



Master of Science in Global Development

Programme Curriculum

Effective from 1 September 2024, revised January 2025.

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1. Introduction

This is the Programme Curriculum for the MSc in Global Development. The Programme Curriculum describes the academic elements of the master's Programme in Global Development.

The Programme Curriculum should be read in conjunction with the Curricula's Common Part for the Faculty of Social Sciences. The Curricula's Common Part contains common rules that apply to all programmes at the faculty.

The course descriptions in the university's course catalogue are part of the Programme Curriculum.

The curriculum has been approved by the Dean of the Faculty of Social Sciences at the University of Copenhagen. This latest revision was approved in April 2024 and becomes effective on 1 September 2024 for all students in the programme.

2. Title and affiliation

Graduates are entitled to use the title Master of Science (MSc) in Global Development. The corresponding title in Danish is candidatus/candidata societatis (cand.soc.) i Global Udvikling.

The MSc in Global Development is an English taught, interdisciplinary programme involving four departments and two faculties across the University of Copenhagen. The administrative affiliation is with the Faculty of Social Science.

The programme is affiliated with the Board of Studies for Global Development.

The Board of External Examiners for the Anthropology Programme provides external examiners for the programme.

3. Programme Objective and Competence Profile

3.1 Objective

The Danish University Programme Order stipulates that:

- The purpose of the master's programmes in the social science area is to qualify the student to identify and analyse complex social phenomena and to apply theoretical and methodological knowledge and skills within a wide range of professions in the public and private sectors, including upper secondary schools.
- The master's programmes include one or more social science subjects or other subjects relevant to the work of a social science graduate.

Furthermore, the MSc in Global Development programme has the following specific purposes:

1. Providing students with the opportunity to improve their skills and specialise in the social science aspects of global development as well as working with other social science disciplines.
2. Providing students with further academic knowledge, theoretical qualifications and methodological competences to enable them to independently identify, formulate and solve advanced complex issues within the social science aspects of global development.
3. Providing students with the basis for undertaking relevant job functions and qualifying them for enrolment in a PhD programme in global development.

3.2 Competence profile

During the programme, students will acquire the knowledge, skills and competences listed below enabling them both to work and conduct research in the field of global development. Students will also acquire additional individual qualifications through elective courses, field and project work, and through writing a Master's thesis.

After completing the programme, a MSc in Global Development will:

Knowledge

- Have knowledge on core anthropological, economic and political science theories and concepts with relevance for globalisation and development.
- Have knowledge on anthropological, economic and political science theories suitable for understanding global flows; e.g. of goods and services, people, technologies and ideas.

- Have knowledge on economic, anthropological and political science theories suitable for understanding economic growth and inequality.
- Be able to identify complex problems related to global development and possess knowledge, based on the best international research, of theories and methodologies used to address such problems, in addition to being able to critically reflect upon this knowledge on a scientific basis.
- Be able to discuss the importance of cultures and social norms in the contextualisation of theories.

Skills

- Be able to identify and critically analyse key factors and forces shaping the livelihood and well-being of individuals, populations, and societies at global, regional, national, and local levels, taking into account both global and local perspectives.
- Be able to plan, collect, analyse and assess qualitative and quantitative data and possess advanced skills to select, combine and prioritise the vast socio-economic data volumes available through information technologies, such as global and local databases, web-based tools, remotely sensed and geo-information systems.
- Independently analyse and evaluate policies and strategies for development and economic growth in low and middle-income societies.
- With regard to validity, reliability and applicability, be able to critically evaluate, discuss and prioritise among scientific literature and key methodologies in the field of global development.
- Communicate and discuss research-based knowledge, advice and decisions across cultures and on different levels to/with researchers, policymakers, media, organisations and laypersons.

Competences

- Evaluate, validate and disseminate existing data and design, carry out and coordinate scientifically valid and focused research, to advance knowledge in a particular problem area or issue within global development.
- Work effectively with cross-disciplinary problems on an individual basis as well as in teams and be able to provide evidence-based solutions to situations which are complex and require new approaches.
- Independently assess and organise their learning process and assume responsibility for continuous professional development with a view to life-long learning.

3.3 Admission requirements and limits

In order to be admitted into the Master's programme in Global Development, applicants must fulfil the following requirements:

- A bachelor degree anthropology, economics, geography, geoinformatics, natural resources, political science, public health, sociology or urban, energy and environmental planning from a Danish university, or
- A bachelor degree from a recognised university equivalent to the above BSc degrees
- The bachelor degree must contain a minimum of 15 ECTS of qualitative and/or quantitative methods

Language requirements

- Proficiency in English corresponding to at least English B-level; cf. Section 11 of the Danish Ministerial Order on Admission at Universities. For further details please refer to www.studies.ku.dk/masters/global-development/

3.4 Prioritization of applicants

The MSc in Global Development has a restricted intake. If the number of applicants that meet the admission requirements exceeds the number of students for which the maximum intake allows, a selection will be made on the basis of a comprehensive evaluation.

The selection criteria as well as the maximum number of students for which the intake allows is published at: [Application procedure – University of Copenhagen \(ku.dk\)](#)

3.4.1 Supplementary activities

Only the applicant's Bachelor's degree is considered when the applicant's academic qualifications are assessed. This means that it is not possible to complete supplementary courses in order to meet the specific admission requirements.

However, subject elements that have been passed prior to the completion of your bachelor programme may be included in your basis for admission. This applies to both subject elements taken as single subjects as well as subject elements taken as part of another study programme. However, no more than 30 ECTS credits from such courses can be taken into account in the assessment.

4. Programme Content and Academic Profile

Subject elements and exams are quantified in ECTS credits (the European Credit Transfer System), according to which 60 ECTS credits correspond to one year of full-time study. The MSc Programme is set at 120 ECTS.

