjens, Rosalba Icaza, Rachel Kurian, Wendy Harcourt, Peter Knorringa
<b>Teaching Methods</b>	Participatory Lecture, Workshop, Study visit
<b>Modes of Assessment</b>	Assignment (Essay): 75%, (Individual) Presentation: 15%, Participation: 10%
<b>Contact</b>	TLST

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### **Learning objectives**

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

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

### **Course description**

The course focuses on the role of socio-political actors, with particular reference to social movements and civic actors. The course will start with an overview of theories and concepts to understand the characteristics of social movements and civic innovation, and the dynamics of civic-driven change. Several case studies of social movement practice will be analysed to get an idea about comparative issues in social movement research. The second part of the course examines the dynamics of civic innovation, which is central to a recently established research cluster at the institute. The key ideas and concepts of civic innovation are discussed and examples are provided on how civic innovation offers an inspiring new lens to analyse social change and civic energy from the perspective of politics, markets, and sexuality.

The course is interactive with workshops and class discussions. The course also includes visits to Dutch activist groups, social movement organizations and civil society actors, in order to discuss the issues raised in the course also with local professionals and practitioners. In previous years, students taking this course have been actively engaged in processes of social change and civic action, even though this is not a condition to participate in the course.

### **Indicative readings**

- Biekart, K., Harcourt, W. and Knorringa, P. (eds.) (2015) *Exploring Civic Innovation and its Role in Social Transformation*. London: Routledge (forthcoming)
- Biekart, K.; and A. Fowler (2013) 'Transforming Activisms 2010+: Exploring Ways and Waves', *Development and Change* 44 (3) pp. 527-546.  
<<http://onlinelibrary.wiley.com/doi/10.1111/dech.12032/epdf>>.
- Edwards, M. (2015) *Civil Society* (3rd edition). London: Polity Press.
- Edwards, G. (2014) *Social Movements and Protest*. Cambridge: Cambridge University Press.

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## ISS-5301 Thesis Completion Atlantis

<b>Code</b>	ISS-5301
<b>Weight of the Course</b>	18 ECTS
<b>Period</b>	TERM 3
<b>Teaching Methods</b>	Consultations with Supervisor, a Second Reader
<b>Modes of Assessment</b>	Research Paper: 100%
<b>Contact</b>	TLST

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### ***Learning objectives***

With the thesis the student demonstrates the capacity to:

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

### ***Course description***

To complete the requirements of the Atlantis Programme, students write a thesis. For Atlantis students in the ISS track, the thesis must focus on issues related to the GPPE Major for which the student is registered. If the student wishes to specialize in a certain area, the Supervisor and the second reader should confirm that the RP addresses an issue, problem or question within the theme of the specialization. The thesis carries a weight of 24 ECTS (that is, including the 6 ECTS spent at the preparatory phase at the Hertie School of Governance).

Work on the thesis starts with the formulation of a research topic. Preparatory meetings are organized within the context of the course ISS-3105 (Research Paper Preparation). A booklet "Handbook on the Research Paper" will be handed out upon students' arrival at ISS.

A thesis seminar will be organised at the end of term III for students to obtain feedback on their final draft from Supervisors and second readers.

### ***Methods to support***

The Supervisor assists the student through all stages of the development of the research. Preparatory meetings are scheduled, as well as thesis seminars. Supervisors are required to advise and comment on the thesis Design, the implementation and the writing of the thesis. The second reader, who has no supervisory role or duties, is required to comment on the first draft, and to act as a second examiner. The comments on first draft are channelled through or given in the presence of the Supervisor. The student and the Supervisor schedule meetings to which both should adhere.

The Supervisor advises specifically on:

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

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

**Assessment**

- The final version of the thesis must be submitted electronically.
- The thesis will only be marked if the final average mark for all ISS course work is at least 60.
- The thesis must remain within the maximum of 17,500 words, including footnotes and endnotes, excluding 1) references and bibliography, 2) annexes which reproduce essential documents, such as a questionnaire, a document which has been analysed in depth, a key document in another language, 3) preface, acknowledgements and table of contents.
- The criteria for marking and grading of the thesis are written down in the Regulations on Teaching and Assessment for the MA 2013-2014.
- The preferred deadline for submission of the thesis will be determined by the Atlantis consortium and will be communicated to students at the beginning of term 2.
- There is an appeal procedure described in the Research Paper handbook.

