Globalisation and Development Studies

Please note in Semester 2: Choose 1 of the 3 graduation options

Master Programme

Semester 1

Faculty of Arts and Social Sciences

Theories and Histories of Globalisation and Development

Full course description

Globalisation and development have been interdependent processes at least since the colonial era, and these linkages became even more prominent during the so-called "Age of Development" that followed WWII. The trends of 21st century globalisation in some ways depart from and in other ways reinforce these historical processes. Two trends are particularly significant. First, the most pressing developmental issues of our times are even more global in nature, and second, in the last century, especially since the WW II, the discourses and practices on development have dominantly shaped processes of globalisation. The trends of 21st century globalisation are, however, markedly different, whether they refer to, for instance, financial crisis or climate change. Two of these trends are particularly significant. First, some of the most pressing issues of our times are global in nature, and second, contrary to the cold war politics of the 20th century, the world is increasingly becoming multi-polar with the rising power of several developing nations. In order to prepare students to engage with this changing scenario, this course will introduce the history, leading theories and formative debates on globalisation and development, and the ways in which the two are related. The course addresses theories from the theories of colonialism through modernization theory, dependency, neoliberalism, alternatives to development and human development. It addresses ongoing debates on globalisation, and the rise of Asia and emerging societies. The course will use both original texts and critiques to help students develop their own interdisciplinary understanding of globalisation and development, which will be represented in the form of debates among students on various contemporary aspects of 21st century globalisation and development.

Course objectives

At the end of the course, students … • will know and understand the main historical narratives and academic theories on globalisation and development. • will be able to apply mainstream and critical theories pertaining to globalisation and development to analyze contemporary issues affecting relationships between Global North and South on macro-, meso-and micro levels. • will be able to critically judge and assess policies and other issues central to the development of countries in Global North and South and relate these to the context of ongoing globalisation. • will be able to formulate well-supported insights and judgements on topics of globalisation and development and communicate these effectively to peers through debates. • will be able to conduct a literature and quantitative data search on a subject and synthesize the results in oral and written forms in a coherent and informed manner.
Faculty of Arts and Social Sciences

Research methods in Globalisation and Development

Full course description

In researching Globalization and Development questions, students will be confronted with issues of working with data scarcity, integrating multiple sources of data –both quantitative and qualitative and doing research in multiple localities. This course introduces students to research methods most relevant for theoretical and empirical research in the field of globalization and development (for desk study, internship or fieldwork, respectively). The course offers general training for designing and conducting research using qualitative and quantitative tools. Students will also be acquainted with mixed methods approaches that integrate the two research traditions (qualitative and quantitative). In the process of designing research, students will reflect on the challenges that are specific for the field of globalisation and development, such as data scarcity, working in cross-cultural settings, measuring poverty and inequality and working across multiple sites.

Course objectives

At the end of the course students will: • be able to use quantitative and qualitative research methods common within the field of Globalization and Development • be able to formulate research question(s) particular to the field of G&D • be able to articulate research objectives and approach, also in relation to societal circumstances • be able to define research methodology based on the research question, available information, and/or data • be able to critically reflect on research design • be able to interpret findings in a critical and analytical manner • be able to report concisely and scientifically on the research process
Prerequisites

Enrollment in MA GDS

GDS4002

Period 1
5 Sep 2016
28 Oct 2016

Print course description
ECTS credits:
6.0
Instruction language:
English
Coordinator:
B.B. Dito
Teaching methods:
Assignment(s), Lecture(s), Skills, Training(s)
Assessment methods:
Assignment, Attendance, Participation
Keywords:
research methodology, Theory, data analysis

Faculty of Arts and Social Sciences

Globalisation and Poverty: a Connected World

Full course description

This course aims to take an empirical approach to the interrelationship of globalization and poverty on contemporary development challenges. The course explores the ways in which our world is interconnected: through commodities, economic and social interdependencies, common institutions and the global challenges and risks we face, in terms of migration, environment, climate, our food and health needs. In doing so the course focuses on the concepts of poverties, inequalities, vulnerabilities, and capabilities, from a variety of disciplinary perspectives. The course introduces students to the theoretical approaches of transnationalism and Science and Technology Studies (STS) in order to research linkages between the Global North and South and within the Global South in the fields of migration, technology and development. These two approaches are at the centre of core courses GDS4003, Transnational Migrant Networks and Flows, and GDS4004, Risk and Uncertainty in Technological Controversies, taken in parallel to this course. In addition, the course also introduces themes from the two electives offered by the Globalization and Development Studies programme during the second semester: GDS4006, Brokers and Translators in Development, and GDS4010, East Asia as Site and Agent of Development and Globalisation. In so doing, this course presents students with an introduction to contemporary development issues in terms of the challenges and opportunities.

