

University of Freiburg
Department of Philosophy
Institute of Sociology

Module Handbook

for the
Master of Arts in Social Sciences
Global Studies Programme

at
University of Freiburg
University of Cape Town
FLACSO-Argentina
Chulalongkorn University
Jawaharlal Nehru University

Freiburg July 2022

Index of contents:

1. Master of Arts in Social Sciences (Global Studies Programme)	3
1.1 Overview of the Master Programme	3
1.2 Profile of the Master Programme	5
1.3 Curriculum of the studies	6
1.4 Focus of Research	8
1.4 Prospects for graduates of the Master Programme	10
1.5 Coordination	12
2. The Modules – Overview	13
2.1 The first module: Globalization	14
2.2 The second module: Global Governance	15
2.3 The third module: Cultural Change	16
2.4 The fourth module: Methodology	18
3. Module descriptions ordered by participating Institutions	19
3.1 Albert-Ludwigs-University Freiburg	19
Theories of Globalization	20
Introduction to International Relations - Globalization and Regionalization	22
European Social Thought.....	27
Methods of Cultural Anthropology & Geography	29
Database & Information Competency	32
Global Studies Forum	33
Colloquium	34
Master Thesis	35
Oral Examination	36
3.2 Cape Town University	37
Deviance, Culture and Social Action.....	38
Development Theory & Practice	40
Intercultural Communication	45
Media & the Public Domain	47
Society and natural resources.....	48
3.3 FLACSO Argentina	49
Global Public Sphere and Civil Society.....	50
The Politics of Globalization: Actors, Conflicts and Processes.....	52
Culture and Identity in Latin America	57
Research Methodology and Project Design	60
3.4 Jawaharlal Nehru University	63
Polity and Society in India	64
Globalisation, International Institutions and Society	66
South Asian Social Thought and Media	68
Sociology of Knowledge	70
Techniques of Social Research	73
3.5 Chulalongkorn University	76
Globalization and Development in Southeast Asia.....	77
Global Governance	78
Thai and Southeast Peoples and Cultures	80
Research Methodology in Southeast Asian Studies.....	81
4. The Master Thesis	84

1. Master of Arts in Social Sciences (Global Studies Programme)

1.1 Overview of the Master Programme

The Global Studies Programme is a two-year Master programme initiated in 2002 followed by an optional PhD initiated in 2008. The mission of the programme is to study social sciences in various cultures and regions focusing on the global South. It is conducted jointly by the University of Freiburg, the University of Cape Town, FLACSO-Argentina (Buenos Aires), Chulalongkorn University (Bangkok) and the Jawaharlal Nehru University (New Delhi). Each institution belongs to the best in its region.

More than 500 students from more than 60 countries have joined the programme. About one third of the graduates have moved on to do a PhD, around one third work in international organizations and NGOs, while the remaining third have entered various fields, such as politics, journalism, or business. The programme received many high-ranking awards, e.g. the BMW Group Award for Intercultural Learning (2004) and the title of a Top Ten International Master Programme in Germany by the DAAD and the Stifterverband der deutschen Wissenschaft (2006).

Degrees offered	<p>Master in Social Sciences</p> <p>Joint Degree Freiburg/Buenos Aires</p> <p>Co-badged Freiburg/Cape Town</p> <p>(Option to pursue a PhD in the participating disciplines)</p>
Participating Institutions	<p>University of Freiburg</p> <p>FLACSO-Argentina, Buenos Aires</p> <p>University of Cape Town</p> <p>Jawaharlal Nehru University, Delhi</p> <p>Chulalongkorn University, Bangkok</p>
Curriculum	<p>Globalization (theory), global governance (politics), cultural change (regional focus), methodology (research) plus international internship and colloquium</p>
Semesters	<p>Master: starts April 1 and ends march 30/ march 31 two years later</p>
Language of instruction	<p>English (optional local language courses)</p>
Admission requirements	<p>BA in Social Sciences (or related), good mastery of English</p>
Application Deadline	<p>November 30</p> <p>For more information see Application</p>
Costs / Fees	<p>Fees: 800-1750€ per semester; flights: 400-800€; living costs: 400-900€ per month</p>

1.2 Profile of the Master Programme

Representing the first degree programme of its kind world-wide, the aim of the Global Studies Programme (GSP) is to provide students with a profound knowledge, methods and practical skills for the comparative analysis of the social, political, economic and cultural dimensions of globalization processes in a research-led institutional framework (Global Analysis).

Studying at three places on three different continents in a flexible and student-centred learning environment makes the difference: It makes students aware about the relativity and constructedness of societies, politics and cultures. Besides their further qualification as experts of transnational interconnections it strengthens their intercultural competence (Global Experience).

People with a degree in Social Sciences (Global Studies Programme) are qualified for a wide range of jobs in academic settings, international and non-governmental organizations, in government, private companies and businesses which require analytical capabilities, teamwork and leadership skills (see also Career Perspectives).

Students learn to approach the world and globalization from various regional perspectives and disciplines, comprising sociology, political sciences, anthropology, geography as well as some environmental sciences and economics. The multicultural experience of the programme is enhanced by the composition of the group of students studying and researching on four different continents. Each group comprises students from all parts of the world. The high-ranking Universities offer students a unique study experience, while at the same time students have the exceptional opportunity to learn outside the classroom through the Master Programme.

The Master of Arts in Social Sciences in the Global Studies Programme is the oldest higher degree of its kind worldwide. It is an interdisciplinary programme comprising sociology, political science, anthropology and cultural geography plus additional courses in environmental sciences, economics and data management. During the two years of the programme, students work in these disciplines at prestigious institutions in at least three continents. They study together all around the world as a group composed of students from all corners of the globe. The intercultural, interdisciplinary and intercontinental experience makes them experts in the currents of globalization and their study.

1.3 Curriculum of the studies

Parts and modules of the Global Studies Programme

Module	Globalization	Global Governance	Cultural Change	Methodology
I. Freiburg	Theories of Globalization (7 ECTS)	International Politics (7 ECTS)	European Social Thought (7 ECTS)	Anthropology and Geography (7 ECTS) Data Management (1 ECTS)
II. Buenos Aires or	Global Public Spheres (7 ECTS)	Global Economy and Society (7 ECTS)	Culture and Identity in Latin America (7 ECTS)	Empirical Research Project I (7 ECTS)
II. Cape Town	Deviance, Culture, Social Action (14 ECTS)		Elective Courses (14 ECTS)	
III New Delhi or	Sociological Knowledge (7 ECTS)	Globalization, International Institutions and Society (7 ECTS)	South Asian Social Thought and Media (7 ECTS)	Empirical Research Project II (7 ECTS)
III. Bangkok	Globalization and Development in Southeast Asia (7 ECTS)	Global Governance (7 ECTS)	Thai and Southeast Asian Peoples and Cultures (7 ECTS)	Research Methods in Southeast Asian Studies (7 ECTS)
IV. Internship	8-week internship with a global acting institution (5 ECTS)			
V. Freiburg	Masters Thesis (25 ECTS) Masters Colloquium (2 ECTS) Global Studies Forum / Presentation and Discussion of Internship (1 ECTS) Oral Exam (2 ECTS)			

Timetable and order of study places

Semesters / Place	Month
1. Freiburg	April – July
2. Cape Town or Buenos Aires	August – November
3. Neu Delhi or Bangkok	January – May
4. Internship	June – September
5. Freiburg or Cape Town	October – March/May

1.4 Focus of Research

Main objective

It is the main objective of the Global Studies Programme to be a competence center for the education in global studies both on the Masters as well as on the PhD level and to contribute through educating students, public lectures, academic research and active participation to the study of the phenomenon of globalization. The special focus of the Global Studies Programme rests on the study of the Global South. The program generally focuses on three main topics: the perception of globalization, the rise of the emerging powers and a global social structure.

Glocalization: The Dynamics of Heterogeneization and Homogeneization of Globalization Due to the fundamental insights that all global processes are at the same time of local-regional as well as global-transregional importance – Glocalization describes the configuration of the transnational processes of globalization on the concrete local or regional level. Thus, analyzing the process of globalization explicitly from the factual specifications in everyday life is the main characteristic of this research interest. In summary, glocalization deals with the local characteristics of the worldwide globalization. Accordingly, it is a goal of the GSP to analyze the various forms of globalization from different regional perspectives. Being located in five different world regions and having an international faculty the Global Studies Programme is well prepared to tackle these questions.

Emerging Powers

Today, the increasing economical, political and military importance of China, India, South Africa as well as parts of Latin America and Southeast Asia are effectively challenging the traditional west-bound world order. Moreover, these countries started to build networks without Western participation especially in the Global South. While the Western “Anti-Globalization Movement” – from the Left as well as from the Right – did not really succeed in influencing global institutions, new networks between several rising countries cannot be underestimated regarding their ability of criticizing and delegitimizing international institutions like WTO or IMF and consequently, acting as a voice for the Global South. Observed from a more academic point of view the question arises, which nations have to be considered as emerging powers today, what makes them an emerging power and how does this change the world we are living in?

Global Social Structure

Researching the existence of a global social structure a particular interest of the faculty involved in the Global Studies Programme focuses on the role of elites as important and influential individual actors in the new world order, and inquires whether national elites, networks of globalized elites or even a global elite is emerging and how these social groups can be characterized. In literature, political action on an international level has always been regarded as the domain of nation states, sometimes in addition with international institutions or organizations. Nation states – as the primary actors within the international system – were often viewed as black boxes which social sciences cannot access, but assumed to be similar units. However, to analyze collective global political action it is necessary to take a look behind the ‘black box’ of the nation state. Consequently, it is the Programme’s intention to analyze elites as very important actors shaping globalization today.

Global Social Justice

Another major interest of the Global Studies Programme lies on the analysis of just global structures and processes of democratization. Taking the model of a social market economy as a guiding principle the question arises how global social politics and a global welfare state can be achieved. Being confronted with many global challenges like pandemics, terrorism, natural disasters, economic crisis the need is for a sustainable and just international structure recognizing the interests of all the world citizens, the poor as well as the rich, from the global North as well as from the global South.

1.4 Prospects for graduates of the Master Programme

Alumni of the Global Studies Programme have pursued three main career paths, namely academia, international organizations (such as UN or NGOs) and development. Several other alumni are now working in the fields of media, coaching, consulting and politics. For the overwhelming majority of alumni, the mission of the programme forms the basis for their employment and their professional life: the intercultural, interdisciplinary and intercontinental study of globalization.

In order to prepare students for their professional life, an internship of at least six weeks is a compulsory component of the curriculum. The internship should be in one of the prospective areas of later employment. For many students, it actually becomes the stepping-stone into professional life. GSP staff will assist with information, recommendations and addresses whenever students require help.

For internships and employment, another vital source of help is the alumni network, which spans the entire globe and many fields of employment. In addition, there are the Alumni Organization of the University of Freiburg and regional GSP networks to be contacted through GSP staff. Students should make use of all these resources. Even though it is virtually impossible to remain unemployed after graduation, students should make sure to find the right type of career that suits them best.

Examples

Christian Burgemeister, who graduated in 2004, currently works as management consultant. He was formerly located in Ludwigsburg, Germany, but since 2006 is located in Köln/Cologne. In 2005 Christian married: Fernanda, GSP 2002.

Christians GSP 2002 classmate Ma Ling works in tourism planning and research at Zhongshan University in Guangzhou City, P.R.China.

Her friend Dakhina Mitra has been doing empirical field research for the Mountain India Peoples Forum, funded by the Food and Agricultural Organization (FAO), in North India. In the meanwhile she works for the Global Development Network, New Delhi, since October 2005.

Paruedee Nguitragool, on the other hand, has stayed in Freiburg, where she is working for her Ph.D. degree in Political Science/International Relations. Paruedee holds a "Stiftung der Deutschen Wirtschaft" (German Business foundation) scholarship and currently she prepares her empirical field research in Southeast Asia on environmental issues.

Samira Bayat works as an Internal Recruitment Consultant for a small financial services recruitment agency, called Paton Personnel, in Johannesburg (2006). After graduating 2004 in Freiburg she first worked as a social scientific practitioner and researcher in the IOLS Research Unit of the University of KwaZulu-Natal in Durban.

Also a member of the pioneering GSP 2002 group, Sandra Stengel, has been kind enough to return to Freiburg as the GSP Alumni keynote speaker for the GSP Degree ceremony 2005. She was travelling from Stuttgart, Germany, where she is working in corporate and strategic planning for a multinational: Daimler Chrysler AG, IT-Management.

1.5 Coordination

For the coordination of the programme each institution has nominated a coordinator students can access in case of problems. Consequently, each location is coordinated by a head of school and a coordinator. By having established a decentralized structure it can be guaranteed that local problems do not have to be solved through Freiburg. However, the responsibility for the modules as well as the global structure is centralized to a certain degree in Freiburg where the head quarter and the examination regulations office are located. To coordinate the master's programme Dr. Caroline Janz has been nominated as director of the Global Studies Programme.

Kurs	Person	Einstufung
Theories of Globalization	Prof. Manuela Boatca	C4
International Relations	Prof. Sandra Destradi	C4
Methods of Cultural Anthropology and Geography	Prof. Judith Schlehe Prof. Dr. Annika Mattissek	C4 A13
Modern European Thought	Dr. Caroline Janz	E13/2

2. The Modules – Overview

The GSP builds its curriculum upon two dimensions that both widens and deepens the academic training of the students. On the one hand, by developing the reflection on globalization processes, their meaning, causes and consequences within four modules, each of them shedding light on different questions, theoretical and empirical aspects of globalization which stem from different fields of the Social Sciences, it contributes to the systematic analysis of globalization within a rich cross-disciplinary framework.

On the other hand, by the integration within these four modules of different approaches and views on globalization from five campuses in Europe (Freiburg), Southern Africa (Cape Town), South East Asia (Bangkok), South Asia (New Delhi), and South America (Buenos Aires) the programme opens the space for comparative and dialogical forms of scientific inquiry and academic cooperation. The GSP thus does not only deal with very current and significant research agenda worldwide within Social Sciences but does also bridge the gap between the academic inquiry and the contemporary real world by sending the student out there.

Consequently, the transdisciplinary coherence of the Global Studies programme does also not come from a misunderstood interdisciplinary dialogue between different social scientific subjects. On the contrary, unlike a neo-Kantian understanding of the social sciences would suppose, it rather comes from a realist understanding of the selected real objects of research which are the conflictual cultural and societal experiences of globalization processes in different world regions:

- Processes of globalization which appear in different conceptual maps seen from the North, the South and the East (Module 1: Globalization)
- Structures and institutions of a hierarchical world-system whose macrodynamics generates the scope for decentralized actors and structures of action (Module 2: Global Governance)
- Scientific and everyday world views and identities in which violent ethnic, political and religious answers to the cultural or economic homogenization and geographical distribution is mirrored as well as the search for a fair world order (Module 3: Cultural Change)
- Interdisciplinary mixed methods of inquiry which are required to decode these processes (Module 4: Methodology)

2.1 The 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).

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.

Module parts: Globalization; Responsible Professor: Prof. Manuela Boatca (Freiburg)

Freiburg	Buenos Aires	Cape Town	New Delhi	Bangkok
Theories of Globalization (7 ECTS)	Global Public Spheres (7 ECTS)	Deviance, Culture, Social Action (7 ECTS)	Sociological Knowledge (7 ECTS)	Globalization and Development in Southeast Asia (7 ECTS)

2.2 The 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.

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.

Module parts: Global Governance; Responsible Professor: Prof. Manuela Boatca (Freiburg)

Freiburg	Buenos Aires	Cape Town	New Delhi	Bangkok
International Politics (7 ECTS)	Global Economy and Society (7 ECTS)	Deviance, Culture, Social Action (7 ECTS)	Globalization, International Institutions and Society (7 ECTS)	Global Governance (7 ECTS)

2.3 The 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.

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.

Module parts: Cultural Change; Responsible Professor: Prof. Dr. Anand Kumar (New Delhi)

Freiburg	Buenos Aires	Cape Town	New Delhi	Bangkok
European Social Thought (7 ECTS)	Culture Identity in Latin America (7 ECTS)	ELECTIVE (7 ECTS)	South Asian Social Thought and Media (7 ECTS)	Southeast Asian Peoples and Cultures (7 ECTS)

2.4 The 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.

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.

Module parts: Methodology; Responsible Professor: Prof. Dr. Annika Mattissek (Freiburg)

Freiburg	Buenos Aires	Cape Town	New Delhi	Bangkok
Anthropology and Geography (7 ECTS) Data Management Course (1 ECTS)	Empirical Research Project (7 ECTS)	ELECTIVE (7 ECTS)	Empirical Research Project (7 ECTS)	Research Methods in Southeast Asian Studies (7 ECTS)

3. Module descriptions ordered by participating Institutions

The participating institutions cover five global areas (Africa, Asia, Europe, Latin America, South East Asia). Each institution belongs to the best in its region. For example, in the QS World University Ranking 2023 GSP institutions rank at 189 (University of Freiburg), 237 (University of Cape Town) and have ranked Chulalongkorn University as the top University in Thailand for the 8th consecutive year in 2021.

3.1 University of Freiburg

The University of Freiburg is among the oldest universities of Europe. Since its foundation in 1457, it has been home to many famous thinkers including Martin Heidegger, Edmund Husserl and Max Weber. Nine Freiburg professors have won the Nobel Prize. The institutes participating in GSP are consistently ranked among the best in Germany.

Freiburg is an old (founded in 1120), small town sitting between the Black Forest and the Rhine valley in the extreme Southwest of Germany. In spite of its small population of 200,000 it is a capital city in many respects: It is the leisure capital of Germany – with most sunshine in Germany as well as lakes and forests, Switzerland and France, vineyards and mountains nearby. It is the ecological capital of Germany – with a host of alternative projects. Freiburg is known as an "eco-city". In recent years it has attracted solar industries and research; the Greens have a stronghold here (the strongest in any major German city). The newly built neighbourhoods of Vauban and Rieselfeld were developed and built according to the idea of sustainability. It is a capital of research and studying – with a large international population. It is also home to various educational and research institutes, such as, University of Education, Protestant University of Applied Sciences Freiburg, Music University, Catholic University of Applied Sciences, three Max Planck institutes, and five Fraunhofer institutes.

The city is surrounded by the Black Forest Mountains; Roskopf and Bromberg lie to the east, while Schönberg, Tuniberg, and the Kaiserstuhl lie to the south and west. Because of its scenic beauty, relatively warm and sunny climate and easy access to the Black Forest, Freiburg is a hub for regional tourism. The city has an unusual system of gutters (called Bächle) that run throughout its centre. These Bächle, once used to provide water to fight fires and feed livestock, are constantly flowing with water diverted from the Dreisam.

Course:	Theories of Globalization	
Teaching staff:	Prof. Manuela Boatca	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 26
		Thereof private study: 149
Duration and frequency: Annual	Module: Globalization	Language: English
Qualification goals / skills:	<p>Introducing the students to leading theories of globalization; enable students to understand different dimensions of globalization.</p> <p>The course also aims</p> <ul style="list-style-type: none"> to familiarize students with the changing role of nations, regions, continents and cities, to provide knowledge on networking agencies (transnational firms and media, families and ethnic groups, religious and idol scapes), to understand global industries, services and environment, to compare global elites, power structure and normative approaches, to provide a critical view on global ideas, values and symbols, to develop skills of applying theories on empirical cases: Working on four case studies derived from the core discussions on economic, political and cultural dimensions, and one specific case of isolated or excluded country/state/society from the global networks and markets. 	
Syllabus:	<p>Session I: Introduction to the dimensions of globalization</p> <p>Session II: Group 1: World System and Global Complexity:</p> <p>Session III: Group 2: The places and spaces of the global: global cities and networks</p> <p>Session IV: Group 3: Organised violence and the global civil society</p> <p>Session V: Group 4: Cultural Globalization</p> <p>Session VI: Guest Lecture from the fields of environment, labour, social movements or a case from the Global South.</p> <p>Group Presentations:</p>	
Teaching form:	1 x Introductory Lecture, 4 x Thematic Discussions, 4 x Group Presentations, 1 x guest lecture on current issues.	
Learning activities:	Regular presentations of the text for each session by the participant students; discussion; group presentation.	
Conditions for the awarding of Credit Points (amount and duration of the examination):	<p>Group presentation: 50%</p> <p>Written exam in essay-type: 50%</p> <p>Length of the essay: ca 6 pages, comprised of two sections</p> <p>Duration of the exam: 90 min.</p>	
Applicability of the course unit:	This course is connected to the second and third term courses under the same module and is also applicable to the courses on international politics, culture and identity as well as communication, knowledge and culture.	

