

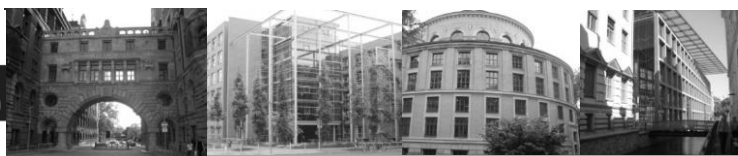


Kommentiert [AF1]: Mit den grauen balken müssen wir noch schauen, unbedingt vereinheitlichen

Welcome to the

International Conference 10 Years Global Studies and the 3rd EMGS Alumni Convention

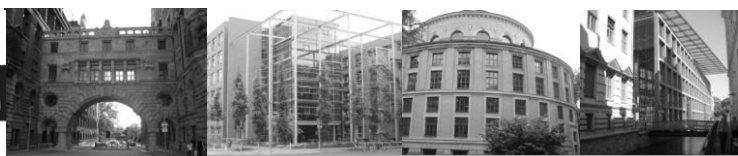
26-29 November 2015
Leipzig, Germany



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 - GS Panel 7 - Developments in Global Studies and Economics
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General Information

Dear EMGS alumni, students and consortium representatives,

It is our pleasure to welcome you all at the Global Studies Conference, which takes place on the occasion of the 10th anniversary of the EMGS programme and which represents at the same time the 3rd EMGS Alumni Convention.

Speaking in general terms there are in fact numerous achievements which are worth to be celebrated in the framework of this jubilee: the programme is running smoothly at all of the 12 partner universities. In some of the universities involved the master's course serves as a good and sometimes also pioneer example for successful internationalization of study programmes.

Over the past 10 years almost 700 students (including some 150 current students) from all around the world have been trained in critically reflecting on global processes and in questioning common narratives of public discussions. The innovative curriculum is perceived by academics worldwide who are engaged in the field of Global Studies as one of the intellectually most elaborated programme offers. This observation is also confirmed by the EMGS students who have verified in the numerous evaluations undertaken so far the high quality of course offers. The international attractiveness of the course is also attested by the high numbers of applications received each year which range between 600 and 800 per intake. As a currently being undertaken Alumni survey proves the curriculum also meets well the requirements of the labour market since the majority of the Alumni are able to find employment within few months after graduation employment.

The high quality of the programme has been recognized by several external bodies, as for example the European Commission, the German Academic Exchange Service (DAAD) and the ZeVA (Accreditation Agency). EMGS is one of the very few courses that receive for more than 10 years now scholarship funds in the framework of the Erasmus Mundus programme. The DAAD awarded the label "Top 10 International Masters Degree Course" to the programme. The ZeVA confirmed in 2012 accreditation originally awarded in 2006.

Last but not least the engagement of the Alumni Network has to be highlighted. Some 5 years ago a first batch of EMGS alumni took the initiative to establish this association and to undertake the steps necessary in order to legalize it. The EMGS Alumni network has organized biennial Alumni Conventions since its foundation together with the EMGS Consortium. Through the diverse networking activities it serves as an important facilitator to keep Alumni of the EMGS programme connected and engaged in discussions which bring together views from different world regions and helps people to connect the world of study and the labour market.

The 2015 Global Studies Alumni Conference will be a get together of almost 250 alumni, students, lectures programme organizers and further participants from all continents. The aim is to reflect and discuss on how the programme and more broadly the field of global studies have developed over the past years. It should thus serve for alumni as an opportunity to follow up developments which took place after they graduated from the programme. It also offers to students and alumni the scarce opportunity of getting an overview of different developments happening in different world regions based on the inputs of scholars from around the world being present at the conference. Another major part of the conference agenda is dedicated to presentations of EMGS Alumni on their experiences on the labour market. The diverse experiences presented will allow alumni, current students, as well as representatives of the participating universities to draw a complex picture of needed qualifications in different fields of employment. What is more, it will also highlight how approaches of Global Studies have changed the work of practitioners and related to it, why the knowledge and skills gained in Global Studies are important.

We would like to express our thankfulness especially to the German Foreign Ministry (AA) and the German Academic Exchange Service (DAAD) for supporting this conference financially in the form of the provision of a generous number of travel grants for alumni and scholars.

But we also would like to express our gratitude to Anne Fahlbusch and the many helping hands of the Conference team. Without their support this conference would not have been possible. We are also thankful to all who will join this conference and may contribute to lively discussions.

Konstanze Loeke on behalf of the EMGS Consortium



Dear EMGS students and alumni,

It is our pleasure to welcome you to the third EMGS Alumni Convention! It has been five years since a small group of former Global Studies students came together to organize the first official EMGS alumni meeting in Vienna. The cornerstone for the founding of a legal association - the EMGS Alumni Network e.V. - was laid.

Looking back, we are proud to see how the EMGS Alumni Network has evolved. We all know that a major value added of the EMGS study programme is the cultural diversity of our cohorts, with our EMGS colleagues' views often teaching us the most valuable lessons. We are happy that this wealth of intercultural exchange continues after graduation through fora like the biennial EMGS Alumni Conventions, the growing number of EMGS regional hubs, and regular meetings in the EMGS cities connecting alumni to current students. With EMGS celebrating its 10th anniversary, we feel more than ever the need to stay connected to former and current EMGS students, wherever in the world they may be based.

The general feedback we received at the last EMGS Alumni Convention, which took place in 2013 in Vienna, was the high interest of alumni and students to learn where their peers' career paths led them after graduation. For this year's Convention, we have therefore put a strong focus on career and will provide you with many opportunities to network and exchange on your experiences in and expectations for the job market. We cannot emphasise enough that the high diversity and variety of curricula, backgrounds and experiences that EMGS students and alumni bring represents an incommensurable value, which should be shared and which can help us in our respective career paths.

Moreover, this year's Convention encompasses the Global Studies Conference, which celebrates the 10 year anniversary of the EMGS programme. Emphasis will be put on how the programme, including the subject of Global Studies, has developed over the last ten years, looking at the different world regions in which the programme is now implemented.

These two streams – represented by the EMGS Alumni Convention and the Global Studies Conference – will provide the audience a great learning opportunity, both academically and professionally. The large numbers of presenters, including the high variety of countries represented at the Convention would not have been possible without the financial support of the German Academic Exchange Service (DAAD).

We are looking forward to inspiring conference days with enriching inputs and discussions and a lot of interaction and exchange between students and alumni of the EMGS programme and all those related to it. Let's together make this an unforgettable birthday celebration for EMGS!

Cordially Yours

The EMGS Alumni Network e.V.

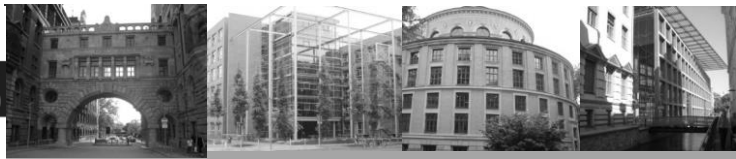
Bettina Heller, Mickaël Daudin & Miriam Wolfsteiner

A special thanks for the support and organisation of the Alumni Convention goes to:

Anne Fahlbusch - whose hard and dedicated work and always friendly smiling spirit has made this Convention what it is;

Konstanze Loeke - Universität Leipzig – for her continuous support and contribution throughout the whole organization process; and

All the students and alumni who volunteered and supported us.



Welcome to Leipzig!

In order to make not only your participation in the the Conference and the Alumni Convention, but also your stay in Leipzig as enjoyable and problem-free as possible, we would like to share some practical information with you.

Please take a minute to read it through and familiarize yourself with the following details.

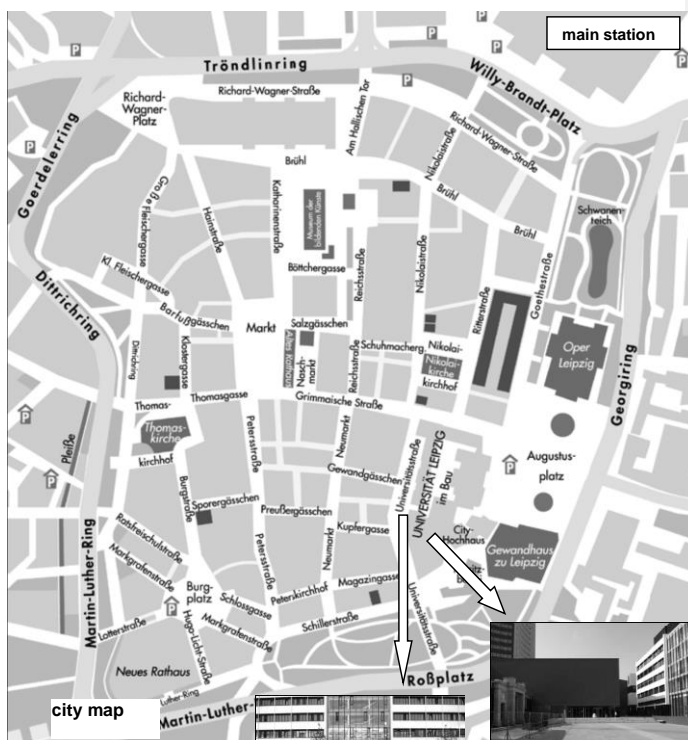
Venue

The main venue of the conference is the University of Leipzig's new lecture hall and seminar building located in Universitätsstraße 1-3 in the city centre, just a 10 -15 minute walk from the main train station.

All panel discussions will take place on the **second floor** of the building. The venues for the different panels and meetings are indicated in the programme.

The official opening of the Convention on Thursday 26th November will take place in the lecture hall on the second floor in lecture room HS8, Universitätsstraße 1-3.

The venues for the different panels and talks are indicated in the programme.
NB: All conference rooms are equipped with a projector and computer!



seminar building



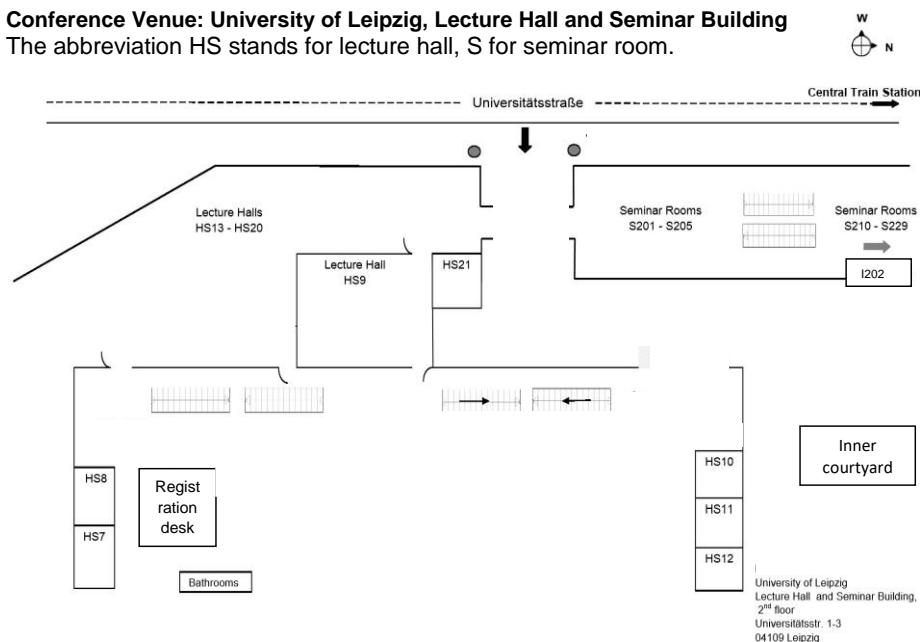
lecture hall (view from the inner courtyard)



General Information

Conference Venue: University of Leipzig, Lecture Hall and Seminar Building

The abbreviation HS stands for lecture hall, S for seminar room.



Registration

The registration desk for the conference is located on the second floor in front of the lecture room HS8. It will be open on Thursday, 26th November from 12:30 pm to 8 pm and on Friday, 27th November from 8:30 am to 7 pm and on Saturday, 28th November from 9:45 am to 12:30pm. Please stop by to receive your name badge and the conference reader as well as the coupon for the Cafeteria (Mensa) for Friday. A limited number of city maps & public transport maps will also be at your disposal. In order to ensure a smooth conference, we kindly advise you to register if possible on Thursday, 26th November between 1 pm and 3 pm.

Internet Services and Copy Shops

We are pleased to offer wireless internet in the main venue of the conference. It can be accessed using the following login:

Network: eduevent, Password: gesi-2015

After connecting with the WLAN, please open your browser and accept the terms and conditions to activate your account. The activation of your connection must be done once a day.

Furthermore, printing and photocopying of documents is possible (at your own costs) in the following copyshops in the city centre:

1. Printy Kopier-Service GmbH, Ritterstraße 5, Opening hours: Monday – Friday 8 am – 6 pm
2. Copyhouse, Universitätsstraße 18, Opening hours: Monday – Friday 8:30 am – 7:30 pm, Saturday 10 pm – 6 pm



General Information

Food

Please note that coffee and tee and further non-alcoholic drinks will be provided during the coffee break in room S 202.

On Thursday, 26th of November there will be starting with 1 pm a lunch snack provided in room S 202. In the evening there will be also a small buffet at Café Waldi (starting with 8:30 pm)

On Friday, 27th of November all registered participants of the convention are invited to the Cafeteria (Mensa, located in the ground floor of the venue) where you can choose according to your own preferences food and drinks (to up to € 8 in total). For this purpose a two coupons (one for food, one for drinks) will be provided together with the name tag at the registration desk. In the evening a small buffet will be provided at Plan B starting with 8 pm.

On Saturday, 28th of November a Career Brunch will take place from 10 am to 12:30 pm. All participants who have registered for this special event and all Alumni will be able to enjoy regional and organic food and drinks. In the evening a small snack will be provided at the party in Beyerhaus starting at 10 pm.

On Sunday, 29th of November all registered participants are kindly invited to join a common breakfast taking place from 10 am to 1 pm at the Puschkin. In the afternoon all participants who have been invited to the EMGS Alumni Wrap up session can enjoy a small buffet.

If you would like to eat something (at your own costs) in the city centre, we can recommend the following cafes and restaurants:

3. Cafeteria (Coffee & Snacks), Universitätsstraße 5, Opening hours: Monday - Thursday 8 am - 5:30 pm, Friday 8 am - 4 pm
4. Lukas (Bakery), Grimmaische Straße 29, Opening hours: Monday - Saturday 6:30 am - 9 pm, Sunday 7 am - 7pm
5. Vapiano (Italian restaurant), Augustusplatz 11, Opening hours: Monday - Thursday 10 am - 12 pm, Friday - Saturday 10 am - 1 am, Sunday 12 am - 11 pm
6. San Remo (Italian restaurant and Café), Nikolaistraße 1, Opening hours: daily from 11 am
7. Panorama Tower Leipzig - Plate of Art (Highest restaurant in middle Germany), Augustusplatz 9, Opening hours: Monday - Thursday 11:30 am - 11 pm, Friday - Saturday 11:30 am - 12 am, Sunday 9 am - 11 pm
8. Auerbachs Keller (Restaurant where Goethe has eaten), Mädlerpassage, Grimmaische Straße 2 - 4, Opening hours: daily from 12 pm

Public Transport

Leipzig is a city of 550,000 inhabitants and offers a good public transportation infrastructure. The conference venue is within easy walking distance from the main train station. Information about public transport can be obtained at the information centre at the main station, the LVB-Service centre or the tourist information. There are daysaver tickets available, which are valid for 24 hours and cost € 6,90. Traveling from the airport, we recommend to purchase the Leipzig Card one daysaver (€ 10,90) or three daysaver tickets (€ 21,90).

9. The closest tram stop to the Convention venue is "Augustusplatz".
10. The tourist information is situated at Katharinenstraße 8, Opening hours: Monday - Friday: 9:30 am - 6 pm, Saturday: 9:30 am - 4 pm, Sunday: 9.30 am -3 pm.