Course objectives

At the end of this course, students
- are able to identify and explain how globalisation and poverty impact on contemporary development challenges

- understand how poverty, inequalities and vulnerabilities are conceptualised and measured

- Can define and explain transnationalism as a concept and an approach

- Be able to describe a Science and Technology Studies approach to study the relationship of science, technology and society for development

- understand what role various development actors such as small firms, transnational networks, researchers and civil society institutions play in tackling contemporary development challenges

- Will be able to critically assess and engage with theoretical and empirical academic work on globalisation and poverty

- Will be able to conduct a good data and literature search

- Will be able to do relevant reading and position oneself in an academic debate

- Will be able to write an academic paper, based on secondary data collection and a literature review

- Will be able to apply a theoretical approach in an academic paper

- Can track global flows, conduct a socio-economic biography of an everyday object, can perform a global value and commodity chain analysis, and can write an ethnography of a global connection

- will be able to conceptualize and measure poverty in various ways

- Will be able to understand what different methodological lenses mean for the analysis of poverty and the type of solution that might be

**Prerequisites**

The courses: - GDS4000 and - GDS4002

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**GDS4001**

**Period 2**
31 Oct 2016
23 Dec 2016

Print course description

ECTS credits:
6.0

**Instruction language:**
English

**Coordinator:**
R.K. Haagsman

**Teaching methods:**
Presentation(s), Research

**Assessment methods:**
Assignment, Attendance, Participation, Final paper

**Keywords:**
Faculty of Arts and Social Sciences

**Transnational Migrant Networks and Flows**

**Full course description**

The course on Transnational Migrant Networks and Flows will introduce transnationalism as a concept and an approach. It presents students to the different dimensions of the concept of transnationalism (transnational networks and families; migrant diasporas and development; transnational cultures; transnational flows and the state) and its importance for debates on migration and development. Students will also become acquainted with transnationalism as an approach and reflect on the methodological consequences of transnational research. They will conduct an in-depth interview with a migrant and research the particular migration flow that they represent. At the end of the course students will be able to interpret and analyze theoretical and empirical literature in the areas of transnationalism and migration and development and to conduct and report on a qualitative interview.

**Course objectives**

At the end of the course students can: • Describe the main academic debates around migration and development • Define and explain transnationalism as a concept and an approach • Explain how a transnational approach departs from other approaches to the study of migration • Identify and give examples of ethical concerns when researchers represent vulnerable populations • Explain how transnationalism relates to migrant diasporas, families, gender and intergenerational relations, migrant networks, cultures, state policies and the use of communication technologies based on academic studies • Assess the analyses and conclusions of academic studies on transnational phenomena in relation to their methodology • Develop a topic guide for an interview with a migrant on a dimension of transnationalism • Conduct an interview with a migrant in an ethical way • Analyze one transnational dimension for the purposes of a research paper based on academic literature and on the interview conducted.

**Prerequisites**

The courses: - GDS4000 and - GDS4002
Science and Technology Studies (STS) for Development in a Global Context

Full course description

This course will introduce students to Science and Technology (STS) studies as a theoretical approach. It presents students with different cutting-edge concepts and theories in the field of STS studies and enables them to study the intricate interplay of science, technology and society for development in the Global South and North and the way they are connected. Students learn to critically apply an STS perspective when exploring agendas such as what counts as ‘good’ knowledge for development; who is considered an expert for issues of development and why; and who ultimately decides about uncertain and ambiguous technologies. Students will also reflect on the methodological consequences of choosing an STS approach for studying development agendas. Using STS concepts, students will analyze a controversy around a particular technology that is currently negotiated in the field of development in a global context. Science and technology controversies covered in class include crop biotechnology (genetically modified cotton), health care (ultrasound in Ghana, clinical trials in the Global South), environment (water sanitation), crafts (handloom in India) and ICTs (internet and mobile phones).

