

M.A.

University of Passau

Development Studies

Faculty of Arts and Humanities

Module Catalogue

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Definitions

ECTS Credits	=	Credit points according to the European Credit Transfer System
FFA	=	Fachspezifische Fremdsprachenausbildung ("Subject-specific Language Programme")
GER	=	Gemeinsamer Europäischer Referenzrahmen für Sprachen (GER) ("Common European Framework of Reference for Languages (CEFR)")
h	=	Hours
HS	=	Hauptseminar ("Advanced Seminar")
KO	=	Kolloquium ("Colloquium")
PNr.	=	Prüfungsnummer ("Examination Number in HISQIS")
SE	=	Seminar ("Seminar")
SWS	=	Semesterwochenstunden ("Weekly Contact Hours")
Ü	=	Übung ("Exercise Course")
V	=	Vorlesung ("Lecture")
WÜ	=	Wissenschaftliche Übung ("Academic Exercise Course")

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 professors named in this module catalogue as responsible for certain modules are at the same time authorised examiners.

§ 5 Module Area A: “Foundation“

All modules in this module area are examination modules.

- 1. Module Group:** “Foundation Courses”
- 2. Responsible for the Module Group:**
 - Southeast Asian Studies:**
Prof. Dr. Rüdiger Korff
Prof. Dr. Martina Padmanabhan
 - Development Economics:**
Prof. Dr. Michael Grimm
- 3. Content / Learning Objectives:**
 - V Methods and Theories of Development Research**

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.

As learning outcomes of the module students...

 - ...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.
 - SE Interdisciplinary Development Seminar**

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.

As learning outcomes of the module students...

...are able to analyse and discuss development issues from different angles and perspectives.

4. Recommended Reading:

- Castells, M., 2005: The network society: from knowledge to polity, in, Castells, 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: Daedalus 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. Redclif (2015) Sustainable Development. History and evolution of the concept. In: Redclif, M. & D. Springett: Routledge International Handbook of Sustainable Development.
- Szirmai, A. (2015), Socio-Economic Development. 2nd edition, Cambridge University Press.
- Todaro M.P. and S.C. Smith (2011), Economic Development. 11th edition, Pearson: Essex.

A detailed reading list will be provided in the course reader, which will be made available in Stud.IP when the course starts.

5. Module Prerequisites:

A solid background in social sciences as well as basic knowledge in empirical methods. Prior knowledge in development research, theoretical or practical experience is an advantage. Students should also attend the course “Methods and Theories of Development Research”.

6. Teaching Cycle:

Winter semester

7. Module Duration:

1 semester

8. Structure:

PNr.	Module Title	Attendance	Independent Study	WCH	ECTS Credits
630110	V Methods and Theories of Development Research	ca. 30 h	ca. 120 h	2	5
630120	SE Interdisciplinary Development Seminar	ca. 30 h	ca. 270 h	2	10

Total: 2 modules

ca. 60 h

ca. 390 h

4

15

- 9. Mode of Assessment:** V Methods and Theories of Development Research Written exam (120 minutes)
- SE Interdisciplinary Development Seminar Essay/Paper (ca. 20 pages)
- 10. Retake Options:** In case of failing the assessment, student may retake the exam according to § 10 of the examination regulations.

§ 6 Module Area B: “Research”

In this module area, students must gain at least 25 ECTS credits; the research seminar and the colloquia are compulsory for all students. All modules in this module area, with the exception of the colloquia, are examination modules.

- 1. Module Group:** “Research Methods”
- 2. Responsible for the Module Group:**
 - Southeast Asian Studies:**
Prof. Dr. Rüdiger Korff
Prof. Dr. Martina Padmanabhan
 - Development Economics:**
Prof. Dr. Michael Grimm
- 3. Content / Learning Objectives:**
 - V+Ü Introduction to Quantitative Research Methods**

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. In those workshops, students will examine micro- and macroeconomic data from developing countries, applying the methods from the lecture.

The lecture treats, among others, the following topics:

 - 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:

 - 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.

§ 6 Module Area B: “Research”

- Students learn how to read and critically evaluate econometric papers.

SE+Ü Introduction to Qualitative Research Methods

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.

For this purpose, the students will present one or two of the suggested topics:

- 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:

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 re-search 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 methodologies and methods of qualitative research.

V+Ü Advanced Quantitative Research Methods (Evaluation of Development Policies)

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.

§ 6 Module Area B: “Research”

Learning outcomes of the module:

With successful completion of the course, the students are able to:

- 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.

SE+Ü Advanced Qualitative Research Methods

The course deals with empirical and qualitative social research at an advanced level and consists of the following parts:

Enhancement of the knowledge of qualitative social research focusing on:

- 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.

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.

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.

Learning outcomes of the module:

The aim of this course is to practice the application of qualitative, empirical research. After successful completion, the students will be able to develop and conduct their own research projects.

SE Research Seminar

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

§ 6 Module Area B: “Research”

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...

- ...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.

KO Development Studies Colloquium I and KO Development Studies Colloquium II

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:

- 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.

4. Recommended Reading:

V+ Ü Introduction to Quantitative Research Methods:

- Gujarati, D. (2011) *Econometrics by Example*. London: Palgrave Macmillan.
- Wooldridge, J.M. (2006) *Introductory Econometrics: A Modern Approach* (3rd ed.). Mason, OH: Thomson South-Western.
- Gujarati, D.N., D.C. Porter (2009) *Basic Econometrics* (5th edition). Boston: McGraw Hill.
- Maddala, G.S. (1992) *Introduction to Econometrics* (2nd ed.). Englewood Cliffs: Prentice Hall.
- Mukherjee, C., H. White and M. Wuyts (1998) *Econometrics and Data Analysis for Developing Countries*. London: Routledge
- Deaton, Angus (1997) *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*. Baltimore, MD: Johns Hopkins University Press.
- Cameron, C.A. and Trivedi P.K. (2010) *Microeconometrics using STATA*. STATA Press.

SE+Ü Introduction to Qualitative Research Methods:

- Charmaz, Kathy (2014). *Constructing Grounded Theory* (2nd ed.). Los Angeles etc.: Sage.

