

Section 3. GLOBAL STUDIES PROGRAMS AND SYLLABI AROUND THE WORLD

University of Graz and Other Eighteen Universities' Curricula for Global Studies: Comparisons and Improvements

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This article provides an overview of multicultural and developmental curricula worldwide with an emphasis on 'Global Studies' (GS) curricula such as the recently founded GS Master's curriculum at Graz University, Austria. Based on an in-depth comparison, practical and implementable suggestions are made about how to improve such curricula in order to ensure highest and globally compatible academic quality. The analyzes conducted by over 50 contributors during 2010–2013 show first that the Graz-based curriculum has achieved international quality standards by spanning multiple faculties, disciplines, professional roles, and perspectives regarding globalization. Secondly, suggestions for improvements pertaining to nine aggregated issues are provided: partner universities, semester abroad, interdisciplinarity, didactics and lectures, practicals, languages, electives, admission of students, and exams. The present

¹ Almost all co-authors study 'Global Studies' at Graz University or graduated from this curriculum. Additionally, Lena Bader (holding a master degree in economics and in GS) and Gerhard Witz are elected student representatives since GS start in 2010; Silvia Füreder acts as study assistant for the GS curriculum since 2012 at the Institute for Social and Economic History of Graz University; Elisabeth Deutsch MA works in the headquarters of the St. Vincent Community accommodating and feeding daily over 500 people in their homeless shelters throughout Austria; Marlene Köttstorfer holds a master degree in Ethnology and works at the department for children, youth and family in the township Knittelfeld, Styria. Victoria Zotter at presently study GS or already graduated from GS. Dr. Christine Kapper is head of the Department for eLearning and Scientific Software Service at Graz University. Daniela Lehner is student in Global Studies and Geography at Salzburg University. Dr. Gilbert Ahamer is elected board member at the Austrian umbrella organization for developmental curricula such as 'Global Studies', namely the Vienna-based 'Mattersburg Circle for Development Policy at Austrian Universities'.

specific recommendations serve as valuable evidence-based and authentic input for quality assessment procedures at Graz University, and similarly for other academic curricula elsewhere.

Keywords: *Global Studies, curriculum, quality assessment, improvements, students' viewpoint, developmental education, web platform.*

Introduction

'Climate change and shortage of resources, hunger and mass poverty, terror and violence represent manifold unresolved global problems and challenges' (Global Studies Graz 2010, 2011). As a sound answer to these challenges on an educational and cultural level, many universities have increased their efforts by studying such problems as globalization and structural peace. This article presents more than a dozen such university curricula focusing on international development and global, multicultural studies.

Due to its geographical location between two former power blocks, neutral Austria has repeatedly assumed a role of active, peace-oriented foreign policy and its capital Vienna is one of the four headquarters of the United Nations.² In Austria's second-largest city, Graz, since 2004 various NGOs and representatives from all faculties of the university have embarked on establishing two Global Studies (GS) curricula: the '*Bundle of Electives Global Studies*', and since 2010 the '*Master Program Global Studies*'. After years-long institutionalization efforts by the steering committee GS and the curricula commission GS, both curricula have formed a stable contribution to Austria's academic landscape (Kumpfmüller 2007, 2009; Bader and Zotter 2012: 121; Ahamer et al. 2011: 19–26; and see Section 1.1.6.1). Such internationally oriented, high-quality curricula comply with documents on the common European Higher Education Area (EHEA 2010), with the national university strategy including quality audits (Uniko 2011: 22; Bernhard 2011, 2012, 2013), with literature analyzes on quality assessment for interdisciplinary curricula (Ahamer 2013b; Ahamer and Kumpfmüller 2013), and received backing from the rectorate and from all elected student representatives (GS 2011).

Due to the increasing number of GS students in both curricula, several types of self-organized institution building have emerged among students. In addition to actively participating in the GS curricula commission, student representatives have developed a forum for informal discussion of GS issues,³ co-founded an alumni club for GS graduates and organise weekly lunch tables.

In order to improve further the academic quality of GS as such, this article will analyse and compare sixteen Master programs (and a few Bachelor programs) focusing on global and multicultural studies. Both new and advanced students have contributed to the present text with their realistic day-to-day perceptions and authentic awareness, complemented by graduate professionals with a full history of GS studies. National and international GS-related Master programs were compared in order to determine characteristic differences and attractive peculiarities in various fields.

The appeal of this paper consists in the authentic authorship of students who have experienced the curriculum and at the same time have analyzed it via peer-review processes (Pany 2013; Ahamer 2012a) utilizing the communicative functionalities of an elaborate web platform (WebCT). A high percentage of co-authors has acquired solid

² UNIS. The United Nations in Vienna. URL: <http://www.unis.unvienna.org/unis/en/unvienna.html>.

³ Global Studies Forum – an informal student forum. URL: <http://globalstudies.gerianer.net>.

professional developmental experience at their own workplaces, which adds credibility to the argumentation and recommendations of the present article.

1. Curricula for Development, Global Learning and Multicultural Education

This first section describes curricula and offers descriptions on the following items as numbered subsections:

1. *General information* (including: duration, ECTS, academic degree).
2. *Admission*.
3. *Subject*.
4. *Structure of the program*.
5. *Philosophy*.
6. *Mission*.
 - 6.1. *Development and history* (only for GS Graz).
7. *Teaching methods*.
8. *Exclusivity of the Master's program*.
9. *Internship*.
10. *Semester abroad*.
11. *Possible employment areas*.
12. *Sources*.

This analysis of curricula, however incomplete, was performed by the enumerated authors and facilitates the overview of various approaches to Global Studies, namely at Graz University (Austria), Vienna University (Austria), Salzburg University (Austria), Albert-Ludwigs University (Freiburg, Germany), Philipps University (Marburg, Germany), Leipzig University (Germany), Roskilde University (Denmark), Lund University (Sweden), Gothenburg University (Sweden), Birmingham University (UK), Northeastern University (Boston, USA), University of Ottawa (Canada), University of Toronto (Canada), University of California (Santa Barbara, USA), Australian National University (Canberra), Wilfrid Laurier University (Canada), University of Los Angeles (UCLA) (USA), Vancouver Island University (Canada) (ordered along geographical distance from the first mentioned, see Fig. 1). Further interesting curricula include the GS curricula at Lomonosov University (Moscow, Russia);⁴ Bonn University; Liu Institute for Global Studies Issues (British Columbia); Global Political Economy at Kassel University; University of Business and International Studies in Geneva; International Studies in Aarhus; Development and Cooperation at ETH Zürich (Switzerland); Globalization – Global Politics and Culture at Trondheim University (Norway); and Global Studies at the University of Minnesota (USA).

⁴ Global Studies at the Moscow State University named after M. V. Lomonosov. URL: <http://www.msu.ru/en/info/struct/depts/fgp.html> and at <http://fgp.msu.ru/about/about-the-faculty-of-global-studies/>.

Fig. 1. Geo-localization of the Global Studies curricula

Note: Map type: Peters projection, turned upside down to highlight the global South. The round 'Global Studies' (GS Graz) logo geo-references the universities with GS curricula analyzed for this article'.

Source: adapted from Ahamer 2013c.

The geographical distribution of curricula is visualised in (Fig. 1). Several co-authors have found that German-speaking curricula in particular exhibit an interdisciplinary and multiparadigmatic approach that has been defined as essential in the Graz curriculum (Global Studies Graz 2011: 1); consequently this article focuses on such multiparadigmatic approaches to global development, peace and globalization. The following list is roughly ordered according to the distance from Graz, Austria, in order to avoid implicit understanding as tacit ranking.

1.1. Master's Curriculum Global Studies (GS), Graz University, Austria

1.1.1. General information: 2 years, 120 ECTS, started in winter semester (WS) 2010/11, academic degree: Master of Arts (MA).

1.1.2. Admission: Admission is considered upon evidence of completed, academically relevant previous studies (Bachelor degree or Diploma degree) amounting to 180 ECTS (Global Studies Graz 2012). Generally, 'there are three possibilities of admission:

1. Unconditional offer: approval of completed studies, 180 ECTS credits or more, relevance of completed studies (50 % of the completed studies, *i.e.* 90 ECTS credits of which can be counted toward the specializations);
2. Conditional offer: if at least 60 ECTS credits can be allocated to the specializations, students are approved but with an additional requirement of 30 to 40 ECTS credits;
3. No Admission: if fewer than 60 ECTS credits can be counted toward the specialisations'.

1.1.3. Subject: The interdisciplinary approach, which is one of the main characteristics of this program, enables one to deepen one's knowledge of the phenomenon of

globalization. The first semester focuses on basic knowledge in the fields of economics, law and politics, history, climate, environment and technology, culture, religion, society and gender. Later, a specialization in at least two of these disciplines is required. The aim of GS is to describe development and globalization from the perspective of various scientific disciplines based on a cutting-edge critical academic analysis. In the context of an interdisciplinary approach, students will extend their skills in various areas (e.g., social learning and cosmopolitan attitude). The intent of GS is to identify and explain global relationships and to understand their interdependencies. Both an interpretation and comprehension of global inequality is required to help and resolve the problems of today's complex environment.

1.1.4. Structure of the program: Compulsory basic module GS (A): 29 ECTS (including basic lecture GS, developing countries and globalization, international politics, basic problems of gender history, lecture series GS). Specialization: 2 modules, 12 ECTS each to choose from: module B: law and politics, module C: economics, module D: history, module E: environment, climate and technology, module F: culture, religion, society and gender, (originally 8 modules were proposed, cf. Ahamer *et al.* 2011: 25), module G: internship 16 ECTS (10 weeks) and a course in which the internship is analyzed to the extent of 2 ECTS, module H: master module with 37 ECTS (including master thesis with 25 ECTS), elective courses: 12 ECTS, see detailed course list online (GS Courses 2013).

1.1.5. Philosophy: The origin of the Master's program in Global Studies is the emphasis on an academic, that is analytical and critical, view on globalization. To enlarge the analyzes' horizons, it combines the resources of different faculties at the Karl-Franzens-University of Graz to facilitate the understanding of global issues from different perspectives and includes the practical wisdom of NGOs. The resulting interdisciplinary approach is intended to sharpen the mind and broaden one's previous horizons, but moreover to open up perspectives when discussing global issues. Integrative understanding of global societies and their mechanisms, interdependencies and problems will be trained and fostered as well as complemented by a non-university internship. The comprehensive view is rendered complete especially by introducing first semester courses involving gender issues, developing countries in the context of globalization and international politics.