Course objectives

At the end of the course students will:

Be able to describe a Science and Technology Studies approach to study the relationship of science, technology and society for development.

Be able to apply STS insights (concepts and methodologies) when critically analyzing the role of science and technology for development in a globalizing context.

Be able to critically analyse the ways in which social, state and scientific actors shape science and technology development in the global North and South and vice versa.

Be able to interpret the social, political, institutional and historical contexts of scientific and technological development.

Illustrate knowledge of the Science and Technology Studies approach to the study of technological controversies, and apply that knowledge to current technological controversies in the global south.

Be able to comparatively analyse technology controversies and understand the ways in which these controversies relate to and define socio-cultural, economic and political frameworks in the North and South.
Prerequisites

The courses: - GDS4000 and - GDS4002

GDS4004

Period 2
31 Oct 2016
23 Dec 2016

Print course description
ECTS credits:
6.0
Instruction language:
English
Coordinator:
R. Zeiss
Teaching methods:
Lecture(s), PBL
Assessment methods:
Assignment, Participation, Presentation, Final paper
Keywords:
risk, uncertainty, Vulnerability, technological controversies, Risk, society, risk culture, scarcity, GMO, Nanotechnology

Faculty of Arts and Social Sciences
Research in Practice

Full course description

This research seminar will prepare students for their exam option (Fieldwork, Internship, Desk Study). Numerous research traditions prevail in the field of globalization and development. The nature of the research may vary—both intensive literature study (desk study) and empirical work (internship or fieldwork) are thesis options. Students will prepare for their internship, desk study or fieldwork by: formulating research questions, developing a literature review, identifying a methodological framework, and writing of a full research proposal.

Course objectives

At the end of the course students will be able to: • independently identify knowledge gaps in Globalization and Development studies and formulate a research question • choose an appropriate methodology and research design utilising quantitative and/or qualitative analytical tools to answer research questions • critically reflect upon the relations between theoretical framework, methodology, and empirical findings • critically reflect on research ethics • make sensitive and reflexive choices regarding research questions and approach • reflect on the contestation and intellectual struggle inherent in knowledge and research production, and develop a socially and ethically responsible attitude towards knowledge application.

Prerequisites

The courses: - GDS4000, - GDS4001, - GDS4002, - GDS4003 or - GDS4004
Semester 2: option internship

Faculty of Arts and Social Sciences

Brokers and Translators in Development: a focus on civil society

Full course description

This course focuses on the changing role of civil society organizations (CSOs), particularly NGOs, in contemporary development processes. It examines the -contested- role in development and democratisation by considering processes of brokerage and translation and the tensions experienced by these organizations when dealing with state institutions, donors, corporations, other transnational social movements and 'communities'. Thereby, the course aims to critically examine and analyze the potent myths -e.g. they are independent, participatory, value-driven and non-profit- surrounding these organizations. This is done in two ways. First by showing that the ethnographic method is valuable in improving our understanding of NGOs and their relationships with other development actors. Second, (an anthropology of development) through a skills exercise, Project Design and Project Proposal Writing, whereby students are confronted with the dilemmas of 'doing development' by having to write a project proposal for a development project.

Course objectives

At the end of this course students are able to:

- describe scholarly debates about civil society and engage in these debates
- recognise that civil society is a contested concept that can be understood in terms of ‘associational
society’, ‘the good life’ and ‘the public sphere’

- list and work with important terminology and concepts, like: state, civil society, brokering, strategic translations, civil society organizations, non-governmental organizations, community based organizations, ‘hidden transcripts’ and so-called ‘public transcripts’

- describe, analyse and critically assess the role played by civil society organizations as brokers and translators and their often complicated intermediary function between the states, donors and people at the local level who also have agency.

