Ethnographic Research and Reflexivity in Development Contexts

<table>
<thead>
<tr>
<th>Code</th>
<th>ISS-3303</th>
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<tbody>
<tr>
<td>Weight of the course</td>
<td>4 ECTS</td>
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<tr>
<td>Period</td>
<td>TERM 3</td>
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<tr>
<td>Course Leader</td>
<td>Roy Huijsmans</td>
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<tr>
<td>Lecturer</td>
<td>Roy Huijsmans</td>
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<tr>
<td>Teaching Methods</td>
<td>Participatory Lectures, workshops</td>
</tr>
<tr>
<td>Exam</td>
<td>Two individual assignments: Reflexive notes on ethnographic research practice (50%), individual essay on ethnography in anticipated RP project (50%)</td>
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<tr>
<td>Contact</td>
<td>TBA</td>
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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 the context of 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, and reflect on various dimensions of such practices, including participant observation, ethnographic approaches to qualitative methods, and the writing and interpretation of fieldnotes. 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 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 projects and reflect on these, and think through a range of practical, methodological and ethical issues pertaining to employing an ethnographic orientation in their anticipated RP projects.

Indicative readings

Techniques for Case-study Research

Code
ISS-3305
Weight of the course
4 ECTS
Period
TERM 3
Course Leader
Wil Hout
Lecturer
Wil Hout
Teaching Methods
Participatory Lectures; Group Work
Exam
Assignments 100%
Contact
Cisca Vorselman

Learning objectives
Upon completion of the course, students
- have obtained knowledge on the main reasons for doing case-study research;
- have increased their ability to select the proper cases for their research project;
- have enhanced their ability to apply certain 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, students will be requested to maintain a diary that describes the steps of their learning process. Through writing diary entries, students are forced to reflect on what they learn and how their learning impacts on their thoughts on doing a case study. The course is assessed by a set of smaller assignments related to examples of case studies and a term paper on the student's own planned case study research.

Indicative readings


Participatory Approaches and Action Research

**Code**  
ISS-3306

**Weight of the course**  
4 ECTS

**Period**  
TERM 3

**Course Leader**  
Kees Biekart

**Lecturer**  
Kees Biekart, Rosalba Icaza

**Teaching Methods**  
Participatory Lecture, Workshop

**Exam**  
Assignment: 90%; Presentation: 10%

**Contact**  
Karin Hirdes

**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**

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

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<td>Weight of the course</td>
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<td>Period</td>
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<tr>
<td>Course Leader</td>
<td>Freek Schiphorst</td>
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<tr>
<td>Lecturer</td>
<td>Freek Schiphorst, Karin Astrid Siegmann</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lectures, workshops</td>
</tr>
<tr>
<td>Exam</td>
<td>Assignments 100%</td>
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<tr>
<td>Contact</td>
<td>TBA</td>
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</table>

Learning objectives
After completing this course, participants will be able to perform the basic steps involved in survey research from its conception to the interpretation of its results. More specifically, they will
- have a solid understanding of when to use a survey;
- be able to construct a questionnaire as an effective tool to generate data with which to answer their research question;
- be able to identify an appropriate sample;
- be familiar with the practical challenges of the implementation of survey research in the setting of a developing country and measures to respond to them;
- be able to enter, code and manage data generated with the help of a questionnaire;
- know first steps in the uni- and bivariate analysis of survey data, and
- be able to effectively present survey results.

Course description
Survey research is common and useful when we are interested in the distribution of parameters that characterise the social world and their associations. This skill-oriented course deals with the conceptual and practical challenges involved in designing and implementing a survey, based on the use of a questionnaire. Practical assignments cover the basic steps involved in survey research, such as operationalising a research question, the practice of sampling, questionnaire design, survey implementation, data entry and analysis as well as the presentation of research results. Participants’ assignments will be discussed in a series of workshops.

