

History Courses 2023 2024



WAGENINGEN
UNIVERSITY & RESEARCH



Period 1

RHI10506

Introduction to
International
Development Studies

RHI10806

Economics and
Governance in Historical
Perspective

RHI50806

Sustainability and
Resilience in History

RHI30306

Rethinking Economics for
the Real World

Period 2

RHI20306

Globalization in Historical
Perspective

RHI52806

The Making of Europe and
the European Union

RHI54806

Global Migration

Period 3

RHI11306

Societal Transitions in
Historical Perspective

Period 5

RHI51806

African History

Period 6

RHI50506

Agrarian History

RHI30806

The Origins of Global
Economic Inequality

Any Period

RHI50403/6

Capita Selecta History

**Economic and
Environmental History
(RHI)** www.wur.eu/rhi



Why follow a history course?

To really understand the world in which we live, work, love and die, we need to know how our world has been shaped by developments and events in both the recent and distant past. The history courses taught in Wageningen provide insights into the origins of the global gap between rich and poor, the causes of societal resilience and collapse, the role gender, culture and class play in various societies, the relations between our individual diet choices and collective food provision and the emergence of sustainable societies.

However, history courses have even more to offer. Our courses question aspects of the deep roots of human development by focussing on long-term processes of change. History reminds us that 'development' is a process, rather than a condition. And even though the future is in many ways unpredictable, knowledge of history helps to create a better understanding of the dynamics of change. This understanding is a potentially valuable part of your intellectual development and once appreciated, it will improve your capacity to make decisions in and contribute to your future academic and professional life.

This guide provides an overview of all history courses in Wageningen.

Enjoy!

What is development? What are the historical roots of worldwide inequality? Which strategies can be used to reduce poverty, promote equity and support sustainable development?



This course offers a historical and geographical introduction into the major themes of global economic, political, social, demographic and environmental development. Topics such as the Industrial Revolution, global inequality, colonialism and the emergence of the nation-state are assessed from empirical as well as theoretical perspectives. The course questions so-called 'strategies of development' and introduces the key institutions in global governance. It offers frequent links to actuality and media coverage of topics related to international development studies.

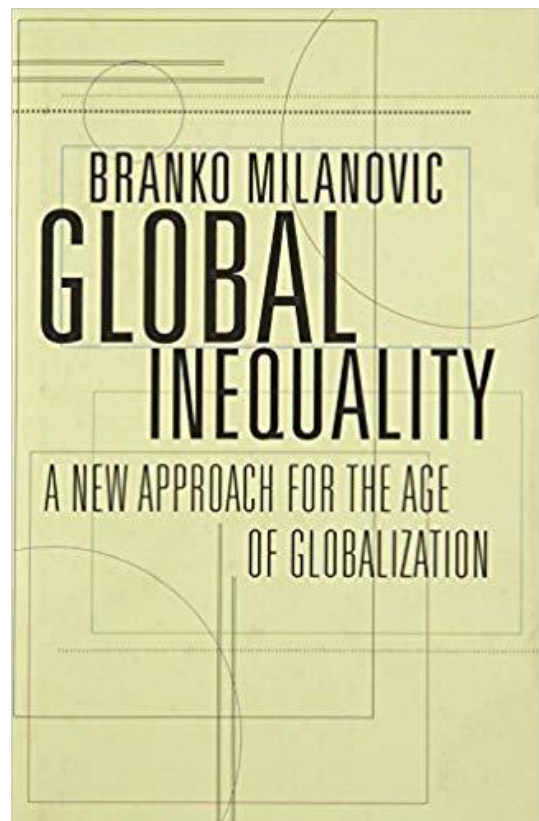
Students will be introduced into the critical assessment of scholarly literature, as well as the use of the Wageningen digital environment and the Wageningen library. They will choose a theme that interests them to write a short individual essay, learning them to find relevant literature and to apply theories of development to a concrete case study.

Practicalities:

- When: period 1, morning course (Academic Skills in afternoon), 3 meetings per week
- Language: Dutch
- Admission criteria: part of the *BIN-programme* and *BSc Minor Development and Policies in a Globalizing World* (WUDPG); elective, open to all BSc students
- Work forms: lectures, tutorials and take-home assignments
- Assessment: exam, paper and assignments
- Mandatory literature: Potter, R., a.o. (2018). *Geographies of Development: An introduction to development studies*. Harlow.