§ 6 Module Area B: “Research”

- Flick, Uwe (2009). *An Introduction to Qualitative Research* (4th ed.). Los Angeles etc.: Sage.
- Bernard, Harvey, Russell (2002). *Research Methods in Anthropology. Qualitative and Quantitative Methods*. Walnut Creek etc.: Altamira Press.
- Patton, Quinn Michael (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park etc.: Sage.
- Silverman, David (1993). *Interpreting Qualitative Data. Methods for analysing Talk, Text and Interaction* (3th ed.). Los Angeles etc.: Sage.
- Spradley, James P. (1980) *Participant Observation*. Orlando, Florida: Harcourt College Publishers.
- Malinowski, Bronisław (1922) *Argonauts of the Western Pacific. An Account of Native Enterprise and Adventure in the Archipelagos of Melanesian New Guinea*. New York: Dutton.
- Geertz, Clifford (1983) 'From the Native's Point of View': On the Nature of Anthropological Understanding. In: *Local Knowledge. Further Essays in Interpretative Anthropology* by Clifford Geertz. New York: Basic Books. 55-72
- Geertz, Clifford (1973) *Thick Description: Toward an Interpretative Theory of Culture*. In: *The Interpretation of Cultures*. New York: Basic Books.
- Dresing, Thorsten; Pehl, Thorsten; Schmieder, Christian (2012) *Manual (on) Transcription. Transcription Conventions, Software Guides and Practical Hints for Qualitative Researchers*. 2nd English Edition. Marburg.

V+Ü Advanced Quantitative Research Methods (Evaluation of Development Policies):

- Banerjee, A.V. and E. Duflo (2008), *The Experimental Approach to Development Economics*, MIT.
- Cameron, A.C. and P.K. Trivedi (2009), *Microeconometrics using Stata* (Revised edition), Stata Press.
- Gerber A. and D. Green (2012), *Field Experiments. Design, Analysis and Interpretation*. Norton & Company
- Gertler, P., S. Martinez and P. Premand (2010), *Impact Evaluation in Practice*. World Bank, Washington D.C.
- Khandker, S.R., G.B. Koolwal and A.H. Samad (2010), *Handbook of Impact Evaluation. Quantitative Methods and Practices*. World Bank, Washington D.C.
- Ravallion, M. (2001), *The Mystery of the Vanishing Benefits: An Introduction to Impact Evaluation*. *The World Bank Economic Review* 15(1), pp. 115-140.

SE+Ü Advanced Qualitative Research Methods:

- Charmaz, Kathy (2014). *Constructing Grounded Theory* (2nd ed.). Los Angeles etc.: Sage.

§ 6 Module Area B: “Research”

- Flick, Uwe (2009). An Introduction to Qualitative Research (4th ed.). Los Angeles etc.: Sage.
- Bernard, Harvey, Russell (2002). Research Methods in Anthropology. Qualitative and Quantitative Methods. Walnut Creek etc.: Altamira Press.
- Patton, Quinn Michael (1990). Qualitative evaluation and research methods (2nd ed.). Newbury Park etc.: Sage.
- Silverman, David (1993). Interpreting Qualitative Data. Methods for analysing Talk, Text and Interaction (3th ed.). Los Angeles etc.: Sage.
- Spradley, James P. (1980) Participant Observation. Orlando, Florida: Harcourt College Publishers.
- Malinowski, Bronisław (1922) Argonauts of the Western Pacific. An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea. New York: Dutton.
- Geertz, Clifford (1983) 'From the Native's Point of View': On the Nature of Anthropological Understanding. In: Local Knowledge. Further Essays in Interpretative Anthropology by Clifford Geertz. New York: Basic Books. 55-72
- Geertz, Clifford (1973) Thick Description: Toward an Interpretative Theory of Culture. In: The Interpretation of Cultures. New York: Basic Books.
- Dresing, Thorsten; Pehl, Thorsten; Schmieder, Christian (2012) Manual (on) Transcription. Transcription Conventions, Software Guides and Practical Hints for Qualitative Researchers. 2nd English Edition. Marburg.

SE Research Seminar:

- 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. Economic Inquiry 50 (1), 277/285

5. **Module Prerequisites:** none
6. **Teaching Cycle:** every semester
7. **Module duration:** 5 semester

8. Structure:

PNr.	Module Title	Attendance	Independent study	WCH	ECTS Credits
630210	V+Ü Introduction to Quantitative Research Methods	ca. 30 h	ca. 120 h	4	5

§ 6 Module Area B: “Research”

630230	SE+Ü Introduction to Qualitative Research Methods	ca. 30 h	ca. 120 h	4	5
630220	V+Ü Advanced Quantitative Research Methods (Evaluation of Development Policies)	ca. 30 h	ca. 120 h	4	5
630240	SE+Ü Advanced Qualitative Research Methods	ca. 30 h	ca. 120 h	4	5
630250	SE Research Seminar	ca. 30 h	ca. 120 h	2	5
630260	KO Development Studies Colloquium I	ca. 30 h	ca. 60 h	1	3
630270	KO Development Studies Colloquium II	ca. 30 h	ca. 30 h	1	2
Total: 6 modules		ca. 180 h	ca. 570 h	16	25

9. Mode of Assessment:	V+Ü Introduction to Quantitative Research Methods	Written exam (120 minutes)
	SE+Ü Introduction to Qualitative Research Methods	Term paper (ca. 20 pages)
	V+Ü Advanced Quantitative Research Methods (Evaluation of Development Policies)	Essay/Paper (ca. 15 pages)
	SE+Ü Advanced Qualitative Research Methods	Essay/Paper (ca. 15 pages)
	SE Research Seminar	Draft paper (3,500-5,000 words)
	KO Development Studies Colloquium I	---
	KO Development Studies Colloquium II	---

10. Retake Options: In case of failing the assessment, student may retake the exam according to § 10 of the examination regulations.

§ 7 Module Area C: “Specialisation”

In this module area, students have to complete at least 40 ECTS Credits. In three out of five module groups, at least one module must be completed. All modules are examination modules.

Module Groups:

Module Group “Economics”	16
Module Group “Southeast Asian Studies”	32
Module Group “Sociology and Politics”	36
Module Group “Sustainability and Resources”	42
Module Group “Geographies of Development”	47

§ 7 Modul Area C: “Specialisation“

Module Group “Economics”

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|---|--|
| 1. Module Group: | “Economics” |
| 2. Responsible for the Module Group: | Economics:
Prof. Dr. Michael Grimm
Prof. Johann Graf Lambsdorff
Prof. Sebastian Krautheim
Prof. Stefan Bauernschuster

Business Administration:

Prof. Dr. Carolin Häussler
Prof. Dr. Andreas König |
| 3. Content / Learning Objectives: | V+Ü Health, Development and Public Policy

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 re-view economic impact evaluations of health policy reforms.
V+Ü Micro Development Economics

This course is motivated by the idea that development requires a transformation in economic processes and changes in the underlying microstructures 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.

