

# Study plan for

## Master’s programme in Global Development, Crisis and Change

From autumn 2023

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## Master's Programme in Global Development, Crisis and Change

*120 credits – Full time – Kristiansand/net-based teaching*

### Admission requirements

The general requirement is completed bachelor's degree of minimum 3 years' duration (180 ECTS).

### Other requirements:

1. Either: a major subject of at least 80 ECTS within the social sciences. At least 20 ECTS must be at level 2, i.e. build upon courses at a lower level.

Or: an integrated programme of at least two years duration within the social sciences.

Examples of relevant fields of study: Development Studies, Planning, Geography, Sociology, Social Anthropology, Politics and Business Administration.

2. Social science methods, at least 7,5 ECTS.

A weighted, average grade of C or better is required.

For further information, see regulations concerning admission to programmes and courses at the University of Agder, § 24 <https://lovdata.no/dokument/SF/forskrift/2021-11-24-3370?q=uia>.

### Recommended previous knowledge

Good English skills.

### General description and profile of the programme

The study programme combines knowledge of global and local processes of development, crisis and change based on development studies, geography, social anthropology and cultural studies, and communication and media studies. The objective of the programme is to develop a critical and analytical view on development and crisis in different contexts across the globe. Students will be trained in developing and analysing complex questions and in how to collect, analyse and critically assess knowledge and knowledge production.

The programme provides methodological and theoretical tools for understanding crisis, change and development processes in different cultures at different geographical levels out of a social science perspective. The programme focuses on poverty reduction, planning and development strategies, cultural change, economic and ecological processes, power, identity and social practice.

The course offerings employ a range of theoretical and methodological tools, geared towards a critical understanding of development studies that brings together theory and practice.

In a foundational course in the first semester, the students explore theories of crisis as a concept and phenomenon, as well as empirical examples of contemporary and historical crises. Throughout the first year, the students continue to build on this work in courses exploring global challenges related to development, the environment, inequality, gender and power.

In the second semester, the students start preparing for the master thesis through a methodology course, followed by a field course. The field course is usually held in Sri Lanka, a country that has experienced several complex crises in recent history. The field course is mainly taught by local scholars and aims for the students to strengthen their methodological and ethical reflection about how situations of crisis can be studied.

In the third semester, the students take courses that explore disaster and crisis management and crisis communication. The students continue their work towards an independent thesis proposal through a thesis seminar course, before embarking on the master thesis. The fourth and final semester is entirely dedicated to the master thesis.

#### Course structure diagram

1. semester	UT-410 Understanding crisis – a conceptual approach 10 sp	UT-403-1 Global environment issues - a political ecology perspective 10 sp	UT-404-1 Current development issues: inequality, power and social change 10 sp	
2. semester	UT-408-1 Gender, culture and everyday life 10 sp	ME-413-1 Research Methods in Development and Planning Studies 10 sp	ME-433-1 Field Course 5 sp	UT-508 Cross-cutting issues in development 5 sp
3. semester	Exchange (30 sp)			
	SV-407 Crisis communication 10 sp	UT-508 Cross-cutting issues in crisis management 5 sp	ME-526 Master thesis seminar 5 sp	SV-507 Masteroppgave (40 sp)
4. semester				

Normally, part of the third semester (10 ECTS) and the whole of the fourth semester (30 ECTS) will be fully devoted to writing a master's thesis. Students are encouraged to do fieldwork in connection with the master's thesis.

In the third semester, students can apply to do an internship, UT-409 (10 credits), in a relevant organization, or apply to do the SV-420 Co-creation - theory in practice (10 credits) (given in Norwegian). However, this requires an on-campus presence.

Students who do UT-409 or SV-420 and students who go on exchange in the third semester, will write a 30-credit master's thesis (UT-506).

