



M.A.

University of Passau

Development Studies

Faculty of Arts and Humanities

Module Catalogue

Table of contents

Table of contents.....	2
Preamble.....	4
Module Group: Foundation Courses.....	5
Methods and Theories of Development Research (L).....	6
Interdisciplinary Development Seminar (S).....	9
Introduction to Quantitative Research Methods for Development Policy (L,T)	12
Introduction to Qualitative Research Methods for Development Studies (S).....	15
Evaluation of Development Policies (L,T)	18
Advanced Qualitative Research Methods for Development Studies (S).....	21
Research Seminar (S).....	24
Development Studies Colloquium I (C).....	27
Development Studies Colloquium II (C).....	29
Module Group: Specialisation.....	32
Specialisation: Economics	32
Health, Development and Public Policy (L,T).....	33
Micro Development Economics (L,T).....	36
Growth, Inequality and Poverty (L,T)	39
Development Economics: Political Economy of Development Policies (S).....	42
Economics of Education (L,T).....	46
Behavioural Public Economics (L,T)	49
The Economics of Corruption (L,T).....	52
Experimental Ethics (L) (in German).....	55
Experimental Economics (S)	57
Behavioral Game Theory (L) (in German!).....	60
Fundamentals of International Trade (L,T).....	62
Empirics of International Trade (L,T)	66
Corporate Strategy and Innovation (L).....	69
Management in the Movies (S).....	71
Designing and Leading the Entrepreneurial Organization (L)	73
Module Group: Specialisation.....	76
Specialisation Southeast Asia.....	76
Natural Resource Management (S).....	77
Introduction to the Sociology of Organisations: Development and Development Organisations (S)	80
Colonial History and Current Processes in Southeast Asia (S).....	83

Displacement, Eviction and Development: Cases in Southeast Asia (S)	85
Module Group: Specialisation.....	88
Specialisation: Sociology and Politics	88
Introduction to the Sociology of Organisations: Development and Development Organisations (S)	89
Displacement, Eviction and Development: Cases in Southeast Asia (S)	92
International Media Development Assistance and Development Journalism / Media in Transition (S).....	95
Intercultural communication – a psychological perspective (S).....	98
Cooperation and conflict in international relations (S).....	101
Module Group Specialisation.....	104
Specialisation: Sustainability and Resources	104
Agricultural and Rural Development (S)	105
Sustainability (L).....	108
Gender and Development (S).....	111
Module Group: Study Skills	114
Language courses	115
List of available languages	115
Course and level structure.....	115
Courses of the Centre of Key Competencies (ZfS)	116
Other courses	117
Anthropology of Gender (Advanced Seminar)	118
Migration and Environment (Advanced Seminar).....	120
What is Colonialism? "Colonial" History in Southeast Asia from 1500	122
Master Thesis Module	126

Please note:

The module 'Growth, Inequality and Poverty' (see 'Economics') does also count for the specialization 'Southeast Asia'.

Preamble

The attribution of ECTS credit points to each module is based on an average student's workload. In this context, one ECTS credit point equals about 30 hours of work. This average workload applies to all modules within this curriculum. By this concept, it is possible to realise the interplay of various subjects in an interdisciplinary curriculum.

The lecturers named in this module catalogue are at the same time responsible for the respective module and also authorised examiners.

Module Group: Foundation Courses

Methods and Theories of Development Research (L)

Module	Methods and Theories of Development Research
Module group	Foundation courses
Lecturer	Professor Michael Grimm Professor Rüdiger Korff Professor Martina Padmanabhan
Frequency of module delivery / module duration	Winter semester / 1 semester
Module syllabus	This course provides an overview of the fundamental methods and theories in development research. The course especially deals with approaches from economics, sociology and sustainability research. Conceptualizing development from an interdisciplinary perspective improves students' understanding of parallels and differences. Theoretical approaches are validated against the empirical evidence.
Learning outcomes of the module	<ul style="list-style-type: none"> • have demonstrated a systematic understanding of theories that try to explain why or why not development occurs. They have gained insights into research methods associated with the field of development studies. • are capable of critical analysis, evaluation and synthesis of new and complex ideas about development. • have understood the significance of empirical data to the various approaches. • are capable of connecting developmental theories to the context and political order in which they have been developed. • have demonstrated the ability to discuss development issues in an interdisciplinary way
Mode of instruction for the module	Interactive lecture, discussions, case studies.

Module prerequisites	A solid background in social sciences as well as basic knowledge in empirical methods. Prior knowledge in development research is an advantage.		
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies		
Allotted time for study (in hours):			
Courses	Contact hours per week	ECTS credits	
Lecture	2		
Total	2	5	
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week			
	Attendance	Independent study	
Lecture	28 hours	28 hours	
Reading		56 hours	
Exam preparation		38 hours	
Total	150 hours		
Mode of assessment / prerequisites for the award of ECTS credits	Written exam (120 minutes)		
Weighting of the individual assessment for the overall mark	Written exam (100%)		
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A		

<p>Recommended reading (teaching materials and other literature)</p>	<p>Selected readings:</p> <ul style="list-style-type: none"> • Castells, M., 2005: The network society: from knowledge to polity, in, Catells, M., Cardoso, G., (eds) The network society. From Knowledge to Polity, Washington: Center for transatlantic relations (3 – 22) • Eisenstadt, S.N., 2000: Multiple Modernities, in: Daealus 129:1. • Perkins D.H., S. Radelet and D.L. Lindauer (2012) Economics of Development (Sixth Edition), Norton, W. W. & Company, Inc. • Perkins, D.H. (2013), East Asian Development: Foundations and Strategies. Harvard University. • Springett, D. & M. Redclift (2015) Sustainable Development. History and evolution of the concept. In: Redclif, M. & D. Springett: Routledge International Handbook of Sustainable Development. • Szirmai, A. (2015), <i>Socio-Economic Development</i>. 2nd edition, Cambridge University Press. • Todaro M.P. and S.C. Smith (2011), Economic Development. 11th edition, Pearson: Essex. <p>A detailed reading list will be provided in the course reader, which will be made available in Stud.IP when the course starts.</p>
--	---

Interdisciplinary Development Seminar (S)

Module	Interdisciplinary Development Seminar
Module group	Foundation courses
Lecturer	Professor Michael Grimm Professor Rüdiger Korff Professor Martina Padmanabhan
Frequency of module delivery / module duration	Winter semester / 1 semester
Module syllabus	This seminar is based on the course 'Methods and Theories of Development Research'. Students work on a specific, development-relevant topic, such as employment, urbanization, trade or welfare, looking at different perspectives. Students will learn that every discipline typically emphasizes specific aspects while neglecting others. This is why problem-solving is often more effective with a multi-faceted and interdisciplinary approach.
Learning outcomes of the module	At the end of the course, the students are able to analyse and discuss development issues from different angles and perspectives.
Mode of instruction for the module	This course includes lectures, student presentations and classroom discussions. Students write term papers and produce a video in response to a given statement.
Module prerequisites	A solid background in social science. Theoretical or practical experience in development research is an advantage. Students should also attend the course 'Methods and Theories of Development Research'.
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies
Allotted time for study (in hours):	

Courses	Contact hours per week	ECTS credits
Seminar	2	
Total	2	10
Workload distribution in hours (60 minutes) over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Seminar and follow-up work	30 hours	56 hours
Essay/paper		144 hours
Video		70 hours
Total	300 hours	
Mode of assessment / prerequisites for the award of ECTS credits	Essay/paper and presentation	
Weighting of the individual assessment for the overall mark	Essay/paper and presentation and video statement (100%)	
Special features (e.g. online share, company visits, guest lectures, etc.)		
Recommended reading (teaching materials and other literature)	Literature referring to the elected topic. Please look for more information on Stud.IP.	

Module Group: Research Methods

Introduction to Quantitative Research Methods for Development Policy (L,T)

Module	Introduction to Quantitative Research Methods
Module group	Research Methods
Lecturer	Dr. Marina Dodlova
Frequency of module delivery / module duration	Winter semester / 1 semester
Module syllabus	<p>This course presents fundamental methods of regression analysis and discusses up to date techniques of quantitative empirical research. Corresponding workshops in the computer rooms make sure that students learn how to use the statistical software STATA (version 13). In those workshops, students will examine micro- and macroeconomic data from developing countries, applying the methods from the lecture.</p> <p>The lecture treats, amongst others, the following topics:</p> <ul style="list-style-type: none"> • Data descriptive statistics and identification of outliers • Simple and multiple regression analysis • Interval estimates and hypothesis testing • Postestimation evaluation • Regression models with qualitative and limited dependent variables (probit, logit, tobit) • Fundamental methods of time series analysis • Basics of panel data estimations • Overview of mixed methods
Learning outcomes of the module	<ul style="list-style-type: none"> • Students learn how to use the fundamental econometric methods and which model to apply depending on the objective and available data. • Students are put into the position of doing their own empirical econometric research project applying the software program STATA • Students are especially enabled to apply these methods to development economics topics. • Students learn how to read and critically evaluate econometric papers.

Mode of instruction for the module	Lectures with discussions and workshops in the computer rooms.		
Module prerequisites	Basic knowledge in math and statistical-empirical methods.		
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies		
Allotted time for study (in hours):			
Courses	Contact hours per week	ECTS credits	
Lecture	2		
Tutorial (computer rooms)	2		
Total	4	5	
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week			
	Attendance	Independent study	
Lecture	28 hours	48 hours	
Workshops (computer rooms)	24 hours	24 hours	
Exam preparation	2 hours	24 hours	
Total	150 hours		
Mode of assessment / prerequisites for the award of ECTS credits	Written exam (120 minutes).		
Weighting of the individual assessment for the overall mark	Written exam (100%).		

Special features (e.g. online share, company visits, guest lectures, etc.)	N/A
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Lecture slides • Literature <p>Selected literature:</p> <ul style="list-style-type: none"> • Gujarati, D. (2011) <i>Econometrics by Example</i>. London: Palgrave Macmillan. • Wooldridge, J.M. (2006) <i>Introductory Econometrics: A Modern Approach</i> (3rd ed.). Mason, OH: Thomson South-Western. • Gujarati, D.N., D.C. Porter (2009) <i>Basic Econometrics</i> (5th edition). Boston: McGraw Hill. • Maddala, G.S. (1992) <i>Introduction to Econometrics</i> (2nd ed.). Englewood Cliffs: Prentice Hall. • Mukherjee, C., H. White and M. Wuyts (1998) <i>Econometrics and Data Analysis for Developing Countries</i>. London: Routledge • Deaton, Angus (1997) <i>The Analysis of Household Surveys: A Microeconomic Approach to Development Policy</i>. Baltimore, MD: Johns Hopkins University Press. • Cameron, C.A. and Trivedi P.K. (2010) <i>Microeconomics using STATA</i>. STATA Press. <p>A detailed reading list will be provided in the course reader for the lectures, which will be made available in Stud.IP when the course starts.</p>

Introduction to Qualitative Research Methods for Development Studies (S)

Module	Introduction to Qualitative Research Methods
Module group	Research Methods
Lecturer	Friederike Trotier
Frequency of module delivery / module duration	Winter semester / 1 semester
Module syllabus	<p>In this course, fundamentals of empirical qualitative social research are developed. After introducing epistemologies and methodology of the Grounded Theory, different methods of data collection and data analysis will be presented and discussed. Additional topics of the course are research ethics, research designs, reflexivity and evaluation.</p> <p>For this purpose, the students will present one or two of the suggested topics:</p> <ul style="list-style-type: none"> • Interviews • Participant observation • Focus group discussion • Research journal, notes • PAR: Participatory Action Research • Network analysis • Content analysis • Discourse analysis • Transcription • Data analysis/coding • Evaluation of qualitative research
Learning outcomes of the module	<p>This course provides students with knowledge about approaches in qualitative research (epistemology, methodology, methods and evaluation) and their application. By that, students will be enabled to conduct empirical research in development studies. After successful participation, the students will be able to use notions and concepts of qualitative research adequately. Additionally, they will be able to comprehend and critically evaluate</p>

	methodologies and methods of qualitative research.																
Mode of instruction for the module	Seminar with presentations by the students and course discussions.																
Module prerequisites	Previous knowledge in qualitative methodologies is no necessary requirement.																
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies																
Allotted time for study (in hours):																	
<table border="1"> <thead> <tr> <th>Courses</th> <th>Contact hours per week</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Seminar</td> <td>2</td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>5</td> </tr> </tbody> </table>			Courses	Contact hours per week	ECTS credits				Seminar	2		Total	2	5			
Courses	Contact hours per week	ECTS credits															
Seminar	2																
Total	2	5															
Workload distribution in hours (60 minutes) over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week																	
<table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Independent study</th> </tr> </thead> <tbody> <tr> <td>Seminar and follow-up work</td> <td>28 hours</td> <td>56 hours</td> </tr> <tr> <td>Reading</td> <td></td> <td>26 hours</td> </tr> <tr> <td>Essay/paper</td> <td></td> <td>40 hours</td> </tr> <tr> <td>Total</td> <td colspan="2">150 hours</td> </tr> </tbody> </table>				Attendance	Independent study	Seminar and follow-up work	28 hours	56 hours	Reading		26 hours	Essay/paper		40 hours	Total	150 hours	
	Attendance	Independent study															
Seminar and follow-up work	28 hours	56 hours															
Reading		26 hours															
Essay/paper		40 hours															
Total	150 hours																
Mode of assessment / prerequisites for the award of ECTS credits	Term paper after course termination (5000 words).																