- describe and outline what a full project proposal for a development project entails and develop and write such a full project proposal for a development project

- present and pitch a full project proposal for a development project

**Prerequisites**

The courses - GDS4000, - GDS4001, - GDS4002, - GDS4003 or - GDS4004, - GDS4005

**Recommended reading**

East Asia as Site and Agent of Development and Globalisation

Full course description

This course uses East Asia’s development experience as a lens through which to debate many of the key issues facing countries in the Global South. Few regions of the world have undergone as far-reaching a transformation in the discourse, theory and practice of development as has East Asia. As previous courses have demonstrated, the dawn of the ‘Age of Development’ saw the division of the globe into the ‘developed’ and ‘underdeveloped’, or into those countries who enacted development and those on which development was enacted. The decades that followed, however, have seen rapid economic growth and industrialization in Japan, the ‘Asian Tigers’, the Association of Southeast Asian Nations (ASEAN), China, and beyond. At times these changes have been interpreted through the lenses of existing theories of development; at other times, they have challenged deep-seated assumptions about inter alia the relationship between structure and agency and the sequencing of economic and political reform. Today, their participation in the changing landscape of global aid and trade further extends their influence in development debates beyond their borders. This course therefore examines the processes that have transformed this region while critically highlighting areas in which major structural problems remain and in which ‘development’ has created new challenges. Each week will pair a thematic focus with a localized case study, making the course both practically- and theoretically- oriented.

Course objectives

- Describe the forms that structural transformation, economic liberalisation, labour precarity, industrialisation, agricultural development, governance and resistance have taken in a number of East Asian countries

- Apply the above themes to new cases inside or outside East Asia in a way that challenges, strengthens or draws on existing theories.

- Critically evaluate the developmental opportunities and challenges presented by historical and contemporary processes of globalisation and modernization in East Asia

- Analyse East Asia's place in the changing global donor landscape

- Evaluate the extent to which policies and developmental outcomes commonly associated with East Asia are transferable or achievable in countries in the Global South.

- Explain the role of case studies in political science and anthropology and select the appropriate case study methodology for own research

- Effectively and creatively chair and participate in a meeting with peers from a range of cultural backgrounds.
Faculty of Arts and Social Sciences

**Internship Thesis**

**Full course description**

For students who are eager to do research (in addition to other, perhaps more hands-on activities) in the context of government institutions, NGOs, policy institutes and other development organizations, an internship offers many opportunities. It provides them with hands-on experience of work in the field of globalization and development, contributes to their personal development and enhances their prospects on the job market. Students gain work experience by 'learning on the job' or 'learning by doing' as well as learning from experienced professionals. It also allows students to explore a potential career option and find out more about their personal skills and interests. Hence, it prepares them for a professional career in the sector of globalisation and development. However, as the students also do independent academic research and write an academic thesis it also contributes to the academic training in the field of Globalisation and Development.

**Course objectives**

Upon completion of the Academic Internship Exam Option (a combination of GDS4890 and GDS4991) students will: • be able to apply theoretical concepts to real-life situations. • be able to apply/use the relevant knowledge and skills acquired during the MA GDS • be able to develop and practice professional skills related to communication, organisation, team work • be able to establish professional contacts • be able to work within a set organisational structure (hierarchy) with fixed working hours, work patterns, and routines • have enriched their CV to make them more competitive candidates in the job market for jobs in the field of Globalization & Development • Are able to conduct and reflect upon research in an ethical and socially responsible fashion. Regarding the internship report students will • be able to identify and formulate a research question and build an academic argument • be able to conduct a comprehensive literature search and bibliographic analysis, and assess the quality of the sources • be able to find, assess and critically make use of secondary and primary data • Be able to critically reflect upon the relations between theoretical framework, methodology, and empirical findings and use these insights to build an academic argument • be able to use theoretical perspectives from a variety of academic fields for a chosen research topic • be able to apply knowledge, theories and methods to written work • be able to write a full, well-referenced, academic paper and position themselves in an academic debate • be able to deal with and incorporate critical academic feedback • be able to carry out a study within a fixed time-frame and meet deadlines
Faculty of Arts and Social Sciences

Internship Evaluation Report

Full course description

The academic internship involves conducting academic research and the writing of an Internship Thesis, which contributes to the academic training of students in the field of Globalization and Development. Furthermore, the internship provides professional, hands-on experience of work in the field of globalization and development, while at the same time benefiting the internship organization. This is achieved by way of writing an Internship Evaluation Report about the internship experience and an Internship Thesis (See description under separate course code GDS4890). In the Internship Evaluation Report students describe and evaluate the internship (keeping a logbook is recommended). In the report the Internship Organization is contextualized. Second, the report describes the work carried out and the things accomplished by the student. Third, the report contains a section where the student reflects on the relationship between the Internship and the MA GDS programme. Fourth, the student reflects on what has been learned and whether the overall goals of the internship have been attained: How? Why not? Et cetera.