## Learning outcome

### *Knowledge*

After completing the programme, the candidate

- has advanced knowledge of global development studies and specialised insight in contemporary development challenges related to crisis and societal change
- has thorough knowledge of the theories and methods in the study of development, crises and change, gender, complex inequality and crisis communication
- can apply knowledge about complex and multifaceted societal crises to new areas within global development studies and subfields intersecting with gender studies, crisis management, political ecology and communication
- can analyse academic problems based on the history, traditions, distinctive character and place in society of development studies and relevant subfields

### *Skills*

After completing the programme, the candidate

- can analyse and deal critically with various sources of information and use them to structure and formulate scholarly arguments
- can analyse existing theories, methods and interpretations in global development studies and subfields intersecting with gender studies, crisis management, political ecology and communication
- can work independently as well as in teams on practical and theoretical problems related to global development processes, multiple forms of crisis, societal change and crisis communication
- can use relevant methods for research and scholarly work in an independent manner
- can carry out an independent, limited research project under supervision and in accordance with applicable norms for research ethics

### *General competence*

After completing the programme, the candidate

- can analyse relevant academic, professional and research ethical problems
- can apply their knowledge and skills in new areas to carry out advanced assignments and projects
- can communicate extensive independent work and masters the language and terminology of the multidisciplinary field of development studies
- can communicate about academic issues, analyses and conclusions in the field, both with specialists and the general public
- can cooperate in virtual teams
- can contribute to new thinking and innovation processes

### *Teaching and learning methods*

The teaching methodology builds on a team-based and problem-based learning platform with extensive use of case-based teaching and field studies. Students will be trained in conducting case studies, and to propose strategies for specific development and planning challenges from an interdisciplinary perspective. They will also be trained in how to approach their own and foreign cultures through an everyday perspective.

All courses except the field course are given as e-learning courses. The pedagogy in the programme is mainly focused on learning through group work, discussions, joint exercises and individual assignments with guidance and feedback from the tutor and lecturer.

In addition to the net-based course delivery, there are two face-to-face sessions. The first face-to-face session is compulsory and takes place in Kristiansand in the beginning of the study programme in August (two weeks). The second face-to-face session will take place in a developing country in May/June (four weeks), in the second semester. There will be an alternative field course for students who cannot travel for the second face-to-face.

Each student is expected to actively participate and contribute to a good learning environment. Students will gain experience in different ways of acquiring knowledge and how this knowledge is passed on. Examples of teaching methods are lectures, group discussions and group work, fieldwork, seminars, and supervision.

The students normally do fieldwork in a developing country in connection with their master's thesis. Fieldwork can also be done in Norway. The fieldwork can last from 6 weeks to 3 months.

#### Assessment methods

Assessment in all courses is based on portfolio. A portfolio assessment can include individual and group hand-ins, policy briefs, reports, project proposals, podcasts and fieldwork reports. All courses also have compulsory activities such as group discussions or other activities. These need to be approved in order to hand in the portfolio (exam). A study guide and calendar for each course will be provided at the beginning of each semester and give more detailed information.

#### Internationalization

Global development studies are an interdisciplinary, international field, which is reflected in the courses provided in the programme. Some of the strengths of the study programme are the field courses (1st year) and fieldwork (last semester, 2nd year). The field course takes place in the global south. These opportunities provide practice-oriented knowledge, and the students acquire the ability to conduct empirical studies and participate in intercultural communication, and international and intercultural teamwork. The students often carry out fieldwork for their master's thesis in various parts of the world, supported by our international partner universities.

The master programme recruits international degree students and exchange students. The department is engaged in several Erasmus+ Global Mobility partnerships that may offer scholarships for master's students undertaking fieldwork in the global south. Our partner universities include University of Ruhuna (Sri Lanka), Makerere University (Uganda), Gadjah Mada University (Indonesia), Kathmandu University (Nepal), and Universidad San Simón (Bolivia).

Students may apply to go on an exchange in the third semester. The department has exchange agreements with many universities in different parts of the world offering interesting courses within the topics of the master's programme. For more information, please contact the study program coordinator or the department academic adviser. Further information can also be found through the following web page: <https://www.uia.no/en/student/go-on-exchange>

The language of instruction is English.

#### Occupational profiles of graduates and access to further studies

Graduates from the master's programme qualify for work related to:

- development processes, in both public and private sector companies
- administration and management of development projects and humanitarian work
- public administration
- NGOs (in Norway or abroad), other humanitarian actors and agencies

- work within the business community, for example CSR (Corporate Social Responsibility)
- work related to refugees and immigrants and other "south-to-north" work
- work in diplomacy and multilateral organizations
- work related to sustainability and climate change on both local and global arenas
- research

The master's programme can qualify for admission to the Faculty of Social Sciences' PhD programme or other relevant PhD programmes.