Weighting of the individual assessment for the overall mark	Term paper (100%).
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Lecture slides (course reader) • Literature <p>Selected literature:</p> <ul style="list-style-type: none"> • Charmaz, Kathy (2014). <i>Constructing Grounded Theory</i> (2nd ed.). Los Angeles etc.: Sage. • Flick, Uwe (2009). <i>An Introduction to Qualitative Research</i> (4th ed.). Los Angeles etc.: Sage. • Bernard, Harvey, Russell (2002). <i>Research Methods in Anthropology. Qualitative and Quantitative Methods</i>. Walnut Creek etc.: Altamira Press. • Patton, Quinn Michael (1990). <i>Qualitative evaluation and research methods</i> (2nd ed.). Newbury Park etc.: Sage. • Silverman, David (1993). <i>Interpreting Qualitative Data. Methods for analysing Talk, Text and Interaction</i> (3th ed.). Los Angeles etc.: Sage. • Spradley, James P. (1980) <i>Participant Observation</i>. Orlando, Florida: Harcourt College Publishers. • Malinowski, Bronisław (1922) <i>Argonauts of the Western Pacific. An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea</i>. New York: Dutton. • Geertz, Clifford (1983) 'From the Native's Point of View': On the Nature of Anthropological Understanding. In: <i>Local Knowledge. Further Essays in Interpretative Anthropology</i> by Clifford Geertz. New York: Basic Books. 55-72 • Geertz, Clifford (1973) <i>Thick Description: Toward an Interpretative Theory of Culture</i>. In: <i>The Interpretation of Cultures</i>. New York: Basic Books. • Dresing, Thorsten; Pehl, Thorsten; Schmieder, Christian (2012) <i>Manual (on) Transcription. Transcription Conventions, Software Guides and Practical Hints for Qualitative Researchers</i>. 2nd English Edition. Marburg.

Evaluation of Development Policies (L,T)

Module	Advanced Quantitative Research Methods
Module group	Research Methods
Lecturer	Professor Michael Grimm
Frequency of module delivery / module duration	Summer semester / 1 semester
Module syllabus	This course introduces students to the concepts and methods of impact evaluation analysis. Especially random field experiments, double difference estimation, matching, regression discontinuity analysis and basics of instrumental variables estimation are covered. In addition, the implementation of a survey, the calculation of the required sample size, as well as an overview over complementary, qualitative methods are subject to the course. All methods will be exemplified by empirical cases. In the tutorial, which complements the lecture, students will learn hands-on how to apply the methods on their own, using the statistical software package STATA.
Learning outcomes of the module	With successful completion of the course, the students are able to: <ul style="list-style-type: none"> • Identify a suitable evaluation instrument for a specific evaluation problem. • Create a 'Theory of change' for the evaluation problem. • Implement the different evaluation methods with the software package STATA. • Evaluate critically the quality of impact evaluations. • Give advice for policy recommendations based on the evaluation results.
Mode of instruction for the module	Lecture with interactive elements and workshops at the computer rooms.

Module prerequisites	Basic econometric knowledge and the course 'Introduction to Quantitative Methods for Development Policy'.	
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.A. Business Administration M.A. Governance and Public Policy	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Lecture	2	
Tutorial (computer rooms)	2	
Total	4	
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Lecture	28 hours	28 hours
Workshops (computer rooms)	28 hours	28 hours
Essay/paper		38 hours
Total	150 hours	
Mode of assessment / prerequisites for the award of ECTS credits	Students receive a data set as well as an evaluation problem, which they have to solve. The solution has to be presented in form of a 10 to 15 pages term paper.	
Weighting of the individual assessment for the overall mark	Essay/paper (100%)	

Special features (e.g. online share, company visits, guest lectures, etc.)	A guest lecture
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Lecture slides • Literature <p>Selected literature:</p> <ul style="list-style-type: none"> • Banerjee, A.V. and E. Duflo (2008), <i>The Experimental Approach to Development Economics</i>, MIT. • Cameron, A.C. and P.K. Trivedi (2009), <i>Microeconomics using Stata (Revised edition)</i>, Stata Press. • Gerber A. and D. Green (2012), <i>Field Experiments. Design, Analysis and Interpretation</i>. Norton & Company • Gertler, P., S. Martinez and P. Premand (2010), <i>Impact Evaluation in Practice</i>. World Bank, Washington D.C. • Khandker, S.R., G.B. Koolwal and A.H. Samad (2010), <i>Handbook of Impact Evaluation. Quantitative Methods and Practices</i>. World Bank, Washington D.C. • Ravallion, M. (2001), <i>The Mystery of the Vanishing Benefits: An Introduction to Impact Evaluation</i>. <i>The World Bank Economic Review</i> 15(1), pp. 115-140. <p>A detailed reading list will be provided in the course reader for the lectures, which will be made available in Stud.IP when courses start.</p>

Advanced Qualitative Research Methods for Development Studies (S)

Module	Advanced Qualitative Research Methods
Module group	Research Methods
Lecturer	Friederike Trotier
Frequency of module delivery / module duration	Summer semester / 1 semester
Module syllabus	<p>The course deals with empirical and qualitative social research at an advanced level and consists of the following parts:</p> <p>Enhancement of the knowledge of qualitative social research focusing on:</p> <ul style="list-style-type: none"> • How does one get access to the field? • How are interviews (and other methods) conducted? • How is the data documented and recorded? • How can the data be analysed? • How scientific articles are written, on basis of self-collected data. <p>The focus lies on the actual use and practice of the learned methods. After a quick recapitulation of the basics, the students will design and implement an own small research project.</p> <p>For this purpose, they formulate a research question and learn how to choose a suitable research design. They acquire and analyse data and finally they present their results in the course for critical discussion.</p>
Learning outcomes of the module	<p>The aim of this course is to practice the application of qualitative, empirical research.</p> <p>After successful completion, the students will be able to develop and conduct their own research projects.</p>

Mode of instruction for the module	Seminar with presentations and discussions by the students.		
Module prerequisites	Basic knowledge of qualitative social research.		
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies		
Allotted time for study (in hours):			
Courses	Contact hours per week	ECTS credits	
Seminar	2		
Total	2	5	
Workload distribution in hours (60 minutes) over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week			
	Attendance	Independent study	
Seminar and follow-up work	28 hours	56 hours	
Reading		26 hours	
Essay/paper		40 hours	
Total	150 hours		
Mode of assessment / prerequisites for the award of ECTS credits	Term paper in form of a report (3000 words).		
Weighting of the individual assessment for the overall mark	Essay/paper (100%)		

Special features (e.g. online share, company visits, guest lectures, etc.)	N/A
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Literature <p>Selected literature:</p> <ul style="list-style-type: none"> • Charmaz, Kathy (2014). <i>Constructing Grounded Theory</i> (2nd ed.). Los Angeles etc.: Sage. • Flick, Uwe (2009). <i>An Introduction to Qualitative Research</i> (4th ed.). Los Angeles etc.: Sage. • Bernard, Harvey, Russell (2002). <i>Research Methods in Anthropology. Qualitative and Quantitative Methods</i>. Walnut Creek etc.: Altamira Press. • Patton, Quinn Michael (1990). <i>Qualitative evaluation and research methods</i> (2nd ed.). Newbury Park etc.: Sage. • Silverman, David (1993). <i>Interpreting Qualitative Data. Methods for analysing Talk, Text and Interaction</i> (3th ed.). Los Angeles etc.: Sage. • Spradley, James P. (1980) <i>Participant Observation</i>. Orlando, Florida: Harcourt College Publishers. • Malinowski, Bronisław (1922) <i>Argonauts of the Western Pacific. An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea</i>. New York: Dutton. • Geertz, Clifford (1983) 'From the Native's Point of View': On the Nature of Anthropological Understanding. In: <i>Local Knowledge. Further Essays in Interpretative Anthropology</i> by Clifford Geertz. New York: Basic Books. 55-72 • Geertz, Clifford (1973) <i>Thick Description: Toward an Interpretative Theory of Culture</i>. In: <i>The Interpretation of Cultures</i>. New York: Basic Books. • Dresing, Thorsten; Pehl, Thorsten; Schmieder, Christian (2012) <i>Manual (on) Transcription. Transcription Conventions, Software Guides and Practical Hints for Qualitative Researchers</i>. 2nd English Edition. Marburg.

Research Seminar (S)

Module	Research Seminar
Module group	Research Methods
Lecturer	Professor Michael Grimm Professor Rüdiger Korff Professor Martina Padmanabhan
Frequency of module delivery / module duration	Winter semester / 1 semester
Module syllabus	This seminar prepares students for their Master thesis. At the end of the course students should have developed a full-fledged research design and outline for their Master thesis. The course guides students through this preparation process. Students learn to elaborate a research question, to embed their question in an appropriate theoretical framework, to identify data sources and data analysis techniques. Students are also advised on how to write a scientific paper. The course builds on the foundation and methods courses of the master program.
Learning outcomes of the module	After successful completion of the course the students know: <ul style="list-style-type: none"> • How to identify a relevant research question. • How to identify theories, methods and data that are important for solving the research question. • How to write a scientific essay • How to present and critically evaluate research
Mode of instruction for the module	Presentations by lecturers and students, as well as discussions. Homework and readings, proposal writing. The main block is held as a three-day retreat in the Bavarian Forest.
Module prerequisites	At least one of the methodological introductory courses of the master's program (Introduction to quantitative methods/Introduction to qualitative methods).

This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies	
Allotted time for study (in hours):		
Courses	Contact hours -	ECTS credits
Seminar (several blocks)	30	
Total	30	5
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Seminar	30 hours	
Reading		40 h
Elaboration of the research project		40 hours
Preparation of the seminar presentations		40 hours
Total	150 hours	
Mode of assessment / prerequisites for the award of ECTS credits	Four weeks after the seminar students submit a document (3,500-5,000 words) which presents the research question, an outline, the theoretical framework, the methodologies and, if applicable, the data of the master's thesis. Students are graded on the quality of their research design.	
Weighting of the individual assessment for the overall mark	Draft paper (100%).	
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A	

<p>Recommended reading (teaching materials and other literature)</p>	<p>Selected literature:</p> <ul style="list-style-type: none"> • Chandrasekhar, R. (2000). How to write a thesis: A working guide. The University of Western Australia. • Cochrane, J. H. (2005). Writing tips for Ph.D. students. Graduate School of Business, University of Chicago. [• Mialon, H. M. (2012). The economics of faking ecstasy. <i>Economic Inquiry</i> 50 (1), 277/285 <p>The students will be provided with a detailed list of literature in the syllabus of the seminar. It will be made available at the beginning of the course. The literature is selected based on the research topics of the participants.</p>
--	---

Development Studies Colloquium I (C)

Module	Development Studies Colloquium I
Module group	Research Methods
Lecturer	Lecture series with guests from outside the University of Passau (coordinated by: Professor Michael Grimm, Professor Rüdiger Korff, Professor Monika Arnez)
Frequency of module delivery / module duration	Every four semesters / 2 semesters, approx. 14 days
Module syllabus	Scholars present their research findings from the field of development research. Topics and approaches can be of a more theoretical, empirical or political nature.
Learning outcomes of the module	<ul style="list-style-type: none"> • Students are given an overview of various research-related subjects from the field of development research. • Students will consolidate their knowledge of theory and methods. • Students will learn to critically analyse research results and engage in an academic debate.
Mode of instruction for the module	Participants will prepare the presented papers prior to the seminar and read them thoroughly as follow-up work. A good preparation implies to read the summary, the introduction and the conclusion of the paper. Students should determine the research question and outline the general methodological approach. Participants should have prepared relevant questions for each class.
Module prerequisites	None
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies

Allotted time for study (in hours):

Courses	Contact hours per week	ECTS credits
Colloquium	1	
Total	1	3

Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week

	Attendance	Independent study
Colloquium	34 h	66 h
Total	100 h	

Mode of assessment / prerequisites for the award of ECTS credits	<p>Regular attendance; no assessment.</p> <p>All students are required to attend the Development Studies Research Colloquium; you must be present for at least 50% of the course dates. Students who are away from the University of Passau for a colloquium, a semester abroad or field research are exempt from this requirement. The colloquium is considered an important foundation for the Master's thesis and in preparation for a later academic career. Internationally renowned scholars will be invited as guest lecturers. The students get insight into the most recent research topics, methods and findings. Through their active participation at the colloquium, they improve their skills in critical discourse. Additionally, they are offered the opportunity of getting in touch with renowned scientists and scientific institutions.</p>
Weighting of the individual assessment for the overall mark	This colloquium is not part of the final grade.
Special features (e.g. online share, company visits, guest lectures, etc.)	Guest lectures
Recommended reading (teaching materials and other literature)	The underlying research papers are made available one week prior to each presentation.

Development Studies Colloquium II (C)

Module	Development Studies Colloquium II
Module group	Research Methods
Lecturer	Lecture series with guests at, and away from, the University of Passau (coordinated by: Professor Michael Grimm, Professor Rüdiger Korff, Professor Monika Arnez)
Frequency of module delivery / module duration	Every four semesters / 2 semesters, approx. 14 days
Module syllabus	Scholars present their research findings from the field of development research. Topics and approaches can be of a more theoretical, empirical or political kind.
Learning outcomes of the module	<ul style="list-style-type: none"> • Students are given an overview of various research-related subjects from the field of development research. • You will consolidate your knowledge of theory and methods. • You will learn to critically analyse research results and engage in an academic debate.
Mode of instruction for the module	Participants will prepare the presented papers prior to the seminar and read them thoroughly as follow-up work. A good preparation implies to read the summary, the introduction and the conclusion of the paper. Students should determine the research question and outline the general methodological approach. By critically reflecting the work beforehand, the participants should attend the colloquium with relevant questions in mind.
Module prerequisites	None
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies

Allotted time for study (in hours):

Courses	Contact hours per week	ECTS credits
Colloquium	1	
Total	1	2

Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week

	Attendance	Independent study
Colloquium	22 h	38 hours
Total	60 hours	

Mode of assessment / prerequisites for the award of ECTS credits	<p>Regular attendance; no assessment.</p> <p>All students are required to attend the Development Studies Research Colloquium; you must be present for at least 70% of the course dates. Students who are away from the University of Passau for a colloquium, a semester abroad or field research are exempt from this requirement. The colloquium is considered an important foundation for the Master's thesis and in preparation for a later academic career. Internationally renowned scholars will be invited as guest lecturers. The students get and insight into the most recent research topics, methods and findings. Through their active participation at the colloquium, they improve their skills in critical discourse. Additionally, they are offered the opportunity of getting in touch with renowned scientists and scientific institutions.</p>
Weighting of the individual assessment for the overall mark	This colloquium is not part of the final grade.
Special features (e.g. online share, company visits, guest lectures, etc.)	Guest lectures

Recommended reading (teaching materials and other literature)	The underlying research papers are made available one week prior to each presentation.
---	--

Module Group: Specialisation

Specialisation: Economics

Health, Development and Public Policy (L,T)

Module	Health, Development and Public Policy
Module group	Specialisation
Focus area	Economics
Lecturer	Professor Michael Grimm
Frequency of module delivery / module duration	Summer semester / 1 semester
Module syllabus	Health and nutrition are important inputs to individual well-being and economic development. Individual and population health in turn are driven by individual income and public resources allocated to the health sector. This two-way relationship renders the link between health and economic development complex and the evaluation of the economic impacts of health interventions a challenging endeavour. This course is designed to illustrate these challenges.
Learning outcomes of the module	<ul style="list-style-type: none"> • To introduce participants to the concept of health in health economics, • To provide an overview of possible transmission channels between health and development and development and health, • To discuss models explaining health related behaviour and health investment, • To provide an overview of the economic, political and social rationale for the public provision of health expenditure, • To equip participants with the necessary methodological insights required to understand and critically review econometric impact evaluations of health policy reforms.
Mode of instruction for the module	Lecture, discussions, accompanying tutorial

Module prerequisites	An understanding of basic micro and macro-economics and basic quantitative analysis is required. Prior knowledge in development economics is an advantage, but not necessary.	
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.Sc. Business Administration M.A. Governance and Public Policy	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Lecture	2	5
Tutorial	2	
Total	4	
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Lecture	28 hours	28 hours
Tutorial	26 hours	26 hours
Examination (preparation)	2 hours	40 hours
Total	150 hours	
Mode of assessment / prerequisites for the award of ECTS credits	Written exam at the end of the semester (90 minutes).	
Weighting of the individual assessment for the overall mark	Written exam (100%).	