Indicative readings
**Discourse Analysis: Principles and Methods**

**Code**  
ISS-3311

**Weight of the course**  
4 ECTS

**Period**  
TERM 3

**Course Leader**  
Des Gasper

**Lecturer**  
Des Gasper, Silke Heumann, Helen Hintjens

**Teaching Methods**  
Lectures, Tutorial, Workshop

**Exam**  
Presentation 20%, Assignment(s) 80%

**Contact**  
Cisca Vorselman

**Learning objectives**  
Students will acquire skills and tools to work critically with texts, as an important part of social research in which the investigation of meanings has a central role:

- to identify better the intellectual and social location of a text, and the relationships between texts, worldviews and social practices;
- to examine the meanings, structure, logic and adequacy of texts which propose judgements or social practices; including by considering subtexts that lie behind statements;
- to consider broader ‘frames’, ‘discourse(s)’ or ‘narrative(s)’ within or behind a text, and see how texts can propose and order social relations;
- to understand differences of genre; e.g. between journalistic, academic, policy and political texts, and variants within these;
- to situate discourse analysis in an interpretive research process, and
- to draft and craft your own arguments and texts in more systematic and effective ways.

**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 social science students and can be used as methods of exploratory investigation, including of: the choices of vocabulary and labels, illustrations, categorizations and ‘cast of characters’, key concepts, metaphors, argument structures and assumptions, ‘frames’ and inclusions/exclusions, and ‘story lines’/narratives.

**Indicative reading**


The maximum number of participants is 30. If necessary, preference will be given to students who send convincing written motivation statements.
Realizing Rights and Social Justice

**Code**  
ISS-4303

**Weight of the course**  
8 ECTS

**Period**  
TERM 3

**Course Leader**  
Helen Hintjens

**Teaching Staff**  
Helen Hintjens, Rachel Kurian, Thanh Dam Truong

**Teaching Methods**  
Participatory Lectures, workshops, On-line Role play

**Assessment**  
Group Assignment: 25%, Assignment: 50%, Presentations 25%

**Contact**  
Josée Haanappel

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**Learning objectives**

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

1) understand values and processes behind the framing, claiming and realizing of rights;
2) consider how rights-promotion strategies and policies can be designed including in hostile environments, so entrenched social exclusion and human insecurity can be addressed;
3) consider the importance of strategic international alliances, participation, creativity and co-learning for the advancement of human rights and social justice;
4) have insight into the complexities of human rights and social justice advocacy at global, regional, state/national and local-levels;
5) 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.

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**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 states, civil society and other social actors. We integrate economic and social with civil and political rights, presenting examples of rights campaigns of indigenous people, migrants, and other socially excluded groups. Advocacy methodologies that help tackle entrenched social exclusion and human insecurity, within specific societies and transnationally, are considered. Transitional justice is placed in its wider social justice and human rights context, through a role-play exercise that enhances students’ experiential learning about rights-claiming strategies. The course provides room for critical reflections, and for learning attitudinal skills vital for realizing more socially just outcomes, even in unpromising circumstances.

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**Indicative readings**


Global Governance and Development: Debating Liberal Internationalism

Cursuscode   ISS-4307
Studiebelasting  8 ECTS
Periode     TERM 3
Course Leader    Rosalba Icaza
Lecturer       Wil Hout, Rosalba Icaza, Karim Knio
Teaching Methods Lectures, group discussions and workshops
Assessment     Assignments 80%; Presentation 20%
Contactpersoon  Karin Hirdes

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 analyze critically the claims made by scholars and other observers of global governance and global public policy;
• improved their skills in formulating an evidence-based argument on issues of global governance and global public policy;
• developed further 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 the formulation of national policies 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 consists of two main parts. The first part lays the groundwork for a critical discussion of global governance and its manifestations. This part starts by mapping the emergence of the notion of global governance. The origins of contemporary concepts of global governance are traced back to several major publications originating from the UN system, which emphasized the need to formulate ‘global responses to global problems’. This manifestation of ‘globalism’ is the starting point for the discussion in ensuing sessions, which draw on a variety of critical literatures in international political economy. The main challenges to globalism that are discussed relate to notions of national power and sovereignty, knowledge and inequality, and regionalism. This part of the course is concluded with a roundtable discussion on the analytical embedding of the challenges within broader IPE literatures.

Indicative Readings
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 and development.

Course description
Growing awareness of the numbers of the world’s children and youth affected by poverty, insecurity, violence and abuse, forced migration, exploitation, HIV/AIDS, hunger, inadequate health and education has led to increased concern at international and national levels for the protection of children and youth, the promotion of their rights and well-being and their capacity to play an active role in their own development.

