



# **Friedensau Adventist University**

**School of Social Sciences**

**Module Handbook for the  
Master of Arts in  
International Social Sciences  
(Development Studies)**

## Abbreviations

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B.A.	Bachelor of Arts
B.A. SozA or BS	Bachelor of Arts Social Work
CP	Credit Points
H	hours
incl.	including
M.A.	Master of Arts
M.A. C or MC	Master of Arts Counseling
M.A. ISS or MI	Master of Arts International Social Sciences (Development Studies)
M.A. SGM or MSG	Master of Arts Social and Health Management
Sem.	Semester
WS	Winter Semester
SS	Summer Semester
SWS	Semesterwochenstunde (1 SWS = 15 h)  (whps- weekly hours per semester, 1 whps= 15 h)

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## Explanation of the module or course number

1. Digit Degree program	2. Digit Chair	3. Digit Form	4. Digit Semester	5. Digit in addition	6. Digit (only courses)
<b>BS-</b> B.A. Social Work	<b>1</b> Social Work	<b>P</b> Compulsory (Pflicht)	1 B.A.	A= Separator	1-0
<b>MC-</b> M.A. Counseling	<b>2</b> Social Sciences	<b>WP</b> Elective (Wahlpflicht)	2 B.A.	B= Separator	
<b>MI-</b> M.A. International Social Sciences (Development Studies)	<b>3</b> Health and Behavioral Sciences		3 B.A.	P= Practical Training (Internship)	
<b>MSG-</b> M.A. Social and Health Management	<b>4</b> Law of Social Work		4 B.A.		
<b>MX-</b> In various Master courses	<b>5</b> Methods and Practice of Social Work		5 B.A.		
	<b>6</b> International Social Sciences		6 B.A.		
	<b>7</b> Counseling		7 M.A. 1. Sem.		
	<b>8</b> Social Work and Medical Sciences		8 M.A. 2. Sem.		
	<b>9</b> Health and Nursing Sciences		9 M.A. 3. Sem.		
			10 M.A. 4. Sem.		
			11 M.A. 5. Sem.		
			12 M.A. 6. Sem.		

Example:

BS3P2-1: A compulsory course for B.A. Social Work offered by the Chair of Health and Behavioral Sciences in the second semester.

The first 4 digits are identical for module and course numbers. Digit 6 stands for a course only.

## Study Plan

<b>Option A (Intake WS)</b>		
	<b>Module</b>	<b>Credits</b>
<b>Semester 1 (WS)</b>	Introductory Module	5
	Introduction in Development Studies	10
	Poverty Analysis and Social Protection (Part I: Concepts of Poverty and Vulnerability)	5
	Elective 1	5
	Elective 2	5
<b>Semester 2 (SS)</b>	Planning, Management, Part 1	10
	Methods of Empirical Research	5
	Poverty Analysis and Social Protection (Part II: Social Protection and Development)	5
	International Peace and Conflict Research	5
	Elective 3	5
<b>Semester 3 (WS)</b>	Planning, Management, Part 2	5
	Development Economics	5
	Disaster Management	5
	Qualitative or Quantitative Methods of Social Research	5
	Elective 4	5
<b>Semester 4 (SS)</b>	Public Health Issues in Developing Countries	5
	Internship	10
	Master Thesis	20
		<b>120 Total</b>

## Study Plan

<b>Option B (Intake SS)</b>		
	<b>Module</b>	<b>Credits</b>
<b>Semester 1 (SS)</b>	Introductory Module	5
	International Peace and Conflict Research	5
	Poverty Analysis and Social Protection (Part II: Social Protection and Development)	5
	Methods of Empirical Research	5
	Elective	5
	Elective	5
<b>Semester 2 (WS)</b>	Introduction in Development Studies	10
	Poverty Analysis and Social Protection (Part I: Concepts of Poverty and Vulnerability)	5
	Development Economics	5
	Disaster Management	5
	Qualitative or Quantitative Methods of Social Research	5
<b>Semester 3 (SS)</b>	Planning, Management, Part 1	10
	Public Health Issues in Developing Countries	5
	Elective	5
	Elective	5
<b>Semester 4 (WS)</b>	Planning, Management, Part 2	5
	Internship	10
	Master Thesis	20
		<b>120 Total</b>

## INTRODUCTORY MODULE (5 CREDITS)

Module number	Workload	Credits	Study term	Frequency	Duration
MI6C1A	150 h	5	Winter semester and summer semester	Every Semester	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (Including examination preparation)
1. Academic writing				1 SWS / 15 h	60h
2. Rhetoric and presentation skills				1 SWS / 15 h	60h
<b>Learning outcomes / Competencies</b>					
<p>Students develop academic writing skills, including understanding of and working with scientific literature. They are able to present relevant research topics and questions for their term papers, Master Thesis and presentations, which helps them to fulfill course requirements and complete their studies successfully. They have fostered their skills in both rhetoric and presentation. Through individual mentoring, they are receiving individual and structured guidance as to how to build on and improve their studies, taking into account their specific interests and capacities.</p>					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Formulation of relevant research topics and specific and discussable research questions</li> <li>• Literature research, using library catalogues and online databases (e.g. EBSCO)</li> <li>• Referencing rules including APA citation style; avoidance of plagiarism</li> <li>• Guidelines on layout, formatting and structure of term papers and Master Thesis</li> <li>• Reading skills and development of own arguments</li> <li>• Rhetoric skills</li> <li>• Confidence and skills building in terms of talking in front of a group</li> <li>• Training in argumentation and debating</li> <li>• Presentation skills both technically (PPT and Prezi) and verbally (body language, voice, techniques).</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Paper submission					

<p><b>Conditions for awarding credits</b></p> <p>Regular attendance, course readings.</p>
<p><b>Utilization of module (in other courses of study)</b></p> <p>None</p>
<p><b>Weight of grade for final grade</b></p> <p>10/120</p>
<p><b>Module in charge</b></p> <p>Daniel Bendix</p>
<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• <i>Publication manual of the American Psychological Association</i> (6<sup>th</sup> Ed.). (2010). Washington, DC: American Psychological Association.</li> <li>• Bailey, S. (2015). <i>The essentials of academic writing for international students</i>. Routledge.</li> </ul>