Course objectives

Upon completion of the Academic Internship Exam Option (a combination of GDS4890 and GDS4991) students will: • be able to apply theoretical concepts to real-life situations. • be able to apply/use the relevant knowledge and skills acquired during the MA GDS • be able to develop and practice professional skills related to communication, organisation, team work • be able to establish professional contacts • be able to work within a set organisational structure (hierarchy) with fixed working hours, work patterns, and routines • have enriched their CV to make them more competitive candidates in the job market for jobs in the field of Globalization & Development • Are able to conduct and reflect upon research in an ethical and socially responsible fashion. Regarding the internship report students will • be able to identify and formulate a research question and build an academic argument • be able to conduct a comprehensive literature search and bibliographic analysis, and assess the
quality of the sources • be able to find, assess and critically make use of secondary and primary data • Be able to critically reflect upon the relations between theoretical framework, methodology, and empirical findings and use these insights to build an academic argument • be able to use theoretical perspectives from a variety of academic fields for a chosen research topic • be able to apply knowledge, theories and methods to written work • be able to write a full, well-referenced, academic paper and position themselves in an academic debate • be able to deal with and incorporate critical academic feedback • be able to carry out a study within a fixed time-frame and meet deadlines

GDS4991

Period 5
10 Apr 2017
30 Jun 2017

Print course description
ECTS credits:
2.0
Instruction language:
English
Coordinator:
L.B. Wagner
Teaching methods:
PBL
Keywords:
internship, internship thesis, multilateral institutions, government departments, international, NGOS, local NGOs, consultancy firms, businesses, internship evaluation report

Faculty of Arts and Social Sciences

Thesis Writing and Presenting

Full course description

This workshop will help students write their master’s thesis (internship, desk study or fieldwork). When writing a master’s thesis, issues may arise that present barriers to the writing progress. While there is no single writing method, there are ways to locate the approach that best suits each person’s work and writing habits. The thesis Writing Seminar is a space for students to find tools and tips on successfully writing a masters thesis. The objective is to improve the writing process, to make it more efficient, and increase the likelihood of crafting a good thesis that you are proud of.

Course objectives

- Summarise their thesis findings concisely and clearly in oral form
- Improve their written work with reference to peer and tutor feedback and a clear understanding of what is measured by official thesis assessment forms.
- Select and use an effective personal time management strategy
- Demonstrate an awareness of common writing obstacles and how they can be overcome.
- Provide effective constructive feedback to peers.

**Prerequisites**

Exam option 1: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 2 elective courses (GDS4006, GDS4009, or selected FASOS/UM electives), GDS4990 Exam option 2: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 3 elective courses (GDS4006, GDS4009, GDS4008 or selected FASOS/UM electives), GDS4900 Exam option 3: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, GDS4800

**GDS4902**

**Period 6**
5 Jun 2017
30 Jun 2017

[Print course description](#)

ECTS credits:
1.0

**Instruction language:**
English

**Coordinator:**
[O.E. Fourie](#)

**Teaching methods:**
Lecture(s), Work in subgroups, Presentation(s), Assignment(s)

**Assessment methods:**
Attendance, Participation

**Keywords:**
Writing workshop, peer and expert feedback, review, thesis writing strategy, writing process.

**Semester 2: option desk study**

Faculty of Arts and Social Sciences

**Brokers and Translators in Development: a focus on civil society**

**Full course description**

This course focuses on the changing role of civil society organizations (CSOs), particularly NGOs, in contemporary development processes. It examines the -contented- role in development and democratisation by considering processes of brokerage and translation and the tensions experienced by these organizations when dealing with state institutions, donors, corporations, other transnational social movements and ‘communities’. Thereby, the course aims to critically examine and analyze the potent myths -e.g. they are independent, participatory, value-driven and non-profit- surrounding these organizations. This is done in two ways. First by showing that the ethnographic method is valuable in improving our understanding of NGOs and their relationships with other development actors. Second, (an anthropology of development) through a skills exercise, Project Design and
Project Proposal Writing, whereby students are confronted with the dilemmas of ‘doing development’ by having to write a project proposal for a development project.