Does economic growth increase or decrease the wealth gap between the rich and the poor? Are individual nations and the world as a whole becoming more or less (un)equal? What are the drivers of long-run trends in economic inequality? And what policies do and can governments deploy to influence the relationship between equity, sustainability and economic growth?

This course introduces students to the interplay of market forces and government policies in processes of economic growth and the distribution of wealth and income. The topic of economic inequality is analyzed in a global and long-run perspective. Through course materials, lectures and assignments, students are provided with tools to measure and explain income and wealth inequality within and between countries. A second, independent but related part of the course focuses on market failure and the opportunities for government intervention in the economy. Students discuss concrete economic policy proposals and instruments in the field of the environment, nutrition and agriculture. The relationship between national, European and global governance will be analyzed in more detail.



Practicalities:

- When: period 1, afternoon course, 3 meetings per week
- Language: Dutch
- Admission criteria: Part of the BEB programme; elective open to BSc students
- Work forms: lectures, tutorials and take-home assignments
- Assessment: paper, student presentation, exam
- Mandatory literature: Milanovic, Branko (2016). *Global inequality. A new approach for the age of globalization*. Harvard University Press.

Societal Transitions in Historical Perspective

Why do most people in the Western world live in highly urbanized societies with high welfare levels and life expectancy and low fertility rates? How can we explain the process of industrialization, democratization and secularization in the last 250 years? But still, why are democracy, wealth and social mobility not self-evident?



This course will make students aware that societies are continuously changing and that knowledge of the past helps us to make educated and informed decisions how to adapt society and ourselves to these changing circumstances. We start from long term societal transitions: the economic transition (industrialization), the demographic transition (falling mortality and fertility rates); the political transition (democratization), the social transition (from an ascription society to an achievement society), the cultural transition (secularization and individualization), and the spatial transition (globalization). Students will read a textbook and several articles on the history of the last two hundred and fifty years. In the tutorials these texts will be discussed in order to establish their relevance for our times. Finally, students will write papers on historical topics related to their major, in which they apply what they have learned during the course and through which they receive better understanding of the historical dimensions of their major.

Practicalities:

- When: period 3, whole day course, 3-5 meetings per week
- Language: Dutch
- Admission criteria: Part of the BGM and BCL programmes; elective, open to all BSc students
- Work forms: lectures, tutorials and take-home assignments
- Assessment: exam, paper and participation/assignments
- Mandatory literature: Mason, David S. (2018). *A Concise History of Modern Europe. Liberty, Equality, Solidarity*. Rowman & Littlefield. And a collection of articles.

Globalization in Historical Perspective

What is globalization? Is it new? Is it a neo-liberal conspiracy? What does it mean for the role of nation-states? Is de-globalization a possibility? How do societies adapt to globalization?



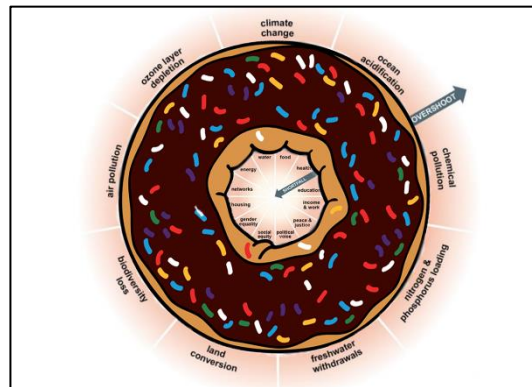
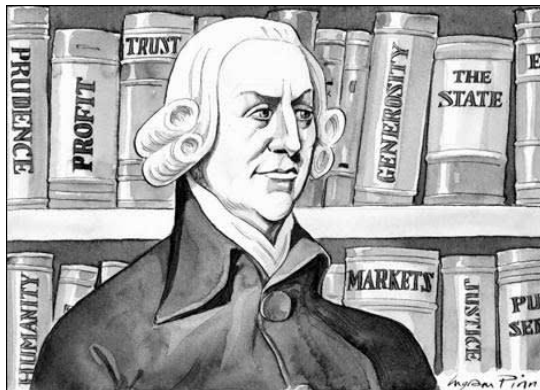
In this course, globalization is analysed from a number of different angles with the focus on the impact of globalization on the sovereignty and autonomy of nation-states. We address the economic, political, cultural, and social aspects of globalization. Furthermore we try to conceptualize what is the difference between earlier forms of globalization and contemporary globalization. This provides us with a far richer understanding of the phenomenon.