Special features (e.g. online share, company visits, guest lectures, etc.)	Guest lecture
Recommended reading (teaching materials and other literature)	<p>Students are provided with an e-Reader. Moreover, students get access to the slides used in the lectures and to exercises they should complete for the tutorials.</p> <p>Selected literature:</p> <ul style="list-style-type: none"> • Acemoglu D. and S. Johnson (2006), Disease and Development: The Effect of Life Expectancy on Economic Growth. <i>Journal of Political Economy</i>, 115 (6): 925-985. • Chaudhury, N and J. S. Hammer (2004) Ghost Doctors: Absenteeism in Rural Bangladeshi Health Facilities, <i>World Bank Economic Review</i> 18(3): 423-441. • England R. (2007), Are we spending too much on HIV? <i>British Medical Journal</i>: 334-344. • Maluccio, J.A. et al. (2009), The Impact of Improving Nutrition During Early Childhood on Education among Guatemalan Adults, <i>Economic Journal</i>, 119 (537): 734-763. • Pritchett L. (1995), Desired Fertility and the Impact of Population Policies, <i>Population and Development Review</i>, 20: 1-55. • Strauss, J. and D. Thomas (1998), Health, Nutrition, and Economic Development. <i>Journal of Economic Literature</i>, 36 (2): 768-775. • World Health Organization (2010), World Health Report 2010 - Health systems financing: the path to universal coverage, WHO, Geneva. <p>A detailed reading list will be provided in the course reader for the lectures, which will be made available in Stud.IP when courses start.</p>

Micro Development Economics (L,T)

Module	Micro Development Economics
Module group	Specialisation
Focus area	Economics
Lecturer	Professor Michael Grimm
Frequency of module delivery / module duration	Winter semester / 1 Semester.
Module syllabus	<p>This course is motivated by the idea that development requires a transformation in economic processes and changes in the underlying micro structures of a country so that the development potential of a country may be released. Accordingly, the aim of this course is to study and analyse households, firms and institutions engaged in the process of economic development. The course will rely mainly on micro economic analysis to study the interactions between these various agents. The course examines the role of market imperfections, market failure and non-market institutions in shaping decisions. For example, the decision to attend school or to work may depend on credit constraints, the social and cultural environment in which households are located and investments made by the government in the availability and quality of schooling. The source of market imperfections, and the evolution of various non-market and governance institutions may in turn depend on various factors which can help provide explanations of development or the lack of it.</p>
Learning outcomes of the module	<ul style="list-style-type: none"> • To provide participants with the theoretical foundations of modern development economics, • To familiarize participants with the literature in the relevant domains, • To equip participants with the techniques necessary to derive hypotheses from the theory that can be tested empirically,

	<ul style="list-style-type: none"> To introduce participants to the key policy debates in the areas covered by this course. 																
Mode of instruction for the module	Lecture, discussions, accompanying tutorial.																
Module prerequisites	An understanding of intermediate micro and macro-economics and basic quantitative-statistical analysis is required. Prior knowledge in development economics is an advantage.																
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.Sc. Business Administration M.A. Governance and Public Policy																
Allotted time for study (in hours):																	
<table border="1"> <thead> <tr> <th>Courses</th> <th>Contact hours per week</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>2</td> <td rowspan="3">5</td> </tr> <tr> <td>Tutorial</td> <td>2</td> </tr> <tr> <td>Total</td> <td>4</td> </tr> </tbody> </table>			Courses	Contact hours per week	ECTS credits	Lecture	2	5	Tutorial	2	Total	4					
Courses	Contact hours per week	ECTS credits															
Lecture	2	5															
Tutorial	2																
Total	4																
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week																	
<table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Independent study</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>28 hours</td> <td>28 hours</td> </tr> <tr> <td>Tutorial</td> <td>26 hours</td> <td>26 hours</td> </tr> <tr> <td>Exam preparation</td> <td>2 hours</td> <td>40 hours</td> </tr> <tr> <td>Total</td> <td colspan="2">150 hours</td> </tr> </tbody> </table>				Attendance	Independent study	Lecture	28 hours	28 hours	Tutorial	26 hours	26 hours	Exam preparation	2 hours	40 hours	Total	150 hours	
	Attendance	Independent study															
Lecture	28 hours	28 hours															
Tutorial	26 hours	26 hours															
Exam preparation	2 hours	40 hours															
Total	150 hours																

Mode of assessment / prerequisites for the award of ECTS credits	Written exam at the end of the semester (90minutes).
Weighting of the individual assessment for the overall mark	Written exam (100%)
Special features (e.g. online share, company visits, guest lectures, etc.)	Guest lecture
Recommended reading (teaching materials and other literature)	<p>Students are provided with an e-Reader. Moreover, students get access to the slides used in the lectures and to exercises they should complete for the tutorials.</p> <p>Selected literature:</p> <ul style="list-style-type: none"> • Banerjee A., E. Duflo, R. Glennerster and C. Kinnan (2014), The miracle of microfinance? Evidence from a randomized evaluation. <i>American Economic Journal: Applied Economics</i>, forthcoming. • Bardhan, P. and C. Udry. 1999. <i>Development Microeconomics</i>. Oxford University Press: Oxford. • Basu K. (1997), <i>Analytical Development Economics</i>, Cambridge: MIT Press. • De Mel, S., D. McKenzie and C. Woodruff (2008), Returns to Capital in Microenterprises: Evidence from a Field Experiment. <i>Quarterly Journal of Economics</i>, 123 (4): 1329-1372. • Foster, A. and M. Rosenzweig (1995). Learning by Doing and Learning from Others: Human Capital and Technical Change in Agriculture. <i>Journal of Political Economy</i>, 104: 1176-1209. • Platteau, J.P. 2000. <i>Institutions, social norms and economic development</i>. Harwood Academic Publishers. • Shaban, R.A. (1987), Testing between Competing Models of Sharecropping. <i>Journal of Political Economy</i>, 95 (5):893-920. <p>A detailed reading list will be provided in the course reader for the lectures, which will be made available in Stud.IP when courses start.</p>

Growth, Inequality and Poverty (L,T)

Module	Growth, Inequality and Poverty
Module group	Specialisation
Focus areas	Economics Southeast Asia
Lecturer	Professor Michael Grimm
Frequency of module delivery / module duration	Winter semester, 1 semester
Module syllabus	Economic growth has led to substantial reductions in poverty in South-East Asia and more recently in China, India and Brazil. Some economists forecast similar reductions to come in large parts of Sub-Saharan Africa where poverty has started to decline slowly. However, in many emerging economies, including China, growth and poverty reduction are accompanied by a significant increase in inequality. This course discusses the statistical tools to investigate these dynamics and the underlying policies and external factors causing these changes.
Learning outcomes of the module	<ul style="list-style-type: none"> • To provide participants with the theoretical foundations of commonly used welfare measures, • To introduce participants to alternative welfare measures and approaches, • To equip participants with the techniques necessary to analyse statistically growth, poverty and inequality dynamics, • To lead participants to various case studies that illustrate how specific policies and external factors can affect growth, poverty and inequality.
Mode of instruction for the module	Lecture, discussions, accompanying tutorial.

Module prerequisites	An understanding of intermediate micro and macro-economics and basic quantitative-statistical analysis is required. Prior knowledge in development economics is an advantage, but not necessary.	
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.Sc. Business Administration M.A. Governance and Public Policy	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Lecture	2	5
Tutorial	2	
Total	4	
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Lecture	28 hours	28 hours
Tutorial	26 hours	26 hours
Exam preparation	2 hours	40 hours
Total	150 hours	
Mode of assessment / prerequisites for the award of ECTS credits	Written exam at the end of the semester (90 minutes).	
Weighting of the individual assessment for the overall mark	Written exam (100%).	

Special features (e.g. online share, company visits, guest lectures, etc.)	Guest lecture
Recommended reading (teaching materials and other literature)	<p>Students are provided with an e-Reader. Moreover, students get access to the slides used in the lectures and to exercises they should complete for the tutorials.</p> <p>Selected literature:</p> <ul style="list-style-type: none"> • Alesina, A. and D. Rodrik (1994), Distributive Politics and Economic Growth. <i>Quarterly Journal of Economics</i>, 109: 465-90. • Chen, S. and M. Ravallion (2010), The developing world is poorer than we thought, but no less successful in the fight against poverty. <i>Quarterly Journal of Economics</i>, 125: 1577–1625. • Ferreira, F.H.G. and D. Robalino (2010), Social protection in Latin America: achievements and limitations. World Bank Policy Research WP 5305. • Kahneman, D. and A.B. Krueger (2006). Developments in the Measurement of Subjective Well-Being. <i>Journal of Economic Perspectives</i>, 20 (1): 3-24. • Piketty, T. (2014), <i>Capital in the twenty-first century</i>. Harvard University Press. • Pinkovskiy, M. and X. Sala-i-Martin (2010), African Poverty is Falling...Much Faster than You Think! Mimeo, Columbia University. • Timmer, C.P. (2007), A Historical Perspective on Pro-Poor Growth in Indonesia. In M. Grimm, S. Klasen and A. McKay, <i>Determinants of Pro-Poor Growth</i>. Palgrave Macmillan: London • Winters, L.A., N. McCulloch and A. McKay (2004), Trade Liberalization and Poverty. The evidence so far. <i>Journal of Economic Literature</i>, 42: 72-115. <p>A detailed reading list will be provided in the course reader for the lectures, which will be made available in Stud.IP when courses start.</p>

Development Economics: Political Economy of Development Policies (S)

Module	Development Economics: Political Economy of Development Policies (block seminar)
Module group	Specialisation
Focus area	Economics
Lecturer	Dr. Marina Dodlova
Frequency of module delivery / module duration	Winter semester / 1 semester
Module syllabus	<p>This course presents fundamental elements of the political economy of development. The main question is how the political, social and other motives not related to pro-poor motives intervene the formulation and implementation of development policies. The course will consist of both lectures and seminars where the students discuss recent research articles in the field. A special focus will be done on up to date techniques of quantitative empirical research. In the lectures, the theoretical framework of the political economy and case studies with micro- and macroeconomic data from developing countries will be presented. In the seminars, the students will learn how to read and evaluate the research papers, write referee reports and make presentations. The goal of the course is to demonstrate how to think critically about development theory and practice.</p> <p>The course treats, amongst others, the following topics:</p> <ul style="list-style-type: none"> • Electoral cycles and government policies

	<ul style="list-style-type: none"> • Political institutions and social policy manipulation • Lab and lab-in-the-field experiments on voting and policies • Clientelism and corruption in development policies • Conflict and development • The political economy of foreign aid
Learning outcomes of the module	<ul style="list-style-type: none"> • To introduce the theoretical elements of political economy and to deepen the knowledge of participants in the political economy of development policies, • To train participants to review the relevant literature, to critically evaluate it, to write a referee report, and to undertake complementary own research, • To give students an opportunity to present the outcome of this research in class and to be involved in a discussion with other students, • To demonstrate how to critically read and comment on research articles and referee reports by other students.
Mode of instruction for the module	The seminar is scheduled for the summer term 2018 and will take place as a series of lectures in the first half of the term, followed by a block seminar at the end of the term in which students will hold a presentation of one of research articles from the course and a prepared referee report on this article.
Module prerequisites	Basic knowledge in quantitative analysis as well as in micro- and macroeconomics is required. While a strong mathematical or statistical background is not necessary to follow the course, students will be expected to engage with several papers using regression analysis and other econometric techniques. Prior knowledge in development economics and/or political economy is an advantage.
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.A. Business Administration M.A. Governance and Public Policy

Allotted time for study (in hours):

Courses	Contact hours	ECTS credits
Seminar	20	
Total	20	7

Workload distribution in hours (60 minutes) over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week

	Attendance	Independent study
Essay/paper		134 h
Peer review		20 h
Seminar	20 hours	36 h
Total	210 hours	

Mode of assessment / prerequisites for the award of ECTS credits	<p>Students are expected to choose one of research articles from the list, summarize it carefully, write a three-page referee report and present both the summary of the research paper and referee report in the class.</p> <p>Referee report (30%) + Presentation (30%) + Written exam (30%) + Participation (10%)</p>
Weighting of the individual assessment for the overall mark	See above.
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A
Recommended reading (teaching materials and other literature)	<p>Lecture notes</p> <ul style="list-style-type: none"> • Materials from the course (i.e. academic papers, published in international journals and referee re-

ports)

- Other readings on Political Economy:

- ♣ Daron Acemoglu and James Robinson (2012), *Why Nations Fail: The Origins of Power, Prosperity and Poverty?* Cambridge University Press.

- ♣ Torsten Persson and Guido Tabellini (2000), *Political Economics: Explaining Economic Policy*. MIT Press.

- ♣ Tim Besley (2006), *Principled Agents?* Oxford University Press.

- Other readings on Development:

- ♣ Debraj Ray (1998), *Development Economics*. Princeton University Press.