General Information

Pharmacy

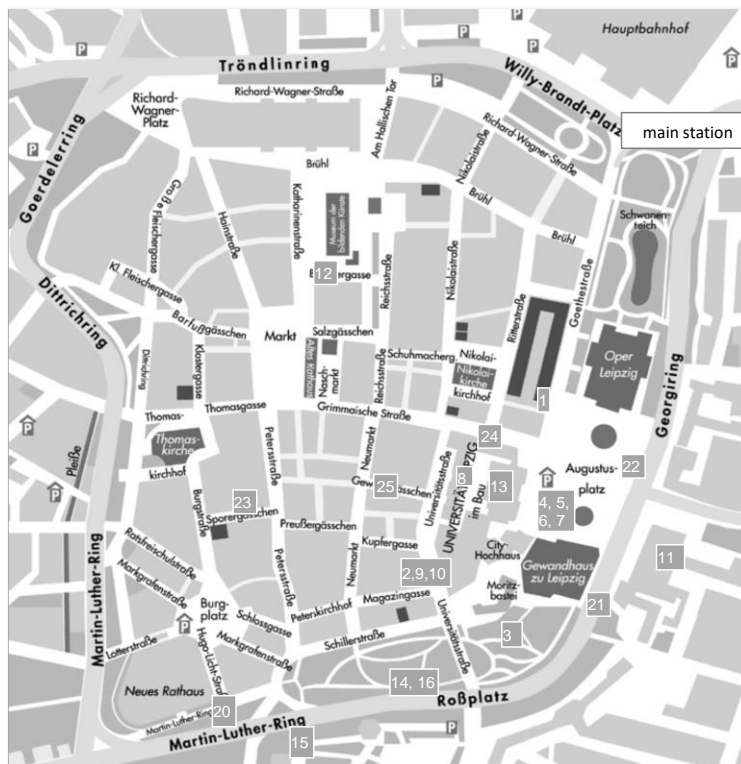
11. Central-Apotheke, Grimmaische Straße 16, Opening hours: Monday – Friday: 8 am – 8 pm, Saturday: 10 am – 8 pm
12. Guten Tag Apotheke – Hauptbahnhof Leipzig, Willy-Brandt-Platz 5, Opening hours: Monday – Friday: 06:30 am – 9 pm, Saturday: 8:30 am – 9 pm, Sunday: 10 am – 6 pm

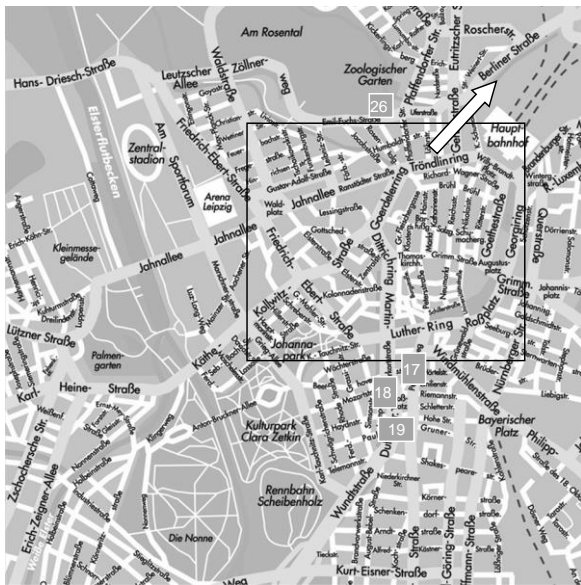
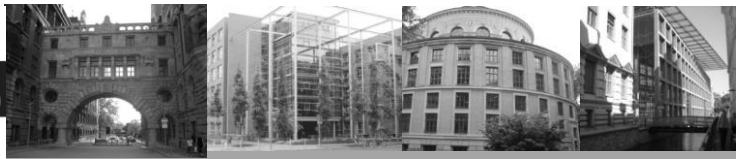
Money Withdraw

There are several banks close by where you can withdraw cash:

13. Sparkasse, Schillerstr. 4 and on campus
14. Deutsche Bank, Martin-Luther-Ring 2
15. Volks- und Raiffeisenbank, Schillerstr. 3

Kommentiert [AF2]: Karten müssen angepasst werden, wenn alles oberhalb an ort und stelle ist





Places to meet in the evenings

As most of you might remember from their study times, studying in Leipzig is not restricted to class room talks but also defined by meetings in bars and pubs around town where enriching



General Information

discussions often take place. In remembrance of this tradition we reserved some tables in a few locations to meet and chat in the evenings during the Convention:

16. Thursday 26th November: Café Waldi, Peterssteinweg 10, 2nd floor, starting at 8:30 pm.
Informal get-together with other participants of the Convention. Please note that a snack buffet will be provided free of costs!
17. Friday 27th November: Plan B, Härtelstr. 21, starting at 8 pm.
Charity Tombola and Networking Evening. Please note that a snack buffet will be provided free of costs!
18. Saturday 28th November: Beyerhaus, Ernst-Schneller Straße 6, ground floor, starting at 10 pm. After-Party of the Graduation Ceremony.
19. Sunday 29th November: Puschkin, Karl-Liebknecht-Straße 74, starting at 10 am.
After some for sure exciting days we suggest to have breakfast together in the Café Puschkin and to recall the great moments of the past days...

Graduation ceremony (for this year's graduates and registered persons only!)

20. Graduation ceremony: Neues Rathaus, Martin-Luther-Ring 4-6, Saturday, 28th November, 5:00 pm.

Furthermore, we recommend the following sightseeing and leisure activities:

21. Gewandhaus (Philharmonics), Augustusplatz 8, <http://www.gewandhaus.de/>
22. Oper (Opera-House), Augustusplatz 12, <http://www.oper-leipzig.de/>
23. Thomaskirche (Church), Martin-Luther-Ring <http://www.leipzig-online.de/thomanerchor/veranstaltungsplan.html> (Note: There will be a motet on Friday, 27th November at 6 pm and Saturday 28th November at 3 pm. The admission fee is 2 Euro.)
24. Nikolaikirche (Church), Nikolaikirchhof 3, <http://www.nikolaikirche-leipzig.de>
25. Zeitgeschichtliches Forum (Museum), Grimmaische Str. 6, <http://www.hdg.de/leipzig/> (Note: Free entry to the permanent exhibition every day)

Feldfunktion geändert

Feldfunktion geändert

Feldfunktion geändert

The Leipzig Christmas market is also hosted during the time of the conference. It is spread in the entire city center thus impossible to miss it.

We wish you an inspiring Convention and a pleasant stay in Leipzig!



Programme (overview)

Development in Global Studies (GS) - Career paths and experiences from the labour market (CP)

Thursday, 26th November 2015			
12:30 pm	08:00 pm	Registration	registration desk (in front of lecture hall HS 8)
01:00 pm	03:00 pm	Disbursement of travel grants (only for Alumni who received a grant confirmation)	pay office
01:00 pm	03:00 pm	Meet and greet (with snack buffet)	seminar room – S 202
01:00 pm	03:00 pm	Video testimonials	seminar room – S 203
03:00 pm	03:30 pm	Official Welcome	lecture hall – HS 8
03:30 pm	04:30 pm	Key note - How has EMGS developed over the past 10 years?	lecture hall – HS 8
04:30 pm	05:00 pm	Coffee Break	seminar room – S 202
05:00 pm	07:00 pm	GS Panel 1 - Developments in Global Studies in the Americas	lecture hall – HS 16
05:00 pm	07:00 pm	GS Panel 2 - Developments in Global Studies in Asia, the Middle East and Australia	seminar room – S 203
05:00 pm	07:00 pm	GS Panel 3 - Developments in Global Studies in Europe	seminar room – S 204
05:00 pm	07:00 pm	GS Panel 4 - Developments in Global Studies in Africa	lecture hall – S 205
05:00 pm	07:00 pm	CP Panel 1 - How to bridge national approaches in international working environments?	lecture hall – HS17
07:00 pm	07:45 pm	Plenary discussion - How has Global Studies developed over the past years in different regions?	lecture hall – HS 8
08:30 pm		Get together	Café Waldi, Peterssteinweg 10, 2 nd floor

Friday, 27th November 2015			
08:30 am	07:00 pm	Registration	registration desk (in front of lecture hall HS 8)
08:30 am	09:15 am	Disbursement of travel grants (only for Alumni who received a grant confirmation)	pay office
09:00 am	09:30 am	Coffee	seminar room – S 202
09:30 am	11:30 am	GS Panel 5 - Developments in Global Studies and Area Studies and Transregional Studies	lecture hall – HS 8
09:30 am	11:30 am	GS Panel 6 - Developments in Global Studies and Political Sciences/ International Studies	lecture hall – S 205
09:30 am	11:30 am	GS Panel 7 - Developments in Global Studies and Economics	lecture hall – HS 16
09:30 am	11:30 am	GS Panel 8 - Developments in Global	seminar room – S 204



Convention Schedule

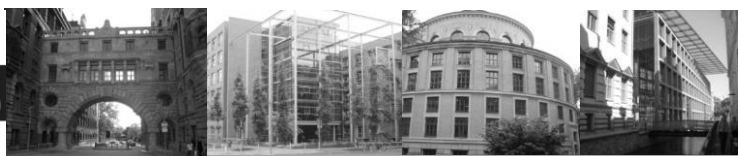
		Studies and Cultural Studies/Studies of Religions	
09:30 am	11:30 am	GS Panel 9 - Developments in Global Studies and History	seminar room – S 203
09:30 am	11:30 am	CP Panel 2 - How has Global Studies influenced practitioners?	seminar room – HS 17
09:30 am	11:30 am	Design Thinking Workshop (Group 1)	seminar room – I 202 (S9)
11:30 am	12:15 am	Plenary Session - GS in different disciplines	lecture hall – HS 8
12:30 pm	02:00 pm	Lunch and Coffee Break	Lunch (with coupon only): Cafeteria (lecture hall, ground floor); Coffee: seminar room S 202
02:00 pm	04:00 pm	CP Panel 3 - Tips for Students: How to make the most out of Global Studies	lecture hall – HS17
02:00 pm	04:00 pm	CP Panel 4 - Tips for (future) graduates: What to do after studying I	seminar room – S 203
02:00 pm	04:00 pm	CP Panel 5 - Tips for (future) graduates: What to do after studying II	lecture hall – HS 8
02:00 pm	04:00 pm	CP Panel 6 - Insights of alumni to opportunities and challenges on the labour market	seminar room – HS 16
02:00 pm	04:00 pm	CP Panel 7 - Working beyond boundaries	lecture hall – S 204
02:00 pm	04:00 pm	Design Thinking Workshop (Group 2)	seminar room – S 205
04:00 pm	04:30 pm	Coffee Break	seminar room – S 202
04:30 pm	05:30 pm	Plenary Session - experiences on the labour market	lecture hall – HS 8
05:45 pm	07:00 pm	Design Thinking - Pitch slam	seminar room – HS 17
05:45 pm	07:00 pm	Book Release	lecture hall – HS 8
08:00 pm		Tombola and Networking Evening	Plan B, Härtelstr. 21

Saturday, 28th November 2015

09:45 am	12:30 pm	Registration	registration desk (in front of lecture hall HS 8)
10:00 am	12:30 pm	Global Studies Consortium Meeting (closed)	lecture hall – HS 14
10:00 am	12:30 pm	Career Brunch	lecture hall – HS 17
12:45 am	02:15 pm	EMGS Alumni Network General Assembly and Closure	lecture hall – HS 8
05:30 pm	10:00 pm	Graduation Ceremony and Dinner Reception (on invitation only)	Neues Rathaus
10:00 pm		After Party	Beyerhaus, Ernst-Schneller Str. 6, ground floor

Sunday, 29th November 2015

10:00 am	01:00 pm	Fare-well Breakfast	Puschkin, Karl-Liebnecht-Str. 74
02:30 pm	04:30 pm	EMGS Alumni Network - Wrap up session (with registration only)	GESI



Overview Panels

Thursday, 26th November 2015

Development in Global Studies – Geographic perspective (parallel sessions)

Developments in Global Studies in the Americas (GS Panel 1)

Chair Katja Naumann

Panelists Noelle Eben, Crister Garrett, Robert Huish, Mark Juergensmeyer

Developments in Global Studies in Asia and the Middle East and Australia (GS Panel 2)

Chair Christoph Sorg

Panelists Noah Bassil, Praveen Jha, Yan Jin, Lika Mkrtychyan

Developments in Global Studies in Europe (GS Panel 3)

Chair Matthias Middell

Panelists Victoria Reinhardt, Adamantios Skordos, Eric Vanhaute

Developments in Global Studies in Africa (GS Panel 4)

Chair Steffi Marung

Panelists Claudia Baumann, Suleiman Ibrahim Dabo, Ulf Engel, Nadine Sieveking

The career related view

How to bridge national approaches in international working environments? (CP Panel 1)

Chair Hannah Dunham

Panelists Edgar Alfonso, Aretha Black, Gervin Chanase, Eve Court, Douglas Momberg, Ian Tay

Friday, 27th November 2015

Development in Global Studies in different disciplines (parallel sessions)

Developments in Global Studies and Area Studies and Transregional Studies (GS Panel 5)

Chair Matthias Middell

Panelists Jaroslaw Jarzabek, Milorad Kapetanović, Gabriele Pizarz-Ramirez, Ute Wardenga

Developments in Global Studies and Political Sciences/ International Studies (GS Panel 6)

Chair Ulf Engel

Panelists Klaas Dykman, Geoffrey Hawker, Iván Ovejero

Developments in Global Studies and Economics (GS Panel 7)

Chair Ute Rietdorf

Panelists Praveen Jha, Sarah Ruth Sippel, Juan Ignacio Staricco, Marek Wroblewski

Developments in Global Studies and Cultural Studies/Studies of Religions (GS Panel 8)

Chair Antje Dietze

Panelists Mark Juergensmeyer, Magdalena Ratajczak, Marina Renault

Developments in Global Studies and History (GS Panel 9)



Chair Katja Naumann
Panelists Gilad Ben-Nun, Margarete Grandner, Debin Ma, Eric Vanhaute

The career related view

How have the Global Studies influenced practioners? (CP Panel 2)

Chair Magdalena Barylska
Panelists Yolande Hendler, Lauren Kepkiewicz, Sebastian Plociennik, Tito Popovici Skrzypczak, Thomas Sparrow, Christian Tschirhart

Experiences from the labour market (parallel sessions)

Tips for Students: How to make the most out of Global Studies (CP Panel 3)

Chair Katharina Döring
Panelists Alexander Cardenas, Lukas Guttek, Raegan McDonald, Mike Saycon, Arushi Sen

Tips for (future) graduates: What to do after studying I (CP Panel 4)

Chair Mario Gavenda
Panelists Ashley Hurst, Martijn Moos, Erik Schau, Neil Wilcock

Tips for (future) graduates: What to do after studying II (CP Panel 5)

Chair Pui-Ting Wong
Panelists Philip Arejola, Baris Ari, Luciana Meira, Shirin Reuvers

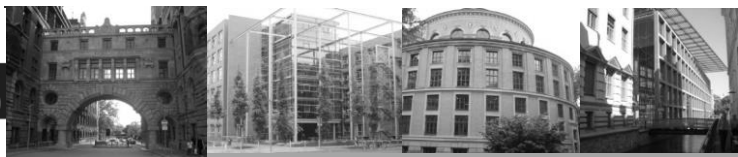
Insights of alumni to opportunities, challenges and disappointments on the labour market (GS Panel 6)

Chair Matthew Przybylek
Panelists Judith Corcoran, Cristina de Giovanni, Karen Lockyer, Ingrid Smith

Working beyond boundaries (GS Panel 7)

Chair Maegan Hendow
Panelists Maegan Hendow, Deepti Kakkar, Fahad Mustafa, Xenia Pilipenko, Ya Lin Su, Danlin Wang

hat formatiert: Französisch (Frankreich)



Abstracts and details on the program

In the following, we would like to provide all conference participants with some more details on the programme. All alumni who give a presentation at the conference have provided an abstract to help all attendees choose which of the (parallel) panels they would like to attend. This overview also gives some insights to the content of the panels one might not be able to attend.

Meet & Greet with snacks and video testimonials

Thursday, 26th November 2015, 01:00 pm – 03:00 pm, seminar room – S 202 & S 203

Kommentiert [13]: Räume müssen im gesamten Dokument nochmal geprüft werden

As we know that all conference participants will be happy to meet some people they have not seen for several months or longer, we are happy to provide a space before the official start of the conference where all participants can catch up with (former) study colleagues and lecturers over coffee and some snacks. This informal setting will also allow you to get in contact with other conference participants you have not met so far.

At the same time we would be happy if some of the conference participants are willing to give brief video testimonials on their post EMGS career paths and how Global Studies is influencing their current work (alumni), their experiences in the Global Studies programme to date (students), or their opinion on why global studies is an important academic field (lecturers). The videos are foreseen to be uploaded to the EMGS website.

Official Opening and Keynote Speech

Thursday, 26th November 2015, 03:00 pm – 04:30 pm, lecture hall – HS 8

We are pleased that the Rectoress of the Leipzig University, Prof. Dr. med. Beate A. Schücking, will open the Global Studies Conference. In her brief talk she will especially highlight the value of the EMGS programme and the achievements made over the past 10 years. Her presentation will be followed by a word of welcome of the EMGS Alumni Network.

Prof. Dr. Matthias Middell will highlight in his keynote speech especially the lessons learned over the past years and will present the findings of an EMGS Alumni Survey undertaken in 2015.

hat formatiert: Englisch (Vereinigte Staaten)



Part 1: Developments in Global Studies

The first part of the conference will be dedicated to reflections on how global studies have developed in the past years. On the first conference day the developments in different regions of the world will be discussed whereas on the second day developments in relation with specific disciplines will be analysed.

The conference thus offers the scarce if not to say so far unique opportunity of getting an overview of different developments of the relatively young field of global studies. The presentations will be based on inputs of scholars from around the world, many of them being leading scholars in this field and some of them representing academic pioneers.

The talks of the Global Studies lecturers will be complemented with presentations of alumni. The latter will in some cases also link the academic oriented discussions to a more practical oriented outlook. This is especially true for two panels on "How to bridge national approaches in international working environments?" and "How the Global Studies have influenced practitioners".

GS Panel 1 – Developments in Global Studies in the Americas

Thursday, 26th November 2015, 05:00 pm – 07:00 pm, lecture hall – HS 16

Chair: Katja Naumann (Leipzig)

In this panel the prevalence of the Global Studies in different parts of the Americas will be discussed. The participating scholars will introduce which kind of Global studies study programmes and research exits in a specific part of the Americas, how it evolved and what it focuses on. Also regions where Global Studies is currently not present will be identified. All attendees are kindly invited to actively partake in the discussion which will follow the presentation of the following scholars:

- Crister Garrett (Leipzig University)
- Robert Huish (Dalhousie University)
- Mark Juergensmeyer (University of California in Santa Barbara)

The panel will be complemented with the following Alumni presentation

University of California, Santa Barbara – A Global Studies Pioneer

By **Noelle Eben**, EMGS Alumni 2015

"The creation of this PhD program in Global Studies is like a fulfillment of a dream – it's a dream that we've had to try to create a discipline that would be appropriate for understanding the extraordinary forces and changes in the world around us", exclaimed Mark Juergensmeyer, professor and director of the Orfalea Center for Global and International Studies at the University of California Santa Barbara [UCSB].

Launched in 2014, the PhD program marked the culmination of both the evolving field and the growing success of the university's Global and International Studies department, which was fifteen years in the making. The aspiration to establish a field of study congruent with the transformative nature of our contemporary world led to the development of the Global Studies Bachelor's degree program at UCSB in 1999. At the time, it was one of the first programs of interdisciplinary nature dedicated to the study of present-day global issues in the United States. With leading scholars, such as Mark Juergensmeyer and



Richard Appelbaum, the research program flourished and now boasts around 900 students, making it one of the most popular majors on campus.