This course stimulates students to think about globalization as a bundle of multi-faceted, simultaneous, and interactive processes and to understand the importance of the influence of globalization on national sovereignty and human agency.

Practicalities:

- When: period 2, morning course, 3 meetings per week
- Language: Dutch
- Admission criteria: Part of the *BIN-programme* and *BSc Minor Development and Policies in a Globalizing World* (WUDPG); elective, open to all BSc and MSc students
- Work forms: lectures, tutorials and take-home assignments
- Assessment: paper, student presentation and exam
- Mandatory literature: Rodrik, Dani (2011). *The Globalization Paradox*. Oxford University Press; Martell, Luke. (2016) *The Sociology of Globalization*. Polity Press.

While standard macro and micro-economic textbooks depart from neo-classical theoretical approaches, the discipline of economics has developed a range of new perspectives and approaches which are often claimed to be better suited to study "real world" problems. Which real world problems in particular appear so difficult to square or study with neo-classical economic models? Which responses have been developed to the shortcomings of mainstream economic theory and what are their comparative advantages and disadvantages?



This course introduces students to the contrasts and overlap between neoclassical and so-called heterodox economic theories. Heterodox economics may be defined as any economics thought or theory that contrasts with orthodox (or mainstream) schools of economic thought, and thus move beyond neoclassical economics. How have contemporary problems of sustainable development and limits to growth, persistent poverty and global inequality contributed to rethinking economics? And what do the new methods (e.g. inclusive welfare measures; donut economy; green national accounting) that have followed in its wake look like and do these suffice to explore the evolution of the global economy in the 21st Century, or do they also have their shortcomings?

Practicalities:

- When: period 1, afternoon courses, 3 meetings per week.
- Language: English
- Admission criteria: MSc students enrolled in the MME-D programme Economics of Sustainability. Also open to PhD students of the section Economics.
- Work forms: lectures and tutorials.
- Assessment: exam, individual writing assignment, group presentation.
- Mandatory literature: Komlos, John (2019). *Foundations of Real-World Economics. What Every Economics Student Needs to Know*, 2nd Edition. New York, London: Routledge. And a collection of journal articles and book chapters.

The Origins of Global Economic Inequality

Why have some countries grown rich while others have remained poor? Why did the 'West' industrialize first? What explains the Asian 'renaissance'? Why is Latin America caught in a middle-income trap? And will Africa be growing out of poverty in the 21st century?

A deeper understanding of these topics is crucial to make progress on various Sustainable Development Goals, including the worldwide eradication of poverty. Answering these big questions requires a long-term perspective, since countries rarely grow rich in just a few years' time, and poverty does not disappear



overnight. Indeed, the 'great divergence' in economic performance and living standards across countries and world regions has a history stretching back for centuries. Economic historians have collected impressive amounts of data to study these divergent experiences. These systematic comparative analyses of historical data, in turn, have enhanced explanatory models of growth and inequality. In this course we examine the roots of global economic inequality include the role of geography and disease, natural resources, trade, technology, political and social systems, and legal, financial, and commercial institutions. We review the historical evidence on the origins of global economic inequality and link the evidence to a range of economic theories explaining (parts of) the great divergence in income and wealth post-1500.

Practicalities:

- When: period 6, morning course, 3 meetings per week
- Language: English
- Admission criteria: elective, open to all BSc and MSc students; restricted optional for BEB students in the thesis track Economics
- Work forms: lectures, tutorials
- Assessment: paper, student presentation and exam.
- Mandatory literature: a list of articles and book chapters disseminated upon the start of the course.

