



STUDY REGULATION for
Cultural Encounters
and
**International
Development Studies**

CAND.MAG.

Version: 2

Valid per 1. september 2019

ROSKILDE UNIVERSITY

This study regulation is determined pursuant to Ministerial Order No 1328 of 15 November 2016 on Bachelor and Master's (Candidatus) Programmes at Universities (the University Programme Order) with any subsequent amendments and Roskilde University's Common Rules of 5 July 2018 with any subsequent amendments.

The study regulation will become effective on 1 September 2019 and shall apply to all students. For students admitted before 1 September 2019, see section 5.2 of the transitional rules, if any.

Study regulation amendments effective for an autumn semester are also effective for thesis contracts entered into force at the latest 15 May in terms of initiating the thesis work on 1 August in the same year.

1. **About the programme**
 - 1.1 Title
 - 1.2 The programme's objective and competence profile - academic and professional skills
 - 1.3 Languages
 - 1.4 Admission requirements
 - 1.5 ECTS rating and duration
 - 1.6 Main area affiliation
 - 1.7 Board of Studies and Corps of External Examiners
2. **The programme**
 - 2.1 First semester
 - 2.2 Second semester
 - 2.3 Third semester
 - 2.4 Fourth semester - thesis
3. **General provisions**
 - 3.1 Credit
 - 3.2 Mobility - studying abroad and project-oriented internship
 - 3.3 Special examination conditions
 - 3.4 Selection criteria
 - 3.5 Other provisions
4. **Exemption and right of complaint**
 - 4.1 Exemption
 - 4.2 Right of complaint
5. **Approval**
 - 5.1 Approved by the Board of Studies
 - 5.2 Transitional rules
 - 5.3 Approved by Rector

1. About the programme

1.1 Title

The programme is an interdisciplinary programme consisting of two subjects: Cultural Encounters and International Development Studies.

Graduates of the programme are entitled to use the title: Master of Arts (MA) in Cultural Encounters and International Development Studies

1.2 The programme's objective and competence profile - academic and professional skills

With reference to the University Programme Order section 3, the programme will provide the student with the knowledge and understanding, skills and competences within:

The subject areas, theories and methods of Cultural Encounters and International Development Studies.

The programme has been designed with a particular view to qualifying for work within:

NGOs, municipalities, ministries, analysis and consultancy firms, folk high schools, museums, research institutions and relevant higher education programmes, as well as to solve professional cultural encounters and international development analysis and communication tasks in multilingual and multicultural contexts in the public and private sectors. The graduates will be qualified for employment in jobs where it is necessary to be able to be professional, constructively critical and reflected in relevant analyses, practices and discussions related to society, which relate to the professional fields of cultural encounters and international development.

Knowledge and understanding:

- Knowledge of a number of events and phenomena that have influenced culture as a concept and cultural practice in Denmark and globally
- knowledge and understanding of different theorisations of the concept of culture and analytical methods to understand and work with culture as a concept and practice.
- Empirical knowledge and understanding of problems related to multilingual and cultural contexts and how these problems are handled by various relevant actors.
- Theoretical and practical insight into processes related to inequality and development in the global south and its connections with political, cultural, social and economic conditions.

Skills:

- The graduate can use the two disciplines
- The graduate can collect, systematise and critically assess sources, including concrete empirical data and knowledge and understanding across multicultural and multilingual contexts across the English/Danish language divide
- The graduate can work in an interdisciplinary way with the involvement of theories and methods from other social and cultural sciences in the analysis of multicultural research questions
- Can communicate research-based knowledge and understanding of cultural encounters and international development processes across the English/Danish language divide.
- Skills to perform quantitative and qualitative analyses, evaluations and assessments of various Danish and international societal, political, institutional or organisational initiatives, activities or practices, in relation to

intended and unintended effects of these initiatives, activities and practices regarding a given target group within the field of international development and cultural encounters.

Competences:

- Can, across the English/Danish language divide, analyse and describe the consequence of social and cultural categorisation and identity constructions and development processes in a power perspective and prioritise tasks and solutions in a given social and political context
- Can manage projects, prioritise knowledge production and select relevant analytical frameworks in specific tasks related to contexts where cultural and/or linguistic differences and community categories apply.
- Competence to independently develop, initiate, facilitate, perform and carry out tasks (e.g. casework, communication, evaluation, analysis, project management, coordination, etc.) in public, private and self-governing institutions, organisations and companies in relation to the field of technical cultural encounters and international development disciplines

1.3 Languages

The programme is offered in English.

The examination language is identical to the teaching language.

1.4 Admission requirements

The admission requirements can be found on the university website.

1.5 ECTS rating and duration

The programme is a full-time programme corresponding to 120 ECTS.

1.6 Main area affiliation

The programme belongs under the main subject area of humanities.

The programme elements of International Development Studies belongs under the main subject area of social science.

1.7 Board of Studies and Corps of External Examiners

The programme is administered by the Board of Studies for Culture and Identity

The programme is affiliated with the Corps of External Examiners for Minority Studies and Cultural Studies. The programme elements of International Development Studies are covered by the Corps of External Examiners for International Development Studies.

2. The programme

2.1 First semester

Objective

The semester aims to provide students with insight and proficiency in analysing key events and arenas where cultural encounters have had and still have a decisive influence on cultural, social and political issues. Students also gain an advanced understanding of the forming of theories, methods and rationale used in the exploration of such events.

Programme elements

- Compulsory course: Cultural Encounters and Theories in Time, Place and Space (10 ECTS)
- Optional Course E: Cultural Encounters and Differences (5 ECTS). Alternatively, the student can take a 5 ECTS course in another RUC subject than Cultural Encounters if this course is listed on the Study Board's list of approved optional courses for Cultural Encounters.
- Project (15 ECTS) or project-oriented internship (15 ECTS)

Title	A. Cultural Encounters and Theories, Situated in Time, Place and Space
Amended	1 September 2019
Teaching language	English
Type of course	Compulsory course
ECTS-rating	10 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Nuanced knowledge of theories that relate to events and phenomena that are central to Cultural Encounters • Understanding of how different perceptions of time, place and space are included in theories as well as in cultural and social practices • Knowledge of various critical western and non-western theoretical perspectives, and how these relate to the power, politics and culture in the global north and south • Knowledge of how theoretical discussions lead to a deeper understanding of modernity, patriarchy, colonialism, imperialism, racism and capitalism – and their local anchoring • Identify how academic texts relate to key events, phenomena, and questions within the subject matter of Cultural Encounters • Identify and analyse cultural encounters from different starting points in time, place and space • Identify and analyse how different theories operate in and affect social and cultural power relations and discussions • Identify, analyse and discuss different approaches to scientific validity, epistemology, ontology, ideology and agency • Carry out varied analyses and studies of different interpretations of globalization processes in time, place and space • Situate analyses and projects that address aspects of globalization/localisation processes in south-north relations • Competence in performing theoretically anchored critical studies of cultural, social and linguistic problems

	<ul style="list-style-type: none"> • Competence in reflecting on own practices in relation to power relations, cultural diversity and socio-historical situational reality
Overall content	<p>The course deals with the core knowledge of Cultural Encounters. Students are presented with a selection of social and cultural phenomena and events that are put into play against prevailing theory complexes within Cultural Encounters. These include colonialism, post-colonialism; voluntary and forced migrations; slavery and other institutionalised repression of specific social and cultural groups; liberation movements; various forms of liberalism and other economic ideologies; the heritage of The Age of Enlightenment. Students are presented with different theoretical approaches that challenge and/or revise classical methodological, theoretical, epistemological and ontological questions. The key question is the question of power and epistemology, colonial heritage and decolonization processes in relation to knowledge, power and social change, as well as social, historical and cultural situational awareness in relation to knowledge and change.</p>
Teaching and working methods	<p>The working method emphasizes that the students themselves take responsibility for the preparation and active participation in the individual course programmes. The teaching takes the form of both lectures and discussions of the selected texts and problems. Any other forms will be announced by the lecturer at the start of the course.</p>
Type of examination	<p>Individual oral examination based on a written product with scope limitations.</p> <p>Individual oral examination based on a synopsis.</p> <p>The student will begin the examination with a brief presentation, after which the examination is conducted as a dialogue.</p> <p>During the examination, questions can be asked regarding the entire syllabus.</p> <p>The written product must not exceed 19,200 characters including spaces. The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>Time allowed for examination including time used for assessment 30 minutes.</p> <p>The assessment is an overall assessment of the written product(s) and a subsequent oral examination.</p> <p>Permitted support and preparation materials during the examination: All.</p> <p>Assessment: 7-point grading scale. Moderation: External examiner.</p>

Title	E. Cultural Encounters and Differences
Amended	1 September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge of how cultural and/or linguistic differences are created, recreated and altered in concrete encounters and the relation of these encounters to societal contexts or domains (e.g., institutions, organisations, media, labour market, urban areas) • Varied knowledge of different perspectives on the relationship between structure, agency and subjectivity for the analysis of (cultural) encounters • Proficiency in, on a nuanced basis, identifying issues and pointing out analytical frameworks relevant to the understanding of a specific encounter and the domain(s) to which the encounter is related • Competence to independently assess how and with what results an analysis of a given (cultural) encounter can be designed, including assessing the analysis' grasp as far as the relationship between structure, agency and subjectivity is concerned
Overall content	<p>In this study element, the starting point is empirical in the sense that the focal point of the course is specific encounters involving cultural and/or language differences. These encounters can be everyday interactions, e.g., in city spaces or they may be more explicitly framed by, for example, organizations or institutions. Common to them is that cultural and/or linguistic differences are made, or become, relevant to their development and that they take place in a context – a domain. For example, domains can be institutions (educational, religious, political, public, possibly multilingual, etc.), organizations, media, urban spaces and the labour market. The aim of the study element is to identify different analytical approaches to the understanding of (cultural) encounters. This implies, in part, a focus on the encounter itself and its relation to specific domains and, in part, focus on how different theoretical derivative perspectives on the relationship between structure, agency and subjectivity imply different analytical weighting and results.</p>
Teaching and working methods	The teaching takes the form of both lectures and discussions of the selected texts and problems.
Type of examination	<p>Type of examination no. 1:</p> <p>The course is passed through active, regular attendance and satisfactory</p>

participation.