The course aims to engage students in critical overview of changing ideas and debates on selected policy/problem areas affecting children and youth including areas of education and work, health and sexuality, violence, abuse and neglect. This will enable them 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. Students will gain a critical awareness of the global and comparative history of organizations and institutions which aim to shape young people’s lives and the changing character of their interventions. They will strengthen their capacity to place individual problems in their broader analytical and policy context to enhance their ability to participate with confidence in policy debates in this area.

The course focuses on four main policy or problem areas: education and work, health and sexuality and violence/abuse. These are viewed in three important general contexts: biology (which does not determine childhood/youth, but provides one context for it), globalization and poverty (which shapes life chances and affects the ability to secure rights) and conflict (which confronts children and youth at many levels). All of these, in turn, are viewed and discussed in relation to four key cross-cutting dimensions: vulnerability (and resilience), differences (in particular, but not only, gender-based), rights, and agency. Emphasis is on children and young people as agents and active participants as well as the implications of child/youth rights-based approaches for policy and the work of state and non-state actors.

Indicative readings
International Financial Reform

**Code**
ISS-4312

**Weight of the course**
8 ECTS

**Period**
TERM 3

**Course Leader**
Peter van Bergeijk

**Lecturer**
Peter van Bergeijk, Rolph van der Hoeven, Susan Newman

**Teaching Methods**
Participatory Lecture, Workshop

**Assessment**
Assignment(s): 70%, Group Assignment: 30%

**Contact**
Marja de Clercq Zubli

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**Learning Objectives**
The objective is to increase the understanding of the role of international finance in development. International finance is understood as the various types of capital flows going to developing countries and the markets and institutions that intermediate these flows but also as the global financial environment that influences economic conditions in developing countries and puts challenges for and limitations on economic policy making.

The Module will assess how the various flows of international finance affect the different types of developing countries and will assess the policy options at the national and at the global level to improve the situation. 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 and causes of financial crises. This will enhance the skills of students in reading, understanding and analyzing financial pages and financial statements;
3. The options to manage global finance through co-ordinated international macroeconomic policies and existing and new institutional and regulatory frameworks.

The course will provide students with both theoretical skills and experience in the use of different instruments for empirical policy analysis.

**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 in the last decade 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 not been included in the process of globalization, if anything they 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.

**Indicative readings**


### Violent Conflict, Media and the Politics of Representation

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<td>8 ECTS</td>
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<td>Period</td>
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<tr>
<td>Course Leader</td>
<td>Dubravka Zarkov</td>
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<tr>
<td>Lecturers</td>
<td>Dubravka Zarkov, Helen Hintjens, et al</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Participatory Lectures, Tutorials</td>
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<tr>
<td>Assessment</td>
<td>Assignments: 85%, Group Assignment: 15%</td>
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<tr>
<td>Contact</td>
<td>Josée Haanappel</td>
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### Learning objectives

The core objective is to help students gain a critical understanding of the politics of representation of violence and war in the global and local media. More specifically, the course aims to:

- equip students with a deeper understanding of relationships between symbolic aspects of exclusion, violence and war, on the one hand, and social, political and economic process of exclusion and violence, on the other hand;
- enable students to critically interrogate the media-constructed and transmitted production of knowledge about war, violence and peace from diverse social justice perspectives;
- equip students with basic skills in using specific tools for analyzing gendered, racialized, sexualized and ethnicized representations in visual and textual material;
- give students an option of developing their own creative, media-based work that explores the politics of representation in relation to a specific issue around war, violence or peace.

### 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 and genocide in Rwanda to international interventions in Kosovo, Afghanistan, Iraq and Libya, to ‘Arab Spring’, the broadcasting, print and social media seem to have become major players in influencing public opinion about specific violent conflicts, its protagonists and victims. Media representations of gender specific violence – be it war rapes of women in Bosnia, or sexual torture of men in Abu Ghraib – have often been noted as crucial for legal prosecution of the perpetrators. Different media images have been used by politicians, militaries, humanitarian and development workers and human rights activists to demand and justify intervention, or to explain a decision not to intervene.

In this course we examine the dynamics that link media images with those diverse public actions and actors, and political, humanitarian and development discourses and practices. We perceive media as part of the process of production of knowledge about the contemporary world, and the wars and violence within it. We rely on critical scholarship such as feminist, black, post-colonial, cultural, media and conflict studies in building our perspectives on media and war. Throughout the course we use a range of diverse media material and visual images, and look at the conflicts and media from across the globe, using hands-on, in-class and home-based exercises.

