

Module Catalogue

M.A. Development Studies



As of: Summer semester 2023

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Definitions

In the module descriptions, the following abbreviations could be used:

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|---------------|---|---|
| ASTuPO | = | Allgemeine Studien- und Prüfungsordnung (“General Study and Examination Regulations”) |
| FStuPO | = | Fachstudien- und -prüfungsordnung (“Subject-specific Study and Examination Regulations”) |
| CEFR | = | Common European Framework of Reference for Languages |
| ECTS | = | European Credit Transfer System |
| FFA | = | Fachspezifische Fremdsprachenausbildung (“Subject-specific Language Programme”) |
| FFP | = | Fachspezifische Fremdsprachenprüfung (“Subject-specific Language Examination”) |
| h | = | Hours |
| HQF | = | Higher Qualification Framework |
| HS | = | Hauptseminar (“Advanced Seminar”) |
| KO | = | Kolloquium (“Colloquium”) |
| LP | = | Leistungspunkte nach dem European Credit Transfer System (“Credit Points”) |
| PF | = | Projektmodul Forschung (“Project Module Research”) |
| PR | = | Präsentation (“Presentation”) |
| PT/P | = | Praktikum (“Internship”) |
| SE | = | Seminar (“Seminar”) |
| WCH | = | Weekly Contact Hours |
| Ü/UE | = | Übung (“Exercise Course”) |
| V | = | Vorlesung (“Lecture”) |
| WÜ | = | Wissenschaftliche Übung (“Academic Exercise Course”) |

Preamble

Workload-Calculation:

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.

Since the discussion on higher education policy and general policy surrounding the Bologna Process has shown that modularised study programmes are generally perceived as being over-schooled and unscientific, we have opted for a relatively high score within the framework of this model, trusting the ability of our students to make good use of the freedom for independent learning. The conceptual philosophy of the Faculty of Social and Educational Sciences at the University of Passau has two main focuses: clearly and simply structured study programmes and liberty for independent work. This means an easily comprehensible workload scheme for all course types, depending on their semester hours per week and total workload (e.g. 5 ECTS-LP for lectures or proseminars, 10 ECTS-LP for Advanced Seminars or Master Classes). The appropriateness of this scheme was confirmed by workload studies. The main seminars and academic exercises are designed in such a way that by far the largest part of the workload is accounted for by the students' own work. This personal work is to be done in the preparation of presentations and academic assignments as well as in the preparation and follow-up of seminar sessions. The basic didactic assumption behind this form of work is that students achieve the greatest learning effect in the subject matter, but above all in the achievement of competence goals (independent literature research or field research, conception of scientific arguments, methodological-theoretical underpinning and disposition of the argumentation structure), if they have the opportunity to work in a concentrated manner on their own initiative over a longer period of time. Progress in this independent work is monitored in regular exchange with the lecturers; if necessary, approaches and questions developed in independent work are modified. The professors named in this module catalogue as responsible for certain modules are at the same time authorised examiners.

Examiners:

The module leaders named in this module catalogue are also appointed examiners for the modules for which they are responsible.

Compulsory attendance:

In principle, attendance is not compulsory, although regular attendance is assumed, especially for discursive courses (e.g. Pro- or Advanced Seminars, Master Classes). Compulsory attendance applies if attendance serves as proof of performance (e.g. compact seminars). For details, please refer to the module description or the course details Stud.IP.

Possibility of repetition:

In case of failure, all courses can be repeated in accordance with § 9 Sec. 3 and 4 of the General Study and Examination Regulations for Master's Programmes of the Faculty of Arts and Humanities in conjunction with § 10 of the Subject-specific Study and Examination Regulations of the M.A. Development Studies.

Calculation of overall grade:

With the exception of the two compulsory colloquia in module area B: "Research" and the module "Applied Development Studies" in module area D: "Transfer", all modules are examination modules. The grades of the examination modules and the grade of the Master's thesis are included in the overall grade calculation.

Reference to FStuPO and AStuPO:

In the event of discrepancies between the specifications of FStuPO, AStuPO and module catalogue, the regulations from FStuPO and AStuPO always take precedence.

Module overview

M.A. Development Studies (FStuPO 2019)



| | Module Area A Foundation | Module Area B Research | Module Area C Specialisation | Module Area D Transfer | Master's Thesis |
|---------------------------|---|--|---|---|--|
| | | The research seminar and the colloquia are compulsory. | In 3 out of 5 module groups, at least one module must be completed. | | |
| 1 <i>winter</i> | Foundation Courses 15 ECTS | Research Methods <ul style="list-style-type: none"> • Introduction to Quantitative Research Methods • Introduction to Qualitative Research Methods • Advanced Quantitative Research Methods • Advanced Qualitative Research Methods • Research Seminar • Development Studies Colloquium I + II | Specialisation <ul style="list-style-type: none"> • Economics • Southeast Asian Studies • Sociology and Politics • Sustainability and Resources • Geographies of Development | | |
| 2 <i>summer</i> | | | | Transfer Modules <ul style="list-style-type: none"> • Applied Development Studies • Foreign Languages • Development Studies in Perspective | |
| 3 <i>winter</i> | | | | | |
| 4 <i>summer</i> | | at least 25 ECTS | at least 40 ECTS | at least 15 ECTS | Master's Thesis 25 ECTS |

Total: M.A. Development Studies 120 ECTS.

Students should aim to complete 30 ECTS each semester. The standard period of study is four semesters.

Qualification profile

The qualification profile of graduates of the Master's programme in Development Studies refers to the Higher Education Qualifications Framework (HQF). It takes into account the principles laid down there and represents an operationalisation of the descriptors for Master's degrees.

| Those who have graduated from this degree programme are able to... | |
|--|--|
| A. Knowledge and understanding | <p>... name advanced theories, methods and approaches from economic, socio-ecological and political-science development discourses (A1).</p> <p>... work on tasks and solve problems related to development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2).</p> <p>... state the fields of action of development research and cooperation and describe how these have emerged and changed (A3).</p> <p>... outline the different disciplines and discourses dealing with development processes, policies and interventions (A4).</p> |
| B. Use, application and generation of knowledge | <p>... recognise the different fields of application and theoretical approaches of diverging concepts of development according to the disciplines involved in the degree programme (B1).</p> <p>... choose appropriate development-studies theories, methods and models for scientific research and justify their choice of research questions, source material as well as analytical methods and procedures (B2).</p> <p>... derive their own strategies for action from the systematic collection, analysis and interpretation of empirical data and relate these to current development debates (B3).</p> <p>... contextualise development processes within the global development field through the application of suitable methods and reflect on these methods (B4).</p> |
| C. Communication and cooperation | <p>... exchange up-to-date information on current development discourses within and across disciplines (C1).</p> <p>... build on and develop networks and enhance cooperation with state organisations and civil-society actors in the development sector owing to their knowledge of languages and processes (C2).</p> <p>... take on and oversee integrative tasks in culturally diverse groups (C3).</p> |
| D. General professional abilities and attitudes | <p>... gauge the limitations and potential of their development expertise and corresponding analytical, communication and reasoning skills (D1).</p> <p>... shape and develop their methodological and intercultural competences as well as leadership qualities through debates and cooperation with the international student body (D2).</p> <p>... engage in professional networks and help shape the development of the alumni network owing to their developmental, political and socio-ecological expertise, humanistic values and critical norms (D3).</p> <p>... develop problem-solving strategies in the field of international development cooperation (D4).</p> |

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| | <p>... contribute to the attainment of the UN Sustainable Development Goals (SDGs) at the economic, social and environmental levels through their professional activities (D5).</p> <p>... maintain a comprehensive overview and reflect upon the ethical, moral and practical consequences arising for themselves and other actors in development research and cooperation (D6).</p> |
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Module Area A: “Foundation”

Module group „Foundation Courses“:

This module group must be fully completed by all students.

| Teaching format | Module title | Assessment type | WCH | ECTS credits |
|-------------------------|--|------------------------|------------|---------------------|
| V | Methods and Theories of Development Research | Written exam | 2 | 5 |
| SE | Interdisciplinary Development Seminar | Essay | 2 | 10 |
| Total: 2 modules | | | 4 | 15 |

V Methods and Theories of Development Research

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| Module number |
| |
| Module title |
| V Methods and Theories of Development Research |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan Prof. Dr. Wolfram Schaffar Prof. Dr. Michael Grimm |

| | | |
|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 630110 | 5 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area A: Foundation Courses |
| Recommended prerequisites |
| Parallel participation in „Interdisciplinary Seminar“ 630120 |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| The course V Methods and Theories of Development Research provides an overview over the fundamental methods and theories in development research. The course especially deals with approaches from economics, political and sustainability research. The interdisciplinary perspective aims at depicting contrasts as well as complementarities. Theoretical approaches are validated against the empirical evidence. |
| Learning outcomes |
| By the end of the course students are able to... ... name advanced theories, methods and approaches from economic, socio-ecological and political-science development discourses. ... state the fields of action of development research and cooperation and describe how these have emerged and changed. ... outline the different disciplines and discourses dealing with development processes, policies and interventions. ... recognise the different theoretical approaches of diverging concepts of development and fields of application according to the disciplines involved in the degree programme. ... contextualise development processes within the global development field through the application of suitable methods and reflect on these methods. |

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| <p>... gained insights into the methods of research associated with the field of development studies. ... critically analyse, evaluate and synthesize approaches dealing with the process of development. ... understand the empirical relevance of the various approaches. ... link various theories to the context and political order in which they have been developed. ... discuss a development issue in an interdisciplinary way.</p> |
| Forms of teaching and learning |
| Interactive lecture with group discussions. Students should form learning groups. They are strongly encouraged to meet, to discuss the readings and revise the content of the lecture. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam at the end of the course (120 mins). |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The course material is made available in Stud.IP (academic papers, books and policy reports). |
| Further information |
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| SE Interdisciplinary Development Seminar |
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| Module number |
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| Module title |
| SE Interdisciplinary Development Seminar |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan, Prof. Dr. Wolfram Schaffar |

| | | |
|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 630120 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area A: Foundation |
| Recommended prerequisites |
| This seminar is based on the course "Methods and Theories of Development Research" offered the same semester |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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 or digitalization which will change annually and look at it from different perspectives. Students will learn that every discipline typically emphasizes specific aspects while neglecting others. This is why problem-solving is facilitated by a multi-faceted and interdisciplinary approach. The interdisciplinary seminar aims at elucidating different dimension of the particular annual topic from the disciplinary perspectives of development economics, sociology with a feminist critical development perspective and political science. |
| Learning outcomes |
| Those who have participated in this course are able to... <ul style="list-style-type: none"> • ...demonstrate a systematic understanding of the conceptualization of the topic, its consequences and possible strategies to govern it; • ... critically analyse, evaluate and synthese new and complex ideas; • ...to discuss the problems in an interdisciplinary way; • ... to prepare a well-argued research paper and video statement, to present and defend it in class. • ... outline the different disciplines and discourses dealing with development processes, policies and interventions (A4). |

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| <ul style="list-style-type: none">• ... recognise the different fields of application and theoretical approaches of diverging concepts of development according to the disciplines involved in the degree programme (B1).• take on and oversee integrative tasks in culturally diverse groups (C3).• ... shape and develop their methodological and intercultural competences as well as leadership qualities through debates and cooperation with the international student body (D2). |
| Forms of teaching and learning |
| <ul style="list-style-type: none">• Written research statement to answer the research question (2-3,000 words).• Teamwork in student group to synthesise findings and present them together in class (15-20 min.).• Students are challenged by a statement presented during class and asked to produce with the same group of students a critical video statement (3-5 min) related to the interdisciplinary topic within the next 14 days in a group of students. Hence, the video-presentation takes place always two weeks after the research paper presentation |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Essay (20 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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Module Area B: “Research”

At least 25 ECTS-LP are to be acquired by all students in this module area, whereby the completion of the modules "Research Seminar", "Development Studies Colloquium I" and "Development Studies Colloquium II" is obligatory.

