This issue of our newsletter, the first of 2011, deals with a new element stemming from an initiative of the current second year students: a winter school organised by students and alumni with the aim of better coordinating between the now five different European study destinations, to share recent experience at non-European partner universities and to discuss on how to best meet the researching and writing challenges of the Master Thesis. It seems to us to have been an excellent idea and reports from the meeting in the Czech snow prove that a strong sense of community exists throughout the entire consortium, which can become a valuable and informative resource when mobilised in the way Mickael Daudin and his fellow organisers have done.

Furthermore, in this issue you can find letters about experiences of alumni from Cambodia and California as well as news on current visiting scholars and forthcoming academic events. At the same time I would like to add that the recent shortcomings with study places abroad can at least partly be overcome after successful negotiations with the history department at Stellenbosch University, offering additional places to study there with an emphasis on cultural history. Another enlargement of our exchange programme is currently under consideration with Otega University in New Zealand, where the Political Sciences department, specialised in South-South-relationships, ask for an exchange of two students per year in both directions. We are currently preparing for the first departure of students to our partners at JNU Delhi and we very much look forward to an intensification of exchange possibilities there as well.

Another article deals with the only seemingly sombre matter of this edition: quality assessment. We hope that readers will react by giving us honest insights into their experiences with class evaluation, online surveys and suggestions of how to make such feedback a matter of joint practice at universities across the consortium which of course have their own local, sometimes well established, rules and are now embarking on the exercise of doing so with partners beyond the borders of national regulations. I hope that this issue meets your expectations of being informed about news from the programme, sharing experiences with your course mates and makes you feel inspired to contribute to the next edition voicing your own point of view.

Mickael Daudin this idea slowly became reality. There we were on February 18th, half of the second years group reunited again for two days in a pretty lonesome village in the Czech countryside; thirty five colourful global students in the midst of beautiful white covered landscapes and frozen lakes, looking forward to seeing the many faces we had missed. We formed a vivid group rousing the snowy quietness of the region as we tried to catch up on the last six months, full of images of the last semester spent in Europe, Australia, South Africa and North America. As on previous occasions, it did not take much time to become attuned to one another again. We soon made a beautiful picture for any passerby as we stood around, performed a macarena dance or hiked across the frozen lake and woods of the region. One weekend is a short amount of time to share our past experiences, include a workshop to discuss and share our experiences and worries of our current thesis and that weekend seems even shorter to simply enjoy our time together. It might not have been enough time to share as much with everyone as wished, but it was indeed enough time to share the wonderful feeling of familiarity and re-strengthen bonds with one another. Those who felt it was over way too soon should find comfort in the approaching spring and summer months; the next summer school is just about to be planned and will come soon enough.

By Hafid Derbal

**WINTER SCHOOL**

L’auberge globale - six months compressed into a weekend

The idea for our alternative Winter School was born more than half a year ago. The Summer School ended in July 2010 and most of us couldn’t cope with the idea that it was the last reunion of our studies. We asked each other why we shouldn’t have another gathering in the form of a winter school in some month’s time. Obviously there was no counter argument opposing the suggestion but as for most of these ideas, theory is one thing, practice is another... And so, thanks to the contribution of some people and the devoted commitment of Matthias Middell. Director of the Global and European Studies Institute

**CONTENTS**

In this first edition of 2011 you can find:

- Quality Assessment - P. 2
- Visiting Scholar - P. 3
- Welcome - P. 4
- Forthcoming Conferences - P. 5
- EMGS First Impressions Pt II - P. 6
- Global Links - P. 7
- Alumni News - P. 8
- Alumni Reflections - P. 9
- Congratulations - P.11
- A Final Hint of Inspiration - P.11

If you would like to contribute to future editions of the newsletter please send all articles, reports and pictures to: and articles to: emgs.alumni@uni-leipzig.de
Winter School Report

Due to a tremendous desire to reunite with one another – as well being in serious need for a good workshop – the current second-year contingent of the EMGS program held the first (and hopefully soon to be annual) Second-Years’ Winter School in the Czech Republic from February 18th – 20th. It was in the lovely, spectacularly scenic……tiny……snowy……anyway, town of Horní Planá in the Czech Republic that this intrepid group of EMGS 2nd years met. The weekend was filled with excitement, merriment and, as our sometimes over enthusiastic group may experience on occasion, a complaint or two about the noise from the hotel manager.

It all began on the Friday night. Throughout the evening we all slowly trickled in from our second-year locations, happily running out to meet the newest arrivals with handshakes, hugs, and warm exchanges. Dinner was served – a delicious schnitzel followed by pizza for dessert, not dessert pizza – and then, after toasts and cheers, we hit the dance floor!

Soon Saturday arrived. The morning was filled with the hustle and bustle of late-night partygoers and arthritic ex-Macarena-ers, people running late to catch up with the partygoers and arthritic ex-Macarena-ers, from our second-year contingent of the EMGS. The Second-Years’ Winter School gave us a chance to reconnect with those we’ve missed and restore our commitment to the program, a well-needed respite before thesis writing.

To the second-years, it was great to see all of you who could make it, thank you for coming and helping us all out with your advice and guidance, it really was a big help.) After a brief exercise on working out our thesis topics, lunch was served. A hefty portion of knödel and gulash for all. Then we went hiking. The trek began with a first for many of us – a walk across a frozen lake! Meandering across the ice, cutting new tracks in the snow-top as we made our way. It really was an incredible experience; humbling, the awesomeness of nature being realized through both its power, and its beauty. I must admit, I was scared.

After stomping around the hillside for a couple of hours, our adventure party sledged back to the hotel, just in time for – dinner! Knödel and gulash … again! From the evening and on through the night we caught-up with one another, telling new stories from our second years, reminiscing on times spent together in our first; enjoying being reunited once again in the company of good friends.

Sunday morning was short. People busy packing, eating, sleeping – attempting strange combinations of all three – hurrying to face the long drives and train-rides, back to our second-year lives in our second-year homes. It was sad to say goodbye to such good people, people who will always hold a special place in our hearts. We all came into this program together: our introduction into this program, the beginning of our time in EMGS, the hardships we had been through, the difficulties of being somewhere new and (for many of us) foreign. The first people we got to know in this program were each other and the strongest friendships many of us have are with those we met in our first year. When I look back on EMGS in 10 or 15 years, my first thoughts will be of the time I spent in Leipzig; I would wager to say that it will be the same for many of you who first studied in Vienna, Wroclaw, or London (or now, Roskilde). The Second-Years’ Winter School gave us a chance to reconnect with those we’ve missed and restore our commitment to the program, a well-needed respite before thesis writing.