As one of the only universities in the world offering Bachelor's, Master's and PhD degrees in Global Studies, UCSB undoubtedly lies at the forefront of the field. Through correspondence with two of the department's leading professors, Richard Appelbaum and Chair Eve Darian-Smith, this presentation illuminates the university's specific perspective on Global Studies and the elements contributing to its widespread recognition. Special attention is paid to the discrepancies between the Erasmus Mundus Global Studies [EMGS] approach and Santa Barbara's unique style.

Additionally, the presentation sheds light on the influence UCSB has had on other American universities as well as poses the question of whether the Southern California institution can be considered representative of an American point of view. This inquiry serves as a jumping off point for discussion of the trajectory of the field in the United States. Again, inferences can be drawn regarding the differences between EMGS' European perspective and the North American vantage point. Lastly, the presentation highlights the department's cutting edge research initiatives, and then ruminates on the future of the Global Studies field. Critical insight from the distinguished professors provides a cursory glance into the vanguard of the field.

Above all, this presentation of UCSB brings forth the remarkable accomplishments of the Global Studies department in order to pay homage to the founders of a discipline wholly necessary for conceptualizing the state of the world in the 21st Century. Clearly, the ambitious dream of Mark Juergensmeyer and his colleagues has rendered the University of California, Santa Barbara a pioneer in the field of Global Studies.

GS Panel 2 – Developments in Global Studies in Asia and the Middle East and Australia

Thursday, 26th November 2015, 05:00 pm – 07:00 pm, seminar room – S 203

Chair: Christoph Sorg

In this panel the prevalence of the Global Studies in different parts of Asia, the Middle East and Australia will be discussed. The participating scholars will introduce which kind of Global studies study programmes and research exists in a specific part of of Asia, the Middle East and Australia, how it evolved and what it focuses on. Also regions where Global Studies is currently not present will be identified.

All attendees are kindly invited to actively partake in the discussion which will follow the presentation of the following scholars:

- Noah Bassil (Macquarie University)
- Praveen Jha (Jawaharlal Nehru University)
- Yan Jin (Fudan University)

The panel will be complemented with the following Alumni presentation

Development in Global Studies: possibilities of emergence in South Caucasus

By **Lika Mkrtychyan**, EMGS Alumni 2013

Global Studies is one of the disciplines that has been emerging in the scientific world of the western hemisphere for the recent years, evoking various debates on the nature and scope of its research. Attributing to it as an "interdisciplinary", "transnational", "historical" and at the same time "contemporary"



phenomenon, analyzing its “critical junctures” and paradigms, global thinkers of the modernity demonstrate individual scholarly approaches and perspectives on what Global Studies is.

In the geopolitical area of the South Caucasus (in particular in Armenia), Global Studies is still unknown to the wider public, while the word “globalization” is somehow associated with international relations, cultural studies, world politics or economics. If earlier “globalization” would be attributed to the penetration of western cultures through the emergence of high-tech technologies, more travel opportunities, trendy brands, new music genres, Hollywood movies, etc. with the aim of “demolishing” local values and traditions and embedding those of Europe and America, today a certain switch towards Asia can slightly be observed, this time referring to the ability of China “to conquer” the world markets with cheap labor and “Made in China” production. Other connotations of “globalization” in the region would be linked to global warming, terrorism and interconnectedness of the world due to Internet and new technologies.

Though all the above-mentioned aspects are somehow related to the scope of research of Global Studies - i.e. international affairs, global culture (global in local and vice-versa), world economy, consumerism, etc. – there is a vivid misperception embedded in the minds of society, due to the lack of information.

In order to raise public awareness and evoke interest towards the core ideas standing behind “globalization”, “globality” and Global Studies as an academic discipline, one of the key goals for its emergence in the South Caucasus, South-East Asia and Latin America would be the introduction of global studies related regional centers (through expansion of the EMGS Consortium) that would deal with the promotion of academic programs, convene conferences in the region, publish post-conference books and brochures, organize student events and invite media representatives, thus using every possible tool to deliver the right message to the society and academia.

With the launching of regional centers it would be possible to involve all the current EMGS students and alumni in different events in order to achieve the intended results. The alumni, already being “global citizens” and possessing the necessary theoretical and practical knowledge, can highly contribute to the development of these centers and implement exchange of experience through various activities, which would include: elaboration of curricula for a short series of lectures in local universities or student clubs, trainings and workshops, publications (books, newsletters), other knowledge management events, etc.

Close collaboration with the representations of the European Commission, Erasmus+, DAAD, youth NGOs, Ministry of Foreign Affairs, chairs of international relations and diplomacy, local and global think-tanks and other related organizations can have a great asset in the creation of a Global Studies transnational network, thus contributing to the “borderless” mindset, democracy promotion, public awareness, creation of new workplaces, in a word, emergence and development of Global Studies in other world regions.

GS Panel 3 – Developments in Global Studies in Europe

Thursday, 26th November 2015, 05:00 pm – 07:00 pm, seminar room – S 204

Chair: Matthias Middell (Leipzig)

In this panel the prevalence of the Global Studies in different parts of Europe will be discussed. The participating scholars will introduce which kind of Global studies study programmes and research exist in a specific part of Europe, how it evolved and what it focuses on. Also regions where Global Studies is currently not present will be identified.

All attendees are kindly invited to actively partake in the discussion which will follow the presentation of the following scholars:

- Victoria Reinhardt (Leipzig University)
- Adamantios Skordos (GWZO, Leipzig)



- Eric Vanhaute (Ghent University)

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GS Panel 4 – Developments in Global Studies in Africa

Thursday, 26th November 2015, 05:00 pm – 07:00 pm, seminar room – S 205

Chair: Steffi Marung (Leipzig)

In this panel the prevalence of the Global Studies in different parts of Africa will be discussed. The participating scholars will introduce which kind of Global studies study programmes and research exits in a specific part of Africa, how it evolved and what it focuses on. Also regions where Global Studies is currently not present will be identified.

All attendees are kindly invited to actively partake in the discussion which will follow the presentation of the following scholars:

- Claudia Baumann (Leipzig University)
- Ulf Engel (Leipzig University)
- Nadine Sieveking (Leipzig University)

The panel will be complemented with the following Alumni presentation

Development in Global Studies in Africa: Examining the Myth and Realities of Boko Haram Terrorist Group Nigeria

By Suleiman Ibrahim Dabo, EMGS Alumni 2010

Global Studies as an academic field of study is a very broad discipline that has branches of academic areas of speciality. The presentation will therefore look at the developments surrounding global studies both as an academic field of study (research) and in the practical field (peace and security) in Nigeria and the broader African region.

The developments in Global Studies program in western societies has triggered collaborations and the establishment of academic centres, institutes, faculties and departments in various higher education institutions in Africa. The field of Global Studies is seen as an advanced form of international Studies which has dominated African academia years back. Researches had been going on for many years on the various historical epochs of globalization process, especially in Africa. These historical epochs could be referred to as Periods of colonization, neo-colonization and Post-colonization. Globalization as a subject of teaching and research in most African academic institutions is seen as synonymous and sometimes the same with Global studies.

The slight point of variance between what is obtained in the western societies and Africa is mostly in the choice of nomenclature of the programs, but the course contents are intertwined.

One major important Development that has brought a common focus for the research and development in the field of Global Studies in the most recent time in Africa is the dominance of the newer concept of the Internationalization of Higher Education in Africa, which is mostly being promoted by the European Union in Africa through the tuning project and other projects etc. This Internationalization of Higher Education, which can also be addressed as transnationalization has promoted international exchange and sharing of knowledge and information, promotion of multi/inter disciplinary research etc.

Secondly, on the practical area of peace and security studies, the presentation would look at the Myth and Realities of the Boko Haram terrorist group in Nigeria.

Globalization processes today are inseparably connected to the issues of peace and security studies within the different regions of the globe.

"Africa has become a sphere of academic case studies for researchers that are keen in the areas of peace, conflict and security studies. This is the result of sporadic increase in the number of volatile states



within the African continent. This presentation would try to look at the narratives surrounding the Boko Haram terrorist group in Nigeria within the context of mythology and realities.

Attempt would first be made to problematize and conceptualize the concept of "Boko Haram". The concept is still very misconstrued and misunderstood, it is therefore very important to reexamine it to its historical root. This would amount to dissecting between the role of the concept at different historical epochs of Nigeria's transformation.

The emergence of Boko Haram group in 2002 as a "perceived ideological religious sect" and its subsequent radicalization that culminated into violence which eventually led to the execution of its founder (Mohammed Yusuf) in 2009 set in the motion of confusion, uncertainty, fear and trauma in the Nigerian Political atmosphere. The violent dimension that began in 2009 and subsequent negative events that have been unfolding beyond the Boko Haram enclave has left a lot of political analysts, social commentators, academics and Nigerian/non-Nigerian citizens with no options than twofold (to believe that Boko Haram is either a Myth or reality). There are also other groups that believe it is a combination of the two (myth and reality).

CP Panel 1 - How to bridge national approaches in international working environments?

Thursday, 26th November 2015, 05:00 pm – 07:00 pm, lecture hall – HS 17

Chair: Hannah Dunham, EMGS Alumni 2011

In this panel alumni of the programme will present on the tensions they have experienced between national approaches and the global orientation of their work.

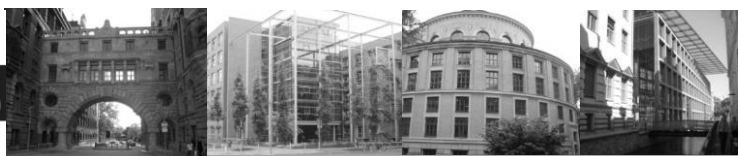
Local and global tensions of working with the humanitarian sector: insight from the International Committee of the Red Cross

By **Édgar Alfonso, EMGS Alumni 2012**

Humanitarian emergencies such as armed conflicts and natural disasters are on the rise, as is the need for an increasingly mobile, rapidly deployable workforce of so-called humanitarians. How to maintain such a global workforce is now one of the hardest challenges faced by organizations such as the International Committee of the Red Cross (ICRC), where I have worked for the last three years. Reconciling the need to build a global, consistent presence while adapting to volatile local environments is a constant problem.

Probably the most evident challenge to the aspiration of having truly global organizations in the humanitarian sector is the historical approach to employee mobility, separating local and international staff members. For instance, the ICRC has existed for more than a century and a half, based on the idea of sending foreign -initially mostly Swiss- delegates to war zones to talk to armed actors so they respect humanitarian law and allow access to victims in need of assistance. In order to do so, local staff provides support and technical expertise.

However, increasing internationalization of the humanitarian workforce has blurred the classic differences between "the local" and "the global" workers, so organizations need to adapt while workers need to be prepared for less and less static roles. Two sides of the same reality are a new generation of ICRC delegates coming from the global South (such as from my own country, Colombia) or from non-Western-European countries, who increasingly provide diversity to the supposedly monolithic category of expats, and a new generation of highly mobile, high educated local staff who find classic international/local boundaries harder to accept.



In the ICRC, mobility options and training opportunities are starting to close the gaps between local and international staff. The idea right now is to build a single, mobile workforce. One example is the revamp of the employee mobility scheme, running from 2014, which includes a biannual "compendium" of globally available positions, open to any employee. Another example is the creation of a career-development program for both local and expatriate staff after two years of service. However, these efforts imply changing a strong organizational culture, which can take years or even decades to be achieved.

Meanwhile, working in the humanitarian sector means also dealing with a particular kind of bureaucracy that combines a global "bureaucratic identity" and local re-interpretations of that identity. The tension between imposing a standard way of doing things versus adapting to the local culture while dealing with humanitarian emergencies creates very specific "hybrid" practices in terms of bureaucracy that permeate productivity, personal relationships, schedules or any kind of administrative procedures. This can be overwhelming for new recruits. Some of these practices are international; others are extremely local, and it takes you a long time to learn how to navigate them and, sometimes, circumvent them in order to get things done.

A third set of tensions, and probably the most important one, derives from symbolism. Every large humanitarian organization attaches a sort of foundational myth to its work culture, which employees can find hard to understand and assimilate. For the Red Cross, this myth is the Swiss concept of neutrality combined with "faith" in the "sacred" text of the Geneva conventions, sometimes hinting to church-like conviction. Reconciling that with local political and social environments, as well as with the diversity provided by an increasingly global staff, is always a challenge. This is especially evident in contexts where the sole image of the cross evokes Christendom and Western values or where workers are less prone to identify themselves with core "Swiss" values.

In summary, as a global studies graduate, working with an organization such as the ICRC means learning, day by day, sometimes the hard way, how challenging it is to negotiate local and global approaches. Bureaucracy can slow down your work and the different statuses between local and expatriate staff can be hard to accept. Your sense of purpose comes and goes. Still, the idea of contributing to relieve the situation of war victims is simply fascinating.

Local Food and Global Studies: Bridging Differences in the Fight for Food Sovereignty

By **Aretha Black**, EMGS Alumni 2010

Located in the northwest corner of Toronto, the community of Jane-Finch is among Canada's most notorious neighbourhoods. Characterized in the media by its violence, Jane-Finch has high rates of poverty, poor health indicators, and few good employment, training, or education opportunities. Compared to the broader sociodemographic profile of Toronto, Jane-Finch has lower household incomes, less education, and higher unemployment and social assistance rates. Home to 100,000 people, Jane-Finch has a greater ratio of young people, single-parent families, immigrants, and visible minorities than the rest of Toronto. It is among Toronto's densest neighbourhood, with few services and high rates of subsidized housing.

In the middle of Jane-Finch is Black Creek Community Farm (BCCF), a new non-profit organic farm project focused on fighting for food justice and creating access to healthy, locally grown food. I spent the last year working with BCCF, learning from residents, activists, and farmers from around the world. Many colleagues were immigrants or first generation Canadians, with roots around the world, and potlucks neared the international standard set during my EMGS years. Crops like chufa nuts and okra graced my vegetable garden and the farm's fields.

Food is a powerful catalyst for bringing people together. Working in Jane-Finch alongside people with varied backgrounds and experiences, food provides a conversation starter, a shared experience. Many of the project staff and stakeholders are residents of Jane-Finch. Others involved in the project, like my employer, had little or no previous experience in Jane-Finch. Food – food justice, food literacy, space to grow and share food – brought residents, staff, and partners together to bring the farm to life.



Operating the project successfully proves to be far more complex. At BCCF, people from around the world are working together across differences based on race, gender, socio-economic status, and so on. There are several stakeholders at the table, each with their own nuanced vision for the project. The community is wary of outside organizations parachuting in with solutions that lack adequate contextualization and community input. Staff can find themselves at odds with coworkers over big or small issues, from communication style to project vision. As BCCF settles into its place in the community, it continues to navigate these delicate challenges. The governance model is shifting to formalize greater oversight by the community. Training sessions on anti-oppression, anti-racism, and conflict resolution equip staff with the tools they need to work together effectively, while examining privilege and oppression. The project continues to take shape, thanks to the commitment and vision of all who participate in it.

Before working at BCCF, my knowledge of Jane-Finch was superficial at best. Due to EMGS, I came to this job equipped to build professional cross-cultural relationships – to listen, to learn, to connect, and to collaborate with colleagues whose experiences are vastly different than my own. And while the issues I've identified at BCCF are context-specific, they also reflect some of the challenges of working together as an international community in relation to food security and food sovereignty.

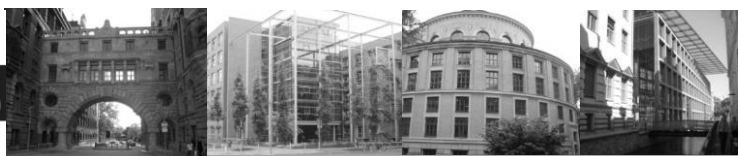
Feeding the Future-Agricultural Value Chain Enhancement in Ghana, West Africa

By **Gervin Chanase**, EMGS Alumni 2013

Feed the Future is a US Department of State global initiative to reduce global hunger and poverty. While some regions of world are increasing agricultural productivity and moving towards food security, the same cannot be said of the African continent. Even within Africa, stark inequality exists among the various regions of the continent. Within countries too, there are sharp cleavages in terms of economic progress.

Northern Ghana for example has interrelated economic, health, environmental and educational challenges that have contributed to the disparity of a majority of its 4.3 million people. Low levels of literacy, poor nutrition, inconsistent weather patterns, geographic isolation from market centers and a lack of knowledge of modern farming practices have hindered productivity, resulting in high volumes of imported staple foods. Ghana's steadily increasing inflation, currently at 16.9 percent, has eroded purchasing power, furthering a necessity for import-substitution policies, while creating more competitive regional export opportunities. Currently, Ghana imports nearly 70 percent of the rice, most of the processed soy products and 15 percent of the maize it consumes. Such social and economic conditions, while challenging, present clear opportunities for the North, whose economy relies heavily on production of key staple food crops. Government and development partners, as well as the private sector, are now investing heavily in commercial agriculture initiatives banking on the northern region's potential to become the breadbasket of Ghana and the ECOWAS sub region. Against this background, USAID introduced the Agricultural Development and Value Chain Enhancement Project (ADVANCE). The project seeks to increase the value chain competitiveness of rice, maize and soy bean in Northern Ghana through a value chain approach. The guiding principle behind this approach is the ADVANCE theory of change, which posits that there are three functions of value chain competitiveness—agricultural productivity, market access and trade, and an enabling environment—which are catalyzed by three enablers of competitiveness - clear incentives for investment, strong local capacity and mutually beneficial relationships.

Increasing local competitiveness as one of the core goals of project will however be meaningless unless it is linked to and aligned with the overall development of the ECOWAS sub region and the rest of the globe. As things stand, intra- and interregional trade within the ECOWAS sub-region is very low. ECOWAS countries trade in similar commodities, linguistic differences coupled with innumerable trade barriers and blocks severely hamper cross border trade. These are not only disincentives to regional competitiveness but a serious challenge to the project's core goals of improving market access. Until all these bottlenecks are overcome, the benefits of the project will be felt locally but the regional/global impact will be minimal.