1.1.6. Mission: The primary goal of the 4-semester program is to provide and promote *global perspectives* by the description and *analysis* of historical, current and future processes and an integrative approach to global society, its mechanisms, interdependencies and problems as a basis for producing a *responsibility-based competence to act* (Anselm and Körtner 2003; Müller *et al.* 2013) when dealing with globalization problems. The Master's program, Global Studies, combines the teaching resources of *all the faculties* at the University of Graz relating to global issues from different perspectives. Students are offered a holistic view of global problems (Schweitzer 1996) and expertise in solutions. Important skills are to sharpen the understanding of different cultures and newly emerging systems worldwide and to enable a broader view on global processes. The ability to understand points of view from different perspectives (Global Studies Graz 2011: 1) provides a basis for decision-making and taking responsibility in a dynamic and complex world. The acquired multi-perspectivist and multi-paradigmatic knowledge and skills enable students to analyse the great number of international and cross-cultural challenges

extant and to deal with them in a sensitive and network-orientated way of thinking, which is necessary in global issues.

1.1.6.1. Development and history: As this paper is written by students of GS, a short overview of the origin of this very young Master's program is covered. The aim of this paragraph is to offer an insight into the broad engagements of the founders of GS in Graz (mainly its initiator K. A. Kumpfmüller [2012a, 2012b], lecturer of development economics since 1977 after studies at The Paul H. Nitze School of Advanced International Studies of The Johns Hopkins University) for getting an idea from where the current motivation of the almost 100 new students per year with GS as major (Bader and Zotter 2012) could originate: in 2004 an informal working group was founded, which later developed into the Global Studies Steering Committee. This working group consists of university professors as well as representatives of different developmental NGOs (e.g., Centre for Peace and Development in Graz, the developmental initiative of the diocese of Graz named 'Welthaus', the Afro-Asian Institute [AAI 2010] etc.), which in 2004 founded the 'Bundle of Electives Global Studies' to the value of 40 ECTS and in which students from all faculties are enrolled (Ahamer et al. 2011: 29–33; 2013a). This bundle includes global problems and opportunities in the areas of hunger, poverty, climate change, culture, politics, etc., and can be seen as a complement to the Master's program in Global Studies for a well-defined target group of students who wish to stick to their original specialties. After seven years of preparation (Kumpfmüller 2007, 2009), including many discussions (e.g., Pajank 2008), modifications, administrative developments, support from the national umbrella organization (MK 2013), and extremely severe financial bottlenecks, the Master's program in Global Studies has finally been on offer since the winter semester (WS) of 2010/11 (Ahamer et al. 2011: 21–26).

1.1.7. Teaching methods: The transfer of knowledge can take the following forms and depends on the selected courses: lectures ('VO' – knowledge transfer through presentation of the teachers), courses ('KS' – students work on course content together with lecturers; experience-based and application-oriented focus), seminars ('SE' – scientific discussions and contributions from students, including written work). These forms of teaching can also be held in block-form (e.g., winter and summer schools, intensive programs, etc.) or as a special, very interactive kind of course called 'interdisciplinary practical' (IP), which is described in more detail later in Section 2.5. Depending on the nature of teaching activities, new media such as online learning platforms (WebCT, Blackboard, Moodle, etc. (Kapper 2013; Müller et al. 2013; Ahamer 2011, 2013b), is integrated into classes. Such e-learning platforms serve to provide course materials, allocate assignments, form groups, allow for chats and perform online surveys, tests, and exams. A practical application of the knowledge and skills gained during GS is implemented through a compulsory internship, which is recommended in the third semester. As an example of the outcomes of these teaching methods, a group of students (analogous to us) in the course 'analysis of internship' in summer semester (SS) 2012 collaboratively authored a paper after a web-based collaborative procedure (Duraković et al. 2012).

1.1.8. Exclusivity of the Master's program: Stemming from the 'Bundle of Electives GS' with its exclusive lecture 'Introduction to GS' held by GS founder and Austrian doyen for peace research, Karl A. Kumpfmüller (2012a, 2012b), this very new Master's program includes the exclusive lectures 'Basics of GS' and 'Lecture Series GS'. The Basic Lecture

contains each of the selectable disciplines and enables a broad understanding by introducing all the different modules. The 'Lecture Series GS' is documented by the book series HSK,⁵ edited by the Mattersburg Circle for Developmental Policy at Austrian Universities (MK 2013) and enables national as well as international experts to give their lectures at the University of Graz. Compared to other curricula, an interdisciplinary point of view and integrated thinking are key features of Global Studies at the University of Graz, thus fulfilling the integrated demands of academic interdisciplinarity on a peer-reviewed level (Ahamer and Kumpfmüller 2013; Ahamer 2013a).

1.1.9. Internship: Compulsory non-university internship to the value of 16 ECTS (400 hours), which is recommended in the third semester. A specialized course ('Analysis of GS Practicals') exists to reflect on the internship and to link it to theory.

1.1.10. Semester abroad: highly recommended.

1.1.11. Possible employment areas: These include governmental and non-governmental organisations as well as inter- and supranational organisations. In the field of management in international companies, science, research and teaching in human rights work, in international civilian peace services, in reconciliation initiatives, international cultural relations, media area, development cooperation, humanitarian organisations, educational institutions, climate and environmental projects and in similar occupations.

1.1.12. Sources: Curriculum: Global Studies Graz 2011. Web site: Global Studies Graz 2010. Students' informal internet forum: Global Studies Forum. Admission: Global Studies Graz 2012.

1.2. Master's Curriculum International Development (IE), Vienna University, Austria

1.2.1. General information: 2 years, 120 ECTS, academic degree: Master of Arts (MA)

1.2.2. Admission: A completed subject-relevant preliminary Bachelor's degree, a degree from a university of applied science or an equivalent programme at a recognised Austrian or foreign post-secondary educational institution is required. If general equivalence is given and there are only a few elements lacking from full equivalence, admission can be obtained by completing additional courses and examinations to a maximum of 30 ECTS within the Master's programme.

1.2.3. Subject: The aim of this Master's programme is to convey content, theories and methods that are important for development research. Emphasis is on the critical analysis of development; therefore disciplines including sociology, politics, theology, economics, culture, and geography are part of the Master's programme.

1.2.4. Structure of the programme: The course is divided into two basic modules (basics and methodologies), then nine specialisation modules out of which three have to be selected (15 ECTS each); finally a research module and the master module. At least two courses must be attended in a foreign language.

1.2.5. Philosophy: The main objective of this Master's programme is the conveyance of disciplinary approaches and skills and the ability to link these as part of a trans-disciplinary research perspective in terms of development.

1.2.6. Mission: Transdisciplinary analysis and critical reflection of unequal relationships on a global scale are the focus of the Institute for International Development in Vienna.

⁵ HSK *Historische Sozialkunde*. Book series edited by Mattersburger Kreis. URL: <http://www.mattersburgerkreis.at/hsk/>.

Not only in research but also in teaching, such as in the Master's programme International Development and in the Bachelor's programme, which lamentably has been discontinued, were these priorities emphasised (International Development Vienna 2012).

1.2.7. Teaching Methods: The teaching methods include lectures, tutorials, courses, seminars and a Master seminar.

1.2.8. Exclusivity: This Master's programme is characterised by methodology modules, the promotion of language skills, the critical analysis of development issues, and the wide range of courses.

1.2.9. Internship: Not compulsory.

1.2.10. Semester abroad: Recommended.

1.2.11. Possible employment areas: Besides teaching and research in academic fields, possible employment areas include organisation in the fields of development cooperation or public relations and media relations with a focus on development cooperation. Furthermore, professions which require intercultural competence as well as a broad knowledge of various regions of the world can be aspired towards.

1.2.12. Sources: Curriculum International Development (in German: Internationale Entwicklung IE) and brief information: International Development Vienna 2012.

1.3. Master's Curriculum Global History and Global Studies, Vienna University, Austria

1.3.1. General information: 2 years, 120 ECTS, started in winter 2008/09, academic degree: Master of Arts (MA).

1.3.2. Admission: Evidence of a completed, subject-relevant Bachelor degree or equivalent; or higher degree in the field of humanities, culture, sociology or law. In the absence of these prerequisites, conditional approval is possible. Furthermore, active knowledge of English and passive knowledge of a second foreign language is required.

1.3.3. Subject: This Master's programme deals with the historical development of humankind on a global scale and is mainly focused on the processes of interaction and interdependence of population groups. In addition to historical education, cultural and social sciences are taught. Expertise is made possible by deepening knowledge of Global Studies and Global History. Furthermore, the ability to think independently and work autonomously, especially in historical research, is promoted, thus enabling an advanced academic education in the field of history as well as the preparation for doctoral studies. In addition, experience in the field of (digital) media and teamwork skills are additional areas in which students gain basic knowledge and skills. Specialisation in one particular field of science, especially in global history and present tendencies of globalisation are an important part of this Master's programme.

1.3.4. Structure of the programme: This Master's programme is divided into the following modules: compulsory module (introductory phase which includes: philosophy of science, theories in historical science, practice of scientific communication and foreign languages in historical science 1 and 2 which is recommended in the second semester), basic module, alternative compulsory module (theories, sources, methods, specification, including global governance), research module. The first module focuses on theories and methods of global history, the second module on regions in global history and in the third module topics of global history are examined, with the fourth module including independent research and the Master's thesis (20 ECTS). Within each module, certain

disciplines have to be completed at the home university and at international partner universities.

1.3.5. Philosophy: The focus of this programme is on a multifocal, global and critical approach of history and globalisation, which should support a wide-ranged approach in different regions and among different population groups. This is supported by the international background of the students, which is enabled via the EU Erasmus Mundus mobility programme.

1.3.6. Mission: Raising awareness of a multifocal, global perspective away from the general eurocentrism of the humanities. The mediation of interdisciplinary content, methods, practices and theories centres on global history.

1.3.7. Teaching methods: Teaching methods include lectures, lectures with exercises, exercises (working in groups; including written works), courses (active contribution of students in the classes), seminars (prepare and present papers), research seminars (project work in teams, performance and presentation of the results) and excursions (scientific trips, writing seminar papers) and a post graduate programme (preparation for the Master's thesis). Furthermore there is the possibility of experiencing a different country's teaching methods through the Erasmus Mundus Partner universities in Leipzig, Wrocław and the London School of Economics and Political Science. Completion of a language module is compulsory as well as the completion of one course in English language.

1.3.8. Exclusivity of the Master's programme: The promotion of student mobility is an emphasis of this programme. One semester must be completed at the home university, the other three semesters at other foreign universities. Global history constitutes an Erasmus Mundus connecting the universities Wrocław, Leipzig, and the London School of Economics programme (Global History Vienna 2009), which promotes and facilitates student mobility. The module of methodology is an additional feature of this Master's programme.

1.3.9. Internship: Not compulsory

1.3.10. Semester abroad: The main part of the programme can be completed at a university abroad, supported by the Erasmus programme. Besides, students are able to choose from offered excursions in global history or in another global studies discipline.