The programme consists of constituent subject elements related to the programme's particular academic competency and identity corresponding to 90 ECTS credits (of which the Master's thesis accounts for 30 ECTS credits), and elective subjects corresponding to a total of 30 ECTS credits.

The programme's constituent subject elements are:

Applied Research Methods (7.5 ECTS)

Global Development: Theories, Facts and Current Issues (7.5 ECTS)

Global Business and Economics (7.5 ECTS)

Transnational Actors, People and Placemaking (7.5 ECTS)

Interdisciplinary Field Research (15 ECTS)

Social Science Perspectives on Climate Change and Development (7.5 ECTS)

Global Politics (7.5 ECTS)

Master's Thesis (30 ECTS credits)

The programme's elective subjects are:

Study abroad, Co-curricular Written Assignment, internship and/or courses within social science (30 ECTS)

The structure of the programme is designed to provide students with overall academic qualifications within a prescribed timetable, which is defined in terms of ECTS points.

Courses and exams are quantified in terms of ECTS (the European Credit Transfer System), under which system 60 ECTS correspond to one year of full-time study. If a course is weighted at 7.5 ECTS, this will correspond to 1/8 of one year's prescribed full-time study.

The table below illustrates the recommended academic progression of the subject elements on the Master's degree programme. The students may plan an alternative progression, provided that the student complies with the following:

- Students must finish their Master’s degree within the maximum completion time; cf. the Curricula's Common Part for the Faculty of Social Sciences.
- 60 ECTS-credits must have been passed before the thesis writing period begins.

ECTS	7.5	7.5	7.5	7.5
Part of the semester	1 st part of the semester		2 nd part of the semester	
1 st semester	Applied Research Methods (7.5 ECTS)	Global Politics (7.5 ECTS)	Global Development: Theories, Facts and Current Issues (7.5 ECTS)	Transnational Actors, People and Placemaking (7.5 ECTS)
2 nd semester	Interdisciplinary Field Research (15 ECTS)		Social Science Perspectives on Climate Change and Development (7.5 ECTS)	Global Business and Economics (7.5 ECTS)
3 rd semester	Study abroad, Co-curricular Written Assignment, internship and/or courses within social science (30 ECTS)			
4 th semester	Master’s Thesis (30 ECTS)			

For students enrolled in the Study Programme before September 2024, the following provision applies:

Table of equivalent courses:

Courses at the MSc prior to the September 2024-revision	Courses at the MSc after the September 2024-revision
Economic Growth and Inequality (7.5 ECTS) *	Social Science Perspectives on Climate Change and Development (7.5 ECTS)

* The course *Economic Growth and Inequality* will be offered for the last time in spring 2024. The last exam attempt will be offered summer 2025.

For a detailed description of each of the MSc programme's courses, see the description of the courses in the course description, which can be found at www.kurser.ku.dk.

4.1 Study-start test

Students must pass a non-academic study-start test to be allowed to continue the programme. The purpose of the study-start test is to determine whether students have started their studies. The study-start test will take place within the first month after enrollment in the programme.

The test is held with an internal examiner, and the grade 'Pass' or 'Fail' is awarded. The test is not included with ECTS credit weighting in the students' degree programme.

Students have two attempts at passing the study-start test. Students who do not pass the test by their second attempt will be disenrolled from the degree programme without further notice.

4.2 Elective courses and mobility window

As part of third semester students can either do elective courses, a co-curricular written assignment, an academic internship, or a combination of both for a total of 30 ECTS points. Students may register for elective courses offered by the Social Data Science Master's degree programme, by the Faculty of Social Sciences at the University of Copenhagen, or they can register for courses outside of the Faculty and the University of Copenhagen.

4.2.1 Elective subject elements offered by the degree programme

The degree programme offers its own elective subject elements that students may choose to register for separately or in combination:

- Co-curricular written assignment (0.5-7 ECTS)
- Academic internship (15, 22,5 or 30 ECTS)

In connection with credit transfers from other institutions, including foreign universities, it is ensured that elective courses and/or an academic internship do not correspond to more than 30 ECTS.

4.3 Course Registration

The study administration registers students for courses and exams on the first year of the Master's degree programme. From the second year and onward, students must register for courses via Self-Service on KUnet within the course registration period prior to each semester.

For the third semester students must do an academic internship and/or register/apply for courses according to the requirements described in the common curriculum. Before applying for courses, the

students must obtain a pre-approval. Courses will only be approved if they live up to the following criteria:

- The courses must be relevant for the MSc in Global Development. On the website of Global Development there is a list of elective courses at the University of Copenhagen with relevance for Global Development. This list will serve as a guideline for electing courses. The list is not exhaustive, and the study board reserves the right to decide, at any given time, which courses it finds relevant.

4.4 Selection Criteria for Electives taken at Faculty of Social Sciences

If the number of registrations for a specific course within the initial registration period exceeds the course capacity, students will be apportioned by the following order of prioritization:

1. Students, including exchange students, enrolled in the programme which offers the course.
2. Students from other programmes at the Faculty of Social Sciences who have registered for the course through KU Self Service.
3. Credit students.
4. Part-time tuition fee students.

The respective courses are filled with students from Category 1 before students from Category 2 are considered, and so forth.

Within each category (1-4), students are distributed through the drawing of lots.

4.5 Credit transfer

Students on the Master's degree programme in Global Development are entitled to transfer a maximum of 30 ECTS credits from subjects studied at another educational institution in Denmark or abroad. Exempted from this rule are students who (1) transfer credit for course elements when transferring from another institution or degree programme and (2) transfer credit from another degree programme that has already successfully completed. Read more about the rules and procedures for approval and transfer of credit in section 7.3 of the Curricula's Common Part.