**Course objectives**

At the end of this course students are able to:

- describe scholarly debates about civil society and engage in these debates

- recognise that civil society is a contested concept that can be understood in terms of ‘associational society’, ‘the good life’ and ‘the public sphere’

- list and work with important terminology and concepts, like: state, civil society, brokering, strategic translations, civil society organizations, non-governmental organizations, community based organizations, ‘hidden transcripts’ and so-called ‘public transcripts’

- describe, analyse and critically assess the role played by civil society organizations as brokers and translators and their often complicated intermediary function between the states, donors and people at the local level who also have agency.

- describe and outline what a full project proposal for a development project entails and develop and write such a full project proposal for a development project

- present and pitch a full project proposal for a development project

**Prerequisites**

The courses - GDS4000, - GDS4001, - GDS4002, - GDS4003 or - GDS4004, - GDS4005

**Recommended reading**


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**GDS4006**

**Period 4**

6 Feb 2017

7 Apr 2017

[Print course description]

ECTS credits:

6.0

**Instruction language:**

English

**Coordinator:**

W.W. Nauta

**Teaching methods:**

Lecture(s), PBL, Skills, Work in subgroups, Presentation(s)

**Assessment methods:**

Assignment, Participation, Take home exam
Global Connections: non-Eurocentric historical narratives

Full course description

This course stages historical perspectives on globalization. It sets out to recognize and compare different views on globalization. In doing so it critically looks at Eurocentrism that for a long time tended to predominate in global historiography. Important elements of a Eurocentric view on globalization, like the closure of China in the fifteenth century, non-rational Oriental despotism and the allegedly typical Western entrepreneurship, are critically discussed to counter the mainstream 'rise-of-the-west'-paradigm stating the supremacy of Europe after 1500. To do so, the course will take a long-term and broad view on globalization, west and east, sometimes going back as far as the year 500 CE. The course challenges students to examine their own assumptions about East and West in long-term globalization processes.

Course objectives

At the end of this course students can ...

• outline early developments of globalisation in history until 1500 CE
• identify and contrast Eurocentric and non-Eurocentric views on global history from 1500 to 2000 CE
• illustrate differences and similarities in linkages between the global north and south throughout history
• integrate historical concepts of 'contingency', 'accident' and 'conjuncture' into narratives of global history
• criticise the 'rise-of-the-west'-paradigm in Eurocentric global history and contrast with alternative global-historical narratives, such as Oriental globalization
• outline and present a global history classical text and a case study to peers in class
• write an academic essay on a pre-determined subject in global history evaluating the use of historical concepts and connecting their subject to current north-south relations

Prerequisites

The courses - GDS4000, - GDS4001, - GDS4002, - GDS4003 or GDS4004, - GDS4005, - 2 elective courses (GDS4006, GDS4009, or selected FASOS/UM electives)

GDS4008

Period 5
Faculty of Arts and Social Sciences

East Asia as Site and Agent of Development and Globalisation

Full course description

This course uses East Asia’s development experience as a lens through which to debate many of the key issues facing countries in the Global South. Few regions of the world have undergone as far-reaching a transformation in the discourse, theory and practice of development as has East Asia. As previous courses have demonstrated, the dawn of the ‘Age of Development’ saw the division of the globe into the ‘developed’ and ‘underdeveloped’, or into those countries who enacted development and those on which development was enacted. The decades that followed, however, have seen rapid economic growth and industrialization in Japan, the ‘Asian Tigers’, the Association of Southeast Asian Nations (ASEAN), China, and beyond. At times these changes have been interpreted through the lenses of existing theories of development; at other times, they have challenged deep-seated assumptions about inter alia the relationship between structure and agency and the sequencing of economic and political reform. Today, their participation in the changing landscape of global aid and trade further extends their influence in development debates beyond their borders. This course therefore examines the processes that have transformed this region while critically highlighting areas in which major structural problems remain and in which ‘development’ has created new challenges. Each week will pair a thematic focus with a localized case study, making the course both practically- and theoretically- oriented.

Course objectives

- Describe the forms that structural transformation, economic liberalisation, labour precarity, industrialisation, agricultural development, governance and resistance have taken in a number of East Asian countries

- Apply the above themes to new cases inside or outside East Asia in a way that challenges, strengthens or draws on existing theories.
- Critically evaluate the developmental opportunities and challenges presented by historical and contemporary processes of globalisation and modernization in East Asia

- Analyse East Asia's place in the changing global donor landscape

- Evaluate the extent to which policies and developmental outcomes commonly associated with East Asia are transferable or achievable in countries in the Global South.