From Global Studies to a Career in International Higher Education

By **Eve Court**, EMGS Alumni 2012

The process of globalization upon which the academic pursuit of Global Studies is centered has brought about massive changes to higher education. In hand with this globalized reality and higher demand for post-secondary education from the nations with a growing middle class, universities around the world are establishing or expanding internationalization mandates, and in turn, international offices. This growth presents opportunities in a variety of career paths for professionals specializing in international higher education. Potential career areas include international student recruiting, student mobility, institutional research and research collaborations, policy analysis and development, international relations, international student advising and programming among many others. After graduating from EMGS, I have built a career in international higher education that has been found both rewarding and exciting. In the three short years since I left graduate school, I have held three different professional managerial positions in two separate top-ranked institutions in different parts of Canada – this mobility and the breadth of my short career is testament to the demand in this professional market. My EMGS experience uniquely prepared me for this in a multitude of ways, and the nature of my educational experience has set me apart as an exemplary candidate for the roles I have held. The academics of the EMGS program help students develop the hard analytical skills required for navigating and developing institutional policy and developing programs and processes required to support an internationalization mandate, as well as fostering a conversance in global issues necessary when operating in this milieu of professional practice. Global Studies graduates have studied in at least two countries – often even more than two – and this experience allows them to develop considerable first-hand understanding of international education, and the norms and practices unique to different educational systems, along with the adaptability, flexibility and resilience required to adjust to life in different countries. Lastly, life in the Global Studies community has necessitated the development of excellent intercultural skills – one of the most often-cited requirements in job descriptions across many workplaces today but one that is difficult to portray on a CV. The diversity represented in the Global Studies population mirrors the international higher education environment, thus preparing students for the nature of that workforce. In this presentation I will begin by telling the story of my career path and my portfolio in the various roles I have held. Then I will provide an overview of the field of international higher education, outlining some of the possible positions, and the skills they require. To conclude, I will discuss how an EMGS student can prepare now for such a career, resources for the job hunt, and what to expect from interviews and selection committees.

Globalisation and Health: Career Prospects

By **Douglas Momberg**, EMGS Alumni 2013

As a global studies graduate I did not necessarily think that I would end up in the health sciences. My trajectory was supposed to be much more conventional. Find a job at an NGO or think tank; perhaps try to get a foot in the door at a multi/trans-national firm or the like. However, fortune favours the brave, and a chance encounter set me on my current, albeit unexpected, trajectory.

At present I am managing a clinical research unit that simultaneously runs multiple projects, focusing on a range of non-communicable diseases. Contrary to popular belief, the rising global burden of non-communicable diseases is being borne primarily by low-and middle-income countries. With various studies concentrating on issues such as type 2 diabetes, obesity, cardiovascular disease, foetal growth and development, and maternal and child nutrition, to mention but a few, I inadvertently became exposed to the world of global health. Furthermore, working with collaborators from across the world has created another trans-national and -continental component to the work that we conduct.

Situated within Soweto, Johannesburg, and working at the largest hospital on the African continent, it suffices to say, there have been many challenges. Ironically, the least of which was actually getting the job.



One does not have to stretch the imagination too much to see the reciprocal relationship between globalisation and health. This becomes almost most evident when considering communicable diseases such as HIV/AIDS, ebola, tuberculosis, etc. The link with non-communicable diseases however becomes somewhat more complex. Deconstructing and unpacking the linkages and connections between the political, economic, social, and cultural spheres provides greater nuance to the evaluation of the trans-national and -continental burden of disease. It is particularly within this sphere that the contribution that global studies has made, becomes evident.

There persists a distinct need to further explore these connections through additional thorough evaluations of how globalisation affects the institutional, economic, socio-cultural and ecological determinants of population health. Geographically this need is most apparent in the African region. A recent bibliometric analysis conducted by the British Medical Journal in conjunction with the World Health Organisation, identified that between 2000 and 2014 more than 52% of all health related publications emerged from South Africa, Nigeria and Kenya. Specific mention has been made that despite significant improvements much work is still to be done in a number of spheres, from identifying and prioritising key health challenges, strengthening health systems and institutions, to translation of research into action. The health sciences and associated research activities can thus strongly benefit from more nuanced global perspectives.

The intent of this presentation is therefore to provide some insight into the nature and scope of work that prospective global studies graduates can consider within the health sciences and associated disciplines. The aim is also to present tangible strategies that students and graduates can use to get employed.

Expanding a Global Education

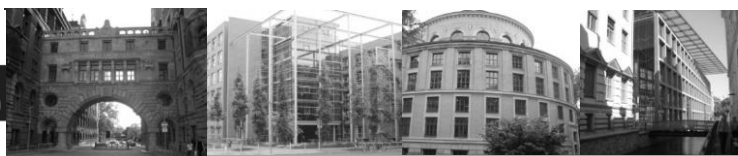
By **Ian Tay**, EMGS Alumni 2010

The EMGS programme has given lots of opportunities to students from all corners of the world to learn in a range of universities, and more importantly to gain knowledge and experiences from the interaction of people from diverse backgrounds. As a result of that, I believe that one of the greatest contributions of the EMGS programme to the global community is the creation of truly global citizens. As the International Development Education Association Scotland (IDEAS) defines it, a Global Citizen is someone who is aware of the wider world and has a sense of their own role as a world citizen, respects and values diversity, and has an understanding of how the world works amongst others.

After graduating from this programme, I was lucky enough to gain a teaching position in an international sixth-form college in Cambridge, UK which not only aims to prepare students for university education but also to "encourage all students to realise their potential, fostering independence and maturity in order to prepare them for their future as Global Citizens" (CATS College Mission Statement). The specifications of the position I took are to teach and design pre-university economics courses. In addition, being part of the wider school community through supervising clubs such as Model UN and organising activities such as International Day also helps with nurturing the necessary skills needed.

Given the nature of the UK national curriculum for economics, this was a great chance to teach the various theories that we all learnt in the Global Studies programme. However, in my opinion, the most useful part of these economics courses is the fact that students have to be prepared to challenge the various theories and concepts that they learn. As a tutor, this is not an easy task, as most students that start their programme at CATS College come from an educational background which promotes rote learning. In other words, they have been exposed to only one point of view regarding many issues without being able to consider other opinions. Without this ability, there will be very little chance for them to score in the exam.

More importantly, however, is that with an awareness and consideration of a different point of view, students will be able to interact effectively with their counterparts from various cultural backgrounds. If they are nurtured to not let preconceived tensions that were either perpetuated by family members, friends, governments, or even mass media dictate their interactions and their further judgement, they will



be able to work and play alongside each other. Being in the same class does help but this has to be complemented by additional experiences such as participating in clubs and sporting activities. In addition, something as simple as reading the news provided by different sources could also be helpful towards achieving this – for example, making students read news from both BBC News and Russia Today. This could break down the preconceived notions of what they think about others or at least give them an understanding of where different views come from. They will then be able to judge for themselves whether these tensions are warranted and not just blindly follow. Therefore, by nurturing this skill throughout their time in college, successful students will graduate not only with academic skills but also with a wider outlook on current affairs and socio-cultural differences.

However, it has to be noted that I was teaching in the UK and the official syllabus was within the UK National Curriculum. In fact, in every scheme of work, there had to be an appreciation of "British Values". As a tutor who is not from Britain, it is important for students to get an impression that there is a need for respect for the country that we are all in. We all have to learn from one another and cross-cultivate our different points of view (but the least we could do if we cannot reconcile the differences that may be faced is to tolerate one another). Being in the staff room, at a dining table, or in the pub with staff from different political leanings have taught me this as well.

EMGS graduates, therefore, are best positioned to take up such a role in nurturing the future generations of global citizens as we have the knowledge and experience for this. We have proven that we are able to adapt to different environments academically and this has helped us adapt to different working environments as well. The awareness of the wider world that we have has enabled us to develop respect amongst one another and we continue to do this when faced with conflicts. The next step is to pass this on - by helping create a new generation that is able to see both sides of the story, work with people from different backgrounds, and adapt appropriately EMGS graduates could be part of a solution to prevent the escalation of a potential clash of civilisations that is being more and more apparent in the world today.

Plenary discussion - How has Global Studies developed over the past years in different regions?

Thursday, 26th November 2015, 07:00 pm – 07:45 pm, lecture hall – HS 8

Chair: Mark Juergensmeyer

In this plenary discussion the chairs of the panels on the developments of Global Studies in different regions will summarize the different panels. It will thus allow for a concise overview on the developments which happened in different regions of the world and what is more to link developments in one region to developments in others and thus to draw a more global picture of the developments which took place. Also regions in which Global Studies are currently not present might be identified.

GS Panel 5 - Developments in Global Studies and Area Studies and Transregional Studies

Friday, 27th November 2015, 09:30 am – 11:30 am, lecture hall – HS 8

Chair: Matthias Middell (Leipzig)

In this panel scholars will discuss the developments of Global Studies in relation to Area Studies and Transregional Studies. Typical questions addressed will be: Which parallel developments took place in these different disciplines/fields in the past years? How did the different disciplines/fields influence the Global Studies and vice versa? Which are still differences?

All attendees are kindly invited to actively partake in the discussion which will follow the presentation of the following scholars:



- Jaroslaw Jarzabek (University of Wroclaw)
- Gabriele Pizarz-Ramirez (Leipzig University)
- Ute Wardenga (Leibniz Institute for Regional Geography)

The panel will be complemented with the following Alumni presentation

Anything Global in Balkan Studies?

By **Milorad Kapetanović**, EMGS Alumni 2010

In the short evolution of the ways in which modern social science has seen the Balkan Peninsula, the significance of who and when was watching has been as imperative as concrete processes in local societies. Rather than assessing the relative (un)importance of the region in global flows, the presentation deals with this perspective. How was the Balkan Peninsula constructed as European Africa serving as legitimation for colonial projects? How has it served to dislocate socialist modernity from post-socialist transition? How were different names for the region and alternative frameworks that these names represented imposed to bypass the trouble with calling the Balkans – the Balkans?

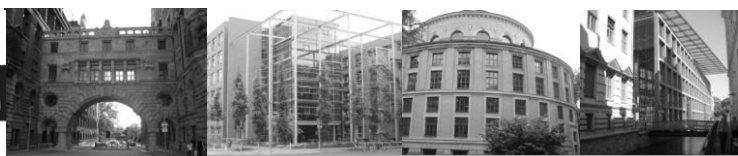
Being part of the northwest Ottoman Empire and southern territories of the Habsburg Empire, the Balkans were a traditional interest of German historiography, with a few Italian, French or British exceptions. Traditional focus on languages, peoples and histories left the dominance of the people (*das Volk*, *ethnos*) and understanding the Balkans through its ethnic groups and their individual struggles to the nation states, rather than multiplicities and connections within single empires. In this practice the locals were almost always produced and portrayed as noble savages on a slow path to civilisation, particularly visible in the processes of eroticisation, remarkable in the works of Johann Georg von Hahn, or Alberto Fortis.

Such perspectives were later easily re-appropriated by the local historiographies emerging within young nation states. Contemporary Balkanistics is tangled between wider colonial (European, German speaking) and local (nationalistic) attempts to explain the civilising history of 'wild Europe' prone to cyclic falls back to barbarism.

A good response to this tradition was given by a several authors through concepts of nesting orientalism, balkanism and nesting colonialisms. Drawing on Said's Orientalism, Milica Bakić Hayden noticed there is similar Orientalism with the orientalised, making the Balkans the most 'east' within the East Europe and internal south/east hierarchies within the region. Maria Todorova offered an alternative answer showing how an inconsistent image of the Western culture constructed the region as 'dark spot' of Europe being part of it and it negative reflection at the same time, while Tanja Petrović reaffirmed the Balkans as a subject of nesting colonialism of the EU.

Somehow these criticisms do not prevent modern studies of the region to ignore the historical constructions of the region and continue with new forms of colonial knowledge productions.

This is particularly visible in alternative frameworks for studying the region, which see the term Balkans or Yugoslavia as a slur and offer terms such as West-Balkans, South-East Europe, or Former Eastern Europe. While most of these frameworks strictly take issue based research (democratisation, minority rights protection, economic development), their findings often portray the region as a failure and successfully legitimize new intervention politics. This approach often ignores the reality, with good examples for this is strict focus on regional integration with the EU, while completely ignoring China or the Middle East in the research, against the massive Chinese and Middle Eastern presence in the economy, infrastructure, migration and foreign relations.



GS Panel 6 - Developments in Global Studies and Political Sciences/ International Studies

Friday, 27th November 2015, 09:30 am – 11:30 am, seminar room – S 205

Chair: Ulf Engel (Leipzig)

In this panel scholars will discuss the developments of Global Studies in relation to the Political Sciences/ International Studies. Typical questions addressed will be: Which parallel developments took place in these different disciplines/fields in the past years? How did the different disciplines/fields influence the Global Studies and vice versa? Which are still differences?

All attendees are kindly invited to actively partake in the discussion which will follow the presentation of the following scholars:

- Klaas Dykmann (Roskilde University)
- Geoffrey Hawker (Macquarie University)

The panel will be complemented with the following Alumni presentation:

How does Global Studies interact with transitional justice?

By **Iván Ovejero**, EMGS Alumni 2015

Transitional justice is itself in transition—and much of this owes to the analytical ingenuity of Global Studies. The study of how to redress the systematic abuse of human rights in a country's recent past, and thus to ease its transition into a more peaceful future, is a discipline that has become consolidated in the 21st century, and yet it continues to subject itself to radical critique as when it first emerged. Three questions continue to be asked of transitional justice: Is it coherent? Is it inclusive? Does it work? Global Studies, it is argued here, can help us to rethink our answers to those questions, that is, to rethink the ways in which transitional justice, as a global project, can best serve transitional societies. Global Studies, specifically, informs three aspects of this effort to enrich transitional justice.

(1) A global historical perspective, firstly, can help us rethink our instinctive understanding of transitional justice—an understanding of it as an apolitical and ahistorical discipline in which transitional politics, despite being inextricable from transitional projects, tends to be subsumed under a legalistic and allegedly value-neutral conception of justice.

(2) A number of ideas bound with Global Studies, secondly, can help us rethink our unwitting acceptance of disciplinary conventions that transitionalists have long accepted as self-evident. The discourse of newness in political transitions, for example, can be criticized as misrepresenting the artificially definitive separation of before and after the transition—a separation that obscures the continuity of violence and marginalization. Where transitional justice applies, additionally, can be reconsidered if we are also willing to reconsider the nation-state as a unit of analysis. Being state-centric, transitional justice is unable to settle conflicts that transcend national borders, but only recently is this coming under consideration; the International Criminal Court, for instance, must respect the zones of impunity created by its limited jurisdiction. To whom transitional justice applies, finally, can also be re-examined through a post-colonial lens. Since the Cold War, transitional measures have rarely applied to Western democracies despite their involvement with the regimes that ruled transitional countries; transitions to democracy in South America in the late 1980s are cases in point. All these disciplinary conventions are to suggest, then, that transitional justice is disregarding issues that Global Studies can make both visible and relevant.



(3) And thirdly, the multidisciplinary perspective taken by Global Studies, one that admits and even requires more than one disciplinary view on a given topic, raises the concern that even what transitional justice is actively including may be plainly inadequate. Rather than prioritizing the restoration of civil and political rights, for example, transitionalists might do well to address themselves to socio-economic issues, such as economic injustice, structural violence, and environmental destruction—matters that deserve, but have not yet received, adequate attention. Surely, transitional justice is all the better for this conceptual transformation, most of which is based on insights coming from a field even younger than itself.

GS Panel 7 - Developments in Global Studies and Economics

Friday, 27th November 2015, 09:30 am – 11:30 am, lecture hall – HS 16

Chair: Ute Rietdorf (Leipzig)

In this panel scholars will discuss the developments of Global Studies in relation to the Economics. Typical questions addressed will be: Which parallel developments took place in the Economics/Global Studies in the past years? How did the the Economics influence the Global Studies and vice versa? Which are still differences?

All attendees are kindly invited to actively partake in the discussion which will follow the presentation of the following scholars:

- Praveen Jha (Jawaharlal Nehru University)
- Sarah Ruth Sippel (Leipzig University)
- Marek Wroblewski (University of Wroclaw)

The panel will be complemented with the following Alumni presentation:

Transnational Historical Materialism and the advancement of Global Studies in the field of Economics

By **Juan Ignacio Staricco**, EMGS Alumni 2011

Global Studies as a discipline has put under question one of the main assumptions that has underlined modern social sciences: the state as the natural scale for the analysis of social phenomena. It has done so by emphasizing the relevance of processes and flows that take place across borders, i.e., transnationally. The fact that social relations and interactions are less and less framed by national borders is the result of a contested process of de- and re-regulation, in which different social forces struggle for the control of social processes. Economics has been a popular field for the examination of globalization, since the latter has been many times understood as an exclusively economic phenomenon. However, much of the research within the field of economics has been dominated by a state-centric perspective, according to which nation-states constituted differentiated units of production and accumulation and interacted to each other through exchange.

This view of nation-states as containers, relating to each other through the trade of inputs/outputs, has provided an incomplete account of globalization. However, in the last decades, some theoretical strands have attempted to integrate, if not "Global Studies" as a discipline, many of its guiding principles: the specificity of the transnational, the need to historicize social phenomena and the call for transdisciplinary efforts. The relatively new field of International Political Economy can be partially seen as a consequence of these efforts. While it is far from constituting a properly "global" discipline, it has come to host theoretical perspectives that go beyond nation-centrism and attempt to explain current capitalism by accounting for its specificity.



Panel 7 - Post-EMGS experiences II

The goal of my presentation is to provide an overview of a neo-Grassian perspective that has sought to identify and describe the main characteristics that distinguish today's "global capitalism". Building on the work by Kees van del Pijl, Bastiaan van Apeldoorn, Henk Overbeek and William Robinson, among others, I will present the three most relevant processes that make today's capitalism global.

