



Master of Science in Global Development

Curriculum, effective February 2021

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Introduction

In addition to this Programme Specific Curriculum this education is regulated by the Curricula's Common Part which applies to all bachelor- and master programmes at The Faculty of Social Sciences. The Curricula's Common Part contains common rules that apply to all educations on the faculty.

The curriculum is approved by the Dean of the Faculty of Social Sciences at the University of Copenhagen. This latest revision is approved in October 2020 and it takes effect on February 1, 2021.

2. Title and affiliation

Graduates are awarded 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 interdisciplinary programme based across departments and faculties at UCPH.

Global Development has a board of studies. The administrative affiliation is with the Department of Anthropology. The Board of Examiners is that of the Department of Anthropology.

3. Programme Objective and Competence Profile

3.1 Objective

The 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 to both 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 an MSc thesis.

Knowledge

An MSc in Global Development will:

- 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

An MSc in Global Development will:

- 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

An MSc in Global Development will be able to:

- 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
- 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/

There is a restricted intake of students. For limits on intake and selection criteria, when there are more applicants who fulfil the above-mentioned specific admission requirements than the number of places in the programme, please consult the webpage:

<http://www.studies.ku.dk/masters/global-development/>

3.3.1 Supplementary activities

When assessing your academic qualifications in relation to the master's degree programme to which you are applying for admission, the Faculty can only attach importance to your bachelor degree. It is not possible to study supplementary courses between the bachelor and the master's degree programmes 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, these activities must maximum account for 30 ECTS credits of your basis for admission.

4. Programme Content and Academic Profile

The MSc programme builds upon the knowledge and insight acquired by students during their bachelor studies.

In accordance with Section 21 of the University Programme Order, the programme consists of core obligatory subjects reflecting the programme's particular academic objective and design (60 ECTS), elective courses and/or internship (30 ECTS), and the MSc thesis (30 ECTS).

In accordance with Section 6(2) of the University Programme Order, the modular 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. All courses are subject to a modular structure.

The table shows how the first and second semesters are divided into compulsory courses providing a general introduction to the global development-related subject areas (6 x 7.5 + 15 ECTS). The programme is organised on the basis of the structure for the Common Market of Education with modules of 7.5 ECTS per module and follows the year and timetable structure for the Common Market of Education.

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 in the Social Sciences	Global Development: Theories, Facts and Current Issues	Global Business and Economics	Transnational Actors, People and Placemaking
2 nd semester	Interdisciplinary Field Research (15 ECTS)		Economic Growth and Inequality	Global Politics

ECTS	7.5	7.5	7.5	7.5
3 rd semester	Study abroad, internship and/or courses within social science (30 ECTS)			
4 th semester	Thesis (30 ECTS)			

It is recommended that students take the courses in the order listed above.

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 Elective courses and project-oriented work

During the third semester of the programme, students must choose elective courses in Denmark or abroad and/or undertake project-oriented work (internship) in a company or an organisation as a supplement to the otherwise prescribed curriculum.

In connection with credit transfers from other institutions, including foreign universities, it is ensured that elective courses and/or project-oriented work (internship) do not correspond to more than 30 ECTS.

Credits for courses taken at universities abroad must be relevant for the MSc in Global Development.

The only elective course offered by the Global Development programme is the course on Thesis Data Collection.

It is possible to take a project oriented work (academic internship) as an elective course during the third semester. The academic internship can take up 15, 22,5 or 30 ECTS corresponding to a total workload of 412½, 619 or 825 hours. Only one internship can be approved as part of a master in Global Development.

4.2 Course Registration

The first two semesters at the MSc in Global Development are mandatory.

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

5. Examinations

For general rules on the examination please see the Curricula's Common Part section 4.

5.1 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). Further, 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)

Economic Growth and Inequality (7.5 ECTS)

Interdisciplinary Field Research (15 ECTS)

Thesis (30 ECTS)

Furthermore, the courses 'Global Business & Economics' (7.5 ECTS) and 'Global Politics' (7.5 ECTS) as well as the master thesis (30 ECTS) are assessed by an external examiner, amounting to a total of 45 ECTS.

The programme in Global Development is taught in English. All exams and papers, including the final thesis, must be in English.