#### Qualification awarded

The programme leads to the degree of Master in Global Development, Crisis and Change.

#### Evaluation

Study programme evaluation is conducted annually in the programme committee in accordance with the Quality System, section 4.2. Before the meeting of the study programme committee, the student representative may obtain suggestions and ideas from fellow students.

#### Fee

Students who travel abroad when doing the field course ME-433, will need to cover travel, food and accommodation expenses themselves. Students who are eligible for support in Lånekassen can apply for travel funds. Students who cannot participate in the field course abroad will have an alternative offer, covering the same aspects as the field course.

#### Use of laptops

Students at UiA are expected to have laptops for use in learning and at examinations, cp. the Examination Regulations for the University of Agder section 12d.

For the master's programme, students depend on the use of a computer in all courses. Canvas is the main digital communication platform between students and members of staff. The students are introduced to other digital resources throughout the programme.

#### Faculty

Faculty of Social Sciences

## First year

### UT-410 Understanding crisis – a conceptual approach

*One semester – 10 credits – autumn semester – Kristiansand/net-based teaching*

#### *Study programme*

Master's Programme in Global Development, Crisis and Change

#### *Language of instruction*

English

#### *Learning outcomes*

On completion of the course, the students should be able to:

- provide an overview of how crisis is theorised in interdisciplinary fields, and discuss how crisis is understood, problematised and analysed across time and space
- identify and outline key features of contemporary crises to global development, such as rising socio-economic inequalities, crisis of the economy, democracy and civic society, displacement and migration, pandemic events and climate change and environmental degradation
- identify and discuss interconnections between different types and scales of crises
- recognise and analyse how social and economic inequalities informed by gender, ethnicity, race and class can be affected by crises
- critically assess the politics, communication, and reality of crisis across different locations
- critically assess concepts and policies of sustainability, development and crisis
- use case-studies to explain how crises across global, regional, national and local scales have contextually specific consequences and responses

#### *Contents*

This course invites students to an advanced conceptual discussion about crisis. By building a strong theoretical foundation, the course prepares students to critically assess how contemporary crises affect groups and societies, how they are interconnected, and how they can be addressed. The course considers how crises can be conceptualised across time and space and invites the students to develop a deeper understanding of the multifaceted crises unfolding presently: rising socio-economic inequalities, crisis of the economy, democracy and civic society, displacement and migration, the COVID-19 pandemic and climate change and environmental degradation.

Discussing how different groups perceive and respond to crisis, as well as how sustainable development is challenged by crisis in different contexts, will be a key aspect of the course. Through readings exploring empirical examples from different contexts and of different scales, the course prepares the students to recognise and analyse how crises can both exacerbate inequalities produced by social and economic processes and give rise to struggles with the potential to reconfigure such inequalities. The theoretical and empirical foundation developed through engagement with the readings also prepares students to critically assess how communication about crises reflects the politics and realities of critical situations.

#### *Teaching and learning methods*

Net based teaching through Canvas. Estimated workload, 270 hours.

#### *Examination requirements*

Individual participation in group discussions (approved/not approved).

*Examinations*

Portfolio assessment 100%, graded A-F. The portfolio includes hand-ins, activities and contributions during the course. A study guide and calendar will provide more detailed information at the beginning of the semester.

*Student evaluation*

The lecturer decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

*Offered as single standing module*

No

*Admission for external candidates*

No

*Responsible faculty*

Faculty of social sciences



UT-404 Current development issues: poverty, inequality and power  
*One semester – 10 credits - autumn semester – Kristiansand/net-based teaching*

*Study programme*

Master's Programme in Global Development, Crisis and Change

*Language of instruction*

English

*Learning outcomes*

On completion of this course, the students should

- have thorough knowledge of theories, concepts, and models of how to engage with poverty, inequality and power across the North-South axis
- have in-depth knowledge of the various actors involved in the field of development and how they in diverse ways address and influence the complex intersections between poverty, inequality and power
- have a thorough understanding of the Sustainable Development Goals (SDGs), their potential impact on addressing poverty and inequality, as well as responses to the SDG agenda from various actors
- be able to critically analyse and discuss dominant discourses from a political economy perspective
- be able to critically link theoretical approaches to empirical cases
- have knowledge of and ability to discuss aspects of everyday life practices in different contexts
- be able to critically discuss and analyse theoretical and policy approaches in relation to poverty and inequality, being able to recognise and critically analyse power dimensions and its outcomes in the field of development