- Explain the role of case studies in political science and anthropology and select the appropriate case study methodology for own research

- Effectively and creatively chair and participate in a meeting with peers from a range of cultural backgrounds.

**GDS4010**

**Period 4**

6 Feb 2017

7 Apr 2017

[Print course description]

ECTS credits:

6.0

**Instruction language:**

English

**Teaching methods:**

Lecture(s), PBL, Assignment(s)

**Assessment methods:**

Participation, Assignment, Final paper

**Keywords:**

Developmental state, modernity, structural transformation, East Asia, new donors, liberalization, industrialization, economic growth, cultural determinism, multiple modernities, poverty, inequality.

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**Faculty of Arts and Social Sciences**

**Thesis Writing and Presenting**

**Full course description**

This workshop will help students write their master’s thesis (internship, desk study or fieldwork). When writing a master’s thesis, issues may arise that present barriers to the writing progress. While there is no single writing method, there are ways to locate the approach that best suits each person’s work and writing habits. The thesis Writing Seminar is a space for students to find tools and tips on successfully writing a masters thesis. The objective is to improve the writing process, to make it more efficient, and increase the likelihood of crafting a good thesis that you are proud of.

**Course objectives**

- Summarise their thesis findings concisely and clearly in oral form
- Improve their written work with reference to peer and tutor feedback and a clear understanding of what is measured by official thesis assessment forms.

- Select and use an effective personal time management strategy

- Demonstrate an awareness of common writing obstacles and how they can be overcome.

- Provide effective constructive feedback to peers.

**Prerequisites**

Exam option 1: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 2 elective courses (GDS4006, GDS4009, or selected FASOS/UM electives), GDS4990 Exam option 2: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 3 elective courses (GDS4006, GDS4009, GDS4008 or selected FASOS/UM electives), GDS4900 Exam option 3: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, GDS4800

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**GDS4902**

**Period 6**

5 Jun 2017

30 Jun 2017

[Print course description](#)

ECTS credits:

1.0

**Instruction language:**

English

**Coordinator:**

E.E. Fourie

**Teaching methods:**

Lecture(s), Work in subgroups, Presentation(s), Assignment(s)

**Assessment methods:**

Attendance, Participation

**Keywords:**

Writing workshop, peer and expert feedback, review, thesis writing strategy, writing process.

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**Faculty of Arts and Social Sciences**

**Desk Study Thesis**

**Full course description**

The desk study involves academic research and the writing of a Desk Study Thesis. Students conduct research, which involves gathering, examining and analysing secondary and possibly some primary data, whereby students, for their particular research question, should familiarize themselves with the existing academic debates in the field of globalization and development studies with a focus on the Global South. The desk study thesis should contribute to the relevant academic debates and may, ideally, form the basis of an academic publication.
Course objectives

Upon completion of the Desk Study Exam Option students will • be able to apply/use the relevant knowledge and skills acquired during the MA GDS • be able to identify and formulate a research question and build an academic argument • be able to conduct a comprehensive literature search and bibliographic analysis, and assess the quality of the sources • be able to find, assess and critically make use of secondary and primary data • be able to critically reflect upon the relations between theoretical framework, methodology, and empirical findings • be able to use theoretical perspectives from a variety of academic fields for a chosen research topic • be able to apply knowledge, theories and methods to written work • be able to write a full, well-referenced, research paper and position themselves in an academic debate • be able to deal with and incorporate critical academic feedback • be able to carry out a study within a fixed time-frame and meet deadlines • have acquired the academic and personal skills to conduct and reflect upon desk study research in an ethical and socially responsible fashion

GDS4802

Period 5
10 Apr 2017
30 Jun 2017

Print course description
ECTS credits:
11.0
Instruction language:
English
Coordinator:
L.B. Wagner
Teaching methods:
Skills, Training(s), Research
Assessment methods:
Final paper
Keywords:
Desk study, research question, theory, methodology, literature search, bibliographic analysis

Semester 2: option fieldwork

Faculty of Arts and Social Sciences
Thesis Writing and Presenting

Full course description

This workshop will help students write their master's thesis (internship, desk study or fieldwork). When writing a master’s thesis, issues may arise that present barriers to the writing progress. While there is no single writing method, there are ways to locate the approach that best suits each person’s work and writing habits. The thesis Writing Seminar is a space for students to find tools and tips on successfully writing a masters thesis. The objective is to improve the writing process, to make it more efficient, and increase the likelihood of crafting a good thesis that you are proud of.
Master Globalisation and Development Studies

Course objectives

- Summarise their thesis findings concisely and clearly in oral form
- Improve their written work with reference to peer and tutor feedback and a clear understanding of what is measured by official thesis assessment forms.
- Select and use an effective personal time management strategy
- Demonstrate an awareness of common writing obstacles and how they can be overcome.
- Provide effective constructive feedback to peers.