To the second-years, it was great to see all of you who could make it, thank you for coming and helping us all out with your advice and guidance, it really was a big help.) After a brief exercise on working out our thesis topics, lunch was served. A hefty portion of knödel and gulash for all. Then we went hiking. The trek began with a first for many of us – a walk across a frozen lake! Meandering across the ice, cutting new tracks in the snow-top as we made our way. It really was an incredible experience; humbling, the awesomeness of nature being realized through both its power, and its beauty. I must admit, I was scared.

Quality assessment and the further development of jointness in our programme

Over recent years finding appropriate forms of quality assessment (QA) has become an ever more increasingly important issue for universities. That does not mean that prior to this there was no concern with quality of teaching and learning and its improvement, but QA structures were much less formalised and therefore often less transparent. Professors have graded students since the Middle Ages and institutes were busy discussing how to teach students successfully at the times of Erasmus of Rotterdam, these discussions continue today as students undertake exchange programme in his name. However nowadays we see new QA forms emerging in the shape of online surveys and open debate linking students and institutions. For an international programme like ours this is both a necessity as well as a challenge as we must inaugurate yet another process of convergence between often very different national structures and cultures. Local mechanisms have to be combined with transnational ones; legal aspects are mixed up with those of content and of different expectations expressed by students coming from different academic backgrounds. Thus, it is not an easy task, but at the same time it has the potential to stimulate very interesting discussions.

As participants all may know we organise feedback sessions from students during both the winter and the summer schools, we are convinced that this helps at different levels as: it provokes direct reaction and improvement at the concerned university; it helps us understand the teaching culture at the different places and about the expectations of students, but it is also an occasion to explain why some of these expectations cannot be met by the programme. QA must be seen not as a one way discussion linking students and institutions. For an international programme like ours this is both a necessity as well as a challenge as we must inaugurate yet another process of convergence between often very different national structures and cultures. Local mechanisms have to be combined with transnational ones; legal aspects are mixed up with those of content and of different expectations expressed by students coming from different academic backgrounds. Thus, it is not an easy task, but at the same time it has the potential to stimulate very interesting discussions.

Quality assessment and the further development of jointness in our programme

Over recent years finding appropriate forms of quality assessment (QA) has become an ever more increasingly important issue for universities. That does not mean that prior to this there was no concern with quality of teaching and learning and its improvement, but QA structures were much less formalised and therefore often less transparent. Professors have graded students since the Middle Ages and institutes were busy discussing how to teach students successfully at the times of Erasmus of Rotterdam, these discussions continue today as students undertake exchange programme in his name. However nowadays we see new QA forms emerging in the shape of online surveys and open debate linking students and institutions. For an international programme like ours this is both a necessity as well as a challenge as we must inaugurate yet another process of convergence between often very different national structures and cultures. Local mechanisms have to be combined with transnational ones; legal aspects are mixed up with those of content and of different expectations expressed by students coming from different academic backgrounds. Thus, it is not an easy task, but at the same time it has the potential to stimulate very interesting discussions.

As participants all may know we organise feedback sessions from students during both the winter and the summer schools, we are convinced that this helps at different levels as: it provokes direct reaction and improvement at the concerned university; it helps us understand the teaching culture at the different places and about the expectations of students, but it is also an occasion to explain why some of these expectations cannot be met by the programme. QA must be seen not as a one way discussion linking students and institutions. For an international programme like ours this is both a necessity as well as a challenge as we must inaugurate yet another process of convergence between often very different national structures and cultures. Local mechanisms have to be combined with transnational ones; legal aspects are mixed up with those of content and of different expectations expressed by students coming from different academic backgrounds. Thus, it is not an easy task, but at the same time it has the potential to stimulate very interesting discussions.

As participants all may know we organise feedback sessions from students during both the winter and the summer schools, we are convinced that this helps at different levels as: it provokes direct reaction and improvement at the concerned university; it helps us understand the teaching culture at the different places and about the expectations of students, but it is also an occasion to explain why some of these expectations cannot be met by the programme. QA must be seen not as a one way discussion linking students and institutions. For an international programme like ours this is both a necessity as well as a challenge as we must inaugurate yet another process of convergence between often very different national structures and cultures. Local mechanisms have to be combined with transnational ones; legal aspects are mixed up with those of content and of different expectations expressed by students coming from different academic backgrounds. Thus, it is not an easy task, but at the same time it has the potential to stimulate very interesting discussions.

As participants all may know we organise feedback sessions from students during both the winter and the summer schools, we are convinced that this helps at different levels as: it provokes direct reaction and improvement at the concerned university; it helps us understand the teaching culture at the different places and about the expectations of students, but it is also an occasion to explain why some of these expectations cannot be met by the programme. QA must be seen not as a one way discussion linking students and institutions. For an international programme like ours this is both a necessity as well as a challenge as we must inaugurate yet another process of convergence between often very different national structures and cultures. Local mechanisms have to be combined with transnational ones; legal aspects are mixed up with those of content and of different expectations expressed by students coming from different academic backgrounds. Thus, it is not an easy task, but at the same time it has the potential to stimulate very interesting discussions.

As participants all may know we organise feedback sessions from students during both the winter and the summer schools, we are convinced that this helps at different levels as: it provokes direct reaction and improvement at the concerned university; it helps us understand the teaching culture at the different places and about the expectations of students, but it is also an occasion to explain why some of these expectations cannot be met by the programme. QA must be seen not as a one way discussion linking students and institutions. For an international programme like ours this is both a necessity as well as a challenge as we must inaugurate yet another process of convergence between often very different national structures and cultures. Local mechanisms have to be combined with transnational ones; legal aspects are mixed up with those of content and of different expectations expressed by students coming from different academic backgrounds. Thus, it is not an easy task, but at the same time it has the potential to stimulate very interesting discussions.
"We sincerely hope that this letter does not fall on deaf ears. We are not writing to insult or incriminate anyone, and only wish to highlight, with full respect to this University and its teaching staff, that the course taught this winter semester was hardly what we expected from the Global Studies Master’s program. In the end, this course does not do justice to students and their desire to learn, and neither does it do justice to other teachers who put much more effort into preparing and teaching their classes.”

The letter goes on to give details about the course and if only a part of it should be correct it would be already good reason for strong action on the part of the consortium. It is evident that students’ demands for courses of high quality are well within reason and individuals should not fear any negative consequences when making the consortium aware of such elements of failure in the programme. Moreover, we need and encourage the critical voices of students and are sure that everyone agrees that we all have a responsibility together for the further improvement of course content and teaching methods. However everyone within the course must be aware that the consortium is first and foremost an association of universities or departments. Thus, first responsibility lies with the department were such an unfortunate experience has been reported. What we learn from the concrete case, as from others, is that universities throughout Europe as well as our non-European partners have very different cultures and, in case of conflict, the legal competencies of the department or school may differ considerably.