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## ISS-5401 Research Paper

<b>Code</b>	ISS-5401
<b>Modes of Assessment</b>	27 ECTS (including 4 EC of ISS-3105: Research Paper Preparation)
<b>Period</b>	TERM 4
<b>Teaching Methods</b>	Consultations with Supervisor, a Second Reader and Fellow Students plus Course ISS-3105 Presentation and Workshops
<b>Modes of Assessment</b>	Research Paper: 100%
<b>Contact</b>	TLST

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### ***Learning objectives***

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

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

### ***Course description***

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

Work on the Research Paper starts with the formulation of a research topic, during Terms I and II, elaborated in an RP Proposal. Preparatory workshops are organized within the context of the course ISS-3105 (Research Paper Preparation). A booklet "Research Paper Handbook" will be handed out in Term 1.

Research Paper Design seminars in Term 2 (May 2016) will assist students in preparing a Research Design. The Research Paper Design needs to provide an argued statement of a researchable question or problem; and an appropriate methodology to investigate this question or problem. In methodological terms, the Research Design should indicate all the choices the student has made: scope and limits of the research work, the main concepts that are considered; the theories which relate to those concepts; the research questions (and where possible hypotheses) put forward; the data requirements; the analytical tools to be used; an indication of the possible results, and an indicative work plan. Moreover, a Research Paper Design also serves a more formal purpose, as it contains the student's commitment to a particular research undertaking, which is discussed and agreed upon by the Supervisor and the Second Reader, and it is the assessment of the RP Preparation course (3105).

There will be a further opportunity to formally review progress with the Second Reader and fellow students at the RP Draft seminars in September 2016.

### **Methods to support**

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

The Supervisor advises specifically on:

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

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

### **Assessment**

- The final version of the Research Paper must be submitted electronically.
- The Research paper will only be marked if the final average mark for all course work is at least 60.
- The Research Paper must remain within the maximum of 17,500 words, including footnotes and endnotes, excluding 1) references and bibliography, 2) annexes which reproduce essential documents, such as a questionnaire, a document which has been analysed in depth, a key document in another language, 3) preface, acknowledgements and table of contents.
- The criteria for marking and grading of the Research Papers are written down in the Regulations on Teaching and Assessment for the MA 2015-2016.
- It must be noted that, due to the time needed for marking and grading the Research Papers, only students submitting their Research Papers on time can guarantee to graduate on the official graduation ceremony in December.
- There is an appeal procedure described in the Regulations on Teaching and Assessment.

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## ISS-8401 Internship

<b>Code</b>	ISS-8401
<b>Weight of the Course</b>	4 ECTS
<b>Teaching Methods</b>	Internship
<b>Modes of Assessment</b>	Assignment: 100%
<b>Contact</b>	Wieke Blaauw

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

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

### **Learning objectives**

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

### **Course description**

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

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

### **Assessment**

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

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## ISS-9102 Academic Skills

<b>Code</b>	ISS-9102
<b>Weight of the Course</b>	2 ECTS
<b>Period</b>	TERM 1 – TERM 2
<b>Course Leader</b>	Peter Bardoel
<b>Lecturer</b>	Peter Bardoel
<b>Teaching Methods</b>	Lecture, Participatory Lecture, Tutorial, Workshop
<b>Modes of Assessment</b>	Attendance: 100%
<b>Contact</b>	TLST

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### Learning objectives

At the end of the course, students will:

1. be able to apply standards of Academic Integrity in their submitted work. Students will practise correct referencing and paraphrasing. They will be fully aware of the academic standards and of the consequences of not applying these standards correctly;
2. have acquired a wide range of academic skills which are necessary for university study. Skills, which will in turn build up confidence and self-esteem within the university environment;
3. have acquired key aspects of successful essay writing that reflect acceptable standards of, amongst others, argumentation;
4. develop reading skills and learn to adapt their reading strategies to cope with the reading task at ISS.