Module group „Research Methods“:

| Teaching format | Module title | Assessment type | WCH | ECTS credits |
|-------------------------|---|-----------------|-----------|--------------|
| V+Ü | Introduction to Quantitative Research Methods | Written exam | 4 | 5 |
| SE+Ü | Introduction to Qualitative Research Methods | Semester paper | 4 | 5 |
| V+Ü | Advanced Quantitative Research Methods (Evaluation of Development Policies) | Essay/paper | 4 | 5 |
| SE+Ü | Advanced Qualitative Research Methods | Essay/paper | 4 | 5 |
| SE | Research Seminar | Essay | 2 | 5 |
| KO | Development Studies Colloquium I | ----- | 1 | 3 |
| KO | Development Studies Colloquium II | ----- | 1 | 2 |
| Total: 6 modules | | | 16 | 25 |

V+Ü Introduction to Quantitative Research Methods

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| Module number |
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| Module title |
| V+Ü Introduction to Quantitative Research Methods |
| Responsible for the module |
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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 630210 | 5 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module Area B: Research |
| Recommended prerequisites |
| Prior knowledge in basic statistics and mathematics |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <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. In those workshops, students will examine micro- and macroeconomic data from developing countries, applying the methods from the lecture.</p> <p>The lecture treats, among 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 |
| Those who have participated in this course are able to... |

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| ... understand basic statistical probability theory. .. understand fundamental econometric methods and which model to apply depending on the objective and available data. ...learn how to use the statistical software package STATA. ... choose econometric model and formulate data needs to answer quantitative research questions. ...read and critically evaluate econometric papers. |
| Forms of teaching and learning |
| Lecture and tutorial with hands-on exercise in the computer lab |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam (120 mins) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| Literature and relevant material will be provided via Stud.IP. |
| Further information |
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SE+Ü Introduction to Qualitative Research Methods I

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| Module number |
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| Module title |
| SE+Ü Introduction to Qualitative Research Methods |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan |

| Examination number | ECTS credits | WCH |
|---------------------------|------------------------|--------------------------------------|
| 630230 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1. Semester |

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|--------------------------------------|
| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area B: Research |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| cf. preamble |
| Language of instruction |
| English |

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| Content |
| <p>This course provides students with fundamentals of empirical qualitative social research and their application mainly in the context of development studies. Students learn about ethics and methodologies, about generating, organizing and analysing data and text production. To achieve the course's aim, the following topics are covered:</p> <ul style="list-style-type: none"> - Research ethics - Grounded Theory - Ethnography - Transdisciplinarity - Participatory Action Research - Interviews - Focus Group Discussion - Participant observation - Visual data - Recording data and field notes - Transcription and coding - Discourse analysis - Content analysis - Text production and academic writing |

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| Learning outcomes |
| Students choose appropriate development-studies theories, methods and models for scientific research and justify their choice of research questions, source material as well as analytical methods and procedures (B2). After successful participation, students will be able to use concepts of qualitative research adequately and conduct empirical research in development context. Additionally, they will be able to comprehend and critically evaluate methodologies and methods of qualitative research. They derive their own strategies for action from the systematic collection, analysis and interpretation of empirical data and relate these to current development debates (B3). |
| Forms of teaching and learning |
| The module consists of one seminar. The main teaching and learning methods are reading and discussing the core readings, presentations of case studies related to methodologies and methods in the context of development and group discussions. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Semester paper (20 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> <ul style="list-style-type: none"> - Appadurai, Arjun (2006). The right to research, <i>Globalisation, Societies and Education</i> 4(2) 167-177. - Bernard, Harvey Russell (2002) <i>Research Methods in Anthropology. Qualitative and Quantitative Methods</i>. Walnut Creek et al.: Altamira Press. - Flick, Uwe (2009). <i>An Introduction to Qualitative Research</i> (4th ed.). Los Angeles etc.: Sage. - Schreier, Margrit (2012). <i>Qualitative Content Analysis in Practice</i>. London et al.: Sage. - Silverman, David (2016). <i>Qualitative Research</i>. London; Thousand Oaks: SAGE Publications. - Yin, Robert (2016). <i>Qualitative Research from Start to Finish</i>. London and New York: The Guilford Press. |
| Further information |
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V+Ü Advanced Quantitative Research Methods (Evaluation of Development Policies)

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| Module number |
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| Module title |
| V+Ü Advanced Quantitative Research Methods (Evaluation of Development Policies) |
| Responsible for the module |
| Prof. Dr. Michael Grimm |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 630220 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester | One semester | 2. semester |

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|---------------------------------------|
| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area B: Research |
| Recommended prerequisites |
| Introduction to quantitative methods. |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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 |
| 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. |
| Forms of teaching and learning |
| The module consists of one seminar. The main teaching and learning methods are to develop and conduct research projects in small groups and to present and discuss them in the plenum. |

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| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Essay/paper (15 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</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>Microeconometrics 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. |
| Further information |
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SE+Ü Advanced Qualitative Research Methods

| |
|--|
| Module number |
| |
| Module title |
| SE+Ü Advanced Qualitative Research Methods |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 630240 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester | One semester | 2. semester |

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|--------------------------------------|
| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area B: Research |
| Recommended prerequisites |
| Introduction to qualitative methods. |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>The course deals with empirical and qualitative social research at an advanced level and consists of the following parts:</p> <ul style="list-style-type: none"> - Developing a research concept - Giving and receiving feedback - Reflecting on research ethics - Collecting data - Processing data (including a MAXQDA Workshop) - Coding and analysing data <p>The focus of the class lies on the actual use and practice of the learned methods of collecting, processing and analysing data. The students design and implement independently their own research project. For this purpose, they formulate a research question and learn how to choose a suitable research design. Students collect, process and analyse data and reflect all steps. A workshop on the software tool MAXQDA is be part of the class.</p> |
| Learning outcomes |
| <p>After successful completion, the students will be able to develop and conduct their own research projects in constant consideration of research ethics, to work in groups, to give and receive peer feedback and to present their projects. Students derive their own strategies for action from the systematic collection, analysis and interpretation of empirical data and relate these to current</p> |

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| development debates (B3). Furthermore, they are able to desemesterine and deliberate upon the full range of ethical, moral and practical consequences arising for themselves and other actors in development research and cooperation (D6). |
| Forms of teaching and learning |
| The module consists of one seminar. The main teaching and learning methods are to develop and conduct research projects in small groups and to present and discuss them in the plenum. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Essay/paper (15 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. <ul style="list-style-type: none"> - Silverman, David (1993). <i>Interpreting Qualitative Data. Methods for Analyzing Talk, Text and Interaction</i>. Los Angeles et al.: SAGE. 3-32. - Chenhall, Richard, Kate Senior and Suzanne Belton (2011). "Negotiating human research ethics: Case notes from anthropologists in the field." <i>Anthropology Today</i> 27 (5): 13-17. - Halse, Christine and Anne Honey (2005). "Unravelling Ethics: Illuminating the Moral Dilemmas of Research Ethics." <i>Signs</i> 30 (4): 2141-2162. - Sultana, Farhana (2007). "Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research." <i>ACME: An International E-Journal for Critical Geographies</i> 6 (3): 374-385. |
| Further information |
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SE Research Seminar

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| Module number |
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| Module title |
| SE Research Seminar |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan, Prof. Dr. Wolfram Schaffar |

| Examination number | ECTS credits | WCH |
|---------------------------|------------------------|--------------------------------------|
| 630250 | 5 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 3. Semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area B: Research |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| cf. preamble |
| Language of instruction |
| English |

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| Content |
| This seminar prepares students for their Master thesis. At the end of the course students 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 |
| The students work on tasks and solve problems related to development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2). The students recognise the different fields of application and theoretical approaches of diverging concepts of development according to the disciplines involved in the degree programme (B1). They choose appropriate development-studies theories, methods and models for scientific research and justify their choice of research questions, source material as well as analytical methods and procedures (B2). The students derive their own strategies for action from the systematic collection, analysis and interpretation of empirical data and relate these to current development debates (B3) and they contextualise development processes within the global development field through the application of suitable methods and reflect on these methods (B4). |

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| They take on and oversee integrative tasks in culturally diverse groups (C3) and also dessemesterine and deliberate upon the full range of ethical, moral and practical consequences arising for themselves and other actors in development research and cooperation (D6). |
| Forms of teaching and learning |
| The course is held as a blocked seminar. After several preparatory meetings, students come together for one session of intensive discussion, group work and individual counseling. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Essay (3,500-5,000 words) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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KO Development Studies Colloquium I

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| Module number |
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| Module title |
| KO Development Studies Colloquium I |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan |

| Examination number | ECTS credits | WCH |
|---------------------------|------------------------|--------------------------------------|
| 630260 | 3 | 1 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every semester | Two semesters | 1.-2. semester |

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|-------------------------------------|
| Workload |
| 30 h contact study, 60 h self-study |
| Applicability |
| Module area B: Research |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| cf. preamble |
| Language of instruction |
| English |

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| Content |
| 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 |
| Those who participated in the colloquium are able to... |
| ... exchange up-to-date information on current development discourses within and across disciplines (C1). |
| ... build on and develop networks and enhance cooperation with state organisations and civil-society actors in the development sector owing to their knowledge of languages and processes (C2) |
| ... shape and develop their methodological and intercultural competences as well as leadership qualities through debates and cooperation with the international student body (D2). |
| ... engage in professional networks and help shape the development of the alumni network owing to their developmental, political and socio-ecological expertise, humanistic values and standards of critical analysis (D3). |
| ... obtain an overview of various research-related subjects from the field of development research. |
| ... consolidate their knowledge of theory and methods. |
| ... to critically analyse research results and engage in an academic debate. |
| Forms of teaching and learning |

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| The research colloquium contains of interactive lectures by invited international, national and in-house researchers, practitioners, policy makers and activists presenting and discussing their latest findings and cutting-edge work. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Attendance: 14 Presentations in 2 semesters |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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| KO Development Studies Colloquium II |
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| Module number |
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| Module title |
| KO Development Studies Colloquium II |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan |

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| Examination number | ECTS credits | WCH |
| 630270 | 2 | 1 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every semester | Two semesters | 3.-4. semester |

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| Workload |
| 30 h contact study, 60 h self-study |
| Applicability |
| Module area B: Research |
| Recommended prerequisites |
| KO Development Studies Colloquium I |
| Mandatory prerequisites |
| cf. preamble |
| Language of instruction |
| English |

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| Content |
| 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 |
| Those who participated in the colloquium are able to... |
| ... exchange up-to-date information on current development discourses within and across disciplines (C1). |
| ... build on and develop networks and enhance cooperation with state organisations and civil-society actors in the development sector owing to their knowledge of languages and processes (C2) |
| ... shape and develop their methodological and intercultural competences as well as leadership qualities through debates and cooperation with the international student body (D2). |
| ... engage in professional networks and help shape the development of the alumni network owing to their developmental, political and socio-ecological expertise, humanistic values and standards of critical analysis (D3). |
| ... obtain an overview of various research-related subjects from the field of development research. |
| ... consolidate their knowledge of theory and methods. |
| ... to critically analyse research results and engage in an academic debate. |
| Forms of teaching and learning |

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| The research colloquium contains of interactive lectures by invited international, national and in-house researchers, practitioners, policy makers and activists presenting and discussing their latest findings and cutting-edge work. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Attendance: 14 Presentations in 2 semesters |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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Module Area C: “Specialisation”

At least 40 ECTS credits must be earned by all students in this module area, whereby at least one module must be completed in three out of the five module groups available for selection.