1.3.11. Possible employment areas: The wide range of working fields include occupational areas in which advanced knowledge in the scientific fields of culture, sociology, humanities as well as their mediation is needed. Occupations which require expertise in the use of digital and other media, an international horizon, working independently as well as in teams are areas of employment. Working in (non-)governmental and inter-as well as supranational organisations, in international business, in the field of human rights, in museums and exhibitions, in the fields of media and cultural work as well as publishing, and tourism are just some examples.

1.3.12. Sources: Brief information: Global History Vienna 2009. Curriculum: Global History Vienna 2012.

1.4. Elective Bundles Global Studies (GS), Salzburg University, Austria

1.4.1. General information: At Salzburg University, Global Studies is an interdisciplinary bundle of electives that may be chosen in three block-sizes as facultative programmes in addition to other curricula. Since 2009, (a) the basic module (12 ECTS), (b) the additional module (24 ECTS) and (c) the study focus module (36 ECTS) are established.

The head of the Department of Geography has been responsible for GS since 2012; officially, the Centre for Flexible Learning (CFL) at Salzburg University still delivers the certificate as it does for all twelve other coordinated study modules. The study focus module with 36 ECTS can be noted on the Bachelor's or Master's certificate, if the department approves it. In 2013 the creation of a Master's programme on geographies of uneven development is planned as one of three specialties for a Masters in Geography at Salzburg University.

1.4.2. Admission: Registration on an undergraduate or Master's programme at the University of Salzburg. Certain events and lectures are limited in the number of participants.

1.4.3. Subject: The focus of the programme GS is on a systematic and dialogical understanding of economical, ecological, political, cultural, social and religious interdependences and processes of globalisation. Different institutions, parties, interests and roles of the globalisation process will be critically analysed. Furthermore, the meaning of power relations and the causes of structural inequality will be discussed. The goal is a critical view of common perspectives on globalisation and the development of new points of view and a deeper understanding of these complex phenomena.

1.4.4. Structure of the programme: Three options: (a) The basic module GS (12 ECTS) includes two compulsory classes: Introduction GS (3 ECTS) and either the lecture series global challenges (3 ECTS) or the lecture seminar GS (6 ECTS). The balance of the missing ECTS in every module can be chosen from the catalogue of optional subjects. (b) The additional module GS (24 ECTS) deepens the basic module GS, therefore the basic module is compulsory for the additional module. (c) The study focus module of GS (36 ECTS) requires the additional module of GS. The catalogue of optional subjects differs from semester to semester, depending on the department courses on offer. The study focus module catalogue contains 17 lectures in total, for example, the 'Arab Spring and media', 'Contemporary history (immigration Africa-Europe)' or 'Dialogue of perspectives on global change and globalisation'; the students of the latter seminar have authored an article in the present special issue on GS (Altmann *et al.* 2013).

1.4.5. Philosophy: Students should gain comprehensive knowledge and skills in the field of globalisation and learn to consider the globalised world from an interdisciplinary perspective. Networked thinking, problem-based learning and an approach from various points of view are emphasised.

1.4.6. Mission: To develop critical understanding within the present and the historical processes of globalisation from an interdisciplinary and open-minded point of view. The goal is to reflect global processes, for example, through discussions, literature based research or writing tasks in order to develop new perspectives and viewpoints on globalisation.

1.4.7. Teaching methods: Lectures, lecture series or seminars including different didactical approaches and forms of presentation depending on the lecturer.

1.4.8. Exclusivity: The GS modules in Salzburg can be structured very freely by each student, according to available time and individual interest.

1.4.9. Internship: At present not part of the programme.

1.4.10. Semester abroad: Possible, not compulsory.

1.4.11. Possible employment areas: The Global Studies Certificate is an additional qualification on top of a regular Bachelor's or Master's programme. The combination of

the regular Bachelor or Master subject with GS can widen the career opportunities of possible employment areas, and shows the applicants' interest in globalisation.

1.4.12. Sources: Information and available courses: Global Studies Salzburg 2013. Curriculum: Global Studies Salzburg 2012. Since longer, in Salzburg there exists an EU-oriented Master (European Union Studies 2010).

At nearby Linz University, a small bundle of electives on GS has also been active for several years (Nuscheler and Wittmann 2013; cf. Nuscheler 2012; Wittmann 2012).

1.5. Joint Master's Curriculum Global Studies (GS), Albert-Ludwigs University, Freiburg, Germany

1.5.1. General information: 2 years, 120 ECTS, started in 2002, academic degree: Master of social science (MSSc).

1.5.2. Admission: Bachelor of social science (or related) as well as excellent English skills (which means either the status of native speaker or proof of a TOEFL/IELTS/Cambridge Certificate (for details see Global Studies Freiburg 2013).

1.5.3. Subject: Graduates should be able to apply their in-depth knowledge and practical skills to the analysis of social, political, economic and cultural dimensions of globalisation processes in an institutional setting. Interdisciplinary and intercontinental training in the areas of sociology, political science, anthropology and cultural geography, as well as in modules for environmental sciences, business and data management are emphasised. The two concepts 'global analysis' and 'global experience' reflect the fundamental idea: first, well-founded knowledge in analysis and methodologies; second, their improved comprehension of such following personal experience on other continents. Globalisation, global politics, cultural change, research methods and international internships as well as colloquiums are included in the curriculum. Studying on three different continents enables the raising of awareness about the relativity and the constructed nature of societies, cultures, and policies, which serves to strengthen intercultural skills and qualifies the students to be experts in transnational connections.

1.5.4. Structure of the programme: This Master's programme contains the following four modules; Globalisation, Global Governance, Cultural Change and Methodology, characteristically distributed across the participating universities as follows: The first semester should be completed in Freiburg, the next at University of Cape Town or FLACSO Argentina in Buenos Aires, the third semester at Jawaharlal Nehru University in New Delhi or Chulalongkorn University in Bangkok, the fourth semester includes an internship and the fifth semester should be completed in Freiburg or Cape Town. (for details see Global Studies Freiburg 2013). The Master's thesis amounts to 25 ECTS.

1.5.5. Philosophy: The focus of this Master's programme is on global analysis, which includes deepening knowledge of analysis, methodology and practical skills as well as on global experiences, which are received in terms of the semesters abroad. The aim is to study social sciences in different cultures and regions for promoting intercultural and interdisciplinary skills. The emphasis is on maintaining multi-centric perspectives. The curriculum focuses on a set of interdisciplinary perspectives of globalisation.

1.5.6. Mission: Due to cooperation with international universities, a variety of cultural knowledge is enabled. Through their studies and these intercultural and interdisciplinary experiences between different continents, students are supported to become experts of

the various currents of globalisation. The students will learn to see the global world from different perspectives and disciplines.

1.5.7. Teaching methods: Knowledge transfer in the style of seminars, which includes participation in discussion, presentations and homework – individually as well as in groups. ‘Empirical research projects’ are applied and relevant for practice.

1.5.8. Exclusivity: The Master's programme is characterised by its international setting. Studying abroad, as well as requiring high language skills, supports this positive reputation. In 2006, this curriculum was awarded the title of ‘Top Ten International Master's Degree Programme’ in Germany. This curriculum's ‘global experience’ creates awareness of the relativity and structured nature of societies, policies and cultures. Students not only attain as the status of experts for transnational relationships but also strengthen their intercultural competence, focusing on multi-centric perspectives.

1.5.9. Internship: Compulsory (5 ECTS – eight weeks).

1.5.10. Semester abroad: Compulsory two semesters abroad (as this is a Joint Master's Programme, half of the courses have to be completed abroad).

1.5.11. Possible employment areas: Career in academia, in international organisational work (e.g., the UN or NGOs) or in the field of development. Some graduates work in the areas of media, coaching, consulting or policy.

1.5.12. Sources: Curriculum: Global Studies Freiburg 2013. Information: Global Studies Freiburg 2012; Studierendenportal Freiburg 2011. Module Handbook: Global Studies Freiburg 2011.

1.6. Master's Curriculum International Development Studies, Philipps University, Marburg, Germany

1.6.1. General information: 2 years, 120 ECTS, academic degree: Master of Arts (M.A.)

1.6.2. Admission: The prerequisite is a successfully-completed (at least completed with a grade ‘satisfactory’) subject-related Bachelor degree in political science, sociology or economics or in a thematically similar programme. It is necessary to have foreign skills in English Level B2, and another language level B1. Students are required to pass an aptitude test.

1.6.3. Subject: The Master's programme is about causes, results and the general framework of global economic, cultural and political development of various regions of the world. The interactions of institutions and development processes are focused at different levels. Students gain a methodological expertise and a critical as well as comprehensive approach to (inter)national problems. The main focus is on the interaction between institutions and development processes in a regional and international context, with a special focus on non-OECD countries.

1.6.4. Structure of the programme: Appropriate mix of lectures (with dialogue elements), tutorials, seminars (weekly, supervised by professors), internship (minimum 300 hours) and research project. At the University of Marburg, a basic module is to be completed which provides an overview of social, economic and scientific fields (22 ECTS): 1. Geography, 2. Oriental Studies 3. Comparative Cultural Research; Electives (12 ECTS); Interdisciplinary Colloquium and Seminar (6 ECTS), research project (12 ECTS); internship (11 ECTS); Master Thesis (22 ECTS).

1.6.5. Philosophy: This programme enables students to explore in detail the challenges faced by developing and developed countries in the fight against global poverty, as well as to understand the prospects and problems of the proposed approaches that reduce poverty. Here the theory and history of development, changing ways of reducing poverty, skills for practical approaches and research programmes are taught. High methodological expertise combined with a profound knowledge of economics and social science theories are skills which graduates should apply in their future working fields. Due to interdisciplinary and multidisciplinary modules the students are prepared for specific problems in areas such as development cooperation, international corporations, in the non-profit sector or in scientific fields.

1.6.6. Mission: This Master's programme focuses on causes, consequences and conditions of economic, social and political development. The main focus is on the interaction between institutions and development processes in the regional and international context, with a specialisation on non-OECD countries. Methodology makes use of the more research-oriented course of the approach of comparative institutional analysis. The programme is strongly research oriented. Students should be able to conduct their own independent research for the Master's thesis. The combination of theoretical knowledge, methods and empirical skills is very important.

1.6.7. Teaching methods: Lectures (with dialogue elements), courses, seminars, research-based courses, tutorials, colloquia, excursions, internship.

1.6.8. Exclusivity of the Master's programme: The colloquium is the only exclusive course of this Master's programme; all other courses are offered by other faculties.

