

Master Curriculum

Further information on the structure of the programme and a clearly arranged module structure.

Term	Place	Module			
		1.	2.	3.	4.
		Globalization	Global Governance	Cultural Change	Methodology
I.	Freiburg	Theories of Globalization (7 ECTS)	International Politics (7 ECTS)	Europe in Theories and in the World (7 ECTS)	Methods of Cultural Anthropology and Geography (7 ECTS)
II.	Cape Town or Buenos Aires	Global Public Spheres (7 ECTS)	Global Economy and Society (7 ECTS)	Culture and Identity (7 ECTS)	Empirical Research Project I (7 ECTS)
III.	New Delhi or Bangkok	Globalization and Development (7 ECTS)	International Institutions (7 ECTS)	Communication, Knowledge and Culture (7 ECTS)	Empirical Research Project II (7 ECTS)
Internship		Working in any relevant organization for 3 weeks (4 ECTS)			
IV.	Freiburg	Colloquium (1 ECTS) Global Studies-Forum (1 ECTS) Master Thesis (25 ECTS) Oral Exam (5 ECTS)			

Further Explanation of the Master Curriculum:

First module: Globalization

The first module on Globalization exposes students to up-to-date theoretical and conceptual inquiry on globalization within Sociology, Political Sciences and Anthropology while the discussions will be framed within the examples provided by each local context involved in the GSP. The interest is to examine how, why so and with what consequences global processes impacts unequally different parts of the world.

The module does also explore the effects of this differentiated impact on the ways in which the scientific reflection on globalization is in turn formulated and theorized by scholars from the



involved regions. Consequently, the courses under this module aim to: introduce key theoretical approaches and empirical work on the meanings, causes, and consequences of globalization, focusing on its social, political, economic and cultural dimensions.

The module further aims to explore the implications of these ideas, practices and related social transformations for societies, cities, and international regimes as well as the world society and a growing global public sphere (globalization 'from below') in which individuals try to take control of global processes from a Western and a Southern respectively South Asian perspective (Modernization and development).

Recommended background reading:

Manuell Castells. 1996-98. The Information Age, 3 Vols. Oxford; Anthony Giddens. 1990. The Consequences of Modernity. Cambridge; Dipankar Gupta. 2000. Mistaken Modernity: India Between Worlds. New Delhi; Jan Nederveen Pieterse. 2004. Globalization and Culture. Lanham.

The second module

Second Module: Global Governance

The second module on Global Governance deals with the structural impact of globalization processes on the international system and the nation-state by examining the new foci of international governance, their dynamics and their impact on the local contexts. It does not understand global governance as government but as a mixture of principles, rules and laws necessary to tackle global problems, which are upheld by a diverse set of institutions, international and national. It also examines the emergence of new actors within the international system and their impact on the global and local levels. It finally has a particular focus on the study of international institutions and regimes.

The module mainly builds upon international relations and international political economy providing students with the appropriate analytical tools and scholarly debates within these disciplines. It equally exposes students to new ways in which these disciplines opened up to questions and conceptualizations from other Social Sciences in order to do better research on globalization.



The module will: introduce to the current realist, institutionalist and constructivist key theories of International Relations for exploring the changing reach and nature of political organization and conflicts (International politics) but also economic flows under the dynamics of globalization raising issues as the new global economy (resp. International economics) and its impact on Southern Africa, the global civil society and international non-governmental organizations, the United Nations and human rights (International institutions) as well as global competition and conflicts.

Recommended background reading:

Robert Gilpin. 2000. Global Political Economy. Princeton; Paul Hirst & Grahame Thompson. 2000. Globalization in Question. The International Economy and the Possibilities of Governance. Cambridge; Robert O. Keohane & Joseph S. Nye. 2000. International Relations Theory. New York; Alexander Wendt. 1999. Social Theory of International Politics. Cambridge.

The third module

Third Module: Cultural Change

The Cultural Change pathway deepens students' understanding of globalization by leading them into the study of social and cultural change. Within this module, students go back to core paradigms within European social thought in order to understand the contested nature as well as the potential of the theories and key concepts for the study of social and cultural change under globalization. Challenging the students for developing critical thinking is a priority of this module.

A complementary course in New Delhi provides students with an in-depth overview on the historical emergence of and substantive questions within Indian/South Asian social and political thought discussing its relevance for the understanding of the social and cultural impact of globalization processes on South Asia. At the University of Cape Town several elective courses are offered which concentrate on individual topics tackling the issues of culture and identity in Africa within a more empirical framework of analysis.

The main objectives of this module are: making students (under their new global practical and theoretical experiences) ontologically aware of the social construction of reality, society and culture, as well as making them epistemologically aware that theoretical and practical



understanding of the reality and its cultures supposes concepts that dominate and penetrate men's thought and action.

Fulfilling therefore its further function of strengthening the students' understanding of the role of Theory in the social sciences, constituting an identity as a social scientist, the module will uncover the liberating ideas in social thought which necessarily turn into straitjackets, and so stimulate their own replacement by new, emancipating but also enslaving views.

The module will further ask: how our understanding of who we are changes under globalization (Culture and identity) although the erosion of cultural certainties does not preclude new assertions of identity (nationalism, fundamentalism) in the operative dimension of culture while classical modern European theories, shedding light on the Constructedness of knowledge (Kant) and the constructedness of social reality (Weber, Durkheim, Marx), will be understood on the background of the scientific as well as the industrial revolution, South Asian Social thought will be discussed as a dialogue between tradition and modernity and thrust towards social and Cultural changes (religion, culture, caste, class, gender, ethnicity, etc.), and contemporary theories (e.g. Bourdieu, Foucault, Systems theory) will lead to examine the conceptual challenges of social theory under the recent expansion of global changes but also to further explorations of the Constructedness of cultures and structures in the fields of thinking about race, culture in the economy or the gendered economy and African Development issues.

Recommended background reading:

Pierre Bourdieu. 1987. Distinction. Cambridge; Jürgen Habermas. 1987. The Theory of Communicative Action. 2 Vols. Cambridge; Mahmood Mamdani. 1996. Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism. Princeton; Yogendra Singh. 1974. Modernization of Indian Tradition. New Delhi.

The fourth module

Fourth Module: Methodology

The fourth module on Methodology aims at enhancing students' research skills, the analytical and systematic thinking as well as to appreciate and understand the strengths and weaknesses of different research methodologies and techniques. It aims at progressively developing



students' capacity to construct a research framework, to understand the relation between theories, methods and the object of research.

Moreover, by linking term research projects to particular courses from the three modules in Durban and New Delhi, students have the chance to reflect on the validity of certain methodologies or theories to capture non-Western and non-European empirical settings.

The module will: interdisciplinary introduce basic concepts of cultural anthropology and geography for decoding cultures and regions applying them to concrete empirical case studies. Because local problems cannot be understood in isolation, it further aims to enable the students to understand the use and value of comparative research linking micro and macro, the formulation of relevant social scientific research questions linking theory, method and research design, as well as the variety of means of collecting data, imparting them the skills of generating, analysing and interpreting different types of qualitative and quantitative data for better theorising the global and thereby the contemporary world and its current challenges that confront people and societies.

Recommended background reading:

Alan Bryman. 2004. Social Research Methods. Oxford; John W. Creswell. 2003. Research Design. Qualitative, Quantitative, and Mixed Methods Approaches. London; Clifford Geertz. 2001. The Interpretation of Cultures. New York; Charles C. Ragin. 1989. The Comparative Method. Moving beyond qualitative and quantitative strategies. Berkeley.