5. Examinations

5.1 Written exams

Written exams are either optional or set subjects. If a subject is optional, the question or the subject is agreed between the examiner and the student(s). If the subject is set, the question or subject is determined by the examiner. See which exams are set and which ones are optional in the description of the course at the [course catalogue](#). All written exam assignments must comply with the general rules on examination; cf. section 6 of the Curricula's Common Part.

5.2 Assessment

According to the Examination Order not more than 1/3 of a programme's ECTS credits can be assessed through a pass/failed examination (credits transferred from other programmes/universities are excluded). Furthermore, at least 1/3 of the programme's exams must be assessed by an external examiner.

The following courses, amounting to a total of 82.5 ECTS, are assessed using the 7-point grading scale:

Theories Facts and Current Issues (7.5 ECTS)

Global Business and Economics (7.5 ECTS)

Transnational Actors, Networks and Place making (7.5 ECTS)

Global Politics (7.5 ECTS)

Social Science Perspectives on Climate Change and Development (7.5 ECTS)

Interdisciplinary Field Research (15 ECTS)

Master's Thesis (30 ECTS)

Furthermore, co-curricular written assignments corresponding to 5.5 ECTS or more are subject to external assessment.

The courses Global Business and Economics (7.5 ECTS), 'Theories, Facts and Current Issues' (7.5 ECTS) as well as the Master's Thesis (30 ECTS) are assessed by an external examiner, amounting to a total of 45 ECTS.

See the Curricula common part for specifications on individual and group examinations.

6. Course Catalogue

6.1 Applied Research Methods (7.5 ECTS)

Course content

Applied Research Methods (ARMS) familiarises students with a selection of qualitative and quantitative research methods that are of relevance for cross-disciplinary research. By the end of the course, students are expected to have acquired in-depth knowledge of at least one methodology and to be able to apply it. The course is built around a case study to be conducted by the students on a topic of relevance for global development, applying the techniques learnt during the course. Group work on the case study will be crucial to increase students' methodological skills and analytical capacities.

Learning Outcomes

After completing the course, the student should be able to:

Knowledge

- Describe central concepts in qualitative and quantitative data gathering and discuss their strengths and limitations.
- Describe central concepts in qualitative and quantitative data analysis and discuss their strengths and limitations.

Skills:

- Perform statistical analyses of quantitative data, using appropriate statistical software
- Plan and perform participant observation and qualitative interviews.
- Perform qualitative analyses.
- Write integrated report of main research findings.

Competences

- Select relevant methods for data gathering and analysis.
- Ability to collaborate across disciplinary boundaries.

Teaching and learning methods

The course is based on a combination of lectures and seminars drawing on relevant academic literature. Students develop their practical skills through exercises and a case study combining

different research methods. The seminars are designed to substantiate the knowledge gained during the lectures. This will be achieved by carrying out exercises that will require the application of theoretical concepts and the use of statistical software. Students will be subdivided in smaller groups of students who are expected to work together throughout the course in a manner approaching professional collaboration.

Type of examination: Course examination.

Details of the exam form: Home assignment. The exam assignment is a written group-report based on the case study. The report has a page limit of 10 normal pages including maps, plots, and tables. Transcribed interviews indicating names of interviewers should be attached as appendices.

The report must contain:

1. A short introduction (the background, what methods have been used and how)
2. Results of the quantitative survey (tables and figures, with good comments)
3. Short narrative presentation of results from qualitative interviews and participant observation.
4. An integrated analysis of results.

The report must be presented to the class. To ensure that individual contributions to the report are acknowledged, the report must include a brief clarification specifying each member's precise contribution to the report. Groups consists of up to six students.

Exam registration requirements: Participation in no less than 80% of the seminar groups is a prerequisite for taking the final exam. Each group is expected to present a paper during the course and participation in the group presentation is required. Furthermore, students are expected to individually elaborate a quantitative element prior to the exam registration deadline.

Aid: All aids allowed.

Form of assessment: Pass/Fail.

Type of examiner: external examiner.

6.2 Global Politics (7.5 ECTS)

Course content

Rules, laws and institutions do not simply drop from the sky. Social orders at different scales are produced and reproduced in political dynamics where efforts to consolidate and strengthen rights

and authorities are being challenged by bearers of conflicting interests and unequal powers. Rules, laws and institutions connect local and global sites of politics in asymmetrical power relations, and make up political landscapes of regulation and resistance, of recognition and accountability, and of negotiation and conflict.

Global Politics focuses on the production as well as the reception and political and institutional effect of global political connections and disconnections. The agendas of powerful political players – nation states, business consortia and organisations often from the global North – are mediated through international organisations, conventions and codified practices. This shapes institutional architecture and ideology. However, the reception and effects are virtually always localised and mediated through already existing institutions and actively pursued local agendas. Globalisation does therefore not produce uniform political and institutional outcomes but rather a tremendous variation of ideology, political movement, institutions and law. Especially in weak and fragile states, this tends to happen in unexpected ways.

The thrust of the course is on how global phenomena and dynamics impact local arenas rather than on International Relations, mainstream political science analysis of regime forms, administration, or policy analysis. For these aspects, students are advised to look for elective courses in the second year.

The course provides students with the tools to analyze and understand institutional dynamics and their consequences for developing countries and emerging economies. Especially, the students will be able to analyze dilemmas, tensions, and conflicts in legal and organisational infrastructures. The course will focus on what constitutes 'data' when analyzing politics, law, and institutional change. The ability to combine data on policy, law, rules, practice, discourse, protest and conflict that cuts through levels from global to local is essential. This prepares students for engaging with amorphous forms of data in their careers.

Teaching and learning methods

There is a mixture of lectures and in-class workshops. The students will also write a brief essay to exercise their analytical skills. The essay will not be marked but will be assessed on a pass/fail basis.

Learning outcomes

After completing the course, the student should be able to:

Knowledge

- Describe and define central concepts in global politics.
- Know why abstractions and concepts are central to the analysis of empirical questions.
- Show overview of the interconnections between different levels of political fields (global though to local).
- Show overview over state and non-state governance systems.