Prerequisites

Exam option 1: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 2 elective courses (GDS4006, GDS4009, or selected FASOS/UM electives), GDS4990 Exam option 2: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, 3 elective courses (GDS4006, GDS4009, GDS4008 or selected FASOS/UM electives), GDS4900 Exam option 3: GDS4000, GDS4001, GDS4002, GDS4003 or GDS4004, GDS4005, GDS4800

GDS4902

Period 6
5 Jun 2017
30 Jun 2017

Print course description
ECTS credits:
1.0
Instruction language:
English
Coordinator:
E.E. Fourie
Teaching methods:
Lecture(s), Work in subgroups, Presentation(s), Assignment(s)
Assessment methods:
Attendance, Participation
Keywords:
Writing workshop, peer and expert feedback, review, thesis writing strategy, writing process.

Faculty of Arts and Social Sciences
Fieldwork Thesis

Full course description

The fieldwork option is a great choice for students who want to gain hands-on research experience, to learn how to use fieldwork methods, and to train to collect and analyse field data. It is designed for students who aim to pursue a research-oriented career or want to work in the Global South. Students choose a research topic in the field of globalisation and development studies and with a focus on the
Global South. The fieldwork thesis should contribute to relevant existing academic debates and may, ideally, form the basis of an academic publication. To facilitate a good and fruitful fieldwork experience, students are encouraged to choose their field site from among the places where current faculty members in the GDS programme have ongoing research programs or projects. Developing a research topic connected with an existing research program will ensure that they are embedded within a local context, and have the support of a local (research) organization or university. However, when students have access to their own networks, they may organize their own fieldwork site, in close collaboration with their FASoS supervisor. Fieldwork can only be done when a local contact is in place who agrees to facilitate the student's stay.

**Course objectives**

Upon completion of the Fieldwork Exam Option students will
- be able to formulate an independent research question, and engage with it as the primary investigator
- be able to conduct independent research with field methods such as participant observation, interviews, surveys, network analysis and/or ethnographic data analysis
- be able to apply/use the relevant knowledge and skills acquired during the MA GDS
- be able to apply theoretical concepts to real-life situations
- have gained practical knowledge and understanding of institutional and social actors involved in processes of globalization and development
- (when relevant:) be able to work and live, in a respectful and professional way, in a different culture with different sets of values and expectations
- have acquired the academic and personal skills to conduct and reflect upon field research in an ethical and socially responsible fashion. Regarding the MA Fieldwork Thesis, students will
- formulate a research question and build an academic argument
- be able to conduct a comprehensive literature search and bibliographic analysis, and assess the quality of the sources
- be able to find, assess and critically make use of secondary and primary data
- be able to critically reflect upon the relations between theory, methodology, and empirical findings and use these insights to build an academic argument
- be able to use theoretical perspectives from a variety of academic fields for a chosen research topic
- be able to apply knowledge, theories and methods to written work
- be able to write a full, well-referenced academic thesis and position themselves in an academic debate
- be able to deal with and incorporate critical academic feedback
- be able to carry out a study within a fixed time-frame and meet deadlines

**Prerequisites**

The courses: - GDS4000, - GDS4001, - GDS4002, - GDS4003 or GDS4004, - GDS4005

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**GDS4801**

**Period 4**

6 Feb 2017
30 Jun 2017

[Print course description](#)

ECTS credits:
29.0

**Instruction language:**
English

**Coordinator:**
L.B. Wagner

**Teaching methods:**
Skills, Training(s), Research

**Assessment methods:**
<table>
<thead>
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<th>Final paper</th>
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<tbody>
<tr>
<td><strong>Keywords:</strong> Fieldwork, independent research, Theory, Methodology, data collection, academic writing</td>
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