- ♣ Abhijit Banerjee and Esther Duflo (2011), *Poor Economics*. Public Affairs.

<https://www.pooreconomics.com/>

- ♣ Dani Rodrik and Mark Rosenzweig (2010), *Handbook of Development Economics*. Volume 5. The Netherlands: North Holland. Free online.

Economics of Education (L,T)

Module	Economics of Education
Module group	Specialisation
Focus area	Economics
Lecturer	Professor Stefan Bauernschuster
Frequency of module delivery / module duration	Summer semester (not in SS 2018) / 1 semester
Module syllabus	<p>Human capital is a key factor for growth and prosperity of nations. Due to the crucial role of education, Germany's bad performance in PISA 2000 was a major shock which induced heated and mostly ideologically driven debates on problems of the current school system and necessary reforms. The first part of this lecture deals with the role of education for the economic development of countries and the effects of schooling on wages and the risk of getting unemployed. Apart from these labour market related impacts, we also look at the effects of schooling on health, crime, and social engagement. It becomes apparent that education is not only about cognitive but also about non-cognitive skills. The second part of the lecture evolves around the question how school system should be designed in order to provide the best possible results for children and youths. In addition to the role of early childhood education, we focus on the effects of class size, (early) educational tracking, school autonomy, school accountability, central exams, competition between schools, and the impact of teachers. This analysis is based on an in-depth inspection of current empirical research papers.</p>

Learning outcomes of the module	Students get acquainted with key topics in the economics of education and learn to work with applied recent re-search papers in this area.
Mode of instruction for the module	Classroom lecture with interactive elements
Module prerequisites	A basic understanding of microeconomics and statis-tics/econometrics.
This module is suitable for the following indicated degree programme(s) or mod-ule(s)	M.A. Development Studies M.A. International Economics and Business M.Sc. Business Administration M.A. Governance and Public Policy M.A. International Cultural and Business Studies

Allotted time for study (in hours):

Courses	Contact hours per week	ECTS credits
Lecture	2	5
Tutorial	2	
Total	4	

Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week

	Attendance	Independent study
Lecture	30 hours	45 hours
Tutorial	30 hours	45 hours
Total	150 hours	

Mode of assessment / prerequisites for the award of ECTS credits	Written examination (90 minutes).
Weighting of the individual assessment for the overall mark	Written examination (100%).
Special features (e.g. online share, company visits, guest lectures, etc.)	
Recommended reading (teaching materials and other literature)	N/A

Behavioural Public Economics (L,T)

Module	Behavioural Public Economics
Module group	Specialisation
Focus area	Economics
Lecturer	Professor Stefan Bauernschuster
Frequency of module delivery / module duration	Winter semester / 1 semester
Module syllabus	<p>The model of homo oeconomicus, a rational self-interested individual who maximizes her utility and is not interested in the well-being of her fellow human beings, often fails to provide an adequate picture of individual decision-making processes. In some circumstances, individuals make systematically wrong decisions; moreover, social preferences like altruism, fairness or reciprocity play an important role in individual decisions. This lecture demonstrates which implications can be drawn from behavioural economic insights for economic policy. The fundamental question of how much governmental intervention can be justified to correct the errors of individual decision making is one topic. Moreover, specific policies are considered with respect to insights from behavioural economics. Amongst the topics covered in the lecture are optimal taxation of sin goods such as alcohol and tobacco, effects of social pressure for energy consumption, the role of default options in retirement savings, altruism and social pressure in charitable giving, complexity and salience of taxes, moral aspects and the effects of social pressure for tax fraud, behavioural aspects of minimum wages or the role of labelling of transfer payments.</p>
Learning outcomes of the module	Students get acquainted with key topics in behavioural public economics and learn to work with applied recent research papers in this area.

Mode of instruction for the module	Classroom lecture with interactive elements.												
Module prerequisites	A basic understanding of microeconomics and statistics/econometrics.												
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.Sc. Business Administration M.A. Governance and Public Policy M.A. International Cultural and Business Studies												
Allotted time for study (in hours):													
<table border="1"> <thead> <tr> <th>Courses</th> <th>Contact hours per week</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>2</td> <td rowspan="3">5</td> </tr> <tr> <td>Tutorial</td> <td>2</td> </tr> <tr> <td>Total</td> <td>4</td> </tr> </tbody> </table>		Courses	Contact hours per week	ECTS credits	Lecture	2	5	Tutorial	2	Total	4		
Courses	Contact hours per week	ECTS credits											
Lecture	2	5											
Tutorial	2												
Total	4												
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week													
<table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Independent study</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>30 hours</td> <td>45 hours</td> </tr> <tr> <td>Tutorial</td> <td>30 hours</td> <td>45 hours</td> </tr> <tr> <td>Total</td> <td colspan="2">150 hours</td> </tr> </tbody> </table>			Attendance	Independent study	Lecture	30 hours	45 hours	Tutorial	30 hours	45 hours	Total	150 hours	
	Attendance	Independent study											
Lecture	30 hours	45 hours											
Tutorial	30 hours	45 hours											
Total	150 hours												

Mode of assessment / prerequisites for the award of ECTS credits	Written examination (90 minutes).
Weighting of the individual assessment for the overall mark	Written examination (100%).
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Angner, E. (2012), A Course in Behavioral Economics, Basingstoke: Palgrave MacMillan. • Congdon, W., Kling, J., Mullainathan, S. (2011), Policy and Choice - Public Finance through the Lens of Behavioral Economics, Washington D.C.: Brookings Institution Press. • Thaler, R., Sunstein, C. (2009), Nudge: Improving Decisions About Health, Wealth, and Happiness, London: Penguin Books.

The Economics of Corruption (L,T)

Module	The Economics of Corruption
Module group	Specialisation
Focus area	Economics
Lecturer	Professor Johann Graf Lambsdorff
Frequency of module delivery / module duration	Winter semester / every 2 semesters 7 days of block course before semester start.
Module syllabus	The course introduces into the economic analysis of corruption, defined as the misuse of public power for private benefit. A focus is put on behavioral and experimental economics, seeking to address how citizens behave and how officials react to corrupt incentives and sanctions. Approaches to reform, particularly based on the United Nations Convention Against Corruption (UNCAC), are critically discussed and confronted with behavioral insights. Topics covered embrace the 4-eyes principle, Abuse of Office, Corruption Perceptions Index, Debarment, Diffusion of Responsibility, Limiting Discretion, Illicit Enrichment, Intermediaries, Intrinsic Motivation, Job Rotation, Leniency, Nullity of the Basic Contract, Procurement, Separation of Functions and the Tone at the Top.
Learning outcomes of the module	Participants learn how to integrate legal, behavioral and economic incentives and their impact on corrupt behavior in politics as well as private and public organizations. They understand the strengths and weaknesses of current anticorruption systems.
Mode of instruction for the module	Lectures, guest presentations, case studies and simulations are core ingredients of this course. Participants also work in groups to develop and implement their own experiments and discuss their findings. The course is given in English.

Module prerequisites	Knowledge in microeconomics and institutional economics is strongly recommended. Interest in experimental economics and game theory is helpful. A registration via www.icgg.org is obligatory.	
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.A. International Cultural and Business Studies M.A. Governance and Public Policy M.A. Business Administration PhD students	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Lecture	2	
Tutorial, guest lectures, group work	2	
Total	4	5
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Lecture	20 hours	45 hours
Tutorial, guest lectures, group work	30 hours	15 hours
Short report Group work		40 hours
Total	150 hours	

Mode of assessment / prerequisites for the award of ECTS credits	Written examination (60 Min) and short report summarizing findings from group work and explaining the individual contribution (3000-4000 characters).
Weighting of the individual assessment for the overall mark	Written examination for 60 Minutes (70%). Short report (30%).
Special features (e.g. online share, company visits, guest lectures, etc.)	Three guest lectures.
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Lambsdorff, J. Graf (2007) 'The New Institutional Economics of Corruption and Reform: Theory, Evidence and Policy'. Cambridge University Press. • Lambsdorff, J. Graf (2009), The Organization of Anti-corruption – Getting Incentives Right. In: Corruption, Global Security, and World Order, ed. by R. Rotberg, (The Brookings Institution Press: Washington, D.C., 2009): 389-415. • Lambsdorff, J. Graf (2015), Preventing Corruption by Promoting Trust - Insights from Behavioral Science. University of Passau, Version: Diskussionsbeitrag Nr. V-69-15 (Volkswirtschaftliche Reihe der Passauer Diskussionspapiere).

Experimental Ethics (L) (in German)

Module	Experimental Ethics
Module group	Specialisation
Focus area	Economics
Lecturer	Dr. Marcus Antonio Giamattei
Frequency of module delivery / module duration	Winter semester (all 2 semesters) – not in WS 17/18 1 semester
Module syllabus	This course deals with current experimental studies on ethics from psychology and economics. These include issues of moral intuition, deontological ethics, consequentialist ethics, diffusion of responsibility, the replacement logic, pivotality, and self-serving biases.
Learning outcomes of the module	Students learn how to evaluate critically common experimental practices and to derive possible policy recommendations. They also learn how to write a research proposal aimed at novel experimental work.
Mode of instruction for the module	Seminar (taught in German) with practical component.
Module prerequisites	Some knowledge in microeconomics, behavioural game theory or experimental economics is useful.
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.A. Business Administration M.A. International Cultural and Business Studies

	M.A. Governance and Public Policy	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Seminar	2	
Total	2	7
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Lecture	30 hours	180 hours
Total	210 hours	
Mode of assessment / prerequisites for the award of ECTS credits	100 % Final exam and presentation.	
Weighting of the individual assessment for the module mark	Exam and presentation (100%).	
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A	
Recommended reading (teaching materials and other literature)	The corresponding literature is announced in the course, due to changing subjects.	

Experimental Economics (S)

**New module name: Lab and Field Experiments: Corruption, Conflict & Cooperation
(the exam number remains the same)**

Module	Lab and Field Experiments: Corruption, Conflict & Cooperation (previously 'Experimental Economics')
Module group	Specialisation
Focus area	Economics
Lecturer	Professor Johann Graf Lambsdorff Dr. Marcus Antonio Giamattei Dr. Katharina Werner
Frequency of module delivery / module duration	Summer semester 1 semester
Module syllabus	The seminar replaces the lecture on Anticorruption and the seminar Experimental Economics. The seminar consists of two parts: In the first part, students learn the methodological basics of designing and conducting laboratory and field experiments, mainly by analyzing and discussing seminal experimental studies in the fields of anticorruption and conflict resolution. They also learn the basics of programming computer-based laboratory experiments using the program „z-Tree“ (Fischbacher, 2007) and smartphone-based (field) experiments using the software “classEx” (Giamattei, Lambsdorff 2015). In the second part, students apply this knowledge and design, program and run their own laboratory or field experiment and analyze the results.
Learning outcomes of the module	Students run their own research projects to investigate the boundaries between economic theory and actual human behavior.
Mode of instruction for the module	Seminar with practical parts.

Module prerequisites	Previous participation in one of the following lectures is recommended: "Economics of Corruption", "Game Theory", "Behavioral Game Theory" or "Experimental Ethics".													
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.A. Business Administration M.A. Governance and Public Policy													
Allotted time for study (in hours):														
<table border="1"> <thead> <tr> <th>Courses</th> <th>Contact hours per week</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Seminar</td> <td>4</td> <td></td> </tr> <tr> <td>Total</td> <td>4</td> <td>10</td> </tr> </tbody> </table>			Courses	Contact hours per week	ECTS credits				Seminar	4		Total	4	10
Courses	Contact hours per week	ECTS credits												
Seminar	4													
Total	4	10												
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week														
<table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Independent study</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>60 hours</td> <td>240 hours</td> </tr> <tr> <td>Total</td> <td colspan="2">300 hours</td> </tr> </tbody> </table>				Attendance	Independent study	Lecture	60 hours	240 hours	Total	300 hours				
	Attendance	Independent study												
Lecture	60 hours	240 hours												
Total	300 hours													
Mode of assessment / prerequisites for the award of ECTS credits	Designing and running an own experiment and analysing the data; writing a seminar paper (approx. 10 pages).													
Weighting of the individual assessment for the module mark	100 % seminar paper.													
Special features (e.g. online share, company visits, guest lectures, etc.)	As master students of "Development Studies" obtain 10 ECTS for this seminar, they are not allowed to take the group project option (which gives only 7 ECTS due to lower workload and is granted to students from other de-													

	<p>gree programs)</p> <p>Therefore they have to design and run the experiment, analyze and present the data and write the seminar on their own.</p>
<p>Recommended reading (teaching materials and other literature)</p>	<p>D. Davis & C. Holt (1993) Experimental Economics, Princeton University Press.</p> <p>C. Camerer (2003) Behavioral Game Theory, Princeton University Press.</p> <p>Additional literature will be assigned / recommended during the course.</p>

Behavioral Game Theory (L) (in German!)

Module	Behavioral Game Theory
Module group	Specialisation
Focus area	Economics
Lecturer	Susanna Grundmann
Frequency of module delivery / module duration	Winter semester / 1 semester
Module syllabus	This course deals with the impact of non-standard preferences (fairness, reciprocity) and non-standard decisions and beliefs on strategic choices and the resulting equilibria. The relevant experimental evidence is surveyed and applied. This embraces experiments on dictator, ultimatum and trust games, zero-sum games with mixed-strategy equilibria, bargaining games, coordination games and dominance-solvable games.
Learning outcomes of the module	Students learn how to critically evaluate the limits of economic modelling of human decision making and how to derive and apply alternative models.
Mode of instruction for the module	Lecture, taught in German.
Module prerequisites	Some knowledge in microeconomics and game theory is useful.
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.A. Business Administration M.A. International Cultural and Business Studies

	M.A. Governance and Public Policy	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Lecture	4	
Total		5
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Lecture	60 hours	90 hours
Total	150 hours	
Mode of assessment / prerequisites for the award of ECTS credits	Presentation of 2-3 experiments in interactive form (20-30 minutes each) and final written exam.	
Weighting of the individual assessment for the module mark	Portfolio-exam: Written exam for 60 minutes (60%). Presentation (40%).	
Special features (e.g. online share, company visits, guest lectures, etc.)		
Recommended reading (teaching materials and other literature)	C. Camerer (2003) Behavioral Game Theory, Princeton University Press.	