Learning outcomes of the module:

- 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,
- To introduce participants to the key policy debates in the areas covered by this course.

V+Ü Growth, Inequality and Poverty

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:

- 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.

SE Development Economics

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.

The course treats, amongst others, the following topics:

- Electoral cycles and government policies
- 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:

- 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

V+Ü Economics of Education

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.

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.

V+Ü Behavioural Public Economics

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.

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.

V+Ü Economics of Corruption

The course introduces into the economic analysis of corruption, defined as the misuse of public power for private benefit. A focus is put on behavioural 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 behavioural in-sights. 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, behavioural and economic incentives and their impact on corrupt behaviour in politics as well as private and public organizations. They understand the strengths and weaknesses of current anticorruption systems.

V+Ü Anticorruption and the Design of Institutions

The course provides an in-depth analysis of methods for countering corruption, focusing on insights from behavioural, experimental and institutional economics. Participants understand the topical literature. A behavioural approach towards bureaucracy and corruption is developed.

Participants understand the use of anticorruption methods and tools and obtain an understanding of their limitations and failures. They understand the relevance of anticorruption for positions in the public and private sector and obtain related hands-on knowledge.

SE Experimental Ethics and Corruption

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.

SE Lab and Field Experiment: Corruption, Conflict and Cooperation

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 analysing 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 analyse the results.

Learning outcomes of the module:

Students run their own research projects to investigate the boundaries between economic theory and actual human behaviour.

V Behavioural Game Theory

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.

V+Ü Fundamentals of International Trade

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

§ 7 Modulbereich C: “Specialisation“

students in a position to solve these models analytically and to deepen their understanding of economic modelling in general. 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.

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 (specifically, the Ricardian model) is “a good model” or not.

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.

List of topics:

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

Learning outcomes of the module:

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.

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.

V+Ü Empirics of International Trade

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 labour market, FDI, regional integration agreements).

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 Stud.IP).

The foundation of the course builds on three blocks.

Block 1: International Organization of Production

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”

Block 2: International Organization of Production: FDI and “off-shoring”

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

Block 3: Regional Trade Integration

1. The Gravity Equation (Lab)
2. Barriers to Trade: The Border Puzzle
3. The Effect of Free Trade Areas and Currency Unions and the problem of causal inference

Learning outcomes of the module:

At the end of the course, students should

- 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.

SE Strategy and Innovation Consulting

This course focuses on selected theories, concepts, and tools of strategic management in multi-business 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 centre. 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.

Learning outcomes of the module:

- 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 assess the tools of corporate strategy in the context of discontinuous change and to develop corporate strategies for conglomerates active in dynamic environments

V+Ü Strategy for High-Tech Startups

Founding one's own company requires not only a promising business idea but also a successful management of upcoming strategic and organizational challenges. Successfully performing these management tasks is a substantial part of being a successful entrepreneur.

This course focuses on these management tasks concerning the foundation of a company, especially with regard to high-technology startups. Inspired by a real founding process, the course starts with an introduction to venture opportunities, concepts and strategies. Following this introduction, concepts on venture formation, organizational planning, as well as a technology development strategy are discussed in the context of high-technology startups. The course closes with answers to the questions how to finance and how to build the venture.

The lecture aims at acquainting students with theories and concepts, which are repeated and further discussed during the exercise class. Case studies are used to link theories with real company examples.

Learning outcomes of the module:

- 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 high-tech organization

4. Recommended Reading:

V+Ü Health, Development and Public Policy

- Acemoglu D. and S. Johnson (2006), Disease and Development: The Effect of Life Expectancy on Economic Growth. *Journal of Political Economy*, 115 (6): 925-985.
- Chaudhury, N and J. S. Hammer (2004) Ghost Doctors: Absenteeism in Rural Bangladeshi Health Facilities, *World Bank Economic Review* 18(3): 423-441.
- England R. (2007), Are we spending too much on HIV? *British Medical Journal*: 334-344.
- Maluccio, J.A. et al. (2009), The Impact of Improving Nutrition During Early Childhood on Education among Guatemalan Adults, *Economic Journal*, 119 (537): 734-763.
- Pritchett L. (1995), Desired Fertility and the Impact of Population Policies, *Population and Development Review*, 20: 1-55.
- Strauss, J. and D. Thomas (1998), Health, Nutrition, and Economic Development. *Journal of Economic Literature*, 36 (2): 768-775.
- World Health Organization (2010), World Health Report 2010 - Health systems financing: the path to universal coverage, WHO, Geneva.

V+Ü Micro Development Economics

- Banerjee A., E. Duflo, R. Glennerster and C. Kinnan (2014), The miracle of microfinance? Evidence from a randomized evaluation. *American Economic Journal: Applied Economics*, forthcoming.
- Bardhan, P. and C. Udry. 1999. *Development Microeconomics*. Oxford University Press: Oxford.

- Basu K. (1997), *Analytical Development Economics*, Cambridge: MIT Press.
- De Mel, S., D. McKenzie and C. Woodruff (2008), Returns to Capital in Microenterprises: Evidence from a Field Experiment. *Quarterly Journal of Economics*, 123 (4): 1329-1372.
- Foster, A. and M. Rosenzweig (1995). Learning by Doing and Learning from Others: Human Capital and Technical Change in Agriculture. *Journal of Political Economy*, 104: 1176-1209.
- Platteau, J.P. 2000. *Institutions, social norms and economic development*. Harwood Academic Publishers.
- Shaban, R.A. (1987), Testing between Competing Models of Sharecropping. *Journal of Political Economy*, 95 (5):893-920.

V+Ü Growth, Inequality and Poverty

- Alesina, A. and D. Rodrik (1994), Distributive Politics and Economic Growth. *Quarterly Journal of Economics*, 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. *Quarterly Journal of Economics*, 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. *Journal of Economic Perspectives*, 20 (1): 3-24.
- Piketty, T. (2014), *Capital in the twenty-first century*. 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, *Determinants of Pro-Poor Growth*. Palgrave Macmillan: London
- Winters, L.A., N. McCulloch and A. McKay (2004), Trade Liberalization and Poverty. The evidence so far. *Journal of Economic Literature*, 42: 72-115.

SE Development Economics

- 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.
- 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.

V+Ü Behavioural Public Economics

- 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.

V+Ü Economics of Education

Will be announced at the beginning of the seminar.