Why is the Netherlands the second largest agricultural exporting country and one of the major agricultural producers in the world, in spite of its small size? Which factors determined this development: natural environment, climate change, urbanization, international trade, institutional arrangements, or a mix of these? How does this differ from elsewhere?



This course engages with the processes of change in agricultural production in the Netherlands since 1500 and assesses contemporary agrarian developments in a comparative historical perspective. It helps students to recognize the coherence between long-term changes in agriculture and changes in the economy and technology. It shows how agriculture developed in interaction with environmental change and how location, soil, opportunities for trade and social relations caused the emergence of diverging farming systems within the Netherlands.

Practicalities:

- When: period 6, morning course, 2 meetings per week
- Language: English
- Admission criteria: elective, open to all BSc and MSc students
- Work forms: lectures
- Assessment: paper, student presentation and exam
- Mandatory literature: Bieleman, Jan (2010). *Five centuries farming: a short history of Dutch agriculture, 1500-2000*. Wageningen.

Sustainability and Resilience in History

How have past civilizations dealt with their environmental problems? When did the Anthropocene start? In what ways have the rise of cities, industrialization and globalization changed the relation between man and the environment? Can we learn general lessons from these past experiences and to which extent are such lessons applicable to present-day environmental challenges?



The transition from agrarian to industrial societies has significantly increased the impact of human societies on the environment. However, the tensed relation between man and the environment is not just a recent phenomenon. For thousands of years human societies have exploited limited natural resources to produce food and obtain fuel, fibres and building materials. Problems with overpopulation, endangered species, pollution, deforestation and soil erosion have an equally long history. In this course we will look at specific historical cases as well as long-term local and global developments.

Practicalities:

- When: period 1, afternoon course, 2 meetings per week
- Language: English
- Admission criteria: elective, open to all BSc and MSc students
- Work forms: lectures, tutorials and take-home assignments
- Assessment: paper, student presentation and exam
- Mandatory literature: Diamond, Jared M. (2005). *Collapse: how societies choose to fail or succeed*. New York: Viking Press; Bas van Bavel et al. (2020). *Disasters and History: The Vulnerability and Resilience of Past Societies*. Cambridge: Cambridge U.P.

RHI-51806

African History

Africa has long been portrayed as the “dark continent,” obscuring its rich and complex history. This course sheds light on Africa's history, focusing on the modern period since c. 1800. What was the role of the slave trade and its abolition, colonial rule and decolonization, post-colonial politics and the Cold War, and gender and women’s rights in African history?



During the course, students gain a deeper understanding of how the economic, political, and social changes in the 19th and 20th century have shaped Africa. The course also provides students with skills to do the work of historical analysis. We will review and discuss primary and secondary sources, novels, autobiographies, documentaries, and films which all provide valuable insights into the history of Africa and enable students to come to their own evidence-based conclusions about the past. The course also helps students to develop the skills required to write a tightly argued essay, based on their own effort at assembling and analysing information from multiple sources.

Practicalities:

- When: period 5, afternoon course, 3 meetings per week
- Language: English
- Admission criteria: elective, open to all BSc and MSc students
- Work forms: lectures, tutorials, take-home assignments
- Assessment: paper, student presentation and exam
- Mandatory literature: Reid, Richard J. (2020). *A history of modern Africa: 1800 to the present* [third edition]. Wiley Blackwell.

RHI-52806

The making of Europe and the European Union

What is Europe? Why is it that after WWII France and Germany started to work together so closely? What did 1989 mean for the integration process? Does Ukraine belong to Europe? Will there still be a European Union in 2030 and what will it look like?



In this course the history of the European integration project is situated within long-term historical developments like globalisation and the transformation of the economy. Three developments are distinguished: the development of the EU itself, the development of the nation-states that shape the EU and the general historical development. How are these three influencing each other?

Students will write an individual paper on the making of the European Union – themes may vary from a particular country, to the role of the new social movements in Eastern Europe, the role of renewed nationalism, the role of geopolitical challenges or comparing the history of the European integration process with that of the United States.

Practicalities:

- When: period 2, afternoon course, 3 meetings per week
- Language: English
- Admission criteria: elective, open to BSc and MSc students
- Work forms: lectures, tutorials and take-home assignments
- Mandatory literature: Jarausch, Konrad H. (2021). *Embattled Europe. A progressive alternative*. Princeton University Press.