Module group “Economics”:

| Teaching format | Module title | Assessment type | WCH | ECTS credits |
|-----------------|--|-----------------|-----|--------------|
| V+Ü | Health, Development and Public Policy | Written exam | 4 | 5 |
| V+Ü | Micro Development Economics | Written exam | 4 | 5 |
| V+Ü | Growth, Inequality and Poverty | Written exam | 4 | 5 |
| SE | Development Economics | Term paper | 2 | 7 |
| V+Ü | Economics of Education | Written exam | 4 | 5 |
| V+Ü | Behavioural Public Economics | Term paper | 4 | 5 |
| V+Ü | Economics of Corruption | Portfolio | 2 | 7 |
| V+Ü | Anticorruption and the Design of Institutions | Written exam | 4 | 5 |
| SE | Experimental Ethics and Corruption | Term paper | 2 | 7 |
| SE | Lab and Field Experiment: Corruption, Conflict and Cooperation | Term paper | 4 | 10 |
| V | Behavioural Game Theory | Portfolio | 3 | 5 |
| V+Ü | Fundamentals of International Trade | Term paper | 4 | 5 |
| V+Ü | Empirics of International Trade | Term paper | 4 | 5 |
| SE | Strategy and Innovation Consulting | Term paper | 2 | 7 |
| V+Ü | Strategy for High-Tech Startups | Written exam | 4 | 5 |

Module group “Southeast Asian Studies”:

| Teaching format | Module title | Assessment type | WCH | ECTS credits |
|-----------------|--|-----------------|-----|--------------|
| SE | Natural Resource Management in Asia | Term paper | 2 | 10 |
| SE | Between Success and Failure: Development Policies and Projects in Southeast Asia | Term paper | 2 | 10 |
| SE | Democratisation, Elite formation and Social Development | Term paper | 2 | 10 |
| SE | Multiple Modernities of Southeast Asia | Term paper | 2 | 10 |

Module group “Sociology and Politics”:

| Teaching format | Module title | Assessment type | WCH | ECTS credits |
|-----------------|---|-----------------|-----|--------------|
| SE | Sociology of Sustainability – Reflexive Perspectives | Term paper | 2 | 10 |
| SE | Urbanism | Term paper | 2 | 10 |
| SE | Conflicts, Disasters, Processes of State-Building | Term paper | 2 | 10 |
| SE | Organisations, Institutions and Development | Term paper | 2 | 10 |
| SE | International Media, Development Cooperation and Development Journalism | Term paper | 2 | 5 |
| SE | Cooperation and Conflict in International Relations | Presentation | 2 | 5 |

Module group “Sustainability and Resources”:

| Teaching format | Module title | Assessment type | WCH | ECTS credits |
|-----------------|------------------------------------|-----------------|-----|--------------|
| SE | Agricultural and Rural Development | Term paper | 2 | 10 |
| SE | Sustainability | Term paper | 2 | 10 |

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| SE | Gender and Development | Term paper | 2 | 10 |
| SE | Sustainability and Resources: Materiality and Infrastructure in Society | Term paper | 2 | 10 |

Module group "Geographies of Development":

| Teaching format | Module title | Assessment type | WCH | ECTS credits |
|-----------------|-------------------------------|---------------------------------------|-----|--------------|
| V | Regional Development | Written exam | 2 | 5 |
| SE | Regional Development | Presentation, term paper or portfolio | 2 | 10 |
| V | Mobilities and Development | Written exam | 2 | 5 |
| SE | Mobilities and Development | Presentation, term paper or portfolio | 2 | 10 |
| V | Human-Environmental Relations | Exam | 2 | 5 |
| SE | Human-Environmental Relations | Presentation, term paper or portfolio | 2 | 10 |

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| Total in Module area C: at least 4 modules from three specialisations | 8-20 | at least 40 |
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Module Group “Economics”

V+Ü Health, Development and Public Policy

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| Module number |
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| Module title |
| V+Ü Health, Development and Public Policy |
| Responsible for the module |
| Prof. Dr. Michael Grimm |

| Examination number | ECTS credits | WCH |
|--------------------|-----------------|-------------------------------|
| 274130 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester | One semester | 2.-4. semester |

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| Workload |
| Lecture 2 WCH (30 h contact hours and 28 h self-study) Tutorial 2 WCH (26 h contact hours and 66 h self-study) |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| An understanding of intermediate micro and macro-economics and basic quantitative analysis is required. Prior knowledge in development economics is an advantage, but not necessary. |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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. The course is designed to illustrate these challenges and deals with three broad issues: <ul style="list-style-type: none"> - the linkages between health and economic growth, in particular, in the context of developing countries, - the evaluation of specific policy interventions in the health sector, and an examination of the rationale for public provision of health care, factors driving resource allocation and the effectiveness of public health spending including public health insurance. |
| Learning outcomes |
| <ul style="list-style-type: none"> - To introduce participants to the concept of health in development economics; |

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| <ul style="list-style-type: none"> - 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 impact evaluations of health policy reforms. |
| Forms of teaching and learning |
| Lecture, class room discussions, tutorials (Übungen). |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam (90 mins) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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| V+Ü Micro Development Economics |
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| Module number |
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| Module title |
| V+Ü Micro Development Economics |
| Responsible for the module |
| Prof. Dr. Michael Grimm |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 271080 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | 1 semester | 3.-4. semester |

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| Workload |
| Lecture 2 WCH (28 h contact hours and 48 h self-study) Tutorial 2 WCH (24 h contact hours and 24 h self-study) Exam Preparation (2 h contact hours and 24 h self-study) |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| An understanding of intermediate micro- and macro-economics and basic econometrics is required. Prior knowledge in development economics is an advantage. Students without any prior knowledge in development economics may read the books by either Perkins (2012), Ray (1998) or Todaro and Smith (2006) (see course book for details). |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <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 is broadly conceived and will draw on material from neoclassical economics, institutional economics, and behavioural/experimental economics.</p> <p>The course will introduce students to current debates and research in the microeconomics of development and examine 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</p> |

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| <p>turn depend on various factors (e.g., history, location, factor endowments), which can help provide explanations of development or the lack of it.</p> <p>Current research in this area blends theoretical models and empirical application. Accordingly, the course will draw on both types of work and will be divided into four broader blocks.</p> |
| <p>Learning outcomes</p> |
| <p>On completing this course students should be able to:</p> <ul style="list-style-type: none"> - Apply advanced micro-economic theory to real world problems of development. - Assess and understand the role of incentives and institutions in driving economic growth, reducing inequality and poverty and enhancing human development. - Assess and analyse the relevant economic and non-economic relations underlying the response of different agents such as individuals, households, firms, and the government. - Understand various methods to test micro-economic models empirically. - Understand various methods to evaluate targeted policy interventions. |
| <p>Forms of teaching and learning</p> |
| <p>This lecture is organised in a set of lectures and tutorials (Übungen). Students are explicitly invited to actively participate in the lecture through questions and input for discussion. In the tutorials students solve set problems in relation to the lecture. In addition, students are invited to indicate those parts of the course for which they need additional training. This may refer to a particular theoretical model, an empirical method or a certain debate in development politics. Readings are essential to prepare the class and the exam.</p> |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Written exam (90 mins)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> |
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| V+Ü Growth, Inequality and Poverty |
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| Module number |
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| Module title |
| V+Ü Growth, Inequality and Poverty |
| Responsible for the module |
| Prof. Dr. Michael Grimm |

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| Examination number | ECTS credits | WCH |
| 272100 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One Semester | 1.-3. semester |

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| Workload |
| Lecture 2 WCH (28 h contact hours, 48 h self-study) Tutorial 2 WCH (24 h contact hours, 24 h self-study) Preparation final exam (2 h contact hours, 24 h self-study) |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| An understanding of intermediate micro and macro-economics and basic quantitative analysis is required. Prior knowledge in development economics is an advantage. Students without any prior knowledge in development economics may read the books by either De Janvry and Sadoulet (2016), Perkins (2012), Ray (1998) or Todaro and Smith (2006) (see course book for details). |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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. The course starts with a presentation of the theoretical foundations of the mainstream welfare measures and discusses the advantages and disadvantages of alternative approaches including Sen's Capability Approach and the concept of happiness. In this context the course will also critically assess the poverty estimates produced by the World Bank in particular regarding the methods used to calculate purchasing power parities necessary to apply a uniform poverty line across countries. The second block starts with the arithmetics linking growth, inequality and poverty and deals with the effects of growth on inequality. The discussions also cover Thomas Piketty's recent book "Capital in the 21st century". This block concludes with the inverse relationship, i.e. the effects of inequality and growth. Competing |

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| <p>hypotheses are discussed and empirically validated. The last part of the course presents a set of case studies that deal with particular shocks and policy domains mostly in specific country contexts, such as the effects of social protection programs in Latin America or agricultural and employment-based strategies of development in Indonesia.</p> |
| <p>Learning outcomes</p> |
| <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 introduce participants in the most important theories explaining the link between growth and inequality. - To equip students to assess different development policies and co-operation instruments in view of their effects on poverty and inequality in a changing development context. |
| <p>Forms of teaching and learning</p> |
| <p>This lecture is organized in a set of lectures and tutorials (Übungen).</p> <p>Students are explicitly invited to actively participate in the lecture through questions and input for discussion. In the tutorial students solve set problems in relation to the lecture. In addition, students are invited to indicate those parts of the course for which they need additional training. This may refer to a particular concept, an empirical method or a certain debate in development politics. Readings are essential to prepare the class and the exam.</p> |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Written exam (90 mins)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> |
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SE Development Economics

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| Module number |
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| Module title |
| SE Development Economics |
| Responsible for the module |
| Prof. Dr. Michael Grimm / Dr. Marina Dodlova |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 272110 | 7 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester | One Semester | 2.-3. semester |

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| Workload |
| 30 h contact hours and 180 h self-study |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| Basic knowledge in econometrics as well as 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 data science. Prior knowledge in development economics and/or political economy is an advantage but not necessary. |
| Mandatory prerequisites |
| cf. preamble |
| Language of instruction |
| English |

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| Content |
| This course presents fundamental elements of the political economy of development. |
| Learning outcomes |
| <ul style="list-style-type: none"> - To deepen the knowledge of participants in a certain domain of development economics, - To train participants to review the relevant literature, to critically reflect on it and to undertake complementary own research, - To present the outcome of this research in class and to engage in a discussion with other students, - To critically reflect on the research papers by other students. |
| Forms of teaching and learning |
| The seminar is scheduled for the summer semester and will take place as a series of introductory lectures and discussions, followed by students' presentations of one of research articles from the course and a prepared referee report on this article. |
| Compulsory attendance |
| cf. preamble |

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| Mode of Assessment |
| Students are expected to choose one of research articles from the list, write a three-to-five-page referee report or research proposal based on the paper chosen, and present both the summary of the research paper and referee report/research proposal in the class. |
| Portfolio (15 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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| V+Ü Economics of Education |
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| Module number |
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| Module title |
| V+Ü Economics of Education |
| Responsible for the module |
| Prof. Dr. Stefan Bauernschuster, Katharina Drescher |

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| Examination number | ECTS credits | WCH |
| 274170 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every 2 nd summer semester, alternating with "Population Economics" | one semester | 2./4. semester |

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| Workload |
| Lecture 2 WCH (30 hours class instruction; 45 hours self-study) Uebung 2 WCH (30 hours class instruction; 45 hours self-study) |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| Basic knowledge in microeconomics and statistics/econometrics recommended |
| Mandatory prerequisites |
| cf. preamble |
| Language of instruction |
| English |