V+Ü Economics of Corruption

- 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 Anticorruption – 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 (Volks-wirtschaftliche Reihe der Passauer Diskussionspapiere).

V+Ü Anticorruption and the Design of Institutions

Lambsdorff, J. Graf (2007) "The New Institutional Economics of Corruption and Reform: Theory, Evidence and Policy". Cambridge University Press.

Lambsdorff, J. Graf (2015), Preventing Corruption by Promoting Trust - Insights from Behavioral Science. University of Passau, Version: Diskussionsbeitrag Nr. V - 69 – 15.

Further literature to be delivered in class or via Stud.IP.

SE Experimental Ethics and Corruption

The corresponding literature is announced in the course, due to changing subjects.

SE Lab and Field Experiment: Corruption, Conflict and Cooperation

- D. Davis & C. Holt (1993) Experimental Economics, Princeton University Press.
- C. Camerer (2003) Behavioral Game Theory, Princeton University Press.

Additional literature will be assigned / recommended during the course.

V Behavioural Game Theory

- C. Camerer (2003) Behavioral Game Theory, Princeton University Press.

V+Ü Fundamentals of International Trade

- 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.

V+Ü Empirics of International Trade

- 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.
- Feenstra, R. (2004). Advanced International Trade. Princeton University Press.
- Angrist J., Pischke, J. (2009). Mostly Harmless Econometrics: An Empiricist’s Companion. Princeton University Press.
- Wooldridge, J.M. (2002). Econometric Analysis of cross section and panel data. The MIT Press

SE Strategy and Innovation Consulting

Will be announced at the beginning of the seminar.

V+Ü Strategy for High-Tech Startups

- Byers, T.H./Dorf, R. /Nelson, A.J. (2010): Technology Ventures – From Idea to Enterprise, McGraw-Hill.

- 5. 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.

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.

- 6. Teaching Cycle:**
- V+Ü Health, Development and Public Policy: Summer Semester
- V+Ü Micro Development Economics: Winter Semester
- V+Ü Growth, Inequality and Poverty: Winter Semester
- SE Development Economics:

§ 7 Modulbereich C: “Specialisation“

V+Ü Economics of Education: Summer Semester

V+Ü Behavioural Public Economics: Winter Semester

V+ Ü Economics of Corruption: Winter Semester

V+Ü Anticorruption and the Design of Institutions: Summer Semester (irregular)

SE Lab and Field Experiments: Corruption, Conflict & Cooperation: Summer Semester

V Behavioural Game Theory: Winter Semester

V+Ü Fundamentals of International Trade: Winter Semester

V+Ü Empirics of International Trade: Summer Semester

SE Strategy and Innovation Consulting: Winter Semester

V+Ü Strategy for High-Tech Startups: Summer Semester

7. Module Duration : 1 to 4 semesters depending on the student's individual choice of modules

8. Structure:

PNr.	Course	Attendance	Independent study	WCH	ECTS Credits
274130	V+Ü Health, Development and Public Policy	ca. 30 h	ca. 120 h	4	5
271080	V+Ü Micro Development Economics	ca. 30 h	ca. 120 h	4	5
272100	V+Ü Growth, Inequality and Poverty	ca. 30 h	ca. 120 h	4	5
272110	SE Development Economics	ca. 30 h	ca. 120 h	2	7
274170	V+Ü Economics of Education	ca. 30 h	ca. 120 h	4	5
274160	V+Ü Behavioural Public Economics	ca. 30 h	ca. 120 h	4	5
274133	V+Ü Economics of Corruption	ca. 30 h	ca. 120 h	2	7
274010	V+Ü Anticorruption and the Design of Institutions	ca. 30 h	ca. 120 h	4	5
274180	SE Experimental Ethics and Corruption	ca. 30 h	ca. 120 h	2	7
274190	SE Lab and Field Experiment: Corruption, Conflict and Cooperation	ca. 30 h	ca. 270 h	4	10
201314	V Behavioural Game Theory	ca. 30 h	ca. 120 h	3	5
272160	V+Ü Fundamentals of International Trade	ca. 30 h	ca. 120 h	4	5
272170	V+Ü Empirics of International Trade	ca. 30 h	ca. 120 h	4	5

§ 7 Modulbereich C: “Specialisation“

274200	SE Strategy and Innovation Consulting	ca. 30 h	ca. 120 h	2	7
264509	V+Ü Strategy for High-Tech Startups	ca. 30 h	ca. 120 h	4	5

9. Mode of assessment:	V+Ü Health, Development and Public Policy	Written exam (90 minutes)
	V+Ü Micro Development Economics	Written exam (90 minutes)
	V+Ü Growth, Inequality and Poverty	Written exam (90 minutes)
	SE Development Economics	Portfolio (ca. 15 pages)
	V+Ü Economics of Education	Written exam (90 minutes)
	V+Ü Behavioural Public Economics	Written exam (90 minutes)
	V+Ü Economics of Corruption	Portfolio (ca. 20 pages)
	V+Ü Anticorruption and the Design of Institutions	Written exam (90 minutes)
	SE Experimental Ethics and Corruption	Paper (ca. 20 pages)
	SE Lab and Field Experiment: Corruption, Conflict and Cooperation	Paper (ca. 10 pages)
	V Behavioural Game Theory	Portfolio (ca. 15 pages)
	V+Ü Fundamentals of International Trade	Written exam (100 minutes)
	V+Ü Empirics of International Trade	Paper (ca. 15 pages)
	SE Strategy and Innovation Consulting	Written exam (60 minutes)
	V+Ü Strategy for High-Tech Startups	Written exam (60 minutes)

10. Retake Options: In case of failing the assessment, student may retake the exam according to § 10 of the examination regulations.

Module Group “Southeast Asian Studies”

1. **Module Group:** “Southeast Asian Studies”
2. **Responsible for the Module Group:** **Southeast Asian Studies:**
Prof. Dr. Rüdiger Korff
Prof. Dr. Martina Padmanabhan
3. **Content / Learning Objectives:** **SE Natural Resource Management in Asia**
The course’s focus is on natural resource management in Asia.
The course informs students about the latest problems of exploitation of resources, with a special focus on the environment and social structures.
Learning outcomes of the module:
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.
After completing the course, students will
- Have an overview over the specific characteristics of natural resources
- Have tackled developmental theories and interventions in that sector.
- SE Between Success and Failure: Development Policies and Projects in Southeast Asia**
- Summer semester 2020: SE Societal Change and Development (Korff)*
- From a sociological perspective development has a double implication. On one hand, development refers to social change and social evolution. In other words, to what N. Elias calls a “process sociology”. On the other hand, it deals with developments either as planned changes or as unplanned processes. Both levels of analysis are connected. Development as planned or intended changes only makes sense if it fits with wider societal or even civilizational dynamics.
- Thus, in a first step the concept of civilization, or the largest units that are shaped by the same or similar processes will be discussed and in how far civilizational dynamics differed and changed. A final question is, in how far we can speak of “global civilization”. In a second step theories of societal change will be

discussed (Marx, Nietzsche, Castells, Elias, Eisenstadt). Finally, the topic is how development policies can and are linked to wider societal changes.