First, we assist to a process of transnationalization of the relations of production. In the last decades, the productive process of a single good has become each time less bounded by national borders, being instead deployed across boundaries and interconnecting different societies. The transformation of the material process of production has consequently impacted on the social and political relations attached to it. Therefore, the second process presented will be that of the transnationalization of social classes. The globalization of economic relations has brought with it new arenas where social groups interact, transcending the nation state as the most relevant scale for the formation of social classes and class conflict. Lastly, the increasingly global character of economic and class relations has posed important challenges to the political authority of the nation-state. The third point of my exposition will hence discuss the hypothesis of the emergence of a transnational state.

GS Panel 8 - Developments in Global Studies and Cultural Studies/Studies of Religions

Friday, 27th November 2015, 09:30 am – 11:30 am, seminar room – S 204

Chair: Antje Dietze (Leipzig)

In this panel scholars will discuss the developments of Global Studies in relation to the Cultural Studies/Studies of Religions. Typical questions addressed will be: Which parallel developments took place in these different disciplines/fields in the past years? How did the different disciplines/fields influence the Global Studies and vice versa? Which are still differences?

All attendees are kindly invited to actively partake in the discussion which will follow the presentation of the following scholars:

- Mark Juergensmeyer (University of California, Santa Barbara)
- Magdalena Ratajczak (University of Wrocław)
- Marina Renault (Leipzig University)

GS Panel 9 - Developments in Global Studies and History

Friday, 27th November 2015, 09:30 am – 11:30 am, seminar room – S 203

Chair: Katja Naumann (Leipzig)

In this panel scholars will discuss the developments of Global Studies in relation to History. Typical questions addressed will be: Which parallel developments took place in History/ Global Studies in the past years? How did the the discipline of History influence the Global Studies and vice versa? Which are still differences?

All attendees are kindly invited to actively partake in the discussion which will follow the presentation of the following scholars:

- Gilad Ben-Nun (Leipzig University)
- Margarete Grandner (Vienna of Vienna)
- Debin Ma (London School of Economics)
- Eric Vanhaute (Ghent University)



CP Panel 2 - How has Global Studies influenced practitioners?

Friday, 27th November 2015, 09:30 am – 11:30 am, lecture hall – HS 17

Chair: Magdalena Barylska, EMGS Alumni 2015

In this panel alumni of the program, as well as Sebastian Plociennik who works for the Polish Institute of International Affairs (PISM), will present on how they profit from Global Studies approaches in their professional lives.

'Development' Done Differently – Working with *Shack/Slum Dwellers International* in South Africa

By **Yolande Hendler, EMGS Alumni 2013**

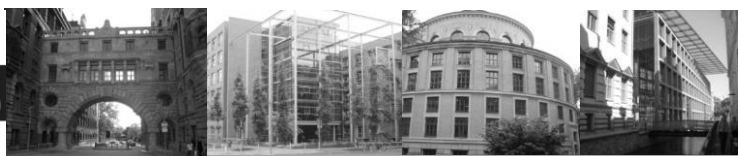
In post-apartheid South Africa, rapid urbanisation is expressed in the proliferation of informal settlements on the outskirts of major cities and towns. With 300 informal settlements at independence in 1994, the number has grown to over 2700 informal settlements at present. Despite an opportunity for building integrated cities in the 'new' South Africa, initial government approaches to housing exacerbated apartheid divisions. The government did not identify the priorities of poor communities through joint planning. Instead it 'delivered' houses on the outskirts of cities, far from social amenities, public transport and economic opportunities. For most urban poor communities, therefore, South African cities remain exclusionary and inaccessible.

I currently work as Research & Documentation Officer for the South African Alliance of Shack / Slum Dwellers International (SDI). The Alliance consists of two community-based organisations - Federation of the Urban Poor (FEDUP) and Informal Settlement Network (ISN) - and a supporting NGO that I work for, the Community Organisation Resource Centre (CORC). Together, we support poor people affiliated to FEDUP and ISN in negotiating with government to realise their own development priorities.

The Alliance often refers to this as building 'inclusive cities'. What does "inclusivity" mean, however? For the Alliance it is the central participation of poor people in institutional decision-making and project implementation. This demonstrates an alternative approach to government, which ideally, impacts policy. Essentially, it is 'doing development differently': seeing poor communities as central actors who influence development agendas.

As Research and Documentation Officer, I record the approach and outcomes of FEDUP and ISN's community organising in pamphlets, publications and conference materials, oversee communications, assist in lobbying and advocacy and support internal learning and monitoring. My work requires an in-depth engagement with extremely localised processes and community organisation logics so that my documentation outputs reflect community interests as authentically as possible. At the same time it requires an understanding of the broader (policy) approach of a variety of local, provincial, national and international actors. It also requires a nuanced, critical and reflexive approach to what it means to be 'a professional' supporting urban poor organisation processes and facilitating what the Alliance calls 'the voice of the urban poor' in South Africa.

In this regard, the connection between academic approaches and work demands is important. I have found SDI's practice of a community-driven approach that is supported by a hub of professionals, fascinating. And yet, there is a tension around the role of the 'professional'. To what extent can professionals understand the logic of community process? Are they able to support community-identified agendas without dominating them? In thinking through the implication of these questions for my practice as 'support professional', I found it helpful to draw on academic approaches encountered during my EMGS time in Leipzig. Discussions on eurocentrism, western dominance, the relationship of agency and power in different spaces, have sharpened my sensitivity to understanding alternative logics, and the



need to negotiate my role as a professional according to the social, political and geographic space I find myself in.

Walking the Line between Academia and Community: Working and Researching as a Global Studies Alumni on Turtle Island

By **Lauren Kepkiewicz**, EMGS Alumni 2009

Working as a PhD candidate, teacher, and researcher within university and community spaces continually presents tensions, challenges, and opportunities. Two key challenges brought up within these spaces are how to work across university-community divides and how to navigate indigenous-settler relationships on Turtle Island (also known as North America). I examine these challenges by discussing my work as a researcher and member of the management team of the Community First! Impacts of Community Engagement (CFICE): Community Food Security (CFS) Hub. In doing so, I outline some key learnings from the past four years of work conducted by the CFICE: CFS Hub. I present these lessons with particular attention to how they unfold within the context of a settler colony like Canada. I will also share how my experiences within EMGS have contributed to my work and research on community-campus engagement.

The learnings discussed in this presentation are based on the work of the CFICE: CFS Hub. This seven-year action research project aims to build more resilient communities by asking: How can community-campus engagement be designed and implemented to maximize value for non-profit community-based organizations? Our learnings are derived from a broad-based collaboration between a variety of university and community-based partners (including 11 demonstration projects), Food Secure Canada/ Réseau pour une alimentation durable (FSC/RAD), and the Canadian Association for Food Studies/L'Association canadienne des études sur l'alimentation (CAFS/ACÉA). Lessons from these projects include the need to: unpack assumptions around simplistic conceptions of community and academia; formulate respectful agreements and protocols; and understand and engage with the ways that histories, policies, and structures place people in different positions of power and privilege.

After thinking through these lessons, I will talk briefly about how these lessons relate to my experiences in the EMGS program and the methodologies I used and learned about during my time in the program. Two of the ways in which EMGS has helped guide me through my current employment are: the necessity of understanding how histories and transnational connections are integral to developing meaningful relationships that promote social justice and equity; and the ways that food as a lens can help understand broader concepts, relationships, and theories.

By working through these learnings and how they relate to my background in EMGS, my aim is to tease out some of the tensions, challenges, and opportunities involved in working across university-community divides. I also aim to examine how these learnings might be applied differently depending on the context, particularly in a settler colony such as Canada.

Transforming Caracas by changing perspectives: Strategic Plan "Metropolitan Caracas 2020".

By **Tito Popovici Skrzypczak**, EMGS Alumni 2011

Caracas, once among Latin America's main global cities has -in less than a decade- turned into the second most violent city in the world, counting over 400 murders per month, where assaults, robberies, and kidnappings became the order of the day. A valley that for decades received thousands of foreign and inner migrants attracted by its steady progress, is nowadays exporting their descendants, mostly precious professional dwellers, and preserving unlucky "citizens" wrapped by chaos, scarcity, and insecurity. A metropolis once full of men in suits carrying business-briefcases is nowadays the boarding gate for dozens of companies (mostly transnational corporations) closing their branches and moving to neighbouring capital cities.



In an attempt to tackle these terrifying and chaotic panorama, the Metropolitan Institute for Urbanism of the Caracas Metropolitan City Hall has been working since 2009 on the innovative urban plan "Metropolitan Caracas 2020" to transform Venezuela's capital city in a comprehensive and holistic way. Prominent scholars, architects, engineers, sociologists, politicians and businessmen, among others, have gathered to share their perception of the city and its future, resulting in the formulation of six key areas, or perhaps better to say challenges, in order to make it flourish once again.

The inventive strategic guidelines became at the same time working slogans and dreams for transforming Caracas into a city of hope: Caracas accessible and in movement, Caracas secure and integrated, Caracas environmentally sustainable, Caracas productive and enterprising, Caracas governable, and lastly, Caracas civic. Nonetheless, efforts required not only a holistic approach, but also a radical swerve in traditional national public policy making methodologies. Being the quintessential city of the continent for decades predisposed policy makers to constantly look inwards, thus, isolating Caracas from changes and tendencies employed in the rest of the hemisphere. Looking outwards happened to be the first must and challenge.

Moreover, as people's and other undertakings' incentives and expectations transcend national territorial limits, and elements to be considered are more than ever regionally or even globally embedded, the 21st century's way of developing and implementing public policies must be thought globally, although acting locally. Hence, even if "Caracas 2020" concerns a local urban plan focused on a capital city, the glo-cal approach served as a compass when translating it to public policy design. Therefore, global studies tools such as comparisons and the awareness of connectedness of several public policy issues, which are actually globally shared issues, have served as tools in developing the plan. For example, a team pursues to draw up public policy making comparisons towards previous or ongoing plans in other capital cities as well as re-discovering Caracas' competitiveness and its place within the global village. Finally, another strength of the plan is the inclusion of citizens in its design and implementation. In fact, focus groups have been organized in several communities for people (particularly those living in economically depressed areas known as 'barrios') to share their expectations, ideas and perspectives towards the plan.

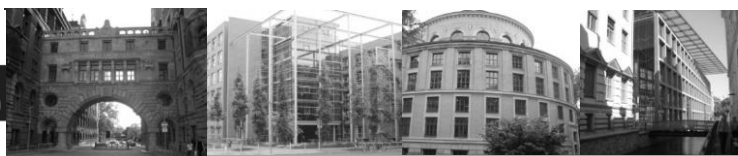
EMGS and the fast-moving world: what the studies programme can contribute to international political journalism

By **Thomas Sparrow**, EMGS Alumni 2011

Breaking news: US President Barack Obama and his Cuban counterpart Raúl Castro surprisingly announce that the two countries will restore diplomatic relations after more than five decades of animosity. It's December 17, 2014 and in a matter of minutes, I am on a plane, and my adrenaline is rushing as I furiously type a first analysis on my laptop and then send it as quickly as possible from about 39,000 feet to my newsroom in Washington. What happens in the next few hours and days is a frantic mixture of television appearances, interviews, written analysis and commentary.

This is an example of the life I have led as an international political correspondent in the years that have followed my EMGS studies in Leipzig and Wrocław. It has been a radically different life to the previous two years. Back then, I had the time and the resources to delve into complex social science debates, and I didn't feel very affected by the pressing issues of the day. But now my reality is pegged to breaking news, and time and time again I have asked myself the same question: what can EMGS contribute to disciplines like journalism, which are often immediate and therefore often contrast with the more reflective, lengthy nature of the academic world?

I have found at least two lessons, the first of which is to doubt. Because of the international nature of EMGS, students are always confronted with different realities and different world views, and this in turn can help to deconstruct prejudices (prejudices that, by the way, are often spread by the media). For instance, when Donald Trump says Mexico is sending its criminals over the border to the US, it is worth acknowledging that many people actually believe that –as I myself heard at the border– but it is also important to stop and think: is it really like that?



A second lesson I took from EMGS is to contrast. Again, because so many students from different nationalities are in the same classroom, one specific issue may be viewed from completely different angles, all worth considering. And as a journalist, this is key in order to avoid presenting imbalanced information. Another example: Germany's position towards the war in Syria cannot be viewed in isolation, but rather in relation to the views expressed by other countries in the world. As such, when I am talking about the war in Syria on television, I often try and present the whole picture, and not just one specific element of it.

There are certainly other lessons I believe EMGS can contribute to the fast-moving world of political journalism –and I am sure they will come up during the convention debates– but contrasting and asking oneself questions are fundamental aspects of any reporter's work.

Flexibility, intercultural communication and networking in post-EMGS professional life

By **Christian Tschirhart**, EMGS Alumni 2010

Graduating in a difficult economic situation, especially affecting non-profit, government and academic positions made the transition from academic to professional life quite intimidating for me. There are elements that I gained through incorporating global studies academic approaches as well as perspectives that I learned through the Erasmus Mundus Global Studies' experience, that have assisted me greatly in my professional life so far.

Foremost of these elements is intercultural communication. While my work beyond EMGS has been varied, including international development research, editing and now teaching English as a second language, the intercultural aspect has helped me greatly in building relationships with colleagues and clients from Asia, Africa and Europe. EMGS is a unique program in that intercultural communication and learning occurs both among the diverse students of the program and within the academic content and constitution of faculty, giving graduates an important toolkit towards working effectively in diverse contexts.

Presently I am working as an English as a second language teacher in Japan. Learning how to function effectively in a cultural environment quite different from my own has been a humbling experience. The soft skills that I began to develop while studying global studies have assisted me greatly in developing relationships with my employers and students. Working in a different cultural environment involves a great challenge of continuous learning, and in that process flexibility is key: accepting social behaviours or structures that you do not agree with or do not understand and constantly questioning your assumptions and analyses.

At the core of global studies is problematizing eurocentrism. This, along with such academic concepts as provincializing Europe, western cultural universalism and multiple modernities have helped me in contextualizing my own perspectives and knowledge, as well as giving context to what I see. The scope of global studies enabled me to better understand East-West cultural differences in the context of the many things we share in our globalized world.

Building relationships is another element that we have a chance to apply during our studies before entering the job market. Networking has been essential for me personally and has led to most of my positions post-EMGS. Beginning to build relationships, especially with those working in your field of interest cannot be understated – start as soon as you can.

I will be discussing intercultural communication and networking. I will also talk about the flexibility I have needed to have in my professional life to date. Furthermore I will address other elements of global studies that have contributed to my past positions conducting international development research and editing, as well as my present position as an English as a second language teacher in Japan.



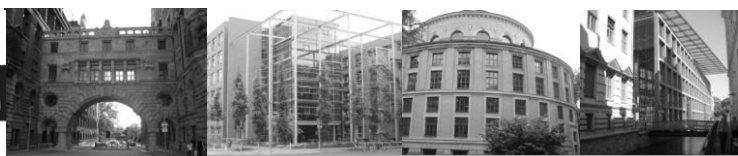
Plenary Session – Global Studies in different disciplines

Friday, 27th November 2015, 11:30 am – 12:15 pm, lecture hall – HS 8

Kommentiert [M5]: Beim Seitenumbruch aufpassen

Chair: Matthias Middell

In this plenary discussion the chairs of the panels on the developments of Global Studies in relation to different disciplines/fields will summarize the content of the different panels. It will thus allow for a concise overview on the topics which have been discussed in the previous sessions. What is more the developments in a specific discipline/field can be linked to other disciplines/fields as well and it will be thus be possible to look on a broader scale on how the Global Studies influenced different disciplines/fields and vice versa. These developments will be complemented with the experiences on how Global Studies approaches influenced alumni in their (daily) professional lives.



Part 2: Global Studies – Experiences on the labour market

Whereas the first part of the conference is dedicated to reflections on how the Global Studies have developed in the past years the second part will take a very close look on the experiences the alumni made on the labour market. The diverse experiences presented will allow alumni, current students as well as representatives of the participating universities to draw a complex picture of needed qualifications in different fields of employment. What is more it will also highlight how approaches of Global Studies have changed the work of practitioners and related to it, why the knowledge and skills gained in Global Studies are important.

In the following the abstracts of the presentations of each panel are provided.

CP Panel 3 - Tips for Students: How to make the most out of Global Studies?

Friday, 27th November 2015, 02:00 pm – 04:00 pm, lecture hall – HS 17

Chair: Katharina Döring, EMGS Alumni 2014

Career opportunities and the EMGS: a personal reflection

By **Alexander Cárdenas, EMGS Alumni 2009**

I graduated in 2009 with a master thesis on football and globalization and recently completed a PhD in peace and development studies (cross-regional study on the use of sport for peace building in Colombia and Northern Ireland). This presentation's aim is to share some insight into how the global studies program (Leipzig/Vienna 2007-09) -and the overall experience in both locations- has prepared me for a career in the international sector, provided me with valuable skills to pursue further academic work and positively influenced my personal development. There are certainly several ways in which the EMGS experience will contribute to your personal, academic and career development for example by expanding your notion of cultural sensitivity or by being immersed in a challenging academic environment. Drawing from my own experience as an EMGS participant, a series of lessons gathered throughout the two years of the program will be presented which may perhaps shed some light on how to make the most of your time as a participant of this program.

Some of the topics covered in the presentation include:

-Selecting the topic of your interest, conducting research and writing your thesis

The overall research process and writing your MA thesis will be more rewarding if you care about the topic and if you use the thesis as a springboard to achieve further career plans. Some tips will be provided that may help you find a suitable thesis topic.

-Taking advantage of your immediate environment for career development

Why not doing an internship at an NGO, international organization or volunteer your time or teach a skill you are good at? A few ideas and lessons are shared from my experience as an intern for an international organization.