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

6. Course Catalogue

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

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 analysed 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

- Describe the leading development and globalization theories and dominant development thinking and relate this to developments in the various social science disciplines.
- Show 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 analyses of the current development issues covered in the course.
- Select relevant theories and methods for analyzing development issues that are similar to the current issues covered in the course.
- Communicate and discuss evidence-based knowledge and theories about current development issues on different levels to researchers, policy makers, media, organizations, and laypersons.

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 teams.

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.

Exam

Written examination, essay + 12 hours take home exam, the two parts of the exam are given equal weight, one combined grade. Formal requirements for written assignments and exams are described in section 4.5 in Curricula's Common Part. All aids allowed, 7-point grading scale. No external censorship.

Applied Research Methods (7.5 ECTS)

Content

Applied Research Methods familiarizes students with relevant topics within qualitative and quantitative research methods. Students are expected to have some knowledge about one or more of the methods. Therefore, the course will focus on specific methods that are of relevance for cross-disciplinary analysis and research. The course is built around a case study in Copenhagen on a topic relevant for global development. Group work on the case study is employed as means 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 analysis and GIS methods

Skills

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

Competences

- Select relevant methods for data gathering and analysis;
- Critically examine and evaluate the choice of research method in scientific and scholarly work;
- Ability to collaborate across disciplinary boundaries.

Teaching and learning methods

The course is based on a combination of lectures and interactive seminars drawing on relevant academic literature. Students develop their practical skills through exercises and an extensive empirical case study in Copenhagen combining and integrating the research methods.

Exam

Written assignment. Formal requirements for written assignments and exams are described in section 4.5 in Curricula's Common Part. The exam is a written group report composed of quantitative and qualitative data and an integrated analysis of the findings. The groups are formed by the Head of Studies. All aids allowed, passed/not passed, No external censorship.

Global Business and Economics (7.5 ECTS)

Course description

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, labor 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.
- Understand the economic, social and political dimensions of global business.

Skills

- Select relevant theories and methods for analyzing economic linkages.
- Be able to 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.

Competences

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

Teaching 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.

Exam

Three hour written exam. Formal requirements for written assignments and exams are described in section 4.5 in Curricula's Common Part. No aids allowed. 7-point grading scale. External censorship.

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

Course description

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 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.

Exam

Oral examination (20 minutes) under invigilation. 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. 7-point grading scale. No external censorship.

Global Politics (7.5 ECTS)

Course description

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 analyse and understand institutional dynamics and their consequences for developing countries and emerging economies. Especially, the students will be able to analyse dilemmas, tensions, and conflicts in legal and organisational infrastructures. The course will focus on what constitutes ‘data’ when analysing 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 methods

There is a mixture of lectures and workshops. Lectures will be conducted by the teachers below, and two parallel workshops will follow lectures for discussion of prepared questions. The workshops will be moderated by doctoral students.

Learning outcomes

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

Knowledge

- Describe and define central concepts in global politics.
- 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 methods for institutional analysis.
- Identify central actors, institutions, processes and norms involved in the social production of political fields.

Competencies

- Collect and process relevant information for analysis of political dilemmas.
- Critically reflect on central characteristics of formal and informal forms of politics.
- 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.

Exam

Individual 48 hour take-home exam. Formal requirements for written assignments and exams are described in section 4.5 in Curricula's Common Part. 7-point grading scale. External censorship.

Economic Growth and Inequality (7.5 ECTS)

Course description

The course is divided in seven lectures on economic growth and development, and global and local inequalities. Each lecture starts with a specific question combining these topics and looking at them from different angles: What is development? Why are some people and countries so rich and others so poor? Why are some of the economic inequalities so persistent over time? Does culture differences explain economic disparities? What role do institutions like property rights, democracy and the state play in shaping different patterns of economic growth and inequality? By the end of the course we discuss whether the international development community, foreign aid and social assistance are effective and sustainable to combat poverty and inequality. We address questions about causality throughout the course, asking for example whether institutions that protect personal liberties and property rights are a cause or a consequence of development. We also discuss the extent to which historical, cultural, geographic and climatic factors correlating with development and inequalities can explain these phenomena. In these discussions, we explore solutions with the potential to contribute to more sustainable development and less inequalities, and compare their strengths and weaknesses.

The course studies these issues combining an economic approach focusing on quantitative macro-analysis at the international level, with an anthropological approach focusing on qualitative micro-analysis at the infra-national level. The course is therefore organized in weekly lectures and group exercises where students work with (a) quantitative and qualitative data analysis for development, (b) critical review of the existing literature, and (c) writing short critical essays and reports on data analysis about topics covered in the course.