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| Content |
| 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 labor 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 systems 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 |
| Students get acquainted with key topics in the economics of education and learn to work with applied recent research papers in this area. Thereby, they are enabled to take a well-grounded stand in debates on education policies. |

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| Forms of teaching and learning |
| Classroom lecture with interactive elements Uebung with tutorials and student presentations |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam (90 mins) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
| The lecture is in English; exam question can be answered in German |

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| V+Ü Behavioral Public Economics |
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| Module number |
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| Module title |
| V+Ü Behavioral Public Economics |
| Responsible for the module |
| Prof. Dr. Stefan Bauernschuster, Geske Rolvering |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 274160 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One Semester | 1.-4. semester |

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| Workload |
| Lecture 2 WCH (30 hours class instruction; 45 hours self-study) Uebung 2 WCH (30 hours class instruction; 45 hours self-study) |
| Calculation is based on: every hr./sem.-week corresponds to 60 minutes. One semester is presumed to be 15 weeks, i.e. 14 course + 1 exam week |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| Basic knowledge in microeconomics and statistics/econometrics recommended |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| The model of homo oeconomicus, a rational perfectly informed and self-interested individual who maximizes her utility, sometimes fails to provide an adequate picture of individual decision-making processes. In some circumstances, individuals make systematically wrong decisions. This lecture demonstrates which implications can be drawn from behavioral economic insights for the field of public economics. Amongst the topics covered in the lecture are time-inconsistent behavior (hyperbolic discounting) and its implications for the taxation of sin goods such as alcohol or unhealthy food, mental accounting and its implications for labelling social transfers, the salience of information and its implications for attitudes and behavior, reference points and loss aversion and its implications for labor supply, and the role of default options for retirement and health insurance. |
| Learning outcomes |
| Students get acquainted with key topics in behavioral public economics and learn to work with applied recent research papers in this area. They learn in which way insights from behavioral economics/psychology can improve policy decisions. |
| Forms of teaching and learning |

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| Classroom lecture with interactive elements Uebung with tutorials and student presentations |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam (90 mins) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
| The lecture is in English; exam question can be answered in German |

V+Ü Economics of Corruption

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| Module number |
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| Module title |
| V+Ü Economics of Corruption |
| Responsible for the module |
| Prof. Dr. Johann Graf Lambsdorff |

| Examination number | ECTS credits | WCH |
|---------------------------|------------------------|--------------------------------------|
| 201301 | 7 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One Semester | 1.-4. Semester |

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| Workload |
| Online-Videos: Required total time = 30 hrs., Self-work time 60 hrs. for preparing introductory exam Face-to-face event: 60 hours, Writing of report 60 hrs. |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| Knowledge in microeconomics and institutional economics is strongly recommended. Interest in experimental economics and game theory is helpful. |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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, Insemesteredaries, Intrinsic Motivation, Job Rotation, Leniency, Nullity of the Basic Contract, Procurement, Separation of Functions and the Tone at the Top. |
| Learning outcomes |
| 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. |
| Forms of teaching and learning |
| Students must work through 5-hours of lectures that are supplied as pre-recorded videos, to be found in the "video"-section. The slides can be found in the "Dateien"-section. Students must prove |

their understanding of this material in an introductory online-exam. This online-exam is scheduled for Sep. 6 in the form of a single-choice test. The exam must be passed for being accepted to the subsequent workshop, which is conducted as a face-to-face event.

Guest presentations, case studies, games and simulations are core ingredients of the face-to-face part of the course. These motivate and guide participants in developing their own experiment. This development and subsequent implementation is deepened by help of group-work. Groups jointly run the experiment and present the findings briefly in the plenary. Each individual participant then submits a final report on the findings by Oct 2nd.

Compulsory attendance

cf. preamble

Mode of Assessment

Portfolio exam (15 pages)

Overall grade relevance

cf. preamble

Retake options

cf. preamble

Literature

The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.

Further information

1-2 guest lectures will be included. Block seminar..

V+Ü Anticorruption and the Design of Institutions

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| Module number |
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| Module title |
| V+Ü Anticorruption and the Design of Institutions |
| Responsible for the module |
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|-----------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 274010 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester (irregular) | One semester | 2./4. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| cf. preamble |
| Language of instruction |
| German |

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| Content |
| 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. |
| Learning outcomes |
| 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. |
| Forms of teaching and learning |
| Lectures with an additional exercise course |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam (90 mins) |
| Overall grade relevance |
| cf. preamble |

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| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. 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. |
| Further information |
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SE Experimental Ethics and Corruption

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| Module number |
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| Module title |
| SE Experimental Ethics and Corruption |
| Responsible for the module |
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| Examination number | ECTS credits | WCH |
| 274180 | 7 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester (irregular) | One semester | 1./3. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| German |

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| Content |
| 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 |
| 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. |
| Forms of teaching and learning |
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| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Paper (20 pages) |
| Overall grade relevance |

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| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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SE Lab and Field Experiments: Corruption, Conflict & Cooperation (Experimental Economics)

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| Module number |
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| Module title |
| SE Lab and Field Experiments: Corruption, Conflict & Cooperation (Experimental Economics) |
| Responsible for the module |
| Dr. Katharina Werner |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 274190 | 10 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester | One semester | 2./4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| Behavioral Game Theory and / or Economics of Corruption |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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 in the program „z-Tree“ (Fischbacher, 2007) and smartphone-based (field) experiments in the software “classEx” (Giamattei, Lambsdorff 2019). 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 |
| Students run their own research projects to investigate the boundaries between economic theory and actual human behavior. |
| Forms of teaching and learning |
| Students run their own research projects to investigate the boundaries between economic theory and actual human behavior. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Paper (10 pages) |

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| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
| Students can also run a group project. Groups of 2 (or in case of a reasonable and sound application even more) persons develop a joint idea for a research question. They design and run the experiment, analyze and present the data and write the seminar paper together. In the seminar paper, it must be clearly distinguishable which of the group members wrote which chapters. For such a group project, students receive 7 ECTS, because the workload per group member will be approximately 150 hours. |

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| V Behavioral Game Theory |
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| Module number |
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| Module title |
| V Behavioral Game Theory |
| Responsible for the module |
| Dr. Kevin Grubiak |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 201314 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1./4. semester |

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| Workload |
| Lecture: 4 WCH, attendance time (in hours) = 60, working time (in hours) = 90. Calculation is based on: every hr./sem.-week corresponds to 60 minutes. One semester is presumed to be 15 weeks, i.e. 14 course + 1 exam week |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| Knowledge in (advanced) microeconomics and/or game theory recommended. |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| The module analyses the influence of non-standard preferences (fairness, inequality and reciprocity) on human behavior by help of ultimatum and trust games. It introduces to non-standard decision-making and non-standard expectations in order to understand systematic errors in a variety of games, ranging from zero-sum games with mixed strategy equilibria, bargaining games, dominance-solvable games such as the beauty contest and dirty faces game, coordination games and the role of communication. |
| Learning outcomes |
| Students are enabled to recognize the limits of economic modelling in the description of human behavior and to develop predictions that deviate from these. |
| Forms of teaching and learning |
| Lecture with practical part. Students have to implement and present their own experiments. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |

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| Portfolio examination: Written final examination of 60 minutes (50 points). Presentation of 2 experiments in interactive form of about 30 minutes (50 points in total). |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
| Due to capacity constraints, students will be admitted to this course based on an application procedure. The application form will be accessible in the Stud.IP course 'Behavioral Game Theory' in early August until mid-September. |

V+Ü Fundamentals of International Trade

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| Module number |
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| Module title |
| V+Ü Fundamentals of International Trade |
| Responsible for the module |
| Prof. Dr. Sebastian Krautheim |

| Examination number | ECTS credits | WCH |
|---------------------------|------------------------|--------------------------------------|
| 272160 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1./3. semester |

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| Workload |
| <ul style="list-style-type: none"> - Lecture: 2 WCH (30 hours of attendance and 45 hours of independent study time) - Exercise class: 2 WCH (30 hours of attendance and 45 hours of independent study time) |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| Solid knowledge of undergraduate (bachelor-level) Microeconomics is recommended. |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <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. 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 semester.</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</p> |

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| <p>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.</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 semester.</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</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> |
| <p>Forms of teaching and learning</p> <p>Lecture accompanied by an exercise course</p> |
| <p>Compulsory attendance</p> <p>cf. preamble</p> |
| <p>Mode of Assessment</p> <p>Written exam (90 mins)</p> |
| <p>Overall grade relevance</p> <p>cf. preamble</p> |
| <p>Retake options</p> <p>cf. preamble</p> |
| <p>Literature</p> <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> <p>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> |

V+Ü Empirics of International Trade

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| Module number |
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| Module title |
| V+Ü Empirics of International Trade |
| Responsible for the module |
| Dr. Davide Sala |

| Examination number | ECTS credits | WCH |
|-----------------------------|------------------------|--------------------------------------|
| 272170 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester (irregular) | One semester | 2./4. semester |

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| Workload |
| <ul style="list-style-type: none"> - Lecture: 2 WCH (30 hours of attendance and 45 hours of independent study time) - Exercise class: 2 WCH (30 hours of attendance and 45 hours of independent study time) |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| <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): 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> <p>Knowledge of microeconometrics or international trade theories (e.g., from the course "Fundamentals of International Trade") is an asset (but not required). Such a background corresponds to the treatment in one of these books (or equivalent):</p> <p>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> <p>Wooldridge, J.M. (2002). Econometric Analysis of cross section and panel data. The MIT Press.</p> |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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). |

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| <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 (Global Value Chains)</p> <ol style="list-style-type: none"> 1. Mapping of Global Value Chains (Value-Added Trade Statistics) 2. Outsourcing: “It’s no wine for cloth anymore” 3. Labor Market Effects: “Work Level Evidence” 4. Labor Market Effects: “Changes in Job Opportunities” 5. Contracting and Partnership <p>Block 2: International Organization of Production (Foreign Direct Investment).</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. “Networked FDI” <p>Block 3: Regional Trade Integration</p> <ol style="list-style-type: none"> 1. The Gravity Equation 2. Barriers to Trade: the Border Puzzle. 3. The Effect of Free Trade Areas and Currency Unions and the problem of causal inference |
| <p>Learning outcomes</p> <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 comprehend and critically navigate the literature - be aware of problems in bringing theory to the data - be able to interpret empirical results <p>be familiar with the OLS, IV and “matching” estimation methods</p> |
| <p>Forms of teaching and learning</p> <p>Lecture and discussion of a few papers (taught in English). Discussion/Introduction of empirical estimation methods.</p> |
| <p>Compulsory attendance</p> <p>cf. preamble</p> |
| <p>Mode of Assessment</p> <p>Term paper (15 pages)</p> |
| <p>Overall grade relevance</p> <p>cf. preamble</p> |
| <p>Retake options</p> <p>cf. preamble</p> |
| <p>Literature</p> <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> |

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| SE Strategy and Innovation Consulting |
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| Module number |
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| Module title |
| SE Strategy and Innovation Consulting |
| Responsible for the module |
| Prof. Dr. Andreas König |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 274200 | 7 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1./3. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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 |
| <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 |
| Forms of teaching and learning |
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| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam (60 mins) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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| V+Ü Strategy for High-Tech Startups |
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| Module number |
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| Module title |
| V+Ü Strategy for High-Tech Startups |
| Responsible for the module |
| Prof. Dr. Carolin Häussler, Dr. Patrick Figge |

| Examination number | ECTS credits | WCH |
|--------------------|-----------------|-------------------------------|
| 264509 | 5 | 4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester | One semester | 2./4. semester |

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| Workload |
| Lecture: 2 WCH (30 hrs. class instruction, 65 hrs. self-study) Exercise Class: 2 WCH (15 hrs. class instruction, 40 hrs. self-study) |
| Applicability |
| Module area C: Economics |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>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.</p> <p>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.</p> <p>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.</p> |
| Learning outcomes |
| <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 |