Active participation is defined as follows: "The student must participate in the activities associated with the teaching (for example, workshops, seminars, field trips, process study groups, working conferences, supervisory groups, feedback sessions)."

Regular attendance means:

-The student must be present for at least 75 percent of the lectures.

Satisfactory participation means:

- During the course, the student must submit 1 and have an assignment approved (in groups).
- During the course, the student must attend 1 feedback session.

Assessment: Pass/Fail

Moderation: None.

Type of examination no. 2:

The course is passed through active, regular attendance and satisfactory participation.

Active participation is defined as follows: "The student must participate in the activities associated with the teaching (for example, workshops, seminars, field trips, process study groups, working conferences, supervisory groups, feedback sessions)."

Regular attendance means:

-The student must be present for at least 75 percent of the lectures.

'Satisfactory participation' is defined as:

-The student must participate in a group presentation (oral).

Assessment: Pass/Fail

Moderation: None.

Re-examination Type of examination no. 2:

Individual written take-home assignment in a self-selected problem approved by the lecturer.

The take-home assignment must be at least 9,600 and at most 14,400 characters in length, including spaces. The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.

The duration of the take-home assignment is 14 days, including any weekends and holidays.

The estimated workload is 60 hours. Other examinations may therefore take place while the students are working on the take-home assignment.

Assessment: Pass/Fail

Moderation: None.

Title	Project work
Amended	1 September 2019
Teaching language	English
Type of course	Project
ECTS-rating	15 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Detailed and nuanced familiarity with and knowledge and understanding of an academic culture and language encounter problem, including the approaches of relevant actors to the problem • Thorough and nuanced familiarity with and knowledge and understanding of different positions within fields of research relevant to the addressed theme and problem • Detailed and varied knowledge of different methodological and theoretical approaches relevant to the theme and issue of the project • Proficiency in formulating and analysing a complex problem within the field of cultural encounters based on relevant research • Proficiency in selecting, applying, justifying and critically reflecting on the theories and methodologies used in an academic culture and language encounter project • Proficiency in processing and communicating the project's specific problem and choice of theory and methodology to colleagues • In extension of previously acquired project competencies, the student will acquire competences in relating the selected project strategy and methodologies to similar or other types of project work that the student has previously worked with or which, for example, are used in different, relevant workplaces • Competence in organizing and taking responsibility for problem-oriented project work within the field of cultural encounters in cooperation with fellow students and supervisors • Competences in identifying and disseminating complex problems and analysis to colleagues and possible external parties with an interest in the subject
Overall content	In extension of previously acquired competences in problem-based project work, students must learn to justify their choice of reasoning, methodology and theoretical positioning at a more nuanced level.
Teaching and working methods	The work method emphasises supporting the students' status as free, critical intellectuals, who themselves take responsibility for seeking and

	<p>finding relevant sources, theories, methods and possibly data acquisition for their project, as well as planning and managing the project process.</p> <p>Syllabus (i.e., scientific literature):</p> <ul style="list-style-type: none"> · Two students: 1,000 pages · Three students: 1,250 pages · Etc. (i.e., 250 pages are added to the 750 per student in a group) <p>Students may choose to formulate the project report in a different language than the teaching language in order to demonstrate the competence to disseminate professional knowledge and understanding across the language divide, provided that this has been accepted by the supervisor and the Head of Studies at group formation.</p> <p>The examination language will generally speaking be the same as the project language. The language selection is approved taking into account the availability of an internal co-assessor to evaluate the project in the chosen language.</p> <p>Projects written in English have abstracts in Danish or another main language after agreement with the supervisor.</p> <p>It is possible for graduate students at Cultural Encounters to write projects together with graduate students in Kultur- og Sprogmodestudier. The selected project language must be approved by the joint supervisor.</p>
Type of examination	<p>Group examination for the participants in the project work.</p> <p>The examination will be based on the students' project report and possible additional material. The examination includes individual presentations on a subject of the students' own choosing that is relevant for the issues highlighted in the project report. Each individual presentation, including questions, lasts up to 5 minutes. The individual presentations are followed by a dialogue based on the project between the students and assessors.</p> <p>The examiner can ask questions related to the subject area of the project report.</p> <p>An individual assessment is made on the basis of the project report and possible supplementary material and the oral performance of each student.</p> <p>The groups may consist of 2 to 6 students.</p> <p>The size specifications for the project report is:</p> <p>For 2 students, a minimum of 60,000 and a maximum of 86,400 characters incl. spaces.</p> <p>For 3 students, a minimum of 81,600 and a maximum of 105,600 characters incl. spaces.</p> <p>For 4 students, a minimum of 100,800 and a maximum of 124,800 characters incl. spaces.</p> <p>For 5 students, a minimum of 122,400 and a maximum of 146,400 characters incl. spaces.</p> <p>For 6 students, a minimum of 141,600 and a maximum of 168,000</p>

	<p>characters incl. spaces.</p> <p>The size specifications include the title page, table of contents, bibliography, figures, and other illustrations, but does not include any potential appendices.</p> <p>Time allowed for examination, including time used for assessment: For groups of 2 students - 60 minutes. For groups of 3 students - 75 minutes. For groups of 4 students - 90 minutes. For groups of 5 students - 105 minutes. For groups of 6 students - 120 minutes.</p> <p>The assessment includes the quality of the spelling and ability to express oneself in the project report. Permitted support and preparation materials during the examination: PowerPoint presentation or equivalent, as well as notes for the presentation</p> <p>Assessment: 7-point grading scale. Moderation: Internal co-assessor.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title	Project-oriented Internship
Amended	1 September 2019
Teaching language	English
Type of course	Project-oriented Internship
ECTS-rating	15 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding of the place of internship as a workplace working with academic culture and language encounter issues • Insight into the conceptualisation of culture and its practice of a given profession and workplace • Understanding of the consequences of the cultural analytical choices made in a given workplace for the generation of knowledge and for citizens. • Explain, analyse and reflect on how cultural concepts are formulated and cultural analytical practices are applied in a given workplace. • Apply adequate cultural concepts and analytical approaches in a professional context • Formulate and apply academic knowledge and understanding of culture and language encounters in a meaningful way in a given workplace • Translate the academic language of the programme and disseminate the academics of culture and languages through a language and practice that is understandable and useful –

	possibly at different levels and to differentiated audiences - at a given workplace
Overall content	<p>The internship project work is a problem-oriented, exemplary and participatory course where the student becomes acquainted with the labour market and tests their qualifications in relation to the work functions that the student is expected to undertake upon graduation.</p>
Teaching and working methods	<p>Internship project work is conducted individually, possibly in a group of 2-3 students, provided they are interning at the same workplace.</p> <p>The work method emphasises supporting the students' status as free, critical intellectuals, who themselves take responsibility for seeking and finding relevant sources, theories, methods and possibly data acquisition for their project, as well as planning and managing the project process.</p> <p>The teaching takes the form of supervisor meetings between the student and the supervisor.</p> <p>The internship project is completed with a written internship project report, in which the student, based on work with a culture and language encounter research question of the student's choosing, which is related to the place of internship and its practice, reflects on the relationship between academic professionalism and practice.</p> <p>Syllabus (i.e., scientific literature): One student: 500 pages Two students: 700 pages Three students: 900 pages Etc. (i.e., 200 pages are added to the 500 per student in a group)</p> <p>Students may choose to formulate the project report in a different language than the teaching language in order to demonstrate the competence to disseminate professional knowledge and understanding across the language divide, provided that this has been accepted by the supervisor and the Head of Studies at group formation. The exam language is, unless otherwise agreed upon, the same as the project language. The language selection is approved taking into account the availability of an internal co-assessor to assess the project in the chosen language.</p>

Prerequisites for participation in the examination	
Type of examination	<p>Individual oral examination based on a written product with scope limitations.</p> <p>Individual oral examination based on a synopsis.</p> <p>The student will begin the examination with a brief presentation, after which the examination is conducted as a dialogue.</p> <p>During the examination, questions can be asked regarding the entire syllabus.</p> <p>The written product must not exceed 19,200 characters including spaces. The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>Time allowed for examination including time used for assessment 30 minutes.</p> <p>The assessment is an overall assessment of the written product(s) and a subsequent oral examination.</p> <p>Permitted support and preparation materials during the examination: All</p> <p>Assessment: 7-point grading scale. Moderation: Internal co-assessor.</p>

2.2 Second semester

Objective

The objective of the semester is to build on the knowledge and understanding students have about International Development Studies, similar to what is taught in the Bachelor's programme International Studies or equivalent, and to give students an in-depth theoretical and applied foundation in the key social science discussions that constitute the interdisciplinary field of International Development Studies.