<b>INTRODUCTION IN DEVELOPMENT STUDIES (10 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6C1	300 h	10	Winter semester	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (Incl. examination preparation)
1. Theories of Development 2. Development Industry and Legacy				2 SWS/30 h 2 SWS/30 h	120 h 120 h
<b>Learning outcomes / Competencies</b>					
<ul style="list-style-type: none"> <li>• Students should be familiar with common definitions and indicators used in the field of development studies and able to apply them in evaluating development.</li> <li>• They should have an overview over development theories and recent critical approaches.</li> <li>• They should be able to critically assess different development approaches.</li> <li>• They should be knowledgeable about alternatives to development</li> <li>• They should be familiar with organizational structure of development cooperation</li> <li>• They should be able to critically reflect on power relations within the field of development cooperation.</li> <li>• They should understand the role and practice of non-state actors in contemporary development cooperation and assistance and how they respond to political trends and development discourses</li> </ul>					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• History of Development Policies and Development Discourses</li> <li>• Development Concepts and Indicators</li> <li>• Classical Theories of Development (Modernization Theory, Dependencia Theory, World System Analysis)</li> <li>• Post Development and Post-Colonial Perspectives on Development</li> <li>• “Multiple Modernities” and Postmodernism</li> <li>• MDGs and SDGs</li> <li>• Stakeholders in Development</li> <li>• Role of NGOs</li> <li>• Aid and Dependency</li> <li>• Aid and Postcoloniality</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Exam					
<b>Conditions for awarding credits</b>					
Regular attendance, course readings and group and individual presentations					
<b>Utilization of module (in other courses of study)</b>					
None					
<b>Weight of grade for final grade</b>					
10/120					
<b>Module in charge</b>					
Ulrike Schultz					



## Literature

- Boatcă, M., Costa, S., & Gutiérrez Rodríguez, E. (2010). Introduction: Decolonizing European Sociology: Different paths towards a pending project. *Decolonizing European Sociology: Trans-disciplinary Approaches*. Farnham, Ashgate.
- Sumner, A., Tribe, M. A., & Tribe, M. A. (2008). *International development studies: Theories and methods in research and practice* (p. 25). Los Angeles, CA: Sage.
- Ziai, A. (2015). *Development discourse and global history: From colonialism to the sustainable development goals*. Routledge.
- Easterly, W. (2007). *The White Man's Burden: Why the West's Efforts To Aid the Rest Have Done So Much Ill and So Little Good*. New York, New York: The Penguin Press.
- Escobar, A. (2011). *Encountering development: The making and unmaking of the Third World*. Princeton University Press.

## POVERTY ANALYSIS AND SOCIAL PROTECTION (10 CREDITS)

<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6C7B	300 h	10	Winter semester (Part 1) Summer semester (Part 2)	Yearly	1Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b>
<ol style="list-style-type: none"> <li>1. Concepts of Poverty and Vulnerability</li> <li>2. Social Protection and Development</li> </ol>				2 SWS / 30h 2 SWS / 30h	120 h 120 h
<b>Learning outcomes / Competencies</b>					
<ul style="list-style-type: none"> <li>• Students should know different concepts of poverty.</li> <li>• They should be aware of local concepts of poverty</li> <li>• Students should be familiar with different forms of social security and welfare regimes and how social security developed in Europe.</li> <li>• They should be conscious about the importance of informal social security systems and the moral economy.</li> <li>• They should be able to critically assess policies regarding the extension of formal social security system to countries in the Global South.</li> <li>• They should be familiar with basic concept important in the field of social protection</li> </ul>					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Concepts of poverty</li> <li>• Social Protection in the Global North</li> <li>• Welfare state regimes</li> <li>• Social protection frameworks</li> <li>• Social cash transfer</li> <li>• Case Studies on Social Protection in the Global South</li> <li>• Informal social protection</li> <li>• Moral economy and subsistence ethics</li> <li>• Theories of Risk and Uncertainty</li> <li>• Vulnerability</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Exam					

<p><b>Conditions for awarding credits</b></p> <p>Regular attendance, course readings.</p>
<p><b>Utilization of module (in other courses of study)</b></p> <p>None</p>
<p><b>Weight of grade for final grade</b></p> <p>10/120</p>
<p><b>Module in charge</b></p> <p>Ulrike Schultz</p>
<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Rodgers, G. (Ed.). (2013). <i>Aligning Economic and Social Goals in Emerging Economies: employment and social protection in Brazil, China, India &amp; South Africa</i>. New Delhi. Academic Foundation.</li> <li>• Esping-Andersen, G. (Ed.). (1996). <i>Welfare states in transition: National adaptations in global economies</i>. Sage.</li> <li>• Townsend, P. (Ed.). (2009). <i>Building decent societies: Rethinking the role of social security in development</i>. Springer.</li> <li>• Wisner, B., Blaikie, P., Cannon, T., &amp; Davis, I. (2004). <i>At Risk: Natural hazards, people's vulnerability and disasters</i>.</li> <li>• Holzmann, R., Sherburne-Benz, L., &amp; Tesliuc, E. (2003). <i>Social risk management: The World Bank's approach to social protection in a globalizing world</i>. Washington, DC: World Bank.</li> <li>• Devereux, S., &amp; Sabates-Wheeler, R. (2004). IDS Working Paper 232.</li> </ul>