Skills

- Select relevant concepts for institutional analysis.
- Identify central actors, institutions, processes and norms involved in the social production of political fields.

Competences

- Collect and process relevant information for analysis of political dilemmas.
- Understand and critically reflect on the multidimensional character of politics in different fields (such as resource conflicts).
- Analytically connect resource conflicts to conflicts over governance and state formation.

Type of examination: Course examination.

Details of the exam form:

Individual, oral examination. Prior to the oral examination students are given 5-7 questions prepared by the course responsible. At the oral examination, students randomly choose one of the questions prepared, and they are then given 20 minutes to prepare their presentation. The preparation is followed by 20 minutes oral examination.

Exam aids: All aids allowed.

Form of assessment: 7-point grading scale.

Type of examiner: Internal examiner.

6.3 Global Development: Theories, Facts and Current Issues (7.5 ECTS)

Course content

Our understanding of globalization and development are constantly evolving. Development theories and policies are adjusted, augmented, and replaced as we gain new insights from observing the world. However, there is often more than one interpretation of observed facts. Therefore, it is important to have knowledge of both the facts and the diverse interpretations of these facts within and across the social science disciplines. *Global Development: Theories, Facts and Current Issues* integrates the concepts and perspectives of the social science disciplines to consider the major trends in modern development. The course presents the classical debates about development and globalization within the social sciences, but it also takes up current issues highlighting the significant disparity in contemporary thought. The classical debates and contemporary issues are presented and analyzed as they are understood and interpreted by anthropologists, economists and other social scientists to further discussions and a deeper understanding of development and globalization across the social sciences.

Learning Outcomes

After completing the course, the student should be able to:

Knowledge

- Demonstrate an overview of the leading development and globalization theories and dominant development thinking and relate this to developments in the various social science disciplines.
- Exhibit an overview of scientific facts and controversies of the selected current development issues based on contemporary research.
- Understand the importance of measurement and measurement problems in social science development research.

Skills

- Select relevant theories and methods for analyzing current development issues covered in the course.
- Present and weigh various evidence-based knowledge and theories about current development issues and offer an analysis based on a balanced reading of empirical evidence in relation to these theories.
- Communicate and discuss theories and empirical results related to central themes outlined in class.

Competences

- Process relevant information for analysis of current and future global development issues.
- Evaluate, validate, and disseminate evidence-based knowledge and theories about current development issues.
- Work effectively with cross-disciplinary problems within global development on an individual basis as well as in the seminar groups.

Teaching and learning methods

The format of the course is a combination of lectures and group discussions. Each week there will be a lecture in which core concepts, theories and case studies are presented. Every week there will be seminars with student presentations and discussions in which the students work with data and develop cases to apply and understand the concepts and theories.

Type of examination: Course examination.

Details of the exam form: 12 hours individual, home assignment (It is not allowed to collaborate on the assignments with anyone). Formal requirements for written assignments and exams are described in Curricula's Common Part.

Exam registration requirements: Participation corresponding to no less than 80% in the seminar groups is a prerequisite for taking the final exam. Participation includes: (i) class presentations, (ii) peer feedback on other student presentations, (iii) peer feedback on group assignments and (iv) submission and approval of 6-7 required seminar assignments. Assessment of participation is done by course teachers.

Exam aids: All aids allowed.

Form of assessment: 7-point grading scale.

Type of examiner: External examiner.

6.4 Transnational Actors, Networks, and Place Making (7.5 ECTS)

Course content

It is almost impossible today to imagine development at the scale of the nation-state: global flows of people, information, ideas, investments, and remittances are now key determinants shaping development at local levels. Development actors are no longer just national governments. Instead, all kinds of transnational actors—from companies to diaspora groups and NGOs—play a prominent role in shaping development agendas, as do the transportation infrastructures, new mobile technologies and social media that facilitate such transnational activity. The “Global North” (North America, Western Europe, Australia and Japan) is no longer taken for granted as a source of inspiration for and funding of models of development: around the BRICS initiative, new discourses of development travel between countries in the Global South (Africa, Latin America and Asia), accompanied by new resource flows, for instance from China and India to Africa. But it is not just the world order that is affected by global flows: established patterns of development between urban centers and rural areas are also being restructured through such flows, resulting in livelihood transitions and new and intensified forms of mobility. In the context of neoliberal governance and increasing securitization, illegal flows moreover start to have a significant impact on development trajectories.

Transnational Actors, Networks and Place Making equips students with the skills to examine development beyond the nation-state, to understand how global flows affect the seeming coherence of previous models of development. It introduces students to global flows that shape development agendas and outcomes locally, with an emphasis on studying not just material but also immaterial flows of ideas, discourses, and new forms of connectivity. As a course that brings geography into conversation with anthropology, students will learn how analytical approaches that emphasize spatiality and relationality can help us understand global flows today.

Learning outcomes

After completing the course, the student should be able to:

Knowledge

- Describe current debates about global flows of people, capital and ideas and how these are influenced by transnational networks and actors.

- Grasp how the established pattern of development between urban centers and rural areas as well as between the Global North and South is being restructured resulting in livelihood transitions and new and intensified forms of mobility.
- Understand and recognize the importance of changing scales and geographies of development.

Skills

- Identify key global flows of people, capital and ideas in, to and from the Global South.
- Be able to analyze how global flows shape development agendas and outcomes in given local environments.
- Communicate and discuss how global flows and transnational networks and actors challenge the seeming coherence of previous models of development.
- Assess the potential impact of global, national and local policies on global flows of people, capital and ideas in, to and from the Global South.