Learning outcomes

By the end of the course, the students will be able to:

Knowledge

- Describe global and local patterns of economic growth and inequality, in a modern and a historical perspective.

- Explain the reasons behind the large and persistent differences in economic outcomes across and within countries, combining different perspectives from both micro economic and anthropological approaches.

Skills

- Build an argument about the drivers of economic development and inequality combining both quantitative and qualitative data.
- Relate economic growth and inequality to societal processes such as cultural change, legal institutionalization, and democratization, using both quantitative and qualitative approaches.

Competences

- Assess the fairness, efficiency and/or sustainability of development solutions from a global and a local perspective, using appropriate methodologies.

Apply knowledge of quantitative and qualitative research methods to conduct empirical analysis in less developed countries.

Teaching and learning methods

The course will consist of one weekly lecture and one weekly exercise class during 7 weeks. During the lectures, economics and anthropology lecturers will engage with ‘the question of the week’, presenting different points of view on the specific topic and setting the floor for a debate. During the exercises, the focus will alternate on quantitative analysis (led by the economics lecturer), qualitative analysis (led by the anthropologist lecturer) and critical debate (led by both lecturers).

Students are required to do the readings before each lecture and come prepared to actively participate in class and exercises. Students will receive 6 assignments, and will be required to upload present, and discuss them. Students should be ready to provide constructive feedback to their classmates, and will also receive feedback from teachers, teaching assistants and other students will. By the end of the course, students will be required to choose freely and upload 2 out of the 6 assignments they handed in during the semester, in a revised version. The set of these 2 revised assignments will constitute the portfolio of exercises that will be graded.

Feedback

Feedback provider	Feedback on what	Feedback to groups or individuals	Oral or written
Lecturer	Critical debate and questions in class	Class	Oral
Lecturer/research assistant	Exercises	Group	Oral or written
Peer feedback	Exercises	Group	Oral or Written

Examination

Individual portfolio of 2 assignments, combining quantitative and qualitative analysis on selected topics covered in the course. These 2 assignments are revised versions of 2 out of the 6 assignments that each student has worked in throughout the course, that have been freely selected from the set of 6 assignments, and that have been individually revised based on feedback received throughout the course. Formal requirements for written assignments and exams are described in section 4.5 in Curricula's Common Part. 7-point grading scale. All aids allowed. Internal evaluation.

Interdisciplinary Field Research (15 ECTS)

Course description

This course gives students an opportunity to prepare, implement 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 possible 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 and logistical setup, students work in groups refining their research design and applying relevant methods in order to collect the data necessary to answer their research questions. Based on the field work, the groups write a report on the findings of their research, which form part of the exam along with an individual essay reflecting on the methods used and empirical findings.

Learning Outcomes

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

Knowledge

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

Skills

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

- clearly communicate research findings

Competencies

- critically discuss the different kinds of data and forms of knowledge obtained by alternative data collection and analytical methods, including how these methods shape research findings
- reflect on ethical concerns in relation to empirical research

Teaching methods

The course will be undertaken on a full-time basis over 8 weeks. This will involve 3 weeks of preparation with methods training and research preparation, including the formulation of a research design; 2 weeks of field work; and 3 weeks of report writing and a final evaluation. Throughout the course, students work in groups to design, undertake and report on their own piece of field research. Students will receive feedback on their work-in-progress throughout the course in supervision sessions. Before fieldwork students receive feedback on their proposals, during the field trip they receive feedback on their methodological approach, and after field work, they receive feedback on their drafts for their research reports.

Exam

Written group report of maximum 20 pages with individual contributions marked out. Formal requirements for written assignments and exams are described in section 4.5 in Curricula's Common Part.

From 2022 onward, the written report assessment will be complemented by a group oral examination. Each group has an exam of 40 minutes (of which the group has ten minutes to present followed by thirty minutes of questions).

The groups are formed by the Head of Studies. The two parts of the exam (report and oral) are given approximately equal weight in the final mark. 7-point grading scale, internal evaluation.

Thesis Data Collection (7.5 / 15 ECTS)

Content

Thesis data collection is an elective course that prepares students for carrying out their master's thesis in the fourth semester. As part of the course students draft a synopsis for their thesis, and subsequently collect data for their research project. The data can be either primary data collected through fieldwork, survey, data mining; or they can be secondary data collected from archives, databanks, existing literature, etc. Fieldwork can take place in all kinds of socio-cultural contexts on the condition that it can be realistically carried out within the given time frame and that the safety of students is not at stake. Apart from this, the choice of data to be collected is limited by research ethics only.