**PLANNING, MANAGEMENT AND EVALUATION OF DEVELOPMENT PROJECTS (EXCURSION) (15 CREDITS)**

<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6C8A	450 h	15	Summer semester (Part 1) Winter semester (Part 2)	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (incl. examination preparation)
1. Concepts of participation and planning, methods of participatory planning (RRA, PRA, PLA) (seminar)				1 SWS / 15 h	60 h
2. Regional, sector and multi-sector analysis, logical framework analysis, project proposal writing (seminar, group work & field work)				1 SWS / 15 h	60 h
3. Project budgeting, financial management and audit				1 SWS / 15 h	60 h
4. Project Management and information systems (seminar with intensive group work)				1 SWS / 15 h	60 h
5. Participatory monitoring, evaluation, and learning (seminar)				2 SWS / 30 h	120 h
<b>Learning outcomes / Competencies</b>					
<ul style="list-style-type: none"> <li>• Students are able to apply methods and approaches to scientifically plan, manage and evaluate sustainable development projects.</li> </ul>					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Concepts of participation (Rapid Rural Appraisal, Participatory Rural Appraisal)</li> <li>• Needs identification, setting of objectives and strategies to achieve objectives</li> <li>• Fundraising*</li> <li>• Introduction to Project Cycle Management and the Logical Framework Approach</li> <li>• Budgeting, cost-efficiency/cost-utility analysis</li> <li>• Grant Proposal Writing</li> <li>• Project management systems (financial management, human resource management, technical management, management information systems)</li> <li>• Project Evaluation procedures</li> <li>• Project Auditing</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Project Proposal					
<b>Conditions for awarding credits</b>					
Regular attendance, successful participation in fieldwork (collection, analysis and interpretation of data), project proposal writing.					
<b>Utilization of module (in other courses of study)</b>					
This course provides students the skills to translate theoretical knowledge acquired in other Modules of the program (e.g. Poverty and Theories of Development; Social Security; Human Rights; Research Methods; Social Management) into transformative community programs.					
<b>Weight of grade for final grade</b>					
15/120					

**Module in charge**

Ulrike Schultz

**Literature**

- Chambers, R. (1983). *Rural Development. Putting the last first*. New York
- New, C. C., & Quick, J. A. (2003). *How to Write a Grant Proposal* (Vol. 217). John Wiley & Sons.
- Clarke, C. (2009). *Storytelling for grant seekers: A guide to creative non-profit fundraising*. John Wiley & Sons.
- Nokes, S., & Kelly, S. (2011). *The definitive guide to project management: the fast track to getting the job done on time and on budget*. Pearson Education.

<b>METHODS OF EMPIRICAL SOCIAL RESEARCH (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI5E8	150 h	5	Summer semester	Yearly	1 Semester
<b>Courses and course type</b>				<b>Contact time</b>	<b>Self-study Examination</b>
Planning and implementation of empirical social research				2 SWS / 30 h	120 h
<b>Learning outcomes / Competencies</b> Students are able to plan an empirical research project and to develop an adequate research design covering a specific research question.					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Qualitative and quantitative methods</li> <li>• Research questions and operationalization</li> <li>• Sampling</li> <li>• Overview of methods of social research (interview, observation, content analysis, experiment)</li> <li>• Interpretation of empirical research</li> <li>• Discussion of (students) research projects</li> </ul>					
<b>Conditions for participation</b> None					
<b>Examination types</b> Paper					
<b>Conditions for awarding credits</b> Regular attendance, participation in exercises					
<b>Utilization of module (in other courses of study)</b> M.A. Counseling, M.A. Social and Health Management, M.A. Music Therapy					
<b>Weight of grade for final grade</b> 5/120					
<b>Module in charge</b> Thomas Spiegler					
<b>Literature</b>					
<ul style="list-style-type: none"> <li>• Bryman, A. 2008. <i>Social Research Methods</i>. Oxford University Press.</li> <li>• Corbetta, P. (2003). <i>Social research: Theory, methods and techniques</i>. Sage.</li> <li>• Punch, K. F. (2005). <i>Introduction to Social Research: Quantitative and Qualitative Approaches</i>. Sage.</li> </ul>					

<b>INTERNATIONAL PEACE AND CONFLICT RESEARCH (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6C8	150 h	5	Summer Semester	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (incl. examination preparation)
1. International comparison of causes and escalation of conflicts, crisis and wars (Seminar)				1 SWS / 15 h	60 h
2. Non-Violent methods of conflict resolution in civil society, state and the United Nations (practical lessons)				1 SWS / 15 h	60 h
<b>Learning outcomes / Competencies</b> Students are able to analyze and assess conflicts and crisis in international settings and develop and apply non-violent methods of crisis intervention and conflict resolution					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Analysis of historical, structural and situational causes of violent conflict, crisis and war</li> <li>• Theories and methods of non-violent conflict resolution (prevention, intervention, post-conflict peace consolidation) involving the international community, states and civil society</li> <li>• Activities of locally and globally active terrorism and internationally organized crime</li> <li>• Intra-state ethnic and religious conflicts and conflict resolution</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Paper and paper presentation in form of a project proposal on non-violent method of conflict resolution in a given conflict					
<b>Conditions for awarding credits</b>					
Regular attendance, involvement in debates, country specific conflict analysis					
<b>Utilization of module (in other courses of study)</b>					
None					
<b>Weight of grade for final grade</b>					
5/120					
<b>Module in charge</b>					
Daniel Bendix					
<b>Literature</b>					
<ul style="list-style-type: none"> <li>• Anderson, M. B. (1999). <i>Do no harm: how aid can support peace--or war</i>. Lynne Rienner Publishers.</li> <li>• Huntington, S. P. (1996). <i>The Clash of Civilizations and the Remaking of World Order</i>.</li> <li>• Rotberg, R. I. (1996). <i>Vigilance and Vengeance. NGOs Preventing Ethnic Conflict in Divided</i>.</li> <li>• Barometer, C. (2012). Heidelberg: Heidelberg Institute for International Conflict Research.</li> </ul>					

## DEVELOPMENT ECONOMICS (5 CREDITS)

Module number	Workload	Credits	Study term	Frequency	Duration
MI2C9A	150 h	5	Winter Semester	Yearly	1 Semester
<b>Course and course type</b> Development Economics				<b>Contact time</b> 2 SWS / 30 h	<b>Self-study</b> 120h
<b>Learning outcomes / Competencies</b> <ul style="list-style-type: none"> <li>• Students should be able to analyze economic development processes.</li> <li>• They should be familiar with economic theory and the main concepts used in neo-classical and neo- institutional economics.</li> <li>• They should be able to critically assess economic reasoning and reflect on its relevance for development studies.</li> <li>• They get an insight in specific fields of development economics (agricultural economics, resource economics, household decision making and poverty analysis).</li> </ul>					
<b>Subject matter</b> <ul style="list-style-type: none"> <li>• Introduction in Economic Theory and Neo-institutional Economics</li> <li>• Basic Concepts in microeconomics</li> <li>• Peasant Economics</li> <li>• Household as a production and consumption unit</li> <li>• Household Decision Making</li> <li>• Introduction in resource economics</li> <li>• Basic concepts of macroeconomics</li> <li>• Theories of Growth</li> <li>• Sustainability</li> <li>• Inequality and Poverty</li> </ul>					
<b>Conditions for participation</b> None					
<b>Examination types</b> Exam					
<b>Conditions for awarding credits</b> Regular attendance, course readings.					
<b>Utilization of module (in other courses of study)</b> None					
<b>Weight of grade for final grade</b> 5/120					