-Combining theory and practice in your own MA project (drawing from the project Goals for Peace conducted in Colombia and the Philippines conjunctly with another EMGS student)

-Are you interested in combining theory and practice into your own MA project? Are you passionate about a social cause or want to develop your own practical project Here an international grassroots sport for development and peace project will be introduced the results of which were included in the MA thesis of two students.

-Pursuing further academic work and exploring funding opportunities



Are you ready to continue with further academic work after your MA? Some reflections on this are shared and discussed.

How to succeed on the labor market

By **Lukas Guttek**, EMGS Alumni 2011

With the graduation comes the legitimate question in which direction one should move on. It is, however, important to start thinking about your future career steps at the beginning of your EMGS studies. By the time you are finished, you should know where you want to go and how you can get there.

In the course of your studies, focus on what interests you most (e.g. finance, policy analysis, development) and try to build up knowledge and expertise of a specific field by enrolling in projects, working on assignments or volunteering for organizations, to name but a few options. Get in touch with people already working in the area of your interest. Embark on networking. Use opportunities at events to establish contacts and to learn about the area you want to get in.

EMGS can pride itself on a great asset – the structure and multi-disciplinarity of the program. EMGS allows a great deal of flexibility as far as the curriculum is concerned and enables you to take a variety of courses across different departments. Make use of it! Try to tailor “your” course selection along the lines of your interests. Stay focused on what you want to do in future and try to select courses that might help you develop the skill set as well as knowledge needed for it. Be proactive and open to opportunities that come your way. Participate in workshops, attend conferences and seminars, write papers, go on short-term stints or volunteer for organizations. At the end of the day, all that you do counts in your first career step and will pay off over time. Employers are always interested to see what you accomplished in the past. Therefore, showing them results of your activities can further boost your chances for the job.

Last, I advise you to do internships as they present a crucial stepping stone for your career. Not only will you develop yourself, become more familiar with the area of interest, and gain new contacts, but also such experience might pave the way for your permanent position. When applying for a job, be specific and try to align your qualifications, skills and accomplishments with the job description. The more you match with the specifications of the job role, the higher chances you have to get it. Vagueness and generality are not in fashion these days. You need to ensure that you stand out among others. Hence, do not turn down opportunities which will come your way. You never know to what they can lead you in future.

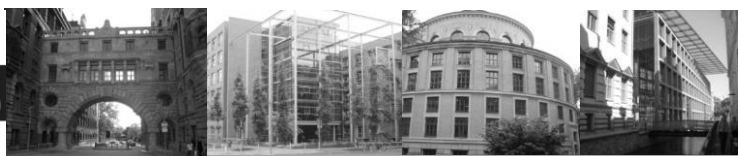
You might not land your dream job immediately. Yet that does not mean you should give up. Only those, who persist, will eventually succeed and get what they aim for.

Life after EMGS: defending digital rights

By **Raegan MacDonald**, EMGS Alumni 2010

I am passionate about the open web. By its very design it is participatory, collaborative and disruptive, which creates potential for greater civic engagement, institutional transparency, mass social mobilisation and the sharing of knowledge and information on an unprecedented scale. At the same time I am conscious of the risks inherent in ultra connectivity: Edward Snowden has shown us just how far most governments will go to “know it all”; the incalculable amounts of data that are collected, stored and analysed by large internet companies; serial large-scale data breaches in the public and private sectors; and the exploitation of security vulnerabilities on the web have threatened our trust in the products, services and communications infrastructure that we have come to depend on. And that’s only for those that have the luxury of being connected, which is currently only about half the world’s population.

So how do we create a world in which technology works for us, and not against us? How can we protect our right to privacy in the age of ubiquitous computing? How can we connect the next billion users? How to ensure that the internet remains open, universal and free?



These are questions that brought me to the EMGS program, and which continue to drive me in my work as a digital rights advocate in Brussels.

Right now, there are a number of very important decisions being made on an EU level that will impact fundamental rights, and the future of the free and open internet. This includes, but is certainly not limited to, initiatives to strengthen data protection standards, enshrining net neutrality into law, government surveillance and a major reform on copyright laws. At the same time, there are many challenges that prevent citizens and non-profit interests from participating in the complex law making process of the EU institutions. For instance, not all debates are sufficiently transparent and accessible, many policy makers lack an understanding of the impacts of technology on society, and the influence of the corporate sector on the democratic process is on the rise in Brussels.

The European Union can play a leading role in good policy making, and as its decisions directly affect 28 countries, there is a great potential to set strong global standards. Whether your passion is in technology, environment, consumer rights, labour laws, LGBTQI - or anything, really - Brussels is a hotbed of activity for any kind of public interest advocate.

This talk will provide a general overview of my work as a digital rights advocate for an international organisation based in Brussels. As a fellow graduate, I will discuss my experience in finding a job after EMGS; from intern (edri.org), to digital rights advocate (accessnow.org), to EU public policy lead at Mozilla (mozilla.org). By sharing my experience, I hope to provide future EMGS graduates with some practical advice on what steps can be taken to find one's career path before and after graduation.

INTO AID WORK: A personal experience

By **Mike Saycon**, EMGS Alumni 2008

In defining one's goals and preparing prior to the programme, one needs to ask himself many questions – including motivation and aims. It calls for how relevant the programme will be to one's career plans; and how this relates to the needs and issues of his/her home country. As much as there is a lot to keep in mind while doing the GS programme, one remains mindful of the importance of enriching the [GS] experience as a whole – and how to best prepare oneself to enter a tightly saturated sector.

The international labour market is rapidly changing, with demand and supply shifting towards more political/politicised decisions; and recruitment on its own has changed drastically. While third-party recruitment firms still thrive, nothing beats experience and the personal connections one has nurtured over the years, in terms of securing a position. This is not to say that standard recruitment processes are eschewed; on the contrary, given the new realities in the labour market (including unemployment in some countries; reduced funding for organisations), competition is much steeper.

My presentation intends to provide a glimpse of some of the practical ways for current and future GS scholars to consider before, during and after their tenure in the programme. It is widely based on personal experience; but most of these points are also testament to the changing labour landscape anywhere in the world; along with some experiential insights on pursuing a career in development.

As former scholars, were we ready back then? In retrospect, and as a personal experience, the aid sector is riddled with the sad truths in life that need serious self-confronting: what was missing in my country before I took on GS and what may I contribute upon my return? What were the issues that no one back home could have found solutions for? How does one ease himself into a sector that requires more than just merits; and how should we build our own readiness for a very unique and challenging but highly rewarding sector?

GS – and the multiple complexities of its scholars and courses combined – is only the beginning for someone intending to join the aid sector. Politics, economics, history, foreign policy, law, security and conflict studies, international relations, etc.; they all make up for what one needs to get ready for the aid sector.

In the end, how each scholar makes that work is, well, hard work.



Labour Market wants Soft Skills

By **Arushi Sen**, EMGS Alumni 2013

In 2011, I entered the Erasmus Mundus Global Studies (EMGS) programme as a wide-eyed novice to the world of research and academia. Prior to joining the programme, I had worked as an Editor and Promotions Officer with a Delhi-based publishing house for three years. I knew about different styles of referencing and citations that are used, but had no clue about research methodologies and problem framing. After completing my Master's, I worked with GIZ India as an Editorial Consultant on a short project on Climate Change Adaptation and co-authored a paper that was presented at the 4th National Research Conference on Climate Change, India, 2013.

Subsequently, I was hired by a think tank as their Media Coordinator. Within one year, I was promoted and given complete editorial responsibility. I am now also a regular contributor to a blog that focuses on research communication and is widely read by the global think tank community. My contributions to my organisation and the labour market so far have been completely skill-based; skills that I learned as a student of EMGS.

It was during the first month in Wroclaw that a dear friend shared a vital piece of advice that shaped my entire EMGS experience: "What you ultimately get out of the programme completely depends on what you choose to take from it." The EMGS programme is applauded for its high academic and research quality. However, I thank all my professors and programme coordinators for the skills they taught me, including:

1. Making powerful, time-bound and crisp presentations
2. Developing the ability to analytically look at a piece of writing
3. Thinking in a clear and structured manner
4. Networking with a variety of stakeholders/audiences
5. Learning to multi-task and manage time effectively.

From my experiences over the last two years, I have realised that joining the think tank community, in any capacity, is a very promising option for an EMGS graduate. Under the layers of academic course work, the programme encourages the building and enhancing of professional soft skills that are greatly sought after by think tanks. For instance, EMGS teaches its students to make convincing and logical arguments, and as a think tank researcher, possessing this skill greatly increases the chances of successfully influencing public policy.

My personal experiences have also helped me realise that the EMGS programme prepared me to be a global citizen. I no longer limit my understanding of developments around me in a local context; there are always multiple threads that connect it to the larger world. The kind of awareness that one develops as a global citizen is yet another soft skill that is highly valued by recruiters, for even the labour market today is globalised and not a single line of profession exists in isolation.

The EMGS programme was not a mere academic journey for me; it moulded me into a capable and skilled individual. It was the best two years of my life!

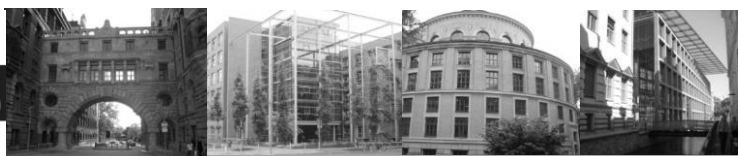
CP Panel 4 - Tips for (future) graduates: What to do after studying (panel I) ?

Friday, 27th November 2015, 02:00 pm – 04:00 pm, seminar room – S 203

Chair: Mario Gavenda, EMGS Alumni 2013

Is there a doctor in the house?

By **Ashley Hurst**, EMGS Alumni 2008



There are many arguments about whether a PhD is seen as valuable by employers outside of academia, although this wasn't always the case. When I originally did my first bachelors degree in what feels like a century ago, a Bachelor of Arts was all you needed to get pretty much any entry level job anywhere you wanted, outside of specialist areas such as the sciences, medicine, accountancy and law, not to mention engineering. It was thought that non-vocational academic qualifications provided a good enough grounding in general thinking, researching and problem solving to ensure that you could adjust and grow into the realities and necessities of many different industry sectors.

I began to notice such viability questions when I started my first masters degree in 2004, and these grew ever louder after the Great Recession. Would doing a PhD be any different? Especially as vocation and training have become buzzwords for academia, driving changes to academic programmes as well as how universities themselves are run. This is as acute at PhD level as it is for bachelors and masters degrees.

I went from thinking that a PhD would open doors anywhere, especially when combined with my previous work experience, to wondering whether having a PhD in the humanities or social science would even be considered by a recruiter or a potential employer for a non-academic job in 2015. Would employers across corporate sectors actually see a PhD as an advantage over other candidates from the 'civilian' world? Finally, and most importantly – as I had a career before being swept off my feet by the unpredictable adventure that is EMGS – was there any way my PhD could enhance my existing work experience? Was it a worthy addition to my qualities and skills, augmenting what potential employers were looking for? Or did it set me apart from the crowd? In short, would a PhD sex up my CV?

By the time of this presentation I will have spent the last six months finding out answers to these questions. I now have first hand experience of what people are actually asking for, if admittedly peculiar to my specific situation. I have also spoken to dozens of recruiters and, as a taste of what I will be raising in my presentation – saying "I have a PhD" as opposed to "I'm doing a PhD" elicits astonishingly different responses.

This presentation will review what I did do, and what I should have done, during the years that I was researching and writing, as well as what I learnt once I faced the job market. I will also discuss the viability and benefit of working (if at all possible) throughout the term of the PhD, for getting work in non-academic sectors.

Piled Higher and Deeper?: Doing a PhD in the United States

By **Martijn Mos**, EMGS Alumni 2010

(The first part of the title of this talk refers to the website PhDComics.com. This website is both very funny and, more often than not, accurate. I recommend going over 20+ comics. If you then still are set on doing a PhD, you not only have a self-deprecating and slightly masochistic sense of humor, but you will probably enjoy grad school. If you are dissuaded from applying to doctoral programs, you should have at least had a laugh!)

The objective of this presentation is to provide insights into the life of a PhD student in the United States as well as some advice for aspiring doctoral students. Before I proceed, allow me to start with a two-part disclaimer: (1) my advice is based on the perspective of a grad student in a specific discipline (Political Science/Government) at a specific institution (Cornell University), although I have asked friends at other universities and in different areas for their experiences as well; and (2) your mileage may well vary. Even if what follows is not entirely representative, I do believe that it is a good reflection of PhD life in the US.

The talk is divided into three parts. First, I will discuss how to get into a PhD program. This part explains what the application process is like and how admissions committees separate the wheat from the chaff (or, more accurately, the wheat from the wheat, given the high number of highly qualified applicants). There are three main takeaway points here. First, you should maximize your GRE (Graduate Record Examinations) scores. Do not underestimate how time-intensive this can be. Second, it is advisable to have spent some time at an institution with name recognition, ideally in the US itself. Third, make sure



that your letters are tailored to the institution you are applying to. Generic letters will not get you anywhere other than the discard pile.

In the second part I will discuss the good, the bad and the ugly of actually being a doctoral student. While the emphasis is on the structure of American PhD programs (very different from European PhDs!) and on what it's like to teach (awesome! But here mileage varies dramatically), I will also contrast the social life of a PhD student with that of an EMGS student.

In the final part, I will offer some friendly suggestions about when you should be moving to the US for a doctoral program. My advice is that you should only commit to a PhD program if (1) you wish to pursue an academic career and (2) if you are admitted into a reputable and fully funded program.

Going Through the Gauntlet: Advice on Living and Working in Europe as a non-European By Erik Schau, EMGS Alumni 2011

Graduation is an exciting and rewarding time in EMGS, but it can also be a nerve-wracking experience. For some, those friends and colleagues lucky enough to have already established their future after this weekend (perhaps even you, you lucky devil), it is a worry-free time of celebration. For others, those of you (yes, maybe even yourself) who do not yet know what their next steps will be, it can be a time of confusion and uncertainty. As the completion date looms ever nearer, soon-to-be graduates are confronted with unsettling questions: What's next? What am I actually prepared to do? And, perhaps most unsettling of all, where in the world will I end up? Not only are you trying to find answers to these difficult questions, but friends and family back home are unintentionally adding pressure by vocalizing their concerns. Graduation day – an impossibility that future-you would someday worry about – has arrived, and now present-you stands at the precipice of the unknown, staring into the void, wondering simply, what next?

The answer is not easy to come by, nor is it readily available, but it stands to reason that those who have gone before possess experience and knowledge beneficial to you now; as alumni of this program we've all been in your shoes, and we're here to help. My personal history after graduation involves being hired by a company in Vienna and then taking part in the gauntlet that is the Austrian immigration bureaucracy to receive my visa and work permit, also known as the Rot-Weiss-Rot Karte (Red-White-Red Card). It was not fun, it was not easy, but it was not impossible. Having said that, I would like to share with you my experience in finding an employer willing to hire me, the governmental process I went through to receive my visa, and what it has been like to work in Europe as a third country national. Albeit biased toward Austria, I hope that my account will help prepare you for what lies ahead, and perhaps inspire some of you to take on the challenge that is staying, living, and working in Europe.

From Rejection to (Unexpected) Acceptance: An Attempted Journey to Employment in an International Field

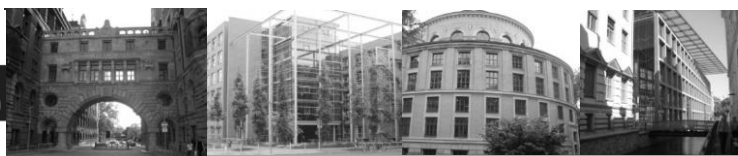
By Neil Wilcock, EMGS Alumni 2012

My Journey

Like a lot of Global Studies students, I had ambitions to work in an international field and had my sights on something diplomatic and/or ambassadorial in nature. I tried but failed in the Scottish, UK and EU civil service entrance exams and after over one hundred applications to international-orientated agencies had only two internships to show for it.

I made a speculative application to an accountancy firm and after an aptitude test and an interview I was offered the job. I have been working now as a trainee tax accountant for the past 6 months and I never expected, as well as anyone who knows me, to be in this line of work.

What I have learned



After 100 or so applications to the IR/governmental field, I succeeded in my first application to the business world: if you are willing to make that switch of career it is possible and our backgrounds appeal to the business world.

IR/Gov/Politics is possibly the most competitive labour market with ratios of literally 100s to 1 for a single job. The ratios are more favourable in other sectors.

Without a strong second language, I found it difficult to succeed in centres of high international politics i.e. the UN, EU, top NGOs. Particularly from the perspective of a British applicant, French would have boosted my chances.

Networks are so important. Having a connection in the office, being able to phone up the office to ask about the job specification, knowing the most information about the job, are all factors which give you a tangible head start. I have a strong and vibrant social network through EMGS which allows me now to travel to most European cities and know someone there, but this is different to a professional network.

What you can learn

Many jobs now require aptitude tests which involve numerical, verbal, and abstract reasoning. If you have ambitions to work in any of the top firms/inter-gov/civil services, you'll have to practise regularly to score highly in them.

Side projects are worthwhile during any periods of joblessness. This could be setting up a website, joining a start-up, volunteering at the Alumni Association, etc. Different career opportunities can arise from such projects as well as helping to justify any time out of full-time work. They can also bring a substantial degree of pride and satisfaction during a time when your self-esteem can be knocked.

A Global Studies degree doesn't tell employers a story of what you studied and are now qualified in, you need to do that yourself. For my accountancy job, I emphasised that most of the courses I took had an economic focus so they could see a connection to their line of work. Present the degree to suit what you are applying.

Take an interview even if you are not sure you want the job, it's invaluable practise and you will improve in interviews as you work out your strengths and weaknesses as an interviewee.

CP Panel 5 - Tips for (future) graduates: What to do after studying (panel II)?