### Course description

Course ISS-9102 has two tracks: a short track and a long track. You choose yourself which track to follow, but here is some guidance.

The Short Track has two sessions only: a 'needs assessment' (first session) and a session on Academic Integrity, correct referencing and information on the proper-referencing test.

If students want to stop after session 2, then they must have passed the proper-referencing test beforehand.

The Long Track runs throughout term 1 and term 2. It starts with the same two sessions as the Short Track does. From session 3 onwards it provides a range of academic skills at the hand of readings from the parallel course, *ISS-2101 The Making of Development: Histories, Theories, Practices and Futures*. It embeds academic skills within texts from Development Studies. It is taught with a variety in methods of delivery and features active student participation, a.o. peer feedback and teacher feedback.

### Assessment: Proper-referencing test

Course ISS-9102 is open to all MA students at ISS. For this course every student has to pass the *Proper-referencing test* before 31st December 2015. The test is offered on a pass/fail basis and can be taken repeatedly. Should a student not have passed, s/he has an (exit) interview with the Convenor of his/her Specialisation.

ISS reserves the right to expel students from the MA Programme who have consistently failed this test before 31st December 2014, or who have violated the principles and practices of academic integrity.

### Required reading

This course uses A) texts from course *ISS-2101* and B) the *ISS-9102 Academic Skills* reader.

Sub A) For each session, you will be mailed which text to bring to class.

Sub B) The *ISS-Academic Skills Handbook* features additional explanations and exercises.

### Recommended reading

Cottrell S. (2008) *The Study Skills Handbook*. Basingstoke, Palgrave.

Crème, P. and M. Lea (2003) *Writing at University: A Guide for Students*. Maidenhead: Open University Press.

Northedge, A. (2005) *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 Press.

Williams, J. and G. Colomb (2007) *The Craft of Argument*. London: Pearson Longman.

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## ISS-9103 Remedial Quantitative Skills for Development Studies

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

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### **Learning objectives**

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

### **Introduction to the course**

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

### **Assessments**

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

### **Indicative readings**

- Bryon, M. (2010) *How to Pass Advanced Numeracy Tests: Improve Your Scores in Numerical Reasoning and Data Interpretation Psychometric Tests* London: Kogan Page. (ISS Library 65246)
- Bryon, M. (2011) *The Advanced Numeracy Test Workbook* London: Kogan Page. (ISS Library 65155)
- Cottrell, S. (2008) *The Study Skills Handbook* Basingstoke: Palgrave Macmillan. (ISS Library 64395-64398; 64344-64349)
- Huf, D. (1954) *How to lie with statistics?* New York: Norton. (ISS Library 4243, 4243b)
- Rumsey, D.J. (2011) *Statistics for Dummies*. (2<sup>nd</sup> edition) Hoboken, NJ: Wiley.
- Rosling, H. (2008) *No more boring data*. TED Talks. Online Video available at: <<http://www.youtube.com/watch?v=hVimVzgtD6w>>.
- Smith, H. (2011) *How to Pass Numerical Reasoning Tests: A Step-by-Step Guide to Learning Key Numeracy Skills*. London: Kogan Page. (ISS Library 65156)

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## ISS-9104 Academic Writing Skills

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

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### **Learning objectives**

Students at ISS could face challenges in communication skills when they undertake a study in a language other than L1 (mother tongue). For instance, writing in an academic style could seem daunting initially where appropriate use of language, structure and referencing - according to ISS guideline- is required.

However, the course enables you to acquire the right skills in writing for academic purposes.