Students receive a rigorous and critical introduction to the perspectives of International Development Studies on the political, economic and cultural processes associated with inequalities and development processes through two mandatory courses and an edited book project. Students gain insight into current developmental challenges as well as an overview of key theoretical and thematic discussions within the academic field of International Development Studies. In addition, they acquire proficiency in conducting complex analyses. The students will also acquire focused knowledge and understanding in specific areas within International Development Studies and the ability to jointly write a short and concise analysis within such an area. As a result, students will gain competences in academic project and process management, formal and informal management, as well as verbal and written dissemination of research results.

Programme elements

- Course in Theory of International Development Studies (5 ECTS)
- Course in Development Practice and Challenges (5 ECTS)
- Optional course: Advanced methodology course (5 ECTS)
- Edited book project (15 ECTS)

Title	Theory in International Development Studies
Amended	1st September 2019
Teaching language	English
Type of course	Compulsory course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Overview of the theoretical and thematic discussions that have been fundamental to the academic field of International Development Studies as well as their continued impact on the current field of research • Skills in comparing and analysing core contributions to academic literature by reading original text • Skills in critically evaluating, assessing the applicability of, and applying theoretical approaches in the major written projects • Skills in engaging in dialogue on the main theories, concepts and discussions in International Development Studies in historical and contemporary perspectives • Competences to categorize, explain and classify the academic discussions in International Development Studies • Competences to take responsibility for, reflect on, and contribute actively to the learning environment • Competences to collaborate with colleagues in selecting, attending and reflecting on theoretical discussions in International Development Studies
Overall content	<p>The aim of the course is to provide students with an in-depth understanding of the theories, arguments and discussions that are central to International Development Studies. In doing so, it aims to develop students' ability to read critically, understand and discuss primary texts in International Development Studies and related topics, with a particular focus on theory and its operationalization; types of arguments; and how these fit into classic and modern development discussions. In addition, the course helps students to select, discuss and combine different theories for use in written assignments.</p>
Teaching and working methods	<p>The course combines standard lectures with active participation based on discussions of the syllabus that is set for each teaching session. Students prepare a theoretical assignment during the semester. Based on the basic literature, the task will discuss a number of selected contributions to the academic discussions. The written assignment is a combination of the theoretical assignment and a case study.</p>
Prerequisites for participation	<p>It is expected that students have basic knowledge and understanding of international development similar to that taught in the Bachelor's programme International Studies.</p>

Type of examination	<p>Individual written take-home assignment on a theoretical case-based research question of the student's choosing.</p> <p>The take-home assignment must be between 21,600 and 26,400 characters in length, including spaces. The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>Work on the take-home assignment is begun during the course. The deadline for delivery will appear on the university's homepage.</p> <p>Assessment: 7-point grading scale.</p> <p>Moderation: External examiner.</p> <p>Re-examination</p> <p>Individual take-home assignment provided by the lecturer.</p> <p>The take-home assignment must be between 12,000 and 14,400 characters in length, including spaces. The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The take-home assignment must be done within 48 hours, including any potential weekends and holidays.</p> <p>Assessment: 7-point grading scale.</p> <p>Moderation: External examiner.</p>
---------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title	Course in Development Practices and Challenges
Amended	1st September 2019
Teaching language	English
Type of course	Compulsory course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding of key discussions and concepts in International Development Studies regarding contemporary development practices and their results • Deeper understanding of the interconnected processes that characterise development efforts from their planning to their implementation and results • Insight into development-related techniques and practices used routinely in public entities, international organisations, multinational corporations, and NGOs

	<ul style="list-style-type: none"> • Skills in recognising key challenges for, and recurring strategies used by both development actors and target groups (or "beneficiaries") affected by the impact of development measure • Skills in conducting policy analysis and formulating relevant policy recommendations • Strategic skills in engaging in international discussions related to global development issue • Competences to communicate and disseminate research results to a wider, non-expert audience • Competences to apply complex theoretical knowledge and understanding in real-life situations
Overall content	<p>The course in Development Practices and Challenges focuses on applying understandings of current developmental challenges. Challenges are analysed interdisciplinarily from three different perspectives: political, cultural-sociological and political economic. In connection with these, the course gives students insight into practical knowledge and skills related to the work on international development issues and discusses how to apply academic knowledge in practice as well as utilizing practical experience professionally.</p> <p>Thus, this course helps students prepare for an internship in the third semester by focusing on the correlation between academic knowledge and practical experience.</p> <p>By drawing on different categories of literature, this course makes students familiar with methodological tools for analysing development policies and projects. Policy Analysis consists of a systematic empirical study of project and policy cycles, including problem formulation, objective, policy and project formulation, implementation and evaluation. In the end, these skills give students a better understanding of the strengths, weaknesses and opportunities for implementing specific development initiatives and interventions.</p>
Teaching and working methods	<p>The course covers key development techniques and practices, including policy and project analysis, a tool for analysing the design, implementation and evaluation of various development efforts. The various steps involved in key techniques and practices will be presented and the students will work with these techniques through group exercises using cases. Finally, one or two current developmental challenges are introduced from different perspectives. The aim is to ensure that, for example, actors from a ministry, an international organisation, a multinational company, and/or non-governmental organisations discuss their experiences in connection with an excursion to their workplaces and/or as guest speakers.</p>
Prerequisites for participation	<p>It is expected that the student has basic knowledge of international developments similar to that taught in the Bachelor's programme International Studies.</p>
Type of examination	<p>Oral examination without preparation time.</p>

	<p>The examination will be based on a question that is drawn at the start of the examination. The examination is conducted as a dialogue.</p> <p>During the examination, questions can be asked regarding the entire syllabus.</p> <p>Examination time, including drawing a question and discussion of the examinee's performance. 30 minutes.</p> <p>Permitted support and preparation materials: Course material and own notes.</p> <p>Assessment: 7-point grading scale.</p> <p>Moderation: Internal co-assessor.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title	Advanced methodology course concluding in 48-hour examination
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding: <p>Knowledge and understanding of academic and/or practice-oriented methodologies, their use and relevance at an advanced level.</p> • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researchers • Skills: <p>Carrying out studies and analyses with the aid of academic and/or scientifically grounded practice-oriented methods</p> • Evaluating and selecting methods from research-related and professional practices • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued • Competences: <p>Co-operation with colleagues in the application of various academic and/or scientifically based practice-oriented</p>

	<p>methods and forms of analysis in relation to relevant issues in research and professional contexts</p> <ul style="list-style-type: none"> • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyses. • Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively.
Teaching and working methods	Lectures, exercises, student presentations, peer feedback and discussions.
Type of examination	<p>Individual written take-home assignment given by the lecturer.</p> <p>The take-home assignment may not exceed 14,400 characters in length, including spaces.</p> <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The take-home assignment must be done within 48 hours, including any potential weekends and holidays.</p> <p>Assessment: 7-point grading scale.</p>

Title	Advanced methodology course concluding in portfolio
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding: <p>Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level</p> • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researchers • Skills: <p>Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods</p>

	<ul style="list-style-type: none"> • Evaluating and selecting methods from research-related and professional practices • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued. • Competences: Working with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyse • Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
Teaching and working methods	<p>Lectures, exercises, student presentations, peer feedback and discussions. The course requires that the students contribute and participate actively. Handing in the assignments on an ongoing basis is not required in order to participate in the examination, but typically it would be an advantage to do so. Thus, part of the portfolio can contain elements related to the teaching and ongoing submissions, such as feedback.</p>
Type of examination	<p>Individual portfolio consisting of written products and other types of products.</p> <p>The portfolio consists of 3 to 5 products that are prepared in whole or in part during the course. For example, products can be exercise responses, speech papers for presentations, feedback, reflection, written assignments, wiki contributions, sound productions and visual productions. The preparation of the products may be subject to time limits.</p> <p>The total size of the portfolio's written products must be between 24,000 - 31,200 characters in length, including spaces.</p> <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The specific content and form of the portfolio, as well as any indicative size specifications for the various written products will be determined before the beginning of the course and published on the university's website.</p> <p>The portfolio is delivered collectively (uploaded at eksamen.ruc.dk). Any potential partial deliveries to the lecturer in order to get feedback are not a substitute for the collective delivery.</p> <p>The deadline for handing in the work will be published on the university's</p>

	<p>homepage before the course begins.</p> <p>An overall assessment of the portfolio is given.</p> <p>Assessment: 7-point grading scale.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------

Title	Advanced methodology course concluding in portfolio and mandatory presentations
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding: <p>Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level</p> • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued • Skills: <p>Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods</p> • Evaluating and selecting methods from research-related and professional practices • Competences: <p>Co-operation with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research-related and professional contexts</p> • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyses • Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
Teaching and working methods	Lectures, exercises, student presentations, peer feedback and discussions.