**Module in charge**

Ulrike Schultz

**Literature**

- Bergstrom, J. C., & Randall, A. (2016). *Resource economics: an economic approach to natural resource and environmental policy*. Edward Elgar Publishing.
- Chang, H. J. (Ed.). (2003). *Rethinking development economics* (Vol. 1). Anthem Press.
- McDowell, M. *et al.* (2006). *Principles of Economics*. London, Routledge.
- Perkins, D.H. *et al.* (2013). *Economics of Development*. New York, London
- Perman, R. M., Common, Y., Maddison, M., McGilvray, D., & Perman, J. (2011). *Natural resource and environmental economics*. Pearson.
- Ellis, F. (1993). *Peasant economics: Farm households in agrarian development* (Vol. 23). Cambridge University Press.

<b>DISASTER RESPONSE AND HUMANITARIAN AID (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6C9	150 h	5	Winter Semester	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (incl. examination preparation)
1. Types and causes of natural and manmade disasters (seminar)				1 SWS / 15 h	60 h
2. International disaster response management (seminar with practical exercises)				1 SWS / 15 h	60 h
<b>Learning outcomes / Competencies</b> Students are capable of responding appropriately and successfully in disasters and of initiating humanitarian aid projects. They involve themselves in the development of village disaster management plans to prevent disasters					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Types and causes of natural and manmade disasters</li> <li>• Worldwide disaster mapping</li> <li>• Theories and best practices of international disaster management</li> <li>• Stages of disaster response</li> <li>• Ethics of humanitarian aid, codes of conduct, guidelines and best practices</li> <li>• Initiative of disaster prevention through development cooperation</li> <li>• Development of village disaster management plan</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Paper on village disaster management plan					
<b>Conditions for awarding credits</b>					
Regular attendance, presentations, documented reading assignments					
<b>Utilization of module (in other courses of study)</b>					
None					
<b>Weight of grade for final grade</b>					
5/120					
<b>Module in charge</b>					
Ulrike Schultz					
<b>Literature</b>					
<ul style="list-style-type: none"> <li>• Bankoff, G., Frerks, G., &amp; Hilhorst, D. (Eds.). (2004). <i>Mapping vulnerability: disasters, development, and people</i>. Routledge.</li> <li>• UNDP, H. (2004). <i>Reducing Disaster Risk: A Challenge for Development—A Global Report</i>. New York, USA: UNDP.</li> <li>• Website information retrieved from: <a href="http://www.inee.org">www.inee.org</a>; <a href="http://www.peopleinaid.org">www.peopleinaid.org</a> &amp; <a href="http://www.reliefweb.org">www.reliefweb.org</a></li> </ul>					

<b>QUALITATIVE METHODS OF SOCIAL RESEARCH (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI5E8A	150 h	5	Summer Semester	Yearly	1 Semester
<b>Courses and course type</b>				<b>Contact time</b>	<b>Self-study Examination</b>
1. Qualitative Methods of Data Collections (Lecture and Exercise)				1 SWS / 15 h	50 h
2. Qualitative Methods of Data Analysis (Lecture and Exercise)				1 SWS / 15 h	70 h
<b>Learning outcomes / Competencies</b> Students know different methods of qualitative data collection and data analysis. They are able to conduct, transcribe and analyze and interview and know to use software supporting qualitative data analysis.					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Methods of qualitative data collection (interviewing, focus group discussion, observation, participant observation)</li> <li>• Grounded Theory</li> <li>• Qualitative Content Analysis</li> <li>• Biographical Methods</li> <li>• Methods of analyzing qualitative data</li> <li>• Introduction into a software for analyzing data</li> </ul>					
<b>Conditions for participation</b> None					
<b>Examination types</b> Paper					
<b>Conditions for awarding credits</b> Regular attendance, participation in exercises,					
<b>Utilization of module (in other courses of study)</b> MA Counseling, MA Sozial- u. Gesundheitsmanagement, MA Musiktherapie					
<b>Weight of grade for final grade</b> 5/120					
<b>Module in charge</b> Ulrike Schultz					
<b>Literature</b>					
<ul style="list-style-type: none"> <li>• Hennink, M., Hutter, I., &amp; Bailey, A. (2010). <i>Qualitative research methods</i>. Sage.</li> <li>• Charmaz, K. (2014). <i>Constructing grounded theory: A practical guide through qualitative research</i>. Sage Publications Ltd, London.</li> </ul>					

## QUANTITATIVE METHODS OF SOCIAL RESEARCH (5 CREDITS)

Module number	Workload	Credits	Study term	Frequency	Duration
MI5E8B	150 h	5	Summer Semester	Yearly	1 Semester
<b>Courses and course type</b> Statistical Analysis of Quantitative Data (Lecture and Exercise)				<b>Contact time</b>  2 SWS / 30 h	<b>Self-study</b> Examination  120 h
<b>Learning outcomes / Competencies</b> Students are familiar with the basics of computer-based analysis of statistical data. They are able to use SPSS or MYSTAT to enter and analyze data with descriptive methods and can apply some multivariate methods. They are able to interpret statistical data.					
<b>Subject matter</b> <ul style="list-style-type: none"> <li>• Data preparation and transformation</li> <li>• Descriptive methods</li> <li>• Statistical tests</li> <li>• Multivariate statistics</li> </ul>					
<b>Conditions for participation</b> Basic knowledge in statistics					
<b>Examination types</b> Exam					
<b>Conditions for awarding credits</b> Regular attendance, participation in exercises					
<b>Utilization of module (in other courses of study)</b> MA Counseling, MA Sozial- u. Gesundheitsmanagement, MA Musiktherapie					
<b>Weight of grade for final grade</b> 5/120					
<b>Module in charge</b> Thomas Spiegler					
<b>Literature</b> <ul style="list-style-type: none"> <li>• Jaisingh, L. R. (2006). <i>Statistics for the utterly confused</i>. McGraw-Hill.</li> </ul>					