Nevertheless, it would be totally unsatisfying to terminate the discussion at such a point. The consortium must act, even when its space for manoeuvre might be more limited than we may wish it. Therefore our mode of action has to be discursive and, hopefully, convincing.

The next meeting of the consortium will firstly bring together a catalogue of instruments in use at the various universities throughout the consortium in order to circulate it as a sort of best practice example. Second, we propose to establish an online survey for all courses given by the consortium in order to identify again those courses seen as role models for others (and if necessary also those courses which merit closer attention and further improvement). There is no intellectual reason to limit discussion of results of such surveys to the individual department concerned. Thus we aim to make these results not only available to all members of the consortium but also to homogenise questionnaires in use at the different universities. Here we must respect local traditions and deal with the rules in force at the individual universities. However these obvious obstacles in an only partly transnationalised higher education landscape should not hinder us in the next step with our consortium’s integration.

We feel encouraged to take this step by a recent visit to the programme that was exercised by a group of professors, student representatives and higher education administrators who, on behalf of the European Commission, looked for good practices to be communicated to all Erasmus Mundus programmes. The long report which will form the basis for further discussion in the consortium comes to an overall positive judgement. The content of teaching was seen as "excellent – creative, intellectually demanding and genuinely exciting." Support facilities and the pedagogic system – curriculum development cycle - in place were also seen very positively. Here is not the place, however, to repeat all the encouraging wording of this evaluation, as what concerns us more are the critical remarks and the hints to practices we should improve: Thus, a more integrated e-platform across all universities, a more transparent presentation of the whole course programme at one website, the abovementioned common QA-strategy and more bi- and multilateral negotiations between the participating universities concerning the content of individual courses are the major tasks for the near future. All of these items point in the same direction – improvement in the so-called jointness of the programme.

To be clear, this is not about replacing our successful strategy so far to profit from a diversity of perspectives and to combine different approaches making Global Studies a one- explanation-for-all-situations course – there are enough such courses out there and we should not add another example of what has failed already in other circumstances. But jointness does not necessarily imply uniformity. It can also mean – and should our case – diversity coordinated by some common practices. QA is a very important aspect of it.

We would like to invite all of you to comment on these issues and we hope to start a discussion from which all of us can gain insight and inspiration.

By Matthias Middell

Interview with Dr. Róisín Healy

Since January 2011 the Global and European Studies Institute at the University of Leipzig has been pleased to host Dr. Róisín Healy of the National University of Ireland, Galway. Dr. Healy is currently undertaking an Alexander von Humboldt funded research project, which will see her investigate both British colonial policy in Ireland with that of Germany in Poland in the long nineteenth century.

Such a comparative study aims to further the perspective of intensive contemporary international discussion with regard to the history of imperial powers and continental colonialism using British and German cases. Dr. Healy is currently working in close cooperation with the experts of the Geisteswissenschaftlichen Zentrum Geschichte und Kultur Ostmitteleuropas (GWZO) in Leipzig.

Dr. Healy studied at University College Dublin as well as being awarded a Fulbright scholarship for Georgetown University in Washington for her PhD thesis entitled „The Jesuit Specter in Imperial Germany". She went on to become a Visiting Fellow at the Minda de Gunzburg Centre for European Studies at Harvard University and has been a lecturer at the Department of History in Galway since 1997. She has published a number of articles concerned with Irish-Polish comparisons.

The Bonn-based Alexander von Humboldt Foundation awards funding to excellent scholars from outside Germany to spend time conducting research and developing scholarly networks in Germany. All at the GESI are pleased to welcome Dr. Healy in to the Global Studies family and the EMGS Newsletter is pleased to have
been able to conduct the following interview with her.

What attracted you to this position as a guest lecturer at the Universität Leipzig?

I was already familiar with the outstanding record of the University of Leipzig in developing the fields of both comparative and eastern European history. The Global and European Studies Institute along with the Centre for Area Studies have done pioneering work in encouraging scholars to move beyond the usual objects of comparison to conduct comparisons between countries and regions that are located at a distance from one another. The quality of the articles that appear in every issue of the journal, Comparativ, demonstrates the scholarly value of such an approach. Leipzig also hosts a remarkable number of experts on east central Europe in its Geisteswissenschaftliches Zentrum Geschichte und Kultur Ostmitteleuropas and in the History Department. The University of Leipzig is thus a natural setting for me to research my own comparative project, which looks for patterns across the regions of western and eastern Europe, by examining Ireland and Prussian Poland. Moreover, it has strong library collections on nineteenth-century Europe, in both the Albertina and the Deutsche Nationalbibliothek.

Staying in Leipzig is not only about teaching and research. How have you spent your leisure time, and what can you recommend to those that are not familiar with the city?

Coming from a part of the world that adopted the British habit of afternoon tea, I am always on the look-out for good cafes for the German equivalent, Kaffee und Kuchen. I have been astounded by the number of charming old Kaffeehäuser and am doing my best to sample as many as I can. Café Riquet on the Schuhmachergässchen is a good stopping point on the way between GESI on Emil-Fuchs-Str. and GWZO in the town centre. I’m also looking forward to bringing my children to the Zoo and the Belantis leisure park when it gets warmer.

Has your interaction and cooperation with the students and professors here in Leipzig changed your perspectives of your research in any way or given you “food for thought”?

It’s still rather early days yet, but I look forward to interesting discussions about the methodological challenges of comparative history and hope to contextualise my own work more effectively by learning about how colonialism in Ireland and Prussian Poland compared with other regions around the world.

What is it that you will take back with you to your home university in Galway after your stay here in Leipzig and at the university? And, finally, what are the prospects for further cooperation with the GESI/ EMGS program of study?

I would hope to take back a sense of the vibrancy of university life in the former East and to encourage my colleagues, many of whom already have contacts with Leipzig academics, to see the city for themselves. I also expect to bring my knowledge of developments in German higher education, such as the internationalisation of postgraduate education and the preparation of doctoral graduates for careers in education administration, to bear in discussions at my home institution. I will also do my bit to promote the programmes on offer at GESI to students in Ireland.

Fortunately, the Humboldt Foundation is providing funding for an additional trip from May to July in 2012 and I hope to organise a conference around the theme of my research in Leipzig during this return visit.

Dr. Healy will be at the GESI in Leipzig until June 2011 with a return visit from May to July 2012.