### **Course description**

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

1. The course covers different aspects of writing skills, including grammar in context to show how grammar creates meaning.
2. In addition, students learn about academic writing conventions. The appropriate use of paraphrasing and summarizing shows how to avoid the pitfalls of plagiarism. Students are guided towards rules of referencing, following the ISS- Harvard style- which is essential.
3. Different topics relating to style of writing enables students to explore ways to achieve effective academic writing skills

### **Teaching methods**

Different teaching methods are used, along with teacher feedback, to encourage the writing process. The course is held twice a week, and students can choose to attend either one of the two sessions.

### **Who can join**

1. Diagnostic Test: The writing test identifies students who require further support to improve their writing skills. They are advised to join the course.
2. Students who may only want to refresh certain aspects of writing for academic purposes can join the course in place

Please meet the course leader for this, if you are interested.

### **Indicative reading**

Booth, W.C., G.G. Colomb and J.M. Williams (2008) *The Craft of Research*. (3<sup>rd</sup> edition) Chicago: The University of Chicago Press.

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

Foley, M. and D. Hall (2008) *Longman advanced learners' grammar: A self-study reference & practice book with answers*. Harlow: Longman.

Foley, M. and D. Hall (2012) *MyGrammarLab (Advanced Level)* Harlow: Pearson Longman.

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

Hewings, M. (2013) *Advanced Grammar in Use: A self-study reference and practice book*. (New Edition) Cambridge: Cambridge University Press.

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

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

Murphy, R. (2012) *English Grammar in Use: A self-study reference and practice book for Intermediate Learners of English*. Cambridge: Cambridge University Press.

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

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## ISS-9105 Advanced Writing Skills

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

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### **Learning objectives**

Advanced Writing Skills (9105) is offered to Indonesian students, particularly those following the Double Degree Programmes. Attendance is obligatory. This tailor-made course, in addition to Academic Writing Skills (9104) facilitates writing practice by focusing further in language acquisition through studying grammar in context and improving on syntax and sentence structure.

### **Course description**

The course is designed for Indonesian students and is obligatory for those doing the Double Degree program but it is also open for other students, who may want to join (if there's place). The course focuses on teaching grammar in context. All students need to refer to English Grammar in Use, Murphy, (available in the library). Work assigned must be completed before every session and a file maintained on work done.

This course is held primarily in Term 1 but those students who need to work further will continue to work in small groups in Term 2.

### **Indicative readings**

- Bailey, S. (2011) *Academic Writing: A Handbook for International Students*. London: Routledge.
- Foley, M. and D. Hall (2012) *MyGrammarLab* (Elementary Level) Harlow: Pearson Longman.
- Foley, M. and D. Hall (2012) *MyGrammarLab* (Intermediate Level). Harlow: Pearson Longman.
- Hewings, M. (2013) *Advanced Grammar in Use: A self-study reference and practice book*. Cambridge: Cambridge University Press.
- Murphy, R. (2012) *English Grammar in Use: A self-study reference and practice book*. Cambridge: Cambridge University Press.
- McCarthy, M. and F. O'Dell (2011) *English Vocabulary in Use. Upper-intermediate and Advanced*. Cambridge: Cambridge University Press.

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## ISS-9106 Information Technology Skills

<b>Code</b>	ISS-9106
<b>Weight of the Course</b>	1.5 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	John Steenwinkel
<b>Lecturers</b>	John Steenwinkel, tba
<b>Teaching Methods</b>	Participatory Lecture, Computer Exercise
<b>Modes of Assessment</b>	ECDL Test; Each ECDL test needs to have a score of 75% or over
<b>Contact</b>	TLST

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### **Learning objectives**

The course offers IT skills that relate to scholarly communication, doing research and writing an academic research paper. The objective of the course is to ensure that all students have sufficient IT-skills to learn unhindered and safely, to write their research paper, and to make effective use of the available electronic learning environment. Students should feel comfortable with information technology, social media and its on-going change.

ISS offers an information and IT “rich” learning environment, wherein students are expected to make use of presentation software, write and submit essays electronically, use spreadsheets, make use of the Electronic Learning Platform (Moodle) and communicate effectively by email or social media. The student is expected to be familiar with safety measures and apply them. As our learning and research environment becomes richer in technology by the day, competency in IT skills is essential to take advantage of technology for lifelong learning.