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| <ul style="list-style-type: none"> - 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 |
| Forms of teaching and learning |
| <ul style="list-style-type: none"> - Interactive lecture - Discussion of contents - Discussion of case studies |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam (60 mins) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
| <ul style="list-style-type: none"> - Guest lectures, integration of videos, case studies - A weekly exercise class (# 32905) will supplement the lecture and repeat core concepts. - Note: This class cannot be taken if you already took the former class "Designing and Leading the Entrepreneurial Organization". - The module is applicable to the Certificate Program in Digital Technology and Entrepreneurship: Entrepreneurial Pathfinder. |

Module Group “Southeast Asian Studies”

SE Natural Resource Management in Asia

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| Module number |
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| Module title |
| SE Natural Resource Management in Asia |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan |

| Examination number | ECTS credits | WCH |
|--------------------|-----------------|-------------------------------|
| 630321 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester | One semester | 2./4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Southeast Asian Studies |
| Recommended prerequisites |
| V Methods and Theories of Development Research; SE Interdisciplinary Development Seminar |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| This course focuses on natural resource management in the Global South and revisits the idea of “resources” critically. The aims of the course are to provide insights into the latest problems of exploitation of nature with special emphasis on the environment and social structures and to introduce some commonly used analytical tools. Students will learn how to design a scientific poster and will present their posters at the end of the course. The first part of the seminar will provide students theoretical lenses such as institutional analysis, feminist political ecology, and resilience theory. In the second part, case studies on agrobiodiversity, mining, land and soil will be discussed. In addition, this course also explores some methodological and ethical issues on studying the management of natural resource. We organize an excursion to a community supported agriculture. |
| Learning outcomes |
| Those who have graduated from this course are able to... ... name advanced theories, methods and approaches from economic, socio-ecological and political-science development discourses (A1). ... state the fields of action of development research and cooperation and describe how these have emerged and changed (A3). |

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| <p>... recognise the different fields of application and theoretical approaches of diverging concepts of development according to the disciplines involved in the degree programme (B1).</p> <p>... exchange up-to-date information on current development discourses within and across disciplines (C1).</p> <p>... take on and oversee integrative tasks in culturally diverse groups (C3).</p> <p>... shape and develop their methodological and intercultural competences as well as leadership qualities through debates and cooperation with the international student body (D2).</p> <p>...overview specific characteristics of natural resources</p> <p>... tackled relevant theoretical approaches.</p> <p>...to design a scientific poster.</p> |
| <p>Forms of teaching and learning</p> |
| <p>Master Class</p> <p>Activities:</p> <ul style="list-style-type: none"> - Class discussion - Hands-on group learning activity - Field trip <p>Seminar preparation</p> <p>For each session students study both readings in advance. In addition, 3-4 students present the readings related to natural resource management.</p> <p>Assignment:</p> <p>Reading analysis and presentation</p> <p>Presentation of a text related to natural resource management (20 minutes)</p> <p>Questions to be addressed in the presentation:</p> <ul style="list-style-type: none"> - What is the inter/disciplinary background of the authors? - What is the text about? - Which method(s)/theoretical approach(es) does the text use? - What is the main line of argument? - What are the results? - What did you learn from this text and why? <p>Writing of reading analysis (5 pages)</p> <p>Scientific poster</p> <p>As an individual project, students prepare a scientific poster. Possible topics are related to the management of a particular type of natural resource, a theoretical debate etc. To facilitate poster preparation, students learn basic tools/software on how to design a poster in the second meeting. By the end of the semester, students will present their posters.</p> |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Term paper (20 pages)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> |
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| SE Between Success and Failure: Development Policies and Projects in Southeast Asia |
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| Module number |
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| Module title |
| SE Between Success and Failure: Development Policies and Projects in Southeast Asia |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan, Prof. Dr. Wolfram Schaffar |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 630322 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: South East Asian Studies |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>The region of Southeast Asia has been an important arena for development cooperation for decades. Individual countries took different paths and pursued very different strategies. Some achieved substantial progress in semesters of economic growth and social development such as access to education and healthcare. In the areas of digitalization and the use of new technologies and social media, the countries of Southeast Asia have in some cases overtaken Europe and the USA. Politically, however, Southeast Asia is a region where most countries are ruled by authoritarian regimes and in some cases fundamental human rights are violated.</p> <p>This module discusses key areas where development strategies and development projects in Southeast Asia are highly contested, such as economic strategies of the developmental state (Asian Tigers), development policies and politics of welfare, healthcare and education and digitalization.</p> |
| Learning outcomes |
| <p>The students name advanced theories, methods and approaches from economic, socio-ecological and political-science development discourses (A1), they work on tasks and solve problems related to development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2), they state the fields of action of development research and cooperation and describe how these have emerged and changed (A3). The students also outline the different disciplines and discourses dealing with development processes, policies and interventions (A4).</p> |

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| <p>The students recognise the different fields of application and theoretical approaches of diverging concepts of development according to the disciplines involved in the degree programme (B1). They choose appropriate development-studies theories, methods and models for scientific research and justify their choice of research questions, source material as well as analytical methods and procedures (B2), they derive their own strategies for action from the systematic collection, analysis and interpretation of empirical data and relate these to current development debates (B3), they contextualise development processes within the global development field through the application of suitable methods and reflect on these methods (B4) and they exchange up-to-date information on current development discourses within and across disciplines (C1). In class, they take on and oversee integrative tasks in culturally diverse groups (C3).</p> |
| <p>Forms of teaching and learning</p> |
| <p>The module is offered as a seminar. The students broaden and deepen their knowledge through the discussions in the sessions as well as the intensive preparation and follow-up of the sessions using readings, given by the lecturer and accompanying and supplementary materials. The seminar is discussion-based and interactive. The students actively and critically engage in debates, they present inputs which they have developed independently, defend problem-solving approaches and arguments in front of lecturers as well as fellow students.</p> |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Term paper (about 20 pages)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> |
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| SE Democratisation, Elite formation and Social Development |
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| Module number |
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| Module title |
| SE Democratisation, Elite formation and Social Development |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan, Prof. Dr. Wolfram Schaffar |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 630323 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Southeast Asian Studies |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>During the so-called Third Wave of Democracy in the 1990s and 2000s, democracy seemed to rapidly establish itself as the only legitimate form of government in many countries and regions of the world. Since the beginning of the 2010s, however, a global trend of decline in democratic standards and the spread of authoritarian governance practices can be attested.</p> <p>This module provides an introduction to and an in-depth discussion and analysis of democratization and de-democratization processes. The focus will be on questions such as: What do we mean by democracy - from a global perspective, from a comparative government perspective? What is meant by authoritarianism, populism, fascism - in a global perspective? How can we analyze processes of democratization and de-democratization? Which actors - elites, middle classes, workers, social movements - play which role in these processes?</p> |
| Learning outcomes |
| <p>The students name advanced theories, methods and approaches from economic, socio-ecological and political-science development discourses (A1), they work on tasks and solve problems related to development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2), they state the fields of action of development research and cooperation and describe how these have emerged and changed (A3). The students also outline the different disciplines and discourses dealing with development processes, policies and interventions (A4).</p> |

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| <p>The students recognise the different fields of application and theoretical approaches of diverging concepts of development according to the disciplines involved in the degree programme (B1). They choose appropriate development-studies theories, methods and models for scientific research and justify their choice of research questions, source material as well as analytical methods and procedures (B2), they derive their own strategies for action from the systematic collection, analysis and interpretation of empirical data and relate these to current development debates (B3), they contextualise development processes within the global development field through the application of suitable methods and reflect on these methods (B4) and they exchange up-to-date information on current development discourses within and across disciplines (C1). In class, they take on and oversee integrative tasks in culturally diverse groups (C3).</p> |
| <p>Forms of teaching and learning</p> |
| <p>The module is offered as a seminar. The students broaden and deepen their knowledge through the discussions in the sessions as well as the intensive preparation and follow-up of the sessions using readings, given by the lecturer and accompanying and supplementary materials. The seminar is discussion-based and interactive. The students actively and critically engage in debates, they present inputs which they have developed independently, defend problem-solving approaches and arguments in front of lecturers as well as fellow students.</p> |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Term paper (20 pages)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> |
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| SE Multiple Modernities of Southeast Asia |
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| Module number |
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| Module title |
| SE Multiple Modernities of Southeast Asia |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan, Prof. Dr. Wolfram Schaffar |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 630324 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Southeast Asian Studies |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| The development of the Southeast Asian region was shaped by global exchange processes. Examples include Indian state concepts in pre-colonial times, state formation through integration into Arab and Chinese trade networks. Most importantly, the period of colonialism, Cold War bloc confrontation, and globalization since the 1990s have shaped societies, political systems, and economies. World systems theory, dependency theory, and globalization concepts analyze and critique modernization processes from a universalist perspective. Post-modern, post-colonial, and de-colonial approaches, in turn, formulate a different comprehensive critique that addresses also the epistemological foundations of scientific thought. The module consists of seminars that focus on modernization processes and their critique from different perspectives. Topics addressed include colonialism, decolonization, globalization, and de-globalization from the perspective of world systems theory, dependency theory, post-colonial, de-colonial, and post-development theories, among others. |
| Learning outcomes |
| The students name advanced theories, methods and approaches from economic, socio-ecological and political-science development discourses (A1), they work on tasks and solve problems related to development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2), they state the fields of action of development research and cooperation and describe how these have emerged and changed (A3). The students also outline the |

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| <p>different disciplines and discourses dealing with development processes, policies and interventions (A4). The students recognise the different fields of application and theoretical approaches of diverging concepts of development according to the disciplines involved in the degree programme (B1). They choose appropriate development-studies theories, methods and models for scientific research and justify their choice of research questions, source material as well as analytical methods and procedures (B2), they derive their own strategies for action from the systematic collection, analysis and interpretation of empirical data and relate these to current development debates (B3), they contextualise development processes within the global development field through the application of suitable methods and reflect on these methods (B4) and they exchange up-to-date information on current development discourses within and across disciplines (C1). In class, they take on and oversee integrative tasks in culturally diverse groups (C3).</p> |
| <p>Forms of teaching and learning</p> |
| <p>The module is offered as a seminar. The students broaden and deepen their knowledge through the discussions in the sessions as well as the intensive preparation and follow-up of the sessions using readings, given by the lecturer and accompanying and supplementary materials. The seminar is discussion-based and interactive. The students actively and critically engage in debates, they present inputs which they have developed independently, defend problem-solving approaches and arguments in front of lecturers as well as fellow students.</p> |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Term paper (20 pages)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> |
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Module Group “Sociology and Politics”

SE Sociology of Sustainability – Reflexive Perspectives

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| Module number |
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| Module title |
| SE Sociology of Sustainability – Reflexive Perspectives |
| Responsible for the module |
| Prof. Dr. Anna Henkel |

| Examination number | ECTS credits | WCH |
|--------------------|-----------------|-------------------------------|
| 630337 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1./4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Sociology and Politics |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>While sustainability is naturally considered important, the definitions of what is “sustainable” are heterogeneous. This course has the following objectives:</p> <ul style="list-style-type: none"> - create sensitivity for the variety of sustainabilities - gain a broad knowledge of different understandings of sustainability - critical reflection of the usage of the term “sustainable” |
| Learning outcomes |
| <p>Students</p> <p>... name basic theories, methods and working methods of economic, socio-ecological and political science development discourses.</p> <p>... outline the different disciplines and discourses dealing with development processes and their policies and interventions.</p> <p>... know the different fields of application and definitional approaches of the concept of development in the subjects involved in the study programme.</p> |