Migration is a highly charged subject that incites both hope and fear among those who move and those who receive the movers. Why do people migrate: to seek opportunity or flee poverty and oppression? And who are moving: the poorest or the most entrepreneurial? Which countries and world regions send most migrants, and who receives them? And is the number of global migrants on the rise?



Relocation of human beings, temporary or permanent, is a phenomenon of all times and places. People move voluntarily for trade, tourism, or to seek better living conditions. In the latter case, mobility is often forced on people, as a result of threats, like persecution, economic deterioration, natural disasters or armed conflict. Migration is so important and widespread that it links in with many topics in the social and natural sciences, from agriculture to economics, and from health to nature conservation. During this course, you will be provided with the knowledge and analytical tools to analyse migration. The course addresses migration in Europe, the Americas, Africa and Asia, past and present. We draw concepts and theories from different social science disciplines, including history, sociology, geography, development studies, economics, and political science. We will work towards a better understanding of the link between migration and the labor market, inequality, culture and politics.

Practicalities:

- When: period 2, morning course, 2-3 meetings per week.
- Language: English
- Admission criteria: elective, open to all BSc and MSc students
- Work forms: lectures, tutorials and take-home assignments
- Assessment: paper, student presentation and exam.
- Mandatory literature: De Haas, H., Castles, S., and Miller, M.J. (2019). *The Age of Migration. International Population Movements in the Modern World* (6th Edition) Red Globe Press. Several additional articles.

Health Demography and Global Population Issues

Over the last two centuries, the world's population has increased from 1 billion to more than 7 billion people. In the year 2100, our planet will probably have to sustain 11 billion people. Will we be able to feed everyone? And what will be the consequences of different growth trajectories: population decline in some regions and strong population growth in others?



Demography is the scientific study of human populations. Most important contemporary social and economic issues (like poverty, the burden of care, slums, environmental degradation, aging societies, urbanization) are narrowly linked with demographic processes. Knowledge about demography is necessary to answer diverse questions such as: How has HIV/AIDS changed the lives of people in sub-Saharan Africa? When will you be able to retire? This course introduces the main demographic principles and methods of analysis, which are necessary for a better understanding of these issues.

Practicalities:

- When: period 6, afternoon course, 3 meetings per week.
- Language: English
- Admission criteria: part of the BGM program, restricted optional for MSc students of MME with specialisation consumer students, optional for advanced BSc-students and for MSc-students.
- Work forms: lectures and tutorials.
- Assessment: paper assignment, student presentation and written exam.
- Mandatory literature: a collection of book chapters and articles.

Sustainability Transitions: Concepts, Issues and Indicators

How do we move forward towards a sustainable society? Why did environmental awareness increase only during the 20th century? What kind of new systems are required? What can we learn from past experiences and processes?

Knowledge of sustainability concepts, indicators and issues belong to the core competences in the environmental sciences. This course deals with major transitions that are needed within water, energy, and food systems to reach sustainability. Apart from discussing future transitions in water and energy, special attention will be given to the major changes these systems have undergone in the past. In the historical part we will focus on the Colombian Exchange, the Industrial Revolution, the sanitary transition triggered by the Great Stink in London in 1858, and the rise of the environmental movement in the 20th century.



Practicalities:

- When: period 2, morning course, 5 meetings per week
- Language: English
- Admission criteria: Part of the Bachelor Environmental Science; elective, open to all BSc students, assumed knowledge on general understanding of environmental problems and sustainability
- Work forms: lectures, peer review groups, field trip
- Assessment: paper and exam
- Mandatory literature: see course guide

History of Food Production

When, where and why did hunter gatherers start to practice agriculture c. 12.000 years ago? Where does the food we produce and consume originally come from? How has the production of food been embedded in the social structures of past and present-day societies across the globe?



This course offers an overview of the long-term history of food production starting with the Neolithic revolution some 11,000 years ago and ending with major food frauds of the 20th century. In between students learn about the migration, adoption, trade and consumption of food crops in various parts of the world. The course outlines major shifts in technologies of food cultivation and how parts of the world have shifted from a long history of chronic food scarcity and famines to one of great food abundance.