### Indicative readings

Econometric Analysis of Development Policies

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<td>Period</td>
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<tr>
<td>Course Leader</td>
<td>Arjun Bedi, Susan Newman, Natascha Wagner</td>
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<tr>
<td>Lecturer</td>
<td>Arjun Bedi, Susan Newman, Natascha Wagner</td>
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<tr>
<td>Teaching Methods</td>
<td>Lectures, Computer exercises</td>
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<tr>
<td>Assessment</td>
<td>Presentation: 20%, Take Home Assignment(s): 80%</td>
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<tr>
<td>Contact</td>
<td>Marja de Clercq Zubli</td>
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</table>

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

**Indicative readings**

# Politics and the Economics of Natural Resource Management

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<th>Code</th>
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<td>Weight of the course</td>
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<td>Period</td>
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<tr>
<td>Course Leader</td>
<td>Lorenzo Pellegrini</td>
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<td>Lecturer</td>
<td>Bram Buscher, Lorenzo Pellegrini</td>
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<td><strong>Teaching</strong></td>
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<td>Methods</td>
<td>Participatory Lecture, Presentation</td>
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<td><strong>Assessment</strong></td>
<td>Assignment(s): 40%, Group assignment: 10%</td>
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<td>Written Exam: 50%</td>
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<td><strong>Contact</strong></td>
<td>Nalini Harnam</td>
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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

Politics of Agrarian Transformation

Code  ISS-4335  
Weight of the course  8 ECTS  
Period  TERM 3  
Course Leader  Jun Borras  
Lecturer  Jun Borras, Carol Hunsberger  
Methods  Participatory Lectures, tutorials  
Assessment  Group Work: 10%, Assignment(s): 90%  
Contact  Nalini Harnam

**Learning objectives**  
The course is designed both for AES 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 non-state actors: NGOs and (trans)national rural social movements, and their alternatives, e.g. ‘agroecological movements’ and ‘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 and 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**  
Public Sector Organizations, Management and Reforms

**Code**: ISS-4339  
**Weight of the course**: 8 ECTS  
**Period**: TERM 3  
**Course Leader**: Sunil Tankha  
**Lecturer**: Sunil Tankha, Joop de Wit, Sylvia Bergh  
**Teaching Methods**: Participatory Lecture, Workshop  
**Assessment**: Assignment(s): 85%, Group Assignment: 15%  
**Contact**: Cisca Vorselman

**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.
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 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. It is about practical practice of public sector institutions and organizations, policy implementation, and public sector reform, especially in the delivery of public services. 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 learn key issues of organizational change and how to manage change, taking into account issues such as 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. In addition, 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. The course will accordingly also cover management skills such as in negotiation and leadership.

**Indicative readings**
Evaluation of Development Policy, Programmes and Projects

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<tr>
<td>Course Leader</td>
<td>Sylvia Bergh</td>
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<tr>
<td>Lecturer</td>
<td>Sylvia Bergh, guest lecturers</td>
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<td>Teaching Methods</td>
<td>Participatory Lectures, Workshop, Study Visits</td>
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<td>Assessment</td>
<td>Assignment(s): 40%, Group Assignment: 10%</td>
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<td>Written Exam: 50%</td>
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<td>Contact</td>
<td>Cisca Vorselman</td>
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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
Patton, Michael Quinn, various readings written between 1997 and 2011.
Political Economy of the Global Food System

**Code**  
ISS-4343

**Weight of the course**  
8 ECTS

**Period**  
TERM 3

**Course Leader**  
Jun Borras & Harriet Friedman

**Lecturer**  
Jun Borras, Harriet Friedmann, Olivier de Schutter, Max Spoor, et al

**Teaching Methods**  
Participatory Lectures, tutorials, group work

**Modes of assessment**  
40% take home essay, 50% take home essay, 10% group work

**Contact**  
Nalini Harnam

**Learning objectives**  
The course is designed both for AES participants and for students of other Majors whose research interests relate to the political economy of hunger and the global food system. The course aims to strengthen your capacity for critical analysis of the broad issue of food. You will become familiar with key competing theoretical tools relevant in understanding the political economy of hunger and the global food system, and the emerging alternative food systems and the transitions towards these. On completion of the course you will have gained confidence in critical theoretical and policy analysis of the political economy of food seen from the inter-connected local, national and international levels, and interconnections between the Global South and North.