1.6.9. Internship: An internship in form of a full-time job for at least eight weeks (minimum 300 hours) is obligatory.

1.6.10. Semester abroad: Recommended.

1.6.11. Possible employment areas: Development cooperation in an international organisation, non-governmental or in scientific organisations such as university research institutes.

1.6.12. Source: Admission: International Development Studies Marburg 2012. Information: International Development Studies Marburg 2013. Curriculum: International Development Studies Marburg 2011.

1.7. Master's Curriculum Global Studies (GS), Leipzig University, Germany

1.7.1. General information: 2 years, 120 ECTS, since WS 2004/05, academic degree: Master of Arts (MA).

1.7.2. Admission: A completed Bachelor degree in historical or cultural studies or social science subject and the knowledge of three foreign languages: English (compulsory) and another two modern languages with skills of UNICert-Level 2.⁶ Students also have to pass an aptitude test.

1.7.3. Subject: The programme is about methods and theory of history, cultural studies, humanities and social sciences all around the processes of globalisation focussing the situation of nations of North and South.

⁶ Cf. UNICert. Language Certificates for Universities. URL: <http://www.unicert-online.org/en/>.

1.7.4. Structure of the programme: First semester: Three introduction modules: Introduction to global history, Introduction to social science theories of globalisation research and Introduction to methods of globalisation research. Second semester: 2 elective modules out of 5 modules: Regions in a globalising world: Sub-Saharan Africa, America, Asia, Europe or the Middle East. 2 compulsory modules: 1 week summer school + GS Colloquium. Third semester: 2 elective modules such as in the 2nd semester; 2 compulsory modules: Research internship + GS Research Colloquium. Fourth semester: 2 modules: 'Cultural dimensions of globalisation' and 'Economic and political dimensions of globalisation'. Two semesters studying abroad (60 ECTS) and a GS Colloquium for the Master's thesis.

1.7.5. Philosophy: Mediation of international and interdisciplinary competencies with regard to the phenomenon of globalisation.

1.7.6. Mission: The aim is to empower students to deal with problems, results and processes of globalisation. It is about implementing skills combining theory and methods to be able to work in the field of global institutions. Students should also develop their academic competences so that they are qualified for the doctoral programme. Knowledge, theories and methods to prepare, on the basis of history, culture, humanities, social science base and to deal with globalisation and its processes. The aim of the study is to understand globalisation through a very interdisciplinary approach.

1.7.7. Teaching methods: Introducing lectures, joint seminars, colloquia, research internship and winter/summer school for presentations and practical experience. Students have the opportunity to pass a specialist internship because the Master is part of a global by Erasmus Mundus programme which promotes mobility and exchange of students.

1.7.8. Exclusivity of the Master's programme: The completion of a practice is not mandatory, but there is the opportunity to replace one of the three projects to be completed by a practice visit. The University of Leipzig cooperates with partner universities abroad (University of London, Roskilde University, University of Vienna, University of Wrocław) where students have to pass their semester abroad.

1.7.9. Internship: Mandatory research internship (in the third term).

1.7.10. Semester abroad: One of the two years of study (*i.e.*, 2 semesters) will be completed at the partner universities in Vienna, London and Wrocław.

1.7.11. Possible employment areas: The possibility to work in historical, cultural or social institutions.

1.7.12. Sources: Information: Global Studies Leipzig 2013. Study Programme: Global Studies Leipzig 2012.

1.8. Master's Curriculum Global Studies (GS), Roskilde University, Roskilde, Denmark

1.8.1. General information: 2 years, 120 ECTS, academic degree: Master of Science (MSc).

1.8.2. Admission: A Bachelor's degree in Global Studies or, if educational background is considered subject-relevant, qualification has to be verifiable.

1.8.3. Subject: The aim of the programme is to convey to students an interdisciplinary understanding of the political, social and economic processes associated with globalisa-

tion. Students should be capable of managing the challenges of occupations in which an understanding of international relations is necessary.

1.8.4. Structure of the programme: Global Studies focuses on motivation forces behind the globalisation and its effect on the three central spheres of the society: The state, the markets and civil society. This is reflected in the three themes of the programme. Courses of study in each of the three areas are: (1) global politics, global governance, regionalisation and sovereignty of states, (2) culture, civil society, social movements and globalisation, and (3) global economy. Roskilde's Master's programme focuses emphasis on project work to enable students first to work in groups in combination with an interdisciplinary thinking approach. The master thesis amounts to 20 ECTS.

1.8.5. Philosophy: 50 % of the programme is courses and lectures; the other 50 % is project work (15 of the 30 credits, which must be provided per topic). An information management course is compulsory. Besides, it is recommended that students combine this Master's programme with other subjects like Business Studies, Geography or International Development for example. There are four Master's modules with two fundamental parts in this Master's programme. Furthermore there is the option to continue the study with a PhD programme.

1.8.6. Mission: The Master's degree in Global Studies aims to equip students to carry out extensive and specialised interdisciplinary analyses within the area of GS. Regarding the content of the study, the focus is on sociology, political science, anthropology, cultural geography, economics and environmental sciences. The study programme provides students with advanced theoretical and methodological knowledge of the interplay between international politics, international political economics, welfare and inequality. The course also develops the student's skills in a project-based working form, supplementing these with enhanced skills in presentation, argumentation and task performance.

1.8.7. Teaching methods: The framework of the professional study environment is mainly the courses and the project work. The courses at Global Studies have an attendance of 15–30 students, which leaves ample opportunities for debates between the students and the lecturers and for student presentations and questions. The group work takes place in groups of two to four students with an affiliated supervisor who helps with both the professional and the practical aspects of the group work.

1.8.8. Exclusivity: A very significant part of this programme is the 'global experience'. During a period of 2 years the students study in 3 different cities (optional) on 3 different continents. Besides this, many students pass a semester abroad. Furthermore, all courses are held in English.

1.8.9. Internship: The completion of a practice is optional. The opportunity is offered to replace one of the three projects which are part of the programme with a practice visit.

1.8.10. Semester abroad: Optional.

1.8.11. Possible employment areas: Employment fields with this Master's programme are, for example: European integration, international governance and development, social change and also in the field of economic institutions, trade organisations and companies.

1.8.12. Sources: Information: Global Studies Roskilde 2013. Course list: Global Studies Roskilde 2012.

1.9. Master's Curriculum Global Studies (GS), Lund University, Lund, Sweden

1.9.1. General information: 2 years, 120 ECTS, academic degree: Master of Science (MSc).

1.9.2. Admission: In order to be admitted to the programme, students have to hold a Bachelor's degree with a major in social sciences or equivalent. A minimum average grade of 3.0 out of 4 in cumulated grade point average (CGPA), C in the ECTS grading scale or B in the American grading scale is required as well. Language skills in English shall be demonstrated in terms of an IELTS score of 6.5, a TOEFL total score of 575, a Cambridge Certificate of Advanced English, a Bachelor's degree from an English-speaking university or a pass on English course grade B in Sweden.

1.9.3. Subject: The Master of Science in Global Studies provides interdisciplinary knowledge of globalisation, conflict and social change. Students shall learn to connect the theories and processes of globalisation. Cultural, economic, political and socio-psychological theories and concepts are presented and aim to enable students to make analyses of how globalisation is connected to conflict and social change.

1.9.4. Structure of the programme: At the beginning of the programme, that is in the first semester, a profile course introducing the students to the main themes and issues of the programme has to be attended. Courses in the theory of science and research methods follow. In the second semester, students shall increase their understanding and knowledge of global development. The second year consists of optional courses of particular interest and the thesis provides the opportunity to demonstrate mastery of theories, methods and argumentation. The Master's thesis amounts to 30 ECTS.

1.9.5. Philosophy: This Master's Programme was established in order to educate students who are able to combine theory and practice. Students shall develop interdisciplinary points of view and analyse globalisation and its characteristics.

1.9.6. Mission: The objective of the programme is to provide students with knowledge vital to policy makers, trainers and practitioners who work with global issues in government agencies, private firms and NGOs.

1.9.7. Teaching methods: Active participation is vitally required in lectures and seminars. The presentations are oral and written as well, and students are encouraged to organise their literature on the relevant topics. At the end of the course, a written or oral examination on the acquired knowledge will be offered.

1.9.8. Exclusivity of the Master's programme: In the third semester, students are able to choose courses of their own personal interest, to the value of 30 ECTS, which they attend at Lund University or also abroad.

1.9.9. Internship: Not compulsory.

1.9.10. Semester abroad: As mentioned above, the choice is given to the students whether they go abroad or not. If they wish to do so, they can undertake courses of their own interest to the value of 30 ECTS.

1.9.11. Possible employment areas: The programme provides qualifications for employment as policy makers, trainers and practitioners working with global issues in government agencies, private companies or NGOs.

1.9.12. Sources: Information: Global Studies Lund 2013. Curriculum: Global Studies Lund 2012.

1.10. Master's Curriculum Global Studies (GS), University of Gothenburg, Sweden

1.10.1. General information: 2 years, 120 ECTS, academic degree: Master of Global Studies.

1.10.2. Admission: Bachelor's degree (generally a 3-year degree with honours), from a university or college recognised by UNESCO with/and a minimum of 30 higher education credits in a discipline within the field of Global Studies or equivalent.

1.10.3. Subject: The course contents are concerned with issues of globalisation, ethnicity, cultural diversity and different world views. Disciplines are development theory, international relations, regional studies (Africa, Asia, Latin America, and Middle East), and social anthropology. This multi- and interdisciplinary Master's programme focuses on the area of research. The aim is, in the context of global processes and their effects, to prepare students for independent work in the use of research questions, concepts, research methods and evaluation.

1.10.4. Structure of the programme: 2 basic modules, 2 specialisation modules, 1 methodology module, 1 practice module, 1 Master's module. The Gothenburg School of GS comprises four disciplines: human ecology, regional studies, social anthropology, peace and development Studies.

1.10.6. Mission: 'The overall aim of the Global Studies programme is to provide advanced knowledge within the interdisciplinary field of global studies. The programme will provide students with a basis for both post-graduate research and professional employment within a range of international and national organisations. Skills taught will be useful in areas such as development cooperation, humanitarian assistance, cultural diversity and integration programmes, and environmental planning and analysis. Special emphasis is also placed on independent work methods, critical assessment and the ability to solve problems' (Global Studies Gothenburg 2012).

1.10.7. Teaching methods: No concrete information but emphasis on practical experience and application of the learned theory into practice.

1.10.9. Internship: Selectable between an internship or a 'field course' (abroad). It is also possible to combine this with the Master's module.