Fundamentals of International Trade (L,T)

Module	Fundamentals of International Trade
Module group	Specialisation
Focus area	Economics
Lecturer	Professor Sebastian Krautheim
Frequency of module delivery / module duration	Winter semester / 1 semester
Module syllabus	<p>Both theoretical and empirical research on international trade has surged in the last two decades. All these recent developments are deeply rooted in two fundamental and analytically very tractable models of international trade: the basic two-country-two-goods Ricardian model and the model by Krugman (1980). One of the main objectives of this course will be to put students in a position to solve these models analytically and to deepen their understanding of economic modeling in general.</p> <p>While the (relatively simple) analytical solutions to the Ricardian and the Krugman model are derived in this course, the seminal papers that started the large and active recent literature in international trade (Eaton and Kortum, 2002, and Melitz, 2003) will be covered on an intuitive and graphical basis. This will be simple to do as they directly build on the Ricardian and the Krugman model. The analytical solutions to the advanced models of international trade, along with the literature they triggered, are the subject of the course “Advanced International Trade” usually offered in the summer term.</p> <p>One key result of the Ricardian model of international trade is that everybody always gains from trade. This implication is strikingly at odds with reality – and is widely criticized and ridiculed in the public debate (often along with the whole economics profession). Starting from the question if this implies that the Ricardian model is a “bad” model and if models in economics can help to understand anything about the real world at all, we will learn more about how (not to) interpret the results of theoretical models in economics, how to judge their assumptions and implications and ultimately how to decide if a model</p>

	<p>(specifically, the Ricardian model) is “a good model” or not.</p> <p>The theoretical focus of the course is complemented by a lecture on stylized facts on global trade and by a chapter on the gravity equation – the leading empirical tool in the analysis of international trade data. The empirical aspects of the course will be deepened and extended to state of the art empirical trade research in the course “Empirical International Trade” usually offered in the summer term.</p> <p>List of topics:</p> <ol style="list-style-type: none"> 1. Trade in the Global Economy 2. Trade and Technology: the Ricardian Model of Trade 3. Critical Assessment of the Ricardian Model of Trade 4. Modern Ricardian Trade Models: Dornbusch, Fischer and Samuelson (1977) and Eaton and Kortum (2002) 5. Increasing Returns to Scale and Monopolistic Competition: Krugman (1980) 6. Firm Heterogeneity in International Trade 7. Empirics of International Trade: the Gravity Equation
<p>Learning outcomes of the module</p>	<p>After taking this course, students are able to analytically solve two of the most important theoretical models of international trade: the two-country-two-goods Ricardian model as well as the Krugman (1980) model. This will allow students to develop a deep understanding of the different elements and mechanics of general equilibrium models in economics. Moreover, students develop criteria to critically assess the quality of economic models and to form an informed opinion about the usefulness of theoretical analysis in economics.</p> <p>Students also acquire a good overview over the main stylized facts on global trade flows, recent developments in the analysis of international trade flows as well as the gravity equation, the main tool in the empirical analysis of international trade flows.</p>

Mode of instruction for the module	Lecture and exercise, taught in English.	
Module prerequisites	Solid knowledge of undergraduate (Bachelor-level) Microeconomics is recommended.	
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Lecture	2	
Tutorial	2	
Total	4	
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Lecture	30 hours	45 hours
Tutorial	30 hours	45 hours
Total	150 hours	
Mode of assessment / Prerequisites for award of ECTS credits / Duration of the assessment	Written examination (90 minutes + 10 minutes reading time).	
Weighting of the individual assessment for the overall mark	Written examination (100%).	
Special features (e.g. online share, company visits, guest lectures, etc.)	This course provides the basis for further courses related to International Trade and Globalization like "The Empirics of International Trade" and "Advanced International Trade".	

<p>Recommended reading (teaching materials and other literature)</p>	<ul style="list-style-type: none"> • Feenstra, Robert C. and Alan M. Taylor: “International Trade”, Worth Publishers, 4th edition. (The book “International Economics“ by the same authors covers the same topics.) • Dornbusch, R., S. Fischer and P. A. Samuelson (1977). “Comparative Advantage, Trade, and Payments in a Ricardian Model with a Continuum of Goods.” In: The American Economic Review 67 (5), pp. 823–839. • Eaton, J. and S. Kortum (2002). “Technology, Geography, and Trade.” In: Econometrica 70, pp. 1741–1779. • Krugman, P. (1980). “Scale Economies, Product Differentiation, and the Pattern of Trade.” In: The American Economic Review 70 (5), pp. 950–959. • Melitz, M. J. (2003). “The Impact of Trade on Intra-Industry Reallocations and Aggregate Industry Productivity.” In: Econometrica 71, pp. 1695–1725. • Anderson, James E. and Eric van Wincoop (2003). “Gravity with Gravitas: A Solution to the Border Puzzle.” In: The American Economic Review 93 (1), pp. 170–192.
--	---

Empirics of International Trade (L,T)

Module (basic or advanced studies)	The Empirics of International Trade
Module group	Specialisation
Focus area	Economics
Lecturer	Professor Sebastian Krautheim Dr. Davide Sala
Frequency of module delivery / module duration	Summer semester / 1 semester
Module syllabus	<p>The course encompasses different aspects that characterize a modern and globalized economy, and animate the public debate (international fragmentation of production and its repercussion on the labor market, FDI, regional integration agreements).</p> <p>A detailed syllabus of the class containing the exact readings will be handed out to students at the beginning of the semester in the classroom (and StudIP).</p> <p>The foundation of the course builds on three blocks.</p> <p>Block 1: International Organization of Production</p> <ol style="list-style-type: none"> 1. iPod: kick off example + TiVa Data 2. Outsourcing: "It's no wine for cloth anymore" 3. Labor Market Effects: "Work Level Evidence" + "Changes in Job Opportunities" <p>Block 2: International Organization of Production: FDI and "offshoring"</p> <ol style="list-style-type: none"> 1. The "OLI" framework 2. The "Proximity-Concentration" Trade-off 3. Evidence on the "Proximity-Concentration" Trade-off 4. The Search of Partner 5. The "Hold-up" Problem <p>Block 3: Regional Trade Integration</p> <ol style="list-style-type: none"> 1. The Gravity Equation (Lab) 2. Barriers to Trade: The Border Puzzle 3. The Effect of Free Trade Areas and Currency Un-

	ions and the problem of causal inference
Learning outcomes of the module	<p>At the end of the course, students should</p> <ul style="list-style-type: none"> • be familiar with modern features of international trade • be able to critically navigate the literature • be aware of problems in bringing theory to the data • be able to interpret empirical results • be able to perform estimation of the gravity equation.
Mode of instruction for the module	<p>Lecture and discussion of a few papers (taught in English).</p> <p>Introduction to STATA/R statistical software and empirical estimation.</p>
Module prerequisites	<p>According to § 3 of Studien- und Prüfungsordnung für den Masterstudiengang International Economics and Business.</p> <p>Knowledge of microeconomics, international economics, and econometrics (bachelor level) is highly desirable.</p> <p>Such a background corresponds to the treatment in one of these books (or equivalent):</p> <ul style="list-style-type: none"> – Varian, H.L. (1992). Microeconomic Analysis. W.W. Norton & Company. – Wooldridge, J.M (2008). Introductory econometrics: a modern approach. Cengage Learning. – Krugman, P, Obstfeld, M., and Melitz, M. (2012). International Economics: Theory and Policy. Pearson. <p>Knowledge of microeconometrics or international trade theories (e.g., from the course “Fundamentals of International Trade”) is an asset (but not required).</p> <p>Such a background corresponds to the treatment in one of these books (or equivalent):</p> <ul style="list-style-type: none"> – Feenstra, R. (2004). Advanced International Trade. Princeton University Press. – Angrist J., Pischke, J. (2009). Mostly Harmless Econometrics: An Empiricist’s Companion. Princeton University Press. <p>Wooldridge, J.M. (2002). Econometric Analysis of cross section and panel data. The MIT Press</p>

This module is suitable for the following indicated degree programme(s) or module(s)	M.A. International Economics and Business M.A. Development Studies	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Lecture	2	
Tutorial	2	
Total	4	5
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Lecture	35 hours	55 hours
Tutorial	20 hours	40 hours
Total	150 hours	
Mode of assessment / Prerequisites for award of ECTS credits / Duration of the assessment	The exam is a take-home exam consisting of an empirical exercise and questions to answer.	
Weighting of the individual assessment for the overall mark	100% take-home exam	
Special features (e.g. online share, company visits, guest lectures, etc.)	A few lab sections for the introduction of regression analysis with STATA/R.	
Recommended reading (teaching materials and other literature)	Textbooks: The class material is based on journal articles or specific book chapters. The syllabus of the class containing the compulsory and additional readings will be handed in at the beginning of the course.	

Corporate Strategy and Innovation (L)

Module	Corporate Strategy and Innovation
Module group	Specialisation
Focus area	Economics
Lecturer	Professor Andreas König
Frequency of module delivery / module duration	Winter semester / 1 semester
Module syllabus	<p>This course focuses on selected theories, concepts, and tools of strategic management in multibusiness firms. In contrast to business strategy, which focuses on the creation and capturing of competitive advantage, corporate level strategy deals with the challenge of designing a portfolio of businesses and managing it in a way that adds value to the overall firm. In this course, we address the fundamental challenges of corporate strategy, including (1) diversification and portfolio planning; (2) mergers, acquisitions, and divestitures; and (3) the roles and instruments of the corporate center. Above and beyond these issues, we aim to shed specific light on an issue that has been highlighted in recent research: the role of the corporate center in fostering or deflecting (discontinuous) innovation and change, and the dynamic capabilities involved.</p>
Learning outcomes of the module	<ul style="list-style-type: none"> • Sound understanding of the focal challenges of corporate strategy • The ability to apply classic instruments of corporate strategy to real-life cases • Ability to critically assesses the tools of corporate strategy in the context of discontinuous change and to develop corporate strategies for conglomerates active in dynamic environments

Mode of instruction for the module	<ul style="list-style-type: none"> • Interactive lecture • Case studies with exercises 										
Module prerequisites	N/A										
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.Sc. Business Administration										
Allotted time for study (in hours):											
<table border="1"> <thead> <tr> <th>Courses</th> <th>Contact hours per week</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td>Seminar</td> <td>2</td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>5</td> </tr> </tbody> </table>			Courses	Contact hours per week	ECTS credits	Seminar	2		Total	2	5
Courses	Contact hours per week	ECTS credits									
Seminar	2										
Total	2	5									
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week											
<table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Independent study</th> </tr> </thead> <tbody> <tr> <td>Seminar</td> <td>30 hours</td> <td>120 hours</td> </tr> <tr> <td>Total</td> <td colspan="2">150 hours</td> </tr> </tbody> </table>				Attendance	Independent study	Seminar	30 hours	120 hours	Total	150 hours	
	Attendance	Independent study									
Seminar	30 hours	120 hours									
Total	150 hours										
Mode of assessment / Prerequisites for award of ECTS credits / Duration of the assessment	•Exam (60 minutes)										
Weighting of the individual assessment for the module mark	Exam: 100%										
Special features (e.g. online share, company visits, guest lectures, etc.)	<ul style="list-style-type: none"> • Taught in English 										
Recommended reading (teaching materials and other literature)	Will be announced at the beginning of the seminar.										

Management in the Movies (S)

Module	Management in the Movies
Module group	Specialisation
Focus area	Economics
Lecturer	Professor Andreas König
Frequency of module delivery / module duration	Summer semester (not in SS 2018) / 1 semester
Module syllabus	In this highly interactive seminar, we explore central issues and theories of Strategic Management, Leadership, and Innovation by using cinema movies as case studies. Goal of the seminar is to gain a profound, grounded, and “engaged” (Van de Ven, 2007) understanding of the challenges organizational leaders face when steering individuals, teams, and organizations towards organizational aims. At the end of the seminar, participants will produce their own short movies and appropriate facilitation materials on a specific management-related topic.
Learning outcomes of the module	<ul style="list-style-type: none"> • A sound understanding of central challenges organizational leaders face when steering individuals, teams, and organizations towards organizational aims • The ability to reflect on and critically assess real-life managerial challenges • The ability to apply instruments of leadership to real-life managerial issues, particularly in the context of innovation and change
Mode of instruction for the module	<ul style="list-style-type: none"> • Interactive lecture • Discursive reflection • Action Learning
Module prerequisites	N/A

This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.Sc. Business Administration	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Seminar	2	
Total	2	7
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent study
Seminar	30 hours	180 hours
Total	210 hours	
Mode of assessment / Prerequisites for award of ECTS credits / Duration of the assessment	<ul style="list-style-type: none"> •Presentation: <ul style="list-style-type: none"> ◦Presenting a Management Concept based on a movie ◦Writing a teaching Note •"Term paper": <ul style="list-style-type: none"> ◦Self-made short-movie (18 minutes) ◦Screenplay of the short-movie ◦PowerPoint presentation of the short-movie ◦Writing a teaching note 	
Weighting of the individual assessment for the module mark	40% Presentation 60% "Term paper"	
Special features (e.g. online share, company visits, guest lectures, etc.)	<ul style="list-style-type: none"> • Taught in English • Maximum number of participants: 20 	
Recommended reading (teaching materials and other literature)	Will be announced at the beginning of the seminar.	