Competences

- Process relevant information about global flows and their impact on outcomes in a given local environment.
- Analyze, assess and apply results, methods, theory and data in connection with global flows of people, capital and ideas in, to and from the Global South.
- Work effectively with cross-disciplinary problems related to transnational actors and the new technologies of connectivity on an individual basis as well as in teams.

Teaching and learning methods

The course will be based on a combination of lectures and interactive seminars where students contribute actively through group work, discussions, readings, and oral and written presentations. Each course theme will be framed by an introductory lecture. The course will draw on relevant academic literature, including theoretical perspectives and case studies from across the Global South, as well as both quantitative and qualitative datasets.

Type of examination: Course examination.

Details of the exam form: Individual, oral examination (20 minutes) with supervision. A week before the exam the students are given a set of questions. At the actual exam the student will randomly pick one of the questions (not knowing which) and will then have 5 minutes to present his/her answer. After the presentation, the student will be examined based on his/her presentation and the syllabus for the course.

Exam registration requirements: Attendance in no less than 80% of all lectures and seminars.

Form of Assessment: 7-point grading scale.

Type of examiner: Internal examiner.

6.5 Interdisciplinary Field Research (15 ECTS)

Course content

This course gives students an opportunity to prepare, pilot, and report on field research in interdisciplinary groups. The course emphasizes qualitative and quantitative methods commonly used in the social sciences. Students will experience the difficulties, trade-offs, limitations and benefits of applying various methods in real world situations.

The main objective of this course is for students to gain experience of the research process in its entirety: from identifying and formulating a research question, preparing a research design, planning and implementing data collection, analyzing data and writing an academic report. The course gives students the possibility to appreciate how different approaches to data collection affect the findings obtained, and to reflect upon the material gained (or not gained) from the specific methods used. Additionally, an important aim is to create awareness of research ethics.

The course includes preparing a (small-scale) research project and two weeks of field research in a context of relevance to themes of global development. With point of departure in a specific field site, students work in groups refining their research design including developing an analytical approach and applying relevant methods in order to collect the data necessary to answer their research questions. Based on the fieldwork, the groups write a report on the findings of their fieldwork and research.

Learning Outcomes

The learning outcomes of the course relate *both* to design and implementation of research in a complex field situation and to knowledge and reflection upon social science methods and ethics.

Knowledge

- identify, define and justify a research question
- describe and define central concepts of relevance to social science data collection and interpretation

Skills

- design a research plan for a field study, incorporating relevant methods
- collect, process and analyze relevant data during and after fieldwork
- clearly communicate research findings

Competences

- critically discuss how different data collection methods have shaped the resulting data and forms of knowledge
- write an analytically informed research report
- reflect on ethical concerns related to specific aspects of their empirical research

Teaching and learning methods

The course requires full-time commitment for a period of 8 weeks. This will involve preparation (formulation of a research design and training specific analytical and methodological skills), 2 weeks of mandatory fieldwork, and supervised writing of the research report.

Throughout the course, students work in groups to design, undertake and report on a research project they define. Students receive feedback from their supervisor and co-teachers on their research proposals, their methodological and analytical approach during fieldwork, and their drafts for their research reports.

Type of examination: Course examination.

Details of the exam form: Home assignment. Written group report of maximum 20 pages with individual contributions marked out.

Exam registration requirements: To qualify for the exam, the student must participate in the oral feedback seminar, which is held the last days of the mandatory field work.

Exam aids: All aids allowed.

Form of assessment: 7-point grading scale.

Type of examiner: Internal examiner.

Criteria for exam assessment: See learning outcomes.

6.6 Social Science Perspectives on Climate Change and Development (7.5 ECTS)

Course content

Climate change is perhaps the main challenge of our times. Seen in isolation, it comprises a complex phenomenon, riddled with scientific uncertainties. Yet, climate change does not stand alone. Its trajectory and effects are multiplied, diluted, enhanced and transformed by a number of simultaneous and interlocking socio-ecological crises such as those concerning biodiversity, poverty and democracy.

In this course, we examine climate change as a complex problem characterized by multiple uncertainties and trade-offs and by interlinkages with a broader set of socio-ecological crises. The course focuses on how we can make sense of the complexity, urgency and shifting forms of climate change from a social science perspective.

This course serves to illustrate that different ways of understanding, conceptualizing and measuring climate change and its impacts leads to different responses. Whereas to some, climate change is the rising concentration of greenhouse gases in the atmosphere and biodiversity reductions, to others, it is a symptom of a capitalist and extractivist global system. The remedies for climate change are fundamentally different, depending on how it is conceptualized.

The course will explore different social scientific theoretical approaches to examining and governing climate change, and the particular methodological requirements, potentials and limitations of these approaches. We will therefore focus on the ways through which different epistemic and disciplinary

communities within the social sciences conceptualize climate change, the key questions they raise through this conceptualization, the methods used, and the different textual, visual and statistical representations employed.

The course aims to provide students with the skills to understand, analyze and discuss multiple, inter- and transdisciplinary perspectives on our current socio-ecological predicament. Through a series of cases, we explore ways in which variegated impacts and politics of climate change can be analyzed and represented from different social science perspectives. This ranges from statistics and spatial analysis over degrowth to discourse analyses and decolonial critiques. Through lectures and seminars, students are equipped with practical tools, such as basic understanding of geographical information systems, for understanding social science representations of select key issues concerning climate change as well as broader sustainability concerns linked to it.

While social scientific theories and approaches structure the course, insights and results from natural scientific studies of climate change and related global ecological sustainability challenges will be an integral part of the course. Each week addresses a specific theme. These will vary from year to year but will generally have a Global South and development focus and may include the following: planetary boundaries, degrowth, development agendas and climate change, carbon accounting, geographies of climate impacts, climate change and inequality, discourses of climate change, perceptions of climate change, adaptive capacity and resilience, climate litigation, etc.