1.10.12. Sources: Information: Global Studies Gothenburg 2013. Curriculum: Global Studies Gothenburg 2012.

1.11. Master's Curriculum International Development, University of Birmingham, UK

1.11.1. General information: 1 year full time or 2 years part time, 120 ECTS, academic degree: Master of Science (MSc).

1.11.2. Admission: University degree required for admission to study is a degree in an adequate preliminary subject or other equivalent studies at a recognised domestic or foreign educational institution, or a 'graduate diploma'. Languages spoken: English (for non-native): 237 TOEFL, great emphasis is placed on work experience. Tuition fees for international students.

1.11.3. Subject: 'The focus of this programme is on challenges facing developing and developed countries in the fight against global poverty and on gaining knowledge about problems of proposed approaches to poverty reduction. Theories and history of development, practical policy, programme and research skills as well as changing approaches to poverty reduction are taught' (International Development Birmingham 2013).

1.11.4. Structure of the programme: Basic module of 20 ECTS, critical access to development: 100 ECTS, selected from more than 25 modules, research on a topic and in

a place of one's choice, specialisation is possible in the following areas: poverty, inequality and development, conflict, security and development, international political economy and development, government, nation building and development, urban development, which appears in the title of specialisation including: MSc International Development (urban development).

1.11.6. Mission: The programme offers students the opportunity to explore the fight against global poverty and to understand the issues in developing countries in order to reduce poverty.

1.11.7. Teaching methods: Courses with an immanent examination character.

1.11.8. Exclusivity at the University: Own branch of study at the International Development Department, University of Birmingham.

1.11.9. Internship: Research internship abroad is possible for 4–6 weeks, but not required.

1.11.10. Semester abroad: Recommended, not compulsory.

1.11.11. Possible employment areas: (International) development cooperation, NGO's, donor or government funded development programmes.

1.11.12. Sources: Information: International Development Birmingham 2013.

1.12. Master's Curriculum GS and International Affairs Northeastern University, Boston, USA

1.12.1. General information: 2 years, 46 US-Credits (~80 ECTS), academic degree: Master of Science (MSc).

1.12.2. Admission: For admission a completed Bachelor's degree is required. Furthermore, students have to write a statement of purpose (500–1000 words) about their educational goals and expectations from this programme. Additionally, two letters of recommendation and an English Language Proficiency Proof (TOEFL, IELTS) is necessary.

1.12.3. Subject: The programme provides a deeper understanding of the **economic, political, and cultural shifts** that impact organisations' way of doing business. The courses in the programme provide a multi-perspective view on the factors which are needed to lead and thrive in a global environment. The overall aim of the programme is to get an understanding of the multifaceted political and economic backgrounds of the expanding global world. The impact of the globalisation of politics and different economic systems is analysed. Moreover, students should get an understanding of using qualitative methods in the analysis of culture and communication. In addition, the social responsibility of organisations and individuals is taken into account.

1.12.4. Structure of the programme: The programme consists of three different types of courses: the basic courses, concentrations and free electives. Initially, the five basic courses make up 24 Credits and are mandatory for all students. They consist of Political Philosophy, Globalisation and Global Politics and Economics, Global Literacy, Culture and Community, Global Corporate and Social Responsibility and Basic Field Research Methods. Moreover, there are four concentration areas out of which the students can choose one and select courses to the value of 16 to 19 credits. These concentration areas are Conflict Resolution, Global Development, Global Health and Non-Profit Management. Finally, there is a choice of electives from which the students have to gain 6 to 8 credits. At the end of the programme the students can choose between writing a thesis and doing a case study.

1.12.5. Philosophy: The programme aims to provide economic, political and cultural tools in order to deal with globalisation. By analysing key issues from a multidimensional perspective the students should gain a good understanding of how to react to the changes caused by globalisation. In addition to the multidimensional view, the programme focuses on practical knowledge transfer in order to demonstrate the reality of living in a global society. To put this into practice the programme brings together students and experts from different areas so that they are well prepared to act and react in a global environment.

1.12.6. Mission: Due to globalisation the scope of action of organisations, as well as the relationship between individuals, has changed a lot. Therefore, an intercultural and interdisciplinary perspective is essential to deal with the cultural, political and economic challenges of globalisation.

1.12.7. Teaching methods: There are four different types of course formats: on-campus (on-ground), online, blended and hybrid. The first type means that classes are held face-to-face on campus by the instructors. The lecturers often have different backgrounds, both public and private sector, to ensure a multidimensional perspective. The online course means that lectures, lessons, and exercises are available online and there are no personal meetings on a regular basis. A blended course format means that besides the regular sessions every week, there are contents and discussions available on an online platform. The participants of a hybrid course have some in-class meetings on campus but most of the topics are covered online.

1.12.8. Exclusivity of the Master's programme: The programme is available 100 % online.

1.12.9. Internship: Not compulsory.

1.12.10. Semester abroad / stay abroad: Recommended but not mandatory.

1.12.11. Possible employment areas: Possible employment areas are in international business, international relations, journalism, defence, international security, research, non-profit management, and community-based, non-governmental organisations (NGOs).

1.12.12. Sources: Information: Northeastern University Boston 2013. Curriculum: Northeastern University Boston 2012. Admission and language proficiency: Northeastern University Boston 2011.

1.13. Master's Curriculum Globalisation and International Development (University of Ottawa)

1.13.1. General information: academic degree: Master of Arts (MA) with two official languages (English and French), and two options.

1.13.2. Admission: Bachelor's degree in international development and globalisation or a related field (e.g., international studies and modern languages, environmental studies, religious studies, economics, geography, history, sociology, political science), or an undergraduate law degree. Also, students have to pay college tuition.

1.13.4. Structure of the programme: Two options: M.A. with research paper (30 credits total) and M.A. with thesis (18 Credits total). The M.A. with thesis is only available after special permission from the programme committee.

1.13.5. Philosophy: An interdisciplinary graduate programme focusing on the dynamics of globalisation and international development. Students are provided with the training needed to address complex, multifaceted problems that may simultaneously encompass economic, political, social, cultural, religious, legal, ethical, and environmental elements.

1.13.6. Mission: The programme benefits on the expertise of different scientific fields, such as economics, geography, history, law, political science, religious studies, sociology and anthropology. The interdisciplinary approach tries to tackle the challenges of an interdependent and changing world.

1.13.7. Teaching methods: The courses are held in both official languages (English and French).

1.13.12. Sources: Information: Globalisation and International Development Ottawa 2013. Handbook and curriculum: Globalisation and International Development Ottawa 2012.

1.14. Master's Curriculum Global Affairs, University of Toronto, Toronto, Canada

1.14.1. General information: 2 years, academic degree: Master of Global Affairs (MGA).

1.14.2. Admission: A four-year Bachelor's degree or equivalent and a cumulative grade point average (CGPA) of mid B and B+ in the final year are required to be admitted. Above that, basic competencies in statistics and economics are taken for granted in order to embark on the International Economics core course.

1.14.3. Subject: The Master's programme tends to impart knowledge in economics, politics, and the social architecture of global affairs. All students receive a strong grounding in global institutions, the global economy and finance, and global civil society. After being equipped with both theoretical and practical core competencies, students specialise in global economy and markets, global institutions or global civil society. Finally, graduates should be able to accelerate their careers in business, government and NGOs.

1.14.4. Structure of the programme: In year one, basic core courses in the development of the global system, international economics, global civil society, global policy analysis, etc. are to be attended. Before the second year, students are obliged to take a mid-programme internship before they specialise in, for instance, geopolitics of cyberspace, corporate social responsibility, global governance, and so on. Additionally, students are required to take part in a lab course and to undertake a major project where they shall use the tools they have acquired in the programme.

1.14.5. Philosophy: The focus of this programme is to offer students the hard and soft skills they need to persist in their field of specialisation. Graduates shall understand the broader economic, political and social architecture of global affairs. Furthermore, the MGA programme aims to prepare students for strategic thinking and responsible leadership on global issues.

1.14.6. Mission: The University of Toronto's MGA programme intends to educate their students not only in the core functional disciplines, but also in tasks relevant to the global society. Students shall be equipped with analytical methods and practical management skills in order to succeed in the working environment.

1.14.7. Teaching methods: According to the curriculum, the content of the first semester is presented by the teachers in classes and tutorials, whereas in the second semester, courses are offered almost exclusively with continual evaluation.

1.14.8. Exclusivity of the Master's programme: The required mid-programme internship enables contacts with top-tier businesses, international and national institutions, and civil-society organisations. It brings scholars and practitioners together to ensure that student thinking is informed by rigorous theoretical work as well as real-time, real-world experience. Beyond that, students are encouraged to study abroad for one semester.

1.14.9. Internship: Mid-programme internship between the first and the second semester.

1.14.10. Semester abroad: It is intended that students study abroad in one of the four semesters without a special time limit. A semester abroad is recommended but not compulsory.

1.14.11. Possible employment areas: There are no specific fields of work mentioned, but networking opportunities will be available to the students while they are attending the programme. Furthermore there is a career centre that helps graduates finding a job.

1.14.12. Sources: Information: Munk School of Global Affairs 2013.

1.15. Master's Curriculum Global and International Studies, University of California, Santa Barbara, UCSB

1.15.1. General information: 2 years, at least 69 Units, since 2006, Master of Arts (MA).

1.15.2. Admission: GPA of at least 3.0, two years completion of foreign language skills courses with a minimum grade B for students of a foreign country: TOEFL language test with at least 600 points or 94 points (online), or IELTS: 7.

1.15.3. Subject: The focus lies on global processes, interactions and flows and the problem of application and validity of historical models for international relations in today's world. Students who want to engage in the global civil society later in their lives are welcomed for this program as well. Additionally, the program places emphasis on the debate over whether the world is in an epochal transitional stage or keeps shaped primarily by the interplay of nation-states.

1.15.4. Structure of the programme: The curriculum is sectioned in three areas of specialisation: global culture, ideology, and religion; global governance and human rights; and political economy, sustainable development and the environment. Further disciplines: anthropology, area studies, economics, English, environment, law and society, Middle East, politics, religion, sociology, women's studies.

1.15.5. Philosophy: The program intends to provide an understanding of the economic, political, social, and cultural forces that are shaping global organisations. Due to the ever-more important role of NGOs in global crises and in times of political polarisation, the degree should be a desirable and effective solution to challenges of governance in an increasingly globalised world. It is aimed to prepare students for a variety of careers in the international area and to interfere an understanding for global issues.

1.15.6. Mission: The Master's programme provides a variety of backgrounds, academic competences, work experience, study experiences abroad and global travel. Overall, the multicultural diversity among students enriches the study.

1.15.8. Exclusivity: Preferably the students should prove two years of foreign languages, which are required to receive the academic degree. At the very least two years of foreign language skills must be proven at the submission of the graduation.

1.15.9. Internship: Three- to six-month internship and/or study abroad.

1.15.11. Possible employment areas: International NGOs, foreign service, government agencies, international business, followed PhD with a similar focus or further graduate study in international affairs, international business, peace and world order studies, area studies, and the global civil society.