Students will be acquainted with concepts and perspectives as well as empirical data of development. The seminar consists of an introduction, presentations and projects by students, group work and discussions.

SE Democratisation, Elite formation and Social Development

Summer semester 2020: SE Societal Change and Development (Korff)

From a sociological perspective development has a double implication. On one hand, development refers to social change and social evolution. In other words, to what N. Elias calls a “process sociology”. On the other hand, it deals with developments either as planned changes or as unplanned processes. Both levels of analysis are connected. Development as planned or intended changes only makes sense if it fits with wider societal or even civilizational dynamics.

Thus, in a first step the concept of civilization, or the largest units that are shaped by the same or similar processes will be discussed and in how far civilizational dynamics differed and changed. A final question is, in how far we can speak of “global civilization”. In a second step theories of societal change will be discussed (Marx, Nietzsche, Castells, Elias, Eisenstadt). Finally, the topic is how development policies can and are linked to wider societal changes.

Students will be acquainted with concepts and perspectives as well as empirical data of development. The seminar consists of an introduction, presentations and projects by students, group work and discussions.

SE Multiple Modernities of Southeast Asia

Theories of imperialism emerged in the late 19th century. Especially the modern concepts namely the World-Systems Theory of Wallerstein have received much attention and are applied to the discussion of globalisation. Since the 1990s a new brand of theories has evolved looking at the development of developing countries: Postcolonialism. While imperialism is based on mainly economic concepts, post-colonialism looks at the relevance of culture and cultural expressions like literature and art. What is more useful for an analysis of global processes as well as underdevelopment?

Students will be introduced to the development of the region and will learn methods as well as concepts of analysing real development processes.

4. Recommended Reading:

SE Natural Resource Management in Asia

- 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. Ecosystems and Human Well-being: Biodiversity Synthesis. World Resources Institute, Washington DC.
- 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.

SE Between Success and Failure: Development Policies and Projects in Southeast Asia

Will be announced in class or via Stud.IP.

SE Democratisation, Elite formation and Social Development

Will be announced in class or via Stud.IP.

SE Multiple Modernities in Southeast Asia

Will be announced in class or via Stud.IP.

5. Module Prerequisites:

Basic knowledge of economic principles.

6. Teaching Cycle:

SE Natural Resource Management: Summer Semester

SE Between Success and Failure: Development Policies and Projects in Southeast Asia:

SE Democratisation, Elite Formation and Social Development:

SE Multiple Modernities of Southeast Asia: Summer Semester

7. Module Duration:

1 to 4 semesters depending on the student's individual choice of modules

§ 7 Modulbereich C: “Specialisation“

8. Structure:

PNr.	Course	Attendance	Independent study	WCH	ECTS Credits
630321	SE Natural Resource Management in Asia	ca. 30 h	ca. 270 h	2	10
630322	SE Between Success and Failure: Development Policies and Projects in Southeast Asia	ca. 30 h	ca. 270 h	2	10
630323	SE Democratisation, Elite Formation and Social Development	ca. 30 h	ca. 270 h	2	10
630324	SE Multiple Modernities of Southeast Asia	ca. 30 h	ca. 270 h	2	10

9. Mode of Assessment:	SE Natural Resource Management in Asia	Paper (ca. 20 pages)
	SE Between Success and Failure: Development Policies and Projects in Southeast Asia	Paper (ca. 20 pages)
	SE Democratisation, Elite formation and Social Development	Paper (ca. 20 pages)
	SE Multiple Modernities of Southeast Asia	Paper (ca. 20 pages)

10. Retake Options: In case of failing the assessment, student may retake the exam according to § 10 of the examination regulations.

Module Group “Sociology and Politics”

1. **Module Group:** “Sociology and Politics”

2. **Responsible for the Module Group:** **Sociology:**

Prof. Dr. Anna Henkel

Southeast Asian Studies:

Prof. Dr. Rüdiger Korff

Prof. Dr. Martina Padmanabhan

Communication Studies:

Prof. Dr. Oliver Hahn

Political Science:

Prof. Dr. Bernhard Stahl

3. **Content / Learning Objectives:**

SE Sociology of Sustainability – Reflexive Perspectives

While sustainability is naturally considered important, the definitions of what is “sustainable” are heterogeneous. This course has the following objectives:

- sensitize for this variety of sustainabilities
- gain a broad knowledge of different understandings of sustainability
- critical reflection of the usage of the term “sustainable”

Learning outcomes of the module:

This module provides knowledge of different understandings of sustainability as well as sociological perspectives on sustainability. It enables students to critically reflect on phenomena of sustainability as well as on advantages and shortcomings of different approaches.

After completing the course students will be able to:

Differentiate between and reflect on the explicit and implicit implications of both different understandings of responsibility and measures of sustainability transformation.

SE Urbanism

t.b.a.

SE Conflicts, Disasters, Processes of State-Building

Summer semester 2020: SE Societal Change and Development (Korff)

From a sociological perspective development has a double implication. On one hand, development refers to social change and social evolution. In other words, to what N. Elias calls a “process sociology”. On the other hand, it deals with developments either as planned changes or as unplanned processes. Both levels of analysis are connected. Development as planned or intended changes only makes sense if it fits with wider societal or even civilizational dynamics.

Thus, in a first step the concept of civilization, or the largest units that are shaped by the same or similar processes will be discussed and in how far civilizational dynamics differed and changed. A final question is, in how far we can speak of “global civilization”. In a second step theories of societal change will be discussed (Marx, Nietzsche, Castells, Elias, Eisenstadt). Finally, the topic is how development policies can and are linked to wider societal changes.

Students will be acquainted with concepts and perspectives as well as empirical data of development. The seminar consists of an introduction, presentations and projects by students, group work and discussions.

SE Organisations, Institutions and Development

t.b.a.

SE International Media, Development Cooperation and Development Journalism

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:

- 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.