<b>Internship (10 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI1C10	300 h	10	Winter Semester and Summer Semester	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Practical</b>
Colloquium before practical Colloquium after practical				1 SWS / 15 h 1 SWS / 15 h	270 h
<b>Learning outcomes / Competencies</b> Students use professional competence and decision-making abilities with reference to social and intercultural issues within the practical scope of duties in developing countries. The practical training abroad lasts 8 weeks.					
<b>Subject matter</b> Students are prepared for their practical training abroad along theoretical, practical and specific geographical criteria. A professional supervision during practical training is mandatory. After completion of practical training students exchange their experiences while participating in a colloquium.					
<b>Conditions for participation</b> None					
<b>Examination types</b> Submission of report					
<b>Conditions for awarding credits</b> Regular attendance, successful practical training					
<b>Utilization of module (in other courses of study)</b> None					
<b>Weight of grade for final grade</b> 10/120					
<b>Module in charge</b> Ulrike Schultz					
<b>Literature</b>					

## MASTER THESIS (20 CREDITS)

Module number	Workload	Credits	Study term	Frequency	Duration
MI6C10	600 h	20	Winter Semester and Summer Semester	Yearly	1 Semester
<b>Course and course type</b> 1. Science Colloquium 2. Writing of the Master Thesis				<b>Contact time</b>  1 SWS / 15 h	<b>Self-study</b> (incl. writing of Master Thesis)  45 h 540 h
<b>Learning outcomes / Competencies</b> Students do independent social research. They do their own empirical research, collect, analysis and present data in reports and publications. They actively participate in scientific discourse. They critically reflect scientific developments in own academic publications.					
<b>Subject matter</b> Resolving issues through scientific research, analysis and interpretation of data applying theoretical and methodological pluralism. Processing of data in Master Thesis.					
<b>Conditions for participation</b> None					
<b>Examination types</b> Thesis					
<b>Conditions for awarding credits</b> Regular participation in the colloquium					
<b>Utilization of module (in other courses of study)</b> None					
<b>Weight of grade for final grade</b> 20/120					
<b>Module in charge</b> First and second evaluator					
<b>Literature</b>					

## PUBLIC HEALTH ISSUES IN DEVELOPING COUNTRIES (5 CREDITS)

Module number	Workload	Credits	Study term	Frequency	Duration
MI3C9	150 h	5	Winter Semester	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (incl. examination preparation)
1. Social medicine and public health issues in developing countries (seminar)				1 SWS / 15 h	60 h
2. Working approaches for assessing, designing and implementing public health programs in developing countries (practical lessons based on case studies)				1 SWS / 15 h	60 h
<b>Learning outcomes / Competencies</b>					
Students understand the relevant public health issues in developing countries and are competently able to assess basic public health needs, design and implement public health intervention strategies.					
<b>Subject matter</b>					
Learning content:					
<ul style="list-style-type: none"> <li>• Introduction to Social Medicine &amp; Public Health (Background, Definition, Core Sciences, etc.)</li> <li>• Social determinants of Health and Disease in developing countries (e.g.: poverty, gender inequality, politics, illiteracy, crime, wars, etc.)</li> <li>• Health indicators (Status Indicators, Health Service Coverage Indicators, Behavior Risk Factor Indicators, Health System Indicators)</li> <li>• Public health intervention approach and essential services (Primary/community based health care services, vaccination; health promotion and health education, advocacy, etc.)</li> <li>• Behaviour change in Public Health programs</li> <li>• Case studies and projects within a problem-based learning approach</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Written Examination					
<b>Conditions for awarding credits</b>					
Regular attendance and informed participation in class discussions; Active participation in group work and group PowerPoint presentation; and Submission of a written exam at the end of the semester.					
<b>Utilization of module (in other courses of study)</b>					
None					
<b>Weight of grade for final grade</b>					
5/120					
<b>Module in charge</b>					
Daniel Bendix					
<b>Literature</b>					
<ul style="list-style-type: none"> <li>• Walley, J. &amp; Wright, J. (Eds.). (2010) <i>Public Health: An action guide to improving health</i>. Oxford University Press.</li> </ul>					

- Sharma, M. et al. (2014) *Introduction to Community and Public Health*.
- Obregon, R., & Waisbord, S. (Eds.). (2012). *The handbook of global health communication* (Vol. 29). John Wiley & Sons.
- Farmer, P. (2001). *Infections and inequalities: The modern plagues*. Univ of California Press.
- Werner, D., Thuman, C., Maxwell, J., Pearson, A., & Cary, F. (1993). *Where there is no doctor: a village health care handbook for Africa*. Macmillan.



<b>GENDER AND SOCIAL DEVELOPMENT (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6E7	150 h	5	Elective	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (incl. examination preparation)
1. Introduction to Gender Research in Developing Countries (seminar)				1 SWS / 15 h	60 h
2. Gender Projects in Developing Countries (seminar)				1 SWS / 15 h	60 h
<b>Learning outcomes / Competencies</b>					
<ul style="list-style-type: none"> <li>• Participants should be aware that gender is a category of difference relevant in most fields of social sciences.</li> <li>• They should know the main gender concepts used in development cooperation.</li> <li>• They should be familiar with different approaches of integrating gender in development planning.</li> <li>• They should be able to apply gender planning and gender mainstreaming</li> <li>• They should be able to critically assess gender concepts and policies regarding their impact on other categories of difference such as class, ethnicity, religion and sexual orientation.</li> <li>• They should be aware of the diversity of gender arrangements in the global south.</li> </ul>					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• History of Women and Gender in Development Policies</li> <li>• Gender Planning in Development Corporation</li> <li>• Gender Mainstreaming</li> <li>• Gender and Development: Perspectives in the Global South</li> <li>• Intersectionality as a New Paradigm in Gender Studies</li> <li>• Gender Orders in Different Societies</li> <li>• Reproductive Rights and Sexuality</li> <li>• Masculinity</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Paper					
<b>Conditions for awarding credits</b>					
Regular attendance, practical exercises, presentation and involvement in debates					
<b>Utilization of module (in other courses of study)</b>					
None					
<b>Weight of grade for final grade</b>					
5/120					