	<p>The course requires that the students contribute and participate actively.</p> <p>Handing in the assignments on an ongoing basis is not required in order to participate in the examination, but typically it would be an advantage to do so. Thus, part of the portfolio can contain elements related to the teaching and ongoing submissions, such as feedback.</p>
Prerequisites for participation	
Prerequisites for participation in the examination	<p>The students must give 2 presentations during the course. The students will receive feedback on the presentations. If a student is not able to do the oral presentations when first scheduled, the student must instead do the oral presentations later in the course in order to take the examination.</p>
Type of examination	<p>Individual portfolio consisting of written products and other types of products.</p> <p>The portfolio consists of 3 to 5 products that are prepared in whole or in part during the course. For example, products can be exercise responses, speech papers for presentations, feedback, reflection, written assignments, wiki contributions, sound productions and visual productions. The preparation of the products may be subject to time limits.</p> <p>The total size of the portfolio's written products must be between 24,000 - 48,000 characters in length, including spaces.</p> <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The specific content and form of the portfolio, as well as any indicative size specifications for the various written products will be determined before the beginning of the course and published on the university's website.</p> <p>The portfolio is submitted in its entirety.</p> <p>The deadline for handing in the work will be published on the university's homepage before the course begins.</p> <p>An overall assessment of the portfolio is given.</p> <p>Assessment: 7-point grading scale.</p>

Title	Advanced methodology course concluding in written assignment plus poster examination
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS

<p>Learning outcomes and assessment criteria</p>	<ul style="list-style-type: none"> • Knowledge and understanding: <p>Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level</p> • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researchers • Skills: <p>Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods</p> • Evaluating and selecting methods from research-related and professional practices • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued • Competences: <p>Co-operation with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts</p> • Reflection on one's own learning and taking responsibility for one's own professional development
<p>Overall content</p>	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyses • Approaches that can be taken towards the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
<p>Teaching and working methods</p>	<p>Lectures, exercises, student presentations, peer feedback and discussions.</p>
<p>Type of examination</p>	<p>Oral group examination based on an assignment (the written product) and a poster (size: two A2 pages or equivalent), both prepared by the group.</p> <p>The groups may consist of 2 to 6 students.</p> <p>The students start the examination with a short presentation, after which the examination is conducted as a dialogue.</p> <p>During the examination, questions can be asked regarding the entire syllabus.</p>

	<p>The size specifications for the written product are as follows:</p> <ul style="list-style-type: none"> • For 2 students, a maximum of 21,600 characters, including spaces • For 3 students, a maximum of 21,600 characters, including spaces • For 4 students, a maximum of 21,600 characters, including spaces • For 5 students, a maximum of 21,600 characters, including spaces • For 6 students, a maximum of 21,600 characters, including spaces <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>Time allowed for examination including time used for assessment:</p> <ul style="list-style-type: none"> • For 2 examinees, 20 minutes • For 3 examinees, 30 minutes • For 4 examinees, 40 minutes • For 5 examinees, 50 minutes • For 6 examinees, 60 minutes <p>There is an individual assessment of each student's performance. The assessment is an overall assessment of the product(s) and the oral examination.</p> <p>Permitted support and preparation materials during the examination: All.</p> <p>Assessment: 7-point grading scale.</p> <p>Moderation: Internal co-assessor</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title	Advanced methodology course concluding in incigilated examination
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding: <ul style="list-style-type: none"> Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the

	<p>students' future careers as, for example, lecturers, project managers, consultants, managers or researcher</p> <ul style="list-style-type: none"> • Skills: <p>Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods</p> <ul style="list-style-type: none"> • Evaluating and selecting methods from research-related and professional practices • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued • Competences: <p>Co-operation with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts</p> <ul style="list-style-type: none"> • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyses • Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
Teaching and working methods	Lectures, exercises, student presentations, peer feedback and discussions.
Type of examination	<p>Individual written invigilated examination provided by the lecturer.</p> <p>The invigilated examination lasts 4 hours.</p> <p>Permitted support and preparation materials for the invigilated examination: All</p> <p>Assessment: 7-point grading scale.</p>

Title	Advanced methodology course concluding in a written assignment
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	

	<ul style="list-style-type: none"> • Knowledge and understanding: Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researchers • Skills: Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods • Evaluating and selecting methods from research-related and professional practices • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued • Competences: Working with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyses • Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
Teaching and working methods	Lectures, exercises, student presentations, peer feedback and discussions.
Type of examination	<p>Individual written take-home assignment on a research question of the student's own choice.</p> <p>The take-home assignment must be at most 26,400 characters in length, including spaces.</p> <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>Work on the take-home assignment is begun during the course. The deadline for delivery will appear on the university's homepage.</p> <p>Assessment: 7-point grading scale.</p>

Title	Edited book project
Amended	1st September 2019
Teaching language	English
Type of course	Project
ECTS-rating	15 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Specialized knowledge of a specific research theme within International Development Studies • In-depth knowledge of professional discussions from the relevant scientific literature • Knowledge of core methods, concepts and questions related to the research theme • Skills in independently and critically selecting, delimiting and analysing a sub-topic and placing this in relation to the overall context of the book's research theme • Skills in independently and critically selecting relevant literature on the sub-topic to be investigated • Skills in explaining and applying a relevant conceptual framework in an empirical analysis • Skills in assessing the relevance and reliability of the selected empirical data • Skills in communicating research results in an academic format • Competences to work effectively with interdisciplinary research questions in teams • Competences to coordinate and synthesize contributions of knowledge across sub-topics and teams • Competences to plan and prepare advanced academic assignments within predetermined timeframes and contribute to the formation of knowledge
Overall content	<p>With the edited book project, a group of students write different book chapters about a common theme, resulting in an "edited book" as their common product. A broad theme will be chosen for each semester. The themes vary from semester to semester, but may include:</p> <ul style="list-style-type: none"> • Conflict • Inequality • Migration <p>This project represents an opportunity for the students to write another form of academic product/genre, to practice writing succinctly, more concisely and "to-the-point", as well as to collaborate in large groups. The project involves a larger number of students working together than usual in a regular standard project.</p>

Teaching and working methods	<p>The edited book project is kick-started with a couple of lectures in the first two weeks of the semester, introducing students to this semester's chosen theme.</p> <p>Subsequently, there will be a group formation process and each group chooses a specific angle on the theme, which will be a chapter of the final product. The individual groups must contribute their share to a joint introduction. A small group of supervisors organize the writing process. The supervisors facilitate a number of workshops during the semester. In the context of these workshops, there are fixed deadlines for the draft chapters that the groups are obliged to submit. The students provide feedback on each other's drafts, and the supervisors can provide additional feedback and guidance to the groups. The supervisors also prepare short presentations to be held during the four workshops. They provide the basis for discussion of important aspects of the book project, such as: What are the components of a good introduction? How to prepare an interdisciplinary literature review? How should empirical data be presented in a chapter?</p>
Prerequisites for participation	It is expected that students have basic knowledge and understanding of international development similar to that taught in the Bachelor's programme International Studies.
Type of examination	<p>Group examination for the participants in the project work.</p> <p>The examination is based on the student's project report which contains a project assignment and a joint introductory text for the project anthology. The examination takes place as a dialogue between the student(s) and the assessors. The student(s) must justify that the project assignment contributes to the project anthology as a whole, and questions can be asked as to how the project assignment has been written as a scientific article.</p> <p>During the examination, questions may be asked concerning the entire academic area related to the project anthology.</p> <p>An individual assessment will be made on the basis of the project report and the individual student's oral presentation. The assessment is an overall evaluation of the project report and the oral presentation.</p> <p>The groups may consist of 2 to 5 students.</p> <p>The size specifications for the project report is:</p> <ul style="list-style-type: none"> • For 2 students, a minimum of 33,600 and a maximum of 48,000 characters, including spaces. • For 3 students, a minimum of 40,800 and a maximum of 50,400 characters, including spaces. • For 4 students, a minimum of 45,600 and a maximum of 52,800 characters, including spaces.