1.15.12. Sources: Information: UCSB 2013, Global Studies Consortium 2013.

1.16. Master's Curriculum Globalisation, Australian National University ANU Canberra

1.16.1. General information: 2 years, minimum of 48 units, since 2013.

1.16.2. Admission: Completion of a four-year Bachelor's programme (Bachelor's programmes in Europe only have a duration of three years; this could be an explanation for the shorter duration of the Master's in Canberra⁷).

1.16.3. Subject: The aim of the interdisciplinary Master's programme is especially to deal with two important questions: How can we explain, understand and evaluate the rapid changes in the world? What is globalisation and what are its implications?

1.16.4. Structure of the programme: Disciplines: international environmental economics, international law, immigration, refugees and development, development in the Third World and additional, selectable courses in the fields of environment, culture, development, law and economics.

1.16.6. Mission: By using problem-based learning, the core concepts of economic mechanisms of globalisation are taught in order to use practical information from the daily business of the NGOs and government organisations.

1.16.8. Exclusivity of the Master's programme: The study is designed for those who wish education at an academic level in research, but also for young professionals who want to gain the ability to use theoretical facts in practice and apply concise analysis techniques.

1.16.11. Possible employment areas: International NGOs, foreign service, government agencies, international business, or following PhD with a similar focus.

1.16.12. Sources: Information: Globalisation Canberra 2013.

Starting from here, this (admittedly incomplete) overview of Master's curricula presents selected Bachelor's curricula for the readers' further information.

1.17. Bachelor's Curriculum Global Studies at Wilfrid Laurier University, Canada

1.17.1. General information: 4 years with post-degree study options (Master of Arts Programme in Global Studies), starting in 1990, academic degree: Bachelor of Arts.

1.17.2. Admission: there are no admission rules for the Bachelor's Programme.

1.17.3. Subject: Global Studies, comparative development, peace and conflict, globalisation and culture.

1.17.6. Mission: The course aims to give students an understanding of the world as a whole. Its interdisciplinary nature aims at supporting this understanding. It covers global issues for global companies and events as they occur constantly nowadays. Students could either cover the broad spectrum of this study, or they may specialize in one or more of the disciplines. The completion of a certain number of language courses is mandatory. Furthermore, in addition to the evidence of courses the social aspects are very important. Post-Degree Study Options (Master of Arts Programme in Global Studies or other disciplines such as Anthropology, Sociology and Political Science).

1.17.12. Sources: Information: Wilfrid Laurier University 2013.

1.18. Bachelor's Curriculum Global Studies, University of Los Angeles UCLA

1.18.1. General information: Academic degree: Bachelor of Arts (B.A.).

⁷ Regarding the duration of the studies, there is a difference between the ECTS points (European Credit Transfer System) and the Units (credits in the English speaking world). There is no uniform standard. Every university independently prescribes how many ECTS a Unit at the University is worth, and *vice versa*. For example, for 1 Unit 2 ECTS credits can be rewarded, or 2 Units can be the equivalent of 3 ECTS points.

1.18.2. Admission: In order to be permitted to study this programme, proof of good English competency is necessary. Furthermore, a GPA⁸ of minimum 3.25 is required for the Major programme.

1.18.3. Subject: The aim of this programme is to create an interdisciplinary understanding of the globalisation process and its consequences. The students learn about the multifaceted global interrelations. By doing so, the programme focuses on three main pillars of globalisation, namely culture and society, governance and conflict and markets. Due to the research orientation of the programme the students are encouraged to use their acquired knowledge and shape their own future.

1.18.4. Structure of the programme: The students complete nine different courses which are distributed over four terms. Students studying the programme as a major have to do a Summer Study Programme, which consists of two research-oriented courses.

1.18.5. Philosophy: The aim of the programme is to realise and understand the different dimensions of the globalisation and interconnectedness of the world and its increasing significance.

1.18.6. Mission: The mission is to analyse the different relations and dependencies all around the globe. Additionally, it is crucial to challenge the existing geographical and political borders. From an interdisciplinary perspective on the globalisation process, the programme tries to provide an understanding of the complex and dynamic world.

1.18.9. Internship: Not mandatory.

1.18.10. Semester abroad: Major students need to complete a Summer Travel Study Programme which can be done at various different places throughout the world.

1.18.12. Sources: Information: Global Studies UCLA 2013.

1.19. Bachelor's Curriculum Global Studies, Vancouver Island University (VIU)

1.19.1. General information: Bachelor of Arts, Major (also Minor), 2 years, 120 ECTS.

1.19.2. Admission: Minimum of 54 credits with a minimum 2.0 (C) grade point average over the last 24 credits attempted; 12 credits of post-secondary language (other than English) and/or culture studies, or equivalent; 3 credits of statistics/research methodology.

1.19.4. Structure of the program: Basic courses (33 ECTS), specialisation: human security and global governance, human development environment, sustainable development and resource management, international economic relations.

1.19.5. Philosophy: Global Studies focuses on: international economic developments (emergence of transnational corporations, trading blocs, international economic organisations, international business practices and issues), social and cultural developments (inequality and social justice concerns, ethnic and intercultural relations, population and health issues, technology and society *etc.*), world regions and human environments (distribution, supply, and use of natural resources, environmental change, sustainability and human impact, water issues), and contemporary political systems (prospects for state sovereignty and political change, international conflict, international governmental and non-governmental organisations, prospects for world order, development of international law in environment, human rights *etc.*).

⁸ GPA = grade point average, way of stating the average grade in the USA.

1.19.6. Mission: The Global Studies programme examines the causes and effects of, and responses to, globalisation from a multidisciplinary perspective, drawing on insights from the academic disciplines of anthropology, economics, geography, political science, and sociology. The programme is designed to impart the skills and knowledge to understand, live and work in an increasingly interdependent and changing world.

1.19.7. Teaching methods: Courses are individually and/or team-taught by faculty from these social science disciplines and create an inclusive learning and social environment that provides, by its nature, an opportunity for students from diverse backgrounds to learn from each other. Practical research is carried out by fieldwork abroad and in cooperation with NGO's.

1.19.9. Internship: Optional GS internship programme at VIU.

1.19.10. Semester abroad: Optional.

1.19.11. Possible working fields: Graduates of this programme are trained to continue further studies or follow careers in the following fields: law, journalism, international business and marketing, international economic and social development, and areas of human rights and social justice.

1.19.12. Sources: General description: Global Studies Vancouver 2013. Internship: Global Studies Vancouver 2012.

1.20. Web-based process for collaborative writing and reviewing

Regarding the procedure of authoring the present paper, a *technology-enhanced* process was used during the past three years. On a learning platform (WebCT) the authors as student colleagues posted the contributions and performed a peer review (typical example in Fig. 2). Such peer review processes enhance the academic quality of the texts in a stepwise manner and allow seeing the work products of earlier colleagues (Ahamer 2011: 14). If measured quantitatively by metrics of weekly semester hours, one single contribution of one co-authoring student to the present paper amounts to as little as 0.02 semester hours; in other words less than 0.5 % of the 'basic lecture GS' totalling 15 ECTS, hence ~0.1 ECTS per co-author. The theme of the present paper is only one out of fifty themes dealt with in facultative assignments; hence other work products by GS students will be published later.

In order to conclude Section 1, the authors state that multicultural university curricula on development are a prime opportunity to foster understanding of globalisation and even development. Education and research regarding unequal development dwells on multidisciplinary understanding of the complex social fabric of regions, states and transnational communities.

Quality assurance poses more requirements than usual when exercised in multiparadigmatic environments where manifold world views, interests and academic disciplines claim their meaning to be decisive. 'Inclusion through multiperspectivity' facilitates consensus.

For these targets, pedagogy of equity may increasingly make use of technology-enhanced, web-supported and managed learning environments, such a distributed collaborative learning in a peer community of students and trainers (who are considered to be learners as well).

Fig. 2. The screenshot of a typical review process among students on the comparison of developmental theories, analogous to the process leading to the present paper

Exogene vs. endogene Entwicklung

... allen Übels in den Entwicklungsländern hatte
... die ökonomische Entwicklung der heute
... en und fortgeschrittene Kulturen durch die
... störung der indischen Seidenmanufaktur durch den
... ichtzeitig hat der Kolonialismus die Schranken des
... i Marx in dem Artikel über die Die britische
... (ler 1996).
... lmächten beherrscht wurden, waren vor ihrer
... versorgung selbstständig zu bewerkstelligen, was
... it also nach der Kolonialzeit offensichtlich eine
... nden.
... es Kolonialismus kommt in den 1970er Jahren der
... h die hohe Verschuldung der Entwicklungsländer
... Dritten Welt ist seit dem Jahre 1980 von 580
... llar im Jahr 2004 angestiegen (vgl. Ziegler 2005,
... im Rahmen eines Schuldensenkungsprogramms 27
... n 54 Milliarden Dollar – was zwei Drittel der
... konnte doch kein Wachstum ausgelöst werden
... verschlingt den größten Teil des Haushaltsbudgets
... der jeweiligen Staaten. Droht diesen Ländern
... NF und von den Gläubigern unter wirtschaftlichen
...
... lung vor allem in Afrika, ist der Jahrzehnte lange
... ndenen Ressourcen der jeweiligen Staaten, was
... onialzeit ist. Man möge meinen, dass natürlich
... führen, aber offensichtlich wirken sich große
... entwicklungsländern als wachstumshemmend aus.
... knapp 30 Prozent der ärmsten Milliarde in den
... hstoffreichtum bestimmt wird. In diesen Ländern
... Durch die Rohstoffexporte gewinnt die inländische
... n an Wert, was zur Folge hat, dass die
... güter maßgeblich beeinträchtigt und schließlich
... verdrängen. Wirtschaftssektoren der industriellen
... das letztendlich zum Erliegen kommt (vgl. Collier
...
... besteht darin, dass Ressourceneinnahmen zu einer
... ren [...] Das neue Gesetz des Dschungels, nach
... ssourcenreichen Landes abläuft, könnte lauten:
... *Survival of the fittest*.“ (Collier 2008, S. 63).
...