The course can be 7.5 ECTS or 15 ECTS and is proposed each semester.

Data collection can be carried out individually or in smaller groups of maximum 3 students.

During the data collection process, students write a portfolio. The students are assigned a supervisor before the course starts (the students are responsible for contacting potential supervisors). The students receive 45 minutes supervision to prepare their synopsis + 45 minutes supervision per 7.5 ECTS to discuss portfolio results and prepare the final report. For each additional student, the supervision sessions are extended with 15 minutes. When doing fieldwork abroad, supervision is organized through netbased dialogue.

The duration of data collection is max 25 days per 7.5 ECTS.

Learning Outcomes

Knowledge

- demonstrate familiarity with relevant methods for collecting data and the types of knowledge that the chosen method produces
- demonstrate knowledge in analysing data relevant to provide answers to research questions.
- demonstrate thematic and regional knowledge relevant to a chosen research field

Skills

- write a problem statement and a research synopsis
- collect relevant empirical material
- evaluate the problem statement and research questions in relation to collected empirical material

Competences

- organize an empirical material properly with due consideration to relevant methodological and ethical issues
- reflect critically on the methodological and analytical process of data collection
- give qualified feedback on others' work

Teaching and Learning Methods

Supervision and feedback from teacher and from peer students

Exam

Type of assessment

Portfolio containing a synopsis (research plan) and a final report describing the data collected. The deadline for the exam is at the end of the semester.

Contents of the portfolio:

- 3 pages Master's Thesis synopsis
- 3 pages final report (7.5 ECTS) or 7 pages final report (15 ECTS). The length remains the same regardless of the number of students writing together.

Aids

All aids allowed

Marking scale

Passed/not passed

Censorship form

No external censorship

Re-exam

1st re-exam: A new assignment must be submitted. The new assignment must be submitted by the deadline for the re-exam.

2nd re-exam: A new assignment must be submitted. The new assignment is submitted during the next exam period.

Project oriented work (Academic Internship) (15, 22.5 or 30 ECTS)

Course description

A project oriented work (also referred to as an academic internship) can be part of the academic activities at the third semester. The academic internship can take up 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 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

The student will also be appointed an internship supervisor at Global Development (the student is responsible for contacting potential supervisors). Students are given 5x45 min. of supervision (for 30 ECTS), 4x45 min. (for 22.5 ECTS) or 3x45 min. of supervision (for 15 ECTS)

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. Due to the fact that 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 the supervisor.

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

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.

Exam

Internship report. The exam form is passed/not-passed with internal evaluation. The report should be maximum 20 pages (for 30 ECTS), 15 pages (for 22.5 ECTS) or 10 pages (for 15 ECTS).

Formal requirements for written assignments and exams are described in section 4.5 in Curricula's Common Part..

Thesis (30 ECTS)

All compulsory courses (from the first and second semester) must be passed before the start of the thesis writing period.

Objectives for the MSc thesis:

Formulating, defining and operationalising a social science issue in relation to global development in a broad sense. The 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 thesis can be based either on primary or secondary empirical data.

Thesis 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 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 MSc thesis and set a deadline for its submission, see Section 19(5)-(6) of the [University Programme Order](#).

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 "*Thesis Data Collection*", this must be clearly and unambiguously mentioned in the method section of their MSc 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 thesis follows the rules described in the section on master thesis registration in the [Curricula's Common Part](#).

Spelling and writing skills are weighted in the overall assessment of the thesis, but the academic content must be 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 thesis must include a summary. The summary is included in the overall assessment of the thesis.

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 thesis at Global Development can be done as a group work. The maximum group size is 4 people. In case of a group thesis the rules and regulations for group work apply (see the [Curricula's Common Part section 4.6](#))

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.

Exam

The 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 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 thesis, and must be able to account for the results of the thesis in a clear, well-argued and comprehensible manner. The final assessment of the thesis is based on an overall assessment of the thesis' written part as well as the oral defence.

The maximum length of Thesis is 60 pages for one student. For groups of students writing together, the maximum length of the Thesis is extended by 10 extra pages for each additional student. Formal requirements for written assignments and exams are described in section 4.5 in Curricula's Common Part.

Thesis Models

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 thesis

A thesis of maximum 60 pages. The 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 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.