Learning outcomes

After completing the course, the student should be able to:

Knowledge

- Knowledge of how climate change is conceptualized by different groups
- Knowledge on the development of social science perspectives on climate change
- Knowledge on the links between social science perspectives on climate change and development

Skills

- Draw robust conclusions on the basis of a variety of empirical data and methods.
- Compare different representations of social and political dimensions of climate change.
- Assess the validity and robustness of social science representations of climate change

Competences

- Reflect on how the choice of approach to study climate change impacts may lend itself to particular insights and conclusions
- Reflect on how and if multiple conceptualizations of climate change are commensurable and/or contradictory
- Reflect on the challenges of translating complex analytical propositions into actionable policy recommendations.

Teaching and learning methods

The course runs over 6 weeks. Each week will have two topical lectures (2 hours each) and one seminar (3 hours).

Type of examination: Course examination.

Details of the exam form: 72 hours home assignment. Students will be randomly assigned to one of the five modules and will be asked to discuss this and relate it to other relevant cases.

Exam registration requirements: Participation corresponding to no less than 80% (in seminars and in assignments).

Exam aids: All aids allowed.

Form of assessment: 7-point grading scale.

Type of examiner: Internal examiner.

6.7 Global Business and Economics (7.5 ECTS)

Course content

The course is based on one over-arching conceptual theme – economic linkages. The general aim is to outline and explain how business activities in developing countries are established, consolidated and expanded (or curtailed and discontinued!) through commercial networks. No business activity – be it as simple it can be – is taking place in a vacuum: clearly businesses are connected to markets (of many different shades) but in addition they are vertically linked to input suppliers (of many

different forms) and horizontally linked to competitors (of many different degrees). These commercial networks are not 'purely economic' but are embedded in social, political and cultural institutions, formal as well as informal. Furthermore, commercial networks unfold at different spatial scales. Loosely defined these may be conceptualized as the local, national, regional and international scale – the point being that global dynamics are increasingly incorporated in all commercial networks.

The ambition is to provide this broad understanding of the nature and scope of commercial networks while focusing on the economic aspects of linkages within commercial networks. The course is organizationally structured in three separate but inter-related spatial and functional categories that are appropriate for a focus on economic linkages:

- 1) Enclaves: Localized 'singular' commercial activities, globally integrated but functionally isolated
- 2) Clusters: Spatial agglomeration of commercial activities, i.e. vertically linked, horizontally linked or unrelated (but exploiting positive externalities like infrastructure, labour markets, etc.)
- 3) Chains: Cross-territorial linkages of commercial activities that are spatially segregated but functionally integrated

Within these categories, the course will deal with different economic sectors (primarily agriculture and manufacturing) and different spatial spheres (primarily 'the rural' and 'the urban'). The idea is that most lectures/seminars will emphasize one particular sector and one spatial sphere while paying due attention to 'external linkages'. Hence, by using the mixture of sectors and spatial spheres in the context of economic linkages it is possible to:

- 1) disseminate knowledge of empirical manifestations (i.e. tangible learning about the 'real world of global business' in its many and varied forms), and
- 2) convey the important message that despite the separation of sectors and spheres (in the abstract) they are intrinsically linked through business networks (in the concrete).

Learning outcomes

After completing the course, the student should be able to:

Knowledge

- Describe and explain main methodologies, concepts and issues relevant within the themes (i) Enclaves/Sectors, (ii) Clusters/Agglomeration and (iii) Chains/Trade.
- Show overview of scientific facts and disagreements related to economic linkages.
- Describe and explain the economic, social and political dimensions of global business.

Skills

- Select relevant theories and methods for analyzing economic linkages.
- Evaluate empirical results related to the three themes Enclaves, Clusters and Chains, as well as demonstrate a thorough understanding of the problems faced when carrying out empirical work related to the issues.
- Communicate and discuss theories and empirical results related to three themes Enclaves, Clusters and Chains.

Competences

- Process relevant information for analysis of economic linkages.
- Carry out economy/geography exercises (i.e. benchmarking etc.) related to economic linkages.

Teaching and learning methods

The course will be based on a combination of lectures (2 hours per week) and interactive seminars (2 hours per week) where students contribute actively through lab work, group discussions and presentations. The course will draw on relevant academic literature, including theoretical perspectives, empirical analyses and case studies and the students will work independently and in groups with both quantitative and qualitative data information.

Type of examination: Course examination.

Details of the exam form: 3 hours, on-site written exam.

Exam registration requirements: There are no prerequisites to sit the exam.

Exam aids: No aids allowed.

Form of assessment: 7-point grading scale.

Type of examiner: External examiner.

6.8 Co-curricular Written Assignment (0,5 – 7,5 ECTS)

A co-curricular assignment substitutes ECTS credits in the group of elective courses in Global Development.

Purpose and Description of Objectives

Co-curricular written assignment is a solution for you if you have an irregular ECTS gap that you cannot fill in with a regular course of 7.5 ECTS. The course is also available for students who want to enhance their knowledge and competencies in a particular course. Students are allowed to write a maximum of one assignments of this kind during their Master's programme.

The rules for deadlines are posted on the study pages at KUnet.

Learning Outcome

The students should demonstrate their proficiency in the following:

Knowledge

- Reflect critically and independently upon, and discuss, the Global Development related theories and method within the chosen area of study.

Skills

- Apply relevant theories and methods to a selected area of study.
- Be able to independently summarize and analyze a topic in a well-structured written report.

Competences

- Independently identify and select relevant theories to examine a chosen area of study.
- Independently select, analyze, and apply academic literature relevant to a specific problem statement.

Registration, Submission and Supervision

Students register by submitting a registration form to the study administration (available in the study pages at KUnet).

Students should enter into supervision agreements with one of the full-time lecturers at the Study Programme for Global Development or an affiliated part-time lecturer, a PhD-student, or a post doc.