**Module in charge**

Ulrike Schultz

**Literature**

- Cornwall, A., & Whitehead, A. (2007). *Feminisms in development: contradictions, contestations and challenges*. Zed Books.
- Jaquette, J. S., & Summerfield, G. (Eds.). (2006). *Women and gender equity in development theory and practice: institutions, resources, and mobilization*. Duke University Press.
- Kabeer, N. (2003). *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: A handbook for policy-makers and other stakeholders*. Commonwealth Secretariat.
- Moser, C. (1999). *Gender planning and development: Theory, practice and training*. Routledge.
- Marchand, M.H. & Parpart, J.L. (Ed.). (1995) *Feminism/Postmodernism/Development*. Oxford.
- Visvanathan, N., Duggan, L., Nisonoff, L., & Wiegersma, N. (Eds.). (1997). *The women, gender, and development reader*. New Africa Books.

<b>SPECIAL SOCIAL RESEARCH (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI2E7	150 h	5	Elective	Yearly	1 Semester
<b>Course and course type</b> 1.				<b>Contact time</b>	<b>Self-study</b> (incl. examination preparation)
Special Social research (seminar)				2 SWS / 30 h	120 h
<b>Learning outcomes / Competencies</b>					
<ul style="list-style-type: none"> <li>• Students will learn to perceive relevant themes of development from the perspective of different disciplines and traditions of inquiry.</li> <li>• They will be able to apply different methodologies and analytical tools to specific problems and contexts.</li> <li>• They will be able to critically assess concepts and categories that are commonly used in the field of development studies.</li> </ul>					
<b>Subject matter</b>					
<p>In the course different themes and theories are used to give the students an overview about approaches, methodologies and methods used in different disciplines that are relevant to the field of development studies.</p> <p>Disciplines that could be covered are: Population sociology, Cultural studies, Sociology of Medicine, Economic Anthropology, Social Anthropology, Agricultural Economics, Sociology of Migration and Diaspora Studies</p>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Paper					
<b>Conditions for awarding credits</b>					
Regular attendance, presentation and involvement in debates					
<b>Utilization of module (in other courses of study)</b>					
None					
<b>Weight of grade for final grade</b>					
5/120					
<b>Module in charge</b>					
Ulrike Schultz					
<b>Literature</b>					
<p>The literature used comes from different disciplines.</p> <p>It will include textbooks, journal articles and case studies.</p>					

<b>COMPARATIVE RELIGION AND DEVELOPMENT POLITICS (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI2E8	150 h	5	Elective	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (Incl. examination preparation)
1. Introduction to comparative religion (seminar)				1 SWS / 15 h	60 h
2. Religion and development (seminar)				1 SWS / 15 h	60 h
<b>Learning outcomes / Competencies</b>					
<ul style="list-style-type: none"> <li>• Students should be able to analyze critically and evaluate the impact of different religions on economic development.</li> <li>• They should be familiar with concepts of development in different religions.</li> <li>• They should have an insight into the main debates on secularization, modernization, religious revival and fundamentalism.</li> <li>• They will be familiar with practices and different types of faith based NGO's working in the field of development co-operation.</li> <li>• They should be able to integrate religious dimension in development planning</li> </ul>					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Religion and Economic Development</li> <li>• Development and the Resurgent of Religion</li> <li>• Poverty, Development and Religion,</li> <li>• Concepts of Development in different religions</li> <li>• Faith Based Organizations in Development Organization</li> <li>• Gender, Religion and Development</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Paper					
<b>Conditions for awarding credits</b>					
Regular attendance, paper presentation, documented reading and involvement in debates					
<b>Utilization of module (in other courses of study)</b>					
None					
<b>Weight of grade for final grade</b>					
5/120					
<b>Module in charge</b>					
Ulrike Schultz					
<b>Literature</b>					
<ul style="list-style-type: none"> <li>• Deneulin, S. &amp; Bano, M. (2009). <i>Religion in Development: Rewriting the Secular Script</i>.</li> <li>• Haynes, J. (2007). <i>Religion and development: conflict or cooperation?</i>. Springer.</li> <li>• Rakodi, C. (2007). Understanding the role of religions in development: the approach of the RAD Programme. <i>RAD Working Papers Series</i>.</li> <li>• Weber, M. (1958). The Protestant Ethic and the Spirit of Capitalism.[original, 1904-1905; English translation, 1958]. <i>New York: Charles Scribner's Sons</i>.</li> </ul>					

**THEORY AND THE PRACTICAL RELEVANCE AND SECONDARY REFERENCE SCIENCES IN DEVELOPMENT COOPERATION (5 CREDITS)**

<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6E8A	150 h	5	Elective	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (incl. examination preparation)
1. Interdisciplinary analysis of primary and secondary reference sciences in Development Cooperation (seminar)				1 SWS / 15 h	60 h
2. Detailed study of selected scientific disciplines (seminar with exercises)				1 SWS / 15 h	60 h
<b>Learning outcomes / Competencies</b> Students have an interdisciplinary understanding of relevant scientific disciplines and apply these from a comparative perspective in changing historical, structural and geographical settings.					
<b>Subject matter</b> 1) Methodological and theoretical pluralism in social sciences and development studies 2) Demography, ethnology, psychology, sociology, ecology, politics, administrative science, economics, study of culture and religion, philosophy, education (formal, non-formal and informal), health (social medicine, tropical medicine, health management)					
<b>Conditions for participation</b> None					
<b>Examination types</b> In depth analysis of relevant social science discipline for development cooperation					
<b>Conditions for awarding credits</b> Involvement in debates, documented reading					
<b>Utilization of module (in other courses of study)</b> None					
<b>Weight of grade for final grade</b> 5/120					
<b>Module in charge</b> Daniel Bendix					
<b>Literature</b> <ul style="list-style-type: none"> <li>• Black, J. K. (2001). <i>Development in theory and practice: paradigms and paradoxes</i>. Westview Press.</li> <li>• Mukherji, P. N., &amp; Sengupta, C. (Eds.). (2004). <i>Indigeneity and universality in social science: A South Asian response</i>. Sage.</li> <li>• Shiva, V. (1991). <i>Ecology and the politics of survival: conflicts over natural resources in India</i>. United Nations University Press.</li> <li>• Sen, A. (2000): <i>Development as freedom</i>. Oxford</li> </ul>					