Designing and Leading the Entrepreneurial Organization (L)

New title: Strategy for High-Tech Startups

Module title	32900 Strategy for High-Tech Startups (Previously: Designing and Leading the Entrepreneurial Organization)
Applicability (Basics, Extension module)	Basic Studies: IMM Advanced Studies: IMM <i>Part of the Certificate Program in Digital Technology and Entrepreneurship: Entrepreneurial Pathfinder</i>
Name of instructor	Professor Carolin Häussler
Frequency and duration of the course	Every summer term 1 Semester
Module content	The lecture focuses on the strategic and organizational challenges concerning the foundation of a high-technology company. The lecture will be structured as follows: <ul style="list-style-type: none"> • Venture Opportunity, Concept and Strategy • Venture Formation and Planning • Technology Development Strategy • Organizational Planning of the Venture • Financing and Building the Venture
Course objectives	<ul style="list-style-type: none"> • Understanding the concepts in Entrepreneurship and their application • Knowledge of Entrepreneurship theories and core findings of scientific studies on Entrepreneurship • Understanding the influences of digitalization, new technologies, and strategic implications for high-tech startups • Analysis of entrepreneurial strategies and their implications for the economy • Formulation of adequate recommendations for the entrepreneurial organization

Teaching methods	<ul style="list-style-type: none"> • Interactive lecture • Discussion of contents • Discussion of case studies 	
Requirements	Gem. § 3 der Studien- und Prüfungsordnung für den Masterstudiengang Business Administration	
Distribution / Workload:		
Course	Sem./hours	LP / ECTS
Lecture	2	
Exercise class	2	
Tutorial (optional)		
Sum	4	
Distribution of the workload (every sem./hrs. has been calculated to be 60 minutes. 15 semester weeks are expected, which leads to 14 lectures + 1 exam period)		
	Attendance (in hrs.)	Self-study (in hrs.)
Lecture	30	45
Exercise class	30	45
Type of exam / Requirements for the granting of credits / Duration of exam	Final exam 60 minutes	
Weighting of individual performances/ final mark	Final exam: 100%	
Other remarks (e.g. Online-component, practical examples, guest lectures, etc.)	<ul style="list-style-type: none"> • Guest lectures • Integration of videos into lectures • Case studies <p>Language of the lecture and exercise class: English</p>	

	<p>This class cannot be taken if you already took the former class “Designing and Leading the Entrepreneurial Organization”.</p>
<p>Recommended literature</p>	<ul style="list-style-type: none"> • Byers, T.H./Dorf, R. /Nelson, A.J. (2010): Technology Ventures – From Idea to Enterprise, McGraw-Hill. • Selection of essays, articles, and case-studies

Module Group: Specialisation
Specialisation Southeast Asia

Natural Resource Management (S)

Module	Natural Resource Management
Module group	Specialisation
Focus area	Southeast Asia
Lecturer	Professor Monika Arnez
Frequency of module delivery / module duration	Summer semester / 1 semester
Module syllabus	<p>The course's focus is on natural resource management in Asia.</p> <p>The course informs students about the latest problems of exploitation of resources, with a special focus on the environment and social structures.</p>
Learning outcomes of the module	<p>The aim of the module is to get insights into the current status of natural resources like water, biodiversity, land etc. and respective governmental structures and property rights.</p> <p>After completing the course, students will</p> <ul style="list-style-type: none"> • Have an overview over the specific characteristics of natural resources • Have tackled developmental theories and interventions in that sector.
Mode of instruction for the module	The seminar is based on current studies and research findings by the Chair of Comparative Development and Cultural Studies
Module prerequisites	Basic knowledge of economic principles.

This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies		
Allotted time for study (in hours):			
Courses	Contact hours per week	ECTS credits	
Lecture	2		
Total	2	10	
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week			
	Attendance	Independent study	
Lecture	28 hours	72 hours	
Written assignment		200 h	
Total	300 h		
Mode of assessment / prerequisites for the award of ECTS credits	Written assignment and presentation		
Weighting of the individual assessment for the overall mark	Written assignment and presentation (100%)		
Special features (e.g. online share, company visits, guest lectures, etc.)	The course contributes to current research, by making the students work on new data of a current research project in Asia, dealing with the topic of natural resources.		
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Ostrom , E., James Walker und R. Gardner 1994 Rules, Games, and Common-Pool Resources., Michigan University Press, Ann Arbor • Elinor Ostrom 2005, (Ed.): Understanding Institutional Diversity. Princeton University Press, Princeton, NJ • Brush, S. B., 2000. Genes in the Field, On-Farm Conservation of Crop Diversity. Lewis publishers, New York • Millennium Ecosystem Assessment (eds), 2005. Eco- 		

	<p>systems and Human Well-being: Biodiversity Synthesis. World Resources Institute, Washington DC.</p> <ul style="list-style-type: none">• Vatn, A., 2005. Institutions and the Environment. Edward Elgar, Cheltenham.• Christinck, Anja & Martina Padmanabhan eds. (2013) Cultivate Diversity! A Handbook on Transdisciplinary Approaches to Agrobiodiversity Research. Weikersheim: Margraf Publishers.
--	--

Introduction to the Sociology of Organisations: Development and Development Organisations (S)

Module	Introduction to the Sociology of Organisations: Development and Development Organisations
Module group	Specialisation
Focus area	Southeast Asia
Lecturer	Professor Rüdiger Korff
Frequency of module delivery / module duration	Summer semester/ 1 Semester
Module syllabus	<p>Organisations are the main actors in all fields of society. They are connected to specific interests, functions and strategies to both realize their interests as well as to fulfil their functions. Organisations face a double problem:</p> <ol style="list-style-type: none"> 1. They have to legitimize themselves to other organisations within their respective fields. This legitimation goes beyond mere functionality. A crucial factor is that organisations are able to interact with other organisations, what implies that they use a “common language”, or that their interactions are mutually comprehensible. Organisations interacting with each other form networks in which knowledge and thus forms of reality are created. As a result we have isomorphism that is, organisations tend to refer to the same codes and use the same jargon. 2. They have to legitimize themselves to those working within the organization. On one hand this requires that interests of the organization and interests of the members are compatible. On the other hand it requires that the internal regulatives (institutionalization) are regarded by the members as making sense. Lag of legitimacy leads to exit strategies of members, whereby the organization loses its efficiency. The members of an organiza-

	<p>tion form networks within which knowledge as local knowledge and forms of reality are created. Even more, departments etc. form their own local knowledge and protect it through so-called “cloak-ing strategies”.</p> <p>The basic issue is that both forms of legitimation and thus of what is regarded as real are de-coupled. Development organisations are similar to other organisations.</p> <p>In the first part, neo-institutionalist concepts for the analysis of organisations are discussed. Based on these, in the second step specific development organisations will be looked at, and finally interactions between organisations analysed.</p>												
Learning outcomes of the module	Students will be introduced to the development of the region and will learn methods as well as concepts of analysing real development processes.												
Mode of instruction for the module	The seminar consists of an introduction, presentations and project by students, group work and discussions.												
Module prerequisites	Knowledge of qualitative and quantitative evaluation methods, previous knowledge in organisational sociology and/or development organisations, previous knowledge about Southeast Asia.												
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies												
Allotted time for study (in hours):													
<table border="1"> <thead> <tr> <th>Courses</th> <th>Contact hours per week</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Seminar</td> <td>2</td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>5</td> </tr> </tbody> </table>		Courses	Contact hours per week	ECTS credits				Seminar	2		Total	2	5
Courses	Contact hours per week	ECTS credits											
Seminar	2												
Total	2	5											
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week													

	Attendance	Independent Study
Lecture	28 h	48 h
Tutorial	24 h	24 h
Exam preparation	2 h	24 h
Total	150 h	
Mode of assessment / prerequisites for the award of ECTS credits	Presentation, text summaries and working task	
Weighting of the individual assessment for the overall mark	Preparation of a written assignment by text summaries and presentations during the seminar	
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A	
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Literature will be announced in class • Slides (Script) 	

Colonial History and Current Processes in Southeast Asia (S)

Module	Colonial History and Current Processes in South East Asia
Module group	Specialisation
Focus area	Southeast Asia
Lecturer	Dr. Dagmar Hellmann-Rajanayagam
Frequency of module delivery / module duration	Winter semester/ 1 Semester
Module syllabus	Democratisation is currently a central topic of discussion in Southeast Asia. To understand democratisation and its counter movement, it is necessary to examine the formation and dynamics of the elite. Deriving from the concept of strategic groups, on the one hand social change and with that the forming of new positions and new combinations as a basis of the emergence of groups, is examined. On the other hand, the course will look at the political institutionalisation of elites in context of state building processes. A special focus will be put on the existing theories in southeast Asia like bureaucratic policy, bureaucratic capitalism or cronyism, but also civil societies and NGOs.
Learning outcomes of the module	Students will be acquainted with concepts and perspectives as well as empirical data of social development of that region.
Mode of instruction for the module	The seminar consists of an introduction, presentations and projects by students, group work and discussions
Module prerequisites	Knowledge of analysing processes of state building, previous knowledge of states in Southeast Asia.
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business

	M.A. Governance and Public	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Seminar	2	
Total	2	10
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent Study
Seminar	28 h	72 h
Working task		200 h
Total	300 h	
Mode of assessment / prerequisites for the award of ECTS credits	Working task and presentation	
Weighting of the individual assessment for the overall mark	Working task and presentation (100%)	
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A	
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> Literature will be announced in class Slides (Script) 	

Displacement, Eviction and Development: Cases in Southeast Asia (S)

Module	Displacement, Eviction and Development: Cases in Southeast Asia
Module group	Specialisation
Focus area	Southeast Asia
Lecturer	Professor Rüdiger Korff
Frequency of module delivery / module duration	Summer semester/ 1 Semester
Module syllabus	<p>Development policies and development projects, regardless of whether they are initiated by private or public organisations imply changes, and often changes of land use. This can be the introduction of new crops, hydro-power, infrastructure or poverty reduction etc. This often leads to displacement of those who lived and used the land before. Most evident are such displacements with regards to large scale infrastructure (you can't live on a highway, nor within the water of a hydro-dam) and in urban areas (slum eviction, urban renewal etc. Data on displacement indicate that more people are displaced due to such development projects than from civil war!</p> <p>This implies the clarification of a few relations:</p> <ol style="list-style-type: none"> 1. The linkage between development and space. Development (beyond development policies and projects) produces space and constantly modifies it (what is discussed as globalization can be cited as example). What does this imply for development as well as space? 2. Space has different meanings for different people and organisations, and on different levels (global, national, regional, local). What actors and what interests are associated to the different spaces? 3. Development implies changes of social differen-

	<p>tiation (status stratification), division of labour (rise and decline of occupations), and economic resources. A result are process of marginalization, or rise and decline of groups of persones as well as spaces (the decline of Detroit as example). This leads to forms of segregation and mobility, which includes forms of displacement.</p>													
Learning outcomes of the module	Students will be acquainted with concepts and perspectives as well as empirical data of social development of that region.													
Mode of instruction for the module	The seminar consists of an introduction, presentations and projects by students, group work and discussions													
Module prerequisites	Knowledge of analysing processes of state building, previous knowledge of states in Southeast Asia.													
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. International Economics and Business M.A. Governance and Public													
Allotted time for study (in hours):														
<table border="1"> <thead> <tr> <th>Courses</th> <th>Contact hours per week</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Seminar</td> <td>2</td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>10</td> </tr> </tbody> </table>			Courses	Contact hours per week	ECTS credits				Seminar	2		Total	2	10
Courses	Contact hours per week	ECTS credits												
Seminar	2													
Total	2	10												
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week														
	Attendance	Independent Study												
Seminar	28 h	72 h												
Working task		200 h												

Total	300 h
Mode of assessment / prerequisites for the award of ECTS credits	Working task and presentation
Weighting of the individual assessment for the overall mark	Working task and presentation (100%)
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Literature will be announced in class • Slides (Script)

Module Group: Specialisation
Specialisation: Sociology and Politics

Introduction to the Sociology of Organisations: Development and Development Organisations (S)

Module	Introduction to the Sociology of Organisations: Development and Development Organisations
Module group	Specialisation
Focus area	Sociology and Politics
Lecturer	Professor Rüdiger Korff
Frequency of module delivery / module duration	Summer semester/ 1 Semester
Module syllabus	<p>Organisations are the main actors in all fields of society. They are connected to specific interests, functions and strategies to both realize their interests as well as to fulfil their functions. Organisations face a double problem:</p> <ol style="list-style-type: none"> 3. They have to legitimize themselves to other organisations within their respective fields. This legitimation goes beyond mere functionality. A crucial factor is that organisations are able to interact with other organisations, what implies that they use a “common language”, or that their interactions are mutually comprehensible. Organisations interacting with each other form networks in which knowledge and thus forms of reality are created. As a result we have isomorphism that is, organisations tend to refer to the same codes and use the same jargon. 4. They have to legitimize themselves to those working within the organization. On one hand this requires that interests of the organization and interests of the members are compatible. On the other hand it requires that the internal regulatives (institutionalization) are regarded by the members as making sense. Lag of legitimacy leads to exit strategies of members, whereby the organization loses its efficiency. The members of an organiza-

	<p>tion form networks within which knowledge as local knowledge and forms of reality are created. Even more, departments etc. form their own local knowledge and protect it through so-called “cloak-ing strategies”.</p> <p>The basic issue is that both forms of legitimation and thus of what is regarded as real are de-coupled. Development organisations are similar to other organisations.</p> <p>In the first part, neo-institutionalist concepts for the analysis of organisations are discussed. Based on these, in the second step specific development organisations will be looked at, and finally interactions between organisations analysed.</p>												
Learning outcomes of the module	Students will be introduced to the development of the region and will learn methods as well as concepts of analysing real development processes.												
Mode of instruction for the module	The seminar consists of an introduction, presentations and project by students, group work and discussions.												
Module prerequisites	Knowledge of qualitative and quantitative evaluation methods, previous knowledge in organisational sociology and/or development organisations, previous knowledge about Southeast Asia.												
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies												
Allotted time for study (in hours):													
<table border="1"> <thead> <tr> <th>Courses</th> <th>Contact hours per week</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Seminar</td> <td>2</td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>5</td> </tr> </tbody> </table>		Courses	Contact hours per week	ECTS credits				Seminar	2		Total	2	5
Courses	Contact hours per week	ECTS credits											
Seminar	2												
Total	2	5											
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week													

	Attendance	Independent Study
Lecture	28 h	48 h
Tutorial	24 h	24 h
Exam preparation	2 h	24 h
Total	150 h	
Mode of assessment / prerequisites for the award of ECTS credits	Presentation, text summaries and working task	
Weighting of the individual assessment for the overall mark	Preparation of a written assignment by text summaries and presentations during the seminar	
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A	
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Literature will be announced in class • Slides (Script) 	

Displacement, Eviction and Development: Cases in Southeast Asia (S)