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| <p>... select theories, methods and models of development sciences for scientific work and can justify their questions, source selection, methods and procedures.</p> <p>... derive their own strategies for action from the systematic collection, evaluation and interpretation of empirical data and are able to relate these to current development debates.</p> <p>... classify development processes in global development contexts with the help of methods and methodological reflection.</p> |
| Forms of teaching and learning |
| <p>The module consists of an advanced seminar. Advanced seminars are research-oriented and deepen different thematic focuses. Usually, there is an independently structured discussion and critical reflection of previous learning outcomes on the basis of in-depth knowledge of relevant sources, moderated by the seminar leader. Presentations, group work and other supplementary formats are additionally included depending on the seminar and requirements.</p> |
| Compulsory attendance |
| <p>cf. preamble</p> |
| Mode of Assessment |
| <p>Term paper (20 pages)</p> |
| Overall grade relevance |
| <p>cf. preamble</p> |
| Retake options |
| <p>cf. preamble</p> |
| Literature |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| Further information |
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SE Urbanism

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| Module number |
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| Module title |
| SE Urbanism |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan, Prof. Dr. Wolfram Schaffar |

| Examination number | ECTS credits | WCH |
|---------------------------|------------------------|--------------------------------------|
| 630331 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester | One semester | 2./4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Sociology and Politics |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| The course explores different theories, concepts, themes, discussions and case studies of urbanism. Students are exposed to the complexity of contemporary cities and urbanization processes and are encouraged to examine histories, transformations, connections and boundaries of postcolonial cities and urban spaces. Topics discussed are among others worlding cities, peri-urban transformations, (alternative) development, migration, identities, environmental risks and resilience, coastal/river cities and networks. Readings and case studies draw primarily from Southeast Asia, although on occasion evidence from other regions of the Global South is used for comparison and contrast. |
| Learning outcomes |
| After successful completion, students will be able to analyse and critically discuss urban theories, urbanization processes and case studies. They will recognize the complexity and transient nature of cities and their societies. ... name advanced theories, methods and approaches from economic, socio-ecological and political-science development discourses (A1). ... exchange up-to-date information on current development discourses within and across disciplines (C1). ... take on and oversee integrative tasks in culturally diverse groups (C3). |

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| ...contribute to the debate of the UN Sustainable Development Goals (SDGs) in its economic, social and environmental dimension through their professional activities in regards with global urbanisation processes (D5). |
| Forms of teaching and learning |
| The module consists of one seminar. The main teaching and learning methods are reading and discussing the core readings and other material, (student) presentations and group discussions. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Paper (20 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. <ul style="list-style-type: none"> - Hamnett, Stephen and Dean Formes (2011). <i>Planning Asian Cities: Risks and Resilience</i>. Abingdon and New York: Routledge. - Ong, Aihwa and Ananya Roy (2011). <i>Worlding Cities: Asian Experiments in the Art of Being Global</i>. Oxford: Wiley-Blackwell. - Rimmer, Peter J. and Dick Howard Dick (2009). <i>The City in Southeast Asia: Patterns, Processes and Policy</i>. Singapore: NUS Press. |
| Further information |
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| SE Conflicts, Disasters Processes of State Formation |
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| Module number |
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| Module title |
| SE Conflicts, Disasters Processes of State Formation |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan, Prof. Dr. Wolfram Schaffar |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 630332 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Sociology and Politics |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>The framework for development, development processes and development cooperation has changed significantly in recent decades. While development was originally conceptualized as a process steered by state, private or economic actors, today the global situation is shaped by crises. Since the financial and economic crisis of 2008, analyses speak of a multiple crisis in which an economic crisis, ecological crisis, a crisis of reproduction and representation are intertwined. The Covid-19 pandemic, the war in Ukraine have added to this picture. Development thus appears less as a planned or predictable project than as a crisis-induced, reactive process.</p> <p>In the module we deal with crisis theories and crisis events on different levels and in different sectors (politics, society, economy, environment, security).</p> |
| Learning outcomes |
| <p>The students name advanced theories, methods and approaches from economic, socio-ecological and political-science development discourses (A1), they work on tasks and solve problems related to development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2), they state the fields of action of development research and cooperation and describe how these have emerged and changed (A3). The students also outline the different disciplines and discourses dealing with development processes, policies and interventions (A4).</p> |

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| <p>The students recognise the different fields of application and theoretical approaches of diverging concepts of development according to the disciplines involved in the degree programme (B1). They choose appropriate development-studies theories, methods and models for scientific research and justify their choice of research questions, source material as well as analytical methods and procedures (B2), they derive their own strategies for action from the systematic collection, analysis and interpretation of empirical data and relate these to current development debates (B3), they contextualise development processes within the global development field through the application of suitable methods and reflect on these methods (B4) and they exchange up-to-date information on current development discourses within and across disciplines (C1). In class, they take on and oversee integrative tasks in culturally diverse groups (C3).</p> |
| <p>Forms of teaching and learning</p> |
| <p>The module is offered as a seminar. The students broaden and deepen their knowledge through the discussions in the sessions as well as the intensive preparation and follow-up of the sessions using readings, given by the lecturer and accompanying and supplementary materials. The seminar is discussion-based and interactive. The students actively and critically engage in debates, they present inputs which they have developed independently, defend problem-solving approaches and arguments in front of lecturers as well as fellow students.</p> |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Term paper (20 pages)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> |
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| SE Organisations, Institutions and Development |
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| Module number |
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| Module title |
| SE Organisations, Institutions and Development |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan, Prof. Dr. Wolfram Schaffar |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 630333 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Sociology and Politics |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>Development, development processes and development cooperation have been shaped by a few central institutions since the end of the Second World War: The OECD, actors and institutions of the international relations (UN,) but also bilateral and plurilateral institutions: the World Trade organization (WTO), organizations of regional integration (Association of Southeast Asian Nations, ASEAN; <i>South Asian Association for Regional Cooperation</i>, SAARC; African Union, AU), and financial institutions such as the World Bank, the International Monetary Fund and multilateral development banks (Asian Development Bank ,ADB; etc.). Since the turn of the millennium, however, new actors have emerged: private foundations (Belinda and Bill Gates Foundation), large corporations (Facebook), or individuals (e.g. Elon Musk). Likewise, institutions led by emerging economies have become increasingly important, such as the BRICS Bank and others. Finally, the People's Republic of China is taking on an increasingly important role and is increasingly shaping international development cooperation with its projects (Belt and Road Initiative) and institutions (Belt and Road Fund, <i>Asian Infrastructure Investment Bank</i>, AIIB).</p> <p>In the module, these processes are discussed and analyzed from the perspective of development research.</p> |
| Learning outcomes |
| The students name advanced theories, methods and approaches from economic, socio-ecological and political-science development discourses (A1), they work on tasks and solve problems related to |

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| <p>development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2), they state the fields of action of development research and cooperation and describe how these have emerged and changed (A3). The students also outline the different disciplines and discourses dealing with development processes, policies and interventions (A4).</p> <p>The students recognise the different fields of application and theoretical approaches of diverging concepts of development according to the disciplines involved in the degree programme (B1). They choose appropriate development-studies theories, methods and models for scientific research and justify their choice of research questions, source material as well as analytical methods and procedures (B2), they derive their own strategies for action from the systematic collection, analysis and interpretation of empirical data and relate these to current development debates (B3), they contextualise development processes within the global development field through the application of suitable methods and reflect on these methods (B4) and they exchange up-to-date information on current development discourses within and across disciplines (C1).</p> <p>In class, they take on and oversee integrative tasks in culturally diverse groups (C3).</p> |
| <p>Forms of teaching and learning</p> |
| <p>The module is offered as a seminar. The students broaden and deepen their knowledge through the discussions in the sessions as well as the intensive preparation and follow-up of the sessions using readings, given by the lecturer and accompanying and supplementary materials. The seminar is discussion-based and interactive. The students actively and critically engage in debates, they present inputs which they have developed independently, defend problem-solving approaches and arguments in front of lecturers as well as fellow students.</p> |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Term paper (20 pages)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> |
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International Media, Development Cooperation and Development Journalism

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| Module number |
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| Module title |
| SE International Media, Development Cooperation and Development Journalism |
| Responsible for the module |
| Prof. Dr. Oliver Hahn |

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| Examination number | ECTS credits | WCH |
| 630334 | 5 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every winter semester | One semester | 1./3. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module group C: Sociology and Politics |
| Recommended 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”. |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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 |
| As learning outcomes of the module students... ... are able to analyse and discuss development issues from different angles and perspectives ... are able to develop problem-solving strategies in the field of international development cooperation. |
| Forms of teaching and learning |
| The module consists of a research-oriented seminar , where students work on a specific, development-relevant topic. The seminar consists of a moderated, independently structured discussion and a critical reflection of previous learning results based on in-depth knowledge of relevant sources. Presentations, group work and other supplementary formats are also included depending on the seminar and requirements. |

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| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Term paper (20 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| <ul style="list-style-type: none"> - 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. Redclift (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. |
| Further information |
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| SE Cooperation and Conflict in International Relations |
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| Module number |
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| Module title |
| SE Cooperation and Conflicts in international relations |
| Responsible for the module |
| Prof. Dr. Wolfram Schaffar, Prof. Dr. Bernhard Stahl |

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| Examination number | ECTS credits | WCH |
| 630336 | 5 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester | One semester | 2./4. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area C: Sociology and Politics |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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 |
| By the end of this module, students <ul style="list-style-type: none"> - will 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. - will be able to present research findings appealingly, discuss critically and defend the findings. - will be able to work effectively and reflectively in groups. |
| Forms of teaching and learning |
| Given the heterogeneity of the students' previous knowledge, this module deals with an empirically oriented topic of international or development policy. In group work, individual lectures and commentaries, students learn to approach complex issues analytically and theoretically. Extensive |

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| text study, a cooperative attitude to group work and active participation in the discussions in the course. In the latter, the diverse background of the students should be actively used to increase the level of reflection and the richness of the students' perspectives. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Presentation (20 mins) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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Module Group “Sustainability and Resources”

SE Agricultural and Rural Development

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| Module number |
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| Module title |
| SE Agricultural and Rural Development |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan |

| Examination number | ECTS credits | WCH |
|--------------------|-----------------|-------------------------------|
| 630341 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Summer semester | One semester | 2./4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Sustainability and Resources |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>The advanced course “Agricultural and Rural Development” aims at elucidating the context and specificity of development in rural settings. We will focus on important aspects of thinking and implementing rural development through the lenses of food security, food sovereignty and agroecology as influential paradigms. These include the issue of governance and the role of extension and knowledge transfer played in changing rural communities. Furthermore, the conditions of rural areas are shaped by different land tenure systems, as an example of other institutions enabling and obstructing cooperation. This influences the underlying understanding of rural landscapes as environment, nature or resources, influenced by continuous social and technological change.</p> <p>We will apply gained expertise on food security, food sovereignty and agroecology on the critical reading of GIZ projects. The resulting expert teams prepare a position paper for the final competitive project planning exercise to design a development intervention for alternative rural visions.</p> |
| Learning outcomes |
| Those who have participated in this course are able to... |