SE Cooperation and Conflict in International Relations

This module will look at Southeast Asian political regimes, and in particular the processes of democratization and authoritarianism. We will be looking at a number of countries from the region and explain why democracy has been hard to establish and consolidate in the majority of countries in the region, and why are witnesses some positive democratization trends in some countries (such as Myanmar), while others remain firmly consolidated authoritarian systems (Vietnam, Cambodia). We will also discuss the issue of regime stability and change.

Learning outcomes of the module:

By the end of this module, students will be able to

- Be able to analyse and evaluate essential features of authoritarian and totalitarian regimes, as well as processes of democratization
- Have a good understanding of the different political regimes in Southeast Asia and factors that explain divergence between the different countries
- Be able to present research findings appealingly, discuss critically and defend the findings.
- Work effectively and reflectively in groups.

4. Recommended Reading:

SE Urbanism

Will be announced in class or via Stud.IP.

SE Conflict, Disasters, Processes of State Building

Will be announced in class or via Stud.IP.

SE Organisations, Institutions and Development

Will be announced in class or via Stud.IP.

SE International Media, Development Cooperation and Development Journalism

- Czepek, Andrea (2005), *Pressefreiheit und Pluralismus in Sambia*. Münster: LIT.
- Dietz, Christoph (2012), *International Media Development Cooperation: A Guide to the Literature*, draft, <http://www.cameco.org/files/media-development-literature-guide-preliminary-2012.pdf> [11/24/2014].
- Josephi, Beate (ed.) (2010), *Journalism Education in Countries with Limited Media Freedom*, New York: Peter Lang.
- World Bank (2002a), *World Development Report – 'Building Institutions for Markets', 'The Media'*, pp. 181-207, Washington.
- World Bank (2002b), *The Right to Tell – The Role of Mass Media in Economic Development*, Washington.
- Xu, Xiaoge (2009), Development Journalism, in: Karin Wahl-Jorgensen and Thomas Hanitzsch (eds), *The Handbook of Journalism Studies*. New York, London: Taylor & Francis/Routledge, pp. 357-370.

Cooperation and Conflict in International Relations

- Linz, J. (2010): *Totalitarian and Authoritarian Regimes*, Boulder, CO: Lynne Rienner Publishers
- Ezrow, N., and Frantz, E. (2011). *Dictators and Dictatorships: Understanding Authoritarian Regimes and Their Leaders*. New York and London: The Continuum International Publishing Group.
- Levitsky, S., and Way, L. A. (2010). *Competitive Authoritarianism: Hybrid Regimes after the Cold War*. New York: Cambridge University Press.
- Brown, N. J. (ed.), (2011) *The Dynamics of Democratisation: Dictatorship, Development and Diffusion*. Baltimore (MA): The Johns Hopkins University Press
- Ottaway, M. (2003). *Democracy Challenged: The Rise of Semi-Authoritarianism*. Washington, D.C.: Carnegie Endowment for International Peace.
- Kofi Annan Foundation (2017): Democracy in Southeast Asia: Achievements, Challenges and Prospects, see:

§ 7 Modulbereich C: “Specialisation“

<http://www.kofiannanfoundation.org/app/uploads/2018/04/Democracy-in-Southeast-Asia.pdf>

- Clark Neher (2018): *Democracy and Development in Southeast Asia – The Winds of Change*, Routledge: New York.

5. 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.

Scientific background knowledge of social science is an advantage.

6. Teaching Cycle: SE Sociology of Sustainability – Reflexive Perspectives: Winter Semester

SE Urbanism: t.b.a.

SE Conflicts, Disasters, Processes of State Building: t.b.a.

SE Organisations, Institutions and Development: t.b.a.

SE International Media Development Cooperation and Development Journalism: Summer Semester

SE Cooperation and Conflict in International Relations: Summer Semester

7. Module Duration: 1 to 4 semesters depending on the student’s individual choice of modules

8. Structure:

PNr.	Course	Attendance	Independent study	WCH	ECTS-Credits
630337	SE Sociology of Sustainability – Reflexive Perspectives	ca. 30 h	ca. 270 h	2	10
630331	SE Urbanism	ca. 30 h	ca. 270 h	2	10
630332	SE Conflicts, Disasters, Processes of State-Building	ca. 30 h	ca. 270 h	2	10
630333	SE Organisations, Institutions and Development	ca. 30 h	ca. 270 h	2	10
630334	SE International Media, Development Cooperation and Development Journalism	ca. 30 h	ca. 120 h	2	5
630336	SE Cooperation and Conflict in International Relations	ca. 30 h	ca. 120 h	2	5

§ 7 Modulbereich C: “Specialisation“

- 9. Mode of Assessment:**
- | | |
|--|-------------------------------|
| SE Sociology of Sustainability – Reflexive Perspectives | Paper (ca. 20 pages) |
| SE Urbanism | Paper (ca. 20 pages) |
| SE Conflicts, Disasters, Processes of State-Building | Paper (ca. 20 pages) |
| SE Organisations, Institutions and Development | Paper (ca. 20 pages) |
| SE International Media, Development Cooperation and Development Journalism | Paper (ca. 15 pages) |
| SE Cooperation and Conflict in International Relations | Presentation (ca. 20 minutes) |
- 10. Retake Options:** In case of failing the assessment, student may retake the exam according to § 10 of the examination regulations.

Module Group “Sustainability and Resources”

1. **Module Group:** “Sustainability and Resources”

2. **Responsible for the Module Group:** **Southeast Asian Studies:**
Prof. Dr. Martina Padmanabhan

Sociology:
Prof. Dr. Anna Henkel

3. **Content / Learning Objectives:** **SE Agricultural and Rural Development**

This module looks at agricultural and rural development from the perspective of the *Deutsche Gesellschaft für Internationale Zusammenarbeit* (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.

Following topics will be treated:

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

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.

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 agricultural research will be provided.

After completing the course students will have:

- Knowledge about the GIZ and its way of working, as well as knowledge about the German development cooperation and current topics.

§ 7 Modulbereich C: “Specialisation“

- 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

SE Sustainability

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:

- introduce the students into the concept of sustainability
- connect sustainability to development, using transdisciplinary and interdisciplinary approaches

Learning outcomes of the module:

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.

After completing the course students will be able to:

- describe a problematic situation from a sustainability perspective and analyse social relations with regard to natural resources communicate across disciplines and engage with practitioners

SE Gender and Development

The course gives a basic introduction into the concept of gender and explains this central category with regard to development processes.