**Course description**  
What's wrong with our global food system? Why do we have a coexistence of a billion hungry and a billion overweight people across the North-South divide? How did we get here? What are the trajectories of this current dominant food system? What are the emerging alternative food systems, and how are the transitions towards these alternatives taking shape? What are the various political and institutional instruments being developed and deployed in order to transition to these alternatives? These are some of the key questions confronting humanity today, and explore these in this course. The course will be organized in three blocks. Block 1 will be devoted to a discussion on key competing theoretical explanation about hunger and global food system. This block will necessarily look into historical origins of the current food system. It will include sessions devoted to the critical examination of current conditions of the global food system, focusing on issues around production, circulation and consumption relations (with regional perspectives). The last two sessions will be combined for a student-led exercise, to synthesize highlights of this block. Block 2 is a much shorter section will be devoted to ‘transitions to alternative food systems’, including discussions on the right to food, food sovereignty, and agroecology. Block 3 will run straight in a day: a student-led, peer review/seminar discussion among students on the outline of their final essay assignment.

**Indicative reading**  


Working out of Poverty

**Code** ISS-4344  
**Weight of the course** 8 ECTS  
**Period** TERM 3  
**Course Leader** Karin Astrid Siegmann  
**Lecturer** Lee Pegler, Freek Schiphorst, Karin Astrid Siegmann  
**Teaching Methods** Participatory Lectures, Workshops, Roundtable Discussion  
**Modes of assessment** 15% group assignment, 35% policy brief (based on group assignment), 50% essay  
**Contact** TBA  

**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) and/or Work and Employment (WE) specializations.  
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 (ILO 2013). The course addresses poverty and work, especially the nexus between them in the form of precarity 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 well as of financialisation as crucial determinants of precarious work. These global processes take place alongside and interact with the reproduction of precarity 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 precarity, 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 will conclude with a wrap up session in which the material discussed and examined will be synthesized during a panel discussion with practitioners.  

**Indicative reading**  
# Body, Nature, Politics: Contemporary Debates in Population and Development

**Code**  
ISS-4345

**Weight of the course**  
8 ECTS

**Period**  
TERM 3

**Course Leader**  
Wendy Harcourt

**Lecturer**  
Andrew Fischer, Wendy Harcourt, Silke Heumann, Loes Keysers, Irene van Staveren

**Teaching Methods**  
Participatory Lectures; Workshops

**Modes of assessment**  
Assignments 100% (70% essay; 30% policy brief)

**Contact**  
Nalini Harnam

## Learning objectives
In taking the course the students will:

1. Learn about the latest trends in social policy related to reproductive rights, health, ecology and technologies;
2. Develop analytical insights into social policies on the ground in relation to care, inequalities, gender and generations looking at how to re-center embodied experiences in social policy making;

## Course description
The Course will explore through lectures and participatory workshops several key debates informing contemporary social policy. These will include:

- sexual health and reproductive rights, livelihoods and care in contemporary population dynamics and policy
- gender biased, neo-malthusian and racist discourses around environment and development debates
- concepts of life choices and embodied gender approaches with a focus on mobility and generational dynamics
- current social policy on parental leave, care and sexual rights and health in different country contexts
- UN and global discourses related to population dynamics, inequalities, bodies and ecologies

The Course will be divided into three blocks.

- The first block will review the current trends on sexual and reproductive rights, environmental and climate justice and mobility through the lens of body politics.
- The second block will explore generation and care along with an examination of the political economy of health addressing the complex issues of HIV and AIDS, care, gendered and generational cultural practices around fertility.
- The third block will look at the bio politics of well-being with an examination of disabilities, queer ecologies and the new biotechnologies looking at possibilities, contradictions and resistance in social policy around population dynamics, rights, health and well-being.

## Indicative reading


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 provide participants with knowledge of the causes and consequences of national and international migratory movements in the world.

Course description
This course places 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.

Modern migratory movement can best be understood in the context of a globalised market economy that directs and regulates the flows of goods, money and labour. 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 for example, the current migratory movement in China testifies. Globalisation 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 that has been increasingly filled by migrant workers from developing countries, employed under precarious conditions.

The course pays particular attention to the formation of diverse migratory regimes within and across countries and regions. Labour, unlike agricultural and manufactured 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.

Indicative reading