This course trains students to think about ways to analyse, discuss and theoretically reflect on the long-term changes in food production. It aids a better understanding of the social implications of new food types and cultivation practices and explains global differences in food production systems. This course also stimulates students to think more deeply on the changing relationship between technological innovations and environmental change in food producing areas.

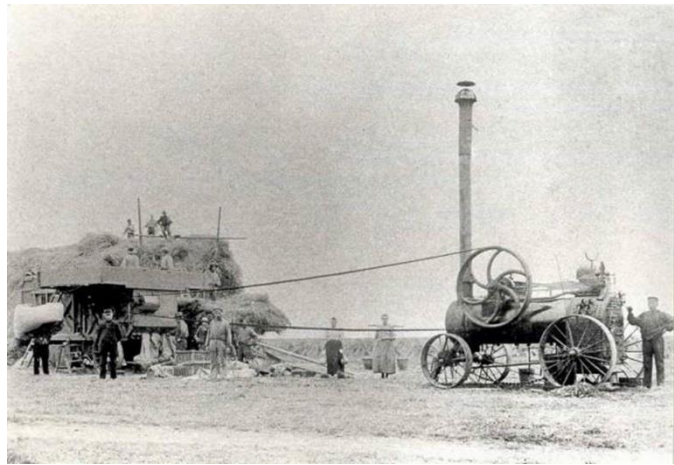
Practicalities:

- When: period 2, morning course, 3 meetings per week.
- Language: English
- Admission criteria: elective, open to all BSc and MSc students
- Work forms: lectures, tutorials and take-home assignments
- Assessment: paper, student presentation and exam.
- Mandatory literature: a list of articles, book chapters and historical sources disseminated upon the start of the course.

PAP-10806

Perspectives on Sustainability Transitions in Agriculture

Over the past century the productivity of Dutch agriculture has improved enormously. What part did agro-technology play in this development? How was it and is it influenced by the demands of society regarding issues such as animal welfare, food security, the environment and climate?



This course has a political science and a history part. In both parts students learn to analyse and discuss the consequences of the interaction between agro-technology and society. The course demonstrates how demands from society influence agro-technology. Not only lectures and literature are used for this, but also excursions to a Ministry in The Hague and to the Vegetarische Slager.

The historical part of the course provides a survey of the development of Dutch agriculture and agro-technology from the mid-nineteenth century onwards. Students learn about technological developments in fields such as water management, cattle breeding, fertilization and mechanization, and how these developments were determined by market demand, political and social factors. Lectures and literature will be complemented by an excursion to the Open Air Museum at Arnhem.

Practicalities:

- When: period 1, morning, 4-5 meetings per week
- Language: Dutch
- Admission criteria: Obligatory part of BAT programme; elective for other BSc-students after permission study-coordinator
- Work forms: lectures, excursions, take-home assignments
- Assessment: paper, student presentation, exam
- Mandatory literature: Bieleman, Jan (2010). *Five centuries of farming: a short history of Dutch agriculture 1500-2000*. Wageningen Academic Publishers. A list of other literature will be provided at the start of the course.

RHI-50403 / RHI-50406

Capita Selecta History (Open courses)

Do you have a special interest in history in the context of your study programme, your thesis or your general academic development? The open history courses offer you the opportunity to choose your own history topic on which you will select and read literature and write a research paper. It is an individual course in which you receive one-to-one tutoring and get suggestions and feedback from a RHI lecturer. An open course is also very suitable as part of a history minor.

For more information contact Daniëlle Teeuwen (danielle.teeuwen@wur.nl)