Next to classical approaches, students will become acquainted with current theoretical approaches of gender analysis.

Every theoretical approach will be illustrated with a case study.

Learning outcomes of the module:

Aim of this module is to apply the concept of gender analyses to the field of development and its use in discourse and practice.

After completing the course students will be able to...

- ...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.

SE Sustainability and Resources: Materiality and Infrastructure in Society

Culture, social action or society are thought of as categorically different from materiality. All in contrast, climate change, exhausted natural resources or pollution of air and water hint to the fact, that they are inextricably connected with each other. This course has the following objectives:

- explore how the notion of materiality changes with the evolution of society
- observe how materiality is taking part in social action
- understand infrastructure in its social and material dimension

Learning outcomes of the module:

This module provides knowledge of different understandings of materiality as well as the connection the social and the material. It enables students to observe the social embeddedness of infrastructure and reflect on its social risks and potentialities.

After completing the course students will be able to...

- Analyse the interconnection of social and material elements in social practices and observe the social embeddedness of infrastructure.

4. Recommended reading:

SE Agricultural and Rural Development

- Agarwal, Bina 1994: A Field of One's Own: Gender and Land Rights in South Asia (Cambridge: Cambridge University Press (CUP), 1994. CUP South Asian edition, 1995. Reprinted 1996, 1998).
- Escobar, Arturo 2012: Encountering Development: The Making and Unmaking of the Third World, Princeton.
- McMichael, Philip: Development and Social Change: A Global Perspective, Thousand Oaks 2011.
- Long, Norman; Long, Ann (eds) 1992: Battlefields of knowledge. The interlocking of theory and practice in social research and development, New York. Routledge
- Zimmerer, Karl S. and Stef de Haan (eds) 2019. Agrobiodiversity. Integrating Knowledge for a Sustainable Future. MIT Press

SE Sustainability

- Cronin, K. (2008). Transdisciplinary Research (TDR) and Sustainability, Wellington.
- Mulligan, Martin, Michael Buxton, Ruth Lane, Melissa Naeve and Anthony Richardson (2015). An Introduction to Sustainability: environmental, social and personal perspectives. London: Routledge.
- Newing, H., C. M. Eagle, R. K. Puri, C. W. Watson (Ed.). (2011). Conducting research in conservation: Social science methods and practice. London, New York: Routledge.
- Padmanabhan, M.; Beckmann, V. (2009). Institutions and Sustainability. Dordrecht: Springer.

SE Gender and Development

- Coles, Anne, Leslie Grey, and Janet Henshall (eds.) (2015). The Routledge Handbook of Gender and Development. London: Routledge.
- Leach, Melissa (2016). Gender Equality and Sustainable Development. London: Routledge.
- Momsen, Janet H. (2010). Gender and Development. London: Routledge.
- Rydstrom, Helle (2010). Gendered Inequalities in Asia. Copenhagen: Nias Press.
- World Bank (2012). Gender Equality and Development.
- Wilkens, Karin Gwinn (2016). Communicating Gender and Advocating Accountability in Global Development. London: Palgrave Macmillan.
- Wolf, Diane (ed.) (1996). Feminist Dilemmas in Fieldwork.

SE Sustainability and Resources: Materiality and Infrastructure in Society

Will be announced in class or via Stud.IP.

5. Module prerequisites: Basic knowledge about international development aid in general, as well as specific knowledge about rural and agricultural development.

Basic knowledge of ecological and social systems.

6. Teaching Cycle:

SE Agricultural and Rural Development: Summer Semester

SE Sustainability: Winter Semester

SE Gender and Development: Winter Semester

SE Sustainability and Resources: Materiality and Infrastructure in Society: Summer Semester

§ 7 Modulbereich C: “Specialisation“

7. Module Duration : 1 to 4 semesters depending on the student’s individual choice of modules

8. Structure:

PNr.	Course	Attend- ance	Independ- ent study	WCH	ECTS- Credits
630341	SE Agricultural and Rural Development	ca. 30 h	ca. 270 h	2	10
630342	SE Sustainability	ca. 30 h	ca. 270 h	2	10
630343	SE Gender and Development	ca. 30 h	ca. 270 h	2	10
630344	SE Sustainability and Resources: Materiality and Infrastructure in Society	ca. 30 h	ca. 270 h	2	10

9. Mode of Assessment:

SE Agricultural and Rural Development	Paper (ca. 20 pages)
SE Sustainability	Paper (ca. 20 Pages)
SE Gender and Development	Paper (ca. 20 Pages)
SE Sustainability and Resources: Materiality and Infrastructure in Society	Paper (ca. 20 Pages)

10. Retake Options: In case of failing the assessment, student may retake the exam according to § 10 of the examination regulations.

Module Group “Geographies of Development”

1. **Module Group:** “Geographies of Development”

2. **Responsible for the Module Group:** **Geography:**

Prof. Dr. Dieter Anhuf
Prof. Dr. Werner Gamerith
Prof. Dr. Malte Steinbrink

3. **Content / Learning Objectives:** **V/SE Regional Development**

The discipline of geography deals - generally speaking - with the reciprocal and dynamic relationship between society and space/spatiality at different scales (global to local). Central questions are:

1. How are societies organized spatially, and how do social structures (norms, values, power relations, etc.) influence spatial structures?
2. What role does space play for social coexistence, i.e. what influence do spatial structures have on social processes, structures and actions?

Accordingly, the Specialization "Geographies of Development" focuses on the relationship between social and spatial development.

In the module "Regional Development", this relationship is discussed from a regional science perspective. Selected development-related issues (e.g. health, education, literacy, media consumption) are dealt with in specific regional contexts of the Global South.

V/SE Mobilities and Development

The discipline of geography deals - generally speaking - with the reciprocal and dynamic relationship between society and space/spatiality at different scales (global to local). Central questions are:

1. How are societies organized spatially, and how do social structures (norms, values, power relations, etc.) influence spatial structures?
2. What role does space play for social coexistence, i.e. what influence do spatial structures have on social processes, structures and actions?

Accordingly, the Specialization "Geographies of Development" focuses on the relationship between social and spatial development.

§ 7 Modulbereich C: "Specialisation"

The module "Mobilities and Development" deals specifically with the complex relationship between "spatial movement" (e.g. mobilities, migrations, tourism) and social and economic change in the Global South. Questions of spatial mobility is brought together with topics such as cultural change, urbanisation and urban development, political conflicts and social movements, agricultural transformation, gender relations and social vulnerability.