## MIGRATION AND DEVELOPMENT (5 CREDITS)

Module number	Workload	Credits	Study term	Frequency	Duration
MI6E8C	150 h	5	Elective	Irregularly	1 Semester
<b>Course and course type</b>  1. Introduction in Migration Studies 2. Migration and Development				<b>Contact time</b>	<b>Self-study</b>
				1 SWS/15	120 h
<b>Learning outcomes / Competencies</b>  Students are able to apply their understanding of key concepts and dimensions of human migration to apply them to current scientific research and approaches to international migration management.					
<b>Subject matter</b> <ul style="list-style-type: none"> <li>• Defining migration</li> <li>• Mobility and migration</li> <li>• Rural-to-urban migration</li> <li>• International migration</li> <li>• Typologies of migration</li> <li>• Causes of migration</li> <li>• Migration theories</li> <li>• Sociology of migration</li> <li>• Transnationalism and migration</li> <li>• Impact of migration</li> <li>• Return Migration</li> <li>• Brain Drain and Brain Gain</li> <li>• Remittances</li> </ul>					
<b>Conditions for participation</b>  None					
<b>Examination types</b>  Paper					
<b>Conditions for awarding credits</b>  Regular attendance, course readings and presentation of a case study					
<b>Utilization of module (in other courses of study)</b>					

None
<b>Weight of grade for final grade</b> 5/120
<b>Module in charge</b> Ulrike Schultz
<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Cresswell, T. (2006). <i>On the Move: Mobility in the Modern Western World</i>. Routledge.</li> <li>• Castles S. &amp; Miller, M.J. (2009). <i>The Age of Migration: International Population Movements in the Modern World</i> (4th edition). Basingstoke: Palgrave MacMillan.</li> <li>• Fiddian-Qasmiyeh, E., Loescher, G., Long, K., &amp; Sigona, N. (Eds.). (2014). <i>The Oxford handbook of refugee and forced migration studies</i>. OUP Oxford.</li> </ul>

<b>LAND USE, LAND RIGHTS AND DEVELOPMENT (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6E8D	150 h	5	Elective	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b>
Land Use, Land Rights and Development				2 SWS (30h)	120h
<b>Learning outcomes / Competencies</b>					
Students are familiar with the different system of land ownership.. They can relate different concepts of land use to policy formulations/strategies. They can reflect on the impact of privatization and land investment for local communities. They can links these trends to concepts/ ideas of development.					
<b>Subject matter</b>					
<b>Module 2: Sustainability Studies: Resources and Policies</b>					
<ul style="list-style-type: none"> <li>• Land Use Strategies</li> <li>• Land Rights / Land Ownership</li> <li>• Concepts and policies around land grabbing</li> <li>• Politics of dispossession</li> <li>• Resistance against land grabbing</li> <li>• Land use and Development</li> </ul>					
<b>Conditions for participation</b>					
Specialization					
<b>Examination types</b>					
Paper submission or Exam, to be decided					
<b>Conditions for awarding credits</b>					
Regular attendance, course readings.					
<b>Utilization of module (in other courses of study)</b>					
None					
<b>Weight of grade for final grade</b>					
10/120					
<b>Module in charge</b>					
Ulrike Schultz					
<b>Literature</b>					
<ul style="list-style-type: none"> <li>• Borras Jr, S. M., &amp; Franco, J. C. (2013). Global land grabbing and political reactions ‘from below’. <i>Third World Quarterly</i>, 34(9), 1723-1747.</li> </ul>					



<b>SUSTAINABILITY, DEGROWTH AND RESOURCE POLITICS (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6E8E	150 h	5	Summer Semester	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b>
1. Sustainability, De-growth and Resource Politics (Lecture)				1SWS (15h)	60h
2. Commodity Seminar				1SWS (15h)	60h
<b>Learning outcomes / Competencies</b>					
<ul style="list-style-type: none"> <li>• Students are familiar with key concepts and dimensions of sustainability.</li> <li>• They can relate them to debates and issues around our current economic system and the paradigm of growth.</li> <li>• They are familiar and can apply strategies of sustainability to real life scenarios.</li> <li>• In the commodity seminar, they have built up in-depth expertise around one commodity such as coal, gold, rice or sugar and through discussing this commodity learnt about inequalities of trade, values, colonial legacies, inequalities of distribution, environmental impacts etc. and related all of these to debates around resource politics and sustainability questions.</li> </ul>					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Concepts of sustainability</li> <li>• Strategies for sustainability</li> <li>• Sustainability and growth</li> <li>• Growth and happiness</li> <li>• Growth and environmental degradation</li> <li>• Growth and Resource Politics</li> <li>• Sustainable behavior/ Green Living</li> <li>• Social movements/ thoughts around de-growth/ Buen Vivir/ Steady State Economy</li> <li>• Definitions around resources</li> <li>• Inequalities in resource use/ distribution/ markets</li> <li>• Resources and power</li> <li>• Colonial and postcolonial legacies of resource distribution</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Paper submission					
<b>Conditions for awarding credits</b>					
Regular attendance, course readings.					