*Contents*

This course addresses the complex intersections between poverty, inequality and power in global and local development. It offers critical and contextual perspectives and takes as its point of departure an analysis of how the persistence of poverty and deepening of inequality are related to the workings of multiple structures of power in the contemporary world-system. Focusing on key transformations in the political economy of global capitalism, students are challenged to explore how poverty and inequality are gendered and racialized and influenced by social class across the North-South axis. The course discusses how conventional development actors - states, multilateral and bilateral organizations, and NGOs - define and address these challenges. Furthermore, in this course we address a wide range of responses to poverty and inequality, ranging from migration via social movements, to new forms of global citizenship and citizen initiatives in the development field.

*Teaching and learning methods*

Net based teaching through Canvas. Estimated workload, 270 hours.

*Examination requirements*

Individual participation in group discussions (approved/not approved).

*Examinations*

Portfolio assessment 100%, graded A-F. The portfolio includes hand-ins, activities and contributions during the course. A study guide and calendar will provide more detailed information at the beginning of the semester.

*Student evaluation*

The lecturer decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

*Offered as single standing module*

No

*Admission for external candidates*

No

*Responsible faculty*

Faculty of Social Sciences

## UT-403 Global environmental crisis and the green transition - a political ecology perspective

*One semester – 10 credits – autumn semester – Kristiansand/net-based teaching*

### *Study programme*

Master's Programme in Global Development, Crisis and Change

### *Language of instruction*

English

### *Learning outcomes*

On completion of the course, the students should:

- have a thorough understanding of the global environmental crisis and the green transition, their multiple social, political and economic aspects, and possible solutions to this crisis
- have a thorough knowledge of political ecology as a field, its emergence, theories and concepts
- have an understanding of actors involved and be able to critically analyse how they act and relate to each other
- be able to recognise and critically analyse environmental discourses and their practical consequences in relation to society and culture
- be able to discuss the connection and interaction of local, national and global processes through case studies

### *Contents*

The aim of this course is to provide the students with a thorough understanding of the complex social, political and economic aspects that mark the global environmental crisis we are facing. Possible solutions to this crisis will also be critically assessed, with a focus on various green transition policies and their economic and political rationale.

A political ecology perspective is employed throughout the course, with an emphasis on multi-faceted human-environment relationships and how these relationships also vary cross-culturally. Through a variety of case studies and relevant literature, the students will explore how the green transition is a field vested with significant inequalities in economic and social power. This course consists of several modules which will highlight the complex intersections of politics, economy and ecology, and provide knowledge about a variety of actors at the local and the global level.

Empirical examples from green mobility, energy & extractive industries, and smart cities, will be given, linking the course themes to issues of global development and North-South relations. Moreover, the course will discuss what dominant discourses of sustainable development may entail, and how social and economic inequalities are reinforced, contested or addressed through such discourses.

### *Teaching and learning methods*

Net based teaching through Canvas. Estimated workload, 270 hours.

### *Examination requirements*

Individual participation in group discussions (approved/not approved).

#### *Examinations*

Portfolio assessment 100%, graded A-F. The portfolio includes hand-ins, activities and contributions during the course. A study guide and calendar will provide more detailed information at the beginning of the semester.

#### *Student evaluation*

The person responsible for the course decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

#### *Credit reduction*

UT-400-1 with 7.5 credits.

#### *Offered as single standing module*

No

#### *Admission for external candidates*

No

#### *Responsible faculty*

Faculty of social sciences

## ME-413 Research methods

*One semester - 10 credits – spring semester – Kristiansand/net-based teaching*

### *Study programme*

- Master's Programme in Global Development, Crisis and Change
- Master's programme in Planning, Place and Process

### *Language of instruction*

English

### *Learning outcomes*

On completion of this course, the students should

- be able to distinguish between the different paradigms underlying the different research approaches, qualitative as well as quantitative, in social sciences research
- have knowledge on how to generate an appropriate research topic and write a cogent research statement
- be able to assess and discuss research proposals
- be able to apply the various research approaches used in social sciences: qualitative, quantitative, and mixed methods
- be able to apply theoretical insights to practical case studies and field work

### *Contents*

The aim of the course is to provide the students with the knowledge and skills necessary to develop and conduct a research study and ultimately write a master's thesis. The specific goal is to train the students in research design, research methods, and the process of doing research. The students will develop an attitude as a critical researcher and practitioner, being able to make the appropriate choices in research methods and understand the implications of trade-offs that characterize every research project.