Interview by Ian Mills

New Coordinator in Wroclaw

Since the beginning of January 2011 the EMGS program at the Universität Wroclawski has been pleased to welcome Marek Musiol as the new program coordinator to the EMGS family. Here is what Marek had to say about himself and his role in Wroclaw:

“Hello! My name is Marek Musiol. Since February 1st 2011 I have taken the role as the new EMGS Administrative Coordinator at Wroclaw University. I would like to take this opportunity to provide some information about me for those that I have not yet come into contact with.

In 2008, I finished the masters degree in International Relations at the University of Wroclaw. My Master’s Thesis concentrated on the European Union’s commitment to maintaining peace in Asia. In the same year I began doctoral studies at the Institute of International Studies. My research area is focused primarily on issues related to international security. The theme of the doctoral dissertation is complex security in the region of Central Asia after 1991. My research interests also focus on international security, preventive diplomacy and peacekeeping, UN system of collective security, regional security complex theory, process of regionalization, Asian security policy, Central Asia, European Union, Cohesion Policy and European Funds. Thus, I also teach this area at the University of Wroclaw.

In order to better understand the region of Central Asia, my aim for the future is to conduct research in strategic centers in Central Asia. However, my dream is to travel around the world. Outside my research interests I love to play volleyball, travel and I am interested in France. When it comes to my role as coordinator, I am mostly focused on the continuous development, proper organization and functioning of the Erasmus Mundus Global Studies Office at Wroclaw University. Above all however is contact with the students. I am very grateful for having been entrusted with this function, because the work in an international environment gives me great

Marek Musiol: New coordinator in Wroclaw
satisfaction.
The commitment to the tasks and objectives of the program is so crucial for me because I took up the opportunity to study for one semester in France at the Institute of Political Studies in Bordeaux under the Erasmus exchange program in 2007. It was a great adventure and challenge for me and now I am able to use the benefit I gained from that experience in my current role. I look forward to meeting you all and welcoming you to the EMGS program in Wrocław.”

Marek can be contacted under em@gs.uni.wroc.pl.
Marek replaces Marta Dobrzyńska to whom the EMGS consortium is hugely grateful for her great work as coordinator over the past five years of the program.

By Marek Musiol & Ian Mills

FORTHCOMING CONFERENCES


Every three years the European Network in Universal and Global History organises the European Congress in that field. Since the inaugural congress in 2005 it has developed into an outstanding meeting place for scholars in the fast developing fields of world, global and transnational history as well as the adjacent disciplines. The number of participants has steadily increased and the success of the congress can be explained, among other factors, by its openness both to young and experienced scholars alike. It has become a forum for researchers to present and discuss their latest findings as well as to inform each other about new organisational patterns in the fields of teaching and research. It offers information and expertise on undergraduate and graduate teaching as well as PhD-pro grammes and provides the opportunity to develop emerging research agendas in transnational teams and to get the latest news about European and various national funding schemes.

The third congress will take place in London, at the London School of Economics and Political Science, which has been among the pioneering institutions in research, teaching and journal-publication in the field of global history. The two Calls – one for panels and one for papers – that were published early in 2010 have received much response and the Steering Committee has been able to select a very interesting conference programme.

With almost 100 panels, the congress will draw together around 400 scholars sharing an interest in crossing national historiographical boundaries, be it with a focus on cultural, economic, political or social history, whilst participants will benefit from the insights of colleagues from a variety of disciplines.

The range of themes will focus on different areas of interest, including: the entanglements between polities, societies, communities and individuals situated in, or spanning, different regions of the world; the interactions between humanity and the environment, including those which developed over the very long term, through the cultural and economic histories of material and social life; the histories of empires, large-scale crises, interna-tional organisations, and the intercontinental sources and consequences of revolutions, whether political, technological, the social or ideological exchanges on oceans as spaces of sustained interaction between communities from different continents, the experience and the consequences of migration, and the description of the periods of de-globalisation and globalisation.

Several panels have been organised from staff members of the GESI. Matthias Middell along with former doctoral students from the doctoral programme ‘critical junctures of globalization’ will present and discuss results from their research with colleagues and partners from Stellenbosch as well as from London.

Steffi Marung will convene a panel that will deal with an often overlooked topic, namely the Eastern Bloc in terms of its spatial production, and more concretely on the spatial pattern of it being an economic sphere of action. Ulf Engel stages the question of how midle powers have imagined and constructed the new world order in the making since (at least) 1989 by looking at Germany and South Africa in particular.

Klaas Dykmann (now at Roskilde University) and Katja Naumann have invited scholars to look at an yet rarely considered issue in the history of international organizations, namely the pluralisation of their memberships in response to the decolonization processes during the second half of the 20th century and the influence which non-western countries could acquire and exercise in these institutions of global governance.

Two panels will address a research area that has been on the agenda of the GESI for many years now and has recently been institutionalized at the Centre for Area Studies, namely the history of Area Studies. Steffi Marung and Katja Naumann together with Torsten Loschke offer a panel that investigates how the two hegemonic powers during the Cold War, the Soviet Union and the United States, have established academic institutions for the production of knowledge about other cultures, known today as “area studies”. Added to that, Margarete Grandner (University of Vienna) will chair a panel entitled “East and West: Processes of Divergence and Uniformity”.

Furthermore, former Global Studies-students are also contributing to the program, among others Derek Elliott will present a paper on “The Indian Wars of the Honourable Company: Bombay 1720-1756”. Ashley Hurst will deal with “Empires caught between worlds: Nationalism, nation-state ideological frameworks and the destabilisation of imperial power structures”.

Many more thought-provoking, challenging topics and research results will be addressed in the London-program. For more information and registration procedures see: www.eniugh.org/congress. The congress will be held in London from 14th to 17th April 2011. Registration is open and everyone who is interested is heartily invited to take part.

By Katja Naumann

ENIUGH Spring School

“Global History: Connected History or a History of Connection?”

London from 11-14 April 2011

In cooperation with ENIUGH and in the days immediately before the Third European Congress on World and Global History, a Spring School for postgraduates will be held in London. Drafted by Antje Flücht er and Roland Wenzlhuemer (Cluster of Excellence " Asia and Europe in a global context", University of Heidelberg) it has been organised in collaboration with the GESI members Ulf Engel, Matthias Middell and Katja Naumann on the one hand as well as Andreas Gestricht and...
Silke Strickrodt (German Historical Institute in London) on the other.

Thematically the Spring School will discuss two approaches to Global History, one called connected histories, built on the presupposition of globality, that provides the context for the historical processes under scrutiny and the other, called history of connections, that focuses on distinct topics that have had a formative impact on our globalised world and whose analysis helps to explain and understand problems of (and in) globalisation.

The Spring School seeks to highlight both the differences and the similarities between the two approaches and aims at exemplifying the connection between the historian’s questions and the chosen perspective on Global History. These methodological and theoretical issues are to be addressed in presentations of empirical research.