History Minor

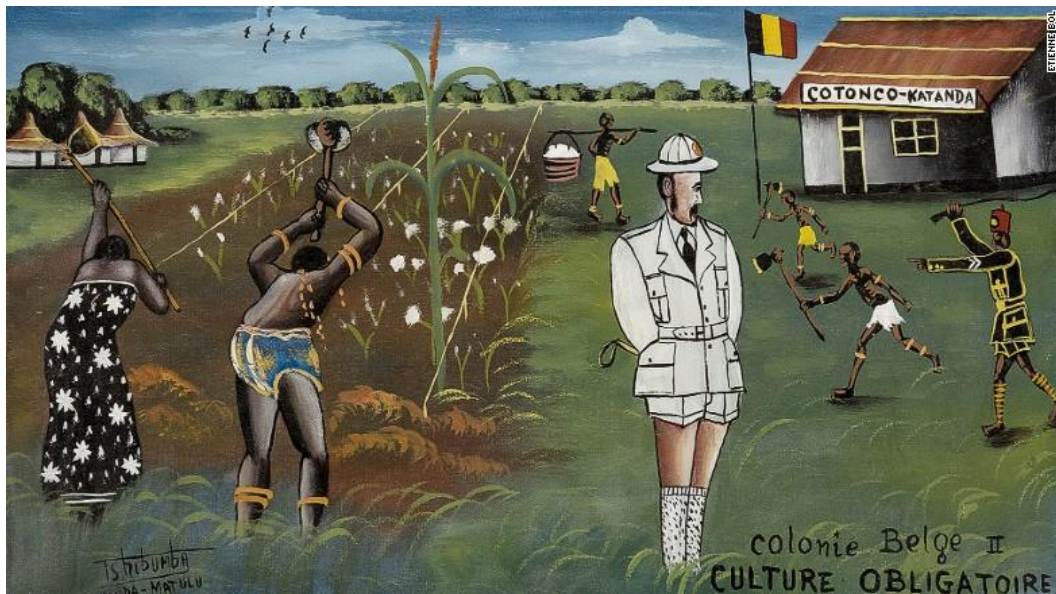
Students may create their own history minor by combining several RHI courses (possibly in combination with a relevant course from another chair group) into a coherent minor of 24 ECTS. You may compose this yourself, in cooperation with our education coordinator and your study advisor, and it has to be approved by the examination committee of your major. It is a great way to give historical depth to your major and to focus on a variety of historical themes and topics. It is recommended that you include an open course history in order to connect the different elements of the minor. We are happy to help you to see what the possibilities are to compose such a minor.

For more information: contact Daniëlle Teeuwen (danielle.teeuwen@wur.nl)

BSc thesis History (course codes of BSc programmes)

MSc thesis History (RHI-80424 / RHI-80436)

Are you interested in the historical roots of the current political or economic world order? Would you like to explore long-term processes such as globalisation or democratisation? Are you interested in the history of food production? Write your thesis at RHI!



You can write your BSc thesis at RHI if you follow the specialisation Economics of Development of the Bachelor's programme International Development Studies (BIN), or the programme Economics and Governance (BEB). You can write your MSc thesis at RHI if you follow the specialisation Politics and Governance of Development of the Master's Programme International Development Studies (MID), or the Economics of Sustainability track of the Master's Management, Economics and Consumer Studies (MME). If you follow a different Bachelor's or Master's programme it is possible that RHI co-supervises your thesis in collaboration with another chair group.

RHI offers expertise in analysing present-day problems from a long-term perspective, comparing processes and events over time and space. Both quantitative and qualitative methods can be applied.

RHI research topics include:

- Agricultural development
- Colonialization, decolonization, postcolonialism
- Environmental history
- Globalization
- Global inequality
- Health and pandemics
- Long-run economic development

- Migration
- Shocks and resilience
- State formation processes
- War and famine

We expect students who write their thesis at RHI:

- to study a topic from a historical perspective. This can either be several decades or several centuries. It is key that students take developments over time into account.
- to actively engage with theory and academic debates.
- (for MSc theses:) to perform an empirical analysis, using quantitative methods (analysing archival or digitized statistical sources) and/or qualitative methods (such as conducting interviews, performing a discourse analysis, or studying archival or digitized reports).

RHI offers several elective courses that can help you prepare for a BSc thesis with a historical perspective, such as Sustainability and Resilience in Historical Perspective (RHI-50806), Global Economic Inequality, 1500-present (RHI-55306), Global Migration (RHI-54806), and African History (RHI-51806).