### **Course description**

To assess their IT skills, students are required to do 5 diagnostic tests at the start of the academic year. Each test is provided by the European Computer Driving License (ECDL) and results in a score. The topics covered are: IT Security, wordprocessing (Ms Word), the use of Spreadsheets (Ms Excel), presenting (Ms PowerPoint), and Email communication (Ms Outlook) & browser software (Internet Explorer).

For students who attain a pass (score of 75% or over) in the first attempt, the initial test is also the final test. For those who do not succeed, the test results provide an overview of incorrect answered questions. Instruction material is available in the library to improve on missed topics. The student may re-do a diagnostic test after studying the remedial material.

In October/November a number of workshops will be organized to help with basic problems in Word, Excel, PowerPoint and Outlook/IE. Students who have not succeeded one or more diagnostic tests will be specifically invited to attend the specific workshops for those topics. Ultimately by November 6<sup>th</sup> 2015, a pass is required in each test to qualify for Term 2. In addition, admittance to some courses in economics is dependent on a pass in the ECDL test for spreadsheets.

### **Indicative readings**

British Computer Society (2009) *BCS IT security*. Sunderland: CiA Training.

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

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

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

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

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

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

<b>Code</b>	ISS-9120
<b>Weight of the Course</b>	1.5 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Elissaios Papyrakis
<b>Lecturer</b>	Elissaios Papyrakis
<b>Teaching Methods</b>	Lecture
<b>Modes of Assessment</b>	Attendance: 100%
<b>Contact</b>	TLST

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### ***Learning objectives***

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

### ***Course description***

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

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## ISS-9130 Intermediate Microeconomics for Development Economics

<b>Code</b>	ISS-9130
<b>Weight of the Course</b>	1.5 ECTS
<b>Period</b>	TERM 1
<b>Course Leader</b>	Tba
<b>Lecturer</b>	Tba
<b>Teaching Methods</b>	Participatory Lecture, Class room experiments, Exercises
<b>Modes of Assessment</b>	Attendance: 100%
<b>Contact</b>	TLST

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### **Learning objectives**

**You will learn the basic micro economic concepts and tools at the intermediate level that are required in development studies.**

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

### **Course description**

This course provides a review of selected micro-economic topics at the intermediate level. All theoretical concepts are illustrated using case studies and class room experiments. Lecture 1 General introduction and consumer theory (rationality, constraint, (marginal) utility, maximisation, preferences, Giffen good, (non)convexity, derivation of demand), marginal rate of substitution. Gossen's Law', consumer demand (linear and non linear demand), Lagrange multiplier). Case study: Giffen good. Class room experiment: aggregate demand and consumer surplus. Lecture 2 Elasticity, Slutski's identity and topics in demand estimation (income and substitution effect, normal, luxury and inferior goods, substitutes and complements, simultaneity, functional form). Case study rural electrification.

Lecture 3 Technological Constraints: The Firm (production function, isoquants, variable, fixed, marginal and average costs, profit maximization, isoprofit functions, derivation of the supply curve). Case study: international price discrimination (pharmaceuticals)

Lecture 4 Market Equilibrium and Market Failures (classification of markets, equilibrium, excess demand/supply, rationing, short side rule, cycles, cobb web diagram, derivation of supply function from cost functions, market failures, monopoly versus free competition, Harberger triangle welfare analysis) Case study: residual demand (OPEC).

### **Assigned textbook**

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

### **Case studies**

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

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

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

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

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

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

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### ***Learning objectives***

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

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

### ***Course description***

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

#### Plant Accounting and Business Cycle Fluctuations.

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

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

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

#### Solow growth model

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

### ***Indicative readings***

Website

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

Weblog

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

Bergeijk, P.A.G. van (2013) 'Earth Economics: an Introduction to Demand Management' YouTube video. <[http://www.youtube.com/watch?v=NUsiUhlh\\_0](http://www.youtube.com/watch?v=NUsiUhlh_0)>.

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