### *Teaching and learning methods*

Net based teaching through Canvas and campus-based teaching. The campus-based teachings will be streamed. Estimated workload is 27 hours per credit.

### *Examination requirements*

Individual participation in group discussions (approved/not approved).

### *Examinations*

Portfolio assessment including hand-ins, activities and contributions during the course. A study guide and calendar will provide more detailed information at the beginning of the semester. The grades A-F are used (ECTS grading scale).

### *Student evaluation*

The study programme manager, in consultation with the student representative, decides the method of evaluation and whether the courses will have a midterm or end of term evaluation, see also the Quality System, section 4.1. Information about evaluation method for the course will be posted in Canvas.

### *Offered as single standing module*

No

*Admission for external candidates*

**No**

*ECTS credit reductions*

**ME-409-1 with 7.5 credits.**

*Responsible faculty*

**Faculty of Social Sciences**

## UT-408 Gender, culture, and everyday life

One semester – 10 credits – spring semester – Kristiansand/net-based teaching

### *Study programme*

Master's Programme in Global Development, Crisis, and Change

### *Language of instruction*

English

### *Learning outcomes*

On completion of this course, the students should:

- have a thorough knowledge of theories, concepts, and approaches to gender within contexts of development and crisis
- be able to analyse and discuss dominant gender discourses and their critiques
- be able to critically link theoretical approaches to empirical cases
- have knowledge of and ability to discuss aspects of gender, development and types of crises within a context of everyday life practices in various cultural contexts
- have knowledge of how to communicate complex themes and problems through the use of policy briefs and/or infographics

### *Course contents*

The main aim of the course is to get an understanding of theories, concepts, and approaches to gender across different development and crisis contexts. We highlight the importance of acknowledging cultural differences and everyday life practices which requires the student to critically reflect upon how theories, concepts, and policies are constructed and applied.

The course is divided into four modules:

Module 1 introduces dominant discourses on gender in development in the field of development and crisis, as well as the feminist critiques of these.

Module 2 continues with the feminist critiques and presents ways to understand gender through experience-based knowledge highlighting the importance of acknowledging context.

Module 3 aims at generating an understanding of the interplay between preconceived ideas about gender, development and crisis *and* everyday life practices in various places.

In module 4 we seek to engage in critical reflections on how to communicate everyday life and experience-based knowledge into the dominating discourses that influence policy and thus people's lives worldwide.

### *Teaching and learning methods*

Net-based teaching through Canvas. Estimated workload, 270 hours.

### *Examination requirements*

Individual participation in group discussions (approved/not approved).

### *Examinations*

Portfolio assessment 100%, graded A-F. The portfolio includes hand-ins, activities and contributions during the course. A study guide and calendar will provide more detailed information at the beginning of the semester.

*Student evaluation*

The lecturer decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

*Offered as single standing module*

No

*Admission for external candidates*

No

*Responsible faculty*

Faculty of social sciences



## ME-433 Field course

*One semester - 5 credits – spring semester – Field work/net-based teaching*

### *Study programme*

Master's Programme in Global Development, Crisis and Change

### *Language of instruction*

English

### *Recommended prerequisites*

ME-413-1 Research methods

### *Learning outcomes*

Upon completion of the course, students should be able to

- select theoretical literature relevant for practical research exercises within a given topic
- plan and conduct a practical field exercise, including data collection
- select and apply various research methods to explore a given research topic
- organise work and collaborate in research teams across interests and disciplines
- recognise the challenges of doing research in unfamiliar contexts
- disseminate research, both through oral presentations and written reports

### *Contents*

The aim of this course is to familiarise students with the practical experiences of doing field work for research, in a new context. The course provides a clear connection to previous courses and literature, as the student is expected to tie the practical experiences and challenges of doing research in a given context to relevant literature and theories learnt throughout the master's courses. As such it is also an important preparation for the students' individual thesis work and the thesis seminar ME-521.