The topics of ongoing dissertation projects range from trade networks in Eurasia and the Swedish East Indian Company, to regionalization processes, such as the politics of the African Union and to global social movements, for example those project against the misuse of alcohol. Additionally, a wide variety of actors are addressed ranging from peasants to intellectuals.

The projects will be commented on by senior scholars, among those include: Scarlett Cornelissen (Stellenbosch), Ulrike Lindner (Bielefeld), Corinne A. Pernet (St. Gallen), Juliane Schiel (Zürich) and Benedikt Stuchtey (London).

By Katja Naumann

CAS Colloquium

The upcoming theme of the Centre for Area Studies (CAS) Public Colloquium during the Summer Term 2011 is “Reflexive Area Studies: Disciplines, Methods and Areas Reconsidered.” Under this focus, the Public Colloquium aims at discussing the current status, role and importance of area studies within a global context. The public lectures will discuss such topics as youth and Islam; illegal commodity chains and security policies; and media and new religious movements. Spanning the globe, the world regions analyzed include Latin America, Asia, Africa and Europe with many lecturers coming from the respective areas covered. The colloquium is held on Wednesdays from 5-7pm at the Centre for Area Studies, 1st Floor, Thomaskirchhof 20, 04109 Leipzig. Upcoming lectures for April include:

THURS 07/04 - John Chalcraft (LSE) - Protest, Hegemony, Ordinary People, and Border-Crossing: Towards an Unruly, Post-Colonial History from Below

WED 13/04 - Hubert Seiwort (Universität Leipzig) - Modernisation without Secularisation: The Chinese Case

WED 27/04 - Philippe Kersting (Johannes Gutenberg-Universität, Mainz) - Landgrabbing in Westafrika

MON 02/05 - Nancy Rose Hunt (University of Michigan, Ann Arbor) - A Nervous State

For more information and a full list of lectures please see: http://www.uni-leipzig.de/cas

EMGS First Impressions: II

Vienna

First of all, I’m from Germany (worse: Bavaria), some amazing 5.5 hours by train from Vienna (one hour by plane), so my experiences may have differed slightly compared to others. However, I guess I have seen enough to get a general idea of how it must feel to be a foreigner studying in Austria, i.e. getting yelled at by waiters/waitresses and wondering how Austrians can live on a diet composed purely of sausages and apple strudel.

As an ignorant Bavarian (=Austrian’s next of kin), I considered myself to be a cultural mediator. However, it didn’t take me very long to find out what most foreigners in Austria find out: Austria is N-O-T Germany. And I don’t mean the calling a tomato “Paradeiser” kind of different, I mean culture, attitude towards life, coffee house culture and so forth. However, I’m not going to spoil all the details for you, feel free to visit Vienna and find out for yourself!

Granted, first impressions of Vienna can be somewhat misleading. The Viennese seem to be grumpy and abrupt, and for non-smokers amongst you it may sometimes feel like the Viennese sit in restaurants all day, smoking one cigarette after another. However, you may rest assured that, despite the fact that 27% of Viennese voted for a xenophobic right-wing party in October 2010, most of them are really nice and helpful people. They/ we are very direct (direct is not impolite), which is appreciated and has sometimes already been adopted by EMGS students. It’s also fairly easy to get along them since many Austrians speak pretty good English, and their/our dialect comes with some extra funny facet.

Vienna itself is spectacularly beautiful, a heaven for art lovers and surrounded by a lovely countryside. Besides a myriad of museums, frequent operas and concerts dates, there are also a lot of sites of Central European history in Vienna, and I can only imagine how great it will be to lie on Danube riverbank in summer.

Oh yeah, and there’s also a university in Vienna. The main building is about as beautiful (and at least as complicated) as Hogwarts. Vienna’s unique feature is the freedom to choose your own classes, as there are only fourteen compulsory ECTS in two semesters. With hundreds of interesting classes in history, economics, cultural studies and so forth, which unfortunately are often offered only in German, it can sometimes be hard to find the right courses: lucky we have our very own Poldi and Markus, who are also happy to pick up students at the airport, help them make appointments or even recommend handsome dentists.

By Christoph Sorg

London

The Global Studies experience changes you. Indeed the most rewarding aspects of the programme have been the ways in which it has made me reconsider some of the most fundamental elements of my worldview and identity. The nature of the
The Dogtooth is largely centred on an analysis of global time. Here the Global Studies programme has been structured over different cultures and geographies, Global. In addition to providing a window into different ways of life, being a laboratory for exploring these complex notions, the LSE offers unparalleled access to the most impressive museums and libraries on the planet, as well as a lecture series that welcomes heads of state and preeminent scholars from around the world. Needless to say, the result is a thought-provoking journey and an intellectual experience unlike anything I’ve encountered before. While celebrating the strengths of the programme, I think it’s always useful to remind ourselves how privileged we are to be apart of it, as well as the responsibility that this privilege demands.

In combination with this wide-ranging curriculum, the LSE offers unparalleled access to the most impressive museums and libraries on the planet, as well as a lecture series that welcomes heads of state and preeminent scholars from around the world. Needless to say, the result is a thought-provoking journey and an intellectual experience unlike anything I’ve encountered before. While celebrating the strengths of the programme, I think it’s always useful to remind ourselves how privileged we are to be apart of it, as well as the responsibility that this privilege demands. As members of this global community, we have been given such a unique set of opportunities and experiences that will no doubt allow us to see further and think more deeply about the current challenges our world faces. As we each go off in separate directions in a few short months, I look forward to seeing the diverse ways these experiences will be carried forward and translated into innovation and positive social change.

By Jordan Stark

Global issues in movies from around the world

In this short article, I would like to link our course – Global Studies – to seven movies I recently watched. These movies are related to some of the subjects we dealt with in our first semester at the University of Leipzig, but I am sure that Global Studies students at the other universities will also find them interesting and useful.

The content behind my article is that movies, such as those presented below, can illustrate the things we read in books and articles, which sometimes look slightly strange, abstract or even incomprehensible at first sight. (Combining academia with a bit of entertainment never harmed anyone, right?) Movies – or theater plays and documentaries - can provide a vivid picture of how people in different eras lived or how conditions in other parts of the world are, and generally help us get a better idea about the things that are happening around us.

To begin with, "Metropolis" by Fritz Lang (science fiction - Germany, 1927) presents a dystopian futuristic version of a global city, the population of which is divided into two classes: a small, self-indulgent elite and a large group of workers, who work underground to provide the city with electricity and allow the minority to continue enjoying the fruits of its magnificent civilization. Well... this fictional image is not that far from reality: modern global cities are not only home to large companies, skyscrapers and businessmen, but also to slums and impoverished populations.