Friday, 27th November 2015, 02:00 pm – 04:00 pm, lecture hall – HS 8

Chair: Pui-Ting Wong, EMGS Alumni 2015

Quick start on case interviewing

By **Philip Arejola**, EMGS Alumni 2009

The purpose of this session is to introduce students to case interviews – a method of interviewing used to see how candidates "think on the fly" and problem-solve collaboratively. If you are interviewing for a business consulting firm, you can expect to go through case interviews.

Case interviews are designed to test your analytical thinking and see how well you work through problem-solving questions. A case interview is an exercise in problem-solving and is NOT about finding the right or wrong answer; it's more about how methodical you are at deriving your answer.

In comparison with traditional interviewing, case interviews are very dynamic and interactive in that you need to think through the problem presented (often out loud) with the interviewer, structure the problem/s and formulate recommendations based on the issues you identify. In exploring and structuring the problem, you can raise questions, seek clarifications, make assumptions and bounce ideas off the interviewer since case details are rarely provided in full at the beginning.



- Typical flow of a case interview:

The interviewer introduces the case, usually with the problem already defined.

A good start always entails structuring the problem and making sure your understanding of the case is consistent with what the interviewer has in mind

You identify the aspects of the situation/problem that, based on your logical judgment, would lead to the desired outcome if addressed using the recommendations you propose

You typically have 20-30 minutes to work through a case

- What type of case interview questions can I expect?

Standard cases take the form of business problems (e.g. sizing a market, business strategy, business operations) but could also be brainteasers (e.g. how many golf balls you can fit in a Boeing 747?).

- What do interviewers look for in case interviews?

As you work through a case, your interviewer will examine how you structure the problem, make logical assumptions and formulate conclusions. The whole time it is also important that you are able to communicate each step you take to the interviewer. Some of the concrete points being observed are:

Listening skills

Analytical and problem-solving skills

Ability to manage ambiguity

Ability to organize information and formulate recommendations

Ability to maintain calm under pressure

Business judgment

Understanding of business and economic concepts

Curiosity

Enthusiasm

- What's the best way to prepare for case interviews?

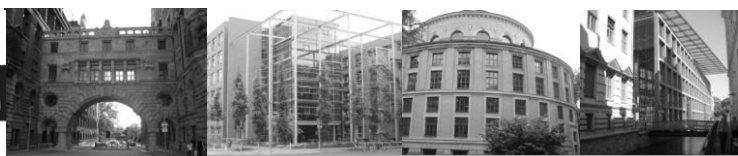
Practice with a partner.

Strategies to proceed towards a fully funded PhD

By **Baris Ari**, EMGS Alumni 2012

There was a time that a PhD position came with its own guaranteed funding and a student with an offer would not worry about tuition fees or earning a living. Those days are unfortunately over. Securing funding for PhD studies, especially in social sciences and humanities, has become an ever challenging task. Therefore securing funding is as important as finding a PhD position itself.

In most of the cases, the single most important piece of a funding application is the research proposal. Many scholarships in Europe are given directly to the research proposal. You should have a clearly crafted research proposal in hand, even if the application does not require one. You should have your question or research topic clearly set in your mind and you should be able to put them into words in such a way that your text is concise and easily comprehensible. This is a very hard task. You might have ingenious ideas but your inability to express them or the attention span of your audience might turn your ingenuity into gibberish. Do not assume your reader would understand. Assume your reader is a bored scholar who is mostly thinking about something else when s/he goes through seemingly endless piles of applications. You need to catch his/her attention and keep it until the end of the proposal. Try to show that you can pitch a complex idea in a clear manner within a very limited space. Do not try to show that you are very knowledgeable or that you know the literature inside out. Most importantly, keep it short!



You will not be able to craft a research proposal one day before the deadline. You must invest enough time and effort in your proposal. You might need to scrap what you had written and start over and over again. That is fine. You will see that you are heading towards a more and more refined version of your argument.

Many scholarships and fully-funded PhD positions are poorly advertised. Locating these scholarships and applying before the deadline is already a challenging task. Remember, you can get funding from universities, governments and independent research institutes, councils and even think tanks. Chase these funding opportunities as you are searching for a job. It takes time and energy, but locating funding opportunities is as important as substantive content of your PhD application. Try to make a list of possible universities, departments and other possible funding bodies and regularly check their websites. There are several third-party websites that list some available PhD positions but no single website is sufficient and you should not rely on just websites. Facebook groups can be surprisingly useful although they are messy. Do check facebook groups such as "political science deadlines" and "sociology deadlines" where people post calls for applications. You should use all available channels to locate calls for applications.

Finally, try to send as many applications as possible. There are so many very talented students but so few scholarships available. Therefore, many times securing a funding is up to pure chance. You should increase your chances by increasing the number of applications you send. At one point, you will be able to craft an application within hours. You will just revise your proposal, update your personal statement and just send it.

Do not get easily disheartened. You might get several rejections from mid-level institutions and then get a very nice funding from a top-level university. You should be patient, consistent and determined to maximise your chances to secure funding for your PhD. Good luck!

EMGS and new starts - Changing career paths and landing at the UN

By **Luciana Meira**, EMGS Alumni 2012

Many of us struggle to find a stable and rewarding international career away from our home country and familiar job market. By sharing a bit of my successes and failures I plan to shed light on this intricate process. This session of the EMGS alumni meeting will focus on my experience in changing career paths and the EMGS contribution to my decision and future career plans, as well as some tips for finding your way through the hiring complexities and common obstacles within international organizations.

Changing career paths is not always easy and straightforward, especially when this requires a change in geographic location as well. If you already have an established network and career base in your home country, it can be even more challenging to complete a move to a new location. In these situations, it may sometimes be necessary to take a few steps back to reach your objective.

Although it can be more difficult than initially expected, the experience can also be very rewarding. Based on my personal experience, as well as things I wish I knew before I made the decision to change my career path and start again -- in both the EMGS and the UN afterwards -- this lecture will explore a few important key points to facilitate the decision and transition process: (a) defining your "niche" or area of expertise; (b) taking the best of the EMGS experience, key features EMGS-ers share and how to make the best use of them; (c) points to learn about the country where you plan to stay, This leads to the second part of my lecture, which is directed at all those aiming to work in the UN. The objective here is to provide a realistic approach to deciding upon whether this work aligns with your career objectives. For example, items addressed here will include: a brief discussion of the UN organizations based in Vienna; the UN framework concerning types of posts and contracts, application rosters, and interviews; and finally, a discussion of why favour a career in the UN over the private sector.

Working in a job – not a field

By **Shirin Reuvers**, EMGS Alumni 2014



Finding a job isn't easy, and even less so for a recent graduate. We tend to blame the current state of the economy for that or alternatively our chosen field, studies, university, parents or other personal past choices - and perhaps even rightfully so. However, I have found that the biggest struggle isn't that there aren't enough suitable job openings or that we are lacking relevant experience, it's more that we don't know what it actually is that we want to do.

In order to find the right organizations, openings, and contacts and ultimately the right job, I hence recommend doing the following:

1. Think about the tasks you would like to perform;
2. Think about what you are good at; and
3. Think about the lifestyle you want.

In other words, identify the skills you use when you're doing the thing(s) you enjoy and look at the things you are good at doing already. These will give you a very good indication of what you are likely to enjoy doing by way of a career and hence help you identify whether you want to become a researcher or rather a teacher, whether you would like to work in event planning or rather communications.

This consideration is independent of the field you want to work in and it should be - because, surprisingly, the differences between the fields often aren't as great as you may think. In fact, you will learn very similar skills when you market televisions as you do with an Oxfam poverty campaign. And ultimately you will be able to switch to your field of interest much easier than changing your job description. As way of an example, imagine you work as a communication officer at Hewlett-Packard and try to switch to a communication officer at Greenpeace - as opposed to working as an energy analyst at the OECD trying to switch to Unilever's marketing team.

Obviously, in an ideal world you will be able to find an *optimal* position in the *right* field - but still you need to have a think about what the *optimal* position is, because even if your dream has always been to work in human rights, being responsible for the coffee machine won't make you happy.

So once you know the kind of job you are looking for, it will become not only easier to find openings, it will also strengthen your justification and hence motivation. It will allow you to identify organizations that offer the positions and tasks you want to do in your job, even if it's not (yet) in your field of choice.

CP Panel 6 – Insights of alumni to opportunities and challenges on the labour market

Friday, 27th November 2015, 02:00 pm – 04:00 pm, lecture hall – HS 16

Chair: Matthew Przybylek, EMGS Alumni 2012

Professional experience in (inter)national organisations

By **Judith Corcoran**, EMGS Alumni 2009

My presentation will provide an overview of my professional experience to date. Over the past years I have interned and worked for the OECD, the European Union, UNHCR and the International Organisation for Migration. I am currently an executive officer with the Irish civil service. I will outline the different roles which I have held in these organisations, the responsibilities I have been assigned and some of the things I have learned along the way.

(Life after) internships

- *Are all internships created equal?*

During the course of my career I have completed three internships, for reasons that seemed good at the time. I will compare and contrast my experience as a 'blue book' trainee at the European Commission, at



UNHCR and at IOM. I will describe the application and selection procedures as well as the advantages and disadvantages of each in terms of salary (or lack thereof), experience gained and future prospects.

Experiences from the EU Junior Professional Programme

- *(If a taxi driver asks if you are married, the correct answer is always yes)*

In 2013 I was selected for the EU's competitive Junior Professional in Delegation (JPD) programme and I spent 18 months at the EU Delegation to the African Union in Addis Ababa, Ethiopia. I will outline the nature, aim and content of the EU JPD programme and discuss the selection procedures used. I will then describe my role and responsibilities as a Junior Professional in the EU/AU delegation and reflect on my time in Addis Ababa.

Pimp your CV

- *The advantages of lateral thinking*

Following my time with the EU JPD programme I spent three months in Nicaragua volunteering with an educational NGO. As a volunteer I was responsible for leading English classes, assisting with homework and supervising recreational activities. I also played a key role in securing a grant of €9,000 for renovation and refurbishment of the NGO's classroom premises. I will explain how such experiences can be used to bolster your CV by creating a coherent narrative.

There and back again

- *Reverse culture shock?*

After living and working abroad for almost a decade I have recently returned to my hometown of Dublin. I passed an open recruitment competition and was appointed executive officer in the Irish civil service in September. Although this is a new role for me I will endeavour to draw some preliminary conclusions about working at the national level as well as the challenges and opportunities of eventually returning to one's home country.

Non-profit madness

By **Cristina De Giovanni**, EMGS Alumni 2010

Deciding to pursue a career in the non-profit sector requires one to be endowed with a great amount of flexibility, patience and perseverance. At least it does in Italy, where the lack of resources and a job market for young individuals based on temporary jobs create an unstable ground to start off a work path.

Furthermore, substantially lower salary rates, if compared to corporate jobs, definitely not make working for an NGO an attractive option. What about job satisfaction?

What I am presenting here is just a personal experience of a young graduate returning to her home country full of initiative and the issues faced trying to get a job in the first place, as well as what followed.

I decided to run for a government program which allows youth under 29 to volunteer for a year within an Italian NGO operating abroad, as it seemed to get a reasonable way to access the NGO job market. After spending 11 months in Nicaragua volunteering on a micro credit project addressing young entrepreneurs, I returned to Italy and started to unsuccessfully apply for jobs in this field, realizing that it was a difficult segment to enter. Many applications written, on which I spent a reasonable amount of time, many motivational letters adapted to the application, many curricula sent to the positions I would have liked to get, no one to the one I did not want. Result? Basically no replies. Luckily enough the NGO I had collaborated with opened up a position and hired me with a temporary contract of 9 months, which was then extended for 2 further months. And then again for 1 month. Oh, Italy and non-profit sector! Or is it a global issue?

After a pretty long but personally productive period of crisis categorized as *Idontknowwhattodowithmylife*, which included applying to the UN fellowship program and being selected as reserve candidate twice for the same call (yes, twice!), rejecting a job offer in Honduras, working in a pastry shop and having



thoughts about a future in permaculture, I was offered to work for the local branch of a national non-profit organization active in the field of active ageing. In particular, I was hired to coordinate one of the five teams that together form a community welfare project called Living Land, whose main aim is to experiment with a model of local welfare in which non profit, profit, public and private entities systematically collaborate. In particular, testing grounds are offering pre-employment and internship opportunities for youth entering adult life on the one hand, and providing services to the elderly in order to guarantee a good quality of life on the other.

From International Student to International Student Advisor: Assisting International Students in Canada with Cultural, Social and Academic Transition

By **Karen Lockyer**, EMGS Alumni 2011

After graduating from the Erasmus Mundus Global Studies (EMGS) Program in November of 2011, I knew I wanted to break into the field of International Student Advising. I felt immediately drawn to this profession after having lived the experience of being an international student in Austria and Poland, and having been supported by an incredible team of EMGS Coordinators. While my dream was very much alive, it was not immediately clear how to make the shift from the desire to work in the field to the reality of working in the field.

The job search in Canada was far more difficult than I anticipated, and the first thing I noticed was that each job posting included a long list of required qualifications, one of the most important being 'experience'. Throughout my university career I had collected a handful of volunteer and experiential learning opportunities – many in a post-secondary setting - however translating them into eligible work experience was an arduous task.

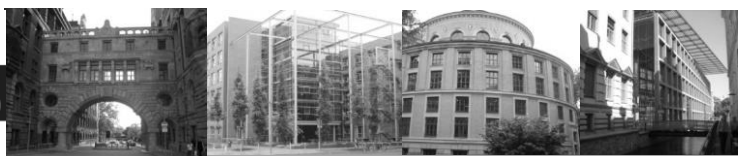
It was at this point that I accepted a temporary contract at a university in the Co-operative Education Department. If experience was what was needed, I wanted to be in a university setting to begin acquiring that experience. On advice from a colleague, I began organizing informational interviews with people working in international education which helped me to familiarize myself with the field and grow my professional network. During an informational interview, I learned of the requirement for ISAs in Canada to become certified with the Immigration Consultants of Canada Regulatory Council (ICCRC) since a large part of an ISA's job is providing immigration advice. A month later, I began the long process of becoming certified with ICCRC while continuing to work full-time and 8 months later, I was hired as an ISA at another university. This position was a term contract to cover a maternity leave, but it was the foot in the door that I needed to get where I am today - working as an ISA at Simon Fraser University in beautiful British Columbia.

Looking back, I can identify three main lessons that I learned while navigating the job market post-graduation. First of all, know the field you want to get into. I knew I needed experience and my first contract allowed me to gain experience while building necessary skills. I also learned that becoming certified with ICCRC would give me a competitive edge, so I obtained my immigration consulting license. Secondly, never underestimated the power of a solid professional network. These connections make a world of difference when you are seeking out new opportunities. Finally, be open to change and stepping outside of your comfort zone. I held 3 temporary contracts in 3 separate provinces before securing a continuing position as an ISA. While packing up and moving each year was a challenge, it was also an incredible blessing as I was able to work with 3 wonderful Canadian universities. Now that I am here, I can honestly say that my long journey was well worth every step.

Careers in International Education

By **Ingrid Smith**, EMGS Alumni 2011

This presentation will focus on opportunities within higher education with a focus on international education. It will coordinate with presentations by other higher education professionals attending the convention. I will present the international structure at the University of North Carolina at Chapel Hill



(UNC) in the United States and will provide an overview of the work done within UNC Global, the overarching international umbrella entity at the university. UNC Global is responsible for executing Carolina's UNC's objective to infuse a global dimension throughout the University's teaching, research and service activities, to deepen and broaden UNC's worldwide reach, and to enhance its global visibility.

The Global Relations Office within UNC Global, in which I work, is responsible for the University's strategic and emerging partnerships and linkages, global communications, and cultural programming. While I assist in supporting the University's international partnerships and global communications, I am responsible for our global cultural programming. I collaborate with international units across the university to manage global conferences, lectures, film screenings, music and dance performances, dinners and receptions. Additionally, I work with UNC faculty to curate global art exhibitions. These events provide continuing global education to UNC students, staff, faculty and the North Carolina community. I will provide an overview of art exhibitions, lectures, conferences and student programming on which I have worked. Recent projects include a mixed-media art exhibit on Ramlila, an Indian style of devotional theater, and an exhibit that featured limited edition Nelson Mandela lithograph prints. Recent lectures and conferences include an international physics conference hosted in Stockholm with keynote lecturer Stephen Hawking. Additional programming includes a variety of annual events ranging from a naturalization ceremony hosted by the university to a welcome social for nearly 1,000 incoming international students and scholars and returning study abroad students.

I will outline how my experience during the Global Studies program prepared me for my current position working in international cultural programming within higher education. I will outline how the courses taken and my master's thesis provided a solid educational background for my current work. I will also touch upon the role internships can play in shaping your career and my experience working for both the United Nations in Vienna and the United States Embassy in Berlin. I will conclude with interview tips and how to use factual storytelling as a method of conveying some of the less tangible skills, such as cultural adaptability, language acquisition, an ability to establish rapport quickly, environmental adaptability and flexibility, developed over the course of the Global Studies program.

CP Panel 7 - Working beyond boundaries

Friday, 27th November 2015, 02:00 pm – 04:00 pm, seminar room – S 204

Chair: Maegan Hendow, EMGS Alumni 2010

Working in an international organisation: different responsibilities, and different ways to get there

By **Maegan Hendow** and **Xenia Pilipenko**, EMGS Alumni 2010

This paper explores what it means to work for an international organisation (IO) in the field of migration, in particular highlighting the thematic, regional and operational areas our work involves.

One of the central arguments is that one can be engaged in very different spheres of work within the same organisation, which involves different sets of skills and expertise. One of the areas of focus where one can be engaged in is research, where in particular qualitative and quantitative methodological skills are employed, depending on the project's needs and time period. The applied and basic research conducted by one of the authors focuses regularly on particular migration policies (e.g. border management, irregular migration) and employs empirical research (e.g. qualitative interviews, surveys) on selected cases. In this case, aside from analytical research skills, project management skills are also essential, in order to liaise and manage partner researchers doing similar research in the project, and provide guidance to such researchers as the research progresses. In this way, research work combines both academic and professional previous experience.