Through the field course, students will be introduced to:

- how to exercise practical fieldwork methods for a given topic
- how to relate to various stakeholders and act in the field
- how to report from the fieldwork and how to reflect on the fieldwork experience
- how to work in teams as part of research
- how to tie practical findings to theories and concepts
- how to write a research report and how to disseminate research findings to the general public

The field course takes place as a four-week exercise in a country in the Global South. For students who are not able to travel, there will be an alternative field course.

### *Teaching and learning methods*

Seminars, lectures and practical field exercises. Estimated workload, 135 hours.

### *Examination*

Portfolio assessment counting 100%. All components are assessed as pass/fail. The student must pass all components to pass the course. The portfolio includes: one group-based scientific field report and one group-based presentation for the general public.

*Student evaluation*

The lecturer decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

*Offered as single standing module*

No

*Admission for external candidates*

No

*Responsible faculty*

Faculty of social sciences

UT-508 Cross cutting issues in development  
*semester - 5 credits – spring semester – Kristiansand/net-based teaching*

*Study programme*

Master's Programme in Global Development, Crisis and Change

*Language of instruction*

English

*Recommended prerequisites*

UT-403, UT-404

*Learning outcomes*

Upon completion of the course, the students should be able to:

- explain why ecology, economy, politics and ethics are central issues in sustainable development
- analyse and discuss the cross-cutting issues relevant for development from an interdisciplinary perspective
- analyse the role of governance, digitalization, and societal change in sustainable development
- explain how different forms of management strategies can be established across the public - private divide

*Contents*

In this course, students will learn how to analyse and discuss the cross-cutting issues in development from an interdisciplinary perspective. These include environmental governance, e-development, and social movements. By applying a critical practitioner's attitude, the students will learn how to ask and discuss such questions as: Is there really a linkage between environment and development issues? If such a linkage exists, is it direct or indirect - or both? Is it strong or weak? What is the role and function of governing and directing a sustainable development process? How can the local perspective be integrated in the development process?

*Teaching and learning methods*

Net based teaching through Canvas. Estimated workload, 135 hours.

*Examination requirements*

Individual participation in group discussions (approved/not approved).

*Examinations*

Portfolio assessment including hand-ins, activities and contributions during the course. A study guide and calendar will provide more detailed information at the beginning of the semester. The grades A-F are used (ECTS grading scale).

*Student evaluation*

The lecturer decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

*Offered as single standing module*

**No**

*Admission for external candidates*

**No**

*Responsible faculty*

**Faculty of social sciences**

## Second year

### UT-508 Cross cutting issues in crisis management

*One semester - 5 credits – autumn semester – Kristiansand/net-based teaching*

#### *Study programme*

Master's Programme in Global Development, Crisis and Change

#### *Language of instruction*

English

#### *Recommended prerequisites*

UT-403, UT-404

#### *Learning outcomes*

Upon completion of the course, the students should be able to:

- analyse and discuss the cross-cutting issues relevant for crisis management from an interdisciplinary perspective
- analyse the role of governance, digitalization, and crisis management in sustainable development
- discuss best practices of indigenous knowledge systems and community-based crisis management and resilience building
- discuss the linkages between emergencies, disasters and sustainable development

#### *Contents*

In this course students learn to analyse and discuss the cross-cutting issues in crisis management from an interdisciplinary perspective. These include environmental change, digitalization, and disaster studies. A focus of the course is crisis management from a development country perspective. By applying a critical practitioner's attitude, the students should be able to ask and discuss such questions as: Should crisis management take a particular theoretical approach? To what extent can acute emergency activities, crises and disasters impact long-term development activities? How can local communities become more resilient to disasters and crises?

#### *Teaching and learning methods*

Net based teaching through Canvas. Estimated workload, 135 hours.

#### *Examination requirements*

Individual participation in group discussions (approved/not approved).

#### *Examinations*

Portfolio assessment including hand-ins, activities and contributions during the course. A study guide and calendar will provide more detailed information at the beginning of the semester. The grades A-F are used (ECTS grading scale).