Another movie that is somehow related to our course is "The Dogtooth" by Yorgos Lanthimos (drama – Greece, 2009), which was an Oscar nominee this year, in the category Best Foreign Language Film. This movie tells the story of a family that has imprisoned its children in a house surrounded by a tall wall-like fence, and created a fake reality in which things have different meanings than those we are used to. I will
not reveal the end, of course - I will only tell you that it’s really unexpected!

In “Buddha Collapsed Out of Shame” (drama – Iran, 2007), Hana Makhmalbaf tells a story of male domination, female resistance and hope, following a 5-year-old Afghan girl in its effort to go to school and learn how to read and write – education, even in its elementary form, is not a “given” for everyone...

Then, there is “The Constant Gardener” (drama/thriller – UK, 2005) by Fernando Meirelles – one of my favorite movies. Underdevelopment, human suffering and the malpractices of western pharmaceutical companies come to the fore in very interesting move, featuring amazing shootings in Kenya and Sudan, as well as a great soundtrack.

Speaking of Africa, “Lumumba” by Raoul Peck (drama – France, Germany, Belgium, Haiti, 2000) presents the turbulent situation in Congo before and after the country’s independence from Belgium in 1960. It is a very good movie, which can illustrate perfectly all these things we have read about colonialism, nationalism and post-coloniality.

... And speaking of independence and revolution, I would also recommend the last movie on Che Guevara’s life – in two parts - by Steven Soderbergh (adventure – France, Spain, USA, 2009). You probably know the end of this story, but I guess you don’t know all its interesting details.

Last but not least, there is “Australia” by Baz Luhrmann (adventure/romance – Australia, 2008). Set against the background of World War II, this movie deals with a many interesting issues, including the so-called “Stolen Generation” of Australian aboriginals. It also gives an idea of the sharp contrast between life in Great Britain and the other parts of its empire, at that time.

I hope you that you will enjoy these seven movies as much as I did (if you decide to watch them) and that they will help you explore more aspects of all these things you learned in your first semester!

By Konstantina Saiti

---

My stint in the UN Security Council

When I recently read that the United Nations Security Council put sanctions on the Libyan government, a flash of nostalgia hit me. I saw myself back in those chambers with fellow country representatives, forced to act diplomatically while seething with rage over hegemonic injustices, then shaking with adrenaline when reading a request to meet out in the hallways to negotiate a still-top-secret deal that could transform the Middle East...

Unfortunately, it was only a UN Security Council simulation for me. It’s called DanMUN, the Model United Nations organized by bright young IR enthusiasts in Denmark. But it did make me want more, and I’m sure it did the same for its organizers when they once played delegates, since some of them are now working at embassies abroad. I’m sure the simulation gave them a taste for the action, for one day making things happen on the world stage. Dan M U N hooked me in October 2010. I signed up online for it at the last minute and did not get the countries I asked to represent – the U.S. or Brazil. I don’t know if it was because they were already taken or because the organizers wanted us to learn about countries we weren’t necessarily familiar with. The fact is, they assigned me to represent Lebanon. Now I’m glad they did, because my two fellow delegates and I were propelled into the center of the action, I think both because of Lebanon’s actual position in the Middle East and of our own bravado in the mock negotiations.

We had just a few days to learn about the country. We figured that Lebanon could bond on a mutual dislike for Israel with Iran (the center of our simulation scenario with its controversial nuclear program), and “Iran” thought the same. We ended up standing up to the big guys together. We were naturally sucked into our roles and did pretty well at them. Fellow Erasmus Mundus Global Studies students Constantin von Liel (representing Turkey) and Matteo Dembech (representing China) also left their mark.

Before the simulation, we met the organizers and the other delegates and had a couple of ice-breaking games. In between “security council” sessions, we had good food, drank beer and danced together, and even drank champagne while boat-touring the Copenhagen canals. I felt like a diplomat. I could get used to this life.

Those were good times. Too bad they only lasted a couple of days, because I could’ve kept going. I really got into the simulation itself, and after an hour or so of being referred to as “Lebanon,” I honestly forgot I was a global studies student from Brazil who knew next to nothing about that Middle Eastern country. I became one of Lebanon’s most passionate advocates, and at least a pebble in the hegemon’s shoe. My two fellow delegates and I got a working paper through that sparked a successful resolution, budded up with “Iran” to try to get sanctions off its back, and pushed the council until it called in both “Israel” and “Iran” for a discussion on rivalries and nuclear programs. I became known as an expert “hallway negotiator,” doing most of my smooth-talking work outside the Security Council chambers. In the end, the “U.S.” got most of the glory, aided by a very smooth, sly “Mexico,” but at least we had the satisfaction of annoying the hell out of them while knowing we inspired them...

Of course I went back to being a global studies student from Brazil at the end of each day, when I walked out of Denmark’s Ministry of Foreign Affairs and into the rapidly cooling and darkening Copenhagen autumn. There was no limo waiting for me, for one. I had to go back to being a global studies student from Brazil who knew next to nothing about that Middle Eastern country. I became one of Lebanon’s most passionate advocates, and at least a pebble in the hegemon’s shoe. My two fellow delegates and I got a working paper through that sparked a successful resolution, budded up with “Iran” to try to get sanctions off its back, and pushed the council until it called in both “Israel” and “Iran” for a discussion on rivalries and nuclear programs. I became known as an expert “hallway neg...
ALUMNI NEWS

Graduate Survey

With the first graduates successfully completing the Masters EMGS “Global Studies - A European perspective” course in 2007 and since then three further graduating cohorts it is for sure the right time to conduct a systematic Alumni survey in order to better understand the paths Alumni of the more than 180 former students have followed.

The hugely successful Alumni meeting in Vienna in 2010 showed that there is currently little knowledge, especially amongst students having just started the Master’s, of what could be possible career paths after successful completion of the course. Thus the Alumni survey aims at verifying the broad opportunities the degree offers and identifying Alumni, especially those of whom we do not have any information regarding their current situation, and who may eventually be willing to report in the EMGS newsletter or on the EMGS website about the path they have taken since graduation. We also hope that through a better conceptualisation of the areas of expertise of our graduates we will be able to better network and connect EMGS graduates working in the same field or region with each other around the world creating effective synergies.

The alumni survey, however, is envisaged to be more than just a systematic investigation of the pathways of Alumni, it has also been conceived to collect information on what are the expectations towards the functions of a well working Alumni organisation and how each individual could contribute to it employing their own individual, unique skill sets and ideas.

The survey may also give some impetuses on which additional features could be included in the programme in order to best prepare course participants for the global job market.