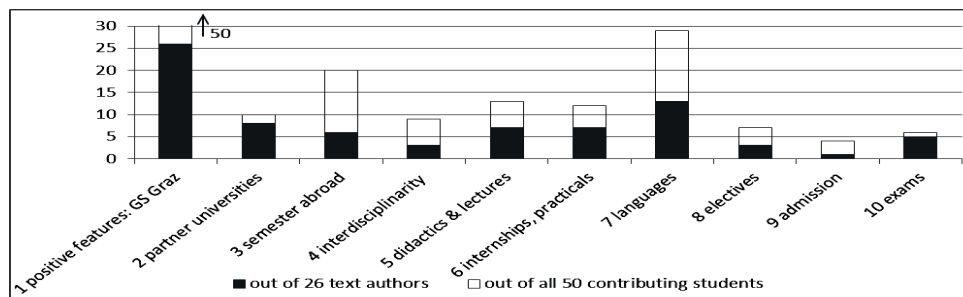
Kommentar [GA1]: Beleg dafür ist auch Nuscheler 1996? Gut, Beispiele zu bringen?
Kommentar [j2]: Gutes Beispiel.
Kommentar [s3]: Ja, Beleg ist Nuscheler 1996.
Kommentar [j4]: Eventuelle eine Erklärung nötig, was mit Schranken des Provinzialismus genau gemeint ist.
Kommentar [s5R4]: Um eine genau Definition zu bekommen müsste man bei Marx nachlesen, aber ich denke es ist aus so verständlich was damit gemeint ist.
Kommentar [j6]: Etwas unklar, woher diese Behauptung stammt. Auch von Nuscheler?
Kommentar [s7R6]: ja diese Behauptung stammt von Nuscheler 1996. Hätte noch zu vorigen Absatz gehört, sorry.
Kommentar [GA8]: Gute Schilderungen – konkreter Beleg bzw. Zitat?
Kommentar [s9R8]: Wenn man die Medien zu diesem Thema ein wenig verfolgt und sich die jüngere Geschichte einiger Entwicklungsländer ansieht, kann man durchaus diesen Schluss ziehen. Auch Ziegler beschreibt diese Praxis des IWF (Ziegler 2005).
Kommentar [GA10]: Wissen wird das genau?
Kommentar [s11R10]: Natürlich kann man diese Aussage von Collier in Frage stellen.
Kommentar [GA12]: Sind es die Erträge als solcher oder die institutionellen Strukturen zu ihrer Verwertung oder etwas anderes?
Kommentar [j13]: Wieder ein gutes Beispiel.
Kommentar [GA14]: Ist natürlich interessant, mal so ein (romantisches) Satzwoort zu haben, aber im durch den Titel gegebenen Spektrum müsste dieser Autor dann noch verortet werden.
Kommentar [GA15]: Kann auch der Mechanismus dafür argumentativ hergestellt werden?
Kommentar [GA16]: Den Dschungel analytisch/funktionell schildern? -
Kommentar [s17]: Um die Fragen zu diesem Zitat im Detail beantworten zu können, reicht die Textvorgabe von 1,5 Seiten leider nicht aus.

The above analysis of curricula performed by the authors, however incomplete, facilitates the overview of various approaches to Global Studies that are geo-referenced in Fig. 1.

On this basis and on the basis of original contributions during own studies, in Section 2 the authors suggest the following improvements for any Master's curriculum GS.

2. Suggestions for Improvement of Master's Programs on Globalisation and Development

This Section 2 first includes positive features of developmental curricula using the case of Graz (Section 2.1) and continues with concrete suggestions for improvement from the authentic point of view of the authoring students (Sections 2.2 to 2.10) while using their Graz curriculum as a case. Fig. 3 provides an overview of how often which theme of suggestions was named by (a) the authors of the present paper (full bars) and (b) by all fifty students dealing with this issue during that last three years in the web platform (full + empty bars).

Fig. 3. Statistics of the themes to which the suggested quality improvements pertained

Note: The numbering (1 to 10) equals the subsections 2.1 to 2.10 on the following pages. It is visible that practically all students have provided argumentation why the curriculum 'Global Studies' at Graz University is very suitable for their needs (Item 1). Most suggestions for improvement pertain to foreign languages, either as offered courses or usage of English in GS courses.

2.1. Positive features of developmental curricula using the case of the GS Graz curriculum

According to year-long own practical experience of the authors, the Master's programme Global Studies at Graz University generally stands out with its interdisciplinary approach and the large variety of opportunities for specialisation in different scientific disciplines from all faculties of the university. These features of the Master's programme enable students to approach the broad topic of globalisation with an at least equally broad spectrum of approaches and scientific perspectives, as well as gaining the essentially needed comprehensive view of the topic of globalisation. The previously described 'basic module GS' (Ahamer 2012a: 203 or above in Section 1.1.4) especially offers a wide overview of the different disciplines and may also raise interest in research areas that were not originally considered as some students' field of interest. The opportunity to focus on two or more main areas allows the students within this Master's programme to meet their individual interests. This possibility may prove advantageous in the students' further professional life, as their individuality will allow them to stand out. Another special feature is the compulsory internship that offers a good extension to the theoretical basics of the first semesters. The practical application of the knowledge gained in an internship can be used on the one hand for networking and on the other hand may also generate potential future employers.

2.2. Quality improvements regarding partner universities

To put it simply, cooperation with international partner universities is seen as essential, as all the aforementioned Master's programmes adorn themselves with the terms 'global' and 'international'. Therefore not only should student exchanges be easily available but also mutual support in the field of teaching and research should be encouraged.

The University of Freiburg (Global Studies Freiburg 2012, or above in Section 1.5.4) can be seen as a very positive example, as it promotes inter-continental relations by providing students the opportunity to capture the international character of the Global Studies degree not only in theory but also to experience life on two different continents.

This enables a more interdisciplinary approach in teaching as well as learning from different perspectives. Although many universities recommend studying abroad using the university mobility programmes, they do not offer any exclusive exchanges. The aims of strengthening intercultural communication skills and promoting a cosmopolitan attitude could be better achieved with the cooperation of one or more partner universities. Short-term student exchanges and guest lectures by professors from different universities would enrich all participants.

Another positive example is the 'Global Studies Consortium' coordinated at the University of Columbia, Santa Barbara (UCSB 2013). This consortium brings together numerous Global Studies programmes worldwide: Aarhus (DK), Berlin (GER, cf. GSP 2013), Leipzig (GER), Vienna (AUT), Tokyo (JAP), Shanghai (PRC), the M.A. Globalisation ANU Canberra (AUS), and many others. The goal of this consortium is to promote the exchange of ideas about curricula and teaching programmes, the exchange of teaching materials to develop surveys of the career paths of students and ultimately the promotion of exchanges between the respective universities (Global Studies Consortium 2013). This is one way of enabling offers for student exchange programmes and making it easier for students to complete internships as well as studying abroad worldwide. Nevertheless, students in higher education areas are able to act in a self-responsible manner and thus should involve themselves actively in this process.

2.3. Quality improvements regarding semester abroad

Due to the international focus of these studies a semester abroad can certainly be seen as an academic, cultural as well as personal enhancement for students. Besides the multitude of advantages, the high costs of staying abroad are often a big barrier, therefore financial aid is an area in which improvements are requested and needed. However, not only are the financial components essential for enabling the largely smooth processing of preparation procedures, but also support in getting information and raising awareness of student opportunities during their years of studies. One possible implementation could be the introduction of Joint Master's programmes, which would also allow the courses to become internationally competitive. Under these conditions, many students would declare themselves in favour not only of a recommended, but also of a compulsory, semester abroad.

2.4. Quality improvements regarding interdisciplinarity

An interfaculty cooperation as it is strongly implemented, for example, at the University of Graz would be a first step for increased interdisciplinarity. The Master's programme at Graz is not organised by just one institution or faculty, but different faculties are participating in the programme. In this way, the theoretical foundation for the students is greatly extended. The University of Lund (Global Studies Lund 2012, or above in section 1.9.5) attaches great importance to an interdisciplinary approach and can be cited as a positive example as well. In a broader sense, interdisciplinarity can also include language skills and therefore the offer of a wide range of language courses would be an improvement within these programmes.

Suitable improvements are that lecturers do actually implement interdisciplinarity an integrative view based on professional experience in their contributions to the curriculum. Administratively and scientifically, the interfaculty character of GS Graz should be reinforced and the material basis for this curriculum has to be secured in the long run.

2.5. *Quality improvements regarding didactics and lectures*

Basically, long-term learning, practical application of the acquired knowledge as well as a critical approach should be enabled in an adequate framework of any study programme. These features can be promoted through fostering active participation by students, even if learning types differ.

Acquiring knowledge independently or in groups, writing academic papers (Pany 2013; Ahamer 2011, 2012a) and preparing presentations as part of different types of courses are some examples of how students can actively participate. In some universities, such as the University of Toronto (Munk School of Global Affairs 2013) and Lund University (Global Studies Lund 2012) this is particularly encouraged. The course system of the Anglo-Saxon model has some advantages that could be taken as a role model because of, for example, more comprehensive courses, with more ECTS, which enables deeper understanding due to more time being available for instruction. Furthermore, discussions in the scope of courses between students and lecturers as well as so-called ‘panel discussions’ (which help to prepare for discussions and involve representatives from the government, the world of business, *etc.*) serve as a preparation for future situations in the workplace and should be increasingly conducted in courses.

So-called ‘Interdisciplinary Practicals’ (IP) as they are offered at the University of Graz in the curriculum Environmental Systems Science (USW 2013) and similarly for the Salzburg GS curriculum, are a special interactive form of teaching that other curricula and other universities could also offer in their course programmes. A very positive aspect of these kinds of courses is the continuous participation of students (Altmann *et al.* 2013; Ahamer 2012b), which could avoid the pressure of excessively comprehensive exams at the end of the semester (for further explanation see chapter 2.10).

Especially for the GS type of Master's programme, with a focus on interdisciplinarity, it is important that students from various preliminary studies gain some basic knowledge (terminology, basic models, *etc.*) from other disciplines. This could be enabled, for example, in the form of preparatory tutorials designed to help students attain an approximately equal level of knowledge prior to commencing a Master's programme (cf. section 2.4 on interdisciplinarity).

Furthermore, courses in research methodology would be gladly accepted, as at for example the University of Vienna (Master's Program International Development, section 1.2). Students thus could get to know which methods are applied in the various disciplines and how to combine them.

Besides, excursions, summer/winter schools and different projects that could be a fixed part of the curricula would provide diverse and effective knowledge transfer and offer a valuable addition to the theoretical parts of academic life. National as well as international projects are important opportunities for students to obtain different views beyond the university realm. These suggestions are often an effort for students and teachers and also involve additional financial expenditures that nevertheless should be made because of the success and improved quality of sustainable learning.

To support the area of teaching, new media can also be incorporated. Web-based collaboration and digital transfer of learning materials facilitate the exchange of information enormously, as was evidenced for the ‘basic lecture GS’ through independent empirical surveys (Bader and Zotter 2012: 132; Bader and Köttendorfer 2013; Ahamer *et al.* 2011: 26–30) and backed by anonymous surveys among participating students.