	<ul style="list-style-type: none"> • For 5 students, a minimum of 48,000 and a maximum of 60,000 characters, including spaces. <p>The size specifications include the cover page, table of contents, bibliography, abstract, figures, and other illustrations, but exclude any appendices.</p> <p>The project report must include an abstract in Danish or English which is part of the assessment.</p> <p>Time allowed for examination, including time used for assessment:</p> <ul style="list-style-type: none"> • For groups of 2 students - 60 minutes. • For groups of 3 students - 75 minutes. • For groups of 4 students - 90 minutes. • For groups of 5 students - 105 minutes. <p>The assessment includes the quality of the spelling and ability to express oneself in the project report and this is weighted at 5%.</p> <p>Permitted support and preparation materials during the examination: All.</p> <p>Assessment: 7-point grading scale.</p> <p>Moderation: Internal co-assessor.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2.3 Third semester

3. semester

Cultural Encounters og International Development Studies

Objective

The semester aims to provide the student with knowledge and understanding of and skills and competences to work with cultural encounter research questions on an advanced level within a range of specialised areas. Emphasis is placed on a deeper or broader treatment of concepts, theories and methods, as well as on the further development of analytical and practical skills aimed at acquiring, analysing and communicating academic cultural and linguistic knowledge and understanding to relevant target groups. The semester also aims to introduce students to advanced theoretical, empirical and methodical discussions within International Development Studies. There are two components: The first consists of an advanced study seminar wherein the students will gain advanced and specialised knowledge and understanding of a certain area in International Development Studies and the ability to make complex analyses. The second is an advanced methodology course where the students develop their ability to understand how quantitative and qualitative methods are used in development-related research questions.

Programme elements

Cultural Encounters

- Optional Course C: Current theme and research in Cultural Encounters (5 ECTS). Alternatively, the student can take the optional course E: Cultural encounters and differences (5 ECTS), if this has not been taken as part of the first semester
- Compulsory course D: Mobilities (5 ECTS)

- Compulsory course F: Research design and tools in practice (5 ECTS)

International Development Studies

- Optional course: Advanced study seminar (10 ECTS)
- Optional course: Advanced methodology course (5 ECTS)

The students choose between the advanced study seminars and methodology courses provided by the Board of Studies each semester.

The courses in the 3rd semester of International Development Studies may, after approval by the Board of Studies, be replaced by a project-oriented internship (15 ECTS).

Title	C. Current theme and research in Cultural Encounters
Amended	1 September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • In-depth knowledge and understanding of a current topic in the field of cultural and language encounters. • In-depth knowledge and understanding of theoretical and methodological approaches and research questions related to this topic. • In-depth knowledge and understanding of the interest of society and research in the selected topic. • Understand and analyse current topics within the field of cultural and language encounters, possibly across language divides between source and teaching languages • Select and present relevant methodologies and theories to understand and analyse these topics • Apply and evaluate analytical perspectives that are relevant within a given field. • Situate the choice of method and theory in relation to a selected context.
Overall content	This course introduces students to a current topic in Cultural Encounters. Particular attention is given to research areas that are current and characterised by negotiation between different positions. The course will focus on how to identify and understand recent knowledge and understanding of the topic as well as the theoretical and methodological questions raised in the work on the selected topic.
Teaching and working methods	The teaching takes the form of both lectures and discussions of the selected texts and problems.
Type of examination	

Type of examination no. 1

The course is passed through active, regular attendance and satisfactory participation.

Active participation is defined as follows:

"The student must participate in the activities associated with the teaching (for example, workshops, seminars, field trips, process study groups, working conferences, supervisory groups, feedback sessions)."

Regular attendance means:

-The student must be present for at least 75 percent of the lectures.

Satisfactory participation means:

- During the course, the student must submit 1 and have an assignment approved (in groups).

- During the course, the student must attend 1 feedback session.

Assessment: Pass/Fail

Moderation: None.

Type of examination no. 2

The course is passed through active, regular attendance and satisfactory participation.

Active participation is defined as follows:

"The student must participate in the activities associated with the teaching (for example, workshops, seminars, field trips, process study groups, working conferences, supervisory groups, feedback sessions)."

Regular attendance means:

-The student must be present for at least 75 percent of the lectures.

'Satisfactory participation' is defined as:

-The student must participate in a group presentation (oral).

Assessment: Pass/Fail

Moderation: None.

Re-examination

Type of examination no. 2

Individual written take-home assignment in a self-selected problem approved by the lecturer.

The take-home assignment must be at least 9,600 and at most 14,400 characters in length, including spaces.

The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.

The duration of the take-home assignment is 14 days, including any weekends and holidays. The estimated workload is 60 hours. Other examinations may therefore take place while the students are working on the take-home assignment.

	Assessment: Pass/Fail Moderation: None.
--	--------------------------------------------

Title	E. Cultural Encounters and Differences
Amended	1 September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge of how cultural and/or linguistic differences are created, recreated and altered in concrete encounters and the relation of these encounters to societal contexts or domains (e.g., institutions, organisations, media, labour market, urban areas) • Varied knowledge of different perspectives on the relationship between structure, agency and subjectivity for the analysis of (cultural) encounters • Proficiency in, on a nuanced basis, identifying issues and pointing out analytical frameworks relevant to the understanding of a specific encounter and the domain(s) to which the encounter is related • Competence to independently assess how and with what results an analysis of a given (cultural) encounter can be designed, including assessing the analysis' grasp as far as the relationship between structure, agency and subjectivity is concerned
Overall content	<p>In this study element, the starting point is empirical in the sense that the focal point of the course is specific encounters involving cultural and/or language differences. These encounters can be everyday interactions, e.g., in city spaces or they may be more explicitly framed by, for example, organizations or institutions. Common to them is that cultural and/or linguistic differences are made, or become, relevant to their development and that they take place in a context – a domain. For example, domains can be institutions (educational, religious, political, public, possibly multilingual, etc.), organizations, media, urban spaces and the labour market. The aim of the study element is to identify different analytical approaches to the understanding of (cultural) encounters. This implies, in part, a focus on the encounter itself and its relation to specific domains and, in part, focus on how different theoretical derivative perspectives on the relationship between structure, agency and subjectivity imply different analytical weighting and results.</p>
Teaching and working methods	The teaching takes the form of both lectures and discussions of the selected texts and problems.

<p>Type of examination</p>	<p>Type of examination no. 1:</p> <p>The course is passed through active, regular attendance and satisfactory participation.</p> <p>Active participation is defined as follows: "The student must participate in the activities associated with the teaching (for example, workshops, seminars, field trips, process study groups, working conferences, supervisory groups, feedback sessions)."</p> <p>Regular attendance means: -The student must be present for at least 75 percent of the lectures.</p> <p>Satisfactory participation means: - During the course, the student must submit 1 and have an assignment approved (in groups). - During the course, the student must attend 1 feedback session.</p> <p>Assessment: Pass/Fail Moderation: None.</p> <p>Type of examination no. 2:</p> <p>The course is passed through active, regular attendance and satisfactory participation.</p> <p>Active participation is defined as follows: "The student must participate in the activities associated with the teaching (for example, workshops, seminars, field trips, process study groups, working conferences, supervisory groups, feedback sessions)."</p> <p>Regular attendance means: -The student must be present for at least 75 percent of the lectures.</p> <p>'Satisfactory participation' is defined as: -The student must participate in a group presentation (oral).</p> <p>Assessment: Pass/Fail Moderation: None.</p> <p>Re-examination Type of examination no. 2:</p> <p>Individual written take-home assignment in a self-selected problem approved by the lecturer.</p> <p>The take-home assignment must be at least 9,600 and at most 14,400 characters in length, including spaces. The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The duration of the take-home assignment is 14 days, including any weekends and holidays. The estimated workload is 60 hours. Other examinations may therefore take place while the students are working on the take-home assignment.</p>
----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Assessment: Pass/Fail Moderation: None.
--	--------------------------------------------

Title	D. Mobilities
Amended	1 September 2019
Teaching language	English
Type of course	Compulsory course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding of social and spatial mobility, including how mobility is defined and discussed in different societal contexts, nationally as well as internationally. • Knowledge and understanding of the theoretical, methodological and analytical approaches of research to a range of topics relating to mobility. • to identify social, cultural, political processes that are part of the movement of people, ideas and technologies across linguistic, social and cultural distinctions • to be able to carry out subtle analyses of mobility processes based on the theories, methods and approaches used in the research. • to be able to identify, describe and assess relevant methodological strategies in the study of mobilities. • to be able to identify, describe and assess relevant methodological strategies in the study of mobilities. • to be able to use mobility theories in the understanding of specific social processes and practices.
Overall content	<p>The course addresses research questions related to the mobility of people, ideas and technologies at an advanced level. It focuses on theory, methodology and contemporary practices and case studies on topics such as migration, refugees, tourism, as well as material exchanges, virtual networks, technological potentials. The content of the course is structured around three perspectives on mobility, based on the distinction between mobility and immobility. The three perspectives are:</p> <ul style="list-style-type: none"> • Individuals and groups • Ideas and norms • Materialities and technologies
Teaching and working methods	The teaching takes the form of both lectures and discussions of the selected texts and problems. Any other forms will be announced by the lecturer at the start of the course.
Prerequisites for participation in the examination	