We hope that as many of you will participate in the survey as possible in order for an as complete as possible picture to be achieved. The survey was sent out in February to all Alumni via email. We understand that most of you are absorbed in their daily tasks but we do ask that you might find the occasion to put aside just 20 minutes of your time to complete the questionnaire.

A big thank you to all who have already participated and to those who will do so in the next days.

Should you have overlooked the link for your cohort, please contact gesi@uni-leipzig.de

By Konstanze Loeke

P.O.R.T.A.L – “Why?”, Well read on!

After almost 18 months of overseeing the Erasmus Mundus Global Studies portal, a part of the Leipzig Alumni International site, it seems that there the question is rather „what portal?” as there are still a number of both students, alumni and even teaching staff that are unaware of the existence of such a, potentially, beneficial, informative and vibrant network of EMGS individuals. With this in mind I would like to take this chance to once again highlight the aims and goals of such a structure.

The portal, accessible under https://uni-leipzig.intraworlds.com/portal/, aims to serve both past and present students of the EMGS program by providing them with a central, interactive and up-to-date meeting point. The portal is envisaged as a platform in which news, views, interesting job and conference offers as well as organisational issues can be posted, debated and decided upon allowing all involved in the EMGS program to stay abreast of the happenings not only within the program itself but also broadly within the field of Global Studies. It is hoped that the portal will become a point of exchange between students and alumni, for students and alumni, as any network is only as strong as the members that form the links. The EMGS program is in the fortunate situation to be able to call upon links of the chain that spread, literary, the entire surface of the globe.

Although the portal now benefits from being available in German, French and English and from a dedicated administrator responsible for regularly updating and posting interesting offers for the students followed by a regular update notification via email summarising key postings that may be of particular interest allowing easier, instant access, the portal needs your support.

To paraphrase however, “one man’s interest may be another’s superfluous, meaningless post” so what is really required is information on what interesting seminars and conferences are happening in London. Have you attended a fascinating talk in Wroclaw and think the rest of the EMGS-program could benefit from the findings? Do you want to give some tips/recommendations/warnings about living in Vienna for your peers what it is really like to work in this environment? Are you passing through one of the cities where a consortium university is based and want to offer your services for a seminar or presentation? Want to get all the Alumni together in one place for an official reunion? Well this is the place to at least start bouncing ideas off the walls of the virtual melting pot!

The main point of the portal however is that it is NOT a temporary social community network group that ebbs and flows in interest over time, but that this portal will put you in direct contact with the programme itself making it the official channel for communication between alumni and the rest of the EMGS programme.

All you need to do, if you haven’t done so yet, is to register with the portal at https://uni-leipzig.intraworlds.com/portal/ using the login data sent to you via email and start posting articles, forum posts, photos and documents on topics that are close to your heart or that you think your fellow students will enjoy and benefit from. If you experience difficulties logging in or registering, or even have any comments or recommendations simply contact emgs.alumni@uni-leipzig.de and don’t forget to upload a picture of yourself so those long lost EMGS-friends can still put a face to that familiar name!

By Ian Mills

ALUMNI REFLECTIONS

The view from Hollister, California

After graduating from the EMGS program in 2009, I found a job in the one place I

Jennifer Laine: Executive Director of the San Benito County Arts Council
least expected….my hometown of Hollister, California. Hollister is located in San Benito County with a population of 50,000 and a predominant agricultural industry. It is a place where you know everyone and everyone knows you, which is essential if you want to do business in this town but not such a good thing if you are a teenager getting into typical teenage trouble. After being offered the job as Executive Director of the San Benito County Arts Council, I realized that I had an unique opportunity to acquire a new level of professional experience, a more diverse skills set, and perhaps most importantly, a chance to contribute to the community in which I grew up.

The Arts Council is an umbrella organization for art and culture in this region. In addition to granting funds to other arts organizations, we have a number of our own programs, including Arts in Education where we bring artists to the local schools, an Open Studios Tour where the public is invited to the artists’ studios to experience how and where art is created, a Digital Film Festival and Summer Concert Series.

As the director, I have a hand in everything from administration, board development and fundraising to programming, marketing and outreach. The diversity of the tasks and the freedom and creativity I have to guide the organization suits me quite well. While there are many projects that I am excited about, there are two in particular that I would like to highlight here.

As part of our Artists in the Schools Program, students in the most rural regions of the county will participate in a 3-week program on environmental art and installations. After receiving lessons in the classroom focusing on the historical and theoretical background of environmental art, students will participate in a day of making art at the Pinnacles National Monument using objects found in nature, such as leaves, rocks and twigs. This project will culminate in an exhibition in the fall, focusing on the historical and theoretical background of environmental art, students will participate in a day of making art at the Pinnacles National Monument using objects found in nature, such as leaves, rocks and twigs. This project will culminate in an exhibition in the fall.

By Jennifer Laine

Life is sometimes unpredictable

We are never sure where we will be in just two years. I had the same feeling when doing my global studies in Vienna and Wroclaw in 2005-07. With a research background in cultural studies, I was accepted to the Erasmus Mundus program in 2005, my first year was in Vienna and second in Wroclaw.

After a year in Vienna doing some basic German classes and taking many courses ranging from the history of the Americas to globalization, from development transition to recent economic development in South Asia, I was not quite aware of what I would like to be or do after graduation. By the time I arrived in Poland I did not feel any added pressure in thinking about a prospective career. Getting a good grade to complete the credit requirements was all I could think about. My main goal was to successfully graduate from the program with excellent merit. It was such a privileged opportunity to be educated in Europe. Such firsthand experience teaches students not just about the courses, but also their culture, educational system, economic structure we can see through our daily interaction in our respective neighbourhoods, and the working life of people in our surrounding. With some knowledge of local language gained through the basic language course, life was much easier.

The courses I took in Poland varied from culture to economics, intercultural communication courses, European legal system and laws and economic transition in Eastern European countries were all very interesting and broadened my knowledge about this part of the world. After long consideration spanning from the time we had departed for Europe and the deadline of proposal submission in the first semester of the second year, a final decision on research proposal had at some point been made. A topic on World Bank’s role in fighting corruption in Cambodia was the best of my interest. It fitted quite well with my personal attention to look at the issue of governance; but as Cambodia is a country of origin and the place we know most compared to any other in the world, it is finally a place to look at in terms of its interaction with this international financial institution in building good governance.

It was such a hard and long time to come to the decision about the topic. I was, and really am, convinced that the time to do research for the program is the precious time to link it to the future career we want to pursue as well. It is really rewarding in terms of shaping our academic thinking and framing a future job. I was happy with the decision I had made and the research itself. It was bounced back and forth between me and supervisors several times until it was accepted.