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| <p>... name advanced theories, methods and approaches on rural development (A1). ... work on tasks and solve problems related to development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2). ... contextualise development processes within the global development field through the application of suitable methods and reflect on these methods (B4). ... exchange up-to-date information on current development discourses within and across disciplines (C1). ... build on and develop networks and enhance cooperation with state organisations and civil-society actors in the development sector owing to their knowledge of languages and processes (C2) take on and oversee integrative tasks in culturally diverse groups (C3). ... develop problem-solving strategies in the field of international development cooperation (D4). ... contribute to the debate and attainment of the UN Sustainable Development Goals (SDGs) in its economic, social and environmental dimension through their professional activities (D5).</p> |
| <p>Forms of teaching and learning</p> |
| <p>Students prepare for the block seminar with an input. They choose a topic, form a group and work with links and resources provided on Stud.IP. They are expected to do research beyond in a creative way, prepare a presentation for 20 minutes, including 2 questions for 30 minutes group discussion after your presentations.</p> <p>The project planning exercise is the central element of this course. Prepared by the readings and discussions, students form expert team on “food security”, “food sovereignty” or “agroecology”. These teams prepare a 2-page position paper on the actor’s strategic outlook on rural development. This prepares to participate in the planning exercise of a rural development project. Students develop an intervention, timeline and budget to put the ideas into practice and present them to the other groups. In the end, one expert group will win the grant!</p> |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Term paper (20 pages)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> |
| <p>Further information</p> |
| <p>Block seminar</p> |

SE Sustainability

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| Module number |
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| Module title |
| SE Sustainability |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan |

| Examination number | ECTS credits | WCH |
|---------------------------|------------------------|--------------------------------------|
| 630342 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1./4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Sustainability and Resources |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| This course aims at understanding sustainability as a concept and a process. It provides you with foundational material that gives the conceptual underpinnings required for rigorous analysis. We start with a brief historical overview of the concerns revolving around environmental sustainability in the modern era. We work primarily with Andrea Nightingales (2019 ed.) "Environment and Sustainability in a Globalizing World", complemented with supplementary readings on alternative development concepts like "buen vivir" and "Ubuntu". You will become familiar with key concepts and theoretical constructs through in-depth text study and debates, which define the global context for sustainable environmental practices, such as key thinkers and theories pertaining to sustainable environmental practice. We explore various models and ways to measure sustainability, the range of environmental domains at play in the sustainability dialogue, and the controversies surrounding them. The course is guided by the question "sustainability of what and for whom?" underlining the contingency of the concept. |
| Learning outcomes |
| Learning outcomes Those who have participated in this course are able to... ...distinguish different ranges and concerns of sustainability thinking and name advanced theories, methods and approaches from economic, socio-ecological and political-science development discourses (A1). |

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| <p>... state the fields of action of development research and cooperation and describe how these have emerged and changed (A3)</p> <p>.... outline the different disciplines and discourses dealing with development processes, policies and interventions (A4).</p> <p>... recognise the different fields of application and theoretical approaches of diverging concepts of development according to the disciplines involved in the degree programme (B1).</p> <p>... exchange up-to-date information on current development discourses within and across disciplines (C1).</p> <p>.... take on and oversee integrative tasks in culturally diverse groups (C3).</p> <p>... gauge the limitations and potential of their development expertise and corresponding analytical, communication and reasoning skills (D1).</p> <p>... contribute to the debate of the UN Sustainable Development Goals (SDGs) in its economic, social and environmental dimension through their professional activities (D5).</p> <p>...to read, prepare and write a research paper</p> |
| <p>Forms of teaching and learning</p> |
| <p>Activities</p> <ul style="list-style-type: none"> - Class discussion - Hands-on group learning activity - Abstract and outline writing <p>Seminar preparation</p> <p>For each session, you are expected to study at least the key reading in advance. In addition, a group of students will present the readings including the supplementary related to sustainability (cf. overview of sessions).</p> <p>The student group is facilitating the discussion with prepared questions for debate</p> <p>Assignments</p> <p>Reading analysis and presentation</p> <p>Presentation of a text related to natural resource management Group 1 (15 minutes + 5 minutes), Group 2: (15 minutes + 5 minutes). Questions to be addressed in the presentation:</p> <ul style="list-style-type: none"> - What is the background of the author(s)? - What is the text about? - Which method(s)/theoretical approach(es) does the text use? - What is the main line of argument? - What are the results? - What did you learn from this text and why? |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Term paper (20 pages)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> <ul style="list-style-type: none"> - Andrea Nightingales (2019 ed.) "Environment and Sustainability in a Globalizing World", |
| <p>Further information</p> |
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SE Gender and Development

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| Module number |
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| Module title |
| SE Gender and Development |
| Responsible for the module |
| Prof. Dr. Anna Henkel; Prof. Dr. Martina Padmanabhan |

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| Examination number | ECTS credits | WCH |
| 630343 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1./4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Sustainability and Resources |
| Recommended 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. |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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 |
| 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... <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. |
| Forms of teaching and learning |
| Activities <ul style="list-style-type: none"> - Class discussion - Hands-on group learning activity - Abstract and outline writing Seminar preparation |

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| <p>For each session, you are expected to study at least the key reading in advance. In addition, a group of students will present the readings including the supplementary related to sustainability (cf. overview of sessions). The student group is facilitating the discussion with prepared questions for debate</p> <p>Assignments Reading analysis and presentation Presentation of a text related to natural resource management Group 1 (15 minutes + 5 minutes), Group 2: (15 minutes + 5 minutes). Questions to be addressed in the presentation:</p> <ul style="list-style-type: none"> - What is the background of the author(s)? - What is the text about? - Which method(s)/theoretical approach(es) does the text use? - What is the main line of argument? - What are the results? - What did you learn from this text and why? |
| <p>Compulsory attendance</p> |
| <p>cf. preamble</p> |
| <p>Mode of Assessment</p> |
| <p>Term paper (20 pages)</p> |
| <p>Overall grade relevance</p> |
| <p>cf. preamble</p> |
| <p>Retake options</p> |
| <p>cf. preamble</p> |
| <p>Literature</p> |
| <p>The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course.</p> <ul style="list-style-type: none"> - 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 |
| <p>Further information</p> |
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| SE Sustainability and Resources: Materiality and Infrastructure in Society |
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| Module number |
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| Module title |
| SE Sustainability and Resources: Materiality and Infrastructure in Society |
| Responsible for the module |
| Prof. Dr. Anna Henkel |

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| Examination number | ECTS credits | WCH |
| 630344 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Winter semester | One semester | 1./4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area C: Sustainability and Resources |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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: <ul style="list-style-type: none"> - 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 |
| 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. |
| Forms of teaching and learning |
| The module consists of an advanced seminar. Advanced seminars are research-oriented and deepen different thematic focuses. Usually, there is an independently structured discussion and critical reflection of previous learning outcomes on the basis of in-depth knowledge of relevant sources, moderated by the seminar leader. Presentations, group work and other supplementary formats are additionally included depending on the seminar and requirements. |

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| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Term paper (20 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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Module Group “Geographies of Development”

V Regional Development

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| Module number |
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| Module title |
| V Regional Development |
| Responsible for the module |
| Prof. Dr. Werner Gamerith, Prof. Dr. Christine Schmitt, Prof. Dr. Andreas Eberth, N.N. |

| Examination number | ECTS credits | WCH |
|-----------------------|-----------------|-------------------------------|
| 632601 | 5 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module group C: Geographies of Development |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>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:</p> <ol style="list-style-type: none"> 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? <p>Accordingly, the specialization "Geographies of Development" focuses on the relationship between social and spatial development.</p> <p>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.</p> |
| Learning outcomes |

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| Students learn to critically assess the advanced foundations of selected development-related issues (e.g. health, education, literacy, media consumption) that are dealt with in specific regional contexts in the Global South. |
| Forms of teaching and learning |
| The lecture is supplemented by intensive preparation and follow-up of individual sessions. Recommendations for reading by the seminar supervisor provide scope for preparatory and follow-up work on one's own. Discussions at certain points also provide an opportunity to reflect on the issues taught. Other forms of individual work (e.g. assignments) are included as required. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam (60 mins) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The literature references for the courses are announced by the lecturers in advance of the course. |
| Further information |
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SE Regional Development

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| Module number |
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| Module title |
| SE Regional Development |
| Responsible for the module |
| Prof. Dr. Werner Gamerith, Prof. Dr. Christine Schmitt, Prof. Dr. Andreas Eberth, N.N. |

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| Examination number | ECTS credits | WCH |
| 632602 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module group C: Geographies of Development |
| Recommended prerequisites |
| Npne |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>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:</p> <ol style="list-style-type: none"> 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? <p>Accordingly, the Specialization "Geographies of Development" focuses on the relationship between social and spatial development.</p> <p>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.</p> |
| Learning outcomes |
| <p>In the seminar module "Regional Development" students learn how to evaluate and critically assess this relationship and discuss its impacts on an advanced level from a regional science perspective. They also learn how to analyse and answer questions on selected development-related issues (e.g. health, education, literacy, media consumption) that are dealt with in specific regional contexts in the Global South.</p> |

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| Forms of teaching and learning |
| The module consists of a seminar, which focuses on an independent discussion and critical reflection of previous learning outcomes on the basis of an in-depth knowledge of relevant sources. Input is provided by the seminar supervisor, who moderates the students' discussions and supplements them with advice. Scientific group presentations, academic posters or individual papers are also used. Other teaching methods (e.g. group work) are also included depending on the seminar and its specific requirements. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Presentation (20 mins) or Paper (20 pages) or Portfolio (20 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The literature references for the courses are announced by the lecturers in advance of the course. |
| Further information |
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| V Mobilities and Development |
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| Module number |
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| Module title |
| V Mobilities and Development |
| Responsible for the module |
| Prof. Dr. Werner Gamerith, Prof. Dr. Christine Schmitt, Prof. Dr. Andreas Eberth, N.N. |

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| Examination number | ECTS credits | WCH |
| 632603 | 5 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module group C: Geographies of Development |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>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:</p> <ol style="list-style-type: none"> 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? <p>Accordingly, the Specialization "Geographies of Development" focuses on the relationship between social and spatial development.</p> <p>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.</p> |
| Learning outcomes |
| Students learn to critically assess the advanced foundations of issues such as spatial mobility brought together with topics such as cultural change, urbanisation and urban development, political conflicts and social movements, agricultural transformation, gender relations and social vulnerability. |

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| Forms of teaching and learning |
| The lecture is supplemented by intensive preparation and follow-up of individual sessions. Recommendations for reading by the seminar supervisor provide scope for preparatory and follow-up work on one's own. Discussions at certain points also provide an opportunity to reflect on the issues taught. Other forms of individual work (e.g. assignments) are included as required. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written Exam (60 mins) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The literature references for the courses are announced by the lecturers in advance of the course. |
| Further information |
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| SE Mobilities and Development |
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| Module number |
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| Module title |
| SE Mobilities and Development |
| Responsible for the module |
| Prof. Dr. Werner Gamerith, Prof. Dr. Christine Schmitt, Prof. Dr. Malte Steinbrink |

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| Examination number | ECTS credits | WCH |
| 632604 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module group C: Geographies of Development |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>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:</p> <ol style="list-style-type: none"> 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? <p>Accordingly, the Specialization "Geographies of Development" focuses on the relationship between social and spatial development.</p> <p>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.</p> |
| Learning outcomes |
| In the seminar module, students learn how to evaluate and critically assess questions of spatial mobility brought together with topics such as cultural change, urbanisation and urban development, |

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| political conflicts and social movements, agricultural transformation, gender relations and social vulnerability. |
| Forms of teaching and learning |
| The module consists of a seminar, which focuses on an independent discussion and critical reflection of previous learning outcomes on the basis of an in-depth knowledge of relevant sources. Input is provided by the seminar supervisor, who moderates the students' discussions and supplements them with advice. Scientific group presentations, academic posters or individual papers are also used. Other teaching methods (e.g. group work) are also included depending on the seminar and its specific requirements. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Presentation (20 minutes) or Paper (20 pages) or Portfolio (20 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The literature references for the courses are announced by the lecturers in advance of the course. |
| Further information |
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V Human-Environmental Relations