Type of examination	<p>Individual written take-home assignment given by the lecturer.</p> <p>The take-home assignment must be at least 16,800 characters in length, including spaces.</p> <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The take-home assignment must be done within 48 hours, including any potential weekends and holidays.</p> <p>Assessment: 7-point grading scale. Moderation: None.</p>
---------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title	F. Research design and tools in practice
Amended	1 September 2019
Teaching language	English
Type of course	Compulsory course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Thorough insight into research design and analytical tools within cultural and language encounters. • Proficiency in selecting, evaluating and reflecting on the relationship between practice fields, methodological choices and theoretical perspectives within the subject. • Competences in planning, creating and communicating research design within the subject. • The ability to discuss, assess and compare potential outcomes of different research designs across thematic fields.
Overall content	<p>The course builds on the competences acquired by the students through their project work in the Master's programme. The students work with developing research designs and planning the work process towards a finished study. This involves justifications as for how a particular research question can be usefully explored through the composition of specific theoretical, methodological and analytical approaches (research design) and reflections on what these choices mean for the knowledge and understanding that is produced. An essential element is reflection on what the choice of another design would mean.</p>
Teaching and working methods	<p>The teaching takes the form of teacher-driven workshops and students' mutual feedback and assessments through exercises, presentations and group work.</p> <p>The course has a dialogical character and entails that participants</p>

	<p>discuss and constructively assess each other's project design. The course provides the student with tools to independently plan and reflect on the selection and design of relevant analytical frameworks around specific research projects.</p> <p>The course ends with a 48-hour written task that contains the student's reasoned study design. The assignment must include the following elements:</p> <ul style="list-style-type: none"> • A brief description of the selected research question. • A justification for the choice of empirical data, theory and method. • Reflections on the relationship between the chosen empirical data, theory, method and analytical framework. • A detailed plan for the research process. <p>Students may, after agreement with the lecturer, choose to formulate the answer in a language other than the teaching language</p>
Type of examination	<p>Individual written take-home assignment on a research question of the student's own choice. The take-home assignment can be prepared in a group of up to six students.</p> <p>The group assignment must be individualised.</p> <p>The size of the take-home assignment must for:</p> <ul style="list-style-type: none"> -1 student be a maximum of 19,200 characters including spaces. -2 students be a maximum of 28,800 characters including spaces. -3 students be a maximum of 38,400 characters including spaces. -4 students be a maximum of 48,000 characters including spaces. -5 students be a maximum of 57,600 characters including spaces. -6 students be a maximum of 60,000 characters including spaces. <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The take-home assignment must be done within 48 hours, including any potential weekends and holidays.</p> <p>Assessment: Pass/Fail Moderation: None.</p>

Title	Advanced study course with oral exam (International Development Studies)
Amended	1September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	10 ECTS

<p>Learning outcomes and assessment criteria</p>	<ul style="list-style-type: none"> • Specialised knowledge and understanding of a particular topic within International Development Studies • Advanced knowledge and understanding of professional and methodological discussions related to the course • Skills in selecting and critically applying relevant theories and methods • Skills in communicating and discussing theories and empirical results • Skills in in communicating and discussing theories and empirical results • Competences to take responsibility for and reflect on one's own learning and the learning of fellow students by actively participating in group work, presentations and discussions • Competences to independently select and use scientific literature relevant to a specific research question
<p>Overall content</p>	<p>The objective of the advanced study seminar is to provide students with advanced knowledge and understanding within a specific research area. At least two specialisation courses will be offered per semester. Themes may include:</p> <ul style="list-style-type: none"> • • Modern theories about the state in the Global South • Governance and economic transition in a globalised world • Migration and citizenship • Policies and practices in global health • Social, political and economic aspects of climate change
<p>Teaching and working methods</p>	<p>Courses are based on lectures, but will also include other teaching and working methods such as group work, exercises, student presentations, peer feedback and field trips as well as other practical activities.</p>
<p>Type of examination</p>	<p>Type of examination Individual oral examination.</p> <p>The examination is based on one or more randomly drawn questions from a list of questions that the students have been made familiar with beforehand. The student will begin the examination with a brief presentation, after which the examination is conducted as a dialogue. During the examination, questions can be asked regarding the entire syllabus. Preparation time, including drawing the question: 30 minutes. Time allowed for examination including time used for assessment: 30 minutes</p> <p>Permitted support and preparation materials: Course material and own notes. Assessment: 7-point grading scale. Moderation: Internal co-assessor.</p>

Title	Advanced Study Course with written assignments (International Development Studies)
Amended	1 September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	10 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Specialised knowledge of a particular subject within International Development Studies • Advanced knowledge and understanding of professional and methodological discussions related to the course • Proficiency in selecting relevant theories for examining a selected area • Proficiency in selecting and critically applying relevant theories and methods • Proficiency in communicating and discussing theories and empirical results • Competences to take responsibility for and reflect on one's own learning and the learning of fellow students by actively participating in group work, presentations and discussions • Competences to independently select and use scientific literature relevant to a specific research question
Overall content	<p>The purpose of the advanced study course is to provide students with advanced knowledge and understanding within a specific research area. At least two advanced study seminars will be offered per semester: Themes may include:</p> <ul style="list-style-type: none"> • Modern theories about the state in the Global South • Governance and economic transition in a globalised world • Migration and citizenship • Policies and practices in global health • Social, political and economic aspects of climate change •
Teaching and working methods	<p>Courses are based on lectures, but will also include other teaching and working methods such as group work, exercises, student presentations, peer feedback and field trips as well as other practical activities. During the course, a written assignment will be prepared which consists of a response to a question that has been given at the start of the course.</p>
Type of examination	

	<p>Type of examination Individual written portfolio.</p> <p>The portfolio consists of 2 written products which are prepared in whole or in part during the course. For example, the products can be answers to exercises, papers for presentations, written feedback, written reflections or written assignments. The preparation of the products may be subject to time limits.</p> <p>The total size of the portfolio may not exceed 28,800 characters in length, including spaces. The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The requirements for the content and form of the portfolio and the length of the various products will be determined before the beginning of the course and published on the university's website.</p> <p>The portfolio is submitted in its entirety. The deadline for handing in the work will be published on the university's homepage before the course begins.</p> <p>An overall assessment of the portfolio is given.</p> <p>Assessment: 7-point grading scale.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title	Advanced methodology course concluding in 48-hour examination
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding: Knowledge and understanding of academic and/or practice-oriented methodologies, their use and relevance at an advanced level. • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researchers • Skills: Carrying out studies and analyses with the aid of academic and/or scientifically grounded practice-oriented methods

	<ul style="list-style-type: none"> Evaluating and selecting methods from research-related and professional practices Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued Competences: Co-operation with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> Research and professional premises for academic and scientifically based practice-oriented analyses. Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively.
Teaching and working methods	Lectures, exercises, student presentations, peer feedback and discussions.
Type of examination	<p>Individual written take-home assignment given by the lecturer.</p> <p>The take-home assignment may not exceed 14,400 characters in length, including spaces.</p> <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The take-home assignment must be done within 48 hours, including any potential weekends and holidays.</p> <p>Assessment: 7-point grading scale.</p>

Title	Advanced methodology course concluding in portfolio
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> Knowledge and understanding: Knowledge and understanding of academic and/or

	<p>scientifically based practice-oriented methods and their application and relevance on an advanced level</p> <ul style="list-style-type: none"> • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researchers • Skills: <p>Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods</p> • Evaluating and selecting methods from research-related and professional practices • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued. • Competences: <p>Working with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts</p> • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyse • Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
Teaching and working methods	<p>Lectures, exercises, student presentations, peer feedback and discussions. The course requires that the students contribute and participate actively. Handing in the assignments on an ongoing basis is not required in order to participate in the examination, but typically it would be an advantage to do so. Thus, part of the portfolio can contain elements related to the teaching and ongoing submissions, such as feedback.</p>
Type of examination	<p>Individual portfolio consisting of written products and other types of products.</p> <p>The portfolio consists of 3 to 5 products that are prepared in whole or in part during the course. For example, products can be exercise responses, speech papers for presentations, feedback, reflection, written assignments, wiki contributions, sound productions and visual productions. The preparation of the products may be subject to time limits.</p> <p>The total size of the portfolio's written products must be between 24,000 - 31,200 characters in length, including spaces.</p>

	<p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The specific content and form of the portfolio, as well as any indicative size specifications for the various written products will be determined before the beginning of the course and published on the university's website.</p> <p>The portfolio is delivered collectively (uploaded at eksamen.ruc.dk). Any potential partial deliveries to the lecturer in order to get feedback are not a substitute for the collective delivery.</p> <p>The deadline for handing in the work will be published on the university's homepage before the course begins.</p> <p>An overall assessment of the portfolio is given.</p> <p>Assessment: 7-point grading scale.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title	Advanced methodology course concluding in portfolio and mandatory presentations
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding: <ul style="list-style-type: none"> Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued • Skills: <ul style="list-style-type: none"> Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods • Evaluating and selecting methods from research-related and professional practices • Competences: <ul style="list-style-type: none"> Co-operation with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research-related and professional contexts