Panel 14 - Eastern Europe

Another area is capacity-building where one is involved in project management and in developing activities such as training programmes, conferences and workshops, as well as the development of training manuals on certain topics, among others. Here, the main skills lie in the areas of project implementation, organisation and coordination, and liaising with partners. When working on capacity-building activities one has to be informed about the national and regional legal frameworks, the donor requirements for the project, the standpoints of the partners and beneficiaries, and the main areas of cooperation, etc. Many of these skills are not acquired during academic studies, but rather through on-the-job training or during trainee- and internships. This is why it is crucial for students and graduates to gain experience in these main areas of work within IOs or NGOs during their studies.

The second part of the paper will elaborate on the different ways or routes to start working for an international organisation. Here, the authors highlight the main gateways of internships and traineeships at other IOs, NGOs, or related institutions. Internships not only bring work experience, but also, importantly, the necessary networks and personal contacts which can be crucial in gaining future employment at the same or other IOs. The authors will highlight their academic and professional paths which led them to very different positions at the same organisation.

Globalistan - Beyond Boundaries

By **Deepti Kakkar** and **Fahad Mustafa**, EMGS Alumni 2009

Globalistan began as a student led blog in Vienna in 2008, aiming to provide an online platform for cross-cultural and cross-disciplinary dialogue on issues that EMGS students were affected by, were passionate about or were keen to explore. The impetus behind the inception of this media and advocacy platform was, "to tell stories that resonated beyond boundaries." While the blog thrived for about two years, once the founding members (Fahad Mustafa, Lauren Kepkiewicz and Lindsay Ash) left the program the focus shifted.

In 2010, Fahad Mustafa and Deepti Kakkar decided to institute Globalistan Films as a film production company to carry forward this vision. In its first year, in this new avatar, Globalistan produced its first feature documentary, *F C Chechnya*, with production support from EMGS and in association with Vienna EMGS coordinator, Leopold Koegler. The film premiered at the This Human World Film Festival in Vienna, and went on to become an influential piece of work for human rights organizations in Austria, specializing in human rights work with refugees.

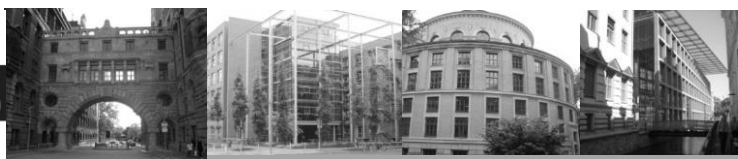
Buoyed by this success, team Globalistan, an Austrian-Indian collaboration, traveled to India to begin work on *Powerless/Katiyabaaz*. The film was in production for over two years, and premiered at the 63rd Berlin Film Festival in 2013. It has since travelled to over 50 film festivals and broadcast on television and in theatres across the globe.

Moving ahead, we are keen to reconnect with the community that provided the context for Globalistan Films inception. As we prepare to launch a digital platform for storytelling, we want to encourage EMGS students and alumni to ideate and create with us. Globalistan Digital aims to carry forward the sensibilities that our motto 'beyond boundaries' implies, and actively engage with research and academia to give resonance to their work. The presentation would chart out why such a co-operation is mutually beneficial for academics and film-makers, and ultimately necessary for any examination of history and globalization.

Career as a technology consultant

By **Ya Lin Su**, EMGS Alumni 2013

In this millennium, we are surrounded by, technology either in the form of products or services provided by technology companies that can range from start-ups (such as Airbnb) to multinational companies (such as Microsoft). These companies not only employ people with technical skills, but also business skills to work in different roles within the product or service life-cycle or within the organization. For



example, the presenter is a consultant in IBM consulting line for 10 years, despite having no technical background at the beginning.

A consultant typically provides advice, recommendations or solutions to their clients. In the technology space, there are different kinds of consultants that can be grouped to two categories: providing technical services or business services. The presenter belongs to the latter category in IBM. As an IBM consultant, the presenter is a business advisor that helps clients to deliver technical solutions that meet their business needs, i.e. helping the client to bridge the gap with the technical team in delivering the solution that business need. Here, a solution can consist of single software or multiple software applications that need to be integrated to the client's technology and business environment in order to enable a single business process or group or organization-wide business processes. For example, developing a web-based banking teller system to support branch transactions in a bank.

A consultant working in technology space needs both technical and soft skills. Technical does not mean software engineering, information technology or computer programming. Instead, technical skills are the techniques used in consulting such as business process analysis, business process design, requirements analysis and enterprise analysis. These technical skills provide the consultant with a standard approach or methodologies when working with the client to understand and develop a solution for their business needs. As consultants are client-facing, the consultant must be equipped with soft skills that include negotiation, communication, stakeholder management, teamwork, issue and risk management and leadership.

As consultants are relied on to provide expert business advice or services, most technology companies hire professionals with relevant work experience. However, some multinational technology companies like IBM are investing in hiring new graduates to grow and develop their career in IBM. For example, IBM Global Business Services started their Consulting By Degree (CBD) program in 2012 in over 50 countries to hire entry-level consultants. Though IBM is looking for graduates from all backgrounds, the CBD program prefers graduates from business background. Whilst good academic grades are required, IBM also values candidates with a good working attitude. They should be open to learning new things that could be out of their comfort zone and working in a highly dynamic environment. This is due to the fast-paced nature of the technology space – a consultant must be equipped with the latest knowledge and skills not within the technology space but within their client's business domain. Examples of other technology companies that invest in graduates program are Accenture, Capgemini, Getronics, KPMG, Pricewaterhouse Coopers, Booz Allen Hamilton, Deloitte Touche Tohmatsu, Bain & Company, and Avanade.

What's behind an iPhone?

By **Danlin Wang**, EMGS Alumni 2011

In the past decades, international organizations, governments and NGOs have been working hard to eliminate poverty and inequality trying to build us a better future. The core of this problem, however, has been the global supply chain that determined the roles of the poor and the rich. Due to the limit of skills and investment in developing countries, the growing and extracting of raw materials constitutes the bulk of income of these countries, while higher-ends jobs have been concentrated in the developed countries such as the U.S.. The iPhone has become a great example to illustrate the inequality we are facing today. How are we going to help the workers in China if the best job they could get is working behind an iPhone assembly line at a Foxconn factory?

For the manufacturers' benefits, it's always preferable to shift production to developing countries such as China, for their higher productivity and lower cost. For the consumers around the world, cheaper price for goods means that they can buy more, no matter if the working conditions are less desirable in a faraway country. For the governments of developing countries, encouraging employment is always more important, no matter how many overtime the workers have to work to make ends meet. For the media globally, only the tragedies and disasters are interesting enough to be covered, leaving the root of this



problem undiscovered and ignored. The difficulty to solve the problem in one country such as Bangladesh has been big enough, leave alone saving it worldwide.

But it is impossible to look at the problem isolated, since today's world is more connected than ever. With the rising labor cost of the now "world factory", companies will choose to build production units in countries with even less income. The new question will be, how are we going to help the workers in Africa if presumably, working conditions would even be worse in these least- developed countries? The center of the problem about world supply chain is, when are we finally going to end the phenomenon of sweatshop and make sure everyone in the world, no matter if they are living in developed or developing countries, will have a job that he desires to have? Or the other choice will be, can we stop right now from shifting jobs to developing countries which are dirty, sweaty factory jobs while people's mental and physical health are threatened?

Setting up international labor standards and improving buying and procuring habits are more important methods than others that needs to be taken care of, while we still need to educate our consumers how to choose products without caring only about the price. Thinking about these as impossible to change might be too pessimistic, nevertheless, there is still a long way to go before we can make it happen that everyone in the world can work with dignity.

Plenary Session

Friday, 27th November 2015, 04:30 pm – 05:30 pm, lecture hall – HS 8

In this plenary discussion the chairs of the panels on the experiences on the labour market will summarize the content of the different panels. It will thus allow for a concise overview on the topics which have been discussed in the previous sessions.

Design Thinking Workshop and Pitch Slam

Group I: Friday, 27th November 2015, 09:30 am – 11:30 am, seminar room – I 202 (SR 9)

Group II: Friday, 27th November 2015, 02:00 pm – 04:00 pm, seminar room – S 205

Pitch Slam: Friday, 27th November 2015, 05:45 pm – 07:00 pm, lecture hall – HS 17

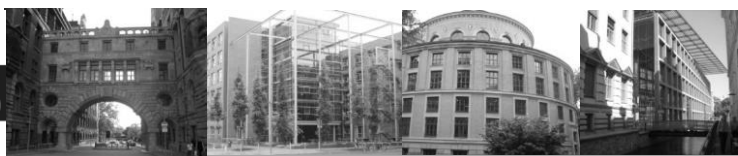
Design thinking workshop - coming to solutions creatively

By **Mirjam De Klepper**, EMGS Alumni 2014

In the academic world, we do a lot of problem analyses. Occasionally, we hint at possible solutions in our concluding chapter, but we hardly ever have time to seriously come up with a plan or strategy. Outside the academic world, in our day-to-day jobs, we do find ourselves challenged to develop solutions to often very complicated issues. Yet, the set of tools that our job and previous experience offers us, can be quite limited. In both cases, this might be a frustrating experience.

In this workshop you will get the opportunity to try out new ways to develop solutions. You will experiment with 'design thinking' as a method to research problems and come up with ways to solve them. You and your workshop team will go through several steps which will guide you from initial research to an actual potential solution - and presenting that solution to an audience. Naturally, within this workshop we won't solve any major world problem instantly. Still, the approach we will try out can help you in thinking about your daily job differently and might help you shed a new light on some tasks you've been trying to tackle.

Design thinking is a way of thinking used by many startups and other progressive companies to come up with new or better products. However, it is not limited to that. More and more, this way of thinking is applied to so-called 'wicked problems', a phrase commonly used to refer to those problems that are



...tremely complex, as they are caused by and leading to other problems. Some wicked problems EMGS alumni are known to try to tackle are gender equality issues, poverty and climate change, to just name a few. Using a startup technique like design thinking can refresh the approach to such large problems. In this workshop we will most likely practice 'design thinking' by working on one very acute and relevant problem we are facing today: the influx of (temporary) migrants on the European peninsula. (If there's a more correct way to phrase this issue, please share it in the workshop.)

This workshop is offered twice, in a morning and afternoon session. The teams from both sessions will present their results in the evening during the 'Pitch Slam'. In the Pitch Slam the teams will use a presentation technique commonly used in the startup scene and battle for eternal fame as they pitch their solution in front of an EMGS audience.

This workshop is taught by recent EMGS graduate Mirjam de Klepper. Still living in Vienna, she has spent the last year in the startup scene, setting up her own award-winning company in the field of adult education and an NGO working on collaborative consumption in the city. Through offering this workshop she aims to share her learning-by-doing experiences with her fellow graduates.

Book Release "Hartmut Elsenhans and a Critique of Capitalism: Conversations on Theory and Policy Implications"

Friday, 27th November 2015, 05:45 pm – 07:00 pm, lecture hall – HS 8

The EMGS alumni (2010-2012) **Neil Wilcock** and **Corina Scholz** are happy to invite you to their book release in the framework of the Convention. They have published a book with Palgrave Macmillan in November, which is entitled "Hartmut Elsenhans and a Critique of Capitalism: Conversations on Theory and Policy Implications". The book presents a series of interviews with EMGS tutor Prof. Hartmut Elsenhans on his wide-ranging theories and over the course of ten interviews, Neil and Corina discuss his economic theories, global capitalism, NGOs, social movements, the EU, and himself. Those who have ever taken a class with Prof. Elsenhans will know of his unique approach to academia and the book is a distillation of his uncompromising and independent theories into a more simplified and digestible form. Both authors, as well as Prof. Elsenhans himself, will be present at the book release and will discuss how the book came about, and how - as unpublished authors - Neil and Corina were able to secure an offer from one of the most well-known academic publishing houses. A link to the book is available here:

<http://www.palgrave.com/page/detail/hartmut-elsenhans-and-a-critique-of-capitalism-neil-wilcock/?isb=9781137564634> .

Charity Tombola and Networking Evening

Friday, 27th November 2015, from 08:00 pm, Plan B, Härtelstraße 21

The Global Studies Charity Tombola will take place in the light of memories of the time spent within the Global Studies Program. You are all asked to bring something, which reminds you of your study time - this can be anything: a book, a shirt, a CD, a script of a lecture... there are no limitations to your imagination! Those items will be drawn by lots, which you can purchase at the spot. The raised amount will be donated for a good cause, to one of the following NGOs (for which our Convention panelists work):

- Access (<https://www.accessnow.org>)
- Auser Lecco (http://www.auser.lombardia.it/lecco/comp/CHI_SIAMO/4864-Auser_Lecco_ieri_e_oggi)
- Community Organisation Resource Centre (<http://sasdialliance.org.za/about/corc/>)



Saturday, 28th November 2015

- Fusion Community Trust (<http://www.fusionmanenberg.org.za>)
- Mutatio Institute (<http://mutatio-institute.alumniportal.com/about-us.html>)
- UNICEF Philippines (<http://www.unicef.ph>)

Afterwards there will be time to chat, network, have a drink or two, and dance.

Career Brunch

Saturday, 28th November 2015, 10:00 am – 12:30 pm, lecture hall – HS 14 (only for Alumni and registered participants)

At this year's Convention we will host our first Career Brunch. At this informal networking event you have the opportunity to inform yourself about "social start-ups". Besides making a career working for a company, NGO, IO and others, social start-ups are an interesting field in which Global Studies alumni can pursue their future career. While enjoying your croissant you can learn more about the start-up world and meet other people interested in or already working in this area.

A Do-Eat-Yourself-Brunch will be hosted by heldenküche (www.heldenkueche.net), a social start-up, which cooks organic and regional products with children, refugees, and disabled persons, and Café Chavalo (<http://www.cafe-chavalo.de>). There will be a presentation by Alex DuBois, who is currently working for Discover Corps (<http://discovercorps.com>), a social start-up that is pioneering a new way to explore life and culture around the world in a way that rejuvenates the human spirit. They operate enjoyable and safe travel programs that provide real connections between travelers and the communities. This will be complemented by a "speeddating" through which the participants can get to know each other better and exchange their experiences and ideas on social start-ups.

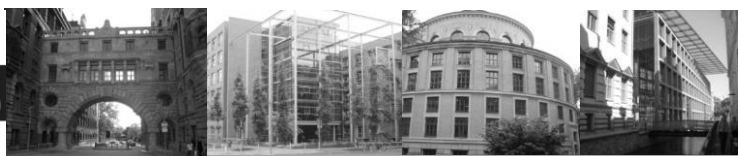
Please note that all EMGS Alumni are kindly invited to the Brunch whereas other participants could join it only in case they registered beforehand for it.

Using Travel as a Force for Good - A Post-EMGS Career Path

By Alex DuBois, EMGS Alumni 2010

Travel is the largest industry in the world. Globally, it employs 1 out of every 10 people and is estimated to be worth 7 trillion dollars. This is only slated to grow as more people enter the middle class in countries such as China, India and Brazil. With such a large presence, travel is typically thought of from the consumer's standpoint, something that is simply purchased and consumed. However, travel can also be a force for good, helping to bring communities across the developing world out of poverty. The question is how do you shift this paradigm to a more economically sustainable model for the most vulnerable in host countries?

EMGS led me down a windy path to answer just this question. I am currently working at a California-based start-up organization, Discover Corps, that is attempting to redefine travel. Educational excursions across the developing world allow travelers to directly engage in volunteer projects and build cross-cultural understanding while helping to improve the lives of the people in local communities. Rather than simply traveling on the surface of a country, travelers go deeper and meet with local entrepreneurs, engage in community-driven projects and develop an understanding of a country through its people. My experience in EMGS influences many of issues and decisions I make on a daily basis. On the one hand, cross-cultural understanding is critical to the relationships that I develop and maintain. From Tanzania to Thailand, exposure to the global student body that is EMGS surely contributes to this. On the other hand, the data-driven nature of operating an international business entails many of the analytical



skills developed from academic research. Decisions must be backed by logic that is derived from data and analysis, something EMGS has a strong focus on. Finally, the breadth of knowledge that Global Studies provides creates a nuanced understanding of global issues and the ability to creatively develop solutions to them. In a global socially-minded business such as Discover Corps, this is a crucial skill to have.

For those aiming to transfer skills from academia to the business world, EMGS provides the perfect platform to leverage off of. While much of the research is qualitative in nature, it is crucial to develop quantitative skills. These come in handy when scouring spreadsheets for data, managing budgets and ensuring programs are operating at healthy margins. On a similar note, innovation is at the heart of any business. Even niche businesses like Discover Corps must innovate in order to survive. The ability to translate intellectual curiosity about global issues into real world action is a valuable asset. Lastly, leverage on your strengths. Whether it is the ability to engage in new ways of thinking, manage large amounts of information or solve complex problems, building upon your strengths is essential. This presentation will focus on the topics elaborated on above and provide a first-hand account of a post-EMGS career path in social business with practical advice on breaking into the field.

General Assembly – EMGS Alumni Network e.V.

Saturday, 28th November 2015, 12:45 pm – 02:15 pm, lecture Hall – HS 8

The EMGS Alumni Network General Assembly is the supreme body of the association. All members of the EMGS Alumni Network are cordially invited to attend the meeting. At this year's Assembly, a new board (one chairperson, two deputies) will be elected, as the current extended board members - Bettina Heller, Christian Denzin, Mickaël Daudin and Miriam Wolfsteiner - have decided to resign from their office and open up the positions to the next generation of motivated EMGS Alumni. Each Network member has one vote. If a member cannot attend the Assembly in person, you have the right to authorize another EMGS Alumni Network member who will be present to vote on your behalf.

In addition, the Assembly will give you the opportunity to meet the EMGS Alumni Network's active team members, provide feedback on the Convention and other past activities, as well as discuss and decide on upcoming activities.

You are strongly encouraged to attend the meeting to show your support for your Alumni Network and exercise your voting right on board members and future activities.