The selected approach for the section ‘social and human geography’ in the 2010 basic lecture GS in created a communication density amounting to tenfold or twentyfold as compared to mere face-to-face lectures (Ahamer 2011: 15).

Generally, a flexible arrangement in curricula is advocated in order to allow individualisation and possibly employment while studying. Some universities already make it possible to complete a PhD programme, such as in California (UCSB). Such PhD extension could be beneficial especially when implemented in cooperation with other international universities.

2.6 Quality improvements regarding internships, practicals etc.

Internships are a good addition to theory based courses designed to gain practical experience which is required in the labour market. Nevertheless, internships may pose some difficulties. First of all, it is important that universities establish contacts with (domestic and foreign) partner organisations and companies for facilitating students to complete various internships in different areas, for example, in environment area (Müller *et al.* 2013), human rights organisations or in political fields, etc. At this point the University of Gothenburg (Global Studies Gothenburg 2013, or above in Section 1.10.9) could be mentioned as a positive example that was able to facilitate placements in embassies and foreign ministries. Excursions, such as to international organisations/institutions, are one possible activity, that could facilitate contacts for future internships. University-based research or the possibility to complete (compulsory) internships at different organisations allow for implementing practical experience more easily and make the study programme more diverse.

Another important aspect in the field of internships is the financial facet. Internships are often unpaid and students often have to cover their own expenses (*e.g.*, travel costs *etc.*). The possibility of completing (compulsory) internships abroad should be optional, as this on the one hand is associated with higher financial expenses and on the other hand, some students may be bound by an on-going employment contract in their home country. Furthermore, a non-bureaucratic recognition of internships would considerably simplify matters.

Finally, internships should provide an orientation and in the best case create potential contacts for future employment. Trade fairs and exhibitions presenting internship opportunities such as the one which was successfully organised by Global Studies Graz students could provide another platform for students to exchange their experiences.

Another example, which is already embedded in the Curricula of Global Studies Graz, is a separate course which supports students during or after completion of their internship in reflecting and analysing their practical experiences. At the end of the course, a report detailing the experience should connect the internship programme with the content of the Master's programme. As an example, during SS 2012 during this compulsory course ‘Analysis of Practice’ the process of report writing was managed in web-based manner: all students wrote and subsequently reviewed a professional report about their internship experience in group work and additionally authored a paper (Duraković *et al.* 2012). When collected across years, such reports could be used to offer future students insight and assistance with their internships.

Overall, many students seem to advocate compulsory internship programmes, if difficulties such as financial aspects are likely to be overcome with support, for example, from universities or the government.

2.7. *Quality improvements regarding languages*

Both the course content and the subsequent professional activities of the students of these study programmes are designed with a decisive international focus. Accordingly, solid language skills (at least in English) are not only important, but to some extent are also a prerequisite for a successful career and for later professional life, as they are often desired and expected by future employers. Specifically, lecturing in other languages than one's mother tongue, as well as an expanded range of language courses, would lead to improved and expanded language skills. Implementation in the form of elective bundles or even compulsory language courses designed to teach professional vocabulary and basic language skills, such as communication skills, could be envisaged.

Another possible course of action would be to introduce specific language skill requirements. At the University of Leipzig, for example, students have to demonstrate a minimum level in English and two other languages (at least B2 level, cf. Europass 9 and Goethe Institut¹⁰). Furthermore, language tests such as TOEFL could serve as prerequisites. These suggestions would be advantageous inasmuch as no substantive cuts to the subject matter would be necessary within the limited time of 4 semesters and 120 ECTS. If this procedure were to be introduced, there would be a need for fair regulations determining when these skills would have to be completed to ensure similar opportunities for all applicants. Additional courses could be held in other languages without difficulties in comprehension, which may also increase the number of foreign students, and thus promote interculturalism.

2.8. *Quality improvements regarding electives*

Achieving the interdisciplinary approach of these types of Master's programmes is possible by means of electives. An interfaculty cooperation, as it is strongly implemented for example at the University of Graz, would be a first step toward increased true interdisciplinarity. The Master's programme in Graz is not organised by just one institution or faculty, but different faculties are participating in the programme. In this way a sufficient range of courses from different disciplines can be offered to enable a comprehensive approach, which greatly extends the theoretical foundation of the students. The University of Lund attaches great importance to an interdisciplinary approach and can be cited as a positive example as well.

Regarding the electives, however, an even distribution of courses from different areas of knowledge is required. At the University of Graz, for example, it would be desirable to offer a greater choice of elective subjects of specialisation, especially in the fields of history and environment, climate and technology. In addition, a uniform distribution of the courses offered in the spring and fall semester are preferable. In a broader sense, interdisciplinarity can also include language skills and therefore a wide range of language course offerings would be beneficial in the course of these electives/programmes.

Several expressions of student opinions underline that clear, solid quality and a high professional level during courses and electives are helpful to guarantee substantial quality

⁹ European Language Levels. URL: <http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>.

¹⁰ Gemeinsamer europäischer Referenzrahmen für Sprachen. URL: <http://www.goethe.de/z/50/commeuro/302.htm>.

of the entire curriculum and its international clear acceptance. Such attitude is supported by lecturers.

2.9. Quality improvements regarding admission of students

Often problems occur in the admission process of Master's programmes. On the one hand, they are based on the limited admission ability of the universities and on the other hand, on the professional requirements. In Master's programmes with admission requirements, the introduction of an application process, which would determine in advance whether students are suitable for this programme, would be a possible procedure. The advantages of such a proposal are a reduction in the number of student dropouts and a continuous increase in the quality of the Master's programmes. A problem resulting from this method is the question of who would be allowed to judge the suitability of the applicants and what criteria would be used for this selection.

2.10. Quality improvements regarding exams

The extent of exams and conflicting scheduling are problems which students are most often confronted with. The latter presents a simple logistical problem. Due to the huge extent of exams and time constraints, students are often only able to get a superficial overview of topics, which would require more research (also for only individual interests). This superficial approach hampers the gain of deepened knowledge as well as additional research into topics of individual interest. Several small exams or continuous knowledge tests during the semester (at least in some courses) might be a solution. The possibility of demonstrating (optional) performance in advance would be a big concession for the students. For particularly difficult tests or rather tests that require knowledge from other disciplines, preparatory tutorials would be of great help.

It should be noted that knowing where to find specific information is often more important than rote memorisation, which is often only retained by short term memory. In this context, technical innovations (e.g., Internet access to e-journals or online collaboration) should be mentioned, which enable easy and quick access to current information. Even though Internet-based systems also have weaknesses, these can be offset by other advantages.

The possibility of writing exams in other languages, or at least in English, would be an advantage as foreign students could benefit from this possibility, and the linguistic competence of students whose mother tongue is other than English would be supported.

Recommendations

Complex themes that affect the whole world require an interdisciplinary approach based on the principle of responsibility (Schweitzer 1996). To enable junior scientific staff to deal with global problems by means of widespread knowledge, to find concurrent causes and risks and finally to add solutions requires new innovative concepts of education.

In the 21st century some universities worldwide take up this challenge and some of them have been discussed in this paper. Firstly, it is important to look into these concepts of education which are the results of the elaborated work of experts and secondly to compare them in order to learn from each other and to exchange new ideas. Hence, the first step in Section 1 of this article was to take a look at other successful education programmes to improve the local offer. Concrete suggestions were worked out in Section 2 of this article and are summarised in the conclusions.

The consequences and prognoses for the future concerning global development are being redefined every day, and consequently the educational establishment also has to extend and revise their orientation accordingly by expanding their educational offerings.

The comparison of different programmes concerning global development showed that intercultural mobility is often seen as an obvious desire and therefore it should be used for education, research and teaching. The demand for internationality can be seen in the form of recommended semesters abroad or excursions, and also in the demand for foreign language skills. There is a strong wish for cooperation and networking with partner universities to encourage student exchange programmes.

For students it is important to implement their knowledge in practice which is a necessary component of an integral education. In the area of teaching there are many possibilities and resources which are utilised by universities and which can be useful for many other education programmes.

There was also the wish for more variety of teaching methods mentioned by students such as panel discussions, the writing of scientific papers and guest lecturers. Lately, some of the endless possibilities of the Internet and web-based forms of teaching and learning have also been mentioned, like platforms for student communication and networking.

Conclusion

This paper presented 19 developmental curricula in Sections 1.1 to 1.19 and suggested the above-mentioned steps towards quality assurance in nine key areas from the point of view of students in Sections 2.2 to 2.10. As a general result, some co-authors have found that the comparability of Master's programmes in German and English languages differs: Anglo-Saxon GS Master's programmes might focus more on aspects of economy, management and energy (SOAS 2013); whilst German-speaking Master's programmes might be more diversified and multiparadigmatic (*e.g.*, environment, culture, history, *etc.*), as is the case at GS Graz. Consequently, predominantly curriculums from German-speaking areas were analysed to assure a profound, comparable basis.

The team of authors cooperatively suggests steps to quality assurance from the point of view of current and former students. Thereby positive insights as well as ideas for improvements arose, which have been developed by comparing national and international Master's programmes. In summary, several arguments should be mentioned:

- To foster intense cooperation between partner universities, not merely an exchange of students but also guest lectures could be established.
- Entering the Global Studies Consortium can be seen as a recommendable option to increase an interexchange of knowledge.
- Without a doubt, completing stays abroad is particularly important for internationally aligned study programmes.
- Joint Master's programmes can be suggested as a possibility for promoting internships and stays abroad. These programmes should offer financial support and information for participating students.
- Multidisciplinarity and a multi-paradigmatic approach, which is especially vital in GS, can be achieved by increasing cooperation between faculties of the university.
- Further emphases like language skills could be implicated.
- In terms of didactics and lectures, the prevalent arguments addressed active participation and self-responsible working such as in 'Interdisciplinary Practicals' (IP).

An extension of a broad range of courses like multidisciplinary practices would enrich tuition as a whole.

- Furthermore, increased own performance during the semester should be required to foster continuous participation and at the same time unburden students in the examination periods.

Placements are part of many GS Master's programmes, but most students receive no payment for their work and consequently cannot spend time abroad. Ideally, it should be optional for the students to either go abroad or stay in their home country to assist their placement.

Many students consider the integration of language courses as very important. More lectures should be held in different languages. Additionally, language skills could be constituted as an admission requirement.

The admission procedure can also result in problems. Due to the multidisciplinary aspect of GS Studies, students from various fields of study apply for admission. An application procedure could help to evaluate borderline cases more precisely.

A substantial need is safeguarding a sound financial basis for GS as such which is dreadfully absent as of now. Until now, GS Graz has been founded and run at almost no additional cost.

May the above suggestions from a students' point of view serve to further improve academic quality of multicultural and developmental curricula worldwide.

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