	<ul style="list-style-type: none"> • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyses • Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
Teaching and working methods	<p>Lectures, exercises, student presentations, peer feedback and discussions. The course requires that the students contribute and participate actively.</p> <p>Handing in the assignments on an ongoing basis is not required in order to participate in the examination, but typically it would be an advantage to do so. Thus, part of the portfolio can contain elements related to the teaching and ongoing submissions, such as feedback.</p>
Prerequisites for participation	
Prerequisites for participation in the examination	<p>The students must give 2 presentations during the course. The students will receive feedback on the presentations. If a student is not able to do the oral presentations when first scheduled, the student must instead do the oral presentations later in the course in order to take the examination.</p>
Type of examination	<p>Individual portfolio consisting of written products and other types of products.</p> <p>The portfolio consists of 3 to 5 products that are prepared in whole or in part during the course. For example, products can be exercise responses, speech papers for presentations, feedback, reflection, written assignments, wiki contributions, sound productions and visual productions. The preparation of the products may be subject to time limits.</p> <p>The total size of the portfolio's written products must be between 24,000 - 48,000 characters in length, including spaces.</p> <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The specific content and form of the portfolio, as well as any indicative size specifications for the various written products will be determined before the beginning of the course and published on the university's website.</p> <p>The portfolio is submitted in its entirety.</p> <p>The deadline for handing in the work will be published on the university's homepage before the course begins.</p> <p>An overall assessment of the portfolio is given.</p>

	Assessment: 7-point grading scale.
--	------------------------------------

Title	Advanced methodology course concluding in written assignment plus poster examination
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding: <p>Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level</p> • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researchers • Skills: <p>Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods</p> • Evaluating and selecting methods from research-related and professional practices • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued • Competences: <p>Co-operation with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts</p> • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyses • Approaches that can be taken towards the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
Teaching and working methods	

	Lectures, exercises, student presentations, peer feedback and discussions.
Type of examination	<p>Oral group examination based on an assignment (the written product) and a poster (size: two A2 pages or equivalent), both prepared by the group.</p> <p>The groups may consist of 2 to 6 students.</p> <p>The students start the examination with a short presentation, after which the examination is conducted as a dialogue.</p> <p>During the examination, questions can be asked regarding the entire syllabus.</p> <p>The size specifications for the written product are as follows:</p> <ul style="list-style-type: none"> • For 2 students, a maximum of 21,600 characters, including spaces • For 3 students, a maximum of 21,600 characters, including spaces • For 4 students, a maximum of 21,600 characters, including spaces • For 5 students, a maximum of 21,600 characters, including spaces • For 6 students, a maximum of 21,600 characters, including spaces <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>Time allowed for examination including time used for assessment:</p> <ul style="list-style-type: none"> • For 2 examinees, 20 minutes • For 3 examinees, 30 minutes • For 4 examinees, 40 minutes • For 5 examinees, 50 minutes • For 6 examinees, 60 minutes <p>There is an individual assessment of each student's performance. The assessment is an overall assessment of the product(s) and the oral examination.</p> <p>Permitted support and preparation materials during the examination: All.</p> <p>Assessment: 7-point grading scale.</p> <p>Moderation: Internal co-assessor</p>

Title	Advanced methodology course concluding in incigilated examination
Amended	1st September 2019
Teaching language	English
Type of course	

	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding: Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researcher • Skills: Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods • Evaluating and selecting methods from research-related and professional practices • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued • Competences: Co-operation with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyses • Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
Teaching and working methods	Lectures, exercises, student presentations, peer feedback and discussions.
Type of examination	<p>Individual written invigilated examination provided by the lecturer.</p> <p>The invigilated examination lasts 4 hours.</p> <p>Permitted support and preparation materials for the invigilated examination: All</p> <p>Assessment: 7-point grading scale.</p>

Title	Advanced methodology course concluding in a written assignment
Amended	1st September 2019
Teaching language	English
Type of course	Optional course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding: Knowledge and understanding of academic and/or scientifically based practice-oriented methods and their application and relevance on an advanced level • Being able to understand and critically reflect upon academic and/or scientifically based practice-oriented methods in the field of social science research and how they are used in the students' future careers as, for example, lecturers, project managers, consultants, managers or researchers • Skills: Carrying out studies and analyses with the aid of academic and/or scientifically based practice-oriented methods • Evaluating and selecting methods from research-related and professional practices • Being able to communicate and discuss academic and/or scientifically based practice-oriented studies in a type of language that is correct, clear, professionally accurate, well-structured and well-argued • Competences: Working with colleagues in the application of various academic and/or scientifically based practice-oriented methods and forms of analysis in relation to relevant issues in research and professional contexts • Reflection on one's own learning and taking responsibility for one's own professional development
Overall content	<ul style="list-style-type: none"> • Research and professional premises for academic and scientifically based practice-oriented analyses • Approaches to the use of academic and/or scientifically based practice-oriented tools in research and professional contexts, respectively
Teaching and working methods	Lectures, exercises, student presentations, peer feedback and discussions.
Type of examination	

	<p>Individual written take-home assignment on a research question of the student's own choice.</p> <p>The take-home assignment must be at most 26,400 characters in length, including spaces.</p> <p>The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>Work on the take-home assignment is begun during the course. The deadline for delivery will appear on the university's homepage.</p> <p>Assessment: 7-point grading scale.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title	Project-oriented Internship (15 ECTS) (International Development Studies)
Amended	1st September 2019
Teaching language	English
Type of course	Project-oriented Internship
ECTS-rating	15 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding of societal conditions related to the activities and areas of the company/organisation where the student is interning, with a particular focus on the aspects that the student chooses to write a project on • Insight into how the subject's theoretical, methodological and analytical approaches and concepts can be used on a practical level • Insight into the latest scientific literature relevant to examining the internship project's research question • Skills in working with an academically relevant question dealing with the activities and areas of the company/organisation the student is interning for in the context of the project work • Internationale Udviklingsstudier. Skills in combining academic insights (theories, methods, approaches) from International Development Studies • Skills in completing specific tasks assigned by the company/organisation the student is interning for • Skills in linking academic insights and knowledge and understanding of the subject to practical research questions and dynamics at a workplace • Competence to independently prepare an internship project, including planning and managing the work process

	<ul style="list-style-type: none"> • Competence to relate practical knowledge and experience to the subject's academic theories, concepts and methods
Overall content	<p>The learning in the internship is achieved via a mix of practical tasks, reflections on the intersection between theory and practices and via the independent preparation of the internship project. The preparation of the internship project takes place under the supervision of an internship supervisor.</p>
Teaching and working methods	<p>The student is responsible for securing an internship position and the practical matters associated with the internship, including ensuring that both the work tasks at company/organisation and the commitments to the university are completed.</p> <p>The internship must be pre-approved by the Board of Studies before it is started. The internship's overall workload is the equivalent of half a semester, approximately 400 hours (an estimated 300 hours interning for a company/organisation and approximately 100 hours of university work). The intern's main tasks must be described and they must lie within the subject area.</p> <p>The internship project's research question must be related to theoretical or empirical research questions from the subject area which the internship provides opportunities to investigate, but otherwise the students are free to choose a topic. The completed internship project that is individually prepared must include:</p> <ol style="list-style-type: none"> 1. An executive summary not exceeding 4,800 characters in length, including spaces. The summary must take into account the contents of the project and the significant points that a reader should be aware of. 2. A main part: including a mandatory literature review, which provides an overview of the most recent research in the academic field that the internship project deals with (state of the art literature review). <p>See also the description of the internship report under type of examination.</p>
Prerequisites for participation	
Type of examination	<p>Oral examination based on the internship project report. The examination will be based on the student's internship project report and any appendices handed in with the report.</p> <p>The examination begins with a presentation on a subject of the students' own choosing which is relevant to the issues highlighted in the internship project report. Each presentation including questions lasts up to three minutes.</p> <p>The presentation is followed by a dialogue between the student and the assessors on the basis of the internship project report.</p> <p>During the examination, the assessors may ask questions related the internship project report's subject area(s).</p>

	<p>The size specifications of the internship project report are between 38,400 - 50,400 characters in length, including spaces. The size specifications include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>Time allowed for examination including time used for assessment 30 minutes.</p> <p>The assessment is an overall evaluation of the internship project report and the oral presentation. The assessment includes the quality of the spelling and ability to express oneself in the internship project report and this is weighted at 5%.</p> <p>Permitted support and preparation materials during the examination: ALL.</p> <p>Assessment: 7-point grading scale.</p> <p>Moderation: Internal co-assessor</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2.4 Fourth semester - thesis

4. semester

Cultural Encounters

Objective

The master's thesis is a major independent study project that is problem-oriented, exemplary and participant-managed.

The master's thesis consists of a time-limited and targeted academic process where a problem is formulated, analysed and worked with.

The thesis work results in a thesis report.

The exemplary nature of the master's thesis ensures that the students acquire the knowledge, understanding, skills and competences that they can use in a broader context than in the thesis.

The students are free to choose the contents of the master's thesis as long as it is within the framework of the study regulation and its objectives. The ability to critically assess the quality of their own efforts and their own knowledge base in relation to a given research question is an important objective of the participant managed and problem-oriented thesis work. The process is supported by one or more academic supervisors. The supervisor(s) help to ensure that the thesis work meets the requirements of the study regulation.