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| Module number |
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| Module title |
| V Human-Environmental Relations |
| Responsible for the module |
| Prof. Dr. Werner Gamerith, Prof. Dr. Christine Schmitt, Prof. Dr. Andreas Eberth, N.N. |

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| Examination number | ECTS credits | WCH |
| 632605 | 5 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module group C: Geographies of Development |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>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:</p> <ol style="list-style-type: none"> 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? <p>Accordingly, the Specialization "Geographies of Development" focuses on the relationship between social and spatial development.</p> <p>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.</p> |
| Learning outcomes |
| Students learn to critically assess the advanced foundations of issues such as global-ecological dynamics (e.g. climate change and biodiversity loss) and their impacts as well as questions of land |

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| use change (degradation and restoration), vulnerability/resilience and ecological sustainability in countries of the Global South. |
| Forms of teaching and learning |
| The lecture is supplemented by intensive preparation and follow-up of individual sessions. Recommendations for reading by the seminar supervisor provide scope for preparatory and follow-up work on one's own. Discussions at certain points also provide an opportunity to reflect on the issues taught. Other forms of individual work (e.g. assignments) are included as required. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam (60 minutes) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The literature references for the courses are announced by the lecturers in advance of the course. |
| Further information |
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SE Human-Environmental Relations

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| Module number |
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| Module title |
| SE Human-Environmental Relations |
| Responsible for the module |
| Prof. Dr. Werner Gamerith, Prof. Dr. Christine Schmitt, Prof. Dr. Andreas Eberth, N.N. |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 632606 | 10 | 2 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every second semester | One semester | 1.-4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module group C: Geographies of Development |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| <p>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:</p> <ol style="list-style-type: none"> 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? <p>Accordingly, the Specialization "Geographies of Development" focuses on the relationship between social and spatial development.</p> <p>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.</p> |
| Learning outcomes |
| In the seminar module, students learn how to evaluate and critically assess global-ecological dynamics (e.g. climate change and biodiversity loss) and their impacts on an advanced level. They |

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| also learn how to analyse and answer questions of land use change (degradation and restoration), vulnerability/resilience and ecological sustainability in countries of the Global South. |
| Forms of teaching and learning |
| The module consists of a seminar, which focuses on an independent discussion and critical reflection of previous learning outcomes on the basis of an in-depth knowledge of relevant sources. Input is provided by the seminar supervisor, who moderates the students' discussions and supplements them with advice. Scientific group presentations, academic posters or individual papers are also used. Other teaching methods (e.g. group work) are also included depending on the seminar and its specific requirements. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Presentation (20 Minutes) or Paper (20 Pages) or Portfolio (20 Pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The literature references for the courses are announced by the lecturers in advance of the course. |
| Further information |
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Module Area D: "Transfer"

In this module area, all students must complete modules with a total of at least 15 ECTS credits, whereby the module "Applied Development Studies" must be completed by all students.

Module group "Transfer Modules":

| Teaching format | Module title | Assessment type | WCH | ECTS credits |
|------------------------------|---|---|------------|--------------|
| PF/PT | Applied Development Studies (at least four weeks) | Internship report | ---- | 5 |
| Ü | Foreign languages (one CEFR level corresponds to two semesters of courses) | Written and oral exam | 8 | 10 |
| V/SE | Development Studies in Perspective | Written exam, term paper, portfolio | 2-4 | 10 |
| V/SE | Development Studies in Perspective I | Written exam, term paper, portfolio | 2-4 | 5 |
| V/SE | Development Studies in Perspective II | Written exam, term paper, portfolio | 2-4 | 5 |
| Total: 2 to 3 modules | | | 2-8 | 15 |

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| PF/PT Applied Development Studies |
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| Module number |
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| Module title |
| PF/PT Applied Development Studies |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan; Dr. Christian Dölle (Study Course Coordinator) |

| Examination number | ECTS credits | WCH |
|--------------------|---------------------|-------------------------------|
| 632960 | 5 | --- |
| Teaching cycle | Module duration | Recommended semester of study |
| Every semester | At least four weeks | 3.-4 semester |

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| Workload |
| ---- |
| Applicability |
| Module group D: Transfer |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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. |
| Learning outcomes |
| Students acquire either research- or practice-oriented qualifications. They can do this through a work-oriented internship or an independently organised research project. |
| The internship provides students with practical work experience in a selected field of activity for which they want to qualify, even before they complete their studies. They have the opportunity to test through their own experience whether they are suitable for the desired occupational field, to put the qualifications acquired during their studies into practice and, if applicable, to recommend themselves to a future employer. The internship can be completed at home or abroad. Further information on the content, duration and recognition of the internship can be found in the Joint Internship Guidelines of the Faculty of Humanities and Cultural Studies and the Faculty of Social and Educational Sciences. |
| After successful completion of the internship, students are able to |
| - relate scientific knowledge and methods to concrete fields of action and practice. |

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| <ul style="list-style-type: none"> - to assess and expand their own scope for design and action in the production and design of linguistic texts and communication processes with a professional qualification orientation. - verify and falsify their own ideas about possible practice-oriented occupational fields. - to take on integrative tasks in culturally diverse working groups. <p>The alternative of the research project should introduce the students to the development, implementation and evaluation of a manageable, independently organised research project. With a view to the possibility of further pursuing an academic career, students can deepen and expand their previous methodological knowledge here in particular. The research project can take place outside of the University of Passau as well as in the context of collaboration on a project based at the University of Passau.</p> <p>After successful completion of the research project, students are able to</p> <ul style="list-style-type: none"> - apply their methodological knowledge to a concrete research content. - to assess and expand their own scope for design and action in the production and design of linguistic texts and communication processes in a scientific context. - to verify and falsify their own ideas about possible science-oriented occupational fields. - to take on integrative tasks in culturally diverse and (inter-)disciplinary academic teams. |
| Forms of teaching and learning |
| Students are supported by the Study Course Coordination in case of internships and by their academic supervisors in case of internal or external research projects. |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Project report (10 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
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| Further information |
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| Ü Foreign Languages |
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| Module number |
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| Module title |
| Ü Foreign Languages |
| Responsible for the module |
| Dr. Michael de Jong (Managing Director of the Language Centre) |

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| Examination number | ECTS credits | WCH |
| | 10 | 8 |
| Teaching cycle | Module duration | Recommended semester of study |
| Each semester | Two semesters per module | 1.-4. semester |

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| Workload |
| 60 h contact study, 240 h self-study |
| Applicability |
| Module area D: Transfer |
| Recommended prerequisites |
| None |
| Mandatory prerequisites |
| The courses of the basic levels must be taken in ascending order. From the FFA Advanced Level, the courses of each level can be taken in reverse order. Students choose the language courses according to their previous knowledge (determined by placement test or certificate). They are free to choose the language and the weighting of the courses (distribution of the number of modules and credit points). |
| Language of instruction |
| Depending on the language chosen. |

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| Content |
| 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 |
| Learning outcomes |
| https://www.sprachenzentrum.uni-passau.de/fremdsprachenausbildung/modulkatalog/ |
| Forms of teaching and learning |
| Interactive exercise courses |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |
| Written exam (120 mins) and oral exam (25 mins) |
| Overall grade relevance |

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| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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| V/SE Development Studies in Perspective |
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| Module number |
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| Module title |
| V/SE Development Studies in Perspective |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan |

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|---------------------------|------------------------|--------------------------------------|
| Examination number | ECTS credits | WCH |
| 632970 | 10 | 2-4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every semester | One semester | 2.-4. semester |

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| Workload |
| 30 h contact study, 270 h self-study |
| Applicability |
| Module area D: Transfer |
| Recommended prerequisites |
| Foundation courses |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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. |
| Learning outcomes |
| ... work on tasks and solve problems related to development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2). ... state the fields of action of development research and cooperation and describe how these have emerged and changed (A3). ... build on and develop networks and enhance cooperation with state organisations and civil-society actors in the development sector owing to their knowledge of languages and processes (C2) ... contribute to the debate and attainment of the UN Sustainable Development Goals (SDGs) in its economic, social and environmental dimension through their professional activities (D5). |
| Forms of teaching and learning |
| Lecture or seminar |
| Compulsory attendance |
| cf. preamble |

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| Mode of Assessment |
| Exam (60 mins) or paper (20 pages) or portfolio (20 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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V/SE Development Studies in Perspective I

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| Module number |
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| Module title |
| V/SE Development Studies in Perspective I |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan |

| Examination number | ECTS credits | WCH |
|---------------------------|------------------------|--------------------------------------|
| 632980 | 5 | 2-4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every semester | One semester | 2.-4. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area D: Transfer |
| Recommended prerequisites |
| Foundation courses |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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. |
| Learning outcomes |
| ... work on tasks and solve problems related to development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2). ... state the fields of action of development research and cooperation and describe how these have emerged and changed (A3). ... build on and develop networks and enhance cooperation with state organisations and civil-society actors in the development sector owing to their knowledge of languages and processes (C2) ... contribute to the debate and attainment of the UN Sustainable Development Goals (SDGs) in its economic, social and environmental dimension through their professional activities (D5). |
| Forms of teaching and learning |
| Lectures or seminars |
| Compulsory attendance |
| cf. preamble |

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| Mode of Assessment |
| Exam (60 mins) or paper (20 pages) or portfolio (20 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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| V/SE Development Studies in Perspective II |
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| Module number |
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| Module title |
| V/SE Development Studies in Perspective II |
| Responsible for the module |
| Prof. Dr. Martina Padmanabhan |

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| Examination number | ECTS credits | WCH |
| 632990 | 5 | 2-4 |
| Teaching cycle | Module duration | Recommended semester of study |
| Every semester | One till three semesters | 2.-4. semester |

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| Workload |
| 30 h contact study, 120 h self-study |
| Applicability |
| Module area D: Transfer |
| Recommended prerequisites |
| Foundation courses |
| Mandatory prerequisites |
| None |
| Language of instruction |
| English |

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| Content |
| 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. |
| Learning outcomes |
| ... work on tasks and solve problems related to development studies largely independently and autonomously, with academic rigour, and using methods-based approaches (A2). ... state the fields of action of development research and cooperation and describe how these have emerged and changed (A3). ... build on and develop networks and enhance cooperation with state organisations and civil-society actors in the development sector owing to their knowledge of languages and processes (C2) ... contribute to the debate and attainment of the UN Sustainable Development Goals (SDGs) in its economic, social and environmental dimension through their professional activities (D5). |
| Forms of teaching and learning |
| Lecture or seminar |
| Compulsory attendance |
| cf. preamble |

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| Mode of Assessment |
| Exam (60 mins) or paper (20 pages) or portfolio (20 pages) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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Master Thesis

Master's Thesis

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| Module number |
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| Module title |
| Master's Thesis |
| Responsible for the module |
| All examiners in Module area C: Specialisation |

| Examination number | ECTS credits | WCH |
|--------------------|-----------------|-------------------------------|
| 639900 | 25 | ---- |
| Teaching cycle | Module duration | Recommended semester of study |
| Each semester | 4 months | 4. semester |

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| Workload |
| Approx.750 hrs. of self-study |
| Applicability |
| Master Thesis |
| Recommended prerequisites |
| None |
| Mandatory 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) |
| Language of instruction |
| English |

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| Content |
| 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. |
| Learning outcomes |
| Upon completion, students are able to work independently on scientific issues based on scientific methods and analytical thinking at Master's level. They can present and discuss their results coherently and draw conclusions from them. |
| Forms of teaching and learning |
| ----- |
| Compulsory attendance |
| cf. preamble |
| Mode of Assessment |

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| Master's thesis (15,000 words) |
| Overall grade relevance |
| cf. preamble |
| Retake options |
| cf. preamble |
| Literature |
| The recommended literature for the courses assigned to the module is announced by the lecturers in advance of the course. |
| Further information |
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