Then the first several months back in Cambodia in 2007 were really my vacation. I spent time with friends in the city whom I had not seen for more than a year, visiting family members in the province almost 200km away from the capital trying to re-integrate myself into the society. 3 months
had passed, and I was still enjoying my vacation. A friend called and asked if I want to do some volunteer work with a very low salary at a local human rights organization, the Cambodian Centre for Human Rights (CCHR) which had just begun to recover from an internal staff reshuffle and financial crisis. I thought to myself, ‘this sounds good; it is worth giving it a try to help poor and suppressed Cambodians.’ Two weeks later, I was sat at a desk at the organization office with its few staff members. During my first weeks, I started to read Cambodia’s legal documents, human rights law, international covenants on human rights, and history and culture of the organization. In a country, where freedom of expression and association is notoriously limited, CCHR plays a very important role in exploiting whatever limited democratic space to speak out against violation of human rights while I myself contribute my knowledge acquired during my years in Europe to the rebuilding of the organization by using the resources at our disposal to investigate abuses and issue press statement to mobilize intervention. I was also actively involved in the organization’s outreach program and information sharing program, the programs, which to my knowledge, are still ongoing. After two years, I left the organization in the hope to gain more experience from international nongovernmental organizations. In a country where nongovernmental organizations have played a vital role in rebuilding the country after decades of civil wars - a few thousand are providing basic public services such as basic health and education whilst a few dozen are monitoring democratization and politically sensitive issues of human rights. I then found another job at the Lutheran World Federation Cambodia (LWF-Cambodia) as the Planning, Monitoring and Evaluation Coordinator. I stayed with the organization for some eight months coordinating their various projects in 6 of the 24 provinces in Cambodia, especially in the planning and monitoring aspects of the program but I could not wait any longer to find an opportunity to do academic research in the hope to eventually furthering my study interests in the future.

In July 2010, I decided to take an offer at the Cambodian Development Resource Institute (CDRI), a leading policy research institution in Cambodia specialized in democratic governance, economics, agriculture, social development, and natural resources. I have enjoyed work as a researcher specialized in democratic governance reading a variety of academic works and theories on governance issues and public sector reform in Cambodia.

Furthermore, I also give lectures at a university in Cambodia’s Phnom Penh capital on such topics as political thoughts, social development, globalization and gender. I plan to pursue my PhD study on democratic governance and public sector reform. On a personal level, I am married with a son, Noraksh C, who turned 9 months old on March 4, 2011. I have also voluntarily served as the President of the Erasmus Mundus Students and Alumni Cambodia (EMA-Cambodia) since June 2010.

By Sreang C

CONGRATULATIONS

Our warmest congratulations are extended to Hai Do than who was selected to receive the Australian Prime Minister’s Asia Endeavour Award which is of the highest honour. Hai Do Than will be at the Australian National University for the next four years in order to pursue her PhD there. Also to Prof. Troebst, elected the new president of the newly expanded scientific consultancy group entitled “Stiftung Flucht, Vertreibung, Versöhnung” More information about this position and Prof. Troebst’s role will follow in NL2_11. Congratulations are also extended to Prof. Dr. med. Beate A. Schücking who has been voted to become the new rector of the University of Leipzig, the first female rector in the 600 year history of the university. We wish her all the best in her new role.

Furthermore we would also like to congratulate Berita Musau on her recent marriage and wish her a fantastic start into married life. Warm wishes also to Nissim Mannathukkaren, lecturer and coordina tor at Dalthouse who has recently become a father to Raha Ash Mannathukkaren who arrived on March 2.

To serve as a form of inspiration for current students in the midst of MA Thesis research and writing, NL1_11 concludes with a number of completed thesis titles from the 2010 cohort. We hope it gives all current and prospective students encouragement with their own topics and food for thought for past students. A full list of all completed thesis titles from all past cohorts can also be found online at: http://www.uni-leipzig.de/gesi/ emgs (under the Master’s Thesis heading)

“From Image to Brand: Marketing Policy of the City of Vienna” by Anastasia Baskina

“The Mapuche and the Chilean State: The Impact of International Intervention” by Patricio Belloy Kaukak

“Rendered Invisible? The Intersection of Gender, Conflict, and Psychosocial Rehabilitation in Post-Conflict Sub-Saharan African Contexts” by Aretha Black

“Is Japanese Colonization Unique: A Prelude of East Asian Regionalism” by Yung-Yung Chang

“Organized Crime and Political Institutions: 20th Century Italy in a Global Comparative Perspective” by Maria Cristina De Giovanni

“Rights-Based Approach in New State-NGO Model: Case Study on the Implementation and Assessment of Rights-Based Approach” by Jie Deng

“The ‘orient’ and the ‘occident’ of the 21st century - interpretations in a post 9/11 world” by Rishabh Kumar Dhir

“Analysis of three informal Settlements in Africa – Khayelitsha (Cape Town), Kibera (Nairobi) and Manshiet Nasser (Cairo)” by Franziska Dormann

“Understanding non-interference doctrine of ASEAN. Theoretical Anomaly or endemic reality?” by Bhakti Dublay

“Poor vs. Profit? The Prospects of Commercial Microfinance in Sub-Saharan Africa” by Alexander DuBois

“The dynamics of social change in Moroc-
The future of the fair trade movement in Germany” by Johannes Raffel
“The Economics of Racism: The Dominican Sugar Industry during the Interwar Period” by Ian Ryen
An analysis of the Austrian ‘North-South-Discussion Scholarship Programme’ with a special focus on African scholarship holders” by Daniela Schier
“Mining Conflicts in the Congo: 1960-2010” by Ruby Stocklin-Weinberg
“The Role of the Colonial Legacy in Post-Colonial Economic Success: The Case of South Korea and Malaysia” by Ian Tay
“Development Aid Competition in Africa: Knowledge, Discourse and Power Politics” by Christian Tschirhart
“Migration and Institutional Transformati

n in Russia in 1990s” by Ekaterina Vla
dimirova
“Memory, Ethics and Dark Tourism - the contested historical heritage of Anlong Veng District, Cambodia” by Gisela Wohlfahrt
“Communicating World Systems - A Network Perspective of Hirado’s Trade Linkages in the 16th and 17th Centuries” by Yuping Zhang

A big thank you to all that contributed to

this edition of the GESI newsletter making it the largest, most colourful edition to date! The newsletter is always looking for contributions, articles, reports and pictures from your experiences at the European partner universities, from semesters abroad at the non-European partners and from your successes and challenges after graduation.

If you feel inspired to contribute simply send your articles to: emgs.alumni@uni-leipzig.de. Don’t forget to include your name and a picture if possible!