No actual supervision is provided for co-curricular written assignments, but the supervisor is expected to assist with literature suggestions and the structuring of content and time use.

Assignments prescribed to up to 5 ECTS credits must be submitted no later than two months after the registration date, while assignments prescribed to 5.5 ECTS or more must be submitted no later than four months after the registration date.

The assignment must be submitted in Digital Exam.

Formal requirements

The length of co-curricular written assignments depends on the prescribed number of ECTS credits.

The requirements for the number of pages for co-curricular written assignments are as follows:

- 0 - 0.5 ECTS = 1–1.5 standard pages
- 1 ECTS = 2–3 standard pages
- 2.5 ECTS = 5–7.5 standard pages
- 5 ECTS = 10–15 standard pages
- 7.5 ECTS = 20–25 standard pages

If the assignment is prescribed to another number of ECTS than those listed above, the amount of pages is calculated based on the number of pages for a 1 ECTS credit assignment.

A standard page is defined as 2,400 keystrokes including spaces. See section 6.8 of the Curricula's Common Part for an overview of what is included in the keystroke count.

The assignment may be written by up to two students. If two students co-write the assignment, they must do so in a way that allows for their individual contributions to be assessed individually. The foreword/introduction and table of contents must all clearly identify with which paragraphs each author contributed. The introduction and conclusion, as well as any sub-conclusions and/or summaries, may be written collectively. However, no more than 20 % of the assignment may be co-written.

For assignments written by two students, the number of pages is multiplied by 1.5.

Form of assessment: The supervisor assesses assignments prescribed to under 5 ECTS with a Pass/Fail grade. Assignments prescribed to 5 ECTS or more are assessed externally and graded according to the 7-point grading scale.

Form of re-examination:

The circumstances for the re-exam are the same as for ordinary examination.

6.9 Academic Internship (15, 22.5 or 30 ECTS)**Course content**

An academic internship can be part of the academic activities at the third semester. The academic internship can consist of 15, 22.5 or 30 ECTS corresponding to a total workload of 412½, 619 or 825 hours.

The purpose of the internship is to give the student competences, skills, and knowledge relevant for the job market. The internship may also serve as preparation for the Master's Thesis (this is however not a prerequisite).

An academic internship involves a contractual arrangement between a student, a company/organization at which the internship is to take place and the Head of Studies at Global Development. The Head of Studies must pre-approve the relevance of the internship and it is a prerequisite that the company/organization where the internship is to take place provides a supervisor for the intern.

Supervision – Teaching and learning methods:

The student will be appointed an academic supervisor at the MSc in Global Development (the student is responsible for contacting potential supervisors). Students are offered 5x45 min. of supervision (for 30 ECTS), 4x45 min. (for 22.5 ECTS) or 3x45 min. of supervision (for 15 ECTS). In addition to this, the student is entitled to a post exam feedback session (max 30 minutes). A suggestion for how the internship (30 ECTS) supervision could be planned:

- The student and the internship advisor have a short meeting prior to the start of the internship, where expectations and requirements are described and discussed. Provisional ideas about the subject for the internship report could be discussed (**Meeting 1 – 15 minutes**).
- Within the first month of the internship the student introduces the main advisor at the internship place to the academic supervisor at the University and facilitate a meeting where the internship plan is discussed (**Meeting 2 – 30 minutes**).

- One additional meeting per 7.5 ECTS is held between the student and academic supervisor during the internship period. (Example for 30 ECTS - **Meeting 3, Meeting 4, Meeting 5, and Meeting 6 – of 45 minutes each**). Meetings are expected to take place online but can be done in person if agreed between the student and the academic supervisor.
- Half-way through the internship the student hand-in a draft outline of the internship report. The topic and academic content of the draft outline for the internship report must be discussed and approved by the academic supervisor. (**Draft outline of internship report - 1-2 pages – could be discussed during Meeting 3 or 4**).
- A month prior to the internship exam, the student must hand-in and get approved the topic and outline of the internship report, where the academic content of the report is clearly described (**Final elaborated outline of internship report - 2-3 pages - could be discussed during Meeting 5 or 6**).
- Additional feedback on the internship report is only provided after internship project hand-in (exam). A (up to) 30 minutes feedback session between the student and academic advisor is offered after the exam (**30 minutes post-exam feedback**).

The allocation of hours for the internship is as follows:

Number of ECTS	15	22½	30
Total hours	412½	619	825
Teaching, reading, GD meetings	50	75	100
Internship work	287½	437½	605
Project report	75	97½	120

Content

A relevant internship is one which allows the student to do meaningful and mostly academic work in an organization/company. Furthermore, the content of this work should be within the scope of the Global Development programme. This means that internships based primarily within a field that is

not covered by the Global Development programme will not be accepted. An example could be if the internship is primarily based around communication or fundraising.

At the end of the internship the student must submit a project report. Because the student receives ECTS for the internship it is important that the report reflects relevant academic work. The student will work out the content of the report with supervision from the academic supervisor.

Learning Outcomes

Knowledge:

- Demonstrate knowledge of and analytic insight into the structure, purpose and operation of the selected corporation, company or institution at which the internship is conducted.

Skills:

- Critically reflect on the use and relevance of Global Development curriculum in relation to the selected corporation, company or institution at which the internship is conducted.

Competences:

- Communicate information and interpretations in a succinct and effective manner targeted at specific audiences.

Type of examination: Course examination.

Details of the exam form: Home assignment. Individual internship report. The requirements for the internship report are described at [KUnet](#), and the report must be submitted in Digital Eksamen. Assignments submitted after the deadline will not be assessed. The student will be registered for having used one exam attempt and must register for the re-examination. The report should be maximum 20 pages (for 30 ECTS), 15 pages (for 22.5 ECTS) or 10 pages (for 15 ECTS), excluding front page, table of content, references, and appendices. The formal requirements for written assignments and exams are described in Curricula's Common Part.