On our website you can find more information on writing a BSc or MSc thesis at RHI, including a document with possible thesis topics: wur.eu/rhi

Thesis supervisors

Supervisor	Research topics	Region of expertise
Prof.dr. Ewout Frankema	Global inequality, state formation, trade, capitalism & migration	Africa, Asia & Latin America
Mr.dr. Piet van Cruijningen	Agrarian history & environmental history	Western Europe & North America
Dr. Daniel Gallardo Albarrán	Health inequality, public health & well-being	Global
Dr. Michiel de Haas	Migration, inequality, (politics of) rural development	Africa
Dr. Sandra de Pleijt	Long-run economic growth, industrialisation, human capital formation	Europe & Asia
Dr. Daniëlle Teeuwen	Social history	Western Europe & Asia
Dr. Thomas Westland	Structural change, living standards, trade	Africa & Asia
Dr. Pim de Zwart	Globalization & inequality	Asia
Dr. Ingrid de Zwart	Food, famine & conflict	Europe & Asia

You can check Research@WUR (<https://research.wur.nl/>) for the scientific output of RHI researchers. For more information about writing a thesis at RHI, contact Daniëlle Teeuwen (danielle.teeuwen@wur.nl).

Lecturers



Ewout Frankema



Mesfin Ali



Anne-Lise Bobeldijk



Piet van Cruyningen



Pablo Fernández Cebrián



Klaus Fonseca Hoeltgebaum



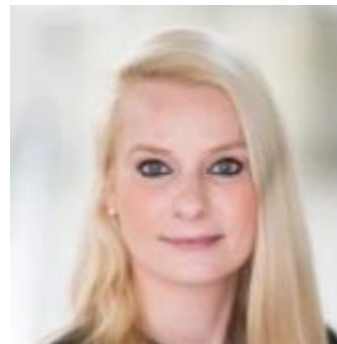
Daniel Gallardo Albarrán



Michiel de Haas



Bram Hulshoff



Sandra de Pleijt



Anton Schuurman



Larissa Schulte Nordholt



Daniëlle Teeuwen



Frederiek Veenenbos



Thomas Westland



Pim de Zwart



Ingrid de Zwarte

Secretariat



Sandra Vermeulen



Barbara Schierbeek

History courses @ WUR:

Code	Name	Period
RHI-10506	Introduction to International Development Studies	1 - MO/AF
RHI-10806	Economics and Governance in Historical Perspective	1 - AF
RHI-50806	Sustainability and Resilience in History	1 - AF
RHI-30306	Rethinking Economics for the Real World	1 - AF
RHI-20306	Globalization in Historical Perspective	2 - MO
RHI-52806	The Making of Europe and the European Union	2 - AF
RHI-54806	Global Migration	2 - MO
RHI-11306	Societal Transitions in Historical Perspective	3 - WD
RHI-51806	African History	5 - AF
RHI-50506	Agrarian History	6 - MO
RHI-30806	The Origins of Global Economic Inequality	6 - MO
RHI-50403/6	Capital Selecta History (individual courses)	All periods

Other courses with a history component @ WUR:

Code	Name	Period
DEC-32306	International Economics: Trade and Development	1 - MO
PAP-10806	Perspectives on Sustainability Transitions in Agriculture	1 - MO
PAP-21806	European Union Institutions and Policies	1 - AF
FPH-21306	History of Food Production	2 - MO
ENP-23806	Sustainability Transitions: Concepts, Issues and Indicators	2 - MO
ENR-31803	Economics of Democracy and Dictatorship	2 - MO
ENP-30506	Theories on Politics and Governance	2 - MO
PPS-31306	Global Food Security	2 - AF
PAP-31306	Policy Making and Accountability in International Arenas for Development	3 - WD
ENR-32306	Economics of the Environment in long run perspective	5 - MO
SDC-35806	Politics of Development: State, Property and Resistance	5 - AF
YSS-10906	Analysis of a Problem Situation	6 - AF
CHL-24306	Health Demography and Global Population Issues	6 - AF

MO=Morning course // AF=Afternoon course // WD=Whole day course

Contact:

Education coordinator:

Dr. Daniëlle Teeuwen // Leeuwenborch, room 0105 // email: danielle.teeuwen@wur.nl

Secretariat:

Leeuwenborch, room 0118 // tel. 0317-482584 // email: office.RHI@wur.nl

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