<b>Utilization of module (in other courses of study)</b> None
<b>Weight of grade for final grade</b> 5/120
<b>Module in charge</b> Jill Blau
<b>Literature</b> <ul style="list-style-type: none"> <li>• <i>Thiele, L. P. (2016). Sustainability. John Wiley &amp; Sons.</i></li> <li>• <i>Dietz, R., &amp; O'Neill, D. W. (2013). Enough is enough: Building a sustainable economy in a world of finite resources. Routledge.</i></li> </ul>

<b>INTERNATIONAL AND COMPARATIVE EDUCATION (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6E9A	150 h	5	Elective	Yearly	1 Semester
<b>Course and course type</b> 1. Theories, methods and working approaches in International and Comparative Education (seminar) 2. Selected issues in Comparative Education: Primary, secondary and tertiary education, Adult Education (seminar with practical exercises)				<b>Contact time</b>  1 SWS / 15 h  1 SWS / 15 h	<b>Self-study</b> (incl. examination preparation) 60 h  60 h
<b>Learning outcomes / Competencies</b> Education as one of the main factors of social and economic development is reflected upon, critically analyzed and professional applied for the social and economic upward mobility of underprivileged and marginalized population segments, for qualification of cultural standards, technological innovation, economic progress and peace. Theories, approaches and methods of international and comparative education are reflected and acted upon in the framework of development politics.					
<b>Subject matter</b> <ul style="list-style-type: none"> <li>• Approaches, theories and paradigms of international and comparative education</li> <li>• Traditional and modern systems of education</li> <li>• Intercultural issues of education, cultural factors of cognitive development</li> <li>• Comparison of public and private school systems in selected countries</li> <li>• Education and manpower planning</li> <li>• Vocational training for social and economic development</li> <li>• Adult education, functional adult literacy</li> </ul>					
<b>Conditions for participation</b> None					
<b>Examination types</b> Seminar paper					
<b>Conditions for awarding credits</b> Regular attendance, documented reading, involvement in debates					
<b>Utilization of module (in other courses of study)</b> None					
<b>Weight of grade for final grade</b> 5/120					
<b>Module in charge</b> Daniel Bendix					
<b>Literature</b> <ul style="list-style-type: none"> <li>• Schriewer, J. (Ed.). (2009). <i>Discourse formation in comparative education</i>(Vol. 10). Peter Lang.</li> <li>• Freire, P. (2000). <i>Pedagogy of the oppressed</i>. Bloomsbury Publishing.</li> <li>• Arnove, R. F., Torres, C. A., &amp; Franz, S. (Eds.). (2012). <i>Comparative education: The dialectic of the global and the local</i>. Rowman &amp; Littlefield Publishers.</li> </ul>					

<b>INTERNATIONAL RESEARCH AND DEVELOPMENT OF SCIENCE (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6E9	150 h	5	Elective	Yearly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (incl. examination preparation)
1. Science and development. The cognitive mastering of our life world (seminar)				1 SWS / 15 h	60 h
2. Sociology of knowledge and the public financing and steering of science (seminar with practical analysis exercises)				1 SWS / 15 h	60 h
<b>Learning outcomes / Competencies</b> Students actively participate in and contribute to the development of social science within the framework of theories, methods and paradigms of social science and related disciplines of development cooperation, peace and conflict research and humanitarian aid.					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Historical development of theories, paradigms and methods of social science</li> <li>• Meta-theoretical coordination of theories and paradigms</li> <li>• Sociology of knowledge and power</li> <li>• - Knowledge, science and world view; indigenous, cultural and modern knowledge</li> <li>• Discursive and analytical observations on the social and political motivation, justification, promotion, financing and steering of science</li> <li>• Case studies from security politics, environmental science, medicine, education, development studies, sociology, biology etc.</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Paper					
<b>Conditions for awarding credits</b>					
Regular attendance, documented reading, involvement in debates					
<b>Utilization of module (in other courses of study)</b>					
None					
<b>Weight of grade for final grade</b>					
5/120					
<b>Module in charge</b>					
Daniel Bendix					
<b>Literature</b>					
<ul style="list-style-type: none"> <li>• Alvarez, C. (1992). <i>Science, Development and Violence. The Revolt against modernity</i>. New Delhi.</li> <li>• Berger, P. L., &amp; Luckmann, T. (1967). <i>The Social construction Of Reality: A Treatise in The Sociology of Knowledge</i>.</li> <li>• Marglin, F. A., &amp; Marglin, S. A. (1990). <i>Dominating knowledge: Development, culture, and resistance</i>. Oxford University Press.</li> </ul>					

<b>GLOBALIZATION AND GLOBAL GOVERNANCE (5 CREDITS)</b>					
<b>Module number</b>	<b>Workload</b>	<b>Credits</b>	<b>Study term</b>	<b>Frequency</b>	<b>Duration</b>
MI6E7A	150 h	5	Elective	Irregularly	1 Semester
<b>Course and course type</b>				<b>Contact time</b>	<b>Self-study</b> (incl. examination preparation)
1. Cultural, economic, political and social factors of globalization (seminar)					
2. Globalization, Regionalization, "Globalization", Global Governance (seminar)				1 SWS / 15 h	60 h
				1 SWS / 15 h	60 h
<b>Learning outcomes / Competencies</b>					
Understanding in detail the dialectics between the processes of globalization and regionalization, students participate competently in Global Governance for sustainable and equitable development, justice and peace.					
<b>Subject matter</b>					
<ul style="list-style-type: none"> <li>• Nationalism and neo-liberal globalization</li> <li>• Civil society and democratic Global Governance</li> <li>• World Trade Organization, reduction of agricultural subsidies etc.</li> <li>• Politics of the International Monetary Fund and the World Bank</li> <li>• International NGO system</li> <li>• New World Order</li> <li>• Intellectual property rights</li> <li>• International realization of basic labor laws and core social standards</li> </ul>					
<b>Conditions for participation</b>					
None					
<b>Examination types</b>					
Paper					
<b>Conditions for awarding credits</b>					
Regular attendance, successful participation in analyzing global governance issues					
<b>Utilization of module (in other courses of study)</b>					
None					
<b>Weight of grade for final grade</b>					
5/120					
<b>Module in charge</b>					
Daniel Bendix					
<b>Literature</b>					
<ul style="list-style-type: none"> <li>• Baylis, J. &amp; Smith, S. (2001). <i>The Globalization of World Politics</i>. Oxford.</li> <li>• Hewson, M. &amp; Sinclair, T. (1999). <i>Approaches to Global Governance Theory</i>. New York.</li> <li>• <i>World Intellectual Property Organization (WIPO)</i>. Retrieved from, <a href="http://www.wipo.org">www.wipo.org</a>.</li> </ul>					