Module	Displacement, Eviction and Development: Cases in Southeast Asia
Module group	Specialisation
Focus area	Sociology and Politics
Lecturer	Professor Rüdiger Korff
Frequency of module delivery / module duration	Summer semester/ 1 Semester
Module syllabus	<p>Development policies and development projects, regardless of whether they are initiated by private or public organisations imply changes, and often changes of land use. This can be the introduction of new crops, hydro-power, infrastructure or poverty reduction etc. This often leads to displacement of those who lived and used the land before. Most evident are such displacements with regards to large scale infrastructure (you can't live on a highway, nor within the water of a hydro-dam) and in urban areas (slum eviction, urban renewal etc. Data on displacement indicate that more people are displaced due to such development projects than from civil war!</p> <p>This implies the clarification of a few relations:</p> <ol style="list-style-type: none"> 4. The linkage between development and space. Development (beyond development policies and projects) produces space and constantly modifies it (what is discussed as globalization can be cited as example). What does this imply for development as well as space? 5. Space has different meanings for different people and organisations, and on different levels (global, national, regional, local). What actors and what interests are associated to the different spaces? 6. Development implies changes of social differen-

	<p>tiation (status stratification), division of labour (rise and decline of occupations), and economic resources. A result are process of marginalization, or rise and decline of groups of persones as well as spaces (the decline of Detroit as example). This leads to forms of segregation and mobility, which includes forms of displacement.</p>	
Learning outcomes of the module	<p>Students will be acquainted with concepts and perspectives as well as empirical data of social development of that region.</p>	
Mode of instruction for the module	<p>The seminar consists of an introduction, presentations and projects by students, group work and discussions</p>	
Module prerequisites	<p>Knowledge of analysing processes of state building, previous knowledge of states in Southeast Asia.</p>	
This module is suitable for the following indicated degree programme(s) or module(s)	<p>M.A. Development Studies M.A. International Economics and Business M.A. Governance and Public</p>	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Seminar	2	
Total	2	10
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent Study
Seminar	28 h	72 h
Working task		200 h

Total	300 h
Mode of assessment / prerequisites for the award of ECTS credits	Working task and presentation
Weighting of the individual assessment for the overall mark	Working task and presentation (100%)
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Literature will be announced in class • Slides (Script)

International Media Development Assistance and Development Journalism / Media in Transition (S)

Module	International Media Development Assistance and Development Journalism / Media in Transition
Module group	Specialisation
Focus area	Sociology and Politics
Lecturer	Professor Oliver Hahn
Frequency of module delivery / module duration	Summer semester / 1 Semester The registration for the summer semester 2018 is open from 24 February 8.00 until 03 March 12.00 a.m.
Module syllabus	In international media development assistance (IMDA) industrial states strive for supporting developing -, emerging and transforming countries (particularly after conflicts) – among other things with implementing: (1) structures of a modern and specialized media system, (2) a free and independent professional quality journalism (including its education and training) (3) the constitutional warranty of freedom of speech and media, (4) a transparent regulation of media as well as (5) (also technical) access to media and possibilities of participation for citizens. The IMDA is acting with the premises that free (mass-) media have the social control function of the so-called fourth 'power' in the state. They are also able to contribute to produce the public in the (civil-) society, to drive the political and economic development forward as well as promote the democratic processes. In this module, we will first make an inventory of current IMDA and evaluate it with the scale of an ideal nominal condition. After that, the module focuses on different approaches of the IMDA as well as the most important actors of the state and non-governmental actors. With the help of case studies on countries and cross sections, the political as well as economic problems of the IMDA will be identified. The module is dealing with the controversial concept of the so-

	called Development Journalism.	
Learning outcomes of the module	<ul style="list-style-type: none"> • The students are able to critically evaluate the most important approaches, concepts, actors, fields of actions and problems of IMDA with the help of empirical methods with regard to their political and economic success potential. • The students will have mastered the relevant theories and quantitative as well as qualitative methods of international comparative research of media systems and journalism. • The students know how to judge alternative forms of journalism like Development Journalism and its possible consequences for the IMDA. 	
Mode of instruction for the module	Interactive lecture, discussions, group work on case studies, presentations by students	
Module prerequisites	Sustained education in social science. Contextual knowledge and experience in development research, communication science and media research or in practice in particular in the area media and journalism are advantageous.	
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. Media and Communication M.A. Governance and Public Policy M.A. International Cultural and Business Studies M.A. Russian and East Central European Studies M.A. North and Latin American Studies	
Allotted time for study (in hours):		
Courses	Contact hours per week	ECTS credits
Seminar	2	
Total	2	5

Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent Study
Seminar	30 h	140 h
Literature		90 h
Written assignment		40 h
Total	300 h	
Mode of assessment / prerequisites for the award of ECTS credits	Written assignment (15 pages, approx. 22.500 key-strokes) and its presentation (30 minutes)	
Weighting of the individual assessment for the overall mark	Written assignment and the presentation of it (100%)	
Special features (e.g. online share, company visits, guest lectures, etc.)	Using of the centre of media and communication (ZMK) of University Passau, in particular the Cross media/Transmedia Newsroom Labours	
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Czepek, Andrea (2005), <i>Pressefreiheit und Pluralismus in Sambia</i>. Münster: LIT. • Dietz, Christoph (2012), <i>International Media Development Cooperation: A Guide to the Literature</i>, draft, http://www.cameco.org/files/media-development-literature-guide-preliminary-2012.pdf [11/24/2014]. • Josephi, Beate (ed.) (2010), <i>Journalism Education in Countries with Limited Media Freedom</i>, New York: Peter Lang. • World Bank (2002a), <i>World Development Report – 'Building Institutions for Markets', 'The Media'</i>, pp. 181-207, Washington. • World Bank (2002b), <i>The Right to Tell – The Role of Mass Media in Economic Development</i>, Washington. • Xu, Xiaoge (2009), Development Journalism, in: Karin Wahl-Jorgensen and Thomas Hanitzsch (eds), <i>The Handbook of Journalism Studies</i>. New York, London: Taylor & Francis/Routledge, pp. 357-370. 	

Intercultural communication – a psychological perspective (S)

Module	Intercultural communication - a psychological perspective
Module group	Specialisation
Focus area	Sociology and Politics
Lecturer	Professor Ludger van Gisteren
Frequency of module delivery / module duration	Summer semester (not in SS 2018) / 1 Semester
Module syllabus	<p>This module teaches in how far the basic psychological processes between different cultures vary and which competences are needed to work with different ethnic groups or rather to conduct research on them. The module is especially directed towards those students who want to deepen their psychological competencies in various differing cultural and administrative environments.</p> <p>The focus areas are:</p> <ul style="list-style-type: none"> • Intercultural psychology • Communicative psychology • Social- and group psychology • Organisational psychology • Personal psychology • Economic psychology • Ecological psychology
Learning outcomes of the module	<p>The aim of this module is to deepen basic knowledge of intercultural communication and intercultural psychology in formal (e.g. institutional) as well as informal contexts. After completing the course students should:</p> <ul style="list-style-type: none"> • Know methods of observing, describing, analysing and evaluating psychological determinants of intercultural communication processes in formal as well as informal contexts. • Be able to create competence profiles of organisational development and managerial positions in intercultural contexts. • Have learned basic psychological competences (with special consideration of performance) in intercultural situations of communication. • Have tackled current debates, in particular with refer-

	ence to intercultural, organisational and ecological psychology.																
Mode of instruction for the module	Seminar with presentations of the students and discussions																
Module prerequisites	Basic knowledge of qualitative social research.																
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies																
Allotted time for study (in hours):																	
<table border="1"> <thead> <tr> <th>Courses</th> <th>Contact hours per week</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Seminar</td> <td>2</td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>5</td> </tr> </tbody> </table>			Courses	Contact hours per week	ECTS credits				Seminar	2		Total	2	5			
Courses	Contact hours per week	ECTS credits															
Seminar	2																
Total	2	5															
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week																	
<table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Independent study</th> </tr> </thead> <tbody> <tr> <td>Seminar</td> <td>30 h</td> <td>60 h</td> </tr> <tr> <td>Literature studies</td> <td></td> <td>20 h</td> </tr> <tr> <td>Written assignment</td> <td></td> <td>40 h</td> </tr> <tr> <td>Total</td> <td>150 h</td> <td></td> </tr> </tbody> </table>				Attendance	Independent study	Seminar	30 h	60 h	Literature studies		20 h	Written assignment		40 h	Total	150 h	
	Attendance	Independent study															
Seminar	30 h	60 h															
Literature studies		20 h															
Written assignment		40 h															
Total	150 h																
Mode of assessment / prerequisites for the award of ECTS credits	Written assignments and it's presentation																

Weighting of the individual assessment for the overall mark	Written assignment and it's presentation (100%)
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Friedemann Schulz von Thun, Dagmar Kumbier; Interkulturelle Kommunikation; RoRoRo 2006 • Alexander Thomas (Hrsg.); Psychologie des interkulturellen Dialogs; Vandenhoeck und Ruprecht 2008 • Jürgen Bolten; Einführung in die Interkulturelle Wirtschaftskommunikation; UTP; Vandenhoeck und Ruprecht 2007 • Kirsten Nazarkiewicz, Gesa Krämer; Handbuch Interkulturelles Coaching; Konzepte, Methoden, Kompetenzen kulturreflexiver Begleitung; Vandenhoeck und Ruprecht 2012 • Ronald Franke, Julia Milner; Interkulturelles Coaching; Coaching-Tools für 17 Kulturkreise; Edition Training aktuell, Coaching, 2013

Cooperation and conflict in international relations (S)

Module	Cooperation and conflict in international relations
Module group	Specialisation
Focus area	Sociology and Politics
Lecturer	Professor Bernhard Stahl
Frequency of module delivery / module duration	Summer semester (not in SS 2018) / 1 Semester
Module syllabus	This module is there to develop a solid basic knowledge for problems in international relations (IR). This includes students gathering different types of IR-knowledge (observational knowledge over conflicts and institutions, tools to analyse and evaluate as well as theories to explain different phenomena). Through various practices, the gathered knowledge will be safeguarded and reflected upon.
Learning outcomes of the module	<ul style="list-style-type: none"> • Be able to analyse and evaluate essential features of conflicts and forms of cooperation of international relations. • Be able to present research findings appealingly, discuss critically and defend the findings. • Work effectively and reflectively in groups.
Mode of instruction for the module	Interactive lectures, independent literature research, group work to create a handout, presentation of thesis and discussion, scientific comments and defence
Module prerequisites	Scientific background knowledge of social science is an advantage.
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. Governance and Public Policy

Allotted time for study (in hours):

Courses	Contact hours per week	ECTS credits
Seminar	2	
Total	2	5

Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week

	Attendance	Independent study
Seminar	28 h	28 h
Literature studies		40 h
Preparation of the presentation		54 h
Total	150 h	

Mode of assessment / prerequisites for the award of ECTS credits	Scientific presentation
Weighting of the individual assessment for the overall mark	Scientific presentation (100%)
Special features (e.g. online share, company visits, guest lectures, etc.)	Extra lessons in IR research, as desired tutorials on scientific working.
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Baylis, J., Smith, S., & Owens, P. (2014). <i>The Globalization of World Politics: An Introduction To International Relations</i>. New York, N.Y., 6th edition, Oxford University Press. • Diez, T., & Hudson, D. (2009). <i>Key Concepts in International Relations: Thomas Diez and David Hudson</i>. London, Sage. • Dunne, T., Kurki, M., & Smith, S. (2007). <i>International Relations Theories: Discipline and Diversity</i>. Oxford, Oxford University Press

- | | |
|--|---|
| | <ul style="list-style-type: none">• Jackson, R. H., & Sørensen, G. (2010). Introduction to International Relations: Theories And Approaches. New York, Oxford University Press.• Jørgensen, K. E. (2010). International Relations Theory: A New Introduction. Basingstoke, Palgrave Macmillan.• Mingst, K. A., & Arreguín-Toft, I. M. (2011). Essentials of International Relations. New York, W. W. Norton & Co• Schieder, S. & M. Spindler (2014). Theories of International Relations. Routledge. |
|--|---|

Module Group Specialisation
Specialisation: Sustainability and Resources

Agricultural and Rural Development (S)

Module	Agricultural and Rural Development
Module group	Specialisation
Focus area	Sustainability and Resources
Lecturer	Professor Martina Padmanabhan together with GIZ
Frequency of module delivery / module duration	Summer semester / 1 Semester
Module syllabus	<p>This module looks at agricultural and rural development from the perspective of the <i>Deutsche Gesellschaft für Internationale Zusammenarbeit</i> (GIZ GmbH), a major German player in international development cooperation. The module gives insights into different aspects of rural development, like food security and land tenure and introduces students to the working environment of GIZ.</p> <p>Following topics will be treated:</p> <ol style="list-style-type: none"> 1. Introduction into the work of the GIZ and the German development aid cooperation in general 2. Historical overview over the agricultural and rural development 3. Historical overview over international agricultural research <p>Different sub chapters of 2) and 3) will be highlighted. Students identify specific topics or specific characteristics of development enterprises (e.g. different development of drug control or rural development in fragile states) for specialisation.</p>
Learning outcomes of the module	The aim of this module is to give an applied insight into the field of agricultural and rural development. Basic knowledge of rural conditions is required, but an overview over the most important topics of rural development and

	<p>agricultural research will be provided.</p> <p>After completing the course students will have:</p> <ul style="list-style-type: none"> • Knowledge about the GIZ and its way of working, as well as knowledge about the German development cooperation and current topics. • Extended knowledge about the functioning of rural and agricultural development and research • Worked at a specific topic of rural or agricultural development independently during the semester
Mode of instruction for the module	<p>Block seminar in 3 parts.</p> <ol style="list-style-type: none"> 1. Introduction with presentation, questions and discussions. 2. Written assignment on a specific topic of rural or agricultural development 3. Follow-up report and discussion of results
Module prerequisites	Basic knowledge about international development aid in general, as well as specific knowledge about rural and agricultural development.
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies

Allotted time for study (in hours):

Courses	Contact hours per week	ECTS credits
Seminar	2	
Total	2	10
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week		
	Attendance	Independent Study
Seminar	28 h	72 h
Written assignment		200 h

Total	300 h
Mode of assessment / prerequisites for the award of ECTS credits	Written assignment and presentation
Weighting of the individual assessment for the overall mark	Written assignment and presentation (100%)
Special features (e.g. online share, company visits, guest lectures, etc.)	Exchange with practitioners of the GIZ.
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Arturo Escobar: Encountering Development: The Making and Unmaking of the Third World, Princeton 2012. • Philip McMichael: Development and Social Change: A Global Perspective, Thousand Oaks 2011. • Keijiro Otsuka: Can Economic Growth be Sustained? The Collected Papers of Vernon W. Ruttan and Yujiro Hayami, Oxford 2011. • Adam Pain: Reconstructing Agriculture in Afghanistan, London 2008. • John Perkins: Geopolitics and the Green Revolution: Wheat, Genes and the Cold War, New York 1997. • Roger Thurow: The Last Hunger Season: A Year in an African Farm Community on the Brink of Change, New York 2013. • Tom Walker et. al: Measuring the Effectiveness of Crop Improvement Research in Sub-Saharan Africa from the Perspectives of Varietal Output, Adoption, and Change: 20 Crops, 30 Countries, and 1150 Cultivars in Farmers' Fields, Rome 2014.