Recommended reading:	<p>Schwengel, Hermann (2008): Emerging Powers as a Fact and Metaphor: Some European ideas, in: <i>Futures: Volume 40, Issue 8, October 2008, Pages 767-776.</i></p> <p>Sen, Amartya (2004): How to judge globalism, in: Lechner, Frank/Boli, John (Ed.): <i>The Globalization Reader, Blackwell: Oxford, pp. 16-21.</i></p> <p>Wallerstein, Immanuel (2004): The rise and future demise of the world capitalist system, in: Lechner, Frank/Boli, John (Ed.): <i>The Globalization Reader, Blackwell: Oxford, pp. 63-69.</i></p> <p>Urry, John (2003): <i>Global complexity, ch. 4: Networks and Fluids, Blackwell: Oxford, pp. 50-57.</i></p> <p>Sassen, Saskia (2007): The place and spaces of the global: An expanded analytic terrain, in: Held, David/Mc Grew, Anthony (Ed.): <i>Globalization Theory, Polity Press: Cambridge, pp. 79-105.</i></p> <p>Olds, Kris/Thrift, Nigel (2005): Cultures on the brink: Reengineering the Soul of Capitalism – On a Global Scale, in: Ong, Aihwa/ Collier, Stephen (Ed.): <i>Global assemblages, Blackwell: Oxford, pp.270-290.</i></p> <p>Mc Grew, Anthony (2007): Organized violence in the making (and remaking) of globalization, in: Mc Grew, Anthony/Held, David (Ed.): <i>Globalization Theory, Polity Press: Cambridge, pp. 15-40.</i></p> <p>Kaldor Mary (2005): The idea of global civil society, in: Baker, Gideon/Chandler, David (Ed.): <i>Global civil society, Routledge: New York, pp. 103-113.</i></p> <p>Guven, Halil (2006): Globalization and the clash of civilizations, in: Gosh, B.N./ Guven, H.: <i>Globalization and the Third World, Palgrave: New York, pp. 53-67.</i></p> <p>Risse Thomas (2007): Social constructivism meets globalization, in: Held, David/Mc Grew, Anthony (Ed.): <i>Globalization Theory, Polity Press: Cambridge, pp. 126-147.</i></p> <p>Korzeniewicz, Miguel (2005): Commodity Chains and Marketing Strategies, in: Lechner, Frank/ Boli, John (Ed.): <i>The Globalization Reader, Blackwell: Oxford, pp. 167-176.</i></p> <p>Ruigrok, Winfried (2004): The Taming of the Shrewd Multinational Corporation: The Political Economy of Corporate and Institutional Restructuring, in: Faust, Michael/Voskamp, Ulrich/Wittke, Volker (Ed.): <i>European Industrial Restructuring in a Global Economy: Fragmentation and Relocation of Value Chains, SOFI: Göttingen, pp. 369-382.</i></p> <p>Beaverstock, Jonathan/Smith, Richard/Taylor, Peter (2006): World-city Network: A new Metageography, in: Brenner, Neil/ (Ed.): <i>The global cities reader, Routledge: London, pp. 96-103.</i></p> <p>Shatkin, Gavin (2006): ‘Fourth World’ Cities in the Global Economy: The Case on Phnom Penh, Cambodia, in Brenner, Neil (Ed.): <i>The global cities reader, Routledge: London, pp. 210-216.</i></p> <p>Tomlinson, John (2004): Cultural Imperialism, in: Lechner, Frank/Boli, John (Ed.): <i>The Globalization Reader, Blackwell: Oxford, pp. 303-311.</i></p> <p>Wilkinson, Michael (2007): Religion and global flows, in: Beyer, Peter/Beaman, Lori (Ed.): <i>Religion, Globalization and Culture, Koninklijke: Leiden, pp.373-389.</i></p> <p>Brown, Chris (2007): Reimagining International Society and Global Community, in: McGrew, Anthony/Held, David (Ed.): <i>Globalization Theory, Polity Press: Cambridge, pp. 171-189.</i></p> <p>Rabinow, Paul (2005): <i>Midst Anthropology’s Problems, in: Ong, Aihwa/Collies, Stephen (Ed.): Global assemblages, Blackwell: Oxford, pp. 40-53.</i></p>
----------------------	---

Course:	Introduction to International Relations - Globalization and Regionalization	
Teaching staff:	Prof. Dr. Sandra Destradi	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 26
		Thereof private study: 149
Duration and frequency: Annual	Module: Global Governance	Language: English
Qualification goals / skills:		
Syllabus:	<p>Part I: Introduction</p> <p>1. Introduction: Globalization, Regionalism and the Nation State (Hirst & Thompson 1996:1-17; Nesadurai 2002)</p> <p>Objective of the session: To familiarize students with the concept of the lecture; introduce students to concepts of globalization, regionalization, and regionalism, the causes of globalization and regionalization, the consequences of globalization, the changing role of the nation state under the impact of globalization and the emerging links between globalization and regionalism. At the end of the session students will have a general overview about key concepts of globalization, regionalization and regionalism, and alternative concepts; they will know indicators to measure processes of globalization, are familiar with the main forces propelling globalization; they will have an understanding how nation states are affected by and respond to globalization and they will know how globalization and regionalism are interlinked.</p> <p>Part II: Theoretical Aspects</p> <p>2. Globalization and the Paradigms of Power and Conflict: Realist Approaches (Dougherty & Pfaltzgraff 2001: Chapter 2; Wohlforth 2008:131-150)</p> <p>Objective of the session: To introduce students to the major paradigms in international relations research; to show in which way power and conflict may shape international relations; to provide students with an overview about the main arguments of the realist school of thought and to introduce to them variants of realism.</p> <p>At the end of the session students should know the core arguments of realist scholarship and they should be able to recognize analyses of international relations following the realist paradigm.</p> <p>3. Globalization and the Paradigm of Cooperation: Functionalism and Institutionalism (Dougherty & Pfaltzgraff 2001: Chapter 10; Stein 2008: 201-222)</p> <p>Objective of the session: To introduce students to the major paradigms of international relations research; to demonstrate in which way cooperation may shape international relations; to provide students with an overview of the core arguments of the liberal-institutionalist school of thought in international relations research and to familiarize them with variants of cooperation theories. At the end of the session students should know the core arguments of functionalist, neo-functionalist and liberal institutionalist analyses and they should be able to identify analyses of international relations working with functionalist, neo-functionalist and liberal institutionalist approaches.</p> <p>4. Globalization and the Paradigms of Identity and Knowledge: Social Constructivism (Barnett 2005:252-270; Wendt 1992: 391-425)</p> <p>Objective of the session: To introduce students to the major paradigms of</p>	

international relations research; to familiarize them in which way identity, norms, ideas and worldviews may shape international relations; to provide students with an overview about the major arguments of the constructivist school of thought in international relations and to familiarize them with variants of constructivism.

At the end of the session students should be familiar with the core arguments of constructivism and they should be able to identify texts working with a constructivist approach.

Part III: Globalization and the Structures of Global Governance

5. World Order, Global Governance and Multilateralism: Concept, Evolution and Problems

(Rosenau 1992:1-29; Forman & Segaar 2006:205-225)

Objective of the session: The session familiarizes students with the concepts of global governance and multilateralism, the evolution, changes and current crisis of global governance and multilateralism.

At the end of the session students should be able to distinguish the concepts of government and governance, should be familiar with the basic structure of the emerging multilayered system of global governance and with major factors inhibiting the deepening of global governance and a multilateral world order.

6. The United Nations: Managing Global Interdependence

(Mingst & Karns 2007:1-132)

Objective of the session: The session should provide students with a basic introduction to the objectives, the key norms and the institutional set-up of the United Nations as the backbone of the current system of global governance and as an example for a major organization promoting multilateralism.

At the end of the session students are expected to be familiar with the main goals pursued by the UN, its evolution and its major organs; they should be able to assess the efficacy of the UN as the main agency responsible for world peace; to identify the main problems facing the organization and be familiar with major proposals for reforming the UN.

7. The World Trade Organization (WTO): The Rocky Way towards a Global Trade Regime

(Gilpin 2000:88-113; Wilkinson 2006:101-140)

Objective of the session: The session introduces students to a major international regime and the organization managing it. It provides insights into a major policy field and explains why and how states are able to cooperate under the conditions of anarchy. The lecture familiarizes students with the objectives, the structure and the efficacy of the global trade regime, and the institutional set-up of the WTO; it analyzes the reasons for the regime's current stagnation and shows how nation states respond to the crisis of the regime through the formation of bilateral free trade agreements.

At the end of the session students will be familiar with the key actors in international trade and the structure of the regime; they should understand the concept of an international regime; they should be informed about the major conflicts of interest in the area of trade between North and South as well as key players among the economically advanced nations.

8. Regional Responses to Globalization: The Widening and Deepening of the EU (Schimmelfennig 2003; Smith 2004:176-206)

Objective of the session: Based on the first session of the lecture series, the session briefly recapitulates waves and forms of regionalism. It briefly summarizes theoretical explanations for the EU's formation, contextualizes the EU as an example of the so-called 'old regionalism', outlines the institutional characteristics of the EU as a representative of the 'old regionalism' and depicts it as an international organization 'sui generis'. It further shows how the EU responded to the challenges of globalization and it discusses proposals for reform of the EU.

At the end of the session the students should be familiar with the basic

	<p>institutional characteristics of the EU, should know how and why they developed and should be familiar with the peculiar European approach to cooperation.</p> <p>9. Responses to Globalization: Reforming the Association of Southeast Asian Nations (ASEAN) (Jones & Smith 2007:148-184; Narine 2008: 411-429) Objective of the session: Although ASEAN was established as early as 1967, its institutional characteristics parallel those of more recently formed regional organizations. The session seeks to portray ASEAN as a non-Western approach to cooperation that has developed its own set of norms of cooperation known as the ASEAN Way. The session familiarizes students with the origins, the evolution and the institutional set up of ASEAN, it analyzes its performance as a regional and global player and identifies key problems of regional cooperation in Southeast Asia. At the end of the session the students should be able to distinguish regional organizations following organizational concepts of the old and the new regionalism, they should be familiar with the role sovereignty plays in non-Western schemes of regional cooperation and should be aware of the obstacles to cooperation posed by the -new regionalism.</p> <p>10. Interregionalism and Globalization: The Asia-Europe Meeting (ASEM) as Nodal Point of Global Governance? (Hänggi/Roloff/Rüland 2006:3-14; Rüland and Storz 2008:3-31) Objective of the session: The session portrays interregional relations as a new phenomenon of international relations; it analyzes the causes and forms of interregional dialogue forums and discusses their functions for global governance from a theory-guided perspective. At the end of the session students should be familiar with the increasing vertical and horizontal differentiation of the multilayered system of global governance. They should be able to understand them as new intermediary levels between the global and regional level of global governance and assess the efficacy of these new institutions.</p> <p>11. Preparation of Exam (in the tutorials) In the session, students may raise questions related to the lecture and the tutorials that need further clarification.</p> <p>12. Examination</p>
Teaching form:	Lecture
Learning activities:	Lecture
Conditions for the awarding of Credit Points (amount and duration of the examination):	Exam
Applicability of the Course Unit	This course is connected to the second and third term courses under the same module and is also applicable to the courses on international politics, culture and identity as well as communication, knowledge and culture.
Recommended reading:	<p>Acharya, Amitav (2001): <i>Constructing a Security Community in Southeast Asia. ASEAN and the Problems of Regional Order</i>. London: Routledge.</p> <p>Acharya, A. (2004): <i>How Ideas Spread: Whose Norms Matter? Norm Localization and Institutional Change in Asian Regionalism</i>, in: <i>International Organization</i>, Vol. 58, Spring 2004, pp. 239-275.</p> <p>Acharya, Amitav (2009): <i>Whose Ideas Matter? Agency and Power in Asian Regionalism</i>, Ithaca: Cornell University Press.</p> <p>Baldwin, David A. (2002): <i>Power and International Relations</i>, in: Carlsnaes, Walter/ Risse, Thomas/ Simmons, Beth A. (eds.): <i>Handbook of International Relations</i>. London, Thousand Oaks, New Delhi, pp. 177-191.</p> <p>Barnett, Michael (2005): <i>Social Constructivism</i>, in Baylis, John/Smith, Steve (eds.): <i>The Globalization of World Politics. An Introduction to International</i></p>

Relations. 3rd edition. Oxford: Oxford University Press, pp. 251-270.

Bhagwati, Jagdish (2004): Don't Cry for Cancún, in: *Foreign Affairs*, Vol. 83, No. 1, pp. 52-63.

Dent, Christopher M. (2006): *New Free Trade Agreements in the Asia-Pacific*. Basingstoke: Palgrave Macmillan.

Dent, Christopher M. (2008): *East Asian Regionalism*, London and New York: Routledge.

Devuyst, Youri (2002): *The European Union at the Crossroads. An Introduction to the EU's Institutional Evolution*. Brussels: Presses Interuniversitaires Européennes.

Doidge, Mathew (2008): Regional organizations as actors in international relations. *Interregionalism and asymmetric dialogues*, in: Rüländ, Jürgen/Schubert, Gunter/Schucher, Günter/Storz, Cornelia (eds.): *Asian-European Relations. Building blocks for global governance?* London and New York: Routledge, pp.32-54.

Dougherty, James E./ Pfaltzgraff, Robert L. (2001): *Contending Theories of International Relations*. 5th edition. New York et. al.: Longman.

Forman, Shepard/Segaar, Derk (2006): *New Coalition for Global Governance: the Changing Dynamics of Multilateralism*, in: *Global Governance*, Vol. 12, pp. 205-225.

Gilpin, Robert (2000): *The Challenge of Global Capitalism: The World Economy in the 21st Century*. Princeton, NJ: Princeton University Press.

Hänggi, Heiner/Roloff, Ralf/Rüländ, Jürgen (2006): *Interregionalism. A new phenomenon in international relations*, in: *ibid.* (eds.): *Interregionalism and International Relations*, New York: Routledge, pp. 3-14.

Hettne, Björn (2003): *The New Regionalism Revisted*, in: Söderbaum, Fredrik/Shaw, Timothy M. (eds.): *Theories of New Regionalism: A Palgrave Reader*. Houndsmills: Palgrave Macmillan, pp. 22-42.

Hirst, Paul/Thompson, Graham. (1996): *Introduction - Globalization a Necessary Myth?* In: *ibid.* (eds.): *Globalization in question: the international economy and the possibilities of governance*. Cambridge: Polity Press, pp. 1-17.

Huntington, S. (1993): *The Clash of Civilizations?* In: *Foreign Affairs*, Vol. 72, No 3, pp. 22-49.

Hurd, Ian (2008): *Constructivism*, in: Reus-Smit, Christian/Snidal, Duncan (eds.): *The Oxford Handbook of International Relations*, Oxford: Oxford University Press, pp. 298-316.

Hurrell, Andrew. (1995): *Regionalism in Theoretical Perspective*, in: L. Fawcett/Hurrell, A. (eds.): *Regionalism in World Politics. Regional Organization and International Order*, New York: Oxford University Press, pp. 36-73.

Jones, David Martin/Smith, Michael L.R. (2007): *Making Process, Not Progress. ASEAN and the Evolving East Asian Regional Order*, in: *International Security*, Vol. 32, No. 1, pp. 148-184.

Keohane, Robert O. (2006): *The contingent legitimacy of multilateralism*. In: Newman, Edward/Thakur, Ramesh/Tirman, John (eds.): *Multilateralism under challenge? Power, international order, and structural change*. Tokyo, New York, Paris: United Nations University Press, pp. 56-76.

Krasner, Stephen D. (1982): *Structural Causes and Regime Consequences: Regimes as Intervening Variables*, in: *International Organization*, Vol. 36, No. 2, pp. 185-205.

Mingst, Karen A./Karns, Margaret P. (2007): *The United Nations in the 21st Century*. 3rd edition. Cambridge: Westview Press.

Moravcsik, Andrew (1998): *Negotiating the Single European Act: National Interests and Conventional Statecraft in the European Community*. In: Nelsen, Brent F./Stubb, Alexander C. G. (eds.): *The European Union. Readings on the Theory and Practice of European Integration*. Basingstoke: Macmillan, pp. 217-240.

Narine, Shaun (2008): Forty Years of ASEAN: a historical review, in: *The Pacific Review*, Vol. 21, No. 4, pp. 411-429.

Nesadurai, Helen (2002): *Globalisation and Economic Regionalism: A Survey and Critique of the Literature*, Warwick: Centre for the Study of Globalisation and Regionalisation, WP No. 108/02, available at: <http://www2.warwick.ac.uk/fac/soc/csgr/research/workingpapers/2002/wp10802.pdf> (accessed April 15, 2009).

Reus-Smit, Christian & Snidal Duncan (eds.): *The Oxford Handbook of International Relations*, Oxford: Oxford University Press.

Rosenau, James N. (1992): *Governance, Order, and Change in World Politics*, in: James N. Rosenau/Ernst-Otto Czempiel (eds.): *Governance without Government: Order and Change in World Politics*. Cambridge: Cambridge University Press, pp. 1-29.

Ruggie, John Gerard (1992): *Multilateralism: The Anatomy of an Institution*, in: *International Organization*, Vol. 46, No. 3, pp. 561-598.

Rüland, Jürgen/Storz, Cornelia (2008): *Interregionalism and interregional cooperation, The case of Asia-Europe relations*. In: Rüland, Jürgen/Schubert, Gunter et. al. (eds.): *Asian-European Relations. Building blocks for global governance?* London: Routledge, pp. 3-31.

Schimmelfennig, Frank (2003): *The EU, NATO and the Integration of Europe: Rules and Rhetoric*, Cambridge: Cambridge University Press.

Slaughter, Anne-Marie (2005): *Security, Solidarity, and Sovereignty: The Grand Themes of UN Reform*, in: *The American Journal of International Law*, Vol. 99, No. 3, July, pp. 619-631.

Smith, Michael E. (2004): *Europe's Foreign and Security Policy. The Institutionalization of Cooperation*. Cambridge: Cambridge University Press.

Stein, Arthur A. (2008): *Neoliberal Institutionalism*, in: Reus-Smit, Christian/Snidal, Duncan (eds.): *The Oxford Handbook of International Relations*, Oxford: Oxford University Press, pp. 201-222.

Wendt (1992): *Ararchy is what States Make of it: The social Construction of State Politics*, in: *International Organization*, Vol. 46, No. 2, pp. 391-425.

Wilkinson, Rorden (2007): *The WTO. Crisis and the Governance of Global Trade*, London and New York: Routledge.

Wohlforth, William C. (2008): *Realism*, in: Christian Reus-Smit & Duncan Snidal (eds.): *The Oxford Handbook of International Relations*, Oxford: Oxford University Press, pp. 131-150.

Wyatt-Walter, Andrew (1995): *Regionalism, Globalization, and World Economic Order*, in: L. Fawcett and A. Hurrell (eds.): *Regionalism in World Politics. Regional Organization and International Order*. Oxford: University Press, pp. 74-125.

Course:	European Social Thought	
Teaching staff:	Dr. Caroline Janz	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 26
		Thereof private study: 149
Duration and frequency: Annual	Module: Cultural Change	Language: English
Qualification goals / skills:	<p>The course is to familiarize participants with the most influential social theories developed in Europe since the late 19th century. These theories are Eurocentric, evolutionary and unilinear. However, they still form the basis of all social thinking anywhere in the world as they have been providing the basic concepts and theorems even for contemporary discussions. Most texts and debates in the social sciences remain unintelligible without some background knowledge of these concepts and theorems. Furthermore, each of the authors discussed in the course also defined at least one core problem of modern society, in relation to which he or she developed concepts and theorems.</p> <p>The course will introduce the –classicsl of sociological thinking. Each block will start with a lecture by the teachers followed by three sessions prepared by the participants. The seminar sessions will split up into two groups.</p>	
Syllabus:	<p><u>Block 1: Social Differentiation</u> Session 01 Lecture: the fundamental conceptions of social differenciation – from class society to the globalization of inequality</p> <p>Session 02: Social classes and status groups R: Marx, Karl /Engels, Friedrich (1848): Manifesto of the Communist Party 1848. In: M. Cowling (Ed.), The Communist Manifesto. New Interpretations. Edinburgh 1998: Edinburgh University Press, p. 14 – 37 Weber, Max (1921): The theory of social and economic organization. New York 1947: Oxford University Press, p.424-429</p> <p>Session 03: social range / cultural captial or Individualisation and risk society Bourdieu, Pierre (1979) Distinction: a social critique of the judgment of taste. London / New York 1984: Harvard University Press, p. 108-129, 165-180</p> <p>Session 04: Global inequalities Hopkins, Terence K. / Wallerstein, Immanuel: Patterns of development of the modern world-system. In: Ibid., World-systems analysis. Theory and Methodology. Beverly Hills 1982, p. 41-57</p> <p><u>Block 2: conceptions of society</u> Session 05: Lecture: Modernity and the development of society theory</p> <p>Session 06: rationalization, mechanical and organical solidarity and the protestant ethic Durkheim, Emile (1893): The division of labor in society. In: Thompson, Kenneth (Ed.), readings from Emile Durkheim. London / New York 1985: Routledge, p. 23-47 Weber, Max (1905) The Protestant Ethic and the Spirit of Capitalism. Translated</p>	

	<p>by Talcott Parsons London 1970: Roxbury Publishing Company</p> <p>Session 07: Social Differentiation: the conception of social systems and system theory Luhmann, Niklas: The concept of society. In: Thesis Eleven, Vol. 31 (1), Issue 67, 1992 Luhmann, Niklas: Globalization or world society: How to conceive of modern society? In: International Review of Sociology, Vol. 7 Issue 1, 1997</p> <p>Session 08: the process of civilisation: soziogenese und psychogenese Elias, Norbert (1939): The civilizing process. Sociogenetic and psychogenetic investigations. Malden 2000: Blackwell, p.365-379</p> <p><u>Block 3: Modernity Critics and Postmodernity</u> Session 09: Lecture: The postmodernism debate – the end of modern societies?</p> <p>Session 10: social constructivism – the construction of society Berger, Peter L. / Luckmann, Thomas (1966): The social construction of reality. A treatise in the sociology of knowledge. New York, p. 45-67</p> <p>Session 11: Disciplin society: the contruction of the individual Foucault, Michel (1975): Discipline and punish. The birth of the prison. New York 1979, p.170-228</p> <p>Session 12: The Transformation of the public Sphere Jürgen Habermas (1962): The Structural Transformation of the Public Sphere. Cambridge (Mass.) 1989.</p>
Teaching form:	Lectures, student presentations, seminar discussions
Conditions for the awarding of Credit Points (amount and duration of the examination):	<p>three essays (25% each), participation (25%)</p> <p>Assignment Participation in the seminar lessons Essay 1 Essay 2 Essay 3</p> <p>Seminar discussions are based upon the compulsory readings and teaching introductions to the subject given during each session. Students are assigned to present a short summary of the compulsory readings/research assignments at the beginning of a session and to come up with several conclusions of their own for the discussion. The participants are expected to join the debate with (prepared) questions and points related to the readings.</p> <p>The essays (min 2000 words) have to be handed in on time, send digital versions (pdf, doc, odt) per email, if deadlines are not met the essay grade will be reduced by step. For technical and fairness reasons no exemptions will be accepted.</p>

Course:	Methods of Cultural Anthropology & Geography	
Teaching staff:	Prof. Dr. Judith Schlehe, Prof. Dr. Annika Mattissek	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 26 hours
		Thereof private study: 149 hours
Duration and frequency: Annual	Module: Methodology	Language: English
Qualification goals / skills:	<p>While basic concepts and research methods of Cultural Anthropology and Cultural Geography will be introduced, the course also aims at familiarizing the student with applying them on exemplary concrete case studies. Therefore empirical analyses on "Transcultural Spaces in the City of Freiburg" will be carried out.</p> <p>Goals and Objectives: to introduce basic concepts of Cultural Anthropology and Cultural Geography to discuss their application in the context of research on transcultural spaces and communication to investigate selected topics in exemplary empirical case studies in Freiburg</p>	
Syllabus:	<p>Culture, environment and human agency shape the distribution, directionality, and effects of global phenomena. Anthropologists are setting out to support their research activity from the lived experiences of real people in order to explore their global contexts. Geographers work in the fields of environmental, urban and regional planning, transportation, marketing, real estate, high school teaching, tourism and international business.</p> <p>Geography is the science of processes, structures and relations of the surface of the earth. One main focus is place and space. Human Geography is concerned with the spatial aspects of human existence — how people and their activity are distributed in space, how they use and perceive space, and how they create and sustain the place that make up the earth's surface (AAG). Geographers were among the first scientists to sound the alarm that human-induced changes to the environment were beginning to threaten the balance of life itself.</p> <p>Anthropology does not deal with static "traditional", "disappearing" cultures, but with cultures which are adjusting in complex ways to global processes and which are remaking their own modernities in culturally distinctive ways. We are investigating the increasing impact of globalization on ethnic and cultural identities and their political expressions. Anthropology focuses on cultural globalization, on what is experienced on the ground: the ways globalization attaches itself to everyday life and transforms it. Our approach embeds global processes in regional formations (geographic, historical, social, political, economic contexts), in multi sited networks and in subjectivities.</p>	
Teaching form:	<p>The course will start with an introduction to our general theme of research on "Transcultural Spaces" and the distribution of research topics to individual groups of students.</p> <p>Secondly, we will discuss anthropological issues in analyzing "culture" and intercultural communication as well as conceptual issues in Cultural Geography.</p> <p>Thirdly, ethnographic qualitative fieldwork methods (participant observation; ethnographic interview) and quantitative fieldwork methods (questionnaire; mapping) will be introduced.</p> <p>Fourthly, results of the empirical case studies will be discussed.</p>	

Learning activities:	In the classroom lectures and discussions will be the main components of this course. The structure of the course, however, will also be based on research work individually conducted by students in small research groups.
Conditions for the awarding of Credit Points (amount and duration of the examination):	<ul style="list-style-type: none"> Class attendance Required reading Field research Oral presentation Written report
Applicability of the Course Unit	<p>Globalization processes require new anthropological and geographical concepts as well as appropriate ethnographic and social science fieldwork methods: research strategies which go beyond the concept of the field as a geographically defined locality. Yet, the classical techniques of participant observation and ethnographic interview (open or semi-structured) are still applicable to a wide variety of academic and research objectives. Methods of cultural geography include fieldwork, empirical sociological work (working with questionnaires etc.), cartographical work, remote sensing and the use of Geographical Information systems (GIS).</p>

Recommended reading:	<p>Appadurai, A. (ed.)(2000), <i>Globalization</i>. Durham: Duke Univ. Pr.</p> <p>Atkinson, P.; Coffey, A. & S. Delamont (2003), <i>Key Themes in Qualitative Research. Continuities and Changes</i>. Walnut Creek: Alta Mira Pr.</p> <p>Eliezer, B.-R. (ed.)(2001), <i>Identity, Culture and Globalization</i>. Leiden: Brill.</p> <p>Bernard, H. R. (2002), <i>Research methods in anthropology: qualitative and quantitative methods</i>. 3. ed. Walnut Creek, CA: Alta Mira Press.</p> <p>Burawoy, M. (2000), <i>Grounding Globalization</i>. In: Ders. et.al. (ed.): <i>Global Ethnography</i>. Berkeley u.a., p. 337-350.</p> <p>Clifford, J. (1997), <i>Spatial Practices: Fieldwork, Travel, and the Disciplining of Anthropology</i>. In: Ders.: <i>Routes. Travel and Translation in the Late 20th Century</i>. Cambridge 1997: 52-91.</p> <p>Devereux, S. & J. Hoddinott (eds.) (1992), <i>Fieldwork in Developing Countries</i>. Harvester, Wheatsheaf, New York.</p> <p>DiLuzio, A. (2001), <i>Culture in Communication</i>. Amsterdam: Benjamins.</p> <p>Earle, C., Mathewson, K. & M. S. Kenzer (eds.) (1996), <i>Concepts in Human Geography</i>, Lanham.</p> <p>Gerber, R. & K. Chuan (eds.) (2000), <i>Fieldwork in Geography. Reflections, Perspectives and Actions</i>. Dordrecht.</p> <p>Gupta, A. & J. Ferguson (eds.) (1997), <i>Culture, Power, Place: Explorations in Critical Anthropology</i>. Durham: Duke University Press.</p> <p>Hall, S. (ed.) (2003), <i>Questions of Cultural Identity</i>. Repr. London: Sage.</p> <p>Hammersley, M. & P. Atkinson (eds.)(1995), <i>Ethnography: Principles in Practice</i>. London.</p> <p>Hannerz, U. (1996), <i>Transnational Connections. Culture, people, places</i>. London: Routledge.</p> <p>Hubbard, P., Kitchin, R., Bartley, B. & D. Fuller (2002), <i>Thinking geographically; Space, theory and Contemporary Human Geography</i>.</p> <p>Inda, J. X. & R. Rosaldo (eds.) (2003), <i>The Anthropology of Globalization: a Reader</i>. Malden: Blackwell.</p> <p>Janesick, V. (1994), —The Dance of Qualitative Research Design. (pgs 209-219). In <i>Handbook of Qualitative Research</i>. Sage Publications, Thousand Oaks CA.</p> <p>Lewellen, T. C. (2002), <i>The anthropology of globalization: cultural anthropology enters the 21st century</i>. Westport, Conn.: Bergin & Garvey.</p> <p>Lindsay, J. M. (1997), <i>Techniques in Human Geography</i>. London.</p> <p>Manning, P. & B. Cullum-Swan (1994), —Narrative, Content, and Semiotic Analysis. (pgs. 463-477). In <i>Handbook of Qualitative Research</i>. Sage Publications, Thousand Oaks CA.</p> <p>Markowitz, F. & M. Ashkenazi (eds.) (1999), <i>Sex, Sexuality, and the Anthropologist</i>. Urbana: Univ. of Illinois Pr..</p> <p>Massey, D., Allen, J. & P Sarre (eds.) (1999), <i>Human Geography Today</i>. Cambridge.</p> <p>Ong, A (1999), <i>Flexible Citizenship. The Cultural Logics of Transnationality</i>. Durham, London: Duke Univ. Pr.</p> <p>Pieterse, J. N. (2004), <i>Globalization & Culture. Global Mélange</i>. Lanham: Rowman & Littlefield.</p> <p>Silverman, D. (2001), <i>Interpreting Qualitative Data</i>. London: Sage.</p> <p>Smith, L. (1994), —Biographical Method. (pages 262-305). In <i>Handbook of Qualitative Research</i>. Sage Publications, Thousand Oaks CA.</p> <p>Spradley, J. (1979), <i>The ethnographic interview</i>. New York.</p> <p>Tomlinson, J. (2001), <i>Globalization and Culture</i>. Cambridge.</p> <p>Whitehead, T. & M. Conaway (eds.) (1986), <i>Self, Sex, and Gender in Cross-Cultural. Fieldwork</i>. Urbana, Univ. of Illinois Press.</p> <p>Young, D. E. & J.-G. Goulet (1994), <i>Being Changed: The Anthropology of Extraordinary Experience</i>. Peterborough, Canada ; Orchard Park, NY: Broadview Press.</p>
----------------------	--

Course:	Database & Information Competency	
Teaching staff:	Christine Schneider	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory
Credit Points: 1 ECTS	Total workload: 25 hours	Thereof time of contact: 5 hours
		Thereof private study: 20 hours
Duration and frequency: Annual	Module: In-depth study of selected topics	Language: English
Qualification goals / skills:	Development of information literacy on an advanced level, especially in respect to searching, accessing, selecting, evaluating and managing literature and information, getting some ideas of copyright and information ethics	
Syllabus:	Overview of library services and information resources concerning the main subject areas of global studies.	
Teaching form:	2 Lectures; the lectures teach an overview and are combined with exercises (training, workshop).	
Learning activities:	Lecture, workshop, individual training	
Conditions for the awarding of Credit Points (amount and duration of the examination):	Participation in the lecture (4 hours) Solving exercises (private hours) Reading the handout 60 min. test (multiple choice)	
Applicability of the Course Unit	Connectivity of the module to other modules of the programme, alternatively in what way could the module be used in other degree programmes.	

Course:	Global Studies Forum	
Teaching staff:	Dr. Caroline Janz	
Level of qualification: Master	Term: Winter	Type of course unit: Compulsory
Credit Points: 1 ECTS	Total workload: 25 hours	Thereof time of contact: 20 hours
		Thereof private study: 5 hours
Duration and frequency: Annual	Module: In-depth study of selected topics	Language: English
Qualification goals / skills:	<p>The student has reflected his/her internship.</p> <p>The student has achieved information about possible job opportunities.</p> <p>The student is able to put her/his experiences and theoretical learnings into real world contexts.</p>	
Syllabus:	<p>During the final semester in Freiburg the Global Studies Forum is offered in which results and experiences can be discussed and analyzed. In particular, the experiences and perspectives of the students, which they will have made during their two-month internships will be reflected. Guest lectures and preparatory discussions in regard of the time period after the graduation (finding a job; continuation of studies for a Ph.D. degree; GSP alumni network) will complete the seminars of the Global Studies Forum.</p>	
Teaching form:	3 block lectures where the students are presenting their internships which are then discussed with the whole group.	
Learning activities:	Lectures; Student Presentation, In-deep discussion	
Conditions for the awarding of Credit Points (amount and duration of the examination):	Presentation and written assignment	
Applicability of the Course Unit	The course is part of the Module In-depth Study of Selected Topics. Its goal is to summarize and conclude the first three semesters and to help students with their further professional careers.	

Course:	Colloquium	
Organization:	Dr. Caroline Janz	
Teaching staff:	Prof. Dr. Manuela Boatca, Prof. Dr. Annika Mattissek, Prof. Dr. Sandra Destradi, Prof. Dr. Judith Schlehe	
Level of qualification: Master	Term: Winter	Type of course unit: Compulsory
Credit Points: 2 ECTS	Total workload: 50 hours	Thereof time of contact: 12 hours
		Thereof private study: 38 hours
Duration and frequency: Annual	Module: In-depth study of selected topics	Language: English
Qualification goals / skills:	The student is supervised writing his/her master thesis	
Syllabus:	During the final semester in Freiburg the Colloquium is offered to supervise and help students writing their master's thesis by the supervising professors. Additionally, lectures on scientific writing, structuring thesis, empirical research analysis are given. Moreover, some lectures on job market opportunities, PhD prospective, etc. are given.	
Teaching form:	Weekly lectures in November and December, students have to present their master thesis topic which will be discussed by fellow students and supervisors. Overall, the course enables the students to complete a master thesis.	
Learning activities:	Lecture, supervisor's input, student discussion, teamwork, etc.	
Conditions for the awarding of Credit Points (amount and duration of the examination):	Oral presentation, Research Proposal	
Applicability of the Course Unit	In-depth Study of Selected Topics. Its goal is to summarize and conclude the first three semesters and to help students writing their master thesis.	

Course:	Master Thesis	
Teaching staff:	Prof. Annika Mattissek, Prof. Manuela Boatca, Prof. Sandra Destradi, Prof. Dr. Judith Schlehe	
Level of qualification: Master	Term: Winter	Type of course unit: Compulsory
Credit Points: 25 ECTS	Total workload: 625 hours	Thereof time of contact:
		Thereof private study: 625 hours
Duration and frequency: Annual	Module: Final Examination	Language: English
Qualification goals / skills:	The student is supervised writing his/her master thesis	

Course:	Oral Examination	
Teaching staff:	Prof. Dr. Manuela Boatca, Prof. Dr. Judith Schlehe, Prof. Dr. Annika Mattissek, Prof. Dr. Sandra Destradi + second supervisor from partner institutiony	
Level of qualification: Master	Term: Winter	Type of course unit: Compulsory
Credit Points: 2 ECTS	Total workload: 50 hours	Thereof time of contact: 1
		Thereof private study: 49 hours
Duration and frequency: Annual	Module: Final Examination	Language: English
Qualification goals / skills:	The student must pass an oral exam defending his/her master thesis	

3.2 Cape Town University

The University of Cape Town (UCT) is a public university located in Cape Town, South Africa. Founded in 1829, UCT is the oldest university in South Africa. Having 28.600 students and 4.500 staff members, UCT is the highest ranked African university in both the QS World University Rankings and the Shanghai Jiao Tong Academic Ranking of World Universities. Moreover, achieving a rank of 146 in the 2009 THES-QS ranking, this makes the University of Cape Town the only African University in the top 200. Founded in 1829, UCT has a proud tradition of academic excellence and effecting social change and development through its pioneering scholarship, faculty and students. It is also renowned for its striking beauty, with its campus located at the foot of Table Mountain's Devil's Peak, with panoramic views of much of Cape Town. UCT is very similar to the city of Cape Town: it has a vibrant, cosmopolitan community. It is a cultural melting pot where each person contributes their unique blend of knowledge and thinking. Our staff and students come from over 100 countries in Africa and the rest of the world. The university has also built links, partnerships and exchange agreements with leading African and international institutions that further enrich the academic, social and cultural diversity of our campus. This heritage characterizes the experience of studying at UCT, where our students are introduced to a life of leadership and service through social engagement. They also have the opportunity to hone their leadership skills by participating in the over 100 clubs and societies on campus, as well as in student governance. UCT's reputation for excellence is underpinned by its distinctive research, led by its distinguished faculty, many of whom are world-leaders in their field. Our researchers also teach and so ensure that our undergraduate and postgraduate students benefit directly from the latest scholarly work and discoveries. Universities have the unique opportunity to influence the future of our society by educating and shaping the future leaders of the country - both in business and government. The universities reputation as a leading research and teaching university is also embodied by the quality of their alumni, many of whom continue to make outstanding contributions to society.

Course:	Deviance, Culture and Social Action	
Teaching staff:	Prof. Ari Sitas, Dr. Amrita Pande, Dr. Jonathan Grossman	
Level of qualification: Masters	Term: Winter	Type of course unit: Compulsory
Credit Points: 14 ECTS	Total workload: 350	Thereof time of contact: 30
		Thereof private study: 320
Duration and frequency: Annual	Module: Globalization (7 ECTS) & Global Governance (7 ECTS)	Language: English
Qualification goals / skills:	To expose students to the latest research and theory on modernity and the social constructions of deviance, difference and alterity; to learn about how difference and identity are intertwined in societal co-existence and to study examples of situations where and how sociality becomes possible despite them.	
Syllabus:	The course introduces students to the ways prior historical encounters have shaped the classification and control of human collectivities and how these were transformed in colonial multi-ethnic societies. It also explores the dynamics of intercultural relations in colonial and post-colonial societies and explores the social sources of co-existence in contemporary (globalising) settings. PART I: Cycles Of Deviance and Discontent Modernity, Deviance and Progress PART II: Modern Dynamics of Power and Resistance	
Teaching form:	Attendance of all seminars and submission of all written assignments. Students will be drafting and presenting three seminar papers each, one for each of the themes of the semester. There will also be an integrative project essay to be presented as a paper in a mini-conference at the end of the semester.	
Learning activities:	A critical understanding of how social exclusion and collective violence operates Understanding the ways deviance and alterity have been managed An Ability to compare intercultural dynamics across and within societies An Ability to identify organizational challenges in our society	
Conditions for the awarding of Credit Points (amount and duration of the examination):	Attendance of all seminars and submission of all written assignments. Students will be drafting and presenting three seminar papers each, one for each of the themes of the semester. There will also be an integrative project essay to be presented as a paper in a mini-conference at the end of the semester. Two Essays (50%) Seminar Presentations (10%) Seminar Submissions (10%) Examination (30%)	
Applicability of the Course Unit	An Honours Degree in Sociology or a cognate discipline and in terms of international students as per MOU with Freiburg and Nehru University This will be a core course for the Global Studies Programme hosted by the Sociology Department and a key second-semester elective for the students of the four programmes in Sociology	
Recommended reading:	1. On Deviance Cohen, S (1985), Visions of Social Control, Cambridge, Polity Press Sumner, CS (1994) The Sociology of Deviance: an Obituary, (Buckingham: Open University Press) Goffman, E. (1968) Stigma- Harmondsworth: Penguin Sitas, A (2008) Gauging the Cycles of Deviance: The Story of a Failed Modernity? (ISSC-World Polarizations, Working Paper 12) 2. The 17th Century Case-Study 2.1 On Existential Deviance Bernier, F. (1863-4) "A New Division of the Earth", originally in the -Journal	

des Savants, April 24, 1684, translated by Bendyphe, T. in "Memoirs Read Before the Anthropological Society of London" Vol 1, 1863-64, pp 360-64.

Bernier, F, (1981) Voyage dans les Etats du Grand Mogol, (with an introduction by France Bhattacharya, Paris: Arthème Fayard (Translations by France Bhattacharya)

The Black Code (1685) Translated from the Édít du Roi, (1687) Touchant la Police des Isles de l'Amérique Française (Paris, p. 28–58.) The Black Code.

2.2 On Behaviourial Deviance

De Colyar, (1912) –Jean-Baptiste Colbert and the Codifying Ordinances of Louis IX, in Journal of the Society of Comparative Legislation, New Series vol. 13 no 1, 56-86

Huang, H (1996) —Rationality and Rationalisation in the Manchu Legal Reforms 1646-1670| Stanford: the University Press.

Foucault, M (1977) Discipline and Punish: the Birth of the Prison, Harmondsworth: Penguin

l...(p.85) The Foucault Reader, (edited by Paul Rabinowitz, Harmondsworth: Penguin, 1984

Thompson E (1977) Whigs and Hunters: the Origins of the Black Act, London: Allen Lane

Kamen, H (1971), The Iron Century, Social Change in Europe, 1550-1660, Worcester and London: the Trinity Press.

Ladurie, E.LR (1975) The French Peasantry, 1450-1660, Routledge: London

2.3 On the World System

Brook, T (2007) Vermeer's Hat, London: Bloomsbury

Lach, D. & van Kley (1993) Asia in the Making of Europe, vol III. —A Century of Advancel, Book One: Trade Misiions, Literature, p. 1-597, Book Two: South Asia 601-1110; Book Three: Sothern Asia, 1111-1561, Book Four: East Asia, 1563-2077, Chicago: the University Press.

3. The 20th Century Case-Study

4. On Moral Panics

Wohl, S (1985) Images of Deviance and Social Control: a Sociological History, NewYork: McGraw-Hill)

Goode, E and Ben-Yehuda N, (1994) Moral Panics-the Social Construction of Deviance (Oxford: Blackwell)

Thompson, K. (1998) Moral Panics, London: Routledge

Course:	Development Theory & Practice	
Teaching staff: Dr. Jacques de Wet		
Level of qualification:	Term: Winter	Type of module: Compulsory choice
Credit Points: 14 ECTS	Total amount of work: 350 hours	Thereof time of contact:
		Thereof private study:
Duration and frequency: Annual	Module: Cultural Change (7 ETCS) and Methodology (7 ETCS)	Language: English
Qualification goals / skills:	<p>This course is designed to link an academic training in Development Sociology to the needs of development practitioners working in non-profit organisations (NPOs) in Southern Africa.</p> <p>The course aims to:</p> <ul style="list-style-type: none"> • Introduce students to literature that explores the interface between academic knowledge and practitioner knowledge from a people-centred perspective • Give students the opportunity to acquire a range of skills that development practitioners need in order to assess their effectiveness as managers and leaders • Expose students to the kinds of situations and challenges development practitioners encounter in "real world" working environments • Give students the opportunity to learn how to use their academic training in work situations. 	
Syllabus:	<p>In the first week of the course, students will be given an overview of the course as a whole. The following topics will be dealt with during the remainder of the course:</p> <ul style="list-style-type: none"> • NPOs/NGOs, as organs of civil society in a broad social context • People-centred development theories • Leadership in Africa and working with people from diverse cultural backgrounds • Assessment, planning, monitoring and evaluation • Managing financial resources • Research and policy-making 	
Teaching form:		
Learning activities:	<p>On the whole the course will be conducted along the lines of highly participatory seminars.</p> <p>Students will need to familiarise themselves with a case study, which</p>	

	<p>will be referred to throughout the course.</p> <p>All students will be required to prepare for each seminar by reading the relevant prescribed material (see reading lists below) and summarising the key points on at least one issue addressed in the literature, which they may be asked to share with the class. After an introduction of the topic for the seminar at least one student will be required to do a presentation. The remainder of the seminar will take the form of a group discussion.</p> <p>During the course students will each do an eight-week internship in one of a number of development organisations with which I have a working relationship. The host organisations for 2010 are: the Independent Development Trust (economic and social development), Sex Worker Education & Advocacy Taskforce (health education and human rights), South African Education and Environment Project (environmental education and social development), and Communicare (social housing development), Coaching for Hope (sport and development) and Southern Hemisphere (a socio- economic development consultancy).</p> <p>The internship is designed to expose students to how development organisations operate and how they respond to some of the challenges they face. At the start of the internship students will be assigned a project and at the end they will be required to produce a project report. The project often takes the form of some kind of evaluation research that is useful to the host organisation. The project will give students the opportunity to apply their academic knowledge.</p> <p>Each student is required to complete two essays during the semester. These essays will afford students the opportunity to exercise their composition and analytical skills as well as their creativity.</p>
<p>Conditions for the awarding of Credit Points (amount and duration of the examination):</p>	<ul style="list-style-type: none"> • Internship project report (team work) 25% • Weekly contributions to the seminars (individual work) 15% • Oral presentations (individual work) 10% • Essay 1 (individual work) 25% • Essay 2 (individual work) <u>25%</u> <p style="text-align: right;"><u>100%</u></p>
<p>Applicability of the Course</p>	
<p>References:</p>	<ul style="list-style-type: none"> • De Wet, J. P. (2010) On the Horns of a Dilemma: Non-profit Organisations' Relations with the State in Post-apartheid South Africa. <i>Africanus: Journal of Development Studies</i>, Vol. 40. No. 2, pp.3-17 • Pieterse, E. (2003). Fragile Certainties: Reflections and Provocations on Development Praxis. Dark Roast Occasional Paper Series No. 10. Cape Town: Isandla Institute. (on VULA)

- Habib, A. (2005). State-Civil Society Relations in Post-Apartheid South Africa. *Social Research*, Vol. 72, No. 3, 671-692. (on VULA)
- Kaplan, A. (1994). *NGOs, Civil Society and Capacity Building - Towards the Development Strategy*. Durban: Olive Information Service. (On VULA)
- Swilling, M & Russell, B. (2002). *The Size and Scope of the Non-profit Sector in South Africa*. Durban: Graduate School of Public and Development Management and The Centre for Civil Society. (On VULA)
- Duraipappah, A. K., Comim, F. Lamba, D. & Hirst, T. (2003). *There is a Better Way. An Introduction to the Development as Freedom Approach*. Winnipeg: International Institute for Sustainable Development and Nairobi: Mazingira Institute
- Jackson. M.C. (1991). *Organizations as Systems*. In *Systems Methodology for Management Sciences*, M. C. Jackson (pp. 41-59). New York: Plenum Press.
- Kaplan, A. (1996). Chapter 2. In *The Development Practitioners' Handbook*. London: Pluto Press
- Max-Neef, M. A. *et al.* (1991). Development and Human Needs. In *Human Scale Development*, M. A. Max-Neef (pp. 13-47). New York: The Apex Press.
- Porter, S & De Wet, J. (2009). Who will Guard the Guardians? Amartya Sen's Contribution to Development Evaluation. *Development in Practice*, Vol. 19, No. 3, pp. 288-299
- Roodt, M. T. (1996). "Participatory development": A jargon concept. In J. K. Coetzee and J. Graaff *Reconstruction, Development and People*, eds. (pp.312-323). Johannesburg: Thomson Publishing
- Romm, N. (1996). Critical theory as a way to understand development. In J. K. Coetzee and J. Graaff, *Reconstruction, Development and People*, eds. (pp.196-219). Johannesburg: Thomson Publishing
- Walker, M. & Unterhalter, E. (2007). The Capability Approach Its Potential for Work in Education. In *Amartya Sen's Capability Approach and Social Justice in Education* (pp.1-18). New York: Palgrave Macmillan
- De Wet, J. (2009) *Collaborators, Resisters, Capitulators and Mediators: Black African Managers in Corporate South Africa*. Paper presented at the 2009 South African Sociological Association Conference.
- Hall, R. (1999). Leadership. In *Organizations*, R. Hall (pp134 - 143). New Jersey: Prentice Hall
- Human, L. (1996). Competencies For Managing Diversity: What South African managers Need. In *Cultural Synergy in South Africa: Weaving Strands of Africa and Europe*, eds M. E. Steyn and K. B. Motshabi. Randburg: Knowledge Resources
- Khosa, R. (1994). Towards Afrocentric Management. In *Boardroom 2*: pp. 4-7.
- Jackson, T. (2002) Management of People Across Cultures: Valuing People Differently. *Human Resource Management*, Vol. 41, No. 4, pp. 455-475

- Thomas, A. & Segnes Schonken, J. (1998). Culture-specific management and the African management movement - a critical review of the literature. In *South African Journal of Business Management*. 29(2), pp. 53-66.
- Thomas, A. & Segnes Schonken, J. (1998). Culture-specific management and the African management movement - verifying the premises. In *South African Journal of Business Management*. 29(2), pp. 67-76.
- Swanepoel, H. & De Beer, F. 1996. The Role of Leadership in Development. In *Community Capacity Building* (pp.100-103). Johannesburg: Thomson Publishing
- Barry, B.(year?) *Strategic Planning Workbook for Nonprofit Organizations*, pp.10-18. (publisher?)
- Clarke, J. (unpublished) *CWD Projects as Social Systems*.
- Gosling, L. 1995. *A Practical Guide to Assessment, Monitoring, Review, and Evaluation*, pp. 66-80. (Chapters 1, 2 & 6) London: Save the Children.
- Nutt, P.C. and Backoff, W. 1992. Situational Assessment Worksheet and Strategy Worksheet. In *Strategic Management of Public and Third Sector Organisations: A Handbook for leaders* P. C Nutt & R. W. Backoff (pp. 432-33; pp. 437-438). San Francisco: Jossey-Brass.
- Porter, S & De Wet, J. (2009) Who will guard the guardians? Amartya Sen's Contribution to Development Evaluation. *Development in Practice*, pp. 288-299.
- Rossi, P. H. Lipsey, M. W. & Freeman, H. E. (2004). Assessing and Monitoring Program Process. In *Evaluation: A systematic approach*, 7th edition. London: Sage
- Schreirer, M. A. (1994). Designing and Using Process Evaluation. In *Handbook of Practical Program Evaluation*, J. S., Wholey, H.P. Hatry & K. E. Newcomer (pp.40-67). San Francisco: Jossey-Bass Publishers
- Van der Walt, G & Knipe, A.(1998). Application of Strategic Management in Public Institutions. In *Project Management for Strategic Change and Upliftment*. Johannesburg: International Thomson Publishing
- Duronio, M. A. & Loessin, B. A. (1993). Management Effectiveness in Fundraising. In *Governing, Leading, and Managing Nonprofit Organisations*, D. Young *et al* (pp.170-190). San Francisco: Jossey-Brass Publishers
- Fehnel, D. (1997). Donors and development. In *Managing Sustainable Development in South Africa*, eds P Fitzgerald, A McLennan, B Munslow (pp. 369-390). Oxford: Oxford University Press
- Firstenberg, P.B. Budgeting: Quantifying Priorities. In *Managing for Profit in the Nonprofit World* (pp.143-160).
- Jones, J. (1998). Analysing Institutional Accounts. In *Finding Out Fast*, eds A. Thomas, Chataway, J & M. Wuyts (pp. 237-260). London: Sage
- Chambers, R. (1995). Paradigm shifts and the practice of

participatory research and development. In *Power and Participatory Development: Theory and Practice*, eds N. Nelson & S. Wright (pp.30-42). London: Intermediate Technology Publications.

- De Wet, J. & Viljoen, M. (1999). *Community Groups, the Multi-Event 99 & Action Research*. Cape Town: RICSA, UCT.
- Johnson, H. & Mayoux, L. (1998). Investigation as Empowerment: Using Participatory Methods. In *Finding Out Fast*, eds A. Thomas, J. Chataway & M. Wuyts (pp. 147-172). London: Sage
- Potter, S. & Subrahmania, R. (1998). Information Needs and Policy Change. In *Finding Out Fast*, eds A. Thomas, J. Chataway & M. Wuyts (pp.19-40). London: Sage

Course:	Intercultural Communication											
Teaching staff:	Claire Kelly											
Level of qualification: Master	Term: Winter	Type of course unit: Compulsory choice										
Credit Points: 14 ECTS	Total workload: 350	Thereof time of contact: 30										
		Thereof private study: 320										
Duration and frequency: Annual	Module: Cultural Change (7 ECTS) & Methodology (7 ECTS)	Language: English										
Qualification goals / skills:												
Syllabus:	<p>The content and design of the course gives you the opportunity to develop a number of useful skills you will need in academia and beyond the university setting. Specifically, you will be:</p> <p>Critically analysing literature on intercultural communication</p> <p>Systematically applying your analyses to local, national and international settings and issues</p> <p>Forming and supporting your own ideas on intercultural communication with evidence drawn from a range of sources, including your own experience</p> <p>Improving your ability to communicate your findings and ideas through oral and written work.</p> <p>Module 1 Basic Concepts, Approaches and Paradigms We explore the field of Intercultural Communication, examining its origins and key concepts</p> <p>Module 2 Issues and Themes We examine three key issues in Intercultural Communication, namely competence, adaptation and identity.</p> <p>Module 3 Contexts and Arenas We consider the contexts that intercultural communication occurs in, examining oppression, racism, (post)colonialism and globalisation</p> <p>Module 4 Local context and some applications We focus on South Africa, as well as consider practical applications. We consider questions of alliance building and theory development.</p>											
Teaching form:												
Learning activities:												
Conditions for the awarding of Credit Points (amount and duration of the examination):	<p>The evaluation for this course is continuous. The presentation at the end of the course counts as the formal examination.</p> <p>Your marks are calculated as follows:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Response Papers for Modules 1, 2, and 3. (3 X 15)</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Class Participation</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Presentation of Research (-Exam)</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Semester Research Paper</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Total for course</td> <td style="text-align: right;">200</td> </tr> </table>		Response Papers for Modules 1, 2, and 3. (3 X 15)	45	Class Participation	15	Presentation of Research (-Exam)	40	Semester Research Paper	100	Total for course	200
Response Papers for Modules 1, 2, and 3. (3 X 15)	45											
Class Participation	15											
Presentation of Research (-Exam)	40											
Semester Research Paper	100											
Total for course	200											
Applicability of the Course Unit												
Recommended reading:	<p>Banks, A. & Banks, S. P. (1995). Cultural identity, resistance, and —good theory!: Implications for intercultural communication theory from Gypsy culture. <i>Howard Journal of Communications</i>, 6(3), [146-163.]</p>											

	<p>Collier, M. J., Hegde, R. S., Lee, W., Nakayama, T. K. & Yep, G. A. (2001). Dialogue on the edges: Ferment in Communication and Culture. In M. J. Collier (Ed.), <i>Transforming communication about culture</i>. International and Intercultural Annual. Vol. 26. Thousand Oaks, CA: Sage. [219-280]</p> <p>Harman, R.C. (1991) Sietar survey: Perceived contributions of the social sciences to intercultural communication. <i>International Journal of Intercultural Relations</i>, 15, [19-28]</p> <p>Leeds-Hurwitz, W. (1997). Notes in the History of intercultural communication. The Foreign Service institute and the mandate for intercultural training. In J. N. Martin, T. K. Nakayama, & L. A. Flores (Eds.), <i>Readings in cultural contexts</i>. Mountain View, CA: Mayfield Publishing. [15-29]</p> <p>Shuter, R.M. (1994) Revisiting the centrality of culture. In J.N. Martin, T.K. Nakayama & L.A. Flores (Eds) <i>Readings in cultural contexts</i>. Mountain View, CA: Mayfield Publishing. [38-48]</p> <p>Moon D.G. (1996). Concepts of Culture, Implications for intercultural communication. <i>Communication Quarterly</i> 44(1), [70-83]</p> <p>Tanno D. V. & Jandt, F. E. (1994). Redefining the 'other' in multicultural research. <i>The Howard Journal of Communication</i>. 5(1&2), [477-484]</p>
--	---

Course:	Media & the Public Domain	
Teaching staff:	Dr. Adam Haupt	
Level of qualification: Master	Term: Winter	Type of course unit: Compulsory choice
Credit Points: 14 ECTS	Total workload: 350	Thereof time of contact: 30
		Thereof private study: 320
Duration and frequency: Annual	Module: Cultural Change (7 ECTS) & Methodology (7 ECTS)	Language: English
Qualification goals / skills:	<p>By the end of the course, students should:</p> <ol style="list-style-type: none"> 1. Comprehend the basic principles that shaped modern copyright law; 2. Understand how newer technologies and social practices are changing conventional assumptions about media practice; 3. Understand some of the key theories on law, media and technology by scholars, such as Lawrence Lessig, Siva Vaidhyanathan, David Bollier, Yochai Benkler, Manuel Castells and James Boyle. <p>Specifically, students should be able to make sense of arguments about media practice, copyright holders, the public domain, the public interest and freedom of speech.</p>	
Syllabus:	<p>Media & the Public Domain explores debates about intellectual property in the face of our changing media landscape. Some of these changes include the ascendance of newer technologies like p2p platforms (e.g. Napster and Kazaa), social media platforms (Facebook and YouTube) as well as the non-commercial sharing of cracked software, games and music. The specific focus of the course will be upon the music and film industries' responses to what it terms 'piracy' of its intellectual property in the digital age. A key point of entry would be to explore the concept of the public interest in relation to the rights of copyright holders in democratic societies.</p>	
Teaching form:	<p>The course aims to provide media students a point of entry into debates about intellectual property, especially those students who have not studied law. Students' understanding of debates about copyright law and digital media should allow them to demystify the law in the area of copyright, specifically, and should encourage them to think critically and independently about media and publishing practice in their career paths as media practitioners or scholars.</p>	
Learning activities:	Lectures; Student Presentation, In-deep discussion	
Conditions for the awarding of Credit Points (amount and duration of the examination):	<p>ASSIGNMENT - % OF FINAL MARK</p> <p>Major Assignment (4000 words) - 40%</p> <p>Minor Assignment (2500-3000 words) - 30 %</p> <p>Seminar Presentation The presentation is based on the set readings for the week. Submit an essay three days after your presentation (2500- 3000 words). - 30%</p>	
Applicability of the Course Unit		
Recommended reading:		

Course:	Society and natural resources	
Teaching staff:	Dr. Frank Matose	
Level of qualification: Masters	Term: Winter	Type of course unit: Compulsory choice
Credit Points: 14 ECTS	Total workload: 350	Thereof time of contact: 30
		Thereof private study: 320
Duration and frequency: Annual	Module: Cultural Change (7 ECTS) & Methodology (7 ECTS)	Language: English
Qualification goals / skills:	This course examines the intersection of society, natural resource management and development practice from a social science perspective. The course links an academic training in Development Sociology to the needs of non-profit organisations within the environmental sector in Southern Africa. As part of the course students undertake a supervised applied research project with NPOs, government departments or private sector organisations located within the Cape Town Metropolitan Area as a means for them to develop an understanding of the <u>real world</u> challenges in policy and practice.	
Syllabus:	<p>This course aims to:</p> <p>Provide students with an understanding of theoretical and empirical approaches to the intersection of society and natural resources management as an important dimension of development</p> <p>Introduce students to current controversies and debates in common property theory and sustainable natural resource management.</p> <p>Expose students to some key policy challenges concerning natural resource management in Southern Africa in order for them to encounter <u>real world</u> situations</p> <p>Link an academic training in Development Sociology to the needs of the academic students or development practitioner in non-profit organisations or within government agencies in Southern Africa dealing with natural resource/environmental issues</p>	
Teaching form:	<p>Week 1 (26 July): Introduction</p> <p>Week 2: Political ecology (2 August: Guest Lecture)</p> <p>Week 2: Social construction of nature</p> <p>Week 3: Common Property Theory (week beginning 9 August)</p> <p>Week 4: Community based natural resource management (16 August)</p> <p>Week 5&6: Land and Agrarian Reform: Conceptual and empirical issues(23 -31 August)</p> <p>Week 7: Preparations for internship: Evaluation (13 September)</p> <p>Weeks 8-11: (Internship: 20 September to 11 October)</p> <p>Week 12: Report back in class (18 October)</p>	
Learning activities:		
Conditions for the awarding of Credit Points (amount and duration of the examination):	class participation 10%; presentations 20%; short essay 20% (based on seminar topic/s due 3rd September, 2010 12noon); Long Essay will be a report on the internship and to be submitted by 1 November 2pm).	
Applicability of the Course Unit		
Recommended reading:		

3.3 FLACSO Argentina

The Latin American Faculty of Social Sciences (FLACSO) was founded in 1957 by the UNESCO. FLACSO is an international, intergovernmental, regional and autonomous organization with representations in different Latin American countries such as Argentina, Brazil, Costa Rica, Chile, Ecuador, Guatemala and Mexico. FLACSO-Argentina is located in busy downtown of Buenos Aires, which is one of the most important cities and cultural centres on the continent. After the deep crisis 2001 the whole country and particularly the city of Buenos Aires have been living a renaissance, evident in the emergence of original social movements, reindustrialization and intensification of regional integration processes. Yet the effervescence of the city can be experienced particularly in culture: the explosion of arts and media activities (from cultural industries to popular theatre in neighborhoods) and the development of fine creative sectors (winner of the title "UNESCO-Design City") in combination with a cosmopolitan way of life and a large immigrant tradition offer a laboratory of cultural differentiation and globalised hybridization. Strongly influenced by European culture, Buenos Aires is sometimes referred to as the "Paris of South America". It has many public libraries and cultural associations as well as the largest concentration of active theatres in Latin America. At the time of its inauguration in Argentina (1974) FLACSO was a pioneer in postgraduate education within the nation. Currently it offers a PhD Programme in Social Sciences, 19 Masters and numerous specializations, postgraduate courses and seminars as well as distance learning. The host for the Masters in Global Studies is the Area of International Relations conducted by Diana Tussie, one of the country's leading researchers in international relations and trade.

Course:	Global Public Sphere and Civil Society	
Teaching staff:	Prof. Dr. Alejandro Pelfini	
Level of qualification: Master	Term: Winter semester	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 30 hours
		Thereof private study: 145 hours
Duration and frequency: Annual	Module: Globalization	Language: English
Qualification goals / skills:	<p>to provide students with a solid conceptual framework for public sphere, civil society and citizenship</p> <p>to identify key problems of the global public sphere as global issues</p> <p>to develop an alternative, complementary perspective to the institutionalism of global governance approaches</p> <p>to identify global forces at work in Global Issues Networks to be introduced in practical activities of representation, advocacy, agenda-setting and debating in complex institutional arrangements</p>	
Syllabus:	<p>The aim of the course is to analyse in theory and practice these tensions: the strict definition of the public sphere with its broader sense, and the nation-state centered conception with the transnational one.</p> <p>Aside from these theoretical questions, in this course it is important to —experience what is the global public sphere (or what it could be). Therefore, students are involved in both research work and participative learning throughout the seminar.</p>	
Teaching form:	<p>Course Areas</p> <p>Theoretical Foundations</p> <p>Public Sphere as a Global Sphere</p> <p>Key Problems of the Global Public Sphere</p> <p>Actors and Discourses in Global Issues Networks</p>	
Learning activities:	<p>Students will be asked to choose any organization active in the international arena (transnational/international non-governmental organization, social movements, media, elites representatives, etc.) in which they are interested while motivating their choice and describing it briefly. In the next stage students will have to represent their selected organization in two hypothetical Forums - or better, Global Issues Networks. Two key issues are to be discussed in each Forum as cases of real global problems: Intellectual Property Rights and Climate Change.</p>	
Conditions for the awarding of Credit Points (amount and duration of the examination):	<p>Written Exam (containing the theoretical foundations of parts I and II) (40%)</p> <p>Class presentation on one of the texts (15%)</p> <p>Class presentation about the selected organization and its representation in each forum (30%)</p> <p>Written elaboration about the selected organization (15%)</p>	
Applicability of the Course Unit	<p>This course is part of the Module —Globalization , which offers the theoretical foundations of a sociological approach to globality. It is a crucial course of the writing of the master thesis, because analyses some controversial aspects of the —global society and offers some concrete tools to be part of a global sphere of communication.</p>	
Recommended reading:	<p>1.1. Public sphere - Civil society</p> <p>Habermas, Jürgen: —Further Reflections on the Public Spherel, in Calhoun, Craig (Ed.): Habermas and the Public Sphere, Cambridge/Mass., The MIT Press, 1992, (pp. 421-461)</p> <p>Kaldor, Mary: Global Civil Society, Cambridge, Polity Press, 2003 (pp. 1-49).</p> <p>1.2. Civilization - Interdependence</p>	

Elias, Norbert: *The Civilizing Process*, Oxford, Blackwell, 1994 (Conclusions, 445-465)

Honneth, Axel: *The Struggle for Recognition*, Cambridge, Polity Press, 1995 (pp. 160-179)

1.3. Public Goods - Citizenship

Desai, Megnad: "Public Goods: A Historical Perspective" in Kaul, Inge et.al. (Ed.): *Providing Global Public Goods*, New York, Oxford University Press, 2003 (pp. 63-77)

Byrne, Darren: *The Dimensions of Global Citizenship*, London/Portland, Frank Class, 2003 (pp. 1-43)

1.4. Elites - Media - Social Movements

Burton, M. and Higley, J.: —Elite Settlements, [American Sociological Review](#), Vol. 52, No. 3 (Jun., 1987), (pp. 295-307)

Melucci, Alberto: *Nomads of the Present*, London, Hutchinson, 1989, (pp. 17-37)

2.1. Transnationalisation - Global Civil Society

Fraser, Nancy: "Transnationalizing the Public Sphere. On the Legitimacy and Efficacy of Public Opinion in a Post-Westphalian World" in *Theory, Culture and Society*, 2007, Vol. 24(4), (pp. 7-30).

Glasius, M./ Lewis, D./ Seckinelgin, H. (Eds.): *Exploring Civil Society*, Oxon, Routledge, 2004, (pp. 27-42).

2.2. Global Public Goods - Cosmopolitan Citizenship

Gould, Carol: —Reconceiving autonomy and universality as norms for transnational democracy, in Langlois, A. and Soltan, K. (eds.): *Global Democracy and its Difficulties*, London, Routledge, 2008 (pp. 160-181)

Kaul, Inge, Grunberg, Isabelle and Marc A. Stern: „Defining Global Public Goods, in *Global Public Goods: International Cooperation in the 21st Century*, New York, Oxford University Press, 1999 (pp. 2-18).

Ong, Aihwa: —Mutations in Citizenship, *Theory, Culture & Society*, Vol. 23, Nr. 2-3, March-May 2006 (pp. 499-505)

2.3. Media, Multitudes and Forums

Hintz, Arne: *Civil Society Media and Global Governance*, Münster, LIT, 2009 (pp. 23-47 and 64-83)

Sparks, Collin: —Media and the Global Public Sphere: An Evaluative Approach, in Jong, W. de, Shaw, M. and Stammers, N. (Eds.): *Global Activism, Global Media*, London, Ann Arbor, 2005, (pp. 34-49)

Course:	The Politics of Globalization: Actors, Conflicts and Processes	
Teaching staff:	Dr. Marcelo Saguier	
Level of qualification: Master	Term: Winter	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 170 hours	Thereof time of contact: 30 hours
		Thereof private study: 145 hours
Duration and frequency: Annual	Module: Global Governance	Language: English
Qualification goals / skills:	<p>The goal is that students learn:</p> <p>a) to identify and analyze key issues-debates related to the challenges and opportunities posed by globalization for the attainment of environmentally and socially sustainable approaches to global development.</p> <p>b) to develop their own particular understandings and assessment of globalization through the embracement of cultural and gender diversity as basic values to foster inter-cultural dialogue.</p> <p>c) to develop a –global perspective– on current economic, social and political transformations and dynamics.</p> <p>d) to improve analytical skills</p>	
Syllabus:	<p>The course Global Economy and Society explores the tensions, challenges and opportunities of globalization processes for the purposes of deepening democracy and attaining sustainable development. To do so it looks at the shifting practices of power/authority associated with emerging global and regional governance arrangements. The course shows how these are the result of the interplay between competing forces expressed in transnational corporations, public institutions and transnational social movements. In so doing globalization becomes a global space of construction and contestation of multiple possibilities.</p>	
Teaching form:	<p>The course is organized as 2 hour lectures. Time is allowed for class participation in the form of debates and group presentations. Also, a key note speaker is invited to give a special lecture on a subject relevant to the course subject.</p>	
Learning activities:	<p>Students are trained to improve their analytical skills to understand the different socio-economic dynamics at play in current forms of globalization. This is achieved through written work in the form of reports and a final take home essay, as well as through team work activities such as class presentations and debates.</p>	
Conditions for the awarding of Credit Points (amount and duration of the examination):	<p>Students are expected to cover the assigned course bibliography, participate actively in class discussions to debate and interpret the readings, present a mid-term written examination, attend the screening of a documentary film and submit a final take-home exam which consists of a written academic essay.</p>	
Applicability of the Course Unit	<p>The module provides valuable skills and understanding of some of the main debates on globalization that can be useful to inform future professional careers: journalism, diplomacy, development and policy work in a non governmental organization, in government and international institutions, and in the private sector. It also provides a solid academic foundation to serve as a step towards research career in doctoral programme.</p>	
Recommended reading:	<p>Introduction to the module</p> <p>Held, D.; McGrew, A.; Goldblatt, D. and Perraton, J. (1999) Global Transformations: Politics Economics and Culture, Stanford: Stanford University Press. [Introduction chapter, pp. 1-31].</p> <p>Scholte, J.A. (2000) Globalization: A Critical Introduction, Basingstoke, UK:</p>	

Macmillan.

Unit 1: globalization theories and world order

Cox, R. (1981) _Social Forces, States and World Orders: Beyond International Relations Theory, ' Millennium: Journal of International Studies 10(2): 126-155.

Gill, S. R. and Law, D. (1989) _Global Hegemony and the Structural Power of Capital', International Studies Quarterly, 33, pp. 475-499.

Sklair, Leslie (2008) _A Transnational Framework for Theory and Research in the Study of Globalization', Ino Rossi, ed., Frontiers of Globalization Research: Theoretical and Methodological Approaches, New York: Springer, pp. 93-108.

Murphy, C. N. (2000) _Global Governance: poorly done and poorly understood', International Affairs 76 (4), pp. 789-803.

Rosenau, J. N. (2007) _Governing the ungovernable: The challenge of a global disaggregation of authority', Regulation & Governance 1, pp. 88-97.

Soederberg, S. (2006) Global Governance in Question: Empire, Class, and the New Common Sense in Managing North-South Relations, London: Pluto Press. [Chapter 1]

Complementary readings

Cox, R. W. (1994) _Gramsci, hegemony and international relations: an essay in method', in Gill, S., ed., Gramsci, Historical Materialism and International Relations, Cambridge: Cambridge University Press.

Cox, R. W. and Schechter, M. G. (2002) The Political Economy of a Plural World, New York: Routledge [chapter 6].

Gill, S. R. (2002) _Constitutionalizing Inequality and the Clash of Globalizations', International Studies Association, pp.47-65.

Gill, S. R. and Law, D. (1989) _Global Hegemony and the Structural Power of Capital', International Studies Quarterly, 33, pp. 475-499.

Held, D. and McGrew, A. (2002) Governing Globalization, Polity.

Keohane, Robert. O. and Nye, Joseph S. (2002) _Governance in a globalizing world', Robert Keohane, ed., Power and Governance in a Partially Globalized World, New York: Routledge.

Mittelman, J. H., ed. 1996. Globalization: Critical Reflections. Boulder CO: Lynne Rienner.

Ruggie, J. G. (1998) Constructing the World Polity, London: Routledge.

Sinclair, Timothy. J. and Hewson, M. eds. (1999) Approaches to Global Governance Theory, Albany, NY: State University of New York Press.

Strange, S. (1989) Casino Capitalism, 2nd ed. Oxford: Blackwell.

Strange, S. (1996) The Retreat of the State: The Diffusion of Power in the World Economy, Cambridge: Cambridge University Press.

Wilkinson, R. and Hughes, S. (2002) Global Governance: Critical Perspectives, UK: Routledge.

Unit 3: transnational corporations in the world economy

Held, D.; McGrew, A.; Goldblatt, D. and Perraton, J. (1999) Global Transformations: Politics Economics and Culture, Stanford: Stanford University Press. [Chapter 5: Corporate Power and Global Production Networks].

Fuchs, Doris A. (2004) _The Role of Business in Global Governance', New Rules for Global Markets Public and Private Governance in the World Economy, Stefan A. Schirm, ed., London: Palgrave Macmillan, pp. 133-154.

Screening and debate of documentary _The Corporation'.

Complementary readings

Beder, Sharon (2006) *Suiting Themselves – How Corporations Drive the Global Agenda*, UK/USA: Earthscan.

Caves, R. E. (2000) *The multinational enterprise as an economic organization*, *International Political Economy: perspectives on global power and wealth*, Frieden, Jeffrey and Lake, David, eds., USA: Bedford/Thomson Learning.

Levy, David L. and Newell, Peter (2006) *Multinationals in global governance*, *Transformations in Global Governance Implications for Multinationals and Other Stakeholders*, Sushil Vachani, ed., Cheltenham, UK: Edward Elgar Publishing Ltd., pp. 146-167.

Unit 4: multilateralism – global trade and global markets

Held, D.; McGrew, A.; Goldblatt, D. and Perraton, J. (1999) *Global Transformations: Politics Economics and Culture*, Stanford: Stanford University Press. [Chapter 3: Global Trade, Global Markets].

Tussie, D. (1987) *The Less Developed Countries and the World Trading System*, London: Pinter Publishers Ltd. [chapters 1 and 2].

Narlikar, A. (2005) *The World Trade Organization*, Great Britain: Oxford University Press.

Unit 5: regional governance

Saguier, M. I. (2011) *Socio-environmental regionalism in South America: tensions in the new development models*, *The Rise of Post-Hegemonic Regionalism: The Case of Latin America*, Pia Riggirozzi and Diana Tussie, eds., Series United Nations University Series on Regionalism, Springer (forthcoming).

Unit 6: contesting neoliberal globalization

De Sousa Santos, Boaventura *Beyond neoliberal governance: the world social forum as subaltern cosmopolitan politics and legality*, *Law and Globalization from Below: Towards a Cosmopolitan Legality*, Boaventura de Sousa Santos and Rodríguez-Garavito, C., eds., Cambridge: Cambridge University Press.

Saguier, M. I. *Resistance to globalization*, Ritzer, G., ed., Wiley-Blackwell Encyclopedia of Globalization, Blackwell (forthcoming).

Saguier, M. I. (2007) *The Hemispheric Social Alliance and the Free Trade Area of the Americas process: the challenges and opportunities of transnational coalitions against neo-liberalism*, in *Globalizations*, Issue 2, Vol. 4, May/June.

Complementary readings

Bleiker, R. (2005) *Seattle and the struggle for a global democratic ethos*, in Eschle, C. and Maignashca, B., eds., *Critical Theories, International Relations and the Anti-Globalisation Movement*, Great Britain: Routledge.

Drainville, A. (2001) *Québec City 2001 and the Making of Transnational Subjects*, in *Socialist Register 2002: A World of Contradictions*, Panitch, L. and Leys, C., ed., London: The Merlin Press, pp. 15-42.

Gill, S. (2003) *The Post-modern Prince*, Gill, S., *Power and Resistance in the New World Order*, London: Palgrave.

Gills, B., ed., (2001) *Globalization and the Politics of Resistance*, Basingstoke, UK: Palgrave.

Munck, R. (2006) *Globalization and Contestation: The New Great Counter-Movement*, Routledge.

O'Brien, R.; Goetz, A. M.; Scholte, J. A. and Williams, M. (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press [Chapter 1 and 3 – pp. 1-23; 67-108].

Icaza, R.; Newell, P. and Saguier, M. (2010) 'Citizenship and trade governance in the Americas', Gaventa, J. and Tandon, R. eds., *Globalizing Citizen: New Dynamics of Inclusion and Exclusion*, London: Zed Books.
Sassen, S. (1998) *Globalization and Its Discontents*, NY: The New York Press.

Unit 7: The international labour movement

Harrod, J. and O'Brien, R. (2002) 'Organized labour and the global political economy', Harrod, J. and O'Brien, R., eds. *Global Unions? Theory and strategies of organized labour in the global political economy*, New York: Routledge.

Hammer, N. (2008) 'International framework agreements in the context of global production', Papadakis, K., ed., *Cross-border social dialogue and agreements: An emerging global industrial relations framework?*, International Institute for Labour Studies.

Complementary readings

Anner, M. (2006) 'Paradox of Labour Transnationalism: Trade Union Campaigns for Labour Standards in International Institutions', in Craig Phelan, ed., *The Future of Organised Labour: Global Perspectives*, Bern, Switzerland: Peter Lang AG.

Verma, A. and Kochan, T. A., eds. (2004) *Unions in the 21st Century*, Basingstoke, United Kingdom: Palgrave Macmillan.

Moody, K. (1997) *Workers in a Lean World: Unions in the International Economy*, Verso, London.

Munck, R. (2002) *Globalisation and labour*, London: Zed Books.

Waterman, P. (2001) 'Trade Union Internationalism in the Age of Seattle', *Antipode*, pp. 313-336.

Saguier, M. (2010) 'Transnational labour mobilisation in the Americas', David Armstrong, Valeria Bello, Julie Gilson and Debora Spini, eds., *Civil Society and International Governance*, NY/London: Taylor & Francis/Routledge.

Unit 8: The global peasant movement

Borras, S. M. (2008) 'La Vía Campesina and its Global Campaign for Agrarian Reform', *Journal of Agrarian Change*, Vol. 8 Nos. 2 and 3, April and July, pp. 258-289.

McMichael, P. (2008) 'Peasants Make Their Own History, But Not Just As They Please...', *Journal of Agrarian Change*, Vol. 8 Nos. 2 and 3, pp. 205-228.

Complementary readings

'Derechos Humanos en el Campo Latinoamericano: Brasil, Guatemala, Honduras y Paraguay' (2007), Informe de la Red Social de Justicia y Derechos Humanos, Sao Paulo, Brasil.

Baletti, B.; Johnson, T. M. Wolford, W. (2008) 'Late Mobilization': Transnational Peasant Networks and Grassroots Organizing in Brazil and South Africa', *Journal of Agrarian Change*, Vol. 8 Nos. 2 and 3, April and July, pp. 290-314.

Edelman, M. (2008) 'Transnational Organizing in Agrarian Central America: Histories, Challenges, Prospects', *Journal of Agrarian Change*, Vol. 8 Nos. 2 and 3, April and July, pp. 229-257.

Scoones, I. (2008) 'Mobilizing Against GM Crops in India, South Africa and Brazil', *Journal of Agrarian Change*, Vol. 8 Nos. 2 and 3, April and July, pp. 315-344.

Stedile, J.P. (2002) 'Landless Battalions: The Sem Terra Movement of Brazil', *New Left Review* 15, pp. 77-104.

Teubal, M. and J. Rodríguez (2002) *Agro y Alimentos en la Globalización: Una Perspectiva Crítica*, Buenos Aires: La Colmena.

Veltmeyer, Henry (2008) *La dinámica de las ocupaciones de tierras en América Latina*, *Recuperando la tierra. El resurgimiento de movimientos rurales en África, Asia y América Latina*, Moyo, S, y Yeros, P. eds., Buenos Aires: CLACSO,
[<http://bibliotecavirtual.clacso.org.ar/ar/libros/sursur/moyo/14Velt.pdf>].

Unit 9: Corporate accountability and sustainable development

Saguier, M. (2010) *Peoples' Tribunals in Latin America*, Mukherjee Reed, A., Reed, D. and Utting, P., eds., *Business, Non-State Regulation and Development*, London: Routledge (in press).

Utting, P., (2008). *Social and Environmental Liabilities of Transnational Corporations New Directions, Opportunities, and Constraints*, Utting, P. and Clapp, eds. *Corporate Accountability and Sustainable Development*, OUP, Delhi.

Complementary readings

De Sousa Santos, B. and Rodríguez-Garavito, C.A., eds., (2005) *Law and Globalization from Below - Towards a Cosmopolitan Legality*, New York: Cambridge University Press.

Koenig-Archibugi, M (2004) *Transnational corporations and public accountability*, *Government and Opposition*, pp. 234-259.

Monshipouri, M., Welch, C.E. and Kennedy, E.T. (2003) *Multinational Corporations and the Ethics of Global Responsibility: Problems and Possibilities*, *Human Rights Quarterly*, Vol. 25, No. 4, pp. 965-989.

Starr, A., (2000). *Naming the Enemy: Anti-corporate Movements Confront Globalization*. London: Zed Books.

Course:	Culture and Identity in Latin America	
Teaching staff:	Dr. Joanildo Burity (Fundação Joaquim Nabuco, Recife/Brasil)	
Level of qualification: Master	Term: Winter	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 30
		Thereof private study: 145
Duration and frequency:	Module: Cultural Change	Language: English
Qualification goals / skills:		
Syllabus:	<p>The theme culture and identity used to belong in a representation of backwardness. Societies were analysed in terms of their position in a historic scale of development, of which culture and identity served as an index of difference. Difference, in this case, was due to certain particularisms and localisms that marked off a distance, a deviation, in any case a time-lag vis-à-vis the expected path/pattern toward modernity. Because of their culture or identity certain nations, peoples or regions in the world could not keep pace or take advantage of modernisation. As a reaction to this alleged fate, the processes of nation building in former colonies of Western powers tended to invoke cultural and identity traits as a trump of particularism, authenticity and pride, as a symbolic expression of independence or empowerment.</p> <p>On a different tack, the social sciences developed, via their search for the objective determination of social change, the notion that economics and politics counted first, whereas culture and symbolic practices came second, as derivative dimensions of the hard facts of social life. The debates over meaning within the latter meant little more than smokescreens distracting from the real interests and explanatory factors.</p> <p>In both cases, Latin America has more often than not stood out as an awkward challenge: backward but postcolonial, underdeveloped but politically restless, particularistic but all too Western to compare with African and Asian postcolonial nations, highly unequal but culturally effervescent. In the mid-1950s and early 1960s it raised hopes regarding the creation of new paths toward social change. From the mid-1960s it fell under the boots of technocratic developmentalist military regimes. From the late 1980s it became a living laboratory for neoliberal policies of structural adjustment and state-civil society partnering.</p> <p>A number of processes of dislocation occurred, however, over several decades throughout the twentieth century that tipped the balance towards a growing valuation and sensitivity toward cultural issues – historic catastrophes like the Nazi regime; discontent and frustration in relation to the socialist experiences in the Soviet Union, Eastern Europe and elsewhere; decolonisation and the ensuing battles for the construction of national identities; the May 1968 upheavals leading to the emergence of what would later be called new social movements; the civil rights movement in America; several forms of gender, race, ethnicity, sexual, religious minority demands; political and economic crises in the (authoritarian) development strategies in Latin American countries.</p> <p>Of course, the mere reference to these events does not show their interconnections and their impact on cultural and identity demands. Suffice it to say that these examples had in common a weakening of the (blind) faith in laws of historic development, evolutionary conceptions of social change, the primacy of economic determination in social life, and the view that the articulation of political disaffection into contestation of the existing order could do without the construction of imaginaries of change and identificatory interpellations.</p>	

	<p>This short course will attempt to map out some of the recent developments in the perception of the importance of culture and identity which bring together an awareness toward the plurality of origins, social identities and collective projects for change, and a politicised understanding of the role of those two dimensions in giving voice to people victimised or excluded by persisting inequalities and violence which proved to go beyond economic explanations. This will be done by giving pride of place to Latin American intellectuals who have helped develop (and dialogue with), from a number of national, theoretical, political and disciplinary backgrounds, a problematic very similar to what came to be called Cultural Studies. Unfortunately, some of these authors have not been translated into English, and this is certainly a major caveat in the reading selections indicated below, limiting the scope of our endeavour and having us sometimes resort to commentators. Difficulty in accessing academic production which does not circulate widely and easily across the sub-continent even in its native national languages is another limitation one must pay heed to.</p> <p>The points above should not lure us into reasserting exoticism, incommensurability and particularistic pride as regards a Latin American take on culture and identity issues. For one, there is no unified perspective that could unequivocally be called —Latin American . For another, several theoretical and empirical developments directly dialogue with or reproduce contributions and even intellectual fads in mainstream academic circles in North American and European countries. But there is a strong point for taking seriously the otherness of local contexts, and the very trajectory of Latin American intellectual politics strives to achieve this self-awareness. The idea, then, is to introduce sketchily the contours of the debate as it takes place from a Latin American perspective.</p> <p>In order to play with the idea of an evolving debate, which will actually be an effect of interpretation, the readings will be organised according to their original dates of publication, with the exception of the first text which is meant pedagogically to introduce a range of Latin American cultural theorists and analysts some of which will then be singled out. Though the chronological order creates an apparent thematic fragmentation it may be helpful in suggesting the timing and scope of such an elaboration. On the other hand, there is a basic grouping in the following list of readings: they range between more general conceptual discussions that either clear the ground on understandings of —culture and —identity in Latin America or elaborate on what a cultural perspective onto Latin American social dynamics would be, and some analyses on specific cultural processes, struggles, or products.</p>
Teaching form:	Classes will divide in two moments. The first one will include a thirty-minute synthetic lecture followed by thirty minutes of discussion with the whole group. The second part will consist of small group exploration of the two indicated readings (forty minutes) followed by general discussion (remaining time). Class dynamics may vary slightly depending on the actual flow of debates.
Learning activities:	
Conditions for the awarding of Credit Points (amount and duration of the examination):	Students will be required to produce two assignments: a. a two-page review of any of the texts indicated as additional reading below. B. a five to eight page essay on one of the session plus at least any other two from the additional list. Texts should be typed in A4 size paper, 1.5 line space, in Garamond or Times New Roman, size 12. While the first assignment must be handed in printing before the last day of the course, the second one shall be emailed up to two weeks after the closing date of the course, that is, until 3 October of the academic year.
Applicability of the Course Unit	
Recommended reading:	Marc Zimmerman. 2004. Transnational Crossings and the Development of Latin American Cultural Studies. Available at http://www.class.uh.edu/mcl/faculty/zimmerman/lacasa/

[Estudios%20Culturales%20Articles/Marc%20Zimmerman.pdf](#)

- García Canclini, Néstor. 2001 [1995]. Consumers and Citizens: Globalization and Multicultural Conflicts. Minneapolis, University of Minnesota, p. 77-96
- Segato, Rita L. 1998. The Color-Blind Subject of Myth; Or, Where to Find Africa in the Nation, Annual Review of Anthropology, no. 27, p. 129-151
- Martín-Barbero, Jesus. 2000. Transformations in the Map: Identities and Culture Industries, Latin American Perspectives, Issue 113, Vol. 27 No. 4, July, p. 27-48
- Vidal, Hernán. 2000. Confronting the Catastrophes of Modernity: The Cultural Sociology of José Joaquín Brunner, Latin American Perspectives, Issue 113, Vol. 27 No. 4, July, p. 80-102
- Nelly Richard. 2004. The Insubordination of Signs: Political Change, Cultural Transformation, and Poetics of the Crisis. Durham, Duke University, p. 39-64 [destruction, reconstruction and deconstruction; the social sciences: front lines and points of retreat]
- Mignolo, Walter. 2007. Delinking: The rhetoric of modernity, the logic of coloniality and the grammar of de-coloniality, Cultural Studies, Vol. 21, Nos. 2-3, March-May, p. 449-514
- Hernández C., R. Aída. 2004. On Feminisms and Postcolonialisms: Reflections South of the Rio Grande. Available at <http://www.ciesas.edu.mx/proyectos/pagina/t/aida/aidapublicaciones8.pdf>
- Allatson, Paul; Browitt, Jeff. 2008. Introducing Hyperworld(s): Language, Culture, and History in the Latin American world(s), Portal – Journal of Multidisciplinary International Studies, vol. 5, no. 1, January. Available at <http://epress.lib.uts.edu.au/ojs/index.php/portal/article/viewFile/654/597>.
- Parker G., Cristián. 2002. Religion and the awakening of indigenous people in Latin America, Social Compass, vol. 49, no. 1, pp. 67-81
- Assunção, Matthias Röhrig. 2005. Brazilian Popular Culture or the Curse and Blessings of Cultural Hybridism, Bulletin of Latin American Research, Vol. 24, No. 2, pp. 157-166

Course:	Research Methodology and Project Design	
Teaching staff:	Pablo Forni, PhD	
Level of qualification: Master	Term: Winter	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 170 hours	Thereof time of contact: 30 hours
		Thereof private study: 145 hours
Duration and frequency: Annual	Module: Methodology	Language: English
Qualification goals / skills:	<p>After the course, students will</p> <ul style="list-style-type: none"> • Have a solid framework for drawing and conducting their own research project. • Know matters of information gathering and analysis of data. • Be familiarized with research fields related to Latin America. • Have a solid framework that will allow them to critically examine research studies (including their own) in the light of the issues discussed on the course 	
Syllabus:	<p>This course offers a deeper understanding of research methods in Social Sciences with emphasis on qualitative research strategies. The course areas are: Views of Social Research (Nuts and Bolts) ; Designing the enquiry (Research Design); Strategies of Data Collection and Strategies of Data Analysis</p> <p>The bibliography of the course includes methodological texts as well as pieces of empirical research. Reading the texts assigned for each meeting is mandatory and participation in the class based on these readings is encouraged. The course includes fieldwork practices on urban informal and social economy. Research projects will be presented and discussed in a workshop format.</p> <p>Structure</p> <p>Part I: Views of Social Research. Nuts and Bolts</p> <p>1.1. Modes of research in social sciences. Suppositions and objectives of the different scientific projects, scientific communities, publics and clients, theoretical and methodological domains.</p> <p>1.2 Concepts and variables. Operationalization and empirical indexes.</p> <p>1.3 Objectivity in social research. Reliability and Validity</p> <p>Part II: Designing the enquiry</p> <p>2.1. Selecting a Topic. Establishing the focus of the Study Research. Questions of Hypotheses? The Project Outline.</p> <p>2.2. Research and Research Problem.</p> <p>2.3. Types of research Design</p> <p>Part III: Strategies of Data Collection and Analysis</p> <p>3.1 Interviews. Observational Methods. Sampling in Qualitative research</p> <p>3.2 Deduction or Induction? Hypothesis testing. Analytic induction and grounded theory. Coding procedures. Types and typologies.</p> <p>3.3. Cases and Comparisons. From theory to data and vice versa.</p> <p>3.4. Triangulation.</p>	
Teaching form:	The course is organized as 2 hour lectures. Time is allowed for class participation in the form of debates and group presentations.	
Learning activities:	Students are trained to improve their analytical and empirical skills to understand	

	the different socio-economic dynamics at play in current forms of globalization.
Conditions for the awarding of Credit Points (amount and duration of the examination):	<p>There is a course examination, which is worth 40% of the final mark. This examination is based on of the course bibliography.</p> <p>Reports on fieldtrips are 20% worth of the final mark. During the course, there are two field trips. In the first one, students visit two markets related with social and informal economy. In the second one, they go to a cooperative. The reports are based on the use of collecting data techniques, such as participant observation and interview.</p> <p>Students also have to write a research project. This project is worth 40% of the final mark of the course. The preliminary version of the project is presented in a workshop format.</p>
Applicability of the Course Unit	The course offers tools that will be very valuable when students start working in their master thesis. This module could be used in many degree programmes related with social sciences and having a master thesis as a requirement.
Recommended reading:	<p>Part I: Views of Social Research. Nuts and Bolts</p> <p>1.1 Modes of research in social sciences. Suppositions and objectives. Suppositions and objectives of the different scientific projects, scientific communities, publics and clients, theoretical and methodological domains.</p> <p>DaSilva, Fabio & Pressler, Charles (1996) <i>Sociology and Interpretation. From Weber to Habermas</i>, Albany: State: University of New York Press. (Introduction)</p> <p>Wright Mills, Charles (1959) —On Intellectual Craftsmanship Appendix to, <i>The Sociological Imagination</i>, Oxford University Press.</p> <p>1.2 Concepts and variables. Operacionalization and empirical indexes.</p> <p>Punch, K, <i>Introduction to social research. Quantitative and qualitative approaches</i>, Sage Publications, (Chapter 6: Some Central Issues (page 85-95)</p> <p>1.3 Objectivity in social research. Reliability and Validity</p> <p>Punch, K, <i>Introduction to social research. Quantitative and qualitative approaches</i>, Sage Publications, (Chapter 6: Some Central Issues (page 95-99)</p> <p>Kirk, J; Miller, M, <i>Reliability and Validity in Qualitative Research</i>, Sage Publications. (Chapter 1-3) (pp. 5-32)</p> <p>**Kirk, J; Miller, M, <i>Reliability and Validity in qualitative research</i>, Sage Publications. (Chapter 4-6) (pp 33-75)</p> <p>Part II: Designing the enquiry</p> <p>2.1. Selecting a Topic. Establishing the focus of the Study Research. Questions of Hypotheses? The Project Outline.</p> <p>Nicholas S.R. Walliman, (2005) <i>Your Research Project</i> Sage Publications. (Chapter 9)</p> <p>Bell, Judith (1993) <i>Doing Your Research Project A Guide for First Time Researchers in Education and Social Science</i>, Open University Press,</p>

	<p>Buckingham. (Chapter 2).</p> <p>2.2. Research and Research Problem.</p> <p>Keith Punch, (2005) Introduction to Social Research. Quantitative and Qualitative Approaches, Sage Publications (Chapter 3).</p> <p>2.3 Types of research Design</p> <p>Punch, K, Introduction to social research. Quantitative and qualitative approaches, Sage Publications, (Chapter 2: Some Central Issues).</p> <p>Part III: Strategies of Data Collection and Analysis</p> <p>3.1. Cases and Comparisons. From theory to data and vice versa.</p> <p>Valenzuela, Samuel (1998) —Macro Comparisons without the Pitfalls: A Protocol for Comparative Research, Essays in Honor of Juan Linz. Politics, Society, Democracy. Latin America, Mainwaring, Scott & Arturo Valenzuela (eds) Boulder: Westview Press.</p> <p>Yin, Robert (1994) Case Study Research. Design and Methods, Thousand Oaks, California: Sage Publications.</p> <p>Eisenhardt, K.M. (1989) —Building Theory from Case Study Research, Academy of Management Review, vol. 14, no. 4.</p> <p>3.2 Interviews. Observational Methods. Sampling procedures in qualitative research. Participatory Research</p> <p>Keith Punch, (2005) Introduction to Social Research. Quantitative and Qualitative Approaches, Sage Publications. (Chapter 9)</p> <p>3.3. Deduction or Induction? Hypothesis testing. Analytic induction and grounded theory. Coding procedures. Types and typologies.</p> <p>Strauss, Anselm & Juliette Corbin (1998) Basics of Qualitative Research. Techniques and Procedures for Developing Grounded Theory, Thousand Oaks: Sage Publications. (Part II, chapters 5, 6, 7 & 8)</p> <p>Keith Punch, (2005) Introduction to Social Research. Quantitative and Qualitative Approaches, Sage Publications. (Chapter 10)</p> <p>**Becker, Howard (1963), Studies in the Sociology of Deviance, Glencoe: Free Press. (—Becoming a marijuana user)</p> <p>2.4. Triangulation.</p> <p>Jick, Todd (1983) —Mixing Qualitative and Quantitative Methods. Triangulation in Action, in Van Manen, J. (ed.) Qualitative Methodology, Sage Publications.</p>
--	---

3.4 Jawaharlal Nehru University

When JNU opened its doors in the early 1970s, frontier disciplines and new perspectives on old disciplines were introduced in the Indian university system. An excellent teacher - student ratio and an innovative mode of instruction have earned the JNU a reputation as a leading university in India. JNU focuses on postgraduate education.

Ranked number one in India by the National Assessment and Accreditation Council (NAAC) with a Grade Point of 3.91 (on a scale of 4), JNU was ranked no 3 among all universities in India by the National Institutional Ranking Framework, Government of India, in 2016 and no. 2 in 2017. JNU also received the Best University Award from the President of India in 2017. The excellent teacher-student ratio at 1:10, the mode of instruction which encourages students to explore their own creativity instead of reproducing received knowledge, and of exclusively internal evaluation, were also new to the Indian academic landscape and have stood the test of time. The very Nehruvian objectives embedded in the founding of the University – ‘national integration, social justice, secularism, the democratic way of life, international understanding and a scientific approach to the problems of society’, had built into them constant and energetic endeavour to renew knowledge through self- questioning.

Apart from its contribution to the Global Studies Programme, the CSSS (Centre for the Study of Social Systems) at the JNU conducts research on social change, social movements, sociology of know-ledge, religion and agrarian relation, gender studies, studies on diaspora, and on marginal groups.

JNU is well known for its academic excellence as well as their diverse and international student presence.

The JNU Campus gives students a unique opportunity to experience the social dimensions of Indian life. The University is located in the Southern part of New Delhi; however, the campus is often considered a green oasis in the large capital. The campus is spread over 1000 acres, which still maintains a large forest area with many different species living there. Furthermore, the student residence are built in blocks of faculty residence, which gives a unique feeling and vision of the large Indian family.

The University campus also offers various cultural activities from Drama and Music clubs, theatre groups as well as various sports and recreation activities. An important element of the University life is the public evening meetings. These have become quite well known, with many famous public figures, writers and intellectuals speaking to students. This gives students a unique opportunity to engage in debate as well as discussions.

JNU has left a legacy with students describing the campus as being a green oasis in the large city of Delhi with a feeling of a Marxist utopian society. The communal atmosphere as well as the strong political movements that are active on campus this can be experienced on a day to day basis.

Course:	Polity and Society in India	
Teaching staff:	Prof. Vivek Kumar	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory choice
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 30 hours
		Thereof private study: 145 hours
Duration and frequency: Annual	Module: Globalization	Language: English
Qualification goals / skills:		
Syllabus:	<p>I. Introduction: The Sociological Tradition and Political Sociology: Approaches Towards Understanding Polity and Society in India.</p> <p>II Basic Concepts Power, Authority, Legitimacy, State, Citizenship, Nation-state, Democracy, World-system, Globalization.</p> <p>III Continuity and Change in Indian Society The Indian Power Matrix Patterns of Social Change in Colonial and Post-colonial periods The LPG Era</p> <p>IV. Tradition, Modernity and Nation-building in India: Caste, Language, Ethnicity, Region and Religion. Class, Interest groups, Market and State. Constitution, Party System and Political Elite. Democratization, Decolonization, Liberalization and the Political Culture</p> <p>V. Politics of Poverty and Poverty of Politics Caste-class Nexus. Planning for Progress. Elections, Limits of Representative Democracy. Beyond Parliamentary Politics-Naxalism.</p> <p>VI. From Self-Reliance to Globalization Problems and Prospects of Progress Rolling back of State Crisis of Governance Pathology of Development</p> <p>VII. Patterns of Collective Action and the State Kisan, Trade Unions, Women, Tribal and Dalits, Backward Classes, Minorities, Student and Youth Environmental Movements, Human Rights Movements and the Anti-Globalization Movements</p>	
Teaching form:		
Learning activities:		
Conditions for the awarding of Credit Points (amount and duration of the examination):	1. Class Assignments 2. End Term Test	
Applicability of the Course Unit		
Recommended reading:	Bottomore, T. (1979) Political Sociology, New Delhi: Macmillan. Chandra, Bipan, et.al (2000) India Since Independence, Delhi, Penguin India. Chatterjee, Partha (1997) ed. State and Politics in India, Delhi: Oxford University Press. Desai, A.R. (1959) Social Background of Indian Nationalism, Bombay, Popular Prakashan.	

Frankel, F. and Rao, M.S.A. (eds.) (1990) *Dominance and State Power in Modern India*, New Delhi: Oxford University Press.

Gandhi, M.K. (1908). *Hind Swaraj*, Ahmedabad, Navjeevan Trust.

Kohli, Atul (1991) *Democracy and Discontent: India's Growing Crisis of Governability*, Princeton University, New Jersey.

Kumar, Anand (1989) *State and Society in India*, New Delhi: Radiant.

Kumar, Anand (ed.) (2000) *Nation Building in India*, New Delhi: Radiant.

Kumar, Anand and Manish Tiwari (ed.) (2010). *Quest for Participatory Democracy*, Jaipur, Rawat Publications.

Mehta, Asha K. et. Al (2004) *Chronic Poverty in India*, New Delhi: IIPA.

Nehru, J. *Discovery of India*.

Oommen, T.K. (2004) *Nation, Civil Society and Social Movements*, New Delhi: Sage Publications.

Planning Commission (2008) *Challenge of Development in Extremist Affected Areas*, New Delhi, Planning Commission.

Prime Minister High Level Committee (2006) *Social Economic and Educational Status of Muslim in India*.

Rao, M.S.A. (1979) *Social Movement in India*, New Delhi: Manohar.

Rudolph, R.H. and L.I. Rudolph (1987) *In Pursuit of Lakshmi*, Delhi: Oxford University Press.

Sen, Amartya and J.Dreze (1995) *Economic Development and Social Opportunities*, New Delhi: Oxford University Press.

Sengupta, Arujn (2009) *The Challenge of Employment in India*, New Delhi, Academic Press.

Shah, Ghanshyam (1990) *New Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.

Shariff, A. (1999) *Development Report*, New Delhi, NCAER.

Singh, Yogendra (1973) *Modernization of Indian Tradition*, Delhi: Thompson Press.

Srinivas, M.N. (1971) *Social Change in Modern India*, Berkeley: University of California Press.

Course:	Globalisation, International Institutions and Society	
Teaching staff:	Prof. Harish Naraindas	
Level of qualification: Master	Term: Sommer	Type of course unit: Compulsory choice
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 30 hours
		Thereof private study: 145 hours
Duration and frequency: Annual	Module: Global Governance	Language: English
Qualification goals / skills:		
Syllabus:	<p>Is globalisation a kind of phantasmal polity of information, wealth and people that can no longer be monitored from metropolitan control centres? A planetary gestalt of flows and hierarchies that is so volatile that it evades and transgresses all the inherited divisions of political thought: core and periphery, state and society; war and peace; control and freedom; agency and anti-agency? Is it a universal mission of pacification comparable to those empires of the past? Negri and Hart's Empire certainly seems to cast Globalisation in that mould, where, quite like the Roman Empire, which seemed to transcend unstable cycles of the classical polis by mixing monarchy, aristocracy and democracy, the current empire has US supremacy as the monarchical symbolised by nuclear power, the wealth and power of the G7 and the transnational corporations as the aristocratic, and the internet as the democratic principle. But Hart and Negri introduce this triptych of Bomb, Money and Ether not necessarily to suggest an inviolable and invulnerable bastion but to suggest decadence and crumbling limits, where current social movements of the masses, even if it is episodic, because it is part of the politics of the society of the spectacle, allow the masses to seek the most immediate experiences of empowerment and agency. And for these increasingly disempowered masses from disenfranchised spaces – literally a wilderness – the Empire with its skylines - which condenses with phenomenal intensity both wealth and spectacle - is a prime target of attack.</p> <p>I introduce this only to suggest that Empire allows us the possibility to grapple with the phenomenon of globalisation by asking whether it is powered from —above or (em)powered from —below. Whether globalisation is indeed an amorphous empire with no State, or whether current Global Institutions, such as the IMF, the World Bank, or the WTO, are handmaidens of the current monarchy and aristocracy? Whether NGOs and global public health organisations are the civilising missions, much like the Dominicans and Franciscans of late feudalism, or the mission hospitals of early colonialism, or are they, under the rubric of human rights and universal freedom, the harbingers of justice, democracy and the rule of law?</p> <p>With Hart and Negri's Empire as a backdrop and initial gambit of an overarching theory on a grand scale, we will move on to examine other theories of Global Governance, all of which attempt to elucidate the theories with empirical support. These are three newly proposed theories, all of which are virtual oxymorons that address seeming paradoxes: The welding together of a —green world and neo-liberalism called Green Neo-liberalism; the making of profit from disaster called Disaster Capitalism; and the attempt to mesh development, war and security under the notion of Liberal Peace. We will end the course with a small but significant reading on the coupling of the concepts of Scarcity and Modernity, in an attempt to show that virtually all theories on Governance and development are encrypted with the notion of scarcity, whose history and epistemic status allow us to interrogate them.</p>	

	We hope to examine these questions and others along the way by a close reading of the selected texts. This is bound to throw up questions and paradoxes, which we will attempt to address by turning to notions of location and position, and finally to history and epistemology for their origins and conditions of possibility.
Teaching form:	
Learning activities:	
Conditions for the awarding of Credit Points (amount and duration of the examination):	<p>Every class will bear witness to a close reading of about 50-80 pages of text per person. It will be presented as an 800 word written essay by a respondent, followed by 400 word written responses by two discussants. These written responses should ideally be sent as an email attachment by Friday to the whole class through a group email ID. The group Email ID will be set up for the visiting GSP students, others from elsewhere, and JNU students. All the students are expected to use this email for their submissions. [The GSP students should not use their GSP group email to make their submissions]. The respondent's main responsibility is to lay out the argument in detail and subsequently to raise critical questions. The discussants' primary responsibility is to raise critical questions of the text. All the others have to appear in class with 2 questions (more are welcome) of the text. These presentations and questions will constitute 25% of the cumulative grade.</p> <p>Another 25% will be given to either a paper based on a small piece of primary research (highly recommended), to be determined in consultation with me, or a term paper on a mutually acceptable topic. I hope to meet students in small batches or on a one-on-one basis about 4 weeks (mid-February) into the course. The final 50% will be administered through the mandated end-of-term exam. It is clear from the above that the students are likely to get from the course only as much as they put in.</p>
Applicability of the Course Unit	
Recommended reading:	<p>Michael Hardt & Antonio Negri, Empire, Harvard University Press, 2000 Michael Goldman, Imperial nature: the World Bank and the struggles for justice in the age of globalisation, Yale University Press, 2005. Naomi Klein, The Shock Doctrine. The Rise of Disaster Capitalism, Metropolitan books, 2007 Capitalising on Catastrophe...Full reference will be supplied! Mark Duffield, Global Governance and the New Wars: the Merging of Development and Security, Zed Books, 2001 Nicholas Xenos, Scarcity and Modernity, Routledge, 1989. Further suggested readings (wholly optional). Timothy Mitchel, Rule of Experts. Egypt, Techno-politics, Modernity, Berkeley: University of California Press, 2002. Carolyn Nordstrom, The Shadows of War. Violence, Power and international Profiteering in the Twenty First Century, Berkeley: University of California Press, 2004.</p>

Course:	South Asian Social Thought and Media	
Teaching staff:	Prof. Anand Kumar	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory choice
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 30
		Thereof private study: 145
Duration and frequency:	Module: Cultural Change	Language: English
Qualification goals / skills:		
Syllabus:	<p>The South Asian region of the modern world system is marked by the conjunction of colonization and modernization since early decades of the 19th century. The postcolonial phase of the societies of south Asia has been an era of nation building and decolonization. A dialogue between tradition and modernity and thrust towards social change are the main characteristics of the intellectual orientations of the social thinkers of south Asia due to such a historical heritage. Foundations of traditions, dynamics of modernization (including ‘westernization’) crisis of social change, emergence of new ideological orientations and movements, and changing imperatives of state, economy and society are some of the outstanding dimensions of the contributions made by social thinkers of south Asian in contemporary period.</p> <p>The media system of south Asian societies was evolved in the same period in response to the societal changes during the Twentieth Century. It has grown together with spend of a) modern education by b) modernization of the means of communication. c)enlargement of the educated class, and d)a variety of political and social movements. The evolution of the media systems in south Asia is closely associated with the major changes in the economy, polity and culture. It is a rapid journey from point to Internet, which is also related with the local, national and global changes.</p> <p>This course will attempt to introduce a) basic writings of the eminent south Asian social thinkers, b) interpretive works by historians, creative writes, and social analysis about media and c) other relevant sources. The course will be guided by the principles of sociology of knowledge. The course material is available in a special collection of reading in DSA library.</p>	
Teaching form:	<p>The context of south Asian social thought: From Bhakti Movement to Colonization. Modernization and nation-building: Identity, Power, Freedom, Unity, society, Tradition and Modernity</p> <p>Media society relationship in south Asia Evolution of the media from print to Internet.</p> <p>Changing orientation in the civil society, intelligentsia and the media systems: Westernization, Decolonization, Identity, Ethnicity: representations, regional cooperation and conflicts, south Asian Diaspora and local global nexus.</p> <p>Some case studies from the south Asian nation-states: Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka</p>	
Learning activities:		
Conditions for the awarding of Credit Points (amount and duration of the examination):	Class Presentation & Assignment/Term Paper/End Term Test	
Applicability of the Course Unit		

Recommended reading:	<p>F. Dallmayr & G.N. Devy, India Between Tradition and Modernity. Yogendra Singh, Modernization of Indian Tradition S.D Muni, Understanding South Asia U. Phadanis, Ethnicity and Nation Building in South Asia Bhabani Sengupta, South Asian Perspective Seven Nations in Conflict and Cooperation S.L. Sharma & T.K. Oommen, Nation and National Identity in South Asia. Ch. 1,2,3,10,11 Tagorel, Rabindranath, Gora Jaffrey Robin, newspaper Revolution in India Gandhi, M.K. Hind Swaraj Nehru's Discovery of India SINGHAL, A.C.E.M. ROGERS India's Communication Revolution: From Bullock Carts to Cybermarts MACHAN, P.N. Communication Media: Yesterday, Today & Tomorrow McChesney, R.W: etal capitalism and the information Age. Dasgupta, C The cinema of Satyajit Ray</p>
----------------------	---

Course:	Sociology of Knowledge	
Teaching staff:	V. Sujatha	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory choice
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 30
		Thereof private study: 145
Duration and frequency:	Module: Cultural Change	Language: English
Qualification goals / skills:	<ul style="list-style-type: none"> • To introduce students to the key perspectives in the sociology of knowledge • To expose them to the social processes involved in the production of knowledge, including their own, and in the methods and practices deployed therein. • To sensitise the students as future researchers and administrators in international institutions to issues of power, hegemony and construction in the generation and consumption of knowledge. • By virtue of the above, the course is intended to introduce the students to the concept and practice of critical reflexivity in social research 	
Syllabus:	<p>Sociology of knowledge - Introduction and key concerns</p> <ul style="list-style-type: none"> • Karl Mannheim on sociology of knowledge • Michel Foucault on archeology of knowledge • A.K.Saran's critique of sociology of knowledge from an Indian perspective • Knowledge, truth and <i>pramatra</i>: Classical Indian theories of knowledge <p>Modernity, Science and ideology</p> <ul style="list-style-type: none"> • J.P.S.Uberoi – Science and truth • Bruno Latour - The social construction of scientific facts • Habermas - Knowledge and interests <p>Knowledge and power</p> <ol style="list-style-type: none"> a. Feminist perspectives on scientific Knowledge b. Colonisation, science and the history of science c. Ways of knowing and systems of knowledge d. Subaltern knowledge <p>Sociology of Sociological Knowledge</p> <ul style="list-style-type: none"> • Academic Sociology in question • Subject and object in anthropology • Dilemmas of participatory research <p style="text-align: center;">□</p>	
Teaching form:		
Learning activities:		
Conditions for the awarding of Credit Points (amount and duration of the examination):	<p>50% Semester end examination (2 credits)</p> <p>50% Intra semester assessment (2 credits):</p> <ul style="list-style-type: none"> • Text based presentation with write up of 800 words. (Submit 2-3 days after presentation) • Term paper of about 3000 words (Due on 30 March) 	

	<p>A reader of the basic readings would be available so that students may read the articles and come prepared for the class. Lecture, discussion, guest lecture and fieldtrip will also be part of teaching.</p> <p>Each student makes one text based presentation and submits a write up on the same. You may choose to present an article from the Course Reader or on material of your choice pertaining to the syllabus. A handout containing the key points of your presentation <i>must</i> be given to the class by the presenter at the time of presentation. The write up would be evaluated for: analytical and conceptual rigour, references and your own critical insights on the material.</p> <p>Term paper would be on a topic decided by you in consultation with the teacher. The criterion of evaluation of term paper would be: Originality in the choice of topic and methods of data collection, perspective and argument, observation and creative insight into information collected and the references.</p> <p>The end semester examination would be held towards the end of April. A question bank will be provided prior to the end semester examination.</p>
Applicability of the Course Unit	
Recommended reading:	<ol style="list-style-type: none"> 1. Mannheim, Karl. 1982. 'The sociology of knowledge' in James E.Curtis and John W.Petras (Ed.) <i>The Sociology of knowledge. A reader.</i> Gerald Duckworth and co; London (pp 109-130). 2. Mannheim, Karl 1982. <i>Structures of thinking.</i> Routledge and Kegan Paul; London. (pp 37-46, 55-66) 3. Foucault Michel. 1972. <i>The archeology of knowledge.</i> Routledge; London. (pp 1- 63) 4. Saran,A.K. 1998. <i>Sociology of knowledge and traditional thought.</i> Central Institute of Higher Tibetan studies; Varanasi (pp 57- 90) 5. Matilal, Bimal Krishna.1986. <i>Perception: An Essay on Classical Indian Theories of Knowledge,</i> Clarendon Press, Oxford (1- 45) 6. Uberoi, J.P.S. 2002. <i>The European modernity. Science, truth and method.</i> Oxford University Press; New Delhi. (pp 26- 44 and 76-106). 7. Latour Bruno. 1979. <i>Laboratory life. The social construction of scientific facts</i> (pp105-149). Sage Publications; California 8. Habermas, Jürgen. 2004. <i>Knowledge and human interests.</i> Polity Press;UK (301-317 and 348-386) 9. Haraway Donna. 2001. 'Situated knowledges. The science question in feminism and the privileges of partial perspective' in Muriel Lederman and Ingrid Bartsch (ed.) <i>Gender and Science Reader.</i> (pp 169- 188) Routledge; London. 10. Needham, Joseph. 1969. 'Science and society in the east and the west' in <i>The Grand Titration</i> (pp 190-217). George Allen and Unwin; London. 11. Alvares, Claude. 1991. <i>Decolonising history. Technology and culture in India, China and the west 1492 to the present day</i> (pp 18 - 45). The Other India Press; Goa

	<p>12. Cohn Bernard. 1985. 'The command of language and the language of command' in Ranajit Guha (ed.) <i>Subaltern Studies IV</i>. OUP; Delhi. (276-330)</p> <p>13. Sundar Kaali. 2002. 'Mythicising the white man: colonialism and fantasy in a folk tradition' in Partha Chatterjee and Anjan Ghosh (ed.) <i>History and the present</i> (44-70) Permanent Black; New Delhi</p> <p>14. Bordieu, Pierre. 1988. <i>Homo Academicus</i>. Polity Press; Cambridge (pp 194-225)</p> <p>15. Srinivasan, Amrit. 1998. 'The subject in field work. Malinowski and Gandhi' in Meenakshi Thapan (Ed) <i>Anthropological Journeys. Reflections on fieldwork</i> (pp 54-82). Orient Longman; New Delhi</p> <p>16. Huizer, Gerrit and Bruce Mannheim (Ed.) 1979. <i>The politics of anthropology</i> (pp 309 -318, 343-351). Mouton Publishers; The Hague.</p> <p>17. Moose David. 2001. 'Peoples knowledge', participation and patronage: operations and Representations in rural development' in Bill Cooke and Uma Kothari (ed.) <i>Participation: The new tyranny?</i> (pp 16-35) Zed Books; London.</p>
--	--

Course:	Techniques of Social Research	
Teaching staff:	Prof. Dr. V.Sujatha	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory choice
Credit Points: 7 ECTS	Total workload: 175	Thereof time of contact: 30
		Thereof private study: 145
Duration and frequency: Annual	Module: Methodology	Language: English
Qualification goals / skills:	To enable creative thinking and self awareness while doing social research To facilitate the choice of techniques in the process of sociological research To provide familiarity with major techniques of data collection and analysis To give an exposure to methods of drawing inference from data and observation	
Syllabus:	<p>I. Introduction to social research</p> <ul style="list-style-type: none"> o Difference between journalistic enquiry and sociological research o Relation between theory and research o Purpose of research- Explorative /Descriptive, Explanatory, Interpretative, Diagnostic o Reflexivity and self awareness through research o How to formulate the research problem? <p>II. Research Design</p> <ul style="list-style-type: none"> o Levels of theorisation and the research question o Types of enquiry - Nomothetic, Idiographic and mixed designs o Operationalisation of concepts; validity and reliability o Levels and units of analysis o Types of research design – single case or many cases <p>III. Methods of data collection and analysis in quantitative study</p> <ul style="list-style-type: none"> o Sampling methods o Primary data: Questionnaires and interviews o Secondary data: Sources and methods o Coding and tabulation o Data Analysis o Statistical inference o Report writing <p>IV. Qualitative Methods and analysis</p> <ul style="list-style-type: none"> o Observation o In-depth interviews o Biography; life history o Social history; Narratives o Content analysis of documents o Data matrixes, coding and field notes o Analysis and interpretation o Participatory rural appraisal (PRA) <p>V. Interpretation and Explanation</p> <ul style="list-style-type: none"> o Modes of interpretation and explanation 	
Teaching form:		
Learning activities:		
Conditions for the awarding of Credit Points (amount and	End semester examination (April): 50% Intra semester assessment: 50% Field based term paper	

duration of the examination):	<p>Criterion:3000-3500 words, field based- creativity, appropriateness of techniques, conclusions/results</p> <p>Deadline: April end</p> <p>Text based write up and viva</p> <p>Criterion: 800 words, analysis, references</p> <p>Deadline: Submission during the course in the tutorial classes</p> <p>Short written assignments/class work (Submission during the course)</p>
Applicability of the Course Unit	
Recommended reading:	<p>1. Mukherjee, Ramakrishna. 1993, Systemic sociology. Sage Publications;New Delhi PP. 126-166 (include book on classification)</p> <p>2. Layder, Derek.1993, New Strategies in social research. Polity Press; Cambridge PP. 1-18 and 71-106</p> <p>3. Giri, Ananta Kumar. 2004, Creative social research, Vistaar Publications New Delhi. PP. 185-205 and 297-307</p> <p>4. Berg,David and Kenwyn Smith.1988, Self in social enquiry. Sage Publications: CA PP. 21-34 and 153-172</p> <p>5. Madan.T.N. 1994. Pathways. Oxford University Press; New Delhi PP.147-166</p> <p>Optional readings</p> <p>Parsons Talcott.1937, Structure of social action, The Free Press; New York, PP.3-42</p> <p>Merton Robert. 1972, Social theory and social structure. Amerind Publishers: New Delhi</p> <p>Mahajan Gurpreet. 1997, Explanation and understanding in the human sciences, OUP Delhi</p> <p>Deleuze, Gilles. 1991, Empiricism and subjectivity, Columbia University Press; New York PP.85-104</p> <p>Research Design</p> <p>Levels of theorisation and the research question</p> <p>Types of enquiry - Nomothetic, Idiographic and mixed designs</p> <p>Operationalisation of concepts; validity and reliability</p> <p>Levels and units of analysis</p> <p>Types of research design – single case or many cases</p> <p>Essential readings</p> <p>6. Knorr-Cetina.K and A.V.Cicourel (Ed.) 1981. Advances in social theory and methodology. Routledge; London. PP 1 - 47 and 51- 80</p> <p>7. Bordieu Pierre and J.D.Wacquant. 1992, An invitation to reflexive sociology. Polity Press; Cambridge. pp. 15-26; 36-46, 218-248</p> <p>8. Gerring John. 2001, Social science methodology. A criterial framework Cambridge University Press; Cambridge. PP. 155- 199</p> <p>9. Creswell,J.W. 2003. Research design: Qualitative, Quantitative and Mixed Approaches. Sage; London</p> <p>10. Narayan Deepa (ed.) 2005, Measuring empowerment, World Bank; Washington DC PP. 141-176 and 285-306</p> <p>Optional readings</p> <p>Sica, Alan (ed.) 2006. Comparative methods in the social sciences, Vol. IV, Sage Publications; London PP.91-131</p> <p>Nandy Ashis. 1983, The intimate enemy. Loss and recovery of the self under colonialism, OUP; New Delhi</p> <p>Essential readings</p> <p>11. Blalock Hubert. 1982 Conceptualisation and measurement in the social sciences, Sage Publications: California</p> <p>12. Blalock Hubert. 1960, Social statistics, Mc Graw and Hill Series</p> <p>13. Weisberg Herbert, Jon Krosnick and Bowen Bruce. 1996. An introduction to survey research, polling and data analysis, Sage Publications: California</p> <p>14. Black Thomas. 1999, Doing quantitative research in the social sciences, Sage</p>

	<p>Publications; London</p> <p>Optional readings</p> <p>Blalock Hubert. 1974, Measurement in the social sciences theories and strategies, Macmillan; London</p> <p>Kundu, Amitabh. 1980, Measurement of urban processes, Popular Prakashan;Bombay.</p> <p>IV. Qualitative Methods and analysis</p> <p>Observation</p> <p>In-depth interviews; Narratives</p> <p>Biography; life history</p> <p>Content analysis of documents</p> <p>Data matrixes, coding and field notes</p> <p>Analysis and interpretation</p> <p>Participatory rural appraisal (PRA)</p> <p>Essential readings</p> <p>15. Rubine Herbert and Irene Rubin. 2005, Qualitative interviewing. The art of hearing data, Sage: California.</p> <p>16. Russell Bernard 2006 Research methods in anthropology, Alta Mira Press: UK 387-450</p> <p>17. Atkinson P Coffey and Sarah Delamont et al. 2001. Handbook of Ethnography, Sage Publications: London 246-257, 302-319,352- 425</p> <p>18. Bertaux Daniel 1981 Biography and society, Sage Publications: California PP. 19-27, 169-189, 267-288</p> <p>19. Uwe Flick (ed.) 2007. Analysing qualitative data, Sage Publications London</p> <p>20. Miles, Matthew. 1994. Qualitative data analysis. Sage; London</p> <p>21. Mukherjee, Amitava. Participatory rural appraisal, Vikas Publishing House, New Delhi pp. 1-58 and 64-78</p> <p>Optional readings</p> <p>Atkinson, Paul. 1983, Ethnography. Principles in Practice, Tavistock Publications</p> <p>Czarniawsk, Barbara. 2004. Narratives in Social Science. Sage; London.</p> <p>Norman, Denzin and Y. Lincoln. 2000. The Handbook of Qualitative Research Gupta Akhil and James Fergusson. 1997, Anthropological locations, University of California Press; Berkeley.</p> <p>Gubrium J.F and Holstein, J.A. 2003. Post modern Interviewing, Sage Publications; California</p> <p>Plummer, Ken. 1983. Documents of Life. George Allen and Unwin; London</p> <p>Somekh Bridget and Cathy Lewin 2005, Research methods in the social sciences, Vistaar Publications: New Delhi</p> <p>Schutz, Alfred. 1967, Phenomenology of the social world, North western University Press;IL PP. 215-250</p> <p>V. Inference and conclusion</p> <p>Guidelines for valid inference from the Nyaya theory of knowledge</p> <p>Essential Reading:</p> <p>22. Chatterjee, Satischandra 1978. The Nyaya theory of knowledge, University of Calcutta: Calcutta PP. 349-384</p>
--	--

3.5 Chulalongkorn University

Chulalongkorn University is Thailand's oldest and one of the country's most prestigious universities. It was officially established on March 26 1917 by King Vajiravudh (Rama VI) and named after his father King Chulalongkorn (Rama V) as he initiated a policy to promote education so the country to adapt to the developing world and avoid colonization.

Chulalongkorn University opened with four faculties, Medicine, Public Administration, Engineering, and Arts and Sciences and an enrollment of 380 students. The first commencement ceremony took place on October 25, 1930 when King Prajadhipok (Rama VII) conferred degrees to the first and second classes of medical students.

Today, the university consists of 20 faculties, three schools, 23 colleges and six institutes with a total enrollment of more than 37,626 students.

Chulalongkorn University has presented honorary degrees to a number of international dignitaries and heads of state including former US Presidents Lyndon B. Johnson and Bill Clinton, the late Indian Prime Minister Rajiv Gandhi, former South African President Nelson R. Mandela and H.M. King Don Juan Carlos de Bourbon of Spain.

In 2021, Chulalongkorn University was ranked the No.1 University in Asia and 23rd in the world with an overall sustainability performance of 92.4, based on the Times Higher Education Impact Rankings. Moreover, the Times Higher Education (THE) World University Rankings by Subject ranked CHULA as the number 1 university in Thailand in four subjects: Business and Economics, Computer Science, Education, and Social Science by Times.

Course:	Globalization and Development in Southeast Asia	
Teaching staff: :	Asst. Prof. Dr. Vira Somboon, Dr. Carl Middleton	
Level of qualification: Master	Term: Sommer	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 30 hours
		Thereof private study: 145 hours
Duration and frequency: Annual	Module: Globalization	Language: English
Qualification goals / skills:		
Syllabus:	<p>This course provides an in-depth overview of the theoretical approaches to, and the main empirical issues in, globalization and development in the Asia-Pacific region. The course examines the meanings of globalization and development and their central processes, institutional structures, and dynamics. It is particularly concerned with the ongoing struggle for development in the less advanced and poorer countries in the Asia-Pacific. Attention is also given to the relationship between globalization and inequality, development, and cultural diversity. Salient issues in development such as economic justice, the environment, and human rights will also be covered.</p>	
Teaching form:		
Learning activities:		
Conditions for the awarding of Credit Points (amount and duration of the examination):	Exam (50%) Paper (50%)	
Applicability of the Course Unit		
Recommended reading:		

Course:	Global Governance	
Teaching staff:	Asst. Prof. Charit Tingsabadh, Ph.D.	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 30 hours
		Thereof private study: 145 hours
Duration and frequency: Annual	Module: Global Governance	Language: English
Qualification goals / skills:		
Syllabus:	<p>The course provides concepts and theories of Global Governance in economic and political approach. This course examines the structure of international institutions in a context of global, regional and sub- regional level, including, the role of non-state actors concern with the political economy and the cross-cutting issue such as migration, human rights, environment and security. The course expected the student to apply concepts and theories of Global Governance as the analytical framework in current issue. Students would be able to understand the concepts of Global Governance in multi-layered system and implement them into a research issue.</p>	
Teaching form:	<ol style="list-style-type: none"> 1 Concepts and Theories in Global Governance (political approach) 2 International political Institutions 3 Concepts and Theories in Global Governance (economic approach) 4 Sub-regional Governance 5 International economic institutions 6 Regional Governance 7 Non-State actors and Civil Society 8 Human Rights 9 Social and Human Security 10 Migration and Human Trafficking 11 Corruption in the world politics 12 Environmental Issue 13 Governance in Development 14 Global Security 15 Region Focus: ASEAN Human Rights Mechanism 16 Final Exam 	
Learning activities:		
Conditions for the awarding of Credit Points (amount and duration of the examination):	Final Examination	80%
	Class Participation	20%
Applicability of the Course Unit		
Recommended reading:	<p>Sinclair, Timothy J., Global governance, Routledge, London: 2004. Siebert, Horst, Global governance: an Architecture for the world economy, Springer, Berlin: 2003. Kirchner, Emil Joseph and Sperling, James, Global security governance: competing perceptions of security in the 21st century, Routledge, London:</p>	

2007.

Chase-Dunn, Christopher K. and Babones, Salvatore J, Global social change: historical and comparative perspectives, John Hopkins University Press, Baltimore: 2006.

Deacon, Bob, Global social policy and governance, Sage Publication, Los Angeles: 2007.

Cooke, Philip N. and Heidenreich, Martin, Regional innovation systems: the role of governance in a globalized world, Routledge, London: 2004.

Josselin, Daphne and Wallace, William, Non-state actors in world politics, Palgrave, Basinstoke, England: 2001.

Dunne, Timothy and Wheeler, Nicholas J., Human Rights in global politics, Cambridge University Press, Cambridge 1999.

Ferrer, Miriam Coronel, Cambodia: human rights and democracy in crisis, Asian Forum for Human Rights and Development (FORUM-ASIA), Bangkok: 1997.

Hilsdon, Anne-Marie, Human Rights and gender politics: Asia-Pacific perspectives, Routledge, London: 2000.

Barber, Richard, Aceh: the untold story: an introduction to the human rights crisis in Aceh, Asian Forum for Human Rights and Development, Bangkok: 2000.

Oishi, Mikio, Aung San Suu Kyi's struggle: its principles and strategy, Just World Trust, Penang, Malaysia: 1997.

Langlois, Anthony J., The politics of justice and human rights: Southeast Asia and universalist theory, Cambridge University Press, Cambridge: 2001.

Tow, William T., Thakur, Ramesh Chandra and Hyun, In-Taek, Asia's emerging regional order: reconciling traditional and human security, United Nations University Press, Tokyo: 2000.

Pranee Thiparat, The quest for human security: the next phase of ASEAN?, Institute of Security and International Studies, Bangkok: 2001.

Brauch, Hans Gunter, Globalization and environmental challenges: reconceptualizing security in the 21st century, Springer, Berlin: 2008.

McAdam, Jane, Forced migration, human rights and security, Hart Pub, Portland: 2008.

Pickhardt, Michael and Shinnick, Edward, The Shadow economy, corruption and governance, Edward Elgar, Cheltenham, U.K.: 2008.

Alatas, Syed Hussein, Corruption and the destiny of Asia, Prentice Hall (M) sdn., Selangor Darul Ehsan, Malaysia: 1999.

Maule, Andrew, Regional trade liberalization in Southeast Asia: some implications of AFTA for Thailand, Thailand Development Research Institute Foundation, Bangkok: 1995.

Yeung, May T., Perdikis Nicolas and Kerr, William A., Regional trading blocs in the global economy: the EU and ASEAN, Edwar Elgar, Cheltenham, U.K.: 1999.

Hew, Denis, Brick by brick : the building of an ASEAN economic community, Institute of Southeast Asian Studies, Singapore: 2007.

Course:	Thai and Southeast Peoples and Cultures	
Teaching staff: Asst. Prof. Dr. Sunait Chutintaranond		
Level of qualification: Master	Term: Summer	Type of module: <i>Compulsory</i>
Credit Points: 7 ECTS	Total amount of work: 175 hours	Thereof time of contact: 30 hours
		Thereof private study: 145 hours
Duration and frequency: Annual	Module: Cultural Change	Language: English
Qualification goals / skills:	To understand dynamism and diversity of peoples and cultures in Southeast Asia.	
Syllabus	<p>Overview Southeast Asia Southeast Asian Cultural Diversity State People and Social Justice in Southeast Asia Southeast Asian Peoples: Nationalities and Ethnicities People to People in Asian Context Transborder Migration in Southeast Asia New Emerging Cultural Trend in Southeast Asia: the East Asian Wind Overview Thailand: Cultural Diversity and Dynamism Buddhist Cosmology and Art Field Trip: Visiting Buddhist Temples Cosmopolitan Villages in Urban Bangkok Field Trip: Experiencing Thai Taste and Food Culture Gender in Thai Society Field Trip: Visiting Bangkok Chinatown Student Paper Presentation</p>	
Teaching form:	Overview of Southeast Asia; geographical structure and various kinds of people's ways of lives; background to Southeast Asian Civilization; diversity of peoples and dynamism of cultures in Southeast Asia, particularly various ethnic groups in Thailand.	
Learning activities:		
Conditions for the awarding of Credit Points (amount and duration of the examination):		
Applicability of the Course		
References:		

Course:	Research Methodology in Southeast Asian Studies	
Teaching staff: :	Pornpimon Trichot	
Level of qualification: Master	Term: Summer	Type of course unit: Compulsory
Credit Points: 7 ECTS	Total workload: 175 hours	Thereof time of contact: 30 hours
		Thereof private study: 145 hours
Duration and frequency: Annual	Module: Methodology	Language: English
Qualification goals / skills:	This course is intended to familiarize the student with theories and methodologies used to conduct research studies on Southeast Asia. The main objective will be areas study with issue based approach. The researches introduced in this course will be of current issues that exist in the region such as non-traditional security which includes narcotic trade, migrant worker, ethnic minorities etc.	
Syllabus:	Lectures and field trip are two combination of this course. The student will attend the lectures which base on research works conducted by senior researchers and lectures on several issue as mentioned above. Field trip will give the student opportunity to observe the migrant worker from Myanmar working in Mahachai District, Samutsakorn Province which is the big migrant community in central Thailand	
Teaching form:	Reading and Field Work. The Students are expected to write a term paper on the subject they are interested. The paper should correspond to the issue introduced in class or connected to field trip.	
Learning activities:	Lecture, Discussion, Group Work, Field Trip	
Conditions for the awarding of Credit Points (amount and duration of the examination):	Discussion 20% Field Work 20% Papers 50% Presentation 10%	
Applicability of the Course Unit		
Recommended reading:	Fisher, Andrew A. et, al. Handbook for Family Planning Operations Research Design. Second edition. The Population Council, New York. 1991 McIver, John P. and Carmines, Edward G. Unidimensional Scaling. London: Sage Publication, 1981 Moser, C.A. and Kalton, C. Survey Methods in Social Investigation. Second edition. Basic Books, Inc., Publishers, New York. 1972 Newman, Lawrence W. Social Research Methods: Qualitative and Quantitative Approaches. Fifth Edition. 2003 Reaves, Celia C. Quantitative Research for the Behavioral Sciences. John Wiley & Sons, Inc. New York. 1993 Zimmer, Zachary Measuring Things. Summary of lecture notes presented at the APN Training Workshop on —Health and Well-Being Over the Life counsel at the College of Population Studies, Chulalongkorn University, Bangkok, Thailand during 12 January – 13 February 2004 Pathmanand, Ukrist. Thailand and It's Neighbouring Countries Relation. Institute of Asian Studies, Chulalongkorn University Mccargo, Duncan and Pathmanand, Ukrist. The Thaksinization of Thailand.	

Copenhagen : Nordic Institute of Asian Studies, 2005

Buszynski, Leszek. Southeast Asia in The Post-Cold War Era. Asian Survey 32, 9 (September 1992)

Buszynski, Leszek. Thailand's Foreign Policy : Management of a Regional Vision. Asian Survey 34, 8 (August 1994)

Pathmanand, Ukrist. Thailand and Cambodia After 1991 : Cambodia As a New Interest for Thailand. Asian Review Vol. 20 (2007)

Country Reports on Terrorism 2008. The U.S. Department of State, 30 April 2009

UN Security Council Resolution 1373 (2001)

Gearson, John. The Nature of Modern Terrorism. 2002

Pongsapich, Amara. Philanthropy in Thailand (I) In Evolving Patterns of Asia-Pacific Philanthropy. Edited by Ku-Hyun Jung. Seoul: Institute of East and West Studies, University, pp.241-266,1994.

Pongsapich, Amara. Philanthropy in Thailand (II) In Emerging Civil Society in the Asia Pacific Community. Edited by Tadashi Yamamoto. Singapore: Institute of Southeast Asian Studies (IEAS) in cooperation with the Asia Pacific Philanthropy consortium (APPC), 1995.

Pongsapich, Amara. Feminism Theories and Praxis: Women's Social Movement in Thailand. Paper Presented As conference lecture in the 6th International conference on Thai Studies, Chiang Mai 14-17 October, 1996. Published in Women, Gender Relations and Development in Thai Society. Chiang Mai University.

Pongsapich, Amara. Indigenous Technical Knowledge in Thai Agriculture Studies in Indigenous Technical Knowledge for Land Management in Asia. International Board for Soil Research and Management. The Soil, Water, and Nutrient Management Programme, Issue in Sustainable Land Management, No.3, 1998.

Archaya, Amitav. Southeast Asia's Democratic Moment. Asian Survey. 39, 3, May-June 1999

Bertrand, Jacques. Growth and Democracy In Southeast Asia. Comparative Politics. 30, 3, April 1998

Case, William. Politics in Southeast Asia: Democracy or Less. Curzon, 2002: 1-28

Colliee, David and Levitsky, Steven. Democracy with Adjectives: Conceptual Innovation in Comparative Research. World Politics. 49, April 1997: 430-51

Corlson, Matthew and Turner, Mark. Popular Perceptions of Political Regimes in East and Southeast Asia. Democratization. 16, 2, April 2009: 377-398

Doorenspeet, Renske and Kopecky, Peter. Against the Odd: Deviant Cases of Democratization. Democratization. 15, 4, August 2008: 697-713

Emmerson, Donald K. Challenging ASEAN: A Topological View. Contemporary Southeast Asia. 29, 3, 2007: 424-446

Emmerson, Donald K. Region and Recalcitrance: Rethinking Democracy in Southeast Asia. Pacific Review. 8, 2 1995: 223-48

	<p>Hewison, Kevin. Richard Robison and Garry Rodan, eds., Southeast Asia in the 1990's : Authoritarianism, Democracy and Capitalism. St.Leonards: Allen and Unwin, 1993</p> <p>Huntington, Samuel P. Democracy for the Long Haul. Journal of Democracy. 7, 2, April 1996: 3-13</p> <p>Jayasuriza, Kanishka and Rodan, Gary. New Trajectories for Political Regimes in Southeast Asia. Democratization. 14, 5, December 2009: 767-773</p> <p>Jayasuriza, Kanishka and Rodan, Gary. Beyond Hybrid Regimes: More Participation, Less Contestation in Southeast Asia. Democratization. 14, 5, December 2009: 773-794</p> <p>Morlino, Leonardo. What is a Good Democracy. Democratization. 11, 15, December 2004: 10-32</p> <p>Riffel, Lex. The Indonesian Angle. In Li Chenyang and William Hofmeister, eds. Myanmar: Prospect of Change. Select Publishing, 2010: 281-296</p>
--	--

4. The Master Thesis

For the master thesis students need to have one supervisor from Freiburg and one from South Africa / Argentina. Students have to discuss the topic of your thesis with your supervisors before registration. At the moment in Freiburg students can choose between Prof. Schlehe (Ethnology), Prof Manuela Boatca (Sociology), Prof. Destradi (Political Science), and Prof. Mattissek (Geography).

To finalize the master thesis, students have five months. Their research question should reflect that time restriction. The master thesis has to meet following requirements: typewritten hardback copies have to be handed in on time. Length should keep to 60 DIN A4 pages; each with 40 lines and 60 signs a line. It must be typewritten and pages have to be numbered consecutively.

The thesis must be handed in on time. If not submitted in due time the candidate has failed the final examination and cannot graduate.

There are two date options for writing the master thesis, as follows:

Option 1: Graduating before the end of the winter semester

Registration until mid of August (precondition: 50 ECTS),
oral exam end of March

Option 2: Graduating within the summer semester

Registration at the beginning of October (precondition: 50 ECTS), oral exam end of May (or later, depending on date of registration)

Important: Please note that students need to be matriculated at the university of Freiburg in order to be admitted to the MA thesis and need to stay matriculated until their oral exam is completed. If students choose the first option, this means that they need to matriculated in their third semester both in Freiburg and at the partner university and pay fees at both institutions. If students choose the second option, they need to re-enroll for a fifth semester and pay the fees for a fifth semester. If the final examination process is completed within the first four weeks of the lecture period of the summer term, nearly all of the fees can be reimbursed.