In the thesis report, the student must document knowledge, understanding and proficiency in using scientific theories and methods while working with a delimited, academic and relevant research question. The student must document proficiency in analysing, categorising, discussing, arguing, evaluating and reflecting on a scientific basis as well as being able to choose and relate critically to sources, literature, theory and methods used in the master's thesis. The master's thesis must demonstrate the student's proficiency in communicating an academic study to colleagues and in demonstrating competences in initiating, managing and completing a long-term academic study and writing process.

Programme elements

- Masters Thesis (30 ECTS)

Title	Master's Thesis
Amended	1 September 2019
Teaching language	English
Type of course	Master's Thesis
ECTS-rating	30 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> • Research-based knowledge and understanding of selected subject areas and understanding of and reflection on how one's own master's thesis research fits into its academic context • Knowledge and understanding of the academic genre and the academic audience to which the master's thesis is addressed. • Proficiency in using and mastering scientific theories and methods while working with a delimited, academic and relevant research question • Proficiency in identifying scientific research questions • Proficiency in analysing, categorising, discussing, arguing, reflecting and evaluating on a scientific basis • Proficiency in critically addressing and choosing scientific sources, literature, theory and methods • Proficiency in discussing and participating in academic argumentation • Proficiency in writing in accordance with academic text norms and for an academic target group • Competences in independently initiating, managing and completing a lengthy academic study and writing process • Competences in identifying and taking responsibility for own professional and written language development and specialisation
Overall content	<p>The Master's thesis is written on the basis of culture and language science and may include elements from the programme's 2nd subject. The student can thus choose to prepare an interdisciplinary Master's thesis covering the entire programme.</p>
Teaching and working methods	
Prerequisites for participation	
Type of examination	<p>The students can choose whether the master's thesis should be assessed solely on the basis of the thesis itself or also on the basis of an oral examination based on the thesis.</p> <p>The master's thesis can be prepared individually or in a group. The groups may consist of 2 to 4 students.</p> <p>The size specifications for the master's thesis are:</p>

For 1 student, a minimum of 124,800 and a maximum of 170,400 number of characters incl. spaces.
For 2 students, a minimum of 144,000 and a maximum of 204,000 number of characters incl. spaces.
For 3 students, a minimum of 146,400 and a maximum of 211,200 number of characters incl. spaces.
For 4 students, a minimum of 148,800 and a maximum of 211,200 number of characters incl. spaces.

The size specifications include the title page, table of contents, bibliography, figures, and other illustrations, but does not include any potential appendixes or annexes.

The master's thesis must include an abstract.

Master's theses written in Danish, Norwegian or Swedish must be provided with an abstract in English. Master's theses written in a foreign language (except Swedish and Norwegian) can be provided with an abstract in Danish.

The abstract is included in the overall assessment.

Master's theses written by a group must be individualised before they are handed in, in order for an assessment solely focusing on the thesis to be possible. The individualisation must be real and demonstrate which students were primarily responsible for which individual sections. Introduction, conclusion and abstract are group responsibilities.

If relevant, the oral examination is an individual examination of students who have prepared the master's thesis alone or who have requested an individual examination. The other oral master's thesis examinations are held as group examinations.

The oral examination, if relevant, will be based on the entire master's thesis. The student(s) start(s) the examination with a short presentation, after which the examination is conducted as a dialogue between the student(s), examiner and external examiner. During the examination, questions can be posed that relate to the subject area(s) that the master's thesis covers.

Time allowed for examination including time used for assessment is:
For 1 student - 30 minutes.
For groups of 2 students - 60 minutes.
For groups of 3 students - 75 minutes.
For groups of 4 students - 90 minutes.

(For 60 ECTS master's theses, the examination times are doubled).

There is an individual assessment of each student's performance. The assessment is an overall assessment of the master's thesis and, if relevant, the oral presentation.

The assessment includes the quality of the spelling and ability to express oneself in the project report and this is weighted at 10%.

Permitted support and preparation materials during the examination: All.

	Assessment: 7-point grading scale. Moderation: External.
--	-------------------------------------------------------------

3. General provisions

3.1 Credit

On the basis of an application for credit transfer or pre-approval of credit transfer from the student, the Board of Studies will make an academic assessment of whether the programme elements that are included in another programme in Denmark or abroad, can replace the programme elements in the programme at Roskilde University, see the University Programme Order.

A decision of the Board of Studies regarding rejections or partial rejections of applications for credit transfer for completed Danish programme elements and pre-approved credit transfer for Danish or foreign programme elements, can be appealed to a credit transfer appeals board if the appeal concerns the academic assessment, cf. the rules set out in the Ministerial Order on Boards of Appeals for Decisions on Credit Transfer on University Programmes (the Credit Transfer Appeals Board Order). The deadline for submission of an appeal is two weeks from the day the decision is announced to the students.

A decision of the Board of Studies regarding rejections or partial rejections of applications for credit transfer for completed foreign programme elements may be appealed to the Qualifications Board) if the appeal concerns the academic assessment, (cf. the rules set out in the Danish Assessment of Foreign Qualifications etc.). The deadline for submission of an appeal is four weeks from the day the decision is announced to the student.

3.2 Mobility - studying abroad and project-oriented internship

Study abroad

A student can apply to the Board of Studies for pre-approval of credit transfer to complete a stay abroad, which instead replaces individual specified parts of the ordinary education. The detailed rules are available on the university's website.

The Board of Studies recommends that the stay abroad is placed in the third semester.

Project-oriented internship

A student can apply to the Board of Studies for approval of a project-based internship. The period must be approved before the student commences the internship. With approval, the Board of Studies must ensure that the internship does not prevent the student from completing the programme in the prescribed time. The detailed rules are available on the university's website.

The Board of Studies recommends that the internship is placed in the third semester.

Only one internship may be taken during the study programme.

3.3 Special examination conditions

The university can offer special examination conditions for students with physical or mental functional impairments, if the University assesses that this is necessary in order to secure equal opportunities for these students in the examination situation. The provision of such facilities must not result in an alteration of the examination standard.

3.4 Selection criteria

If there are more students who wish to take a given course, etc., than there are places for, the following selection criteria will be applied:

Drawing lots.

3.5 Other provisions

General provisions regarding registration, the examination, tests and other assessment can be found in the university's Common rules, the Examination Order and the Grading Scale Order, etc.

4. Exemption and right of complaint

4.1 Exemption

The Board of Studies can, when justified in unusual circumstances, allow exemption from the rules in the study regulation, which are solely determined by the Board of Studies.

4.2 Right of complaint

A decision made by the Board of Studies pursuant to this study regulation can be appealed to Rector, if the appeal concerns legal issues. The deadline for submission of an appeal is two weeks from the day the decision is announced to the student.

The rector's decision on legal questions can be appealed to the Ministry of Higher Education and Science.

5. Approval

5.1 Approved by the Board of Studies

Approved by the Board of Studies for Culture and Identity on 19 December 2018

The chairperson for external examiners is informed about amendments before the study regulation comes into force.

5.2 Transitional rules

Cultural Encounters:

Master's students enrolled prior to 1 September 2018, who have passed course A: Culture encounters and theories in time, place and space (5 ECTS) but not course B: Critical Perspectives on knowledge production (5 ECTS) must complete course B: Critical Perspectives on knowledge production (5 ECTS) by the study regulation as of 1 September 2017. In this case, the course will be taken together with selected parts of course A: Cultural Encounters and Theories in Time, Place and Space (10 ECTS) according to the current study regulation.

Master's students enrolled before 1 September 2018, who have passed course B: Critical Perspectives on Knowledge Production (5 ECTS) but not course A: Culture encounters and theories in time, place and space (5 ECTS) must complete A: Culture encounters and theories in time, place and space (5 ECTS) after the study regulation of 1 September 2017. In this case, the course will be taken together with selected parts of course A: Cultural Encounters and Theories in Time, Place and Space (10 ECTS) according to the current study regulation.

Master's students admitted before 1 September 2018 who, in the third semester, have passed course "D. Mobilities (with workshops)" (10 ECTS) or course "E. Cultural encounters and differences (with workshops)" (10 ECTS) and who have not completed a 5 ECTS optional course in the third semester must complete course "F: Research design and tools in practice" (5 ECTS) during the third semester.

Master's students admitted before 1 September 2018 who, in the third semester, have passed the optional course "D: Mobilities" (5 ECTS), but have not passed an optional course for 10 ECTS, must complete course "F: Research design and tools in practice" (5 ECTS) in the third semester and an optional course: Either course "C. Current theme and research in Cultural and Language Encounters" (5 ECTS) or course "E: Cultural Encounters & Differences" (5 ECTS) depending on which optional course for 5 ECTS they have passed during the first semester.

Master's students admitted before 1 September 2018 who, in the third semester, have passed optional course "C. Current theme and research in Cultural and Language Encounters" (5 ECTS) or course "E: Cultural Encounters & Differences" (5 ECTS), but who have not passed an optional course for 10 ECTS, must complete course "F: Research design and tools in practice" (5 ECTS) in the third semester and course "D: Mobilities".

International Development Studies:

Students enrolled before 1 September 2016 and who have not taken an academic seminar during the 2nd Semester must complete methodology course I.

5.3 Approved by Rector

Approved by Rector Hanne Leth Andersen on 30.04.2019