Sustainability (L)

Module	Sustainability
Module group	Specialisation
Focus area	Sustainability and Resources
Lecturer	Professor Martina Padmanabhan
Frequency of module delivery / module duration	Winter semester / 1 Semester This course is offered every second winter semester
Module syllabus	<p>This course explores the concept of sustainability and its use, with a particular focus on natural resources and its consumers. This course has the following objectives:</p> <ul style="list-style-type: none"> • introduce the students into the concept of sustainability • connect sustainability to development, using transdisciplinary and interdisciplinary approaches
Learning outcomes of the module	<p>This module informs students about current debates on sustainability and its relations to development. In addition, it reflects on how normative values emerge and are constantly negotiated.</p> <p>After completing the course students will be able to:</p> <ul style="list-style-type: none"> • describe a problematic situation from a sustainability perspective and analyse social relations with regard to natural resources • communicate across disciplines and engage with practitioners
Mode of instruction for the module	Lecture and group work.

Module prerequisites	Basic knowledge of ecological and social systems.		
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies		
Allotted time for study (in hours):			
Courses	Contact hours per week	ECTS credits	
Lecture	2		
Total	2	10	
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week			
	Attendance	Independent study	
Lecture	28 h	72 h	
Written Assignment		200 h	
Total	300 h		
Mode of assessment / prerequisites for the award of ECTS credits	Written assignment and its presentation		
Weighting of the individual assessment for the overall mark	Written assignment and its presentation		
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A		
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Literature • Slides (Script) Literature:		

- | | |
|--|--|
| | <ul style="list-style-type: none">• Cronin, K. (2008). <i>Transdisciplinary Research (TDR) and Sustainability</i>, Wellington.• Mulligan, Martin, Michael Buxton, Ruth Lane, Melissa Naeve and Anthony Richardson (2015). <i>An Introduction to Sustainability: environmental, social and personal perspectives</i>. London: Routledge.• Newing, H., C. M. Eagle, R. K. Puri, C. W. Watson (Ed.). (2011). <i>Conducting research in conservation: Social science methods and practice</i>. London, New York: Routledge.• Padmanabhan, M.; Beckmann, V. (2009). <i>Institutions and Sustainability</i>. Dordrecht: Springer. |
|--|--|

Gender and Development (S)

Module	Gender and Development
Module group	Specialisation
Focus area	Sustainability and Resources
Lecturer	Professor Martina Padmanabhan
Frequency of module delivery / module duration	Winter semester / 1 Semester This course is offered every second winter semester
Module syllabus	<p>The course gives a basic introduction into the concept of gender and explains this central category with regard to development processes.</p> <p>Next to classical approaches, students will become acquainted with current theoretical approaches of gender analysis.</p> <p>Every theoretical approach will be illustrated with a case study.</p>
Learning outcomes of the module	<p>Aim of this module is to apply the concept of gender analyses to the field of development and its use in discourse and practice.</p> <p>After completing the course students will be able to:</p> <ul style="list-style-type: none"> • differentiate between the different phases and approaches of gender analysis. • develop a gender specific analytical perspective on different topics. • critically reflect on methodological and epistemological challenges in gender studies.
Mode of instruction for the module	Seminar with presentation by students and discussion.

Module prerequisites	N/A		
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies		
Allotted time for study (in hours):			
Course	Contact hours per week	ECTS credits	
Seminar	2		
Total	2	10	
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week			
	Attendance	Independent study	
Lecture	28 h	72 h	
Written assignment		200 h	
Total	300 h		
Mode of assessment / prerequisites for the award of ECTS credits	Written assignment and presentation		
Weighting of the individual assessment for the overall mark	Written assignment and presentation (100%)		
Special features (e.g. online share, company visits, guest lectures, etc.)	Guest speakers about empirical research		
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Literature • Slides (Script) Literature:		

- | | |
|--|--|
| | <ul style="list-style-type: none">• Coles, Anne, Leslie Grey, and Janet Henshall (eds.) (2015). <i>The Routledge Handbook of Gender and Development</i>. London: Routledge.• Leach, Melissa (2016). <i>Gender Equality and Sustainable Development</i>. London: Routledge.• Momsen, Janet H. (2010). <i>Gender and Development</i>. London: Routledge.• Rydstrom, Helle (2010). <i>Gendered Inequalities in Asia</i>. Copenhagen: Nias Press.• World Bank (2012). <i>Gender Equality and Development</i>.• Wilkens, Karin Gwinn (2016). <i>Communicating Gender and Advocating Accountability in Global Development</i>. London: Palgrave Macmillan.• Wolf, Diane (ed.) (1996). <i>Feminist Dilemmas in Fieldwork</i>. |
|--|--|

Module Group: Study Skills

Language courses

List of available languages

Chinese	Italian	Thai
Czech	Polish	Turkish (not offered as subject-specific programme; FFA)
English	Portuguese	
French	Russian	Vietnamese
Indonesian	Spanish	

Course and level structure

Module	Course title (winter/summer semester)	Level, Certificates	Contact hours per week	ECTS credits
1	Grundstufe 1.1	A1	4	5
	Grundstufe 1.2	A2	4	5
2	Grundstufe 2.1	B1	4	5
	Grundstufe 2.2	UNlcert® I	4	5
3	FFA Aufbaustufe 1	B2	4	5
	FFA Aufbaustufe 2	UNlcert® II	4	5
4	FFA Hauptstufe 1.1	C1	4	5
	FFA Hauptstufe 1.2	UNlcert® III FFP I	4	5
5	FFA Hauptstufe 2.1	C2	4	5
	FFA Hauptstufe 2.2	UNlcert® IV FFP II	4	5

The level wording of the course titles for Chinese, Polish, Russian, Thai and Vietnamese – 'Grundstufe', 'Aufbaustufe' and 'Hauptstufe' (Foundation, Intermediate and Advanced levels respectively) – is identical to that used for the other languages; however, their level as defined in the Common European Framework of Reference for Languages (CEFR) is one level lower.

For further information, please follow the link [Modulkatalog](#) for foreign language courses and the website of language centre:

<http://www.sprachenzentrum.uni-passau.de/fremdsprachenausbildung/>

Courses of the Centre of Key Competencies (ZfS)

The courses of the ZfS are listed on the following website: (<http://www.zfs.uni-passau.de/>).
A list of courses eligible for credit is published at the beginning of each semester.

Other courses

Students may complete courses offered as part of the other Master's programmes at the University of Passau; to do so, they should submit a written request to the Board of Examiners.

Anthropology of Gender (Advanced Seminar)

Module group	Study Skills	
Lecturers	Professor Monika Arnez / Friederike Trotier (M.A.)	
Frequency of module delivery / module duration	Summer semester / 1 Semester	
Module syllabus	This course is informed by theoretical approaches to anthropology and gender. In this course students will apply theory to gender relevant issues such as labor, health, and care. Case studies from different parts of the world will be selected.	
Learning outcomes	<p>After completing the course students will be able to:</p> <ul style="list-style-type: none"> • understand concepts of anthropology and gender • apply theory to gender relevant issues • critically address the materials discussed in class 	
Mode of instruction for the module	Seminar with reading analysis prepared by students and discussion.	
Module prerequisites	N/A	
This module is suitable for the following indicated degree programme(s) or module(s)	<p>M.A. Development Studies</p> <p>M.A. Intercultural and Business Studies</p>	
Allotted time for study (in hours):		
Course	Contact hours per week	ECTS credits

Seminar	2		
Total	2	10	
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week			
	Attendance	Independent study	
Lecture	28 h	72 h	
Written assignment		200 h	
Total	300 h		
Mode of assessment / prerequisites for the award of ECTS credits	Written assignment and presentation		
Weighting of the individual assessment for the overall mark	Written assignment and presentation (100%)		
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Literature • Slides (Script) <p>Literature:</p> <ul style="list-style-type: none"> • F. E. Mascia-Lees and N. Johnson Black (2016). Gender and Anthropology. 2nd edition. Long Grove: Waveland Press. • Hahn, Robert A. (1999). Anthropology in Public Health: Bridging Differences in Culture and Society. Oxford: Oxford University Press. • Alber, Erdmute and Heike Drotbohm (2015). Anthropological Perspectives on Care: Work, Kinship, and the Life-Course. New York: Palgrave MacMillan. 		

Migration and Environment (Advanced Seminar)

Module group	Study Skills or Specialisation Southeast Asia (for MA Development Studies)		
Lecturers	Professor Monika Arnez		
Frequency of module delivery / module duration	Summer semester / 1 Semester		
Module syllabus	This course explores the complex interplays between migration and the environment. It critically looks at the ways in which natural degradation, disaster and climate change impacts on households and communities. Although case studies from different parts of the world will be addressed, a geographical focus is on Southeast Asia.		
Learning outcomes	<p>The aim of this module is to</p> <p>After completing the course students will be able to:</p> <ul style="list-style-type: none"> • understand scholarly approaches exploring the nexus between migration and the environment • respond to reading materials in a reflected and critical way • analyse case studies against the backdrop of theoretical approaches to migration and the environment 		
Mode of instruction for the module	Discussion-based seminar with presentations prepared by students and discussion.		
Module prerequisites	N/A		
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies M.A. Intercultural and Business Studies		
Allotted time for study (in hours):			
Course	Contact hours per week	ECTS credits	

Seminar		2	
Total		2	10
Allotted time in hours (60 minutes) scheduled over 15 weeks per semester, i.e. 14 weeks of lectures and 1 examination week			
	Attendance	Independent study	
Lecture	28 h	72 h	
Written assignment		200 h	
Total	300 h		
Mode of assessment / prerequisites for the award of ECTS credits	Written assignment and presentation		
Weighting of the individual assessment for the overall mark	Written assignment and presentation (100%)		
Recommended reading (teaching materials and other literature)	<ul style="list-style-type: none"> • Literature • Slides (Script) <p>Literature:</p> <ul style="list-style-type: none"> • McLeman, Robert and Janette Schade (2016). Environmental Migration and Social Inequality. New York: Springer. • Middleton, Carl, R. Elmhirst and Supang Chantavanich (2017). Living with Floods in a Mobile South-east Asia. London: Routledge. • Elliott, Lorraine (2012). Climate Change, Migration and Human Security in Southeast Asia. Singapore: S. Rajaratnam School of International Studies. 		

What is Colonialism? "Colonial" History in Southeast Asia from 1500

Module	What is Colonialism? "Colonial" History in Southeast Asia from 1500
Module group	Specialisation
Focus area	Southeast Asia
Lecturer	Dr. Dagmar Hellmann-Rajanayagam
Frequency of module delivery / module duration	Summer semester / 1 semester
Module syllabus	<p>The terms colonialism, colonial history, pre-colonial, post-colonial and neo-colonial have wide currency in the humanities and social sciences. The seminar will look into the theoretical concepts behind these terms and proceeding from there, investigates these concepts empirically. Particularly the terms pre- and post-colonial seem to make the 'colonial' experience into the defining period of a country's existence. The seminar questions these assumptions. Questions to be looked into will be among others</p> <p>what does colonial and colonialism mean? When did it start and which states were involved? Can we determine phases of colonialism? Can we talk about 'colonial' history at all? When did colonialism end, and what came after? By investigating and hopefully answering these questions, we will be able to put the colonial experience in context and examine its relevance for developments in Southeast Asia.</p>
Learning outcomes of the module	To have a more profound understanding of the term and definition of 'Colonialism' and related terms. To be able to evaluate colonial history and its relevance for Southeast Asia in general and for individual countries.

Mode of instruction for the module	The instructor will provide introductory information followed by input and discussion by the participants. It is expected that the literature given for individual sessions has been read and can be discussed																
Module prerequisites	This is a seminar for the M.A. students. B.A. students may take part after personal request.																
This module is suitable for the following indicated degree programme(s) or module(s)	M.A. Development Studies																
Allotted time for study (in hours):																	
<table border="1"> <thead> <tr> <th>Courses</th> <th>Contact hours per week</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Seminar</td> <td>2</td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>10</td> </tr> </tbody> </table>			Courses	Contact hours per week	ECTS credits				Seminar	2		Total	2	10			
Courses	Contact hours per week	ECTS credits															
Seminar	2																
Total	2	10															
Allotted time in hours scheduled over 14 weeks per semester																	
<table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Independent study</th> </tr> </thead> <tbody> <tr> <td>Seminar</td> <td>28h</td> <td>70h</td> </tr> <tr> <td>Literature Study</td> <td></td> <td>80h</td> </tr> <tr> <td>Written Assignment</td> <td></td> <td>122h</td> </tr> <tr> <td>Total</td> <td>300h</td> <td></td> </tr> </tbody> </table>				Attendance	Independent study	Seminar	28h	70h	Literature Study		80h	Written Assignment		122h	Total	300h	
	Attendance	Independent study															
Seminar	28h	70h															
Literature Study		80h															
Written Assignment		122h															
Total	300h																
Mode of assessment / prerequisites for the award of ECTS credits	Working through the literature provided (tba), preparing oral presentation and written work. Presentation may be individual or based on group work.																

Weighting of the individual assessment for the module mark	Oral presentation and written assignment.
Special features (e.g. online share, company visits, guest lectures, etc.)	N/A
Recommended reading (teaching materials and other literature)	Tba.

Master Thesis Module

Master Thesis Module

Module	Master Thesis
Lecturer	All authorised examiners
Frequency of module delivery / module duration	Each semester / 4 months
Module prerequisites	Candidates must have completed at least 80 ECTS credits to register for their master thesis.
Length	Approx. 120,000 characters
Number of ECTS credits awarded	25
Learning outcomes	Candidates are to demonstrate their ability to apply scientific research methods independently to a specific research topic.