#### *Student evaluation*

The lecturer decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

*Offered as single standing module*

**No**

*Admission for external candidates*

**No**

*Faculty*

Faculty of social sciences

## SV-407 Crisis communication

One semester - 10 credits – autumn semester – Kristiansand/net-based teaching

### Study programme

- Master's Programme in Global Development, Crisis and Change
- Master's Programme in Planning, Process and Place
- Master's Programme in Social Communication

### Language of instruction

English

### Learning outcomes

On completion of the course, the students should be able to:

- provide an overview of how crisis has been – and is being – conceptualized as a communications challenge across global and local dimensions
- critically relate crisis and communication to theories and perspectives on the globalization and digitalization of information flows
- outline key features of crisis communication in the context of risk society and emergency preparedness
- critically assess strategic aspects of communication as persuasion, propaganda and misinformation
- use case-studies to elaborate the practical relevance of theories and models

### Contents

This course invites students to contextualize and appraise crisis in the context of global communication, democracy, and civic culture. Two prongs are pursued: First, the relation between crisis and communication is understood as a *crisis of communication*, institutionally and at a societal level, where faith in democratic institutions seem to be a growing concern. Second, the framework identifies crisis communication on a spectrum of fields and areas of research interest: Mounting climate catastrophes, refugee challenges, energy challenges and other trans-national political challenges, as for example the rise of extremism and eroding trust in the increasingly complex web of global political institutions.

Theoretical perspectives will include:

- relevant aspects of development and planning research
- classic studies of persuasion, attention work, and power
- research in global and local communication, digitization, mediatization
- models of sustainable communication
- the UN sustainability goals as understood from a communications perspective

### Teaching and learning methods

Internet-based teaching through Canvas. Estimated workload is 270 hours.

### Examination requirements

Individual participation in group discussions (approved/not approved).

*Examinations*

Portfolio assessment including hand-ins, activities and contributions during the course. A study guide and calendar will provide more detailed information at the beginning of the semester. The grades A-F are used (ECTS grading scale).

*Student evaluation*

The lecturer decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

*Offered as single standing module*

No

*Admission for external candidates*

No

*Responsible faculty*

Faculty of Social Sciences



## ME-526 Master thesis seminar

*One semester - 5 credits – autumn semester – Kristiansand/net-based teaching*

### *Study programme*

Master's Programme in Global Development, Crisis and Change

### *Language of instruction*

English

### *Recommended pre-requisites*

ME-413-1 Research methods

### *Learning outcomes*

Upon completion of the course, students will be able to

- develop and plan a research design for a master's thesis
- conduct a literature review
- conduct a research ethics self-assessment
- comply to current national and international standards in personal data protection for academic research
- create a cogent, coherent and defensible thesis proposal

### *Contents*

The aim of this course is to make a bridge between the ME-413-1 Research methods, the field course ME-433 and the master's thesis (UT-505/UT-506). Through the course, students will be introduced to:

- how to conduct a literature review
- how to elaborate a high quality and doable research proposal for thesis work
- how to provide a peer review of an academic research proposal

The thesis seminar includes a literature review, individual assignments, and group discussions. During the course the students will develop a defensible proposal for their master's thesis. The main aim is to prepare the students for practical research work, including the writing of the thesis.

### *Teaching and learning methods*

Net based teaching. Seminars, lectures and supervision. Estimated workload, 135 hours.

### *Examination requirements*

Individual participation in group discussions (approved/not approved).

### *Examinations*

Portfolio assessment counting 100%. All components are assessed as pass/fail. Information will be given in Canvas. The student must pass all components to pass the course. The portfolio includes an individual thesis proposal and other components leading to it.

*Student evaluation*

The lecturer decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

*Credit reduction*

ME-521 with ECTS – 5

*Offered as single standing module*

No

*Admission for external candidates*

No

*Responsible faculty*

Faculty of social sciences

## UT-507 Master thesis

40 credits – autumn and spring semester – Kristiansand/net-based teaching

### *Study programme*

Master's Programme in Global Development, Crisis and Change

### *Language of instruction*

English/Norwegian

### *Prerequisites*

Minimum 60 credits should be passed in addition to ME-413 Research methods or equivalent course, and ME-526 Master thesis seminar. Exchange students will need to have fulfilled the same requirements.

### *Learning outcomes*

On successful completion of the master thesis project, the students should

- be able to apply their knowledge in key areas within global development and subfields intersecting with gender studies, crisis management, political ecology and communication
- be able to analyze global development and societal crises and change, from a research and a policy perspective
- be able to analyze existing theories and methods, and to independently solve both theoretical and applied problems
- be able to apply relevant research methods in an independent manner
- be able to critically analyze various information sources, and apply these for structuring and formulating arguments
- be able to conduct an independent research project under supervision, according to governing academic and ethical research standards
- be able to convey comprehensive independent work by mastering relevant expression forms used within global development and planning research

### *Contents*

The main aim of the thesis work is to train the students in practical research under the supervision of a lecturer, and to test the students' ability to apply theoretical and practical knowledge gained in the coursework in the production of an original, quality-assured academic thesis. The students will do a fieldwork and collect her/his own data. The students are free to select a topic within the scope of the master's programme. The topic must be approved by the supervisor.

### *Teaching and learning methods*

The thesis' length is around 80-100 pages. The guidelines for the master thesis will give further information about work requirements, structure, procedures, supervision, curriculum, format, hand in, evaluation, copy rights and publicity requirements. The guidelines will be available in Canvas. The master thesis is considered an individual work, but based on applications, two students may work and write together. The students are entitled to supervision and a main supervisor will be appointed. The cooperation between student and supervisor is regulated through a supervision contract. The estimated workload is 1080 learning hours for the student.

### *Examination requirements*

Obligatory supervision according to a supervisor contract.

### *Examinations*

The master thesis constitutes 100 % of the final grade. The grades A-F are used (ECTS grading scale). When two students write a thesis together, they will get the same grade.

### *Student evaluation*

The lecturer decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

### *Credit reduction*

UT-503-1 with 40 credits.

UT-506-1 with 30 credits

UT-505-1 with 40 credits

### *Offered as single standing module*

No

### *Admission for external candidates*

No

### *Responsible faculty*

Faculty of social sciences

## UT-506 Master thesis

30 credits – autumn and spring semester – Kristiansand/net-based teaching

### *Study programme*

Master's programme in Global Development, Crisis and Change

### *Language of instruction*

English/Norwegian

### *Prerequisites*

Minimum 60 credits in the field of study, research methods course, ME-413 or equivalent, and ME-526. Exchange students will need to have fulfilled the same requirements.

### *Learning outcomes*

On successful completion of the master's thesis project, the students should

- be able to apply their knowledge in key areas within global development and subfields intersecting with gender studies, crisis management, political ecology and communication
- be able to analyze global development and societal crises and change from a research and a policy perspective
- be able to analyze existing theories and methods, and to independently solve both theoretical and applied problems
- be able to apply relevant research methods in an independent manner
- be able to critically analyze various information sources, and apply these for structuring and formulating arguments
- be able to conduct an independent research project under supervision, according to governing academic and ethical research standards
- be able to convey comprehensive independent work by mastering relevant expression forms used within global development and planning research

### *Contents*

The main aim of the thesis work is to train the students in practical research under the supervision of a lecturer, and to test the students' ability to apply theoretical and practical knowledge gained in the coursework in the production of an original, quality-assured academic thesis. The student will do a fieldwork and collect her/his own data. The students are free to select a topic within the scope of one of the master's programme. The topic must be approved by the supervisor.

### *Teaching and learning methods*

The thesis' length is around 60-80 pages. The guidelines for the master thesis will give further information about work requirements, structure, procedures, supervision, curriculum, format, hand in, evaluation, copy rights and publicity requirements. The guidelines will be available in Canvas. The master thesis is considered an individual task, but based on applications, two students may work and write together. The students are entitled to supervision and a main supervisor will be appointed. The cooperation between student and supervisor is regulated through a supervision contract. The estimated workload is 810 learning hours for the student.

### *Examination requirements*

Obligatory supervision according to a supervisor contract.

#### *Examinations*

The master thesis constitutes 100 % of the final grade. The grades A-F are used (ECTS grading scale). When two students write a thesis together, they will get the same grade.

#### *Student evaluation*

The lecturer decides, in cooperation with student representative, the form of student evaluation and whether the course is to have a midway or end of course evaluation in accordance with the quality system for education, chapter 4.1.

#### *Credit reduction*

UT-503-1 with 40 credits.

#### *Offered as single standing module*

No

#### *Admission for external candidates*

No

#### *Responsible faculty*

Faculty of social sciences