V/SE Human-Environmental Relations

The discipline of geography deals – generally speaking – with the reciprocal and dynamic relationship between society and space/spatiality at different scales (global to local). Central questions are:

1. How are societies organized spatially, and how do social structures (norms, values, power relations, etc.) influence spatial structures?
2. What role does space play for social coexistence, i.e. what influence do spatial structures have on social processes, structures and actions?

Accordingly, the Specialization "Geographies of Development" focuses on the relationship between social and spatial development.

The module "Human-Environmental Relations" focuses on the nexus of human development, natural environment and use of natural resources. Besides global-ecological dynamics (e.g. climate change and biodiversity loss) and their impacts, the module deals with questions of land use change (degradation & restoration), vulnerability/resilience and ecological sustainability in countries of the Global South.

- | | |
|---------------------------------|--|
| 4. Recommended Reading: | Will be announced in class or via Stud.IP. |
| 5. Module Prerequisites: | none |
| 6. Teaching Cycle: | V Regional Development: at least every second semester
SE Regional Development: at least every second semester
V Mobilities and Development: at least every second semester
SE Mobilities and Development: at least every second semester |

§ 7 Modulbereich C: “Specialisation“

V Human-Environmental Development: at least every second semester

SE Human-Environmental Development: at least every second semester

7. Module Duration: 1 to 4 semesters depending on the student’s individual choice of modules

8. Structure:

PNr.	Courses	Attend- ance	Inde- pendent	WCH	ECTS Credits
632601	V Regional Development	ca. 30 h	ca. 120 h	2	5
632602	SE Regional Development	ca. 30 h	ca. 270 h	2	10
632603	V Mobilities and Development	ca. 30 h	ca. 120 h	2	5
632604	SE Mobilities and Development	ca. 30 h	ca. 270 h	2	10
632605	V Human-Environmental Relations	ca. 30 h	ca. 120 h	2	5
632606	SE Human-Environmental Relations	ca. 30 h	ca. 270 h	2	10

9. Mode of Assessment:	V Regional Development	Written exam (60 minutes)
	SE Regional Development	Presentation (ca. 20 minutes) or Paper (ca. 20 pages) or Portfolio (ca. 20 pages)
	V Mobilities and Development	Written exam (60 minutes)
	SE Mobilities and Development	Presentation (ca. 20 minutes) or Paper (ca. 20 pages) or Portfolio (ca. 20 pages)
	V Human-Environmental Relations	Written exam (60 minutes)
	SE Human-Environmental Relations	Presentation (ca. 20 minutes) or Paper (ca. 20 pages) or Portfolio (ca. 20 pages)

§ 7 Modulbereich C: “Specialisation“

10. Retake options:

In case of failing the assessment, student may retake the exam according to § 10 of the examination regulations.

§ 8 Module Area D: “Transfer”

In this module area, students have to complete at least 15 ECTS credits. With the exception of “Applied Development Studies”, all modules are examination modules.

- 1. Module Group:** “Transfer Modules”
- 2. Responsible for the Module Group:**
 - Applied Development Studies:**
Prof. Dr. Martina Padmanabhan
 - Development Studies in Perspective:**
All examiners in Module Area C: “Specialisation”
 - Foreign Languages:**
Language Centre
- 3. Content / Learning Objectives:**
 - PF/PT Applied Development Studies (at least four weeks)**
This module offers the opportunity for field work, internships or other research experiences to apply the theoretical knowledge hitherto acquired to an empirical object related to the overarching qualification aim of the degree programme, i.e. within the scope of an internship with the GIZ or other related institutions.
 - Ü Foreign Languages (two language courses in two semesters)**
Students have the chance to deepen their qualifications in foreign languages in which they already possess a previous knowledge. However, students are also encouraged to begin a new foreign language during their stay at the University of Passau.
 - V/SE Development Studies in Perspective**
In this module group, students may complete additional courses from Module Area C: “Specialisation” or courses from other master programmes at the University of Passau that match the overarching qualification aim of the degree programme. It also offers the opportunity for recognitions from study abroad experiences.
- 4. Recommended Reading:** Will be announced in class or via Stud.IP.
- 5. Module Prerequisites:** none
- 6. Teaching Cycle:** each semester

Modulbereich D: Transfer

7. Module Duration: 3 semesters

8. Structure:

PNr.	Courses	Attendance	Independent Study	WCH	ECTS Credits
632960	PF/PT Applied Development Studies (at least four weeks)	---	---	----	5
see HisQis	Ü Foreign Languages (two language courses in two semesters)	ca. 60 h	ca. 240 h	8	10
632970	V/SE Development Studies in Perspective	ca. 30 h	ca. 270 h	2 - 4	10
632980	V/SE Development Studies in Perspective I	ca. 30 h	ca. 120 h	2 - 4	5
632990	V/SE Development Studies in Perspective II	ca. 30 h	ca. 120 h	2 - 4	5
Total: 2 to 3 modules				2-8	15

9. Mode of Assessment:

PF/PT Applied Development Studies (at least four weeks)	Project report (ca. 10 pages)
Ü Foreign Languages (two language courses in two semesters)	Written exam (120 minutes) and Oral exam (ca. 25 minutes)
V/SE Development Studies in Perspective,	Written exam (60 minutes) or
V/SE Development Studies in Perspective I,	Paper (ca. 20 pages) or
V/SE Development Studies in Perspective II	Portfolio (ca. 20 pages)

10. Retake Options: In case of failing the assessment, student may retake the exam according to § 10 of the examination regulations.

§ 9 “Master’s Thesis”

1. **Module:** “Master’s Thesis”
2. **Responsible for the Module:** All examiners in Module Area C: “Specialisation”
3. **Content / Learning Objective:** In writing the master’s thesis, candidates are obliged to demonstrate that they are capable of carrying out academic research and independently applying scientific methods to a clearly defined subject matter
4. **Module Prerequisites:** Before candidates are permitted to commence their master’s thesis, they are required to accumulate a minimum of 80 ECTS credits on the master’s programme, among them 5 ECTS credits in the module “Research Seminar” (Module Area B: “Research”).
5. **Teaching Cycle:** each semester
6. **Module Duration:** 4 months

7. Structure:

PNr.	Module	Attendance	Individual Study	WCH	ECTS Credits
Master’s Thesis					
639900	Master’s Thesis	----	----	----	25

8. **Mode of Assessment:** Master’s Thesis (ca. 15,000 words)
9. **Retake Options:** In case of failing the master’s thesis, students can retake that module according to § 21 of the General Study and Examination Regulations.