Exam aids: All aids allowed.

Form of assessment: Pass/fail.

Type of examiner: Internal examiner.

6.10 Master's Thesis (30 ECTS)

It is a requirement that 60 ECTS have been passed before the Master's Thesis writing period begins.

Objectives for the Master's Thesis:

Formulating, defining, and operationalising a social science issue in relation to global development in a broad sense. The Master's Thesis is prepared on the basis of the courses and other teaching activities (including courses merited from other study programmes) covered by the MSc in Global Development programme.

The Master's Thesis can be based either on primary or secondary empirical data.

Learning Outcomes

Knowledge

- Understand how to set up clear research questions and objectives and perform systematic and logical research on global development.
- Display comprehensive knowledge of the Master's Thesis topic and relevant theory and methods.

Skills

- Identify and process primary or secondary empirical material of relevance to the analysis.
- Critically select, discuss and apply relevant methodological approaches as well as relevant theoretical concepts in an analysis of global development.
- Ability to connect empirical analysis to theoretical insights.
- Set up clear research questions and objectives, and carry out systematic, independent and research-based answers to these questions within one or more core areas of the programme.
- Communicate specialised knowledge at a high academic level in English.

Competences

- Ability to analyse and critically reflect upon challenges and possible solutions related to global development.
- Ability to identify the contribution and generalizability of one's own work in relation to a larger research field.
- Critically evaluate one's own work by reflecting upon the strengths and weaknesses of the applied methods and theories.

The Head of Studies must approve the student's choice of topic for the Master's Thesis and set a deadline for its submission, see University Programme Order.

Master's Thesis students must comply with the rules on confidentiality and collaboration with third parties as well as confidentiality as [specified by the Faculty of Social Sciences](#). Furthermore, students must comply with regulation regarding the collection and handling of data. If students use data collected as part of the course "*Master's Thesis Data Collection*", this must be clearly and unambiguously mentioned in the method section of their Master's Thesis.

If a student is doing fieldwork abroad, the student must inform her/his supervisor about the field work, the location of the field work, the duration of the field work and any possible ethical considerations or relevant risk assessments related to the field work. The student is expected to follow the Danish Ministry of Foreign Affairs travel advice before undertaking a fieldwork abroad.

Registration deadline for the Master's Thesis follows the rules described in the section on Master's Thesis registration in the Curricula's Common Part.

Spelling and writing skills are considered in the overall assessment of the Master's Thesis, but the academic content is given the highest weight, see the Examination Order. The University (Board of Studies) may grant exemptions from this provision for students who are able to document a relevant and specific impairment, unless spelling and writing skills are significant objectives of the examination.

The Master's Thesis must include a summary. The summary is included in the overall assessment of the Master's Thesis. The summary must be written in English or Danish.

If the deadline for the Master Thesis is not met the student can apply for a second exam attempt (and eventually a third attempt) following the rules described in the section on second and third exam attempts of the Master Thesis in the Curricula's Common Part.

A Master's Thesis at Global Development can be done as a group work. The maximum group size is 4 people. In case of a group Master's Thesis the rules and regulations for group work apply (see the [Curricula's Common Part](#)).

Supervision

Students are given 6x45 min of supervision. Students are not entitled to additional supervision after the first exam attempt. For each additional student, the supervision sessions are extended with 15 minutes.

Form of examination: Home assignment with oral examination

Details for the exam form: The Master's Thesis is defended in an oral defence of approx. 45 minutes (excl. voting). The student has 5-10 min to make a presentation. The defence can be individual or group based and is based on the entire Master's Thesis + its components. In case of a collective oral defence, there are 15 minutes extra per additional student (the oral defence is approx. 60 minutes for 2 students and 75 minutes for 3 students, excl. voting).

In connection with the oral defence, the student must demonstrate a command of the methodologies applied in connection with the preparation of the Master's Thesis, and must be able to account for the results of the Master's Thesis in a clear, well-argued and comprehensible manner. The final assessment of the Master's Thesis is based on an overall assessment of the written part of the Master's Thesis as well as the oral defence.

The maximum length of Master's Thesis is 60 pages for one student. For groups of students writing together, the maximum length of the Master's Thesis is extended by 10 extra pages for each additional student.

Formal requirements for written assignments and exams are described in Curricula's Common Part.

Master's Thesis Models

Master's Thesis – classic format

A thesis of maximum 60 pages with the following main components:

- An introduction giving an account of the theory and methods employed, outlining the academic background for the study and its relevance for the context of Global Development.
- Main section in which the empirical material is analyzed with respect to the selected theories and relevant contexts.
- A conclusion.

Internship based Master's Thesis

A Master's Thesis of maximum 60 pages. The Master's Thesis must include the following main components, the order and scope of each to be decided in collaboration with the supervisor:

- An introduction giving an account of the theory and methods employed; outlining the academic background for the study and its relevance for the context of Global Development.
- A consultancy report primarily addressed to an external party, in which a problem from the project-oriented work (internship) is analyzed. This report is to be supplemented by a brief introduction, in which the format defining the consultancy report is justified.
- A paper, in which a theme or challenge relevant to the project-oriented work (internship) is discussed, targeted for an academic audience.
- A paper on methods and ethics, giving an account of a methodological and/or an ethical problem that is especially significant for the fieldwork and the project

Academic article

A Master's Thesis of maximum 60 pages with the following main components:

- An introduction giving an account of the theory and method(s) employed, outlining the academic background for the study and its relevance for the context of Global Development.
- One article. The article must be targeted for a specific scientific journal. Students must enclose guidelines for the chosen journal.
- A policy brief aimed at a relevant target audience (ministry, company, NGO, research institution, think tank).

A paper on methods and ethics, giving an account of the method(s) chosen and one or several